

Building On Our  
Foundation: Our DEIB  
Strengths, Gaps, and  
Recommendations for  
Meaningful Steps  
Forward

JENNIFER HAMER

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## MAJOR CONTRIBUTORS TO THE REPORT

The following faculty and staff members were major contributors to the collection of data, analysis, and production of this wireframe report.

- Karen Armstrong, director of inclusion, equity and diversity, Outreach and Online Education
- D. Scott Bennett, senior associate dean for Research and Graduate Studies and distinguished professor of Political Science, College of the Liberal Arts
- Ashley Citarella, associate director of operations, programs and events, Student Affairs
- Adidi Etim-Hunting, director of diversity, equity and inclusion, Development and Alumni Relations
- Annette Fetterolf, analysis and planning consultant, Outreach and Online Education
- Ashley Jackson, equity research specialist, Office of the Vice Provost for Educational Equity
- Susan Johnson, assistant director of research funding, planning and operations, Office of the Senior Associate Dean for Research and Graduate Studies, College of the Liberal Arts
- Lance Kennedy-Phillips, vice provost for planning, assessment, and institutional research, Office of Planning, Assessment, and Institutional Research
- Linda Klimczyk, IT manager, Libraries Strategic Technologies, University Libraries
- Roderick Lee, director of Information Technology Degree Programs and associate professor of Information Systems, School of Business Administration, Penn State Harrisburg
- Laura Leites, associate research professor of Quantitative Forest Ecology, College of Agricultural Sciences; Equity Leadership Faculty Fellow, Office of the Vice Provost for Educational Equity
- Nivedita Nagachar, undergraduate studies adviser, Division of Undergraduate Studies
- Daniel Newhart, assistant vice provost for planning, Office of Planning, Assessment, and Institutional Research
- Rheno Pradikta, graduate research assistant, Public Policy
- Carly Sunseri, director of data science, Office of Planning, Assessment, and Institutional Research
- Amy Tegeder, administrative support coordinator, Office of the Vice Provost for Educational Equity

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# BUILDING ON OUR FOUNDATION: OUR DEIB STRENGTHS, GAPS, AND RECOMMENDATIONS FOR MEANINGFUL STEPS FORWARD

## Charge

A special adviser for institutional equity was appointed by the President in November 2022 to explore the current state of DEIB efforts at the University, including strengths and challenges, with an eye toward addressing inequities in graduation rates, along with growing diversity among faculty and staff and creating more equitable access to employee career development and advancement opportunities. The adviser was tasked with the following charge:

1. **Distill key DEIB report recommendations** (e.g., President's Select Commission, More Rivers to Cross, President's Commissions for Equity) into a series of actionable measures that can move the needle on DEIB outcomes at Penn State.
2. **Identify successful DEIB activity throughout Penn State**, focusing on initiatives that can be enhanced or further supported to increase outcomes University-wide.
3. **Recognize President's key diversity goals** (i.e., closing gaps in graduation rate outcomes across identity groups, increasing faculty diversity across faculty ranks, expanding access to staff professional development, improving sense of belonging) and formulating an initial wireframe plan, indicating key investments, and areas of focus that will drive progress towards successful completion of these goals.

The work required of the charge was divided into phases: 1) creation of a work team, information gathering and analysis, and the production of a wireframe report; and 2) movement forward on initial implementation of recommendations selected from the wireframe report. The time frame for completion of data collection and analysis of the wireframe report was approximately 8 weeks from November 2022 to February 2023, and included an April 2023 release of an executive summary.

## GLOSSARY OF KEY TERMS

- **Belonging** — Refers to people feeling welcomed, appreciated, respected, and valued for their presence and contributions to the University, regardless of social differences and backgrounds.
- **Bias** — a tendency or inclination that prevents objectivity.
- **Central administrators/upper administrators** — The senior administrative employee class whose primary role and responsibility is to manage and oversee institutional operations, including university-wide strategic visions and plans, formulation and revision of policies, and who are positioned to influence mid- and lower-level policies and practices within the organization. At Penn State, this employee class includes president, provost, vice provosts, and vice presidents each of whom have full or partial responsibility for an area (e.g., student affairs, faculty affairs, human resources, strategic communications, auxiliary and business, world campus, institutional finances) of the organization.
- **Cisgender** — Someone whose gender identity matches the gender they were assigned at birth, someone who is not trans. Cisgender is often shortened to cis. "Cisgender" is preferred to terms like "biological", "genetic", or "real" male or female.
- **Cultural/Intercultural Competence** — The ability to understand, communicate with, and effectively interact with people across cultures. Grounded in the respect and appreciation of cultural differences, cultural competence is demonstrated in the attitudes, behaviors, practices, and policies of people, organizations, and systems.
- **Disability** — A physical or mental impairment that substantially limits one or more major life activities of an individual; a record of such an impairment; or being regarded as having such an impairment (from the Americans with Disabilities Act of 1990).
- **Discrimination** — The unequal treatment of members of various groups based on race, ethnicity, gender, gender expression, socioeconomic class, sexual orientation, physical or mental ability, religion, citizenship status, a combination of those identified, and/or other categories.
- **Diversity** — Refers to a university where demographic composition (e.g., race, ethnicity, gender identity, sexuality, age, religion, nationality, disabilities, military/veteran status, economic background, and other identities) is representative of the human complexity of our state, nation, and global constituencies. Diversity fosters innovation in research, knowledge production, and classroom learning; greater creativity in decision-making; and better preparation of students for work and citizenship in an increasingly global society.
- **Dominant (group)** — Not necessarily the numerical majority, but the group within a society with the power, privilege, and social status to control and define societal resources and social, political, and economic systems and norms.
- **Domestic underrepresented racial and ethnic minorities (URM)** — Refers to U.S. citizens who, are Black, Hispanic, and Pacific Islander, and/or American Indian/Alaskan Native.
- **DFW** — Letter grades received by students in academic courses that represent course outcome measured from D (poor achievement), F (inadequate achievement), and W (withdrawal without course completion).
- **Equity** — Refers to a university that intentionally minimizes and eliminates barriers to success and actively maintains environments where all members, regardless of differences in social identities and backgrounds, have a fair and equal chance to access resources and engage in opportunities that facilitate their ability to grow, advance, and meet their individual goals.

- **Ethnic/Ethnicity** — Denotes groups that share a common identity-based ancestry, language, or culture. It is often based on religion, beliefs, and customs as well as memories of migration or colonization.
- **Fair** — Refers to being free from bias and equal in outcome regardless of factors such as race, ethnicity, gender identity, sexuality, age, religion, nationality, disabilities, military/veteran status, economic background, and other identities.
- **First generation** — [Penn State](#) defines “first generation” students as any student whose immediate parents or legal guardians have not completed a baccalaureate degree.
- **Gender** — A complex combination of roles, expressions, identities, performances, and more that are assigned gendered meaning by a society. Gender is both self-defined and socially defined. How gender is embodied and defined varies from culture to culture and from person to person. Gender is a spectrum, rather a binary.
- **Gender identity** — An individual’s internal sense of what gender they are. One’s gender identity may or may not align with their assigned gender and one’s gender identity is not visible to others.
- **Implicit Bias** — A belief or attitude that affects our understanding, decision, and actions, and that exists without our conscious awareness.
- **Inclusion** — Refers to everyone being treated respectfully in their engagements with others and across University spaces, regardless of social differences and backgrounds.
- **Intersectionality** — The ways in which race, class, gender, and other aspects of our identity overlap or “intersect” and interact with one another and inform the way people simultaneously experience privilege and oppression in their everyday lives. Also, refers to the view that overlapping and interdependent systems of discrimination and inequality can more effectively be addressed together.
- **Just** — Refers to being ethical and mindful when building and/or dismantling institutional structures to serve all people in a fair and equitable manner (e.g., in pursuit of correcting historical inequities).
- **LGBTQ** — A common acronym which stands for lesbian, gay, bisexual, transgender/trans, and queer. There are other variations like this acronym, such as LGBTQQIAA which stands for lesbian, gay, bisexual, transgender/trans, queer, questioning, intersex, asexual, and ally.
- **Marginalized/Marginalization** — The process that occurs when members of a dominant group relegate a particular group to the edge of society/institution for the purpose of maintaining power by not allowing them an active voice, identity, or equal place.
- **Microaggression** — A comment or action that unconsciously or unintentionally expresses or reveals a prejudiced attitude toward a member of a marginalized or minoritized group, such as a racial minority. These small, common occurrences include insults, slights, stereotyping, undermining, devaluing, delegitimizing, overlooking, or excluding someone because they are a member of a marginalized or minoritized group. Over time, microaggressions can isolate and alienate those on the receiving end and affect their health and wellbeing.
- **Minoritized** — Groups that have been historically oppressed due to a dominant category such as race and/or ethnicity.
- **Nonwhite** — Refers to those who do not report “white” identity.
- **People of Color** — Political or social (not biological) identity among and across groups of people that are racialized as non-White. The term “people of color” is used to acknowledge that many



racism in the U.S, and the term includes, but is not synonymous with, Black people.

- **Privilege** — An unearned, sustained advantage that comes from race, gender, sexuality, ability, socioeconomic status, age, and other differences.
- **Racial disparities** — An unequal outcome one racial group experiences as compared to the outcome for another racial group.
- **Tenure** — For the purposes of this report, we define tenure in line with University policy AC21 (see [Appendix U](#) for policy).
- **Underrepresented groups**-- An abbreviation for underrepresented racial and ethnic minorities and others marginalized such as women in some field/areas, those with disabilities, LGBTQ.

Glossary terms have been adopted or adapted from the following sources: [Harvard Human Resources Glossary of Diversity, Inclusion and Belonging \(DIB\) Terms](#); [Penn State Student Affairs Gender Diversity Terminology](#); [Center for the Study of Social Policy's Key Equity Terms & Concepts: A Glossary for Shared Understanding](#)

## 1. EXECUTIVE SUMMARY

In November 2022, President Neeli Bendapudi shared four DEIB goals—which include:

- Closing gaps in graduation rate outcomes across identity groups.
- Increasing faculty diversity across ranks, tracks, and disciplines.
- Expanding access to staff professional development.
- Improving sense of belonging for all Penn Staters.

Bendapudi also named a special adviser for institutional equity to lead a University-wide evaluation and inventory of DEIB-related initiatives and programs underway across Penn State, as well as to synthesize the many DEIB-related reports generated at Penn State in recent years.

Special Adviser Jennifer Hamer—interim associate vice provost and senior faculty mentor for Educational Equity; professor of African American studies and women's, gender, and sexuality studies; and director of the Mid-Career Faculty Advancement Program—led this work with the support of a small volunteer work team of faculty and staff from across the University, and in consultation with the Office of Planning, Assessment, and Institutional Research (OPAIR) and others, to inform a strategy for the collection and analysis of available information on Penn State DEIB-related activities.

The special adviser was charged with:

- Distilling key DEIB data and report recommendations into a series of actionable measures that can move the needle on DEIB outcomes at Penn State.
- Identifying successful DEIB activity throughout Penn State, focusing on initiatives that can be enhanced or further supported to increase DEIB outcomes.
- Recognizing President Bendapudi's key diversity goals and formulating an initial wireframe plan indicating key investments and areas of focus that will drive progress toward successful completion of these goals.
- Define executive leadership accountability.

During a short eight-week period, the special adviser and work team conducted a rigorous process to review and evaluate existing University data, reports, and materials, in addition to meeting with a variety of University groups, subject experts, and administrators. The evaluation identified a variety of strengths, challenges, and opportunities unique to Penn State to promote equity across every campus and address President Bendapudi's DEIB goals.

The initial phase of the special adviser's charge ended with this report, written by the special adviser for the purpose of informing and sharing key information.

The following faculty and staff members were members of the volunteer work team that lead the evaluative process:

- Karen Armstrong, director of inclusion, equity and diversity, Outreach and Online Education
- D. Scott Bennett, senior associate dean for Research and Graduate Studies and distinguished professor of Political Science, College of the Liberal Arts
- Ashley Citarella, associate director of operations, programs and events, Student Affairs

- Adidi Etim-Hunting, director of diversity, equity and inclusion, Development and Alumni Relations
- Annette Fetterolf, analysis and planning consultant, Outreach and Online Education
- Ashley Jackson, equity research specialist, Office of the Vice Provost for Educational Equity
- Susan Johnson, assistant director of research funding, planning and operations, Office of the Senior Associate Dean for Research and Graduate Studies, College of the Liberal Arts
- Lance Kennedy-Phillips, vice provost for planning, assessment, and institutional research, Office of Planning, Assessment, and Institutional Research
- Linda Klimczyk, IT manager, Libraries Strategic Technologies, University Libraries
- Roderick Lee, director of Information Technology Degree Programs and associate professor of Information Systems, School of Business Administration, Penn State Harrisburg
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- Nivedita Nagachar, undergraduate studies adviser, Division of Undergraduate Studies
- Daniel Newhart, assistant vice provost for planning, Office of Planning, Assessment, and Institutional Research
- Rheno Pradikta, graduate research assistant, Public Policy
- Carly Sunseri, director of data science, Office of Planning, Assessment, and Institutional Research
- Amy Tegeder, administrative support coordinator, Office of the Vice Provost for Educational Equity

## DEIB-Defined

All students, faculty, and staff should have equal opportunities and equal rights, such as being valued, respected, and protected from harm. But how these opportunities and rights are made accessible are not the same for everyone and especially differ by social identities such as race, ethnicity, gender, gender identity, disabilities, and economic status. The different ways that we achieve equal opportunities and equal rights is DEIB work.

For the purposes of this document, diversity, equity, inclusion, and belonging are defined in the following ways:

- **Diversity** — refers to a university where demographic composition (e.g., race, ethnicity, gender identity, sexuality, age, religion, nationality, disabilities, military/veteran status, economic background, and other identities) is representative of the human complexity of our state, nation, and global constituencies. Diversity fosters innovation in research, knowledge production, and classroom learning; greater creativity in decision-making; and better preparation of students for work and citizenship in an increasingly global society.
- **Equity** — refers to a university that intentionally minimizes and eliminates barriers to success and actively maintains environments where all members, regardless of differences in social identities and backgrounds, have a fair and equal chance to access resources and engage in opportunities that facilitate their ability to grow, advance, and meet their individual goals.

- **Inclusion** — refers to everyone being treated respectfully in their engagements with others and across University spaces, regardless of social differences and backgrounds.
- **Belonging** — refers to people feeling welcomed, appreciated, respected, and valued for their presence and contributions to the University, regardless of social differences and backgrounds.

## DEIB Status and Progress at Penn State

Penn State must more intentionally foster a University community that is more just by facilitating greater diversity, equity, inclusion, and belonging for all of its students, faculty, and staff. Meeting this goal is central to its land-grant mission to provide unparalleled access to education and public service to support the citizens of the commonwealth and beyond.

In essence, a just university is achieved by DEIB efforts when all of us, regardless of race, ethnicity, gender identity, sexuality, religion, disabilities, age, and other social identities, are valued as full participants in Penn State; are treated respectfully; feel appreciated for our contributions; and when successful outcomes such as graduation rates for students and career advancement, trust, and job satisfaction for employees do not vary by social identity groups. At present, achieving these aims is a challenge because DEIB at Penn State functions more as a set of professed values than a description of how the institution regularly engages and operates.

While Penn State has made some progress in the areas of DEIB, recommendations from the special adviser propose that movement forward demands an equity-centered vision/plan that fosters attention to empathy and the greater good, informs changes to the institution's current operational practices, and integrates accountability for identified goals toward progress ([Inclusive Excellence](#) and [A Framework for Advancing Anti-Racism Strategy on Campus](#) are frameworks that the University may want to consider).

Based on these understandings, equity and inclusion are of central significance because together they create the conditions for greater diversity and belonging. Diversity and belonging are indicators of how well we actually practice or “do” equity and inclusion. Equality in outcomes across social identity groups is our aim. Equity and inclusion work is difficult and complex, but it is not impossible. As evidence, data indicates that Penn State demographics are in line with Big Ten peers and there has been some growth in diversity, but neither Penn State nor its Big 10 peers have achieved model DEIB institutional status.

Still, Penn State has established a foundation on which to make continued headway. For example, its academic and administrative units have established DEIB strategic plan action items and many have appointed DEIB leadership; there are institutional surveys and considerable data that serve as a baseline to assess change; and considerable DEIB-related scholarship is produced by our faculty members.

With hundreds of DEIB-related programs, centers/institutes, and action-items across the University, Penn State has a strong foundation on which to grow. Many of these programs have had impactful and important successes within individual units. Adding to these strengths, the institution has an engaged student body, University Staff Advisory Council, Faculty Senate, Council of Academic Deans, Academic Leadership Council, President's Council, Equity Commissions, the University Equity Leadership Council and multiple layers of DEIB-appointed professionals, generous alumni, and energized intellectual and professional talent contributing to DEIB thought, application, and scholarship. All of the above, along

with professional talent and ongoing production of scholarship, present Penn State with expansive opportunities for change.

At the same time, key metrics indicate that efforts to become a more diverse Penn State are resulting in slow and mixed progress. Among other items to address are:

- Persistent underrepresentation of African American/Black, Hispanic/Latinx, Native American, and Native Hawaiian and Asian Pacific Islanders among student, faculty, and staff populations.
- Persistent underrepresentation of women, relative to men, in the composition of faculty, as well as within the highest faculty ranks.
- Overrepresentation of white women (77.3%) and white men (75.1%) among administrators, including academic administrators.

Low levels of diversity are the logical consequence of persistent inequities across the organization. Students, faculty, and staff from racialized and other marginalized populations are more likely than majority groups to report dissatisfaction, distrust, a lower sense of belonging, and that they are on the receiving end of harmful bias and discriminatory behaviors from other Penn Staters.

Addressing these indicators of inclusion and belonging demands institutional intentionality around equity. In other words, good intentions and commitment—which are present at Penn State—must be better translated into actions and purposeful outcomes. Among areas to target for improvements are:

- **For students:** Equitable access to adequate resources that support accomplishment in academic progress; degree completion; and a greater attention to addressing the academic and campus experiences, including student organizations and engagement of all students, but especially those with disabilities, military/veterans, change-of-campus students, LGBTQ students (particularly those of color), first-generation and Pell Grant recipients, racialized minority students, and other marginalized student undergraduate and graduate groups.
- **For faculty and staff:** More intentionality to address gaps in access to information and opportunities that support career development, advancement, and accomplishment, especially for racialized and marginalized populations and women; concerns that may affect low job satisfaction among nontenure-line faculty; and longstanding concerns about the institutional response to reported incidents of bias and discrimination.

By implementing a strategic focus on becoming a more just University, with DEIB as the set of tools toward this goal, Penn State has the opportunity to fulfill its land-grant mission, enhance its national and international reputation, improve the experiences of and outcomes for Penn State community members, attract and retain the best talent, and best serve the citizens of the commonwealth and beyond.

Recommendations from the special adviser are about acknowledging longstanding concerns and elevating the voices and efforts of those actively engaged in DEIB work. They are about rethinking “how” Penn State conceptualizes DEIB; practices routine operations; and works with greater coherence, collaboration, and purposefulness to enable successful unit-level work that benefits the whole University. Making observable progress means that Penn State cannot look to others to do this work on its behalf, nor can the institution rely on a single office, a sole administrator, or small group. Instead,

movement forward to become a more fair and welcoming public university that better supports and cares for the whole of its community, rests on our leadership and the collective effort of all Penn Staters for the greater good of the University.

## Challenges: Duplication of Effort, Silos, and No Comprehensive Institutional DEIB Vision or Plan

While it is an accomplishment that Penn State has experienced even modest growth in diversity, progress has been mostly disconnected from an institutional vision, plan, and set of coherent, meaningful diversity goals. While important DEIB work is taking place at the unit level, observations indicate that at the heart of slow and mixed progress is a lack of an intentional institutional-level approach to DEIB that facilitates disconnectedness. Persistent inequities indicate that Penn State has not wholly invested in structures and practices to reduce barriers to fairness and prioritize care for community members. Penn State's hundreds of programs and action items are generally siloed in units, duplicate efforts, and are disconnected from a clear comprehensive plan toward institutional DEIB goals. This routine operation and structure undercuts potential DEIB strengths by underutilizing resources, creating disparities across units, and hindering access to knowledge and opportunities that support the success of everyone. This is not to say these efforts are not valuable, but without a central plan and objectives, they may not be best aligned to drive improved outcomes.

Key themes emerged as part of the evaluative process as areas where a dedicated approach and investment need to be made to enable equity-centered goals that drive outcomes. Duplication of effort, silos, and the lack of a comprehensive equity-centered vision contribute to:

- a lack of resource sharing (including people and knowledge);
- an inability to improve experiences, retention, and career success across Penn State; and
- an inability to make progress in diversifying our student, faculty, and staff composition.

Confusion on where to go, unequal access to resources supporting student progression and graduation, and missed opportunities for faculty and staff professional development and advancement are all barriers to equity, especially for members of minoritized and marginalized groups who are often excluded from social spaces that grant access to these tools.

- **Duplication of effort:** Duplication of effort is when two or more offices or units are building and maintaining similar programs, activities, and initiatives around the experiences and success of students, faculty, and staff, such as faculty development programming, staff training workshops, public engagement programming, or the creation of student advising centers. In many cases, duplication of effort stems naturally from the absence of a broader institutional vision and critical gaps in University-wide resources, leaving units to proactively create their own efforts to support their communities. From an institutional standpoint, this can result in inefficiencies and reduce the potential broad impact of this work. In addition, when University-wide efforts are ineffective, they place undue pressure on units to fill gaps with resources that could be used for other elements of their respective missions. Throughout the analysis, we have seen that duplicative efforts are offering important support to specific audiences or groups (e.g., women in STEM, scholarship recipients, underrepresented racial and ethnic minority students, and

tenure-line faculty in varied colleges) within different areas or communities across the University. Future work should consider what we can learn from these successful programs and efforts; how we can better align, support, and connect DEIB staff members across the University who support and lead these efforts; how we can invest and scale successful strategies and programs that deliver on established goals and desired outcomes; and improve and enhance University-wide efforts that supplement unit-level activities.

- **Organizational silos:** In large part, duplication of effort seems to stem from silos within the organization, where localities (e.g., colleges, campuses, offices) build and maintain programs in pursuit of their respective goals and to support their communities, but which are not intentionally aligned with a broader institutional plan and vision to address inequities. Silos contribute to uneven access to opportunities and resources, unexplored opportunities to build synergies across areas of work at the University. Resources and personnel are not networked. Building and maintaining programs in pursuit of broader institutional plans and vision can more directly address inequities and encourage idea exchange, resource sharing, collaboration and more equitable access to information and opportunities on behalf of institutional goals. Attention to silos is not about downsizing or centralizing, but about a need to make existing DEIB resources more accessible, sustained, and connected.
- **Need for a comprehensive, cohesive equity-centered vision and plan:** There are fifty-five administrative and academic unit strategic plans, each with a set of DEIB goals, which indicates a commitment and interest to continue to advance DEIB. Penn State does not have a comprehensive, cohesive institutional vision and plan that center on DEIB, coordinates our best efforts, identifies goals and outlines activities that better utilize our financial resources and talent, and brings intentionality and accountability to the practices and protocols toward the vision. The University's capacity to meaningfully address longstanding DEIB issues demands an equity-centered institutional vision and plan that will bring greater coherence to our many initiatives and programs; foster more purposeful integration of equity into routine operations; provide a guide to unit goal-setting, assessment, definitions, and measures of forward movement; and facilitate Penn State's ability to hold individuals, offices, and other units accountable for the progress and change that will assure Penn State's assumption of leadership in this space. For instance, Penn State is one of six Big Ten institutions without a vice president/chancellor coordinating this comprehensive, cohesive work (eight institutions in the Big Ten do have that role).

Additional challenges:

- **A focus on strategic planning and inputs rather than outcomes and impact.** Developing a more holistic and comprehensive approach to data and information-gathering will enable an intentional approach to the outcomes and impact of programs and activities, help identify best practices, and support community needs.
- **A lack of common language and definition of diversity, equity, inclusion, or belonging as related to strategic planning.** DEIB should not be a separate goal category in strategic planning. Fully integrating DEIB into everyday operations and all unit goals will break down barriers in routine everyday practices that are often not considered "equity" matters though equity is a fundamental component (e.g., staff, faculty, and curriculum development).

- **Inconsistent response to reports of bias and alleged discrimination.** Addressing the multiple mechanisms of reporting for students, faculty, and staff is an issue that requires us to review our practices related to DEIB in this area. Implementing standard training and protocols for investigators across the University and developing a central mechanism for tracking, recording, and bringing closure to reporters around cases and investigations will build trust between groups and institutional offices, telegraph care and value for those harmed, and foster a greater sense of belonging.
- **A diminished sense of belonging in the working and learning environment.** By addressing equity and inclusion we can address diversity and belonging as an organization. Individuals who see themselves supported and succeeding, regardless of social differences, not only gain a deeper personal sense of being accepted and included, but from an institutional standpoint can also increase job satisfaction and performance, increase student and employee retention, and reduce employee turnover, among other benefits—moving us toward a more fair and welcoming work environment.

## Information-gathering and Analysis

The team approached the process with urgency and aimed to be as equitable and inclusive as possible in information gathering, given the short time frame allotted for the analysis. Information gathering included reviewing strategic plans, data, reports, and other documents, and meeting with various professionals, scholars, groups, and administrative offices.

Strategic plans, with a special focus on their DEIB goals, were a primary source of information collected from administrative and academic units, fifty-five of which had existing strategic plans available in Nuventive, a platform units use to track progress on their strategic plans. Leaders of these units were also asked to provide summaries of their respective DEIB-related action items, the impact of these activities and supporting documentation, and any barriers that inhibited their ability to meet stated DEIB goals.

Examples of sources include, but are not limited to:

Sources of Data	Reports and Documents	Outreach and Meetings
Academic and administrative unit strategic plans (55 units)	A Framework to Foster Diversity at Penn State (1998 – 2020)	Select student organizations: Black Caucus, Latino Caucus, and Asian Pacific Islander Desi American Caucus
OPAIR, including new data from deans and chancellors on faculty attrition	Select Presidential Commission on Racism, Bias, and Community Safety report (2020)	University Staff Advisory Council, University Equity Leadership Council (UELC), Commission Co-Chairs
Penn State DEIB-related scholarship and research,	President’s Commissions for Equity: Commission on Lesbian, Gay, Bisexual, Transgender, and	Presidential Postdoctoral Fellowship Program



including contacting all associate deans for research	Queer Equity (CLGBTQE) — Enterprise and Structural Approach to DEI (2022); Commission on Racial/Ethnic Diversity (CORED) — Executive Summary and Recommendations (2021); Commission for Women (CFW) — DEI in the Cycle of Employment (2020)	
Penn State Community Survey (2020)	Disability Access Initiative (2021 Network and Web-Access proposal briefs)	Office of the Vice President for Commonwealth Campuses
Starfish and Starfish Inventory	Faculty Senate reports (e.g., Faculty Professional Development for Realization of an Equity-Centered, Anti-Racist Curriculum and Pedagogy; Enhancing Academic Advising Across Penn State)	Select University executive administrative offices
University Equity Leadership Council (UELCL) Fall 2022 survey information	Taskforce on Faculty Promotions (2020)	University professionals from varying offices and units
Report Bias annual report data	Taskforce on Policing and Communities of Color (2021)	Division of Undergraduate Studies
Affirmative Action Office	More Rivers to Cross reports (2020 and 2021)	Center for the Study of Higher Education (College of Education)
Nontenure-track survey (“Understanding experiences and identifying resource needs for the support and advancement of non-tenure track faculty at Penn State”)	Leading Advocacy and Action for Diverse Leadership (LEAADS): “Changing the Future for Women Leaders” proposal (2022) and “Upholding Penn State values through support of faculty hiring and retention” white paper (2023)	Restorative Justice Initiative
Penn State Living Our Values Survey (2017)	Senior Faculty Mentors: Report to the Provost and President,	Ad hoc meetings with varying groups of students, faculty, and

	2020; Conversation with Penn State Harrisburg Faculty of Color (2020)	professional staff (by their invitation)
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## >> Analysis

The information gathered is not exhaustive as it was impacted by the time frame, gaps, and variation in Penn State’s routine data collection and management practices. More time and a more centralized and standardized practice of data collection, for example, will contribute to a more robust information gathering yield for future institutional equity leadership. While there are still areas where additional data gathering and analysis need to happen, clear themes and patterns have emerged to guide recommendations and next steps.

## Strengths and Foundation: Inventory of Existing Initiatives & Scholarships

In large part, Penn State’s successes and strength in advancing DEIB are grounded in the commitment of the University community and the strong existing foundation on which Penn State can continue to build. Among other critical elements, Penn State has established administrative and academic unit strategic planning processes that include attention to DEIB-related action items. There are hundreds of DEIB-related programs and activities, and scholarly production in this area has increased over the past decade. Perhaps most significant is the steadfast commitment of hundreds of dedicated individuals and groups from across the University who have taken up this work—in both formal and informal capacities.

The following inventory is a snapshot of these efforts and not a complete list of these activities. It represents some of the multitude of actions taken by units, colleges, and campuses for students, faculty, staff, alumni, and the broader Pennsylvania community. Activities like these may provide opportunities to scale and invest to create greater equity in access and outcomes.

<b>Academic and Administrative Strategic Planning</b> <i>DEIB-related programs and action items identified in unit strategic plans</i>		
The number of <b>student programs and activities</b> could not be calculated due to incomplete data and reporting. However, there are <b>261</b> undergraduate student interventions in Starfish and <b>243</b> graduate student action items across Penn State.	There are <b>244</b> faculty professional and leadership development action items across Penn State.	The number of <b>staff programs and activities</b> could not be calculated due to incomplete data and reporting.
<b>Examples:</b> Student Disability Resources (University Park and	<b>Examples:</b> Antiracist Leadership Professional Development	<b>Examples:</b> Administrative Fellows Program for staff and

Commonwealth Campuses), Engaged Scholars program (Division of Undergraduate Studies), Multilingual Student Programs (Brandywine), Center for Undergraduate Excellence (DuBois), Center for Sexuality and Gender Diversity (Student Affairs, UP), Antiracist Development Institute (Dickinson Law), Digital Fluency Project (Greater Allegheny)	Series (College of Education), Midcareer Faculty Advancement Program (College of the Liberal Arts & Office of the Vice Provost for Educational Equity), President's Postdoctoral Fellowship Program, NonTenure Track Faculty (NTTF) Connections (Vice Provost for Educational Equity)	faculty (Vice Provost for Faculty Affairs), Penn State Emerging Leaders (PSEL), Smeal Together Achieving Change (faculty and staff), Trailblazer Program (Medicine), SMARTIE goals (Office of Physical Plant), HUB-Robeson Center annual staff development program (Student Affairs)
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## Inclusion-Focused Groups, Professional Development, and Programming

*Assorted groups and efforts to promote inclusion and equity*

Support groups and programs designed to enhance belonging and create a more inclusive environment.	An array of staff training and professional development opportunities is offered throughout the University. Many are available only at University Park, while some colleges and campuses share programs and educational content.	Various colleges, units, and campuses apply for Equal Opportunity Planning Committee (EOPC) funding to implement programming aimed at advancing DEIB within the University.
<b>Examples:</b> Penn State Hillel, Parenting/Caregiving and Work/Life Balance (Development and Alumni Relations), Forum on Black Affairs, Center for Sexual and Gender Diversity, LEading Advocacy and Action for Diverse LeaderShip at Penn State (LEAADS), Black Male Symposium, Lavender Graduation (Student Affairs, UP), Center for Spiritual and Ethical Development (Student Affairs, UP)	<b>Examples:</b> Safer People, Safer Places Foundations workshop; BUILD @ Penn State; College of Engineering's Inclusive Leadership in Equity, Allyship, and Diversity (ILEAD) Program, Health Promotion and Wellness (Student Affairs)	<b>Examples:</b> "Establish the Brandywine Anti-Hate, Anti-Bias Council" (Brandywine 2022-23); "Integrating Diversity, Equity & Inclusion into the Curriculum (IDEIC), Part II" (Great Valley 2022-23); "Community Diversity Conference" (University Park Summer 2022)

<b>Advisory Groups</b> <i>DEI advisory groups – with student, faculty, and staff membership – are instrumental in giving individuals a voice, enhancing leadership opportunities for staff members, offering professional development, and providing recommendations for advancing DEIB efforts.</i>		
College-level	Campus-level	Unit and administrative
<b>Examples:</b> Committee on Diversity, Inclusion, and Transformation (College of the Liberal Arts) and Diversity Council (College of the Agricultural Sciences)	<b>Examples:</b> Inclusion, Diversity, and Equity Alliance (Fayette) and  Diversity, Equity, and Inclusion Committee (York)	<b>Examples:</b> Diversity, Equity and Inclusion Working Group (Penn State Global); University Equity Leadership Council (UELC); President’s Commissions for Equity (the Commission on LGBTQ Equity, or CLGBTQE; the Commission on Racial/Ethnic Diversity, or CORED; the Commission for Women, or CFW), Directors of Student Affairs

<b>Research and Scholarly Production (Over Last Decade)</b> <i>DEIB-related research and scholarship exist broadly across the University</i>		
<b>900+</b> faculty and researchers have published <b>1,000+</b> articles on DEIB-related topics ranging from improving educational outcomes for children from different identity groups, to understanding medical interventions for individuals from different racial or gender groups, to institutional change and outcomes for students and faculty.	<b>130+</b> grants awarded to Penn State totaling nearly <b>\$57 million</b> .	<b>100+</b> research centers, projects, and initiatives receiving formal recognition and support that touch on DEIB topics.
<b>Examples:</b> “AAPA Statement on Race and Racism,” American Journal of Physical Anthropology (2019); “Discrimination in the credential society: An audit study of race and college selectivity in the labor market,” Social Forces	<b>Examples:</b> Mellon Foundation’s “Just Transformations” grant awarded to the College of the Liberal Arts (2020); American Covid Vaccine Poll (R. Block, et al, 2021); Broadening the Participation in Computing – Demonstration Project:	<b>Examples:</b> Restorative Justice Initiative (College of Education), Racial and Ethnic Approaches to Community Health (College of Medicine), Africana Research Center (College of the Liberal Arts), Health Equity Charter (Medicine), Alliance for

(2015); “The essence of innocence: Consequences of dehumanizing black children,” Journal of Personality and Social Psychology (2014)	Cultivating Academic Inclusion and Career Engagement to Strengthen the Persistence of Minoritized Students in Information Sciences and Technology (Yarger, L. M., Lee, R. L., Hu, Margaret, & Gamrat, C. NSF, 2022); Interdisciplinary Studies in Science, Education, Communication and Technology Network (C. M. Grozinger, Sloan, 2023); Penn State Blue (anti-racism training for community police) (Scranton)	Education, Science, Engineering & Design with Africa (Eberly)
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## DEIB Data: Key Takeaways

Key insights from collected data indicate that our current practices have yielded some modest upward progression in diversity.

### >> Snapshot

- Penn State’s student, faculty, and staff demographics are consistent with Big Ten peers.
- The percentage of women administrators has increased since 2018 and inequity between men and women in this category has declined.

Yet, there is more that Penn State still needs to do to build more representation within its student, faculty, and staff composition.

- Despite modest increases, the percentages of underrepresented racial and ethnic minority (URM) students, faculty, and staff at Penn State has not changed by a significant amount in the past seven years.
- Racialized minorities and other marginalized groups report greater levels of dissatisfaction and subjection to bias and discriminatory behaviors than other Penn State populations.
- Real-time and routine data collection, analysis, and accountability for progress and outcomes related to the complexities of student, faculty, and staff experience are dispersed and insufficient, and current practices do not adequately identify all gaps or strengths in organizational operations.

Data also shows issues specifically related to the lived experiences of those from racialized minority and marginalized groups who report experiencing microaggressions, or indirect, subtle, or unintentional discrimination as members of a marginalized group. (e.g., racial, sexuality, gender, disabilities); other

biases in learning, living, and workspaces; and difficulty identifying and navigating the University's offices, processes, and protocols available to address these harmful experiences.

- Students in these groups are more likely than majority students to experience failing grades and withdrawals (DFWs) in gateway courses, less likely to be retained after their first year, more likely to take longer to progress to graduation, and are more likely to leave Penn State without a degree in hand.
- Employees in these categories report lower levels of trust in University administrative decision-making and job satisfaction, report challenges to transparency and access to information and resources for career advancement opportunities and are more likely than others to remain at lower ranks and status, whether staff or faculty. Among staff, regardless of identities, there are concerns about access to opportunities for professional development and advancement.

There are a variety of sites available to view demographic data, including the [Penn State DEIB Dashboard](#) (which will continue to be updated with new categories of data), [Community Survey dashboard](#), [Living Our Values Survey results](#), and [Penn State's Data Digest](#).

#### >> Snapshot of student DEIB information

- There is a 23% gap in the six-year graduation rate between Black/African American and a 12.6% gap between Hispanic/Latino students and their white counterparts across the entire University.
- There is a 14.8% gap between Black/African American and white students and a 9.1% gap between Hispanic/Latino and white students in the most recent one-year retention rate data.
- More than half of the Black/African American (61%) and Hispanic/Latino (54%) undergraduate students who were not retained between 2018-2021 were Pell eligible students.
- Degree completion for undergraduate first-generation and low-income students at Penn State is lower than the institutional average.
- DFW rates in STEM-gateway and other high-enrollment courses significantly impact time to retention and graduation rates across all populations. However, the impact is more pronounced for first-generation students, low-income, and underrepresented racial and ethnic minorities.
- Underrepresented racial and ethnic minority students and those who identify as LGBTQ+ are more likely than peers to report that their Penn State experience includes identity-based biases and discrimination. Relative to peers, they report lower levels of dissatisfaction with their Penn State experience and lower levels of belonging.
- Resources to adequately support the experiences of other marginalized students, such as military/veterans, change-of-campus students, and those with disabilities are dispersed, inadequate, and inequitable across the University.

#### How inequities matter

- Bias and discrimination are forms of violence, harmful to mental and physical health and well-being, and academic retention and success, especially for racialized and marginalized groups who disproportionately report being victimized by these behaviors by peers, staff, and faculty.
- Bias and discriminatory behaviors experienced by racialized and marginalized students discourage their full participation and engagement in curricular and extracurricular activities,

which inhibits belonging, community building, and the expansion of meaningful social and professional networks from which all Penn Staters receive career and lifetime benefits.

- All Penn State demographic groups do not have equitable opportunities to complete their degree programs. The burden of degree incompleteness on students is multi-fold:
  - Diminishes access to careers that facilitate social and economic mobility.
  - Burdens them and their families with greater financial debt than experienced prior to their enrollment, which disproportionately affects racialized, first-generation, and low-income students more than others.
  - Dissatisfied graduates may hamper prospective student recruitment yields. Demographic groups who have less than satisfactory student experiences and less than optimal outcomes may be less likely to encourage others to consider Penn State as their higher education destination site, thus inhibiting Penn State's ability to successfully recruit the most talented pool of diverse prospects.
- Persistent inequities are contrary to Penn State's land-grant access and mobility mission. Equity, evidenced by demographic group differences in graduation rates; retention; DFWs, reports of bias; and a lack of belonging, access, and mobility, is consequently denied to historically underrepresented racial and ethnic minorities, low-income, first-generation, and other marginalized populations under current practices.
- Negative experiences and outcomes undermine Penn State's ability to grow and cultivate a more diverse alumni base interested in supporting the recruitment of potential students and supporting the institution's capital campaign goals.

## >> Snapshot of employee DEIB information

Employees at Penn State consist of varying categories of faculty and staff, including multiple classifications of administrators. Domestic underrepresented racial and ethnic minorities are significantly underrepresented among faculty and staff; women are underrepresented in overall numbers of faculty and at the highest faculty ranks; and administrators are disproportionately and persistently white women and white men. However, there are some modest positive changes.

- Penn State sits around the median for gender representation among doctoral-granting institutions, and the University is making slow progress in increasing the overall proportion of women faculty. Since 2018–19, Penn State's proportion of women tenure-line faculty has risen from 36.3% to 37.9% (2022–23 data).
- The greatest gender equity exists at the mid-level or assistant professor rank. This trend describes both University Park (UP) and the Commonwealth Campuses (CWC), though a greater proportion of CWC full professors are women (35%) when compared to UP (27.76%).
- Progress toward greater diversity among faculty is slow. However, among both tenure-line and nontenure-line faculty, there has been a modest growth in the overall diversity of the population reporting "nonwhite" designated identities, except for American Indian/Alaska Native whose numbers are unchanged.
- There has been a modest increase in diversity among administrators. The percentage of Hispanic/Latino and Black/African American have increased overall since fall 2018 from 3.53% to 5.76% and 6.09% to 7.49%, respectively.

- In the executive category, Hispanic/Latino has increased 2.22% in fall 2022 and Black/African American has increased from 6.52% to 11.11%.
- The percentage of women administrators has increased since fall 2018 from 38.1% to 44.4% in fall 2022.
- 66.6% of all employees (full-time and part-time) are white, and white women (77.3%) and white men (75.1%) are overrepresented among Penn State's administrators.
- Staff and technical-service positions have also seen minimal change, with some slight decline for American Indian or Alaska Native, which has decreased from 38 (.28%) in fall 2018 to 32 (.24%) in fall 2022. Black/African American has increased minimally from 2.65% in fall 2018 to 2.68% in fall 2022. Hispanic/Latino has increased from 1.8% in fall 2018 to 2.2% in fall 2022.
- Overall, for 2021-22, faculty had an 8.6% turnover rate. Black/African American faculty left the University at a rate of 12.8%; Hispanic/Latino faculty left at a rate lower than the overall rate at 5.5%; and male and female faculty members left at similar rates, both close to the overall rate with the male turnover rate at 8.3% and female turnover rate at 8.9%.
- Underrepresented racial and ethnic minority employees are more likely than other groups to report dissatisfaction with their Penn State experience and distrust in the ability of the institution to improve culture.
- Resources that target the career cycle experiences of all faculty are generally dispersed and disconnected, and overall lack mechanisms for identifying areas for improvement and greater accountability, particularly as it relates to the experiences of racialized faculty and staff.
- Staff in varied categories express frustration and confusion about accessing opportunities for professional development and advancement within and across units. DEIB appointed staff especially report a lack of support and resistance to the actions and goals that are their charge.

### How inequities matter

- A lack of diversity and inequitable practices contribute to work and career dissatisfaction and may foster higher levels of attrition, especially among racialized minorities and those from other marginalized groups.
- The land-grant mission of access and mobility is denied to potential professional scholars and to potential staff when the University does not intentionally seek to recognize a diversity of talent and to break down barriers to equity in employment, advancement, and opportunities for leadership.
- Disparities and barriers to leadership for underrepresented racial and ethnic minority groups discourage their contribution to the organization and minimize the promise they can bring to multiple areas at Penn State.
- Enrollment and retention are negatively affected by a lack of racial/ethnic diversity because prospective historically underrepresented racial and ethnic students, for example, do not see themselves reflected in the classrooms, offices, and student spaces that will support their presence or success.
- Students from majority groups and all students are denied the enriched learning opportunity afforded by diverse learning environments, which relative to more homogenous spaces, offer students greater opportunities for innovative thought and a range of multiple and varying perspectives, opportunities to appreciate multiple ways of knowing, and opportunities to be better prepared for careers, leadership, and living in an increasingly global society.



- Opportunities are lost for innovative and creative decision-making, especially when hiring bodies, administrators, and other decision-makers are a homogenous group. A lack of diversity impedes excellence in scholarship, pedagogy, and professional development and harms the value proposition of higher education in an increasingly global society.
- Despite decades of conversation and public emphases on growing a diverse faculty and staff, Penn State persists as a mostly white place of employment, unrepresentative of state or U.S. demographics, with little indication of intentional institutional effort to improve. Consequently, there have been public demands to address longstanding inequities in racial and ethnic composition, especially. For those historically underrepresented racial and ethnic minorities, this means that they are often isolated in their respective units.
- We may lose our talented staff when they experience frustration and dissatisfaction when Penn State does not minimize barriers to opportunities that enable all staff to realize their potential. This includes the many DEIB appointed and other staff whose efforts are critical to real progress.

## Recommendations and Next Steps

The special adviser listed and described recommendations to implement over time based on observations and analysis of data. Those that appear below are:

- High-level initial steps to begin to address the organizational structures and practices (e.g., silos and duplication of efforts) that once fully implemented will facilitate more equitable access to information, resources, and opportunities for all for students, faculty, and staff and align with President Bendapudi's DEIB goals.
- High-level enhancements of resources and initiatives that target the barriers to greater access, opportunities, outcomes, and belonging for racialized minorities and marginalized groups, in particular.
- Mid-level opportunities that can make an impact if the University works to enhance these efforts.

### >> Recommendations to implement over time

#### *To foster a more welcoming University community:*

- Develop a **comprehensive vision that centers on equity**, minimizes silos, and better coordinates duplicative efforts, identifies goals, and outlines a plan with leadership accountability that better utilizes financial resources and talent to elevate fairness in learning and working environments. Organizational structure may be a factor in achieving this outcome.
- Address persistent problems in the management of **reporting of bias and discrimination** for improved responsiveness and closing the loop.
- Minimize a siloed approach to data management and enhance the capacity of the Office of Planning, Assessment and Institutional Research as a **central data collection and site of analysis**.
- Invest in existing **DEIB-centered research and scholarly activities** to better elevate Penn State as a site of talent, thought leadership, and scholarly production as it relates to DEIB.

#### *To facilitate greater equity in academic progress and outcomes and enhance belonging for students:*

- To minimize silos and better coordinate duplicative efforts: Establish a **multi-tiered, equity-centered “one-stop” resource hub** that drives all undergraduate students to one place for answers and connection to the multiple units and resources that contribute to the student experience (e.g., application, progression, graduation, career placement, alumni experience), better joins curricular and co-curricular resources, and that is responsive to the complexities of the student body (e.g., social identities, geographical location, student status) and the varied pathways to success. The resource would include investment in the creation or enhancement and coordination of tiers for receiving information and support:
  - Tier 1: An interactive online student self-service information hub that serves the general population of students and more effectively facilitates their navigation to tools and resources that support and enhance progress, degree completion, and the overall student experience. The resource will provide equitable access to the general population of students such as information and navigation to curricular resources and co-curricular engagement activities, housing, parking, student organizations, health, campus-to-campus transfer and career services based on the identities, campus location, concerns, and questions students input at any time during their Penn State experience.
  - Tier 2: A physical, people-serviced-center and network that is responsive to concerns and questions that go beyond the capacity of the online self-service tool; works alongside academic advising to bridge connections for individuals to existing general support and specialized resources, such as identity-based offices, counseling, and extracurricular activities and support groups (e.g., Black Male Symposium in Smeal College of Business; Center for Sexuality and Gender Diversity in Student Affairs; Counseling and Disability Services at Penn State Shenango; Women of Color Empowerment Group in the Office of the Vice Provost for Educational Equity; Change of Campus student resources), as well as resources that support those with more specialized health and well-being, academic, and economic need.
  - Tier 3: Enhancement of existing student care resources that foster the well-being of students whose student experience demands specialized and significant attention so as not to disrupt their ability to progress and complete their academic goals (e.g. Gender Equity Center, Counseling and Psychological Services, emergency funding).
- To foster a more equitable graduate student experience, invest in the existing equity-focused initiatives for **graduate students** in the following ways:
  - Enhance the pipeline from undergraduate studies to graduate studies.
  - Expand the number of diversity educators to address faculty biases and microaggressions toward underrepresented students.
  - Build intercultural teaching, mentoring, and advising professional development into faculty workplace expectations.
  - Create spaces for graduate students, including postdoctoral appointees, to intentionally build community.
- For all students, enhance orientations and opportunities to create greater equity among **student organizations, Penn State traditions, and student engagement** to support belonging and greater participation in the Penn State student experience.

- Build opportunities for student learning on freedom of expression, student organizing and support for speaker and event applications and processes into routine Student Affairs activities for students and student organizations.
- Address barriers to the creation of student organizations (e.g., the numbers of required students, identification of advisers) that inhibit the ability of some students to start/maintain organizations, especially racialized and marginalized students at Commonwealth Campuses.
- Elevate attention to racialized and marginalized student organizations and events as part of Penn State traditions in ways equal to majority-focused traditions, especially in campus tours, publications, and orientations.

***To foster a more equitable faculty experience and work environment; facilitate greater diversity; and enhance equity in professional growth, advancement, and career outcomes for faculty:***

- For greater diversity: Minimize silos and develop a **comprehensive faculty hiring program** for Penn State, including:
  - Establish a clear spousal hiring policy.
  - Enhance equity-centered search committee training, including addressing implicit bias in the search and hire process.
  - Establish hiring accountability procedures that augment outcomes.
- To enhance equity, inclusion, and belonging:
  - Better coordinate duplicative efforts and minimize silos and establish an **equity-centered resource** for faculty that brings greater information transparency and facilitates career experience and progression from hire through retirement for all faculty regardless of identities, geography, rank, and tenure/nontenure track.
  - Enhance **institutional-level initiatives** that address inequitable outcomes, inclusion, and belonging for racialized minorities, nontenure track faculty, women, and others in teaching evaluations, promotion, and leadership opportunities, as appropriate.
  - Develop a **faculty pipeline** through existing graduate and postdoctoral programs for underrepresented faculty in collaboration with minority-serving institutions and similar initiatives.
  - Continue funding via **President's Opportunity Funds and Women's Recruitment Funds**.
  - Build **equitable leadership opportunities** that facilitate the leadership development of racialized faculty women and other marginalized groups in particular.

***To foster a more equitable staff experience and work environment; facilitate greater diversity; and enhance equity in professional growth, advancement, and career outcomes for staff:***

- For greater diversity: Minimize silos and develop a **comprehensive staff hiring program** for Penn State, including:
  - Enhanced equity-centered search committee training to address implicit bias in the search and hire process.
  - Exploration of potential opportunities to establish apprenticeships for underrepresented groups and trade support programs for women and minorities.

- Establishment of hiring accountability procedures that augment outcomes.
- To enhance equity, inclusion and belonging:
  - Minimize silos, better coordinate duplicative effort and establish an **equity-centered resource** for staff that facilitates greater access to professional development and advancement opportunities, regardless of classification, geography, and identity differences.
  - Invest in **peer coaching and mentoring** to enhance access to professional development and community building for all staff.
  - Support **professional development opportunities**, including allocated time for engagement for staff.
  - Build **equitable leadership opportunities** that facilitate the leadership development of racialized staff women and other marginalized groups, in particular.
- Invest in **enterprise-wide identity and affiliation-based employee resource groups** (ERGs) that represent the multiple minoritized and underserved faculty/staff communities to foster a greater sense of belonging for employees across the University.

## >> Next steps

The full series of recommendations put forth by the special adviser has been considered by the president. The president will move forward on a subset of initial recommendations and continue further deliberation over the days and months ahead on how best to approach and implement initial recommendations and subsequent actions. These steps will happen in collaboration with unit leads, administrators, faculty, staff, and students, as appropriate.

## 2. UNIVERSITY-WIDE RECOMMENDATIONS

We also identified the following broad set of recommendations to address the problems of silos, duplication of efforts, and lack of an equity vision that cut across student, faculty, and staff constituencies at Penn State.

- Develop a comprehensive, cohesive equity-centered vision and plan.
- Fully integrate DEIB into everyday operations and all unit goals as appropriate.
- Elevate and integrate demonstrable intercultural competencies and DEIB institutional goals and progress into the job descriptions and portfolios of University leadership offices and office holders. Hold senior University leaders accountable for DEIB goals and progress on measures that are part of their area.
- Build fairness into the organization from the top and create accountability via employment evaluations by routinely evaluating the performance of senior University leaders.
- Develop University-wide standards for DEIB-appointed professionals that guide qualification criteria, rank/category and salary, and better embed the role in unit-level routine operations as well as University-wide strategic goals and plans.
- Establish a DEIB professional network body to serve as a University-wide advisory entity available to deans, chancellors, the Office of the Provost, and the Office of the President so that decisions are better informed by a diversity of DEIB expertise and experience.
- Conduct a review and evaluation of the purpose, membership criteria and selection process, and membership term limits for the President's Commissions for Equity (Commission on Lesbian, Gay, Bisexual, Transgender, and Queer Equity; Commission for Women; and Commission on Racial/Ethnic Diversity) to best integrate and maximize the promise of these bodies.
- Set minimum expectations for intercultural competence for University, campus, and academic unit leadership to better ensure a fair and just work environment for DEIB professionals.

### 3. STUDENTS: ANALYSIS AND RECOMMENDATIONS

#### ***Priority #1: Addressing Differences in Retention and Graduation Rates***

##### **Key Recommendations for Supporting Student Achievement**

This section offers recommendations aimed at reducing differences in academic outcomes between groups of students at Penn State. Recommendations range from high-level (i.e., those that will have an impact on all students and may require multi-year implementation) to those at mid- to low-level (i.e., those that may be implemented with relative ease and more urgently address longstanding issues of belonging and environment, especially for minoritized and marginalized student groups).

**Facilitate Greater Equity in Academic Progress and Outcomes and Enhance Belonging for Students.** To minimize silos and better coordinate duplicative efforts, establish a **multi-tiered, equity-centered “one-stop” resource hub** that drives all undergraduate students to one place for answers and connection to the multiple units and resources that contribute to the student experience (e.g., application; progression; graduation; career placement; alumni experience), better joins curricular and co-curricular resources, and that is responsive to the complexities of the student body (e.g., social identities; geographical location; student status) and the varied pathways to success. The resource would include investment in the creation or enhancement and coordination of tiers for receiving information and support. Additionally, the one-stop resource for students may benefit from leveraging artificial intelligence (AI) capabilities to respond to common student requests more quickly and consistently.

- Tier 1: An interactive online student self-service information hub that serves the general population of students and more effectively facilitates their navigation to tools and resources that support and enhance progress, degree completion, and the overall student experience. The resource will provide equitable access to the general population of students such as information and navigation to curricular resources and co-curricular engagement activities, housing, parking, student organizations, health, campus-to-campus transfer and career services based on the identities, campus location, concerns, and questions students input at any time during their Penn State experience.
- Tier 2: A physical, people-serviced-center and network that is responsive to concerns and questions that go beyond the capacity of the online self-service tool; works alongside academic advising to bridge connections for individuals to existing general support and specialized resources, such as identity-based offices, counseling, and extracurricular activities and support intersectional identities and other groups (e.g., Black Male Symposium in Smeal College of Business; Center for Sexuality and Gender Diversity in Student Affairs; Counseling and Disability Services at Penn State Shenango; Women of Color Empowerment Group in the Office of the Vice Provost for Educational Equity; Change of Campus student resources), as well as resources that support those with more specialized health and well-being, academic, and economic need.
- Tier 3: Enhancement of existing student care resources that foster the well-being of students whose student experience demands specialized and significant attention so as not to disrupt

their ability to progress and complete their academic goals (e.g., Gender Equity Center; Counseling and Psychological Services; emergency funding).

**Build on, Elevate, and Invest in Existing Resources.** A meaningful student resource will require attention to the bridge between the curricular and co-curricular student experience, a review and assessment of existing student-facing central administrative units (e.g., Undergraduate Education; the Office of the Vice President for Student Affairs; and the Office of the Vice Provost for Educational Equity). A potential enhancement to their potential alignment, shared goals, and integration may provide a solid foundation on which to reorganize and build a single student center with a capacity to offer Tier 2 resources. For exemplars, see the [Student Success Center](#) at the University of Arkansas, [Student Success](#) at Colorado State University, the [Student Success Center](#) at the University of Missouri, and the [Student Success Center](#) at Virginia Tech. Exemplars in the Big Ten include the [Student Success Office](#) at the University of Maryland and [Student Academic Excellence](#) at Ohio State University.

In line with the Select Commission on Racism, Bias, and Community Safety recommendation (2020–2021), we recommend equity thought leadership provide oversight and coordinate efforts across colleges, campuses, and central administrative units, as well as utilize an enterprise approach to frame coordination and standardization of processes and practices, while at the same time providing flexibility for local adaptation. These enhancements should better support the efforts of academic units, especially their respective DEIB offices.

**Address Persistent Problems in the Management of Student Reports of Bias and Discrimination** for improved responsiveness and closing the loop. Create one site for reporting bias and discrimination and elevate its presence on the Tier 1: [resources.psu.edu](https://resources.psu.edu) website.

**Define, Integrate, and Elevate a “Demonstrated Success in the Practice of Intercultural Competency” Job Requirement for all Administrators and Student Support-Related Employees.**

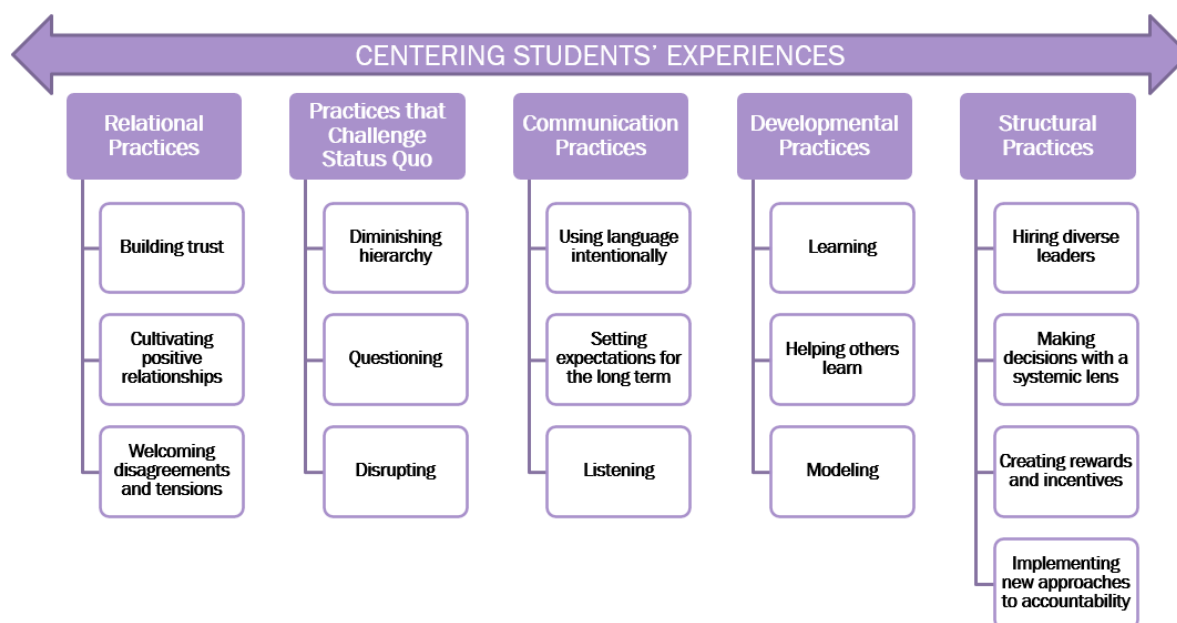
Intercultural competency must be a job expectation of every administrator, particularly those expected to lead and implement student-related policies, protocols and problem solve to move Penn State toward a more just and fair University, as well as others whose job requires that they engage with and guide students. This is not the sole task of those with DEIB-related titles.

Additional recommendations were identified that align with and/or directly enhance the proposed one-stop Center for Student Experience and Success. They include:

**Consider Innovative Models of Leadership such as Shared Equity Leadership as a Strategy for Change** (there are other models available to those who will lead this work; the aim is to be equity-centered and innovative in the approach). Creating a diverse student success infrastructure also requires cross-functional collaboration and shared equity leadership (Kezar, 2019). The Association of Public and Land-grant Universities suggests that institutions assemble a diverse team with various perspectives, insights, and access to people and resources to make change happen (Harper, 2022). As illustrated in Figure 1 below, shared equity leadership provides institutional leaders a unique opportunity that centers the student experience and an opportunity to scale their equity work by organizing teams across campus who take collective responsibility in developing and moving the diversity, equity, inclusion, and belonging agenda forward. The University Equity Leadership Council, the Office of the Vice Provost for Educational Equity, Student Affairs, Undergraduate Advising, and other networks of diversity and equity

leadership across the campuses could serve as a foundation for this effort. This will also require revising the Penn State Values to include a few of the values articulated in the shared equity leadership strategy (Kezar et al., 2021).

**Figure 1: Shared Equity Leadership Model**



**Enhance Living Learning Communities (LLCs).** Create more opportunities for LLCs that intentionally target the most vulnerable populations and embed them as a cohort in a planned curricular/co-curricular environment that includes wraparound resources through terms 1 – 4. These services should consist of an embedded adviser and an interculturally competent counseling professional to support student care and wellbeing. Learning communities can also be intentionally created at the campuses for students who do not reside in University residential housing. These students can be identified and encouraged to take at least one class as a cohort and be provided with access to structured programming and wraparound services. In addition, we recommend identifying a faculty and staff fellow to support targeted programming in specific LLCs to add a layer of connection, accountability, and academic success.

**Review and Assess Auxiliary and Business Services.** Sincere consideration of the effect of residential life on the student experience must include consideration of the role of Auxiliary and Business Services. This unit provides essential services that support the student experience such as dining halls and University housing across the University. These essential services are often a taken-for-granted part of student life, though the services provided are integral to the missions of Student Affairs and other student academic and nonacademic resources. Given this, we recommend a review of Auxiliary and Business Services collaborative work with student-facing units, and an assessment of how its parts operationalize and center diversity, equity, and inclusion in its functioning—especially as it relates to the student experience.



**Elevate the Student Voice.** To elevate and make the perspective of students more inclusive, we recommend replicating something like the Association of Public and Land-grant Universities' Powered by Publics (PxP) Equity Roundtables. The initiative brought together a diverse group of students across all student demographics to provide opportunities to include student voices. The specific objectives included:

- Providing opportunities to include student voices in institutional policies and practices;
- Providing a forum for candid discussions of equitable and inequitable policies and practices;
- Creating a vehicle to develop and disseminate promising strategies that eliminate barriers to the success of marginalized students on their academic journey.

**Reimagine and Invest in Academic Advising.** The University Senate passed a Consultative and Advisory Report on Academic Advising (see [Appendix E](#)) which was approved on July 14, 2020. We recommend that the consultative report be revisited as a starting point and a task force be convened to develop a strategy to reimagine and redesign academic advising. This would include developing a degree planning tool to alert the student and adviser if a student registered for a course that does not apply to their degree program. Similar to Georgia State University, this would include implementing an AI-powered tool to provide immediate and consistent responses to frequently asked student questions.

**Enhanced Capacities for Regional Commonwealth Campus Meetings.** Penn State has a large geographical footprint across the Commonwealth. To connect and build community among students, faculty, and staff at the Commonwealth Campuses, we recommend enhancing the University-wide and regional meetings/networks to better support an equitable student experience. Some examples recommended by students for consideration include a regional trip focused on CWC to Penn State football games and other University-wide activities, and travel from University Park to other campuses. Regional meetings may also consist of fostering engagement between students and members of senior leadership, faculty, and other invited guests.

**Prioritize and Invest in the Application of Universal Design for Learning (UDL) Guidelines to Reimagine STEM Gateway and High-Enrollment Courses that have High DFW Rates.** The courses commonly taken by first-year students include patterns of high DFW rates with systemic disparities across student race, ethnicity, gender, and socioeconomic status. We recommend adopting Universal Design for Learning (UDL) guidelines and provide professional development and support for faculty to rethink the structure and delivery of foundational courses with consistently high DFW rates.

In an analysis of the fall 2013 cohort, the overall first-year retention rate for those who received more than one D or F on their transcript in their first semester was 54.9% compared to 91.5% for those who received C or better grades. The data also shows a 14.1% four-year graduation rate and a 28% 6-year graduation rate, representing differences of 47.8% and 52.8% respectively.

**Create an Academic Equity Hub, Network, Consortium, or Research Lab.** We need routine theoretically informed institutional research on academic and educational equity matters at Penn State. There are approximately 300 student success initiatives and programs that can be identified through Starfish, and many others uncounted and less visible across the University. In addition, research sites such as the Social Science Research Institute and the [Center for the Study for Higher Education](#) may serve as established hubs for applied research specific to the Penn State experience. We recommend investing in existing centers and institutes to build an "academic equity hub" that supports routine, collaborative

review and assessment of student experience and academic outcome data and brings innovative thinking, real-time, to policy decisions and practices.

**Explore Creating a Leadership Academy to Expand Access.** The existing Presidential Leadership Academy is only open to 30 first-year students per year. To expand access to more students, we recommend creating an additional Leadership Academy that has an emphasis on underrepresented minorities and other marginalized identities or redesigning the framework so that it is inclusive and welcoming to all students and not those selected to participate due to advantages and networks they have managed to navigate and access. All students should be considered potential leaders. The existing Presidential Leadership Academy is only open to 30 first-year students per year. To expand access to more students, we recommend creating an additional Leadership Academy that has an emphasis on underrepresented minorities and other marginalized identities or redesigning the framework so that it is inclusive and welcoming to all students and not those selected to participate due to advantages and networks they have managed to navigate and access. All students should be considered potential leaders.

**Assess Student Success Programs and Initiatives.** There are many student success initiatives across the University. We propose leveraging the rubric that was included in the [Achieve Penn State](#) report to assess initiatives based on two categories: signature initiatives and emerging initiatives. This process is key given that the data in the Starfish Inventory is outdated.

**Establish a Dual Approach to the Summer Institute on Equity in the Academic Experience.** The three-day Summer Institute for Equity in the Academic Experience hosted at Penn State Harrisburg was well-attended and attracted those interested in moving toward greater equity in academic outcomes. However, there were challenges with in-person participation from colleges and units at University Park. To address this challenge, we recommend a dual approach consisting of a hub at University Park and another hub at one of the Commonwealth Campuses and an elevation of the need to better ferment theory and practice in this area.

**Establish a Network of Black, Indigenous, and People of Color (BIPOC) Advisers.** Our data tells us that our students of color are not being retained or graduated at the same rate as their white peers. To better serve this population, we recommend creating a network of BIPOC advisers and mental health counselors for the Commonwealth Campuses. We further recommend that a mental health counselor be assigned to a certain region of campuses to support. Similar approaches should be applied to support the success of LGBTQ+, students with disabilities, veterans, and other vulnerable identity groups.

**Clarify Terminology and Be Consistent.** We observed that some students expressed confusion over the term counselor and adviser, which are used interchangeably by some offices. The problem is that when students are in need of mental health support, some are referred to offices that have “counselors,” even though not all “counselors” are appropriately trained to offer this service. We recommend clarity and consistency in terms use be applied throughout the University. For example, “counselor” should be reserved for those professionals who provide mental health services, such as in Counseling and Psychological Services. We recommend that “adviser” be used to identify professionals who offer other types of services such as academic advising, financial literacy, etc.

**Integrate Inclusive Teaching and Classroom Development Compliance into the First Year of Faculty Appointments for all New Faculty Appointments.** A commitment to diversity and inclusive teaching is

not an action. Provide faculty members with tools to build and enhance their teaching in ways that support University-wide expectations and goals for the success of a diverse student body. Support the ability of the Schreyer Institute for Teaching Excellence to routinely offer a scaffolded series of inclusive classroom professional development sessions accessible to all new and established faculty via Zoom with in-person options.

**Enhance the Capacity of URM Student Central Resources to Better Serve Students and Support DEIB Professionals in Academic Units.** At present, there is no comprehensive University-wide effort to improve retention and achievement of URM students. Given this, academic advisers, DEIB professionals, and others dispersed across the University stand in the gap. These circumstances contribute to unevenness in information-sharing, student opportunities, and budgetary resources that may affect student outcomes. Leverage an equity-centered integrated approach and enhance the capacity of existing centrally located administrative resources (e.g., Multicultural Resource Center and Office of Scholars in the Office of the Vice Provost for Educational Equity; Assistant Vice President of Diversity and Inclusion in Student Affairs) to serve as a more coherent University-wide center for comprehensive support for URM and other marginalized students, and to foster greater coordination and support for academic units and DEIB professionals.

The Office of Graduate Education Equity Programs, part of the Graduate School, administers, coordinates, and evaluates comprehensive recruitment programs and retention activities that target the admission, enrollment, professional development, and success of underrepresented graduate students. In addition, it administers the Big Ten Academic Alliance Summer Research Opportunities Program and the Ronald E. McNair Scholars Program, which targets underserved undergraduate students, introducing them to and preparing them for graduate education. The office also manages successful fellowship programs that facilitate enrollment, retention, and completion of underrepresented students.

Despite these efforts, a sense of belonging varies by social identities and students of color, especially Black/African American students and those who report two or more racial/ethnic backgrounds, who are less likely to feel welcomed at Penn State. Graduate student completion data by identities is collected and maintained by the Graduate School. Accurate data was unavailable at the time of this writing.

## Recommendations for Increasing Graduate Student Success

The Office of Graduate Education Equity Programs has recently added a Diversity Educator to mentor faculty on implicit bias, social justice, and holistic admissions. Additional recommendations for improving the graduate student experience are as follows:

**Enhance the Pipeline from Undergraduate Studies to Graduate Studies via the Summer Research Opportunities Program (SROP) and McNair Programs.** The SROP and McNair Programs are longstanding pipeline programs that facilitate participation in graduate study academic preparation for underrepresented racial and ethnic minorities. Students in these programs develop relationships as mentees of Penn State faculty members as part of their participation. We recommend that these programs be more intentional about recruitment efforts into Penn State programs, in addition to preparing them for graduate study more broadly.

**Invest in and Promote an Annual Collaborative Campus-Visit Recruitment Weekend(s), Coordinated by the Office of Graduate Education Programs.** These event(s), providing an opportunity for graduate student candidates to engage in campus visits, are often the first opportunity that graduates must see the University and its campuses, meet faculty and peers, and decide whether the program and the institution are places where they belong and can be successful. For many underrepresented groups, this decision is tied to their ability to see a diverse community—one where they see others like themselves on the campus, at social events, in the local communities, and in graduate programs. It is difficult to attract underrepresented racial and ethnic minority students to a predominantly white university when these elements of graduate education are not readily apparent. A coordinated effort to identify one or more weekends in which to have planned activities that target URM candidates and provide them the opportunity to meet other potential graduate students from across the University, form social and professional networks, and create a cohort community may have a positive effect on enrollments and retention. These cohorts can be reinforced regularly via professional development and social networking opportunities that contribute to their completion.

**Implement Customer Relationship Management (CRM) Technology** to facilitate the ability of the Office of Graduate Education to interact and follow up with graduate applicants throughout the application process. The regular contact demonstrates Penn State's strong interest in the applicant, builds connections to potential students, fosters application completion, and creates a more welcoming introduction to the University.

**Increase personnel in the Office of Graduate Education Programs.** A statement about Penn State's commitment to excellence in diversity in graduate education is not the same as an investment in that commitment. Growing diversity will require a recruitment team that has the capacity to engage in multiple recruitment events, identify and connect with potential applicants, travel as needed to explore and create recruitment opportunities, and more.

**Expand the Number of Diversity Educators to Address Faculty Biases and Microaggressions toward Underrepresented Students.** One diversity educator is insufficient to effectively support the needs of a growing number of faculty across 24 campuses. Diversity educators can be appointed or shared by other offices. Diversity educators also serve as "points of contact" and offer immediate attention to graduate students seeking to navigate concerns and difficult situations in the academic space.

**Build Intercultural Teaching, Mentoring, and Advising Professional Development into Faculty Workplace Expectations.** Create a workshop series in which to build these skills for new University faculty in their first year along with elevating this as an expectation among established faculty members.

**Create a Space for all Graduate Students.** Penn State activities and spaces center and privilege the undergraduate experience, like the Hetzel Union Building (HUB) at University Park, that primarily serves undergraduate students. Graduate students often struggle in their first-year transitions to graduate studies and programs, campuses, and local communities, especially URM students. Designate a space appropriately designed for large and small gatherings and activities, and with funding to support travel and accommodations for graduate students at Commonwealth Campuses. This graduate student space can foster graduate student connections, networks, and peer professional development opportunities, while also offering targeted resources for underrepresented groups. We recommend that this space also target postdoctoral appointed members of the community.

**Create a Graduate Student Life and Completion Program.** Use the Midcareer Faculty Advancement Program (Educational Equity/CLA) as a model to facilitate the success of underrepresented racial and ethnic minority students (e.g., orientation and transition to graduate studies and Penn State, coaching or coaching circles, writing circles, traditional mentoring or mentoring network, professional and social networking, professional development, enhanced transparency of grad program expectations).

**Allocate Funding to Support Graduate Student Parental Leave.** Parental leave can be costly to graduate students, who may lose health insurance during their absence, and to faculty members, who must manage the temporary loss. Funding to support faculty members and graduate students during leaves will support maintaining productive relationships between students and faculty members and facilitate student retention.

**Expand University Childcare.** To support the ability of graduate student parents to attend class, teach, conduct research, and otherwise meet the demands of their degree programs, childcare is often needed.

**Review Doctoral Residency Restrictions.** Review these restrictions to more intentionally support the ability of Commonwealth Campus staff, remote employees, and nontenure-line faculty members in their pursuit of doctoral degrees completion.

## 4. FACULTY: ANALYSIS AND RECOMMENDATIONS

***Priority #2: Recruit, retain, and aid the progression of underrepresented faculty members across ranks, tracks, and disciplines.***

### Recommendations to Increase Diversity in Faculty Hiring and Create Greater Equity in the Faculty Career Lifecycle, with Particular Focus on Underrepresented Groups

Recommendations in this part of the report build on the institution's current strengths and its capacity to improve the faculty experience at Penn State.

#### >> A University-wide vision

**Articulate an Agreed-upon and Achievable Vision for Penn State as a Collegial, Intellectual Faculty Community Where Social Differences are Welcomed and Supported as Integral to Institutional Operations and Success.** A vision of an equitable University for faculty is essential if we are to build a transparent roadmap toward that achievement. In terms of diversity, for example, a vision of Penn State may include: faculty composition that is, at minimum, representative of at least two primary University constituencies (i.e., the Commonwealth and the US); equitable retention and advancement of said faculty; strong reports of job satisfaction, workplace belonging, regardless of social identities (e.g., race, ethnicity, gender, sexuality, religion, disability status, geographic campus location, rank, and classification), through equitable access to resources that support career development and advancement opportunities; an environment where expectations for collegiality and conduct are supported by professional learning opportunities and swift appropriate response to conduct that is contrary to Penn State's values.

After this vision has been agreed upon, institutional operations, measures of tracking progress and accountability must be 1) visible and 2) guided and assessed based on their synergies with the vision and their accomplished contribution to its realization.

#### >> Diversity hiring

**Develop and Implement a Best-in-Class Comprehensive Hiring Program with Search Practices that More Intentionally Advance Diversity in Faculty Hiring.** Assess current professional development materials and compliance expectations for faculty hiring units and search committees, with an aim to build greater diversity in applicant pools. Primarily, the goal must be to address biases in search practices by implementing an HR hiring policy that centers equity, clarifies the definition of diversity, develops intercultural competencies among search committees, requires real-time accountability at decision-making stages of search and hiring processes, and builds on existing initiatives such as the *Initiative for Faculty Success and Equity* (a comprehensive approach to integrating equity into search committee training developed as part of a collaborative NIH First grant application and scheduled for pilot in Summer 2023). It is important to note that this initiative is aligned with and enhances other efforts to improve diversity in hiring practices such as those listed below:

- outlining expectations for search committee composition (i.e., [Guidelines for Faculty Search Committee Composition in AC13](#)),
- providing an [Affirmative Action video](#) briefing containing policy-related expectations and information for search committee consideration as it relates to diversity, and
- hosting a [landing page](#) that outlines process steps for greater equity along the way.

In addition to these efforts, Penn State must amplify concerns about bias in processes and enhance professional development tools for hiring units and decision-makers so that we are in line with peers in this area. Models for consideration include [University of Iowa](#), the [University of Nebraska-Lincoln](#), the [University of Wisconsin-Madison](#), and the [University of Kansas](#). Additional recommendations for a comprehensive hiring plan include:

- Define “diversity” to clarify what demographic groups are underrepresented and set expectations for applicant pools. Include a shared definition of “underrepresented” faculty, particularly as it regards historically underrepresented racial and ethnic minorities, that minimizes requests for exceptions often made by predominantly white departments and maintains focus on the goal to grow diversity among underrepresented groups.
- Develop and integrate “equity advocates” into the search and hire processes. Create a certificate course for professional development of faculty, staff, and administrators that will enable Penn State to develop and maintain a list of designated individuals practiced in centering equity throughout the search and hire process. (Advocates may serve on search committees or act as consultants for search committees.) Integrate the participation of at least one designated equity advocate in each search.
- Elevate the role of a unit-level DEIB specialist (e.g., assistant dean, associate dean, director, or other as the primary) to support the equity advocate role in the search process and act as a knowledgeable point of contact, resource, and liaison between the unit and University-wide resources that support an equitable process.
- Implement the newly created hiring handbook and equity advocate practices as a 2024-2025 one-year pilot. The pilot should be implemented in academic units whose leadership is in full support of the trial; assess and revise as appropriate and continue with the goal of full implementation by 2025–26.
- Link provost budget approvals for new hiring requests to progress made toward unit faculty diversity goals across tracks and ranks.
- Integrate transparency and accountability for the actions of the Office of the Provost, Office of the Vice Provost for Faculty Affairs, Human Resources, Affirmative Action Office, deans, chancellors, and hiring unit leadership for decision-making as appropriate at all stages of the process (e.g., search, offer, disposition).
- Establish routine mechanisms for the tracking and recording of applicant pool demographics/qualifications, offers, and disposition data related to all searches and hires.
- Implement mechanisms for safe reporting of bias and misconduct in the search process that protects the reporter from retaliation, protects candidates, and halts searches until a review/investigation is complete.
- Develop and establish professional development opportunities that facilitate equity in faculty search, hires, retention practices and protocols more broadly. Penn State faculty members have submitted an NIH First grant proposal (i.e., Faculty Institutional Recruitment for Sustainable

Transformation) that outlines in detail a plan for implementation that could be initiated with institutional investment.

- Build and maintain a central database that supports the identification of potential underrepresented graduate students who can be encouraged to apply to Penn State faculty open positions.
- Establish an annual feedback loop of accountability that routinely flows through Human Resources, OPAIR, the Office of the Provost, and the Office of the President, makes progress transparent and fosters appropriate revision and corrections in professional development, policies, and practices as appropriate.

**Strengthen Established Efforts and Build New Pipelines that Directly Contribute to Increasing Diversity among URM and Women.** Implement a small task force of best practitioners to consider how Penn State can further assert leadership in the production of underrepresented faculty, especially URM, by building on existing potential pipeline programs and resources (e.g., the Presidential Postdoctoral Program, the Bunton-Waller Scholars Program) and by engaging the expertise of award-winning scholars in this area.

**Establish a Dual Partner Hire Program and Resource.** Establish a dual partner hire policy and resource. Many faculty members select or leave institutions to seek employment opportunities for partners who may be academics. Penn State is out of step with peers in this area and would benefit from a dual partner policy and resource that facilitates the employment search for non-academic and academic partners of candidates. Within the Big Ten, at least six schools currently advertise dual career programs on their websites: the University of Madison-Wisconsin, Purdue University, the University of Nebraska-Lincoln, the University of Michigan, the University of Iowa, and the University of Illinois Urbana-Champaign. This is especially critical for women, racial/ethnic minorities, and international faculty members who are more likely than others to leave institutions for reasons related to partner hires.

## >> Professional development and career advancement

**Establish an Equity-centered Resource to Minimize Silos and Duplication of Effort, and Provide Greater Coherency, Transparency, Access to Information and Resources, and Accountability for a Healthy and Productive Workplace Environment for all Faculty, Regardless of Differences.** We recommend that Penn State establish a *faculty development, experience, and success resource center* to build greater intentionality around the faculty experience, particularly for underrepresented faculty and those traditionally underserved at the University. We recommend that equity or fairness be the guiding principle of the office, and that its focused attention be on people—their work life experiences, progression, and advancement, as well as their transitions to and from Penn State as new faculty or retirees. The office should focus on all faculty and integrate initiatives and programs that target the experiences of underrepresented groups and those for which there is a need to improve career outcomes (e.g., URM, women, LGBTQ+ faculty, faculty with disabilities, CWC faculty, and nontenure-line faculty) to address the disparities that exist among and between these faculty groups. These disparities may contribute to Community Survey findings indicating that underrepresented racial and ethnic minority faculty members, for example, experience higher rates of workplace dissatisfaction and distrust than other racial/ethnic groups at Penn State, a sentiment reiterated in *More Rivers to Cross* reports (see [January 20, 2020 report](#) and [March 25, 2021 report](#)).



The development, experience, and success resource center will drive all faculty to a central site for information and access. At the same time, it will bring an equity lens to faculty affairs policies and practices, which, in collaboration with appropriate other units, will guide expectations for recruitment, searches, faculty appointments, conduct, progression, and advancement.

The foundation on which to build an equity-grounded faculty resource center exists in the Office of the Vice Provost for Educational Equity, which has developed a focus on equitable faculty experiences, and the Office of the Vice Provost for Faculty Affairs, which focuses on administrative policies and broad faculty development. Evidence of the synergies between the two offices is integrated into newly proposed initiatives, such as IChange Network and NIH First, both of which give attention to faculty diversity and the experiences of underrepresented faculty.

Faculty, regardless of social identities and backgrounds, are an investment. Practices that support the success of the most vulnerable populations also foster the success of all faculty, regardless of background. The proposed faculty development, experience, and success resource center is not a substitute for the Office of the Vice President for Commonwealth Campuses or college unit-level activities. Rather, it would function as a University-wide resource that integrates a set of standardized resources into a single office and enhances current efforts to better and more equitably meet the professional development needs of all faculty (especially those from underrepresented groups and others who will benefit from targeted attention). The newly created resource would offer the following:

- Strategic and collaborative equity-centered thought leadership and a strategic plan of action rooted in a practical vision of faculty success at Penn State that is inclusive of differences (e.g., CWC; UP; tracks; identities).
- Equity knowledge expertise and guidance on expectations, goals and related tasks, timelines, and measures of accountability toward the collective realization of the vision.
- Equity leadership and management of the development of a University-wide structure of support, to include connections to unit-level DEIB leaders.
- Proactive identification of faculty development activity synergies and coordination of local practices across units and geographical spaces.
- Equity leadership that engages as a leader, and not just a member, in the Big Ten on matters of faculty development, especially as it relates to underrepresented faculty.
- Knowledge expertise and collaboration with other offices as appropriate about policy development and revisions, disciplinary interventions, and the faculty development experience more broadly (e.g., Affirmative Action Office; Human Resources; academic units).
- Point of contact for deans/chancellors and consultation on professional and career development activities that target the experiences of underrepresented faculty and other identity groups (e.g., women; historically underrepresented racial and ethnic minorities; the LGBTQ+ community; international faculty; faculty with disabilities).

**Potential elements of a faculty development, experience, and success resource center:** There are minimum expectations set by institutions that define career success and lead to career advancement. Fair practices and policies within an organization are those that offer equitable opportunities for success and advancement, regardless of differences among and between faculty identity groups that would otherwise privilege some over others. For example, majority group members (such as white men),

relative to those underrepresented, may be more likely to experience invitations to social gatherings of colleagues who serve as connections to professional associations and leaders in the field, welcome their collaboration on grant-writing opportunities, and offer advice and mentorship on less visible aspects of career promotion and advancement. Those with greater access to informal information and sponsorship are advantaged over those who do not. The goal of people- and equity-centered faculty development is to create equity in access to information, opportunities, and resources to minimize the differences that inequitable access perpetuates. An equity framework can be used to 1) guide the assessment of current University-wide career and professional development opportunities and revise them as appropriate to prioritize access and intercultural competencies, and 2) enhance existing initiatives and programs that target the experiences of underrepresented racial ethnic minority faculty, women, and nontenure-line faculty to foster their career success and advancement. Below are some ways to elevate fairness and justice into general elements of the faculty career experience and career life cycle:

- Implement data collection for accountability and regular revision of practices. Establish routine collection of information at each stage of the faculty career cycle via a Career Stage Work-life Survey in addition to attrition and retention surveys to enable the institution to monitor faculty concerns, identify successful practices, and consider and adjust policies as necessary. This survey should be brief but meaningful and developed in collaboration with OPAIR, Human Resources, and faculty development knowledge experts with demonstrated intercultural competencies. Data should be collected and retained by OPAIR. Regular survey data collection and analysis will inform meaningful change and minimize the speculation and uncertainty that often results from the spread of anecdotal information.
- Support an Orientation and Transition Professional Development Series for each stage of the career cycle that is fully inclusive and accessible to University Park and Commonwealth Campus faculty to create greater equity in access to information. This series would contain two elements: 1) a new faculty orientation and 2) ongoing professional development that centers on each stage of the faculty career cycle. At present, central administrative offerings for orientation are University Park-centric in that they usually take place on the University Park campus. While Zoom has broadened access to various activities, it is not an optimal environment for building social identity or professional communities, sharing experiences, or transitioning faculty to their respective geographical locations. Overall, offerings should be standardized across campuses and relevant information should be more transparent to faculty. Particular attention must be given to the experiences of underrepresented groups.
- Host new faculty orientations within each college and campus based on an established set of standard expectations and materials. These materials will supplement those developed by each college/campus to orient new faculty to their respective units. This approach better supports Penn State's geographic dispersion and does not privilege one location over another, ensuring that all faculty are offered the same information and also receive a site-specific orientation.
- Create a Penn State Welcome Resource and enlist retired Penn State faculty to volunteer to serve as welcome ambassadors to newly appointed faculty. Ambassadors would be provided standard scripts of information to be shared and could also share their knowledge of the University and respective local campuses, as well as offer guidance and answer questions about assorted topics (e.g., amenities; housing and residential communities; K-12 schools).

- Hold a new two-hour faculty reception at University Park hosted by the Office of the President to offer 1) a brief introduction to Penn State’s central administrative leadership and Old Main and 2) the opportunity to build a foundation for professional and social networks across campuses, disciplines, classifications, and ranks. Primary presenters would include the Provost, President, and Vice President for Commonwealth Campuses.
- Implement greater transparency and accessibility to information that supports progression and transition through faculty ranks (e.g., transparent guidelines for promotion; professional development; mentoring; coaching circles for each career stage by tenure-line and nontenure-line categories).
- Establish peer coaching or mentoring circles to support faculty through a range of experiences and career transitions. Peer coaching/mentoring approaches are based on research that suggests self-reflection, self-evaluation, and creative thinking are more productive when occurring among colleagues. A circle can be created for new assistant professors as part of orientation, teaching faculty to support pedagogical creativity; circles could also serve to discuss themed research areas, transitions towards retirement, and resources for professional staff development. Models of peer coaching/mentoring circles for consideration: the [University of North Carolina at Chapel Hill](#) and the [University of San Francisco](#). Other holistic approaches to faculty mentoring, such as Launch, part of Eberly College’s support of early career professors, are models with the potential to shift culture. Peer coaching/mentoring is also part of the Midcareer Faculty Advancement Program (MFAP), a recently completed 3-year pilot that is permanently implementing in at least one college (see below).
- Scale up effective components of the Midcareer Faculty Advancement Program to expand coaching, mentoring, Scholars’ Circle writing groups and other components, making them available to a wider range of faculty (to include nontenure-line faculty, assistant professors and those more established). MFAP serves as a resource to facilitate the advancement of associate professors to full professor and half of its pilot participants accomplished this goal during the trial period.
- Create a transition orientation for each stage of the career cycle. Establish a set of necessary materials and information for advancement to support the transition of tenure- and nontenure-line faculty at each stage of the career cycle, both before and following successful promotion (e.g., current overview workshops for all faculty; CLA workshops for assistant, midcareer, and full professors; midcareer faculty advancement). Like orientations, each college/campus should offer some form of transitional resource.
- As part of this effort, make University-wide expectations for mentoring and career advancement resources more transparent and build an infrastructure that fosters the implementation and effectiveness of these expectations—to include, for example, traditional mentoring, coaching circles (mentioned above), Scholars’ Circles, faculty identity groups (e.g., Black faculty; faculty of color; international faculty; women faculty; LGBTQ+ faculty; faculty with disabilities), and other resources from early career through retirement.
- Establish routine and mandatory intercultural competency professional development for new and established leaders, to include attention to the management of multiple faculty tracks and ranks, a diversity of social identities, and the needs of a diverse and dynamic student body (for example, see [Equity, Diversity, and Inclusion Education Resources at UCLA](#)). Competencies for central administrators, deans, and chancellors should include an understanding and

appreciation for differences between University Park and the Commonwealth Campuses. Professional development should target administrators, heads, directors, etc. as appropriate. Penn State already has some knowledge experts in this area in the Office of the Vice Provost for Educational Equity, Human Resources, and Student Affairs. Skills in these spaces and others could be further identified and brought together to support the development of a set of online accessible resources.

Additional efforts to target and improve the experiences of underrepresented faculty are recommended below:

**Expand Efforts to Support Women Faculty.** Penn State can begin to center equity into professional development and career progression for women, an underrepresented group, by supporting and expanding activities for accessible leadership development and career development that targets women's experiences in the workplace. For example, a proposal from LEADS to launch a leadership series that centers on the experiences of women and is embedded in the Office of the Vice Provost for Educational Equity was submitted to the President's Commission for Women for seed funding. The series can potentially be connected with a recently announced [leadership series that was initiated by the Office of the Vice Provost for Faculty Affairs and Human Resources](#) to serve faculty more generally.

**Permanently Establish and Enhance an Existing Pilot to Build an Intentional Community of Professional Development, Collegiality, and Care for Nontenure-line Faculty.** We recommend investment in an ongoing initiative, *Penn State Faculty Connections: A Resource for Teaching, Research, and Clinical Faculty*, and a full-time nontenure-line faculty appointed 1.0 to serve as the director of this initiative. The director will establish, lead, and expand Penn State Faculty Connections (henceforth Connections) as a set of 1) centrally located professional development and community building resources and 2) routine programming intentionally designed to enhance the Penn State working experience of teaching, research, and clinical faculty across Commonwealth Campuses and University Park colleges. Specifically, Connections will enhance their sense of inclusion and belonging and facilitate greater job satisfaction and opportunities for career success and advancement. We recommend that this resource be integrated into the proposed new faculty development, experience and success resource and framed as an inclusive model that supplements ongoing efforts of the Vice President of Commonwealth Campuses, the Office of the Vice Provost for Faculty Affairs, and other resources as appropriate. The initiative was developed as part of Faculty Pathway in the Office of the Vice Provost for Educational Equity.

**Progression Support for Nontenure-line Faculty.** Establish a professional development fund for nontenure-line faculty to facilitate their engagement in activities that contribute to their advancement at Penn State. (The Multicultural Research Fund hosted in the Office for Vice Provost for Educational Equity, which requires matching from an academic unit, may be a model for the disbursement of the proposed nontenure-line targeted fund.) Attract top talent, increase job satisfaction, and enhance progression opportunities by reimagining career paths for nontenure-line faculty, shifting these roles from seeming merely "supplemental" to tenure-line teaching and research to appointments with clear purpose and value to the University mission; this can also include clarifying pathways for movement from nontenure-track appointments to tenure-line appointments, though the latter is a stand-alone item.

**Scale up the President’s Postdoctoral Fellowship Program to Serve as a Potential Pipeline and Hub for Post Doc Belonging and Career Development Resources.** Many postdocs report feelings of job insecurity due to the temporary nature of postdoc appointments. This is particularly concerning for those of color, who anecdotally report feeling isolated in their departments, in the community, and otherwise unwelcome.

Though promising, pathways for postdocs can be complicated across academia. The expectation that a postdoctoral position is the next or necessary step toward a permanent full-time faculty hire, for example, is not a practice shared by all disciplines. While this may be an effective means to identify a pipeline for a greater diversity of talent in some STEM fields, it may not be a critical factor for the humanities. Further, a direct path toward a hire is not a guarantee, as a postdoctoral appointment could serve as a multi-year interview for women and racial/ethnic minority candidates, who are more likely than white men to enter universities in temporary roles rather than more permanent appointments. A predominantly white faculty may deem a postdoctoral candidate “not a good fit” after engaging with the applicant over a length of time in a temporary position. Such outcomes undermine our ability to attract a diversity of applicants, as they may sour scholars to academia and lead them to depart with a negative view of the institution.

To address these concerns, elements of the [President's Postdoctoral Fellowship Program](#), which was adopted as a tool to diversify faculty in higher education, may potentially serve to enhance the experience of underrepresented postdocs and elevate their interests in pursuing permanent Penn State employment.

The Presidential Postdoctoral Program, with review and assessment, may present an opportunity for Penn State to serve as a point of contact and resource for community building and problem solving beyond the small number of postdocs (less than 20) it currently serves. We recommend that its efforts to build community and offer opportunities for postdoc professional and career development be reviewed and assessed for the potential to scale up so that *all* postdocs have equitable access to this early career resource.

**Establish Routine Data Collection and Central Management of Faculty Career Cycle Data (OPAIR).**

Establish routine OPAIR-led data collection protocols that will bring transparency and accountability to action items that contribute to both unit-level and University-wide recruitment progress and goals, including progression through ranks and workplace experience. This is not a current University practice. Penn State does not regularly collect necessary comprehensive data on the faculty experience, faculty career cycle, retention, or attrition. Discussions about the need to establish these practices and how to implement them are ongoing among some units.

**Address Responses to Reports of Bias and Discrimination.** Review policies, protocols, and practices to audit, assess, and address concerns raised by faculty of color, the Commission on LGBTQ Equity (CLGBTQE), the Commission on Racial/Ethnic Diversity (COREd), the President’s Select Commission on Racism, Bias and Community Safety, and other groups and reports about experiences of racial bias, microaggressions, and discriminatory behavior in the workplace that have reportedly gone unaddressed or were inadequately addressed through current channels, including by central administrative offices charged with managing such issues.

## 5. STAFF: ANALYSIS AND RECOMMENDATIONS

### ***Priority #3: Diversity Hiring, Professional Development, and Advancement Opportunities for Staff***

#### Recommendations Regarding Staff

The following recommendations focus on fostering greater fairness and justice in the nonacademic staff experience at Penn State. We observed that Penn State must give particular attention to employees in lower job classifications and lower paying positions (i.e., areas where staff from historically marginalized populations are more likely to be employed). This includes staff at the Commonwealth Campuses, many of whom report that they typically have fewer professional development opportunities and limited advancement opportunities.

**Create Staff Advancement Opportunities.** Anecdotal reports indicate that low morale, frustration, and distrust may be issues of concern in this area. Given this, there is a need to review and assess policies and practices related to access to and participation in career development and advancement opportunities, with particular attention to outcomes for URM staff and other marginalized groups. As a start, the Office of the President can charge a task force that includes equity-work professionals to conduct a comprehensive root cause analysis, examine staff advancement data, benchmark successful organizations, and recommend measurable goals that can be implemented at Penn State. The task force could examine how staff members are promoted within job families, such as finance, IT, student affairs, enrollment, advising, police, facilities, etc., to gain an understanding of the status quo. Benchmarking could include businesses, corporations, health care, and other organizations with equitable staff advancement processes to identify sustainable solutions that could be applied in higher education.

Example proposed recommendations might include establishing career pathways within job families (which is an expected outcome of the Compensation Modernization Initiative), a comprehensive cross-unit mentoring program, University-wide succession planning, and resources for staff members to manage their career development opportunities. Special emphasis could be placed on cross-training, career development coaching, and similar measures that provide more growth opportunities aimed at increasing diverse employee retention. Solutions could be designed to leverage the University's current Optimized Service Team (OST) initiative geared toward identifying efficiencies and the Compensation Modernization initiative. Staff would learn new skills, creatively expand their portfolios, receive mentoring from senior colleagues, and most importantly, participate in less siloed work environments.

*Target goals* for promotion opportunities could be established across the executive/administrator, full-time staff, and technical service job classifications. It is recommended that DEIB professionals lead the efforts for creating strategies and tactics for staff advancement opportunities in collaboration with Human Resources to leverage their expertise and build upon the existing initiatives for creating workflow efficiencies.

**Invest in a Coordinated DEIB Professional Development Resource for All Employees with Learning Objectives.** Further examine the professional development that is being offered to promote DEIB to determine the types of educational programs that are scalable. Invest in leadership charged with

establishing a University-wide cross-unit advisory committee to develop and implement a plan to scale selected professional development opportunities for staff members. Leverage existing expertise and technology along with external benchmarking of best practices to establish a sustainable plan and single site resource or office to scale professional development throughout the 24-campus system.

At present, DEI professional development tends to be offered by individuals “in addition to” or “over and above” their respective job duties due to their personal commitment to improve learning and work environments or because they are compelled to do so by supervisors. An investment in a single DEIB professional development resource must be adequately staffed with reappointed existing talent and/or new talent to reflect the serious need to develop Penn State employees in this area.

A professional development advisory committee could determine the criteria for programs that are scalable, recommend technology for sharing professional development opportunities, apply accessibility standards for improving staff access, and create a plan for sharing educational programs across colleges, units, and campuses. For example, a committee could develop a set of standards and viable methods for sharing programs, educational content, and expenses. Solutions might include a database for sharing program information (e.g., seats across campuses) and a centrally managed budget that would eliminate the need for manually sharing expenses across units.

The committee would be responsible for understanding changing societal trends related to DEIB, recommending training based on organizational needs and emerging trends, creating measurable goals, and leveraging organizational strengths to position Penn State as a data-driven learning organization in which all staff members are engaged in ongoing DEIB professional development.

Cross-unit coordination of DEIB professional development would:

- increase access to guest presenters that are often at a single location, such as University Park or other campuses, and ongoing activities that are offered by single units such as Human Resources, Educational Equity, Affirmative Action, and Student Affairs. Increased access would provide greater equity to staff members in smaller colleges, units, or campuses that have fewer resources for offering professional development.
- decrease duplication of effort, reduce the need for administering inter-campus partnerships and manual processes, and allow staff who are not in DEIB roles to focus more on department priorities, such as student services, enrollment management, and improving graduation rates.
- allow for identification of thematic focus areas for professional development and optimization of existing resources. Executives and administrators could set the expectation for smaller units and campuses to leverage the training that is being offered University-wide to assist with optimizing limited staff and funding resources.

**Develop a Comprehensive Recruitment and Retention Strategy with Accountability for Progress.**

Establish a comprehensive equity-centered recruitment and retention strategy supported by a robust data reporting and monitoring system to immediately and more intentionally build greater fairness and oversight into staff recruitment and hiring processes. This recommendation could be achieved by appointing a University-wide change management team of subject matter experts that is responsible for developing and implementing a staff recruitment and retention strategy that more purposely addresses issues of diversification. The change management team could examine the staff hiring and retention data related to race/ethnicity, age, veteran status, disability, and gender across all University job

classifications, examine current processes, benchmark best practices, develop goals and measures for success, and implement a comprehensive strategy that results in more equitable recruitment, hiring, and retention of staff. Additionally, the team could review policies and position descriptions for bias, suggest required training for staff members involved in the hiring process, and recommend resources to foster greater diversity more intentionally in recruitment and retention efforts. Example resources might include funding to expand recruitment to diverse populations, technology to screen resumes, staff to develop a search committee training curriculum, and training for staff to attract diverse candidate pools and administer an equitable hiring process.

Establishing an equity-centered recruitment and retention strategy should also include the assessment of talent acquisition expectations for staff employment, specifically understanding intercultural competency standards at the time of hiring or achieving this expectation within 6 months of accepting employment. Staff training materials or a handbook could include the Penn State Statement on DEI, benefits of a diverse workforce, and how to create a sense of belonging in the workplace along with an internal marketing campaign and infographics that encourage employees to embrace DEIB, participate in ongoing professional development, and engage in DEIB initiatives.

A comprehensive equity-centered recruitment and retention strategy could include the University's commitment to the Penn State Values, best practices for creating a sense of belonging, and metrics to track progress. The plan would also include an implementation timeline and communications plan to inform staff of the changes along with how to operationalize changing processes to sustain them beyond the initial implementation. Measurable goals that might be featured within the strategy include increasing the diversity of candidate pools, increasing the diversity of new hires, training members of search committees, auditing position descriptions to eliminate bias, and attracting more women and other groups to roles in which they're currently underrepresented such as technology, police, and facilities jobs. A University-wide staff recruitment and retention data set could be established to track progress toward the goals and hold hiring managers and unit leaders accountable for making meaningful steps forward.

**Belonging.** A belief among many campus communities, due to their rural location and neighboring communities, is that they lack the ability to attract diverse faculty, staff, and students to the University. Existing among both rural Commonwealth Campuses and University Park, this long-standing assumption may inhibit the development of innovative and creative recruitment and retention efforts. Furthermore, in a University climate survey conducted in spring 2020, only fifty-eight percent of respondents reported being satisfied with the extent to which they felt all community members experience a sense of belonging or community on their campus. Racial and ethnic minorities and LGBTQ+ employees reported being the most dissatisfied with a sense of belonging among the survey respondents. The assumption that minoritized and marginalized populations may not be attracted to rural areas of Pennsylvania may relieve campus actors from making changes to practices that contribute to a lack of belonging.

**Establish Outcomes Measurement.** The Society for Human Resources Management (SHRM) recommends focusing on fewer major goals to increase the likelihood of success (Society for Human Resources Management, 2017). Goals should be specific, clear, and understandable; measurable, verifiable, and results-oriented; attainable, yet sufficiently challenging; relevant to the organization or department mission; and time-bound with a schedule for specific milestones. Goals with these elements are also known as "SMART" goals. A committee could be charged with developing SMART goals and



related metrics that would support the President's priority for increased diversity hiring, increased access to high-quality professional development, and increased advancement opportunities for staff. Example metrics might include retention of marginalized populations across job classifications and campuses; educational programs available to all staff members; participation in educational programs by campus, gender, race/ethnicity, age, etc.; LRN course completion rates; diversity of applicant pools by position opening; and employees' sense of belonging across the organization.

Establishing effective outcomes measurement would also ensure that various teams, councils, and committees align their goals, activities, and events with the University Strategic Plan and President's priorities to create a higher potential for making an impact. Progress toward goals could be demonstrated using the new DEI dashboard, as suggested by previous commission and Faculty Senate reports. Finally, establishing measurable and transparent outcomes would increase accountability among academic deans, division heads, and unit leaders.

To give an example, standard goals and outcomes measurement could also be used to track the progress of University-wide initiatives such as the new Broadening Understanding and Inclusion through Learning and Dialogue (BUILD @ Penn State) program that launched in fall 2022. This self-paced, video-based educational program was designed to assist staff members with creating a diverse, welcoming, and inclusive community. The BUILD @ Penn State curriculum includes three tracks for staff members and a separate track for leaders that focuses on addressing unconscious bias, adopting inclusive practices, becoming an agent for change, and building trust through effective communication, among other topics. Quantifiable data for this program and others would increase accountability, support data-driven decision-making, inform continuous improvement efforts, and help assess the impact of initiatives.

**Collection of Data on Marginalized Employee Populations.** As implementation of Policy AD 84: *Chosen Identity* continues to disseminate throughout and across the Penn State community, communication regarding the updating and reporting of identity metrics in Workday and within accounts.psu.edu (previously done by the Affirmative Action Office), should be encouraged campus wide. With emphasis on the DEI dashboard and the drive to showcase community representation at Penn State, encouraging all personnel to report this data can only enhance our collective understanding of who exists across our campuses and how we might serve them during their experience with Penn State (this recommendation was modified from the President's Commission for LGBTQ Equity, *Reflections*, a document submitted to Jennifer Hamer on February 2, 2023).

Similarly, more robust data collection on the experiences of employees with disabilities will provide a foundation upon which to build greater and more effective means of supporting their workplace success and careers.

**Closely Monitor Progress Toward Achieving Goals.** For instance, each stage of the search and hiring process should be tracked and recorded by a central administrative office such as the Office of Planning, Assessment, and Institutional Research (OPAIR). This would allow for central data retrieval, storage, and analysis, promoting heightened transparency across the institution. Also, a comprehensive assessment and monitoring protocol would identify and track challenge and success points throughout the hiring process to improve efforts toward diversifying and providing more equitable outcomes for all staff. Once established, the assessment and monitoring practices would be integrated into Human Resources and other office operations as appropriate, to support building diversity among staff and increasing staff advancement opportunities.

A comprehensive process of assessment and monitoring would also help to create a continuing improvement process and improved decision-making tools for supervisors and unit leaders. Actions may include 1) monitoring recruitment, onboarding, and existing protocols within job families to better promote equity and 2) auditing position descriptions to eliminate bias and clarify that successful candidates for University positions are expected to contribute as employees to a more equitable, diverse, and inclusive University (e.g., the College of the Liberal Arts has added language to this effect in all job descriptions for both faculty and staff). Auditing could also include the review of policies, procedures, and processes to eliminate implicit bias and provide a more equitable approach for administering standard operating procedures. Developing and administering a comprehensive assessment, monitoring, and auditing process would require increased coordination between offices such as OPAIR, Human Resources, Affirmative Action, college and unit leaders, and institutional level equity leadership.

**Establish a Staff Senate for Fuller Inclusion and Participation.** At present, staff are invited by the current president via the University Staff Advisory Council (USAC) to participate in conversations about policy and practices. However, these invitations, though welcome, are discretionary and not established by shared governance policy—which faculty participate in through the Faculty Senate, a legislative body with oversight over educational matters. As such, staff may be included or not, depending on the will of a president or provost. A more fair and just University respects the rights of all Penn State employees to participate and contribute. A staff senate, founded on practices and structure of USAC and the Faculty Senate, would provide a voice for all staff members and be dedicated to recommending sustainable, equitable solutions toward greater fairness and justice. An active employee forum of thought leaders would also help to create a collective sense of urgency for improvement that is needed to build momentum toward creating a change in thinking that result in equitable opportunities for staff across all campuses. Staff deserve the right to equal participation.

## Recommendations to Support Staff Professional Development and Contributions to a More Fair and Just University

Implementing a complex set of recommendations toward a more fair and just university across colleges, units, and campuses will require a robust change management plan that incorporates executive leadership commitment of sustainable funding and staff resources, a focused change management process, involvement of diverse staff in critical decision-making, and targeted awards and incentives to motivate change. Additionally, long-term success is dependent on clearly communicating diversity goals, expectations, and measures for success, combined with the operationalization of new procedures and ongoing assessment to drive continuous improvement efforts. Use of a single events calendar to share DEIB-related activities supports consistent messaging and promotes the sharing of professional development. The following requirements include tactical solutions that support successful implementation of the recommendations.

**Dedicated Staff and Funding Resources.** Increased planning, cross-unit coordination, and sharing resources would require additional time and dedicated staff to manage. Additionally, offering equitable, high-quality staff professional development would require funding to support this effort and invest in people. According to the Association for Talent Development (ATD Research, n.d.), the average organization spends \$1,280 per employee, or between 1–3% of the total salary budget, annually on

workplace learning. Further analysis and recommendations would help to understand the staff resources, work release time, and funding needed to sustain efforts toward making an impact. Appoint a committee to evaluate and recommend the budget and staff resources required to establish and sustain a coordinated effort. The group could determine the amount currently being invested in staff professional development, suggested release time allocated for professional development across job classifications, and how to apply an equitable funding model that provides access to professional development for all staff members.

**President's Commission for People with Disabilities.** Students, faculty, and staff with disabilities need a voice at the University to contribute to effective and lasting change at Penn State. The Disabilities and Access Initiative Working Group already exists. We recommend that it be elevated to the status of President's Commission.

**Awards and Incentives.** While a variety of awards exist within colleges and units to recognize and celebrate the success of DEI-focused contributions, these programs should be significantly enhanced to further motivate departments, campuses, and employees to work toward achieving goals and priorities. For example, the College of the Liberal Arts piloted an internal staff referral program, which offers incentives for Liberal Arts staff to recommend external candidates for staff position openings in the college. This incentive program inspires more actively attracting external candidates to University positions. Increasing the number of external job candidates not only allows for more diverse applicant pools and hires, but also mitigates the growing problem of University units recruiting talented employees from each other in lateral positions by offering bonuses or salary increases that are not promotional opportunities.

Benchmarking other higher education institutions and creating effective University-wide awards and incentives that are aligned with goals and priorities would require funding and cross-unit collaboration to develop and manage along with ongoing communication (see [Appendix H](#) for examples from other institutions). Measures for success would be required to demonstrate the effectiveness of the awards and incentives along with timelines for offering the awards. For example, leaders could evaluate if incentives expire when goals are achieved and determine if new incentives will be offered in alignment with new goals. Awards and incentives could be applied in a variety of ways that are designed to increase the likelihood of achieving the highest priority goals and priorities. Examples of existing DEI-focused awards at Penn State are included below in Table 19 of [Appendix K](#).

**Streamlined Communications Plan to Enhance Visibility and Coherence of DEIB-Related Messaging.** Charge a committee of marketing and communications subject matter experts to examine the existing messaging related to communicating diversity priorities, goals, expectations, and progress. The committee could evaluate the competing message points and sources of information and develop a streamlined communications plan. The plan might include aligning communications with University priorities, eliminating messages (e.g., websites, news articles, statements) that are not aligned with the goals, and developing a robust communications plan. The communications plan could include talking points for unit leaders, infographics that highlight priorities and expectations, a dashboard and annual report to illustrate progress, and a campaign for ongoing targeted and impactful communications. Example communications might include employee listening sessions, town hall meetings, and status updates focused on rebuilding trust between administrators and staff members and improving employee morale. Streamlined communications could also provide a single-source of information used

for targeted messaging for faculty, staff, and students throughout the multi-campus organization. Effective communications will demonstrate leadership commitment and provide transparency in support of a paradigm shift toward becoming a national leader.

**Single Diversity and Inclusion Events Calendar.** Review the effectiveness of [25 Live](#) as a resource for sharing DEIB related events and invest in an enhanced or alternative calendaring system should 25 Live not adequately provide the flexibility or agility to meet communication goals. Regardless of the calendaring system, set the expectation for all colleges, campuses, and units to post activities to a single calendar as part of their standard operating procedures. Additionally, set an expectation for colleges and units to assign staff members who are responsible for maintaining accurate information on the calendar, promoting this resource as the source for up-to-date information, and linking websites to the calendar. Leveraging the existing calendar as the official source for information should also eliminate the need for individual departments to maintain separate calendars for diversity and inclusion activities, events, and professional development.

For additional observations of nonacademic staff experiences, please see [Appendix J](#).

## 6. DEIB-RELATED RESEARCH AND SCHOLARSHIP: AN INVENTORY AND CATALOGING OF ACTIVITIES AT PENN STATE

### Methods

We used multiple methods to conduct a comprehensive search for information to inventory, catalog, and assess the current state of the University as it relates to DEIB-related research and scholarly production. Our analysis first sought to characterize and identify individual research, grants, publications, programs and affiliated authors connected to DEIB (defined broadly). Such research could relate to DEIB in one of two ways:

1. **Subject-based projects:** These were initiatives in which the subject of study was race, ethnicity, religion, gender, social attitudes, social and economic inequality, or similar topics that relate to our DEIB mission—for example, projects in which the area of study was the effect of race or gender on an outcome (e.g., cancer, stress, political attitudes). Improving quality of life and/or social group, or community outcomes were significant goals in these studies.
2. **Institutionally oriented projects:** These were initiatives in which addressing DEIB is integrated into the intentional change-making activities of the grant or project. For example, the 2020 “Just Transformations” grant awarded to the College of the Liberal Arts from the Mellon Foundation was specifically oriented towards pipeline-building in particular disciplines (e.g., English, philosophy) and areas of research (e.g., digital humanities, archival research).

Our analysis also sought to identify formalized “sites” or institutionalized programs where support of DEIB-related research and activity was a central goal. This might include research centers, institutes, consortia, initiatives, or other formalized groups supported by University, college, or external funds. As with grant activity, there were two potentially distinct types of programs here:

1. Programs/centers/initiatives where the subject of study was on issues of race, ethnicity, religion, gender, social attitudes, social and economic inequality, or similar topics that relate to building DEIB collective efforts at Penn State. An example of this is the [Consortium for Social Movements and Education](#).
2. Programs/centers/initiatives that have Office of the President/Provost institutional support for their DEIB-oriented activities or foci. An example might include the [Presidential Postdoctoral Fellowship Program](#) in the Office of Postdoctoral Affairs.

For additional details on methodology, see [Appendix L](#).

### Key Observations

The inventory captures a variety of kinds of work, including work that is explicitly anti-racist and action-oriented along with work that is not presented from that frame.

It also includes work that is theoretical, aimed at various demographic groups, and that recognizes the importance of race, ethnicity, religion, gender, and other categories of diversity in research on specific topics. Different “buckets” of faculty research activities are characterized as work that directly and

immediately seeks or contributes to institutional change, or as work that contributes to the understanding of and activities in pursuit of the quality of life of different communities. The work is also characterized as being internally oriented (i.e., seeking internal change) or externally oriented in various fields of study.

The findings inform our understanding of diversity, inclusion, outcomes, and policies that are all relevant and supportive of improving DEIB-related outcomes and understanding, whether within an institution such as Penn State, in broader academic circles, or in the research and knowledge ecosystem at large. Work is identified with both narrow and wide social and institutional impacts.

There are multiple, but not necessarily duplicative, efforts across the University. Penn State supports dozens of research centers, institutes, consortia, and initiatives that are specifically focused on DEIB-related activity and aimed at both internal institutional change and external disciplinary audiences (see [Appendix M](#) for Penn State efforts). During the past decade, over 900 faculty and researchers have published more than 1,000 articles on DEIB-related topics, and over 130 grants have been awarded to Penn State faculty. The number of publications has increased steadily over time, while the number of grants received each year increased significantly during the past 5 years.

Current research and scholarship activities include many opportunities that can facilitate the University's capacity to assume national leadership in existing areas of promise and strength that lead to institutional change. While much of the activity includes substantive research that touches on topics like race, gender, health, attitudes, or behavior, units are also engaging in the work of institutional change via conscious graduate student training, recruitment, faculty development, systematic investments in innovative research, and faculty retention.

In addition, in the process of completing this report, the Pennsylvania Legislative Black Caucus elevated our attention to the absence of a research resource and/or hub to which they and state agencies can turn for information and research that focus on the Black experience in Pennsylvania. In the absence of a central hub, legislators and state agencies must identify and direct necessary research questions to organizations and individuals as concerns and issues arise, and as these resources are available. Consequently, there are inconsistencies when attempting to secure necessary information (i.e., time spent waiting, quality in outcomes).

**Penn State Faculty Actively Publish on Topics Related to DEIB and These Numbers have Increased over Time.** Using SciVal and the sets of search terms detailed in [Appendix N](#) identified over 1,000 publications connected to DEIB published in the past decade. Many of these studies are in medicine, psychology, child studies, or health and human development (and other social sciences) examining the effects of race or gender on health or development outcomes or designing interventions. One of the most important publications that Penn State faculty contributed to (based on field-weighted citation impact) includes the American Association of Physical Anthropology's 2019 *AAPA Statement on Race and Racism*. Additional information is provided in Figures 6 and 7 in [Appendix N](#).

Both the number of proposals and number of awards has increased over time, with 15 grant proposals submitted annually in recent years (see [Appendix O](#) for detail on funding by academic unit). SIMS identified 327 proposals with DEIB topics over the last 10 years, with proposed budgets totaling \$279 million. Of these, 113 projects were funded, totaling almost \$57 million in awarded funds. Over half of all proposals were submitted by faculty in the Colleges of the Liberal Arts, Health and Human

Development, Education, and Medicine. One challenge is how to interest faculty in applying for funding DEIB activities if they do not have an initial interest or if it is not in their portfolio. Faculty may need additional information about funding opportunities and incentives to apply for grants.

The majority of DEIB-related research and scholarly production occurs within colleges and is supported primarily by these academic units. Colleges invest significant resources both in DEIB generally and in formal research activities, yet these are disconnected from a University-wide strategic plan or vision focused on advancing equity through research. University-level institutes and centers also contribute significantly to DEIB-related research and scholarly productivity. Despite good efforts, researchers (e.g., tenure- and nontenure-line faculty, graduate students, and postdocs) are often disconnected, especially from those outside of their respective departments, and are independently responsible for identifying potential partnerships, collaborations, and supportive networks within areas and fields.

President Bendapudi has indicated her intent to “thoughtfully invest in...scholarly research across the 24 campuses.” A Penn State investment should enhance the foundation to better foster and facilitate greater synergies in the DEIB-related research area among existing centers, institutes, and academic units. An enhanced University approach to coordinating DEIB-related research should be driven from the bottom up, as these existing units serve as the wellspring of DEIB research activity. It is from this level that disciplinary methodological expertise exists and organic and fruitful research partnerships and collaborations will come.

**Opportunities Exist to Bring Visibility to the Significance of Penn State’s Extensive Publication and Research Activity.** This organization of DEIB-related research at Penn State is in keeping with broader concerns about a lack of vision, coherency, and planning that identifies institutional DEIB research goals and accountability for making progress towards them. Research activity is extensive but is lacking in visibility and connections that, if appropriately organized, could potentially increase synergies, enhance career opportunities for faculty and staff, and support postdoc, undergraduate, and graduate student experience and success (see [Appendix P](#) for examples of potential enhanced investment). At present, for example, connections are not captured, and activities have not been coordinated because they have typically not been the result of central investment or coordination. Exceptions include some Provost-level investments that in some cases have lasted for years (e.g., commitments to support the Africana Research Center postdoctoral program, funds awarded through the strategic plan funding competition approximately five years ago). There also exists the Educational Opportunity Planning Committee (EOPC) Fund, created in 1990 to promote greater equity for historically underrepresented and underserved groups within the University and/or those groups that have been historical targets of discrimination; and the Campus Access and Success Grant, established in 2007 to increase college access, facilitate college transition, and encourage college success for Pennsylvania students who wish to attend Penn State, but may not have a typical academic profile due to socio-economic disadvantages, under-resourced high schools, or other systemic barriers. These funds are distributed through an annual competition through the Office of the Vice Provost for Educational Equity to support initiatives and programs. However, the impact of seeded and sustained initiatives and programs has historically gone unassessed.

Individual colleges have been entrepreneurs and leaders by necessity, seeking to support faculty research and valuable DEIB activity. Additionally, existing activities do not talk to one another, an observation and concern that applies to colleges, campuses, and central upper administrative offices. For instance, there are multiple plans, initiatives, and proposals that have been developed outside of a



University-wide centrally coordinated vision and plan, resulting in duplication of effort and budgetary investment in some efforts over others. A vision and greater collaboration could foster deeper thinking and the application of disparate initiatives to be more universally applied to disciplines beyond that for which they are intentionally designed. A launch committee that targets underrepresented early-career STEM faculty, for example, is not connected to other units that could learn from or mirror its activities. This is true throughout the institution with programs that include the recruitment of underrepresented minority students to graduate school (multiple programs exist, whether within departments or within the Graduate School), and with faculty development pipelines and promotion-enhancement activities (which tend to be at the College level, with the [Midcareer Faculty Advancement Program](#) serving as one exception).

**Faculty Research is Often Not Visible to Others Doing Similar Work.** Promoting current work and broadening opportunities to connect will help the University to create equity by making current work and the people who do it more visible, helping to increase access to active researchers and resources.

### >> Research, graduate education, and pipeline-building

It should be noted that many of the faculty, center, and institute projects captured in this inventory and cataloging effort involve graduate students who are potential future faculty colleagues. It is important to recognize that seeking diversification of the professoriate in higher education requires increased diversity of the graduate student body. Change within the graduate student body is imperative for achieving net change in the makeup of the larger academy over the longer term. Graduate recruitment is most successful when thoroughly considering all student applications and reducing artificial shortcuts or other practices that may drive unwise admission decisions or reflect unconscious biases. Graduate recruitment processes should be effective, efficient, and inclusive. Graduate retention includes building processes, communities, and support for all students, but especially for students from underrepresented groups where support is not readily apparent.

While faculty recruitment and retention are important components of the DEIB space for an institution like Penn State, and such recruitment and retention are important both to research and to institutional makeup, faculty are the tip of the academic iceberg. To broaden research and diversity in practice, we must examine the academic pipeline and how to intervene at multiple locations to increase our impact and our chance of success with Penn State's own faculty and students. Multiple programs exist across the University that focus on graduate recruitment and diversification of the graduate student body. Other programs focus on postdoctoral fellows, junior faculty, or on bringing senior faculty exemplars to campus. These programs should be envisioned as being linked and contributing to distinct stages of the academic pipeline. With a connected vision, Penn State's investments could lead to change inside the institution, but also greater change throughout the academy.

Several initiatives were identified that could be expanded and offered more broadly. For instance, the College of the Liberal Arts, the College of Health and Human Development, the Graduate School, the Academic Council for Graduate Education (ACGE), and the Council of College Multicultural Leadership (CCML) have hosted multiple workshops dealing with elements of the graduate admissions process as they relate to diversity and inclusion. Summaries of these workshops have been prepared and distributed to graduate programs in the colleges, including the Colleges of the Liberal Arts and Health



and Human Development. This effort could be centralized to increase efficiency and offer opportunities for more colleges to engage with this effort.

Penn State has multiple programs aimed at demystifying graduate school for junior/senior undergraduates and exposing them to career options within academia via graduate studies (e.g., McNair Scholars and Summer Research Opportunity Program, Office for Graduate Educational Equity, Graduate School and programs in academic colleges). Additionally, many of the University's grants and planned programs have explicit pipelining objectives, with programs aimed at all career stages (i.e., from entering graduate school to being a distinguished faculty member). Some grants include graduate training and recruitment of students from underrepresented minority groups as a major element of what they accomplish (e.g., Social Data Analytics Program).

Pockets of collective activities exist that are designed to recruit new diverse faculty to campus and support them when they arrive. Other initiatives bring postdocs to campus with a conscious eye toward potential hiring in the future, including activities in the Social Science Research Institute, the Presidential Postdoctoral Fellowship Program and Africana Research Center Postdoctoral Program in the College of the Liberal Arts.

Some partnership programs (e.g., the National Science Foundation Partnerships for Research and Education in Materials, or NSF PREM) are directly aimed at pipeline building. For direct graduate student support, the Graduate School's most notable program is the Bunton-Waller Scholars Program, which provides enhanced packages to students from underrepresented groups.

## Recommendations

Further analysis is needed to better understand the breadth of DEIB-related research activities at the University. The following steps are recommended for establishing a more collaborative approach for DEIB research and graduate studies. Additional research opportunities are included in Table 26 in [Appendix P](#).

**Create and Maintain a List of Faculty Members who are Working in DEIB Research Areas.** Using records pulled from SciVal and SIMS searches, this could also provide an email list for communicating with faculty.

Follow up with all identified research centers in the University's master list and the Commonwealth Campuses to request their DEIB activity. Some activity may have been missed due to the limited time available to create this report.

**Foster Connections to Researchers and Enhance Access to Research in the DEIB Area.** Establish a research **clearinghouse**: an up-to-date, on-line searchable research information hub to foster and facilitate connections and potential collaborations between and among individual student and faculty scholars, enhance the reach and footprint of existing centers and institutes, better connect researchers for potential collaborations across campuses and colleges, share information beyond Penn State, and build greater equity and inclusion in the general research space. Leadership or structure in this space could identify critical activities, bring research leaders together, and identify working practices (both effective and ineffective) to leverage this work. Members would benefit from community building, sharing lessons learned, central programming, and program integration, for example.

- One component of the clearinghouse could be related to externally facing research, with a goal to better disseminate work being done at Penn State, connect researchers, build new research teams, and make recommendations to the President about efforts where new investments would be valuable.
- A second parallel component could relate to activities in the research space that focus on institutional change—a clearinghouse of programs and information from them would facilitate effective and expanded internal institutional work. This hub could be a collaborative space for faculty and program leaders to come together, sharing existing practices and programs in graduate recruitment, faculty/researcher retention, and research/grant models that support diverse faculty development. It would provide a space for programs to learn about and adopt existing proven practices, and to develop new ideas including graduate student faculty pipelining.
- We recommend that the clearinghouse be created as part of the Office of the Senior Vice President for Research and exist as a collaboration between the faculty development, experience and success resource center, a recommendation proposed as part of this wireframe report.
- Promote and coordinate grant applications for major DEIB-supporting research efforts. While individual faculty and colleges will need to undertake the grant submission and work, coordination of applications and connection to other initiatives (through a research DEIB hub, for instance) would allow for cumulative efforts.
- Because of the appropriate decentralization of activity and research, and the fit of those efforts to the local environment, the University should seek to encourage coordination between entities engaged in this work, but this is different from centralization of funding and research activity. Best practices and intellectual synergy/complementarity should be sought. Historically, most Penn State research centers have not had a specific focus on research related to understanding race, gender, religion, and other aspects of DEIB (the Social Science Research Institute being the exception), although they support work that may have pipelining and a concern for differential outcomes among populations of relevance (e.g., the effects of climate change on different countries and population groups). Similarly, some major college-supported centers such as the Rock Ethics Institute have attention on topics like social or racial justice as one of many foci. Centralization (in the sense of full central direction or a central-funding-only model) is not desirable since the work can be very discipline-specific and mechanisms for change may play out differently in different programs and in different colleges. Penn State should recognize and acknowledge what units have been doing and not seek to stifle local investments. Rather, sharing effective practices will build communities across campuses and enable new units to easily pick up activities from among effective programs as a positive way to grow relevant activity.

**Enhance Visibility of DEIB-Related Research and Scholarly Production.** Follow up with the identified initiatives, centers, and organized activities to identify and publicize more specific events and activities that are of particular interest elsewhere in the University. This includes, but is not limited to, collecting lists of historically black colleges and universities (HBCUs), minority-serving institutions (MSIs), and other DEIB-research partnerships as well as collecting speaker series lists and integrating them with University calendaring and messaging.

Publicize the research and its impact. Given the extensive research activity already ongoing, it may be valuable to focus on promoting this work and its public value. The University contributes exemplary

research and individual programs for recruitment, development, and retention in various spaces. However, programs sometimes exist in a vacuum, rather than as one among many.

**Push for Units to Rapidly Implement Practices that may be Shared.** While hubs are about collaboration, sharing, and developing innovative ideas, Penn State already has programs that are ripe for expansion or replication. With these, the University needs units to implement and support those programs within their own space, as well as support viable efforts in other colleges and campuses. This will involve publicizing important work and valuable programs, recognizing what Penn State and its faculty and staff have already done, and expanding those efforts quickly.

**Enhance Pipelines.** Expand graduate admission workshops and offer them to all colleges in a regular rotation since there are new directors of graduate programs every year. Institutionalize this process through central collaboration and coordination.

There is an opportunity to gather more college-level graduate program/pipelining information that is not contained in this report, as the Graduate School reporting is on their central initiatives and did not include outreach to the colleges to identify graduate-related DEIB activity. What is included in the inventory right now is incomplete. There also seem to be opportunities for increased communication and coordination of individual programs at all levels—undergraduate to graduate; graduate to postdoc; and postdoc to faculty. Additional assessment is needed to determine if Penn State could become the place for integrated graduate DEIB pipelines and whether these efforts could be centralized or if they would remain discipline specific.

**Establish a Signature Research Clearinghouse and Hub that Focuses on the Black Pennsylvania Experience.** Enhance the Africana Research Center (ARC) so that the Black Pennsylvania experience can be more intentionally embedded in its Africana diasporic research mission. ARC emerged from student led protests in 2001 and it currently serves as a host unit for Africana experience lectures, workshops, post docs and dissertation fellows—all of which potentially support a Black Pennsylvania hub as a signature area of focus. The establishment of this signature focus area will be in keeping with Penn State's land-grant mission and support the capacity of state agencies to explore issues critical to the Black experience in the Commonwealth such as police stop data, mental health, housing, foster care, health care, etc. ARC can also be a bridge of collaboration between and among units across the University.

**Incentivize DEIB-related Research with a Vision and an Equity-centered Informed Plan.** If work on DEIB is a priority, it needs the involvement of research-active faculty, and such work deserves formal recognition—we cannot rely on the invisible labor of faculty and staff throughout the institution, as doing so contributes to perpetuation of some of the issues we seek to address. To not hamper research careers, this recognition would typically come in the form of course releases because the time spent on administrative projects (e.g., running a recruitment program) cannot be replaced solely by research funds. We also must recognize existing financial incentives if the institution wants to encourage additional work in this space.

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## APPENDIX A. REFERENCES

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## Additional Readings

There is a significant literature on DEIB, fairness, and justice in higher education, including scholarship produced by Penn State researchers (please visit the Center for the Study of Higher Education for a [sample list of recent publications](#) by Penn State researchers). Below is a short list of book-length works:

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## APPENDIX B. A LONG HISTORY OF INEQUITY AND ACTIONS TOWARD PROGRESS

The challenges facing the University today are nothing new. In 1994, each Penn State strategic planning unit (i.e., academic colleges, academic support units, and University Libraries) was asked to prepare a diversity strategic plan to promote greater equity for its faculty, staff, and students.

A 1998 analysis of the plans by the University Planning Council (UPC) led to *A Framework to Foster Diversity at Penn State, 1998–2003*, Penn State's first comprehensive University-wide diversity plan to guide an institutional, systemic approach and unit-specific efforts for change. At this time, the University was a national leader in the development of a diversity plan focused on equity and integrated accountability measures. The following challenges were identified: **Campus Climate** (Developing a Shared and Inclusive Understanding of Diversity, Creating a Welcoming Campus Climate, Recruiting and Retaining a Diverse Workforce); **Recruiting and Retaining A Diverse Student Body** (Academic Inclusion and Achievement, Developing a Curriculum that Supports the Goals of our New General Education Plan) and **Institutional Change And Sustainability** (Diversifying University Leadership and Management, Coordinating Organizational Change to Support our Diversity Goals).

During the 2016–20 and 2020–25 strategic planning cycles, DEI was integrated into the University-wide strategic plan as one of six foundations (*Advancing Diversity, Equity, and Inclusion*) that are described as fundamental drivers for effective implementation of the plan. While the more recent planning and assessment guidelines provided a comprehensive roadmap for inclusive excellence, a 2014 University-wide analysis reported that many units floundered in their diversity reporting, planning, and assessment efforts. For instance, reviewers found it difficult to identify and assess progress being made and initiatives being planned that aligned with University's DEI strategic planning guidelines.

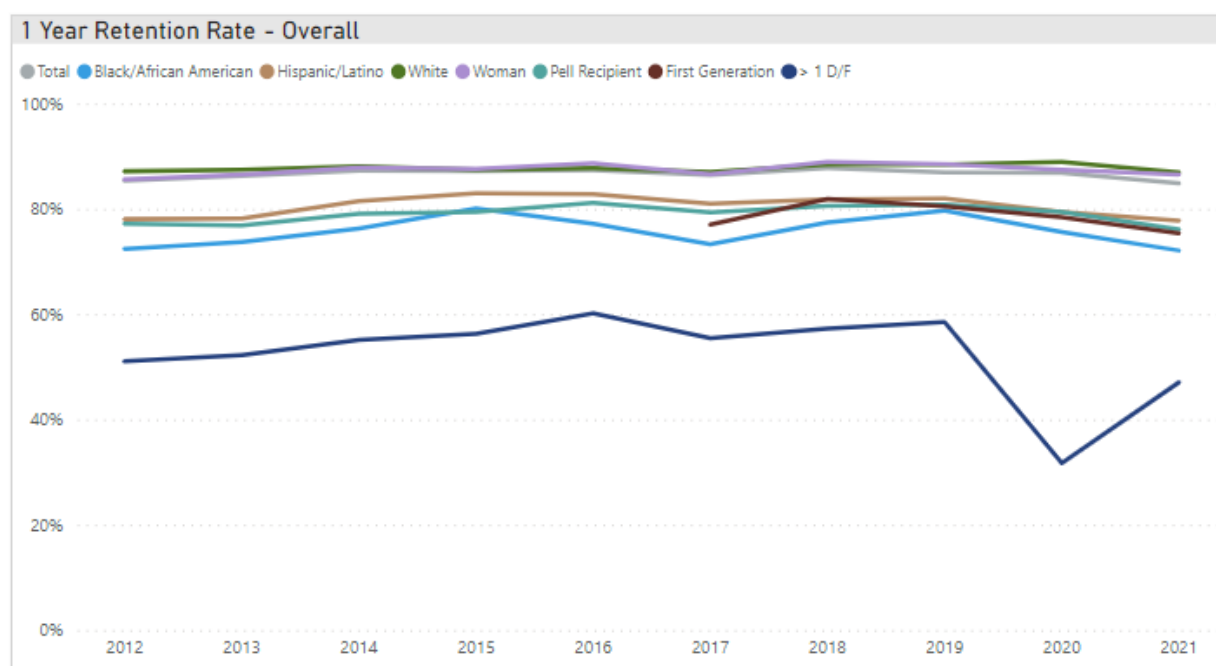
Visit [Educational Equity's website](#) to read available DEIB plans produced in the past.

## APPENDIX C. PERSISTENT DIFFERENCES IN STUDENT RETENTION AND COMPLETION

This section of the report highlights trends in student one-year retention, four- and six-year graduation rates, and student belonging at Penn State.

One Year Retention Rate Nationwide, 75% (66.4% retention + 8.6% transfer-out) of students who started college in the first fall of the COVID-19 pandemic returned for their second year (Gardner, 2022). The overall retention rate of first-time, full-time, and bachelors-seeking students at Penn State in 2021 (84.8%) is the lowest since 2012. Women undergraduates are currently more likely to be retained than men. However, Black/African American, Hispanic/Latino, first generation, and low-income students experience lower rates of retention than other groups persists. Most notably, a 14.8% difference exists between Black/African American students and their White peers (see Figure 10 below). More than 50% of the Black/African American (61%) and Hispanic/Latino students (54%) who were not retained between 2018–2021 were Pell eligible students.

**Figure 10. Undergraduate Student Overall First-Year Retention**

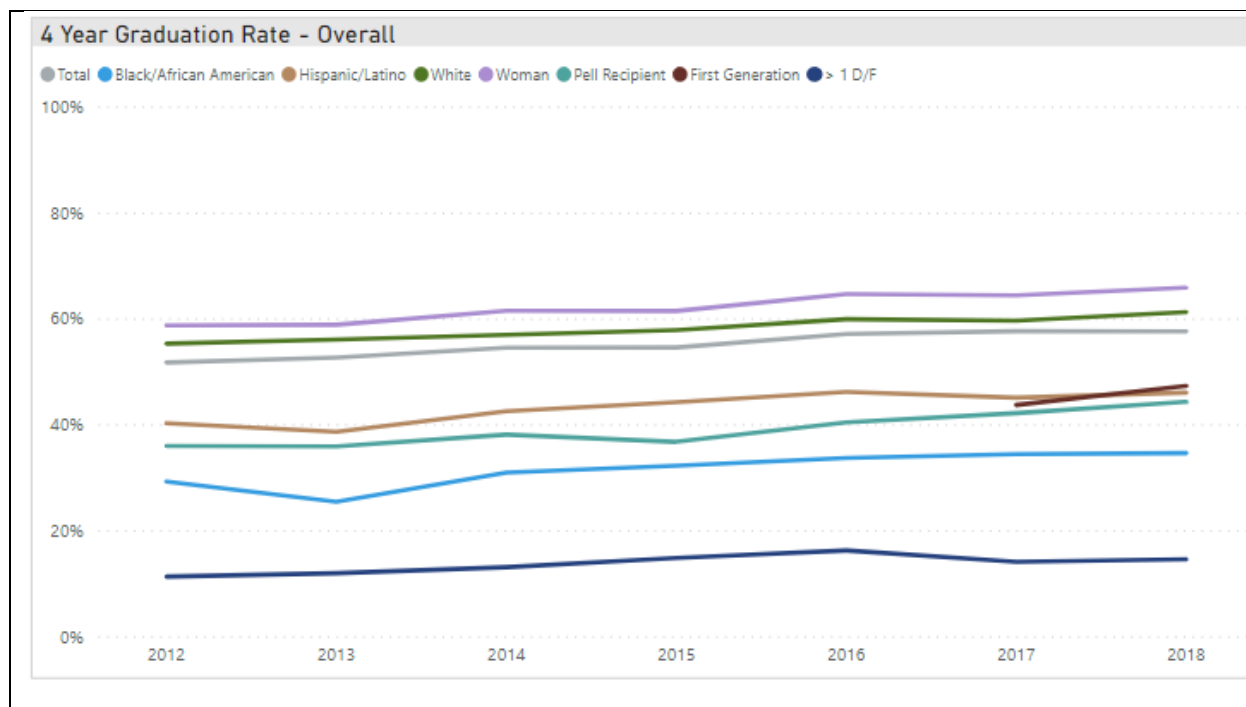


### Four-Year Graduation Rates

Overall, the university four-year graduation rate for the fall 2018 cohort remained at 57.6% for the second consecutive year. While there were slight increases in the four-year graduate rates across all categories, the difference between the four-year graduation rate between Black/African Americans and their White peers increased to 26.6%.

The four-year graduation rate at University Park increased slightly to 70.6% which is significantly higher than the national four-year graduation rate of 42.4% for four-year institutions. While a substantial achievement, the differences between Black/African American, Hispanic/Latino, and their White counterparts at University Park remains problematic. These differences persist at the Commonwealth Campuses. For example, the 5-year average at the Campus Colleges and the University College show a 19% and 17% difference respectively between Black/African American students, and a 15% and 11% gap respectively between Hispanic/Latino students and their White counterparts.

**Figure 11: Student Overall Four-Year Graduation Rates**

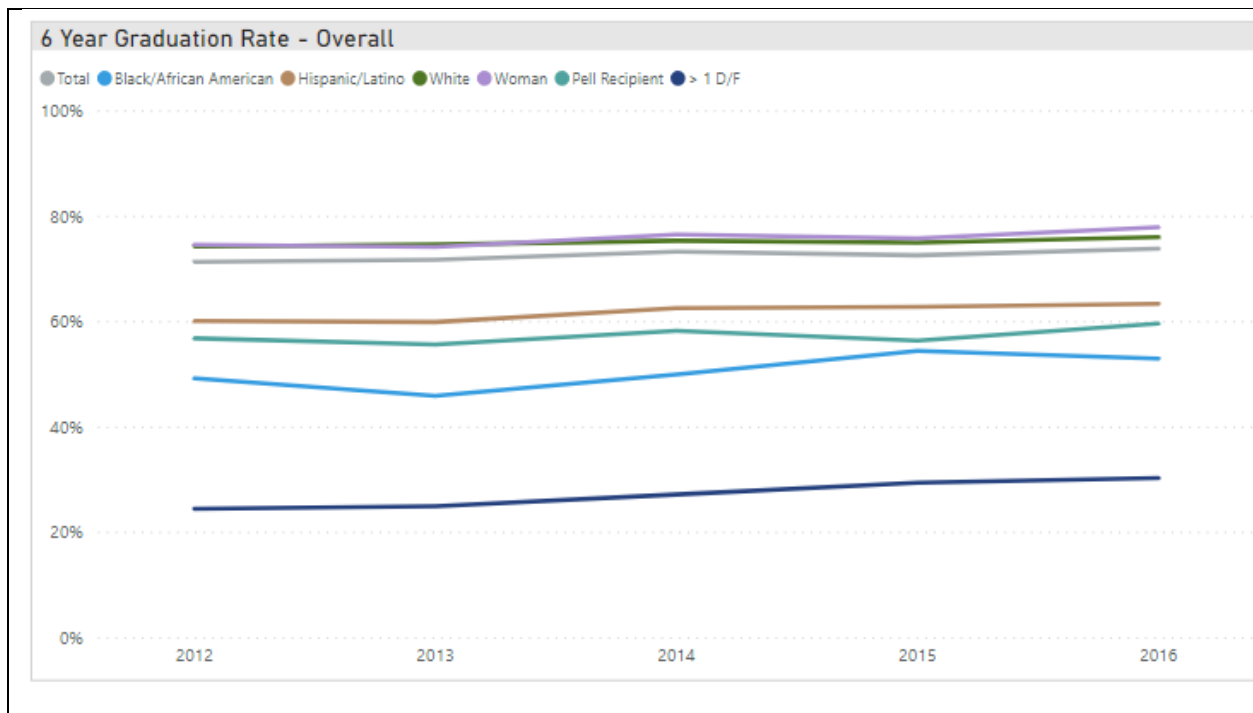


## Six-Year Graduation Rates

Across public, four-year institutions, an 18% difference exists between Black/African American students and a 16% difference between American Indian/Alaska Native students and White students, respectively (Causey et al., 2022). Overall, the six-year graduation rates at Penn State are rising and are at the highest level since 2012 (see Figure 12 below).

The six-year graduation rate for the Fall 2016 cohort at Penn State was 73.8. There is a 23% difference between Black/African American and a 12.6% gap between Hispanic/Latino students and their White counterparts across the entire university.

Figure 12: Student Overall Six-Year Graduation Rates



## APPENDIX D. SAMPLE LISTING OF ACTIVITIES AIMED AT ENHANCING STUDENT ACHIEVEMENT AND DEGREE COMPLETION

During this initial phase of the self-study<sup>2</sup>, we reviewed existing reports and recommendations and communicated with Penn Staters who are dedicated and committed to closing achievement differences. While we continue the inventory and assessment, we feel that we have ample data to highlight some of our areas of strength, signature programs, best practices, and successes.

**Undergraduate Education.** A pre-read report was submitted to the Board of Trustee Committee on Academic Affairs, Research and Student Life in December 2022. The report outlined ongoing initiatives by Undergraduate Education to more adequately address group differences in retention and graduation rates. Some of the initiatives include the Student Success Center, Policies Influencing Equity Committee, American Talent Initiative/Association of Public & Land-Grant Universities, and the Powered-by-Publics Steering Committee. Data reported suggests there is a strong foundation in place and an enhancement of some of these activities may broaden reach and positively affect student outcomes across the University.

Undergraduate Education is intended to serve the entire University and has a strategic plan that emphasizes closing gaps in retention and graduation rates (i.e., Goal 1 – Improve success of minoritized and marginalized students, thereby having a positive effect on all students). More importantly, the plan includes effort to reduce barriers (e.g., silos, budgets, communication) to collaborations that are absent in academic and support unit strategic plans.

**Student Success Center.** The Penn State Student Success Center (SSC) is both a physical center at University Park and a resource committed to University-wide student support, retention, and graduation goals. The SSC was created at a time when there were no dedicated initiatives to support first-generation students and so this appears to be the population most emphasized in the office. Currently, the SSC hosts two major University-wide events per year; programming for [National First-Generation College Celebration](#) in November, and the [First-Gen Support Summit](#) in the spring. In addition, the SSC has been recognized as a [First-Gen Forward \(FGF\) institution](#) by NASPA's Center for First-Generation Student Success and manages the University-wide First-Gen Forward Advisory Council. Each college and campus can post the First-Gen Forward logo on their websites.

While the SSC serves low-income, first-generation, and post-traditional students, these populations tend to be over-indexed with students of color. As such, it has some overlap with other student-facing centers.

**Student Success Center Completion Grants.** Complete Penn State (CPS) launched in 2017 as one of the University's five "Open Doors" programs centered around access and affordability. Since its inception, the program has awarded over \$8.7 million in scholarship funding to nearly 3,000 students and has assisted thousands more by connecting them with appropriate and timely resources. Recent analysis shows that between 75% to 85% of students who receive the completion scholarship complete their degree in two to three semesters.

**Student Success Center Summer Success Scholarships (SSS).** The purpose of the SSS is to assist students who have fallen behind in degree progress who would benefit from a summer course to catch up but

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<sup>2</sup> A more exhaustive inventory and assessment of student success initiatives is forthcoming.

have financial challenges to doing so. Through the University-wide SSS pilot, the Student Success Center awarded approximately \$4.4 million dollars to approximately 2,200 students across the institution. Of all students awarded the scholarship in summer 2021, 99% are either still enrolled or have graduated. Similarly, of students awarded the scholarship in summer 2020, 90% are either still enrolled or have graduated.

**Division of Undergraduate Studies (DUS).** DUS is an enrollment unit for first- and second-year students who are undecided, exploratory, or shifting direction that is present at all 20 of Penn State's undergraduate campuses. It plays a role in enrolling and retaining Penn State students even if their plans are uncertain or change. Compared to other enrollment units, DUS tends to serve a higher number of students who are historically at risk of not being retained or completing their degree in four years. Specific programs directed toward retaining DUS students include individual and group academic advising, the Academic Peer Mentoring Program, and \$15,000 in annual scholarships. A review and assessment of the relationship and coordination of DUS activities, particularly as they concern integration, standardization and coordination across campuses should be considered. Each campus has autonomy to implement their own version of DUS and advising.

**Lion Guidez Peer Mentoring and Coaching Program.** [Lion Guidez](#) is a peer mentoring and coaching program that pairs new first-year undergraduate students with current students to support their success at Penn State. The program is offered at Penn State Abington, Altoona, Brandywine, and Hazleton beginning in summer 2021 and will expand to additional Penn State campuses soon. A challenge reported relates to “competitive and duplicative programs on campuses that are supported by different functional areas.”

**American Talent Initiative (ATI)/Association of Public & Land-Grant Universities' Powered-by-Publics Initiative (PxP).** For several years, Penn State has been participating in two national initiatives focusing on issues of equity in higher education, although with slightly different foci. To coordinate these efforts, Undergraduate Education established a combined steering committee to provide leadership and guidance on both. The ATI/PxP Steering Committee continues to serve as a clearing house and idea generator for equity-focused projects and initiatives. Its impact thus far is uncertain at this writing.

**Summer Institute on Equity in the Academic Experience.** Penn State Harrisburg hosted the three-day Summer Institute for Equity in the Academic Experience (2022), which drew 16 teams from across Penn State colleges and campuses, as well as seven teams from regional colleges and universities, to gather in person at Penn State Harrisburg and virtually to focus on how to expand access and advance academic equity at their institutions. A second event is planned for Summer 2023. One measure of success to consider is a follow-up with participants that gauges whether plans developed as part of the institute were implemented and, if so, what is the impact on student experience and outcomes.

**Policies Influencing Equity Committee.** Committees identifying barriers to student success created by policies is an evidenced-based best practice (Burns, 2021). The Faculty Senate and Undergraduate Education co-charged the [Policies Influencing Equity \(PIE\) Task Force](#) to apply an equity lens to reviewing academic policies and procedures to identify how they might contribute to inequities in outcomes for non-advantaged populations, and to make recommendations. The committee identified additional policies it suggested may be differentially impacting certain populations.

**Office of Scholars Programs (OSP).** The Office of Scholars Programs in Educational Equity manages the following: Bunton-Waller Fellows, Lenfest Scholars, Maguire Scholars, and Milton Hershey Scholars. OSP

currently supports over 1,600 students across University Park and the Commonwealth. While these programs offer support, we were unable to access measures of success at the writing of this report.

Bunton-Waller Fellows and other scholars exist at each campus and are supported by staff at the campuses. This results in inconsistencies in how students are supported and served to stay on path towards graduation while maintaining their academic standing to renew their scholarships each of the four years of eligibility.

**Office of Global Programs.** The Office of Global Programs is an example of a comprehensive enterprise approach to international student success. Global Programs provides support and oversight for all of Penn State's international engagements. This includes advising, immigration services, and programming in partnership with academic units, campuses, and other University offices. It is very close to a one-stop shop for international students.

**Counseling and Psychological Services (CAPS).** CAPS is the primary mental health provider for Penn State students at the University Park campus and distributes University-wide mental health resources to all Penn State campuses.

**Early Intervention Programs.** Several programs may offer a model for student success such as the Bunton-Waller Fellows, Engineering Summer Bridge (formerly, Pre-First Year in Engineering and Science, or PreF), and SmarterMeasure Diagnostic (World Campus).

**Millennium Scholars Program (MLN).** The Penn State [Millennium Scholars Program](#) is designed to prepare an inclusive group of undergraduate students to pursue a Ph.D. in Science, Technology, Engineering, and Math (STEM). Students in the MLN are retained at a higher rate (~94%) than the Meyerhoff Scholars Program (MYS) at the University of Maryland, Baltimore County (Domingo et al., 2019). Moreover, the MLN has increased the diversity of STEM undergraduate research assistants at Penn State. Currently, the MLN only exists at University Park.

**Morgan Center.** The [Morgan Center](#) at Penn State exists to provide comprehensive learning and advising services that support all student-athletes in reaching their potential while achieving academic and athletic excellence. Moreover, advisers in the Morgan Center use Elevate to assist with academic advising. NCAA Division I Student-athletes continue to earn Academic All-Big Ten Honors and graduate at higher rates than the University Park average.

However, this level of support is not currently available at the NCAA Division III campuses. In conversations with the Data Empowered Learning Team, there are efforts underway to expedite the process to leverage Elevate to support student-athletes at the campuses.

**World Campus.** World Campus leverages two tools to support retention and graduation: SmarterMeasure (SM) Predictive Analytics and Smart Track to Success Scholarship Program. SmarterMeasure is a tool used to conduct an online readiness assessment, track the retention and graduation rates of all students, and provide predictive analytics for proactive advising and outreach. Since implementing the tool in 2017, the completion rate increased to greater than 70% when a New Student Orientation was added. This may present an opportunity to conduct a college readiness assessment to determine the needs of various students. The Smart Track to Success Scholarship Program provides \$3,000 in scholarships targeted to first-generation students, low-income students, adult learners, and students of color.



**Multicultural Resource Center.** The [Multicultural Resource Center](#) (MRC) provides individual college counseling and educational services for undergraduate students from diverse backgrounds and assists students in meeting the challenges associated with attaining a degree at a major research institution. Counselors at the MRC are expected to inform, prepare, support, and empower students to facilitate their success and Penn State graduation. In addition, the MRC offers the [Comprehensive Studies Program](#) (CSP) at the University Park campus. The CSP exists to help students adjust and learn to successfully navigate the college experience. Finally, the MRC manages various student identity groups. Unfortunately, access to the MRC is limited to students at the University Park Campus. As a result, campuses develop their own program and initiatives to support students from diverse backgrounds, which results in duplication of efforts that can be better coordinated and standardized.

**Living Learning Communities.** Like many institutions, Penn State has established [Living Learning Communities](#) (LLCs) for students who share a common interest or major. In the past, LLC were referred to as Special Living Options; the rebranding is consistent with national best practices. Recently, Penn State Abington established a [FirstGen LLC](#) to target a vulnerable student populations population. In the traditional sense, students live together in a particular residence hall—however, learning communities need not be residential.

Several universities such as UMass, Xavier University of Louisiana, etc. have established LLCs for first generation students designed to help achieve equity in academic outcomes. An example is the Honors Living and Learning Program for first-generation, low-income, and racially minoritized students at Rutgers-Newark, which has helped boost the success of these populations. The program also elevates student voice by engaging students in changes to admissions, financial aid, residence life, advising, pedagogy, and curriculum (Kezar et al., 2021).

The educational benefits of diversity depend on curricular and co-curricular experiences with diverse peers (Gurin et al., 2004). Xavier University of Louisiana established a Civic Engagement LLC where students identify systemic inequalities and engage in conversations regarding social change. A similar program is the University of Michigan's [Intergroup Relations Program](#), which brings students from diverse backgrounds together to participate in curricular and co-curricular experiences with diversity in classrooms, multicultural events, and dialogues from first through senior year. Such an approach enables diverse students to learn from each other and become culturally competent citizens in an increasingly diverse society.

**Chaiken Center for Student Success.** The [Chaiken Center for Student Success](#) in the College of the Liberal Arts specifically addresses the needs of hundreds of Chaiken Scholars, who have majors in the College of the Liberal Arts. The full scholarship is awarded to many of Penn State's underrepresented and low-income students. In addition, the Center supports the establishment of first-year cohorts, offers curricular and co-curricular activities to Chaiken Scholars, and is open to all students in the College of the Liberal Arts.

**Summer Bridge Programs.** The [Learning Edge Academic Program \(LEAP\)](#). LEAP is a summer bridge program for incoming first-year students to the University Park campus. An analysis of student outcomes of LEAP at UP shows positive academic outcomes when compared to peers who did not participate in the program. Notably, when data is disaggregated by race/ethnicity and first-generation status, these positive outcomes persist.

The [Engineering Summer Bridge](#), housed within the Penn State Center for Engineering Outreach and Inclusion, is an academic summer program to help incoming first-year students prepare for their engineering majors at University Park. Students are housed in the First Year in Science and Engineering (FiSE) LLC. Students are registered in small cohort groups in several first-year seminars, Math 140, and Chemistry 110. These students are also eligible for the A. James Clark Scholars Program.

As part of the Engineering Ahead initiative, a similar Bridge program currently serves Penn State Abington and Penn State Berks. Students in the Bridge programs had better grades in their first college math course and had a higher-grade point average after their first year. Moreover, students were more likely to be retained compared to students who did not participate in a Bridge program.

A Summer Bridge program was also offered at Penn State Harrisburg to help students prepare for Math 140. It would be more efficient to provide a blueprint for summer bridge programs at Penn State to reduce inefficiencies and the learning curve to create new programs from scratch. Finally, an Engineering Connect program to support the campuses is currently in the infancy stages and a timeline is being developed to present the program to Dr. Bendapudi.

For more information on summer bridge programs, please see the linked [2022 article detailing evolutions in best practices at Penn State](#).

**The Student Minority Advisory and Recruitment Team (SMART).** [SMART](#) exists in the Office of Enrollment Management. This student group focuses on sharing the success of underrepresented students at Penn State and assisting with the recruitment of ethnic minorities. In terms of retention and graduation rates, SMART also seeks to increase the retention and graduation rates of minorities by facilitating workshops and conferences focused on student success. Currently, SMART only exists at University Park.

**Summer Research Opportunity Program (SROP) and McNair Programs.** The [SROP](#) and [McNair](#) Programs are longstanding pipeline programs that facilitate the academic preparation of underrepresented racial and ethnic minorities for graduate studies. Students in these programs develop relationships as mentees of Penn State faculty members as part of their participation. However, students at the campuses do not have access to SROP or the McNair Program.

**Career Services.** Career Services is committed to offering a comprehensive array of programs and services that support and facilitate career development for all students. Career offices from across Penn State have joined efforts to create a [singular system](#) to meet career and recruiting needs for all students, alumni, and employers. This hybrid approach gives students the ability to connect with whichever office best suits your needs while continuing to build on existing relationships.

Recently, Career Services has become more integrated and provides support for any Penn State student at any location. For example, a University Park student used the career closet at Penn State Harrisburg to secure an outfit for an interview. Moreover, any Penn State student can attend a career fair at any campus location.

**Robust Digital Infrastructure.** Penn State has a robust digital infrastructure to support tracking and action on student success and equity goals, including LionPATH and Canvas. More recently, DUS implemented Starfish Analytics (new in Spring 2023), and the Data Empowered Learning (DEL) team within Teaching and Learning with Technology (TLT) in Penn State Information Technology developed Elevate and Course Insights to support student success at Penn State (See Table 1 below).

Recently, Career Services has become more integrated and provides support for any Penn State student at any location. For example, a University Park student used the Career Closet at Penn State Harrisburg to secure an outfit for an interview. Moreover, any Penn State student can attend a career fair at any campus location.

**Table 1. Recent Technological Innovations**

Tool	Description
<b>Starfish Analytics</b>	A new predictive analytics tool that identifies equity gaps and systemic barriers to student success and positions the University to strategically address them.
<b>Elevate</b>	A learning analytics tool integrated into Starfish for advisers and designed to provide a window into a student's online activity associated with a course.
<b>Course Insights</b>	A learning analytics pilot integrated into Canvas that is a vehicle for delivering instructor-level analytics that support strategic diversity, equity, and inclusion efforts.

## APPENDIX E. UNIVERSITY FACULTY SENATE ADVISORY/CONSULTATIVE REPORT: ENHANCING ACADEMIC ADVISING ACROSS PENN STATE

4/28/20

**SENATE COMMITTEE ON ADMISSIONS, RECORDS, SCHEDULING, AND STUDENT AID, CURRICULAR  
AFFAIRS, EDUCATION, EDUCATIONAL EQUITY AND CAMPUS ENVIRONMENT, FACULTY AFFAIRS,  
INTRA-UNIVERSITY RELATIONS, AND STUDENT LIFE**

### **Enhancing Academic Advising Across Penn State**

**(Advisory/Consultative)**

**Implementation: Upon approval by the President**

#### **Introduction**

Academic advising plays an important role across the University in promoting student success. The ability of our students to not only understand degree requirements and policies, but also to have broad conversations about how to develop viable and meaningful academic pathways is enhanced by access to dedicated academic advisers—faculty and staff—who work purposefully to engage our students. As the University community continues to think about how to best to retain students, assist them to degree completion, and enhance their engagement with university life, academic advising is a critical component of any strategic approach to enrollment management and student success. By design, Penn State is a university built on the potential for movement. Students starting at Penn State Mont Alto, for example, can seamlessly transition to Penn State Berks or Penn State University Park to complete a range of academic programs that Penn State offers as an institution. As we all know, the depth of study and opportunity that this provides to students is a cornerstone of our efforts to promote access and affordability across the Commonwealth. In the spirit of shared governance, the University Faculty Senate is calling upon the University to consider a series of recommendations that allow us to better provide the level of academic advising needed for student success at Penn State.

#### **Advising in recent Senate actions**

In January 2019, the University Faculty Senate approved changes to the policy on academic advising at Penn State. The goal of the legislative report was to update the Faculty Senate policy on academic advising in a way that encourages Colleges, Enrollment Units, and Campuses to think more deliberately about what they want students to learn through academic advising and to structure its delivery in a manner that ensures even access, consistency of outreach, accuracy of information, and effective referrals to the many University-based resources that support student success across Penn State while maintaining active faculty involvement. The legislation resulted in revisions to policies 32-00, 32-10, 32-20, 32-30, 32-40, and 32-50. In brief, these policy changes accomplished the following:

1. Policy 32-00 was updated to underscore that **academic advising is a collaborative relationship among academic advisers, students, faculty, and the many other units that support student success at Penn State.**

2. Policy 32-10 was updated broaden membership in the University Advising Council, ensuring representation from colleges, campuses, and other key units that deliver academic advising to students. Additionally, it identified learning outcomes that students should gain from active engagement with academic advising.
3. Policy 32-20 was updated to indicate that advising units need to have clear learning goals and mechanisms to assess the effectiveness of their delivery that includes input from students. It also made explicit the need to have advising rosters that enable academic advisers to be proactive in their support of students.
4. Policy 32-30 was updated to reaffirm that effective academic advising is a shared responsibility between students and academic advisers. It enumerates the explicit responsibilities of both student and advisers for ensuring a successful advising relationship.
5. Policy 32-40 was updated to detail who has responsibility for providing different students, based on their location and/or unit of enrollment, with academic advising.

Informed by scholarly literature on academic advising along with professional standards championed by the National Academic Advising Association (NACADA), the January 2019 report challenged the University to provide a consistently higher-level of academic advising to students. The goal was to encourage Colleges, Campuses, and the Division of Undergraduate Studies (DUS) to think more deliberately about what they want students to learn through academic advising and to structure its delivery in a manner that ensures even access, consistency of outreach, accuracy of information, and effective referrals to the many University-based resources that support student success across Penn State while maintaining active faculty involvement. The January 2019 report also reaffirmed the long-held idea that effective academic advising is a shared responsibility between students and their respective academic advisers. Much of the foundation for the changes came from expectations established by the National Academic Advising Association (NACADA) and the Council for the Advancement of Standards in Higher Education (CAS).

The January 2019 Legislative Report was followed by a March 2019 Forensic Report asking Senators “How can we improve and expand academic advising so that it meets the goals of the Advising Report—and the needs of all Penn State students?” In addition to Senate’s willingness to revisit the policy on academic advising, the forensic was successful in soliciting input on the challenges that restrict our ability to support the academic advising needs of students.

### **Student demand for enhanced advising**

Students have expressed a desire for strengthening academic advising. For example, the Council of Commonwealth of Student Governments (CCSG) has made advising a high priority for 2019-2020 and have asked for broader access to advisers and desire sustained conversations around substantial topics of importance to their individual educational goals. In fact, both CCSG and the University Park Undergraduate Association (UPUA) showed support of the policy changes on academic advising that Faculty Senate passed in 2019 and have advocated for other changes to better ensure access to academic advising.

### **Need to move beyond existing Senate policy and the January 2019 updates**

Achieving the goals of the Faculty Senate legislation passed in January 2019 requires active leadership at all levels—University, college, campus, division, department—to embrace the value and importance of academic advising. Recent steps in this direction are evident with academic advising being a featured

topic at the October 2019 Academic Leadership Forum, convened by Office of the Provost, as well as being a frequent agenda item for the Administrative Council on Undergraduate Education (ACUE). Along with active leadership, it will require the University to invest resources in advising structures to better meet the varied needs of our students and to thoughtfully develop learning outcomes for advising and instruments to assess the effectiveness of advising programs. The ability of the University Advising Council to have an active voice in recommending and consulting with units in the development of these learning outcomes and assessment instruments will help ensure a degree of consistency for academic advising.

Academic advising should be viewed as part of larger strategic efforts to advance student learning and degree completion. Despite ongoing implementation of the 2019 Senate policy updates on academic advising, gaps that can undermine the ability to reach full implementation still remain. The recommendations in this report, made in the spirit of shared governance, address three of these gaps and can contribute to significant improvements in the advising components of the learning outcomes of all students at Penn State.

These three gaps concern:

1. ***Ensuring recognition of faculty roles in advising:*** Faculty (as well as primary-role advisers) play a crucial role in advising and mentoring students, and in principle every student should be connected both to a primary-role adviser and a faculty member in their major (after declaration of the major). Present processes for evaluating and recognizing faculty advising should be reviewed to see whether they provide appropriate recognition of the faculty's substantive roles, and revisions proposed if needed. Although advising and supervision of student work are already listed in current dossiers (for example, for faculty promotion) and sometimes included in annual evaluations, performance evaluations should consistently recognize the substance of faculty advising and mentoring, where faculty have those duties, and not just the number of students or appointments. (This already occurs for staff advisers.) In some instances, faculty advise students directly on degree plans, but advising also occurs through student participation in faculty research as well as in other critical contributions. Documenting and evaluating the multiple ways that faculty contribute to the educational growth of students (beyond the classroom) are critical for ensuring active and full participation of faculty in academic advising.
2. ***Ensuring adequate resource investments so that primary-role (staff) advisers can have caseloads that allow them to build substantive academic relationships with advisees:*** To better ensure that students have opportunity to build a substantive academic relationship with their primary-role academic adviser, and that high quality advising can be provided, a funding model with a greater investment in academic advising across Penn State is needed. We have heard examples of primary-role academic advisers having as many as 500 or more students assigned to them. This is not a sustainable model for reaching quality at scale. Nor does it ensure that academic advisers are able to be proactive in their outreach and support of individual students. For primary-role academic advisers, professional literature<sup>[1]</sup> suggests that academic advising units should be funded so that no more than 250 students are assigned per adviser (in normal circumstances). Additionally, incentivizing units to significantly improve the quality of academic advising by revisiting their respective models for delivering academic advising is recommended. For example, encouraging team-based approaches to advising should be cultivated. Allowing every student to be connected to a primary-role adviser as well as a faculty member in their major (once the major is declared) would significantly enhance the range and substance of advising discussions that could be sustained with students.

3. **Improving coordination and consistency in supporting advising across the University:** At present, advising is not always consistent across the University, nor are resources always shared as extensively as might be beneficial to advisors (both faculty and primary-role advisers) and to students. The University should leverage existing strengths in units with responsibilities for academic advising, e.g., the Division of Undergraduate Studies and the University Advising Council, to build a stronger network for the coordination of effective academic advising practices, tools, and assessments to ensure consistency of delivery and alignment of learning outcomes achieved through academic advising. This initiative could, for example, include resources to sponsor, with active faculty input, the development of an effective tool for evenly measuring the effectiveness of academic advising at Penn State. It also could include the development of coordinated University-wide professional development opportunities and resources accessible to all academic advisers.

## Recommendations

The following recommendations are posited:

- **Review Current Processes for the Evaluation of Faculty Contributions to Advising:** Working with the Office of the Vice Provost for Faculty Affairs, a designated Senate committee should determine whether present processes appropriately acknowledge academic advising in faculty evaluations, and, if not, propose changes to existing processes. The goal should be to have processes that allow the substance and quality of academic advising to be recognized, not just a count such as the number of student appointments or roster size.
- **Develop a Funding Model to Invest Sufficient Resources in Academic Advising by Primary-Role (Staff) Advisors:** The Office of the Provost, in consultation with a designated Senate committee, should develop a transparent funding model to ensure that units that deliver academic advising are adequately staffed, so that the caseloads of primary-role (staff) advisors allow all undergraduates to be clearly connected to a primary-role academic adviser who has time to build a positive, individual advising relationship with each student.
- **Review Structures and Networks that can Empower the More Consistent Support of Academic Advising throughout the University:** The Office of the Vice President for Undergraduate Education and the Office of the Vice President for Commonwealth Campuses, in consultation with a designated Senate committee, should review present advising structures and networks and, where needed, develop a transparent and coordinated means for the support of academic advising across the University.

For a list of contributors, please see the full report: [University Faculty Senate Advisory/Consultative Report: Enhancing Academic Advising Across Penn State](#)

## End Note

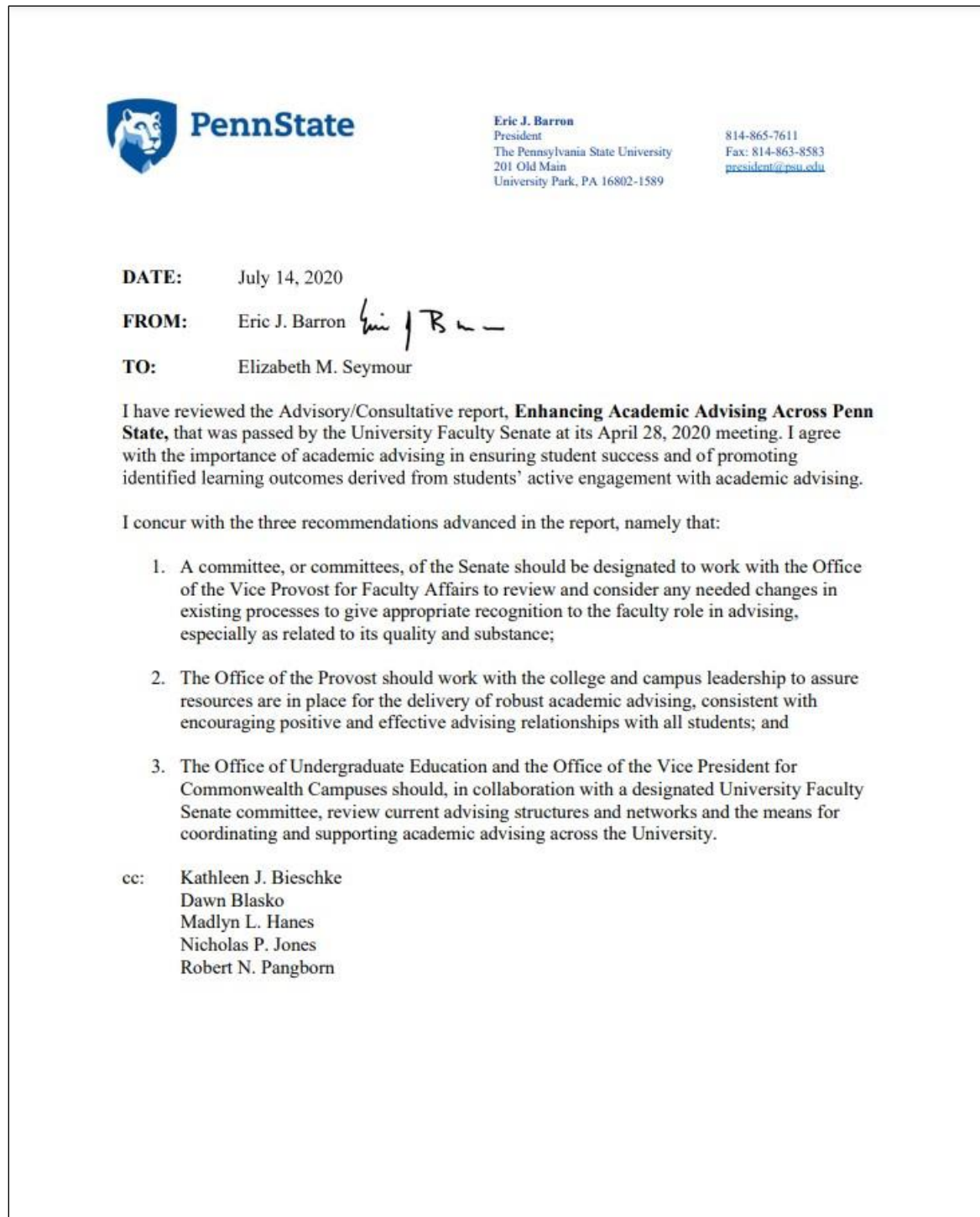
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Figure 2. President Response to Faculty Senate Report for Enhancing Academic Advising



## APPENDIX F. KEY OBSERVATIONS RELATED TO FACULTY

This section is a snapshot of Penn State’s faculty data trends (i.e., University-wide composition, with attention to ranks and tracks, progression, and retention). These data represent outcomes of faculty search and hire processes, practices of faculty professional and career development, and other matters that contribute to workplace climate, especially as it relates to equitable access to opportunities and resources that foster advancement, workplace satisfaction, and care for employees.

Our definition of underrepresented minority (URM) is consistent with IPEDS reporting categories and consists of Black, Hispanic, Pacific Islander, American Indian/Alaskan Native, and two or more races. “Faculty of color” includes these groups, those who report two or more races, and Asian. “Nonwhite” includes all faculty who do not report “white” identity. Additionally, women are historically underrepresented among higher education faculty appointments, and as such, this identity is emphasized in our observations. We observe differences in tenure- and nontenure-track positions because nontenure-track appointments are increasingly characteristic of the higher education landscape and concerns about inequity between tenure-line and nontenure-line faculty are current institutional concerns. We recognize that there are intersections among each of the observed categories above and the next steps of analysis will explore composition and progression using an intersectional framework.

The information presented below (pulled on January 11, 2023) is a snapshot of Penn State’s faculty composition, drawn largely from comparisons of faculty cohort data from the 2017–18 and 2022–23 academic years. The included counts are from September 30 (census day) of each year; turnover and new hires are calculated for the census year from October 1 to September 30. The information that follows also includes a first effort to build a more comprehensive understanding of tenure-line faculty attrition. Attrition data was collected in January 2023 with a survey distributed to Deans and Chancellors for their completion. The survey was created specifically to augment the limited data produced via exit surveys that have historically been completed by exiting faculty only.

### Faculty Population Has Increased

The total population of Penn State tenure-line faculty, currently 2,943 in 2022–23, is up from 2,897 in 2018–19, but down from 2,984 last year. The total population of nontenure-line faculty was stable between 2018–19 (2,545) and 2022–23 (2,579). The 2021–22 academic year had the greatest amount of faculty turnover of any year in the dataset, both at University Park (UP) and the Commonwealth Campuses (CWC). However, some of that turnover may have been affected by the change in faculty composition. The largest compositional change among nontenure-line faculty was a shift from nontenure instructor/lecture appointments:

- UP turned over 400 nontenure-line and 121 tenure-line faculty.
- CWC turned over 73 nontenure-line and 46 tenure-line faculty.
- Some of this turnover may be affected by the change in faculty composition. For example, the largest compositional change among nontenure-line faculty was a move away from instructors and lecturers to ranked professor lines. Such compositional changes may be healthy for the organization, in that they affirm investment in local faculty and may indirectly support an improved student experience. (This may have an impact on belonging vis-à-vis both faculty

retention and student experience.) Additionally, for the changes from 2018–19 and 2019–20, the new AC21 policy (effective July 31, 2019) factored into instructor/lecturer changes, as many full-time instructors/lecturers were moved into Assistant Teaching Professor positions.

- At UP, total instructors are down 35% from 2018–19, total lecturers down 41.3%.
- At CWC, total instructors are down 56.2% from 2018–19, lecturers down 25.2%.
- In both cases, additions to tenure-line ranked faculty members more than outweigh losses in non-ranked faculty. (Graduate students are not included in these counts.)

## Modest Growth in Faculty Racial and Ethnic Diversity

- Among both tenure-line (Table 2 below) and nontenure-line (Table 3 below) faculty, there has been a modest growth in the overall diversity of the population reporting “nonwhite” designated identities, this includes increases in underrepresented racial and ethnic minorities, with the exception of American Indian/Alaska Native whose numbers are unchanged.
- Among tenure-line faculty, there has been a modest increase in the number of nonwhite-identifying faculty. In 2022–23, 39.3% of faculty are nonwhite-identifying, compared to 36.2% in 2018–19. At UP, 39.3% of faculty are nonwhite, up from 37.7% in 2018–19. At the CWC, 38.7% of faculty are nonwhite-identifying, up from 37.1% in 2018–19.
- Among nontenure-line faculty, there has been a modest growth in the proportion of nonwhite-identifying faculty. In 2022–23, 30.28% of these faculty are nonwhite-identifying. In 2018–19, that proportion was 28.25%. At UP, the nonwhite-identifying percentage went from 28.12% to 30.96%. At the CWC, the nonwhite percentage increased slightly, from 25.1% in 2018–19 to 25.5% in 2022–23.

**Table 2. Tenure-line Faculty Diversity**

All Penn State - Tenure	count 22-23	% of total	count 18-19	% of total
<b>American Indian/Alaska Native</b>	11	0.37%	11	0.38%
<b>Asian</b>	434	14.75%	385	13.29%
<b>Black/African American</b>	106	3.60%	104	3.59%
<b>Hispanic/Latino</b>	117	3.98%	102	3.52%
<b>White</b>	1,787	60.72%	1,848	63.79%
<b>Two/More Races</b>	27	0.92%	13	0.45%
<b>Race/Ethnicity Unknown</b>	224	7.61%	261	9.01%
<b>International</b>	237	8.05%	173	5.97%
<b>TOTAL:</b>	2,943		2,897	

**Table 3. Nontenure-line Faculty Diversity**

All Penn State - Nontenure	count 22-23	% of total	count 18-19	% of total
<b>American Indian/Alaska Native</b>	5	0.19%	5	0.20%
<b>Asian</b>	188	7.29%	170	6.68%
<b>Black/African American</b>	72	2.79%	56	2.20%
<b>Hispanic/Latino</b>	78	3.02%	68	2.67%
<b>White</b>	1,798	69.72%	1,826	71.75%
<b>Two/More Races</b>	20	0.78%	17	0.67%
<b>Race/Ethnicity Unknown</b>	235	9.11%	261	10.26%
<b>International</b>	183	7.10%	142	5.58%
<b>TOTAL:</b>	2,579		2,545	

**Gender Imbalance in Composition: Women Underrepresented among Tenure-line, Equity among Nontenure-line Composition.** Penn State seems to be around the median for gender representation among doctoral-granting institutions. Penn State also appears to be making slow progress in increasing the overall proportion of female faculty. Since 2018–19, Penn State’s female proportion of tenure-line faculty has risen from 36.3% to 37.9% (2022–23 data).

- For doctoral-granting institutions, only 42.3% of all full-time faculty are women (36.3% tenure-track, 52.5% nontenure-track).
- Nationwide, 42.5% of full-time tenure-line faculty are women and women represent 37.9% of tenure-line faculty at Penn State (UP – 36.9%, CWC – 40.7%).
- Nationwide, women are 53.9% of nontenure-track faculty and are overrepresented among all Penn State faculty at 49.7% (UP – 46.7%, CWC – 56.8%).

**Gender Composition by Track and Rank: The Most Significant Gender Composition Equity Is among Assistant and Nontenure-line Professors, Not Associate Professors.** (Note from OPAIR: Per this report from AAUP (data from 2018–19 should still be close – the changes aren’t that dramatic).

[https://www.aaup.org/sites/default/files/Dec-2020\\_Data\\_Snapshot\\_Women\\_and\\_Faculty\\_of\\_Color.pdf](https://www.aaup.org/sites/default/files/Dec-2020_Data_Snapshot_Women_and_Faculty_of_Color.pdf)

Trends in female faculty from Fall 2018 to Fall 2022:

- Full professors: 25.8% to 28.6% overall (UP 24.2% to 27.8%, CWC 33.0% to 35.3%).
- Associate professors: 40.2% down to 39.5% overall (UP 39.9% to 40.2%, CWC 40.7% to 38.8%).
- Assistant professors: 46.4% to 49.4% overall (UP 48.0% to 49.1%, CWC 44.0% to 48.4%).

**A Gender Imbalance in Faculty Ranks and Tracks Exists.** Men maintain numerical and proportionate dominance at the highest rank; the greatest gender equity exists at the mid-level or associate professor

rank. This trend describes both UP and CWC, though a greater proportion of CWC full professors are women (35%) when compared to UP (27.85%):

1. UP: Full professors 27.8% female (up from 24.2% in 18-19); associate professors 40.2% female (up from 39.9%); assistant professors 49.1% female (up from 48.0%). Overall, UP 36.9% female, up from 34.8% in 2018–19.
2. CWC: Full professors 35.3% female (up from 33%); associate professors 38.8% female (down from 40.7%); assistant professors 48.3% female (up from 44%). Overall, CWC 40.7% female, up from 40.2% in 2018–19.

Nontenure-Line Composition University-wide: Among nontenure-line faculty, the overall percentage of female faculty is basically unchanged since 2018–19 (49.6% in both years). However, there are increases among the proportion of female ranked faculty: 39.84% of full professors (up from 31%), 51.35% of associate professors (up from 47%), and 50.32% of assistant professors (up from 49.7%). This increase in the proportion of ranked faculty is consistent at UP and CWC.

**Racial/ethnic Composition Resembles That of Peer Institutions.** Overall, Penn State racial/ethnic composition trends are unremarkable when compared to Big Ten peers: the University added more white than nonwhite faculty members, and among faculty of color, lost only 2 in the Asian identity group. (Note: The data points in this subsection are from University Park in 2017–18 and 2021–22. Increases in this section are the difference of the total headcount between those years and can include both new hires and/or promotions.)

### Full Professors

University Park added 88 full professors from 2017–18 to 2021–22, which is the 2<sup>nd</sup> most among the 13 Big Ten public institutions (behind Ohio State University) and had 903 full professors in 2021 (6<sup>th</sup>). In terms of race and ethnic composition, Penn State added more white than nonwhite full professor faculty, and among those of color, more Hispanic/Latinos than Asian and Black/African American (11<sup>th</sup>, 3<sup>rd</sup> and 2<sup>nd</sup> respectively):

- Penn State added 2 Black full professors in the captured time period (9<sup>th</sup> among 13 Big Ten publics) and there were 23 Black full professors in 2021, a high also equaled in 2018-19 (7<sup>th</sup>).
- Penn State added 11 Hispanic/Latino full professors (3<sup>rd</sup> of 13). There were 34 Hispanic/Latino full professors (7<sup>th</sup>) in 2021.
- Penn State added 6 Asian full professors (12<sup>th</sup> of 13). There were 124 Asian full professors in 2021 (10<sup>th</sup>).
- Penn State added 3 new international full professors (tie-5<sup>th</sup>). There were 8 international full professors in 2021 (5<sup>th</sup>).
- Penn State undercounts its URM faculty members. In a review of data, it was observed that at least 3 full professors who were added to Penn State in 2019 publicly identified as Black/African American but did not identify as such in the Penn State data capture system. Thus, they were not counted among the added Black/African American full professor faculty.

### Associate Professors

University Park added 27 associate professors during the designated time period (10<sup>th</sup> of 13). There were 525 associate professors in 2021–22 (9<sup>th</sup>); the high was 542 in 2020–21. In terms of racial and ethnic

composition of associate professors, more white than nonwhite faculty were added to the faculty in this category, no Black/African American associate professors were added, and the only losses (9) occurred among Asian associate professors:

- These data do not reflect those URM faculty members who did not report their racial/ethnic identity formally in Penn State systems but publicly identified as URMs. Penn State did not add any Black associate professors (tie-7<sup>th</sup>). There were 29 Black associate professors in 2021 (6<sup>th</sup>). The high for Penn State was 30 in 2018–19.
- Penn State did not add any Hispanic/Latino associate professors (12<sup>th</sup> of 13). There were 28 Hispanic/Latino associate professors in 2021 (11<sup>th</sup>); this was equaled in 2017 and 2018.
- Penn State lost 9 Asian associate professors in that time span (13<sup>th</sup> of 13). There were 65 Asian associate professors (12<sup>th</sup>) in 2021, down from 74 in 2017.
- Penn State added 12 international associate professors (3<sup>rd</sup> of 13). There were 21 international associate professors (3<sup>rd</sup>) in 2021.

### Assistant Professors

Among tenure-line appointments, University Park added more assistant professors (109) than any other category in the designated time frame, ranking 4<sup>th</sup> out of 13 in comparison to other Big Ten public universities. There were 509 assistant professors in 2021–22 (4<sup>th</sup> of 13). This is slightly down from the high of 523 in 2020. In terms of faculty of color, more Asian faculty (6) were added than Black/African American (4) and Hispanic/Latino (4):

- Penn State added 4 Black assistant professors (8<sup>th</sup> of 13). There were 23 Black assistant professors in 2021 (9<sup>th</sup> of 13).
- Penn State added 2 Hispanic/Latino assistant professors (9<sup>th</sup> of 13). There were 16 Hispanic/Latino assistant professors in 2021 (13<sup>th</sup> of 13). The high was 18 in 2020.
- Penn State added 6 Asian assistant professors (9<sup>th</sup> of 13). There were 56 Asian assistant professors in 2021 (12<sup>th</sup> of 13). The high was 60 in 2019.
- Penn State added 40 international assistant professors (4<sup>th</sup> of 13). There were 124 International assistant professors (4<sup>th</sup>).

**Penn State Is Advancing URM Faculty, but Trends Are Mixed.** Penn State is advancing URM associate professors to full professor, the highest rank in the category, though a greater percentage were promoted at UP (9.5%) than at CWC (5.9%). URM tenure-line associate professors (8.5%) were promoted at a rate higher than that of all tenure-line professors (6.5%) and they were 9% of all promoted tenure-line faculty.

URM assistant professors did not experience a similar rate of promotion to associate professor, however, as they were half as likely (4%) as the total population (8.2%) to experience successful promotion. Hispanic/Latino assistant professors were more likely to experience progress than Black/African American colleagues (7.9% and 1.9% respectively). Relative to UP, progression rates were higher for CWC URM (3.2%) and for faculty overall (5.9%). Unlike UP, women (7.2%) had lower rates of progression than men (5.9%) at CWC.

## Fall 2021 – Fall 2022 Faculty Promotion Data Summary

### Tenure-line faculty by rank:

- Associate to full professor:
  - 6.5% of all current tenure-line professors were promoted within the year, while 8.5% of URM tenure-line professors were promoted. 9% of all promoted faculty in this population were URM.
  - 9.7% of Black/African American professors within the same population were promoted, while 8.3% of Hispanic/Latino professors were promoted.
  - 30.1% of the population is female; 9.6% of female faculty in this population were promoted within the year compared to 4.7% of male faculty.
  - At UP, 9.5% of URM faculty were promoted; at CWC, 5.9% of URM faculty were promoted.
- Assistant to associate professor:
  - At the tenure-line associate professor level, 4% of the URM population was promoted, compared to 8.2% of the total population.
  - 7.2% of female faculty in this population were promoted compared to 8.4% of male faculty.
  - 7.9% of the Hispanic/Latino population were promoted; 1.9% of the Black/African American population were also promoted.
  - At UP, 9.5% of the total population were promoted, while only 3% of the URM population was promoted. (7.1% of the UP Hispanic/Latino population was promoted.)
  - CWC promoted 3.2% of URM associate professors and 5.9% overall.

### Nontenure-line faculty by rank:

- Associate to full professor:
  - 16% of all nontenure-line professors were promoted within the year; 1 promoted member of this population was Hispanic/Latino.
  - Male and female promotion percentages in this category are 15% and 14.1% respectively.
  - University Park accounts for 81% of the promoted professors in this population and the only promoted Hispanic/Latino.
- Assistant to associate professor:
  - 14.3% of all nontenure-line associate professors were promoted within the year.
  - 21.7% of the URM population were promoted; 6.6% of the promoted faculty were Black/African American or Hispanic/Latino.
  - At UP, 15.8% of the total population was promoted, while 17.7% of the URM population was promoted. 17.4% of female faculty within the population were promoted compared to 12.2% of male faculty.
  - CWC had 16 promotions within this population; 1 promoted faculty member was Hispanic/Latino. 10.5% of female faculty within the population were promoted compared to 9% of male faculty.
- Instructor/lecturer to assistant professor:
  - 5.3% of all nontenure-line assistant professors were promoted within the year.



- 5.6% of the URM population were promoted; 9.3% of the Hispanic/Latino population were promoted.
- At UP, 5.5% of the URM population was promoted.
- At CWC, 7.4% of the URM population was promoted.

Overall, the 2021–22 academic year had the greatest amount of faculty turnover of any year in the dataset, both at UP and CWC. However, some of that turnover may have been affected by the change in faculty composition—the largest compositional change among nontenure-line faculty was a shift from nontenured instructor/lecturer appointments.

**Snapshot of Faculty Attrition: What Do We Know about Why Faculty Exit?** As part of this report, the special adviser to the President collaborated with the Office of Planning, Assessment, and Institutional Research (OPAIR) to gather information about the reasons for tenure-line faculty attrition. The resulting study gathered information from deans and chancellors, or their designees, and complements existing data from a long-term faculty exit study based on voluntary interviews and surveys conducted with exiting tenure-line faculty members (see [Faculty Exit Study](#)).

To understand the factors that drive underrepresented minority faculty member departures, it is important to understand the nature of faculty departure broadly so that we can determine whether some factors are more relevant for some groups. This report presents data for all exiting faculty over a two-year period, with breakdowns to explore differences by race, ethnicity, and sex. This report does not include academic administrators with faculty appointments.

In January 2023, deans and chancellors were provided a list of tenure-line faculty members from their units with termination dates beginning July 1, 2020 and ending June 30, 2022.

275 tenure-line faculty members who exited were identified from Penn State’s Official Human Resources Database.

**Snapshot of Race/Ethnicity and Exits.** The majority of exited faculty were white; Black/African American, Asian, and international faculty were overrepresented among exited faculty relative to their numbers in the general faculty population.

Race/ethnicity percentages are as follows: 60% of exited tenure-line faculty identified as white; 9% undeclared race/ethnicity; 10% Asian (the largest proportion of exited faculty); 7% Black/African American; 4% Hispanic/Latino; and 9% international.

**Snapshot of Sex and Exits.** More men exited than women. In terms of sex, 37% of those who exited were female and 63% were male.

**Snapshot of Age and Exits.** Exited faculty were disproportionately older: 49% were 60+ and 47% of exited faculty left due to retirement.



**Table 4. Rank of Exited Faculty Compared to the Population**

Rank	Exited Faculty #	Exited Faculty %	2021 Faculty Population %
Assistant Professor/Librarian	87	32%	26%
Associate Professor/Librarian	69	25%	32%
Full Professor/Librarian	119	43%	42%
Total	275	100%	100%

**Table 5. Race or Ethnicity of Exited Faculty Compared to the Population**

Race/Ethnicity	Exited Faculty #	Exited Faculty %	2021 Faculty Population %
American Indian or Alaska Native <sup>3</sup>	0	0%	<1%
Asian	28	10%	14%
Black or African American	19	7%	4%
Hispanic or Latino	11	4%	4%
International	24	9%	7%
Native Hawaiian or Pacific Islander	0	0%	0%
Two or more races	3	1%	1%
Undeclared	25	9%	7%
White	165	60%	63%
Total	275	100%	100%

**Table 6. Sex of Exited Faculty Compared to the Population**

Sex	Exited Faculty #	Exited Faculty %	2021 Faculty Population %
Female	102	37%	37%
Male	173	63%	63%
Total	275	100%	100%

**Table 7. Age of Exited Faculty Compared to the Population**

Age	Exited Faculty #	Exited Faculty %	2021 Faculty Population %
Under 40	69	25%	22%
40-49	46	17%	28%
50-59	24	9%	25%
60 or older	136	49%	25%
Total	275	100%	100%

**Reasons for departure as documented in Human Resources records**

**Snapshot of Sex and Exits:** Most exited women (60%) resigned, while most men retired (54%).

**Snapshot of Race/Ethnicity and Exits:** Most of those identifying as white or as more than one race retired, while those from other populations, most particularly African American/Black (84%), exited by resignation.

Tenure-line faculty departures during the focal period, as recorded in Penn State's official Human Resources data (Table 7), were primarily due to resignations (49%) and retirements (47%). Looking at departures by faculty rank, assistant professors and librarians most often resigned, associate professors and librarians were evenly split between retirements and resignations, and full professors and librarians were predominantly retirees (Table 8). By race or ethnicity, departures skewed toward retirements among faculty identifying as white or as more than one race and toward resignations for all other groups (Table 9). By sex (Table 10), faculty who identified as female most often resigned (60%), while faculty who identified as male most often retired (54%).

**Table 8. Official Primary Reason for Leaving**

Reason for Leaving	Exited Faculty #	Exited Faculty %
Resigned	134	49%
Retired	130	47%
Denied Tenure	8	3%
Other Reason	3	1%
Total	275	100%

**Table 9. Official Primary Reason for Leaving by Faculty Rank**

Reason for Leaving	Assistant Professor or Librarian	Associate Professor or Librarian	Full Professor or Librarian	Total
Resigned	86%	48%	22%	49%
Retired	3%	49%	78%	47%
Denied Tenure	8%	1%	0%	3%
Other reason <sup>3</sup>	2%	1%	0%	1%
Total	100%	100%	100%	100%

**Table 10. Official Primary Reason for Leaving by Race or Ethnicity**

Reason for Leaving	Asian	Black or African American	Hispanic or Latino	Int'l.	Two or more races	Un-declared	White
Resigned	61%	84%	45%	96%	33%	68%	33%
Retired	25%	11%	36%	0%	67%	28%	65%
Denied Tenure	11%	5%	18%	4%	0%	4%	0%
Other Reason <sup>3</sup>	4%	0%	0%	0%	0%	0%	1%
Total	100%	100%	100%	100%	100%	100%	100%

**Table 11. Official Primary Reason for Leaving by Sex**

Reason for Leaving	Female	Male
Resigned	60%	42%
Retired	35%	54%
Denied Tenure	3%	3%
Other reason <sup>3</sup>	2%	1%
Total	100%	100%

### Reasons for departure as reported by academic leaders

While Human Resources records a primary reason for departure (Tables 7-10), little additional information is available in the official record. To create a more complete picture of faculty attrition, each

unit executive (i.e., deans and chancellors) was provided with a questionnaire for each of their unit's exited faculty members during the focal period. Unit executives could provide the information themselves or ask one of their leadership team (most often their chief academic officer) to do so. The questionnaire began by asking if the academic leader knew why a specific faculty member left and how they gained this knowledge. Of the 275 faculty members in the exited population, we received questionnaires for 227 (83%). In 4% of the questionnaires received, the academic leader indicated that they did not know (n=8) or were not sure (n=2) why the faculty member departed. They did report that in 50% (n=114) of cases departures were due to retirement, 42% (n=96) to resignations, and 3% (n=7) to denial of tenure. A single case (<1%) involved a faculty member that was dismissed with tenure revoked.

The remainder of this report focuses on the 98 cases where the academic leader indicated that they knew or might know why a faculty member resigned—barring retirement or denial of tenure. In these cases, academic leaders were asked about the source of their knowledge. More than half reported they learned it directly from the faculty member in question (54%) and an even greater proportion (58%) were in direct communication with the department or program head (Table 11). In many cases (14%), the unit executive indicated that they had direct communication with both the faculty member and the department or program head.

**Table 12. Source of Academic Leaders' Knowledge of Reasons for Departure**

Source	Count	Percent
Direct communication(s) with faculty member	52	54%
Direct Communication with department/program head/director/coordinator	56	58%
Other	7	7%

Academic leaders were asked to select all that applied from a variety of possible contextual details about a resigned faculty member's departure:

- Inadequate progress toward tenure
- Inadequate or slow progress toward promotion to full professor
- Denied the opportunity to be considered for promotion to full professor
- Promotion to full professor application declined
- Recruited for another position

For 51% of the resigned faculty, the academic leader noted that they were recruited for another position. The most reported job-specific reason for departure was for a higher salary (29%). The most often selected reason across all reason types (job-specific and additional), however, was the desire to be closer to family and friends (39%). Across both sets of questions related to reasons for departure, a surprising number of academic leaders chose "other" reason for departure and most provided a written description of the reason. A qualitative analysis of those findings is beyond the scope of this report. Most of these responses could be categorized into one of the existing options, suggesting that future versions of the survey should provide more examples for each category and not subset the reasons into different questions.

**Dividing responses by race and ethnicity creates small groupings and makes it difficult to draw generalized conclusions.**

**Snapshot of why:** Among all groups, the top, job-specific reason for leaving was “other” (43%). For groups that included more than five individuals, the top, known additional reason for leaving among those provided was:

- Asian: “Closer proximity to family and friends” (57%)
- Black or African American: “Better school experience for minor children” (43%), “Better community amenities” (43%), and “A more racially and ethnically diverse community” (43%)
- International: “Closer proximity to family and friends” (29%)
- Undeclared race or ethnicity: “Closer proximity to family and friends” (33%)
- White: “Closer proximity to family and friends” (34%)

**Snapshot.** The top, job-related reason for leaving was “other” for all exiting faculty, regardless of sex (47% for faculty who selected female, 39% for faculty who selected male).

**Snapshot:** The next most frequent selection among all reasons for leaving (job-specific and additional) was “Closer proximity to family/friends” for the 32% of faculty who identified as female and the 45% of faculty who identified as male.

When asked which of all the reasons provided was the most principal factor in a faculty member’s departure, “other” job-related reason was again the most often selected option regardless of the race, ethnicity, or sex of the faculty member. “Resources other than salary or benefits” and “closer proximity to family and friends” were as important as “other” for faculty identifying as Hispanic or Latino. “Higher salary” was as important as “other” for international faculty members.

After exiting, faculty were most often employed with:

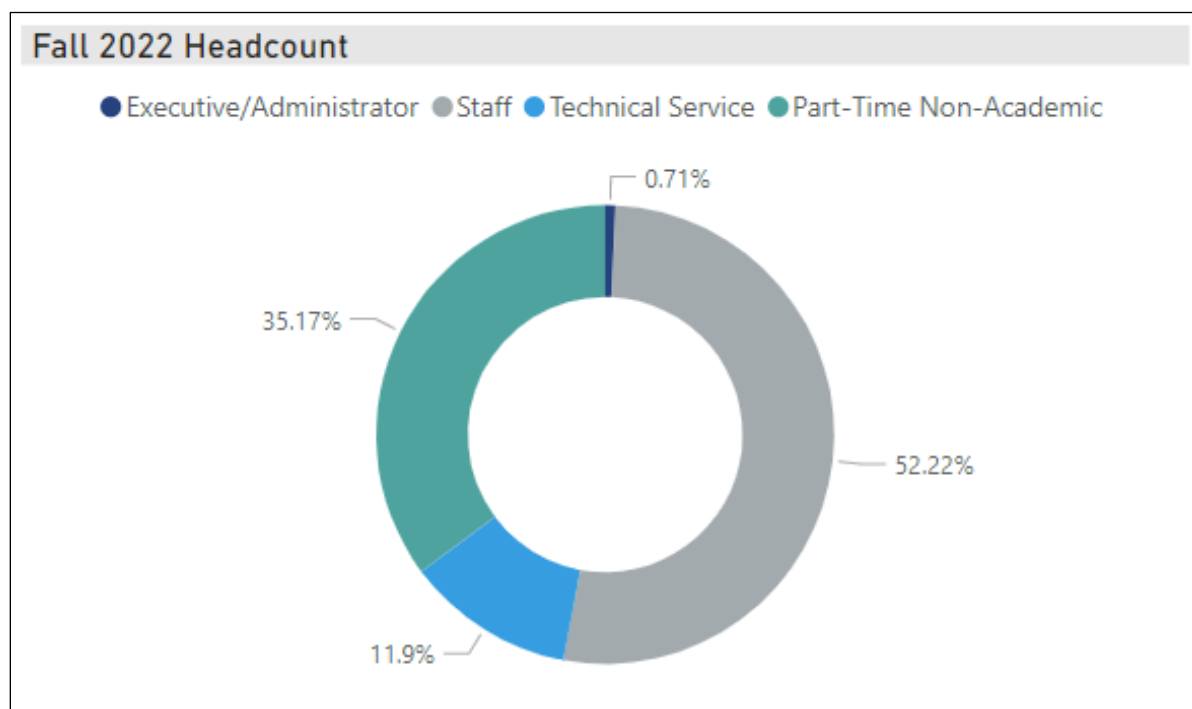
- a peer institution of higher education (32%),
- a non-peer institution of higher education (18%),
- in public or private sector non-academic employment (16%), and
- other type of employer (28%).

**Table 13. Context for Leaving**

Context for Leaving	Exited Faculty #	Exited Faculty %
Inadequate progress toward tenure	4	4%
Inadequate or slow progress toward promotion to full	1	1%
Recruited for another position	50	51%
Not sure	6	6%
None of the above apply	39	40%

## APPENDIX G. NON-ACADEMIC STAFF DATA

**Figure 3. Non-Academic Employees by Job Classification**



**Table 14. Non-Academic Employees by Gender**

	Executive/ Administrator	Staff	Technical Service	Part-Time Non- Academic	Total
Female	64	6,716	723	4,172	11,675
Male	85	4,310	1,789	3,253	9,437

**Table 15. Non-Academic Employees by Race/Ethnicity**

	Executive/ Administrator	Staff	Technical Service	Part-Time Non- Academic	Total
American Indian/Alaska Native		20	12	7	39
Asian	3	275	25	978	1,281
Black/African American	11	297	66	424	798

Hispanic/Latino	7	245	53	460	765
Native Hawaiian/Pacific Islander		7	1	3	11
White	109	9,208	2,089	4,496	15,902
Two/More Races	1	118	15	181	315
Race/Ethnicity Unknown	18	825	251	603	1,697
International		31		274	305

Source: Penn State Office of Planning, Assessment, and Institutional Research.

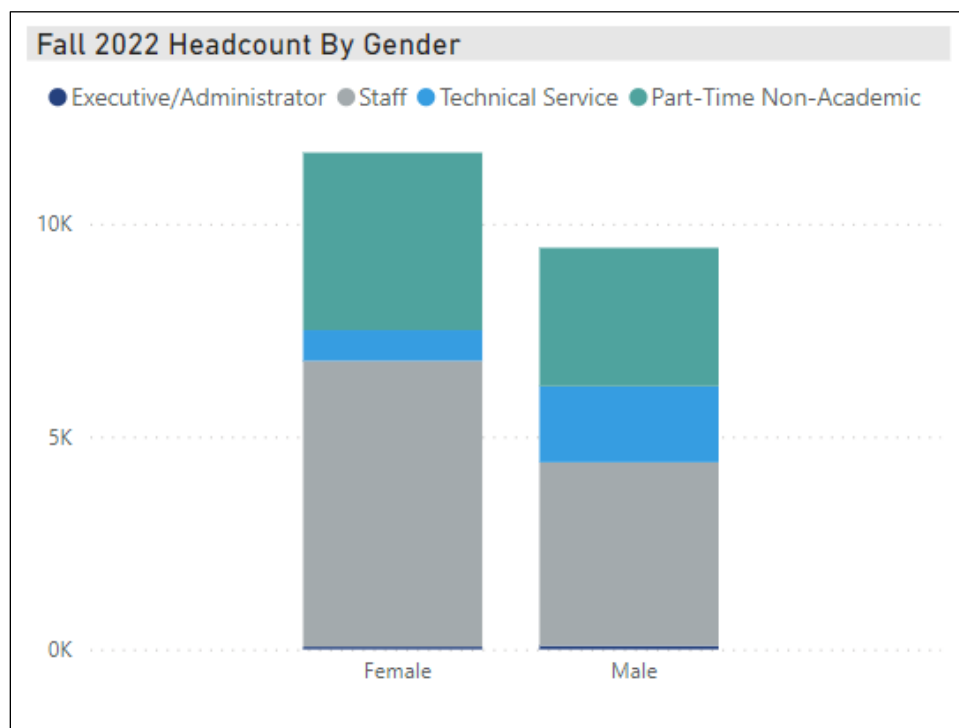
**Table 16. Non-Academic Employees by Campus and Job Classification**

	Executive/ Administrator	Staff	Technical Service	Part-Time Non-Academic	Total
Abington	1	124	46	162	333
Altoona	1	156	79	174	410
Beaver	1	50	21	72	144
Berks	1	102	49	125	277
Brandywine	1	63	32	119	215
Dickinson Law	1	33	5	25	64
DuBois	1	43	11	27	82
Erie	1	217	103	340	661
Fayette	1	40	12	31	84
Great Valley		52	8	19	79
Greater Allegheny		53	22	34	109
Harrisburg	1	232	82	411	726
Hazleton	1	55	26	61	143
Lehigh Valley	1	58	8	45	112
Mont Alto	1	45	22	53	121
New Kensington	1	43	10	56	110
Penn State College of Medicine	4	787	34	148	973

Schuylkill	1	56	13	44	114
Scranton	1	53	13	75	142
Shenango	1	33	8	20	62
University Park	127	8,631	1,886	5,304	15,948
Wilkes-Barre		43	9	20	72
York	1	57	13	61	132

Source: Penn State Office of Planning, Assessment, and Institutional Research.

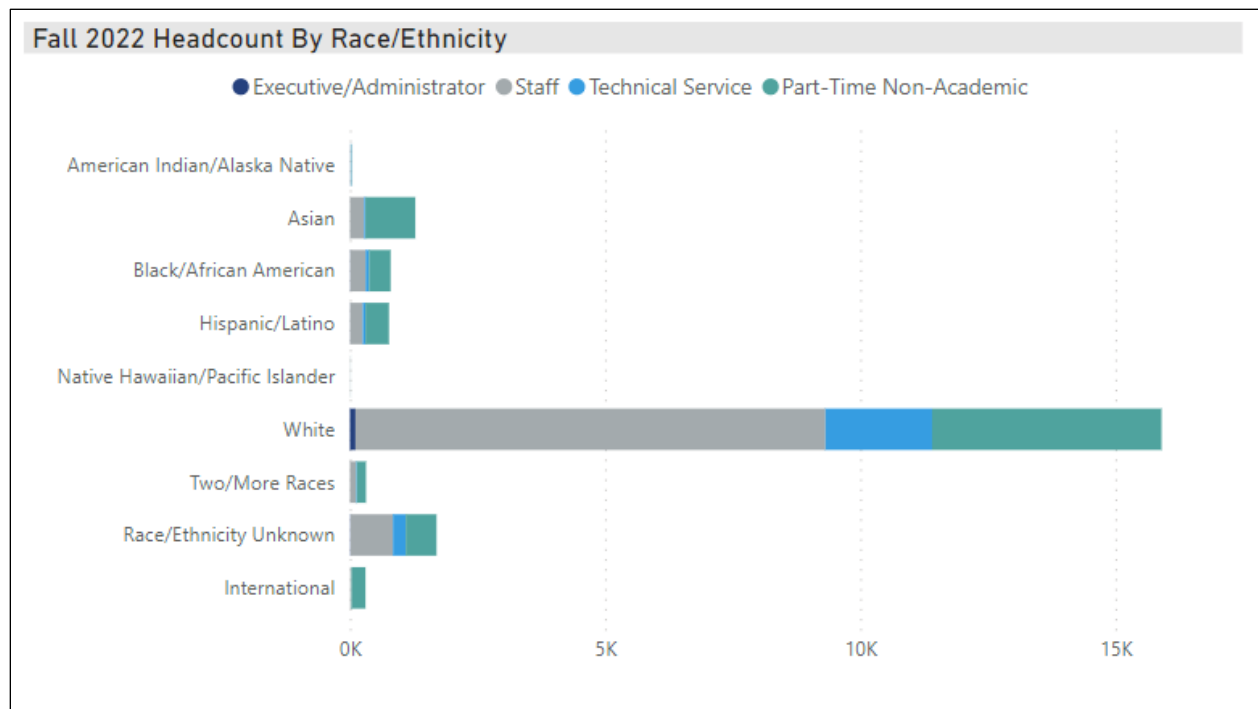
**Figure 4. Employee Headcount by Gender**



Source: Penn State Office of Planning, Assessment, and Institutional Research.



**Figure 5. Employee Headcount by Race/Ethnicity**



Source: Penn State Office of Planning, Assessment, and Institutional Research.

## APPENDIX H. BENCHMARKING

**Indiana University** has been recognized multiple times as a recipient of the Higher Education Excellence in Diversity (HEED) award. For additional information about their commitment to advancing DEI, see: <https://diversity.iu.edu/>

The **International Organization for Standardization (ISO)** introduced diversity and inclusion standards in 2021 to address inequalities in organizational systems, policies, processes, and practices. For additional information, see: <https://www.iso.org/obp/ui/#iso:std:iso:30415:ed-1:v1:en>

During the past decade, **The Hershey Company**, with global headquarters in central Pennsylvania, made bold moves toward advancing DEI, including pay equity, and was top honoree on the *Forbes'* 2021 list of "World's Top Female Friendly Companies". For more details, see: <https://www.csnews.com/hershey-co-takes-top-spot-among-female-friendly-companies>

**Ohio State University, University of Michigan, and Purdue University** offer DEI awards and recognition programs. For additional information, see:

- <https://hr.osu.edu/news/2022/05/10/ddea/>
- <https://odi.osu.edu/2023-odi-hall-fame-award-nominations>
- <https://diversity.umich.edu/about/honors-awards/>
- <https://www.purdue.edu/diversity-inclusion/awards-recognition/index.html>

The **University of Illinois at Urbana-Champaign** is a leader among Big Ten universities for attracting and retaining diverse faculty and staff members. To learn more about their DEI initiatives, see: <https://diversity.illinois.edu/>

Seven years ago, the **University of Michigan** made a comprehensive commitment to DEI that has resulted in significant progress. To view their strategic plan, resources, and progress reports, see: <https://diversity.umich.edu/about/>

## APPENDIX I. INFORMATION SOURCES

The following is a partial list of information sources related to diversity, equity, and inclusion that results in varying messages throughout the university. The competing regulations, policies, and priorities may lead to confusion and a feeling of being overwhelmed among leaders, managers, and staff members.

- Federal regulations such as Title IX, which prohibits discrimination based on sex, and Title VI, which bars discrimination on the basis of race, color, or national origin
- American with Disabilities Act (ADA)
- University policies including, but not limited to, the following:
  - HR11 Affirmative Action in Employment at the Pennsylvania State University
  - AD29 Statement on Intolerance
  - AD85 Title IX Sexual Harassment
  - AD91 Discrimination and Harassment and Related Inappropriate Conduct
- President's Office – ABCs of Student Success (July 2022)
- President's Office – Strategic Priorities (November 2022)
- [Penn State Strategic Plan - Advancing Inclusion, Equity, and Diversity](#)
- College and Unit Strategic Plans
- [Penn State Values](#)
- [Division of Undergraduate Studies Values and Beliefs](#)
- [Office of the Vice Provost for Educational Equity](#)
- University Diversity Statement
- DEI Strategic Planning Rubric
- [Multicultural Resource Center](#)
- Seven DEI Challenges (1998-2015 Diversity Strategic Planning)
- Four DEI Planning Goals (2016-2020 and 2020-2025 Diversity Strategic Planning)
- Affirmative Action
- New Employee Onboarding
- Employee Diversity Competency
- Learning Resource Network
- Action Together Website (note: several Penn State news articles and the University's new employee onboarding link to this website; However, the site is currently inactive and directs users to the Penn State homepage.)
- Penn State News articles
- College and Unit Websites
- College and Unit SharePoint Sites
- College and Unit Diversity Statements

## APPENDIX J. OTHER OBSERVATIONS ON THE STAFF EXPERIENCE

**Definitions and Use of Terms.** The terms diversity, equity, inclusion, and belonging are sometimes defined differently and used inconsistently throughout the University. For example, the term “diversity” is often used as an umbrella term to include DEIB in news articles and staff professional development. For instance, the University’s New Employee Onboarding program contains “Diversity” as a main course section, but then includes DEIB topics within the course. In another example, the title of the “Diversity Competency” that was introduced for all staff members during the 2021–22 employee performance review cycle seems narrow in scope, yet the expected behaviors are broad and include DEIB principles.

In another example regarding the inconsistent use of terms, academic and non-academic departments and staff members with DEI-focused responsibilities often use different terms to name their departments and position titles. In some cases, similar terms may be used for non-academic positions or units that differ in scope, missions, responsibilities, audiences, or other variables. A partial list of example department names and position titles with a responsibility for advancing DEI at the University are illustrated in the table below. The inconsistent use of terms, variable responsibilities, and position titles in both academic and non-academic units may cause confusion among faculty, staff, students, alumni, constituents, and the public. Examples include Vice Dean of Diversity, Equity and Belonging, Assistant Vice President of Diversity, Inclusion and Belonging, Director of Diversity, Equity and Inclusion, Assistant Dean of Diversity Enhancement Programs, etc.

**Table 17. Example Department Names and Position Titles**

College/Division	Department/Unit	Position Title
Penn State Health	Chief Executive Officer	Vice President and Chief Diversity Officer
Penn State College of Medicine	Office of the Dean	Vice Dean of Diversity, Equity and Belonging
Human Resources	Vice President for Human Resources	Assistant Vice President of Diversity, Inclusion and Belonging
Vice President & Provost	Office of the Vice Provost for Educational Equity	Vice Provost for Educational Equity
Development and Alumni Relations	Vice President for Development and Alumni Relations	Director of Diversity, Equity and Inclusion
Outreach and Online Education	Vice President for Outreach and Vice Provost for Online Education	Director of Inclusion, Equity and Diversity
Finance & Business	University Police and Public Safety	Director of Diversity, Equity and Inclusion

Undergraduate Admissions	Multicultural Outreach	Director
College of Information Sciences and Technology	Inclusion and Diversity Engagement	Assistant Dean
Smeal College of Business	Multicultural Relations	Assistant Dean of Diversity Enhancement Programs
Penn State Harrisburg	Multicultural Recruitment and Community Affairs	Associate Director

**National Awards and Recognition.** Being nationally recognized as a DEI leader supports the recruitment and retention of diverse faculty, staff, and students while providing a baseline measurement for setting expectations throughout the University community. For instance, the University was recognized as one of Campus Pride's 'Best of the Best' LGBTQ-friendly institutions in both 2021 and 2022. This award recognizes 40 higher education institutions for creating safer, more welcoming campuses for LGBTQ+ students, faculty, and staff. In another example, the University was a recipient of the Higher Education Excellence in Diversity (HEED) award in 2013, 2014, 2015, 2016, and 2017. Example HEED award criteria includes providing a land acknowledgement, efforts to recruit underrepresented and first-generation students, strategies for recruiting diverse faculty, and unconscious bias training for staff.

While the University has opportunities to provide a more comprehensive DEI strategy than what is outlined in typical award criteria, participation in national award programs could assist the multi-campus system with establishing some common language, baseline measures, and recognition for their efforts. Receiving national recognition would also provide opportunities for staff members to celebrate progress, news stories highlighting success, and promotional materials that could be used for student, faculty, and staff recruitment.

**Internal Awards and Incentives.** Internal awards and incentives provide a cost-effective method for motivating leaders, staff members, colleges, and units to support DEI-focused priorities and goals. Few University awards exist that are designed to incentivize staff and measure the impact of their success. For example, some colleges and units award funding for initiatives related to advancing inclusion, equity, and diversity such as the Equal Opportunity Planning Committee grants offered by the Office of Educational Equity. Some colleges and units provide dean or vice president awards for teams for individuals that recognize their contributions related to inclusion, mentorship, or recruitment, for example. However, there seems to be a lack of measurement for tracking the impact for the sponsored initiatives or individuals who are recognized for their efforts. The University of Michigan, Ohio State University, and Purdue University provide examples of Big Ten universities with comprehensive DEI-focused award and incentive programs, including monetary incentives that support their priorities. Penn State has the potential to expand internal awards and incentives in alignment with the priorities and goals related to increased recruitment and retention of diverse staff, expanded access to high-quality professional development, and increased advancement opportunities for staff.

## APPENDIX K. EXISTING DEIB INITIATIVES

A University-wide inventory of resources, professional development, and initiatives that foster diversity, equity, and inclusion was completed in Fall 2022 and provided insight toward developing this report. While the details regarding the multitude of initiatives are still being compiled, they were categorized to provide an overview of the types of activities that are offered for students, faculty, and staff. In many cases, there is not equitable access to these initiatives throughout the multi-campus system. Examples resources, professional development, and initiatives are shown in the tables below.

**Groups Promoting Inclusion.** Many University programs are designed to enhance a sense of belonging and create a more inclusive environment. Examples of these support groups are shown in the table below.

**Table 18. Example Groups Promoting Inclusion**

Group Name	Purpose
Centre LGBTQA Support Network	Provides information, sensitivity and understanding toward lesbian, gay, bisexual, and transgender issues.
Multicultural Resource Center	Provides individual college counseling and educational services for undergraduate students from diverse backgrounds.
Division of Development and Alumni Relations Parenting/Caregiving and Work/Life Balance	Employee Resource Group for women and allies.
Read-to-Lead Program	Peer-led group in IT that creates safe places for DEIB conversations among employees

**Staff Professional Development.** A wide array of staff professional development opportunities is offered throughout the University, but many are available only at University Park. Some colleges and campuses share programs and educational content. The content is developed by several units, including Student Affairs, the Office of Educational Equity, Human Resources, Affirmative Action, Outreach & Online Education, and more. The following table illustrates some of the professional development programs that are offered.

**Table 19. Example Staff Professional Development**

Program Title	Description
New Employee Onboarding	Self-guided online program for all new staff members; includes a section on diversity

BUILD @ Penn State	University-wide education initiative focused on inclusion; includes self-paced, video-based LRN content
Interrogating Bias Training	Staff training provided by Finance & Business
Bystander Intervention Workshops	Workshops at University Park available to staff, faculty, postdocs, and graduate students
DEIB Executive Leader Training	Workshop series for Outreach & Online Education senior leaders focused on advancing DEIB at the University
Safer People, Safer Places	Workshop that provides a baseline knowledge for understanding and addressing sexual and gender diversity
Guest Presenters	Numerous guest presenters provide presentations and discussions at all campuses; often involve collaborations between colleges, units, and campuses.
Advocacy for Yourself	Session for Division of Development and Alumni Relations support staff focusing on DEIB advocacy.

**Awards and Recognition.** Some colleges, units, and campuses recognize faculty and staff for their contributions toward advancing DEIB at Penn State. The following table illustrates some of the awards and recognition that are provided.

**Table 20. Example Awards and Recognitions**

Award	Purpose
Dean's Climate and Diversity Award	Monetary award available to employees in the Eberly College of Science
Excellence in Diversity Award	Recognizes demonstrated commitment and outstanding efforts toward creating a diverse and inclusive community at Penn State Scranton.
Diversity, Equity, and Inclusion Awards	Honors College of Earth and Mineral Sciences staff who demonstrate exemplary leadership that manifests the ideals of diversity, equity, and inclusion.
Diversity Achievement Award	Honors a faculty or staff member in the College of Health and Human Development who has made sustained and significant contributions to fostering diversity.
Vice President and Vice Provost Inclusiveness Award	Recognizes an Outreach & Online Education employee or team that creates an inviting work environment for all people to be heard.

Vice President and Vice Provost Mentorship Award	Recognizes an Outreach & Online Education employee or team who mentors, nurtures, and helps other colleagues grow.
Division of Development and Alumni Relations Diversity and Inclusion Award	Recognizes a staff member in the Division of Development and Alumni Relations who demonstrates commitment to the value of diversity and has been instrumental in creating or facilitating a climate of inclusiveness.
Multicultural Resource Center Diversity Recognition Awards	Recognize faculty and staff throughout Penn State who demonstrate a commitment to diversity, equity, and inclusion efforts beyond the responsibilities of their position.
Kenya and Kevin Faulkner Equity and Justice Staff Award	Recognizes College of the Liberal Arts staff members who are making a difference by developing, supporting, and/or promoting programs and initiatives related to DEI.

**Advisory Groups.** College and administrative unit DEI Advisory Groups are instrumental for providing employees with a voice, enhancing leadership opportunities for staff members, offering professional development, and providing recommendations for advancing DEIB efforts. Some of the existing groups at the university are shown in the table below.

**Table 21. Example DEI Advisory Groups**

College/Department	Group	Remarks
Penn State Global	Diversity, Equity and Inclusion Working Group	Includes colleagues at Commonwealth Campuses who support education abroad initiatives
College of Earth and Mineral Sciences	Diversity Committee	Charged by the Dean to assess and improve diversity of the college
Outreach and Online Education	Diversity, Equity, Inclusion, and Belonging Council	Open to all University staff members
University Staff Advisory Council (USAC) to the President	Inclusion, Equity, and Diversity Committee	
Office of Educational Equity	University Equity Leadership Council (UELC) (2022-present); Formerly Advisory Council on Multicultural Affairs (ACMA)	DEI appointed leaders with varying titles and job descriptions across the University; Advisory to the Office for Educational Equity



Office of Educational Equity	Faculty Advisory Council for Equity (2022-present)	
Office of Educational Equity	Disabilities and Access Initiative Working Group	
Office of the President	Commission for LGBTQ Equity	Faculty and staff representatives who provide advisory to the President
Office of the President	Commission for Women	Faculty and staff representatives who provide advisory to the President
Office of the President	Commission for Racial and Ethnic Diversity	Faculty and staff representatives who provide advisory to the President
Penn State Fayette, The Eberly Campus	Inclusion, Diversity, and Equity Alliance (IDEA)	Faculty, staff, and student representatives who enhance campus DEIB
Penn State York	Diversity, Equity, and Inclusion Committee	
College of the Liberal Arts	Committee on Diversity, Inclusion, and Transformation	Members include faculty, staff, students
University Park	College Committee of Multicultural Leadership (CCML) (self-managed with no reporting structure)	DEI appointed leaders with varying titles and job descriptions across University Park
College of Agricultural Sciences	Diversity Council	Faculty, staff, administration, extension educator, and student representatives focused on improving DEIB
Eberly College of Science	Climate and Diversity Committee	Promotes diversity and inclusion activities
Department of Materials Science and Engineering	Diversity Council	
Development and Alumni Relations	Diversity Committee	Members include staff located at Hershey and part of Penn State Health

## APPENDIX L. RESEARCH METHODOLOGY

The contributors identified programs, publications, and authors using several methods, including the following:

- a. Contacted all Associate Deans for Research with a request for them to report on centers, initiatives, and so on in their Colleges where DEIB was a major focus.
- b. Drew on a compilation of activities created by Dr. Tom Richard, Director of IEE, in Fall 2022 and earlier to identify work being done within the university's OSVPR-level institutes.
- c. Used the OSVPR list of Penn State Centers as another starting point to identify formalized entities.
- d. Used SciVal to identify publications and authors, and SIMS, via MyResearchPortal to identify funded and unfunded external projects/proposals. The research team obtained access to the full database that included unsuccessful submissions.
- e. Identified external funding applications and awards through SIMS, via MyResearchPortal.
- f. The search methodology in both SciVal and in SIMS included keyword searching in titles and abstracts. The research team experimented with combinations of search terms in order to capture publications and grants that were focused in a major way on DEIB concepts and activities, but not so broad that DEIB was really far from the core of the paper or project even though some words matched. For example, many studies in the life sciences used the phrase “ethnically diverse” or “ethnic diversity” to describe the sample of subjects in a study. While this may be a desirable feature of a broad study, use of this phrase matched hundreds of projects that were not about DEIB, but instead were about cavities, broken bones, skin conditions, or medical remedies that were not categorized by ethnicity, but in which the word ethnicity was only a descriptive feature of the methodology. The research team avoided identifying studies that explicitly looked at patterns of behavior or incidence of disease or treatment by race, gender, and so on.
- g. The keyword searching approach undoubtedly missed some studies that did not use any of the words included, and likely included some in which DEIB is not central. A review of the publication list of what’s included, at least, suggests there are only a few of these inclusions. An alternative approach would be to review the title or abstract of each identified publication, which was not completed for this report.

It has proven difficult in searches to identify programs with a major DEIB component as part of their activities. Many studies say in their abstract or justifications that contributing to social justice or group outcomes is a project goal, even if it is remote. But programs that have activities embedded in them for faculty or postdoc recruitment from underrepresented groups, say, may not turn up well in searches because those priorities and plans are not in the abstract or paper/proposal title. Additional outreach is recommended to more completely identify this work.

## DEIB Search Keywords

To reflect the interest in DEIB broadly defined, the following search terms were used in the various searches described in this report.

Search 1: Race and Ethnicity 2012-2021: 497 Publications, 7,853 citations, 497 Authors

- "Racial Segregation" OR
- "Racial Justice" OR
- "Racial injustice" OR
- "Pipeline building" OR
- "Race discrimination" OR
- "Racial discrimination" OR
- "Racism" OR
- "Racist" OR
- "Anti-Racism" OR
- "Anti-Racist" OR
- "Racism Policy" OR
- "Racial Policy" OR
- "Race Policy" OR
- "Racial equality" OR
- "Racial inequality" OR
- "Racial outcomes" OR
- "Racial attitudes" OR
- "Racial diversity" OR
- "Racial difference" OR
- "Racial differences" OR
- "Racial bias" OR
- "Racial identity" OR
- "Voting Rights" OR
- "Minority rights" OR
- "Microaggression" OR
- "Ethnic inequality" OR
- "Ethnic equality" OR
- "Ethnic diversity" OR
- "Ethnic discrimination" OR
- "Ethnic bias" OR
- "Ethnic identity"

Search 2: Gender 2012-2021: 566 Publications, 9,392 citations, 546 Authors

- "Gender identity" OR
- "Gender bias" OR

- "Gender inequality" OR
- "Gender equality" OR
- "Gender Equity" OR
- "Gender Inequity" OR
- "Gender discrimination" OR
- "Gender segregation" OR
- "Gender Gap" OR
- "LGBT" OR
- "LGBTQ" OR
- "transgender" OR
- "cis-gender" OR
- "cisgender" OR
- "genderqueer" OR
- "transphobic" OR
- "transphobia" OR
- "Gender Gap" OR
- "Women's Suffrage" OR
- "Women's rights" OR
- "Womens rights" OR
- "Women's rights" OR
- "Sexism" OR
- "Sexist" OR
- "Sexual Minorities" OR
- "Gender Minorities" OR
- "Domestic Violence" OR
- "Sexual Violence" OR
- "Gender Violence" OR
- "Intimate Violence"

Search 3: Race, Ethnicity, Gender, Religion 2012-2021: 1040 Publications, 17,259 citations, 932 Authors

- Above two sections plus:
- OR "Religious Minorities" OR
- "Religious Rights" OR
- "Religious bias" OR
- "Religious discrimination" OR
- "Religious equality" OR
- "Religious inequality" OR
- "Religious freedom" OR
- "Islamophobia" OR
- "Religious segregation"

Searches that did not work well included the following:

- "Ethnicity", "Ethnic diversity", and "Ethnically diverse" were too broad, resulting in issues such as pulling up every study that says that they have an ethnically diverse sample.
- "Restorative justice" did not come up with work relevant to DEIB, but only as a broad concept. A search for ("Restorative justice" AND "race") resulted in 0 publications.
- Terms using "social" end up with too many broad references; there were many studies on entirely different topics where the abstract had a general statement about the research contributing to ideas about social justice. These problems resulted from searches including:
  - "Social Difference" OR
  - "Social inequality" OR
  - "Social equality" OR
  - "Social Injustice" OR
  - "Social Justice" OR
- "Discrimination" and ("Race" or "Racial" or "Ethnic") did not nest properly
- ("Diversity" and (Race or racial or Ethnic)) did not nest properly
- Cannot use special characters as in "LGBTQ+"
- The religious diversity terms do not seem to be doing justice to the range of work being done on this topic, and a follow-on analysis could explore this area in more detail.

## APPENDIX M. RESEARCH CENTERS, INITIATIVES, AND PROJECTS

Associate Deans for Research and OSVPR Institute Directors were asked to report on projects that were substantively about race, ethnicity, religion, and so on, but they were also asked to report on projects where equity-supporting activities might be a part of the activity of the grant, even if not the subject. This part of the report is then particularly important for identifying activity on campus that carries the immediate promise of supporting diversity, equity, inclusion, and belonging on campus, in the academy, and in other research circles. One of the challenges of identifying activity in the publications and external funding portfolio of Penn State in the DEIB area is that these searches must be conducted as keyword searches titles and abstracts. This may miss the activities of the grant in terms of pipeline building or training faculty or postdocs as part of the grant who are members of (say) URM groups. Short of a substantive walk-through of each grant, we do not have a good way to identify those projects. The AD and Director request help to assist this initiative.

Associate Deans for Research around campus, along with the Directors of Penn State's central Institutes, reported over 100 research centers, projects, and initiatives receiving formal recognition and/or support that touch on DEIB topics. They also highlighted individual and small-group research projects and important publications. In categorizing these efforts in the attached inventory, we tried to distinguish between efforts that have been formalized with institutional structure and support, thematic projects that might involve multiple researchers working together over time, but which do not yet reach a high level of formality in terms of support and reporting, and individual projects. The dividing line between these categories is not always obvious, as projects lie on a continuum of formality.

Some Centers are clearly focused on topics and activities directly related to DEIB. For example, the Africana Research Center in the College of the Liberal Arts supports a postdoctoral fellows program oriented towards bringing diverse postdocs to campus, presenting important public programming through its Mandela Lecture, and support undergraduate and graduate student research on the African Diaspora. The Center for Black Digital Research in the College of the Liberal Arts (co-directed by MacArthur Fellow Gabrielle Foreman and ARC-program alumna Shirley Moody-Turner) develops important research on Black Women's Organizing and political action through the Colored Conventions. It also supports pipeline-building efforts via a focus on for Center affiliates from graduate students through postdoctoral fellows through visiting faculty who link to and learn from the Center's digital humanities methodologies. The College of Education's Consortium for Social Movements and Education Research and Practice, Center for Education and Civil Rights, and Center for Educational Disparities Research all have clear and obvious linkages to DEIB work.

In other cases, Centers and Institutes are broader, but support the work of faculty and students in DEIB areas among others. For instance, the Smeal Center on Sustainability has considerations of social justice embedded in the concerns of the Center and the work of the faculty. The College of Earth and Mineral Science's Center for Energy Law and Policy supports faculty research, for instance in addressing low-income populations' inadequate access to energy efficiency programs that improve environmental and health outcomes. The University Libraries invested over \$2.5 million of their acquisitions budget in library research materials (databases and archives) relevant to work in DEIB and on marginalized communities. The Public Humanities Fellows Program within the Humanities Institute (College of the Liberal Arts) trains students to use ideas from humanities disciplines to create publicly accessible media

that can contribute to social discussion of important public issues, including issues relating to racial, gender, and other forms of injustice.

The central University-level Institutes under the Senior Vice President of Research engage in similar efforts that are reported in the inventory. These programs are most often co-hire priorities and partnerships, efforts to connect with MSIs and HBCUs to promote student and research development, and seed grant programs with a social inflection (like many other Centers on campus). For instance, the SSRI 2021/2022 seed grant call focused on proposals addressing social disparities and their effects on education, health, or economic outcomes over the life course. That institute has also led Penn State's current effort to win an NIH FIRST grant to create sustainable changes in policies and practices in faculty recruitment, mentoring, and retention. PREM awards to the Materials Research Institute are linking MRI to MSIs to provide institutional support to increase recruitment, retention, and degree-attainment by underrepresented groups, and provides underserved communities with access to materials research and education. Similarly, the Huck Institutes are partnering with HBCUs, as well as supporting student organizations discussing issues of DEIB.

A sample of the many formal Centers, Initiatives, and projects supported by Colleges around the University follow (in Tables 21–25), grouped roughly by the degree of formalization of the project.

**Table 22. Sample: Ten Formal Centers and Initiatives with a DEIB-core**

African Feminist Initiative	College of the Liberal Arts
Africana Research Center	College of the Liberal Arts
Alliance for Education, Science, Engineering & Design with Africa (AESEDA)	College of Earth and Mineral Sciences
Center for Black Digital Research	College of the Liberal Arts
Center for Disability Studies	College of Education
Center for Education and Civil Rights	College of Education
Center on Engineering and Social Justice	College of Engineering
Consortium for Social Movements and Education Research and Practice	College of Education/College of the Liberal Arts
"Just Transformations" Mellon Foundation Initiative	College of the Liberal Arts
Restorative Justice Initiative	College of Education

**Table 23. Sample: Ten Broad Research Centers that have Specific Sub-Programs on Social Justice or Other DEIB-Related Topics**

Center for Energy Law and Policy	College of Earth and Mineral Sciences
Center for Language Acquisition (CLA) and the Center for Advanced Language Proficiency Education and Research (CALPER)	College of the Liberal Arts
Center for the Study of Higher Education	College of Education
Center on Rural Education and Communities	College of Education
Criminal Justice Research Center	College of the Liberal Arts
Goodling Institute for Research in Family Literacy	College of Education
McCourtney Institute for Democracy	College of the Liberal Arts
Public Humanities Fellows Program, Humanities Institute	College of the Liberal Arts
Rock Ethics Institute	College of the Liberal Arts
SSRI	OSVPR

**Table 24. Sample: Ten Specific Research Programs (not Formal Centers)**

Academic Equity Program	College of Education
African American Research Collaborative	College of the Liberal Arts
Black Women's Organizing Archive	College of the Liberal Arts
Building an Anti-Racist Community of Language Educators	College of Education
Development of Health Equity Charter	College of Medicine
Equity in Educational Psychology Speaker Series	College of Education
Hire of Curator for African American Collections, and research materials purchases supporting DEIB	University Libraries
Midcareer Faculty Advancement Program	Provost/Liberal Arts/Ed Equity
Parents and Children Together (PACT)	College of the Liberal Arts
Racial and Ethnic Approaches to Community Health (REACH)	College of Medicine



**Table 25. Sample: Ten Individual (or Small Coauthor Group) Projects**

Addressing Bias-Based Bullying at School	College of Education
Feminist perspectives on diversity and inclusion in engineering	College of Earth and Mineral Sciences
Inequality in the Routine Maintenance of Voter Registration Lists	Colleges of Earth and Mineral Sciences/Liberal Arts
Mitigating microaggression harms	College of the Liberal Arts
Police Play in Early Childhood Classrooms in the Era of Black Lives Matter	College of Education
Recognizing the equity implications of restoration priority maps	College of Earth and Mineral Sciences
Socioeconomic and racial inequality in the impacts of air quality to COVID-19 mortality	College of Earth and Mineral Sciences
Taxing Inequality: The Rise of District Property Taxation and the Making of Educational Inequality, 1830-1950	College of Education
The Danger of Devaluing Immigrants: Impacts on the U.S. Economy and Society	Smeal College of Business
The Women from Hispanic, Italian, and Lusophone Heritages in Central PA project	College of the Liberal Arts

**Table 26. Examples of Graduate Pipeline-building and Support Programs**

Cooper-DuBois Mentoring Program	College of the Liberal Arts
Africana Research Center/Richards Civil War Era Center Post-Doctoral Fellowships Program	College of the Liberal Arts
Black Graduate Student Association	Graduate School
Catto-LeCount Fellows Program for Equity and Inclusion	College of the Liberal Arts
Graduate Alliance for Diversity and Inclusion (GADI)	College of the Liberal Arts
Presidential Postdoctoral Fellows Program	OSVPR

## APPENDIX N. RESEARCH PUBLICATIONS

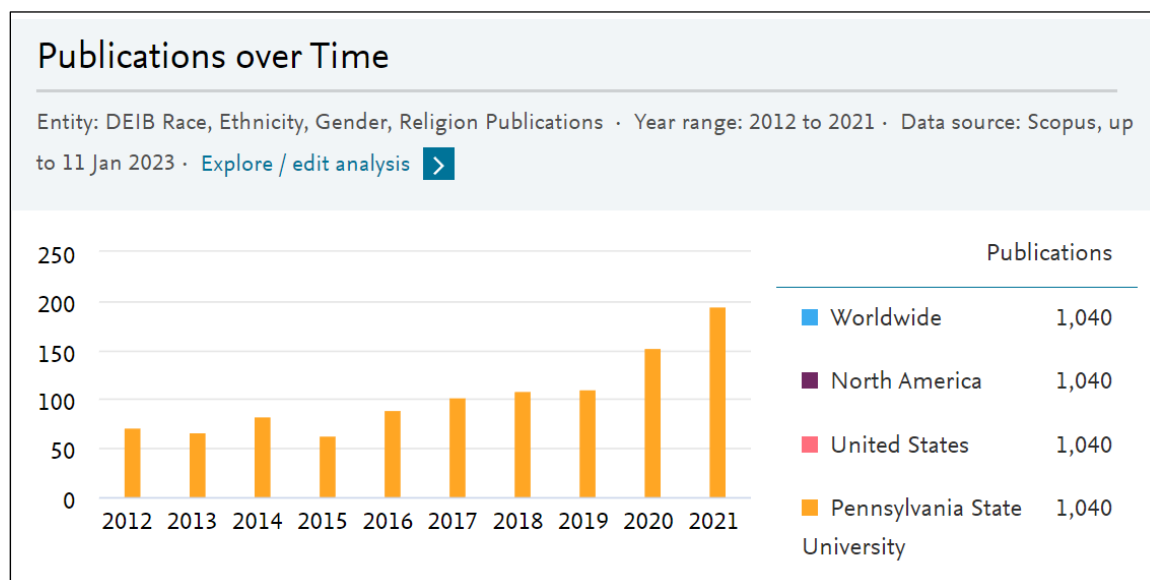
Publications have increased over time, with the number of publications doubling in the last five years (from 2016 to 2021). The largest fields of publication are the social sciences and psychology, with work in the arts and humanities and medical fields as the next largest.

Counts from the publication search are as follows:

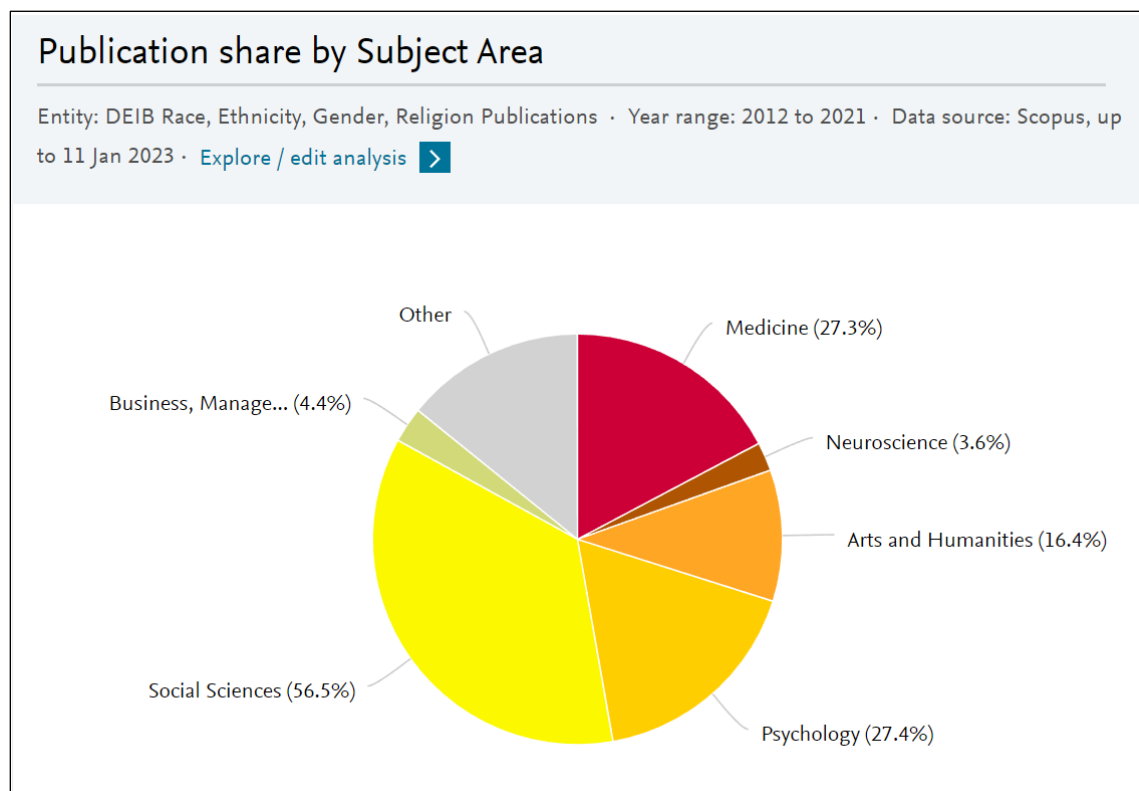
- Publications on topic keywords related to race and ethnicity, 2012-2021:
  - 497 Publications
  - 7,853 citations
  - 497 Authors
- Publications on topic keywords related to gender, 2012-2021
  - 566 Publications
  - 9,392 citations
  - 546 Authors
- Publications within a combined search, including race, ethnicity, gender, and religion terms, 2012-2021
  - 1040 Publications
  - 17,259 citations
  - 932 Authors

Given the nature of a keyword search, it is possible that some publications are included here that don't address DEIB-related topics, even though particular search words are included in titles. It is more likely, though, that there are publications on these topics that did not use specific words like "racial justice" or "gender equity" in their title. This is likely an undercount. Even so, it is clear that there is a significant amount of scholarship on these topics being developed at Penn State. The following figures provide additional information.

**Figure 6. Research Publications over Time**



**Figure 7. Research Publication Share by Subject Area**



Given the nature of a keyword search, it is possible that some publications are included in the figure above that do not get at DEIB-related topics, even though particular search words are included in titles.

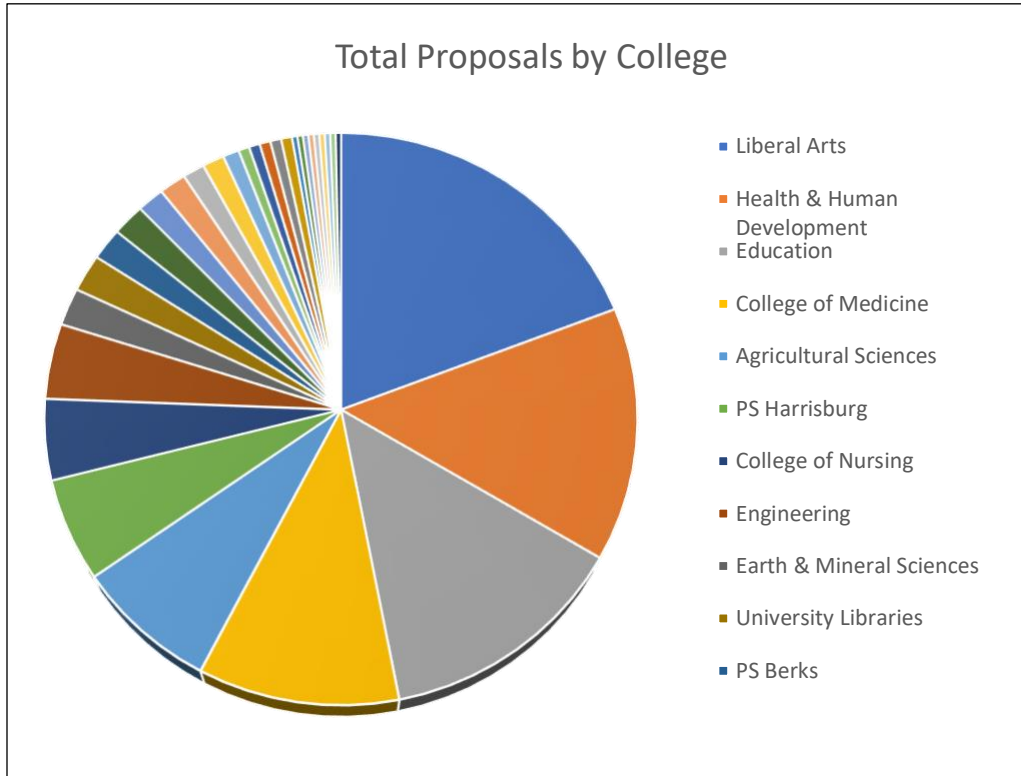
To illustrate the research being published by faculty touching on DEIB topics, the following are the 5 publications with the highest field-weighted citation index emerging from our 10-year SciVal search:

- “AAPA Statement on Race and Racism,” *American Journal of Physical Anthropology* (2019)
- “Discrimination in the credential society: An audit study of race and college selectivity in the labor market,” *Social Forces* (2015)
- “The essence of innocence: Consequences of dehumanizing black children,” *Journal of Personality and Social Psychology* (2014)
- “Climate apartheid: The forgetting of race in the Anthropocene,” *Critical Philosophy of Race* (2019)
- “Racial disparities in health among nonpoor African Americans and Hispanics: The role of acute and chronic discrimination,” *Social Science and Medicine* (2018).

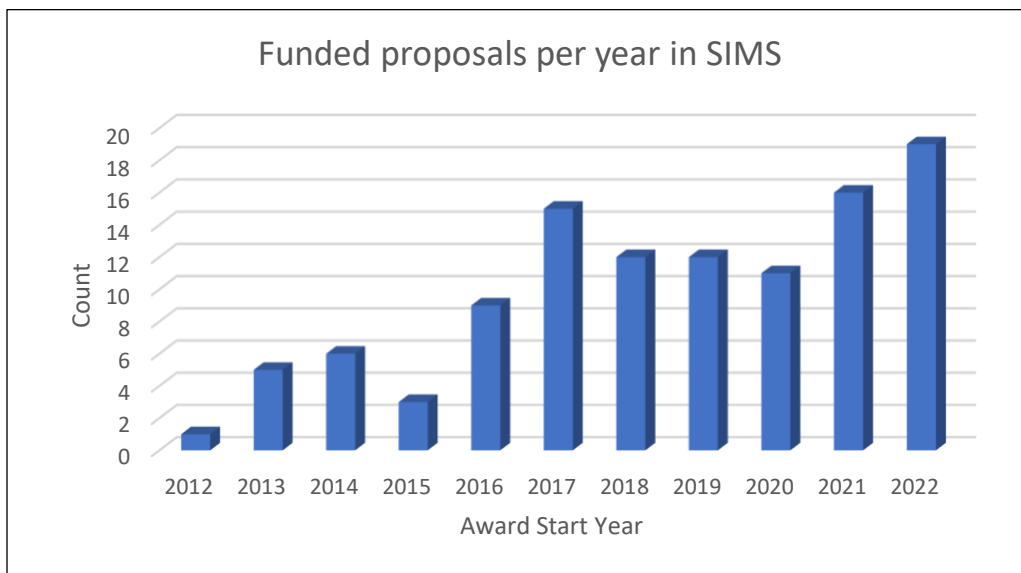
## APPENDIX O. EXTERNAL FUNDING ACTIVITY

The following figures illustrate the external funding activity by college and by year.

**Figure 8. Total Research Proposals by College**



**Figure 9. Funded Research Proposals per Year in SIMS**



## APPENDIX P. DEIB-RELATED RESEARCH OPPORTUNITIES

Consider whether and how to promote and coordinate grant applications to major DEIB-supporting research efforts. While individual faculty and colleges will need to undertake the grant submission and work, coordination of applications and connection to other initiatives would allow cumulative effort. Continue efforts to support FIRST grant submitted by SSRI; build out such efforts even without external funding. <https://commonfund.nih.gov/first/programhighlights#2ndRound>. In addition, Penn State can continue to support the work of the Eberly College of Science in the IChange network. The NSF INCLUDES Aspire Alliance Institutional Change (IChange) Initiative broadens participation in STEM by facilitating culture and practice change in the academic workplace to create environments where underrepresented group (URG) faculty are valued, retained, and thrive, increasing the diversity of the academic workforce. <https://www.aspirealliance.org/institutional-change/ichange-network>

Below are additional potential opportunities to pursue and enhance support for existing DEIB-related research activity.

**Table 27. DEIB-Related Research Opportunities**

NSF Growing Research Access for Nationally Transformative Equity and Diversity (GRANTED) program. <a href="https://www.nsf.gov/pubs/2023/nsf23037/nsf23037.jsp">https://www.nsf.gov/pubs/2023/nsf23037/nsf23037.jsp</a>
NIH has multiple relevant programs to promote for consideration to faculty, students, and postdocs: 1) the National Loan Repayment Program has a health disparities thread and a program for individuals from “disadvantaged background,” which many postdocs have applied for; 2) R25 research education programs are used to support undergrad through early career training, and proposals can be developed that focus on diverse trainees; 3) Diversity Supplements to NIH R01s, often used to support postdocs; 4) the MOSAIC Postdoctoral Career Transition Award to Promote Diversity (K99/R00), program and institutionally-focused research education within the National Institute for Minority Health; 5) the Building Interdisciplinary Research Careers in Women's Health (BIRCWH) program (K12); 6) Institutional Research and Academic Career Development Awards (IRACDA) (K12), with the purpose of developing a diverse group of highly trained scientists to address the nation's biomedical research needs, promoting consortia between research-intensive institutions and partner institutions that have a historical mission and a demonstrated commitment to providing training, encouragement and assistance to students from groups underrepresented in biomedical research.
NSF ADVANCE program, which seeks to increase the representation and advancement of women in academic science and engineering careers, thereby contributing to the development of a more diverse science and engineering workforce. <a href="https://www.nsf.gov/crssprgm/advance/">https://www.nsf.gov/crssprgm/advance/</a>
The BTAA Professorial Advancement Initiative (PAI), which invites postdoctoral scholars in STEM fields to participate in a multi-campus initiative that provides highly relevant and effective professional development opportunities for individuals pursuing a career in academia.

NSF Improving Undergraduate STEM Education program, which includes support for projects that have high potential for broader societal impacts, including improved diversity of students and instructors participating in STEM education, professional development for instructors to ensure adoption of new and effective pedagogical techniques that meet the changing needs of students, and projects that promote institutional partnerships for collaborative research and development. <https://beta.nsf.gov/funding/opportunities/improving-undergraduate-stem-education-directorate>

Facilitating Research at Primarily Undergraduate Institutions: Research in Undergraduate Institutions (RUI) and Research Opportunity Awards (ROA) (includes partnerships with MSIs) <https://www.nsf.gov/pubs/2014/nsf14579/nsf14579.pdf>

Division of Materials Research (DMR): Broadening Participation for Greater Diversity. <https://www.nsf.gov/mps/dmr/diversity.jsp>

NSF Centers of Research Excellence in Science and Technology (CREST) program, which provides support to enhance the research capabilities of minority-serving institutions through the establishment of centers with collaborating partners that effectively integrate education and research. The program supports centers, partnership supplements, postdoctoral fellowships, HBCU Research Infrastructure for Science and Engineering awards, and SBIR/STTR diversity collaboration supplements to enhance the research capabilities of minority-serving institutions. <https://beta.nsf.gov/funding/opportunities/centers-research-excellence-science-technology-0>

NSF Louis Stokes Alliances for Minority Participation (LSAMP), which provides funding to alliances that implement comprehensive, evidence-based, innovative, and sustained strategies that ultimately result in the graduation of well-prepared, highly-qualified students from underrepresented groups who pursue graduate studies or careers in STEM. <https://beta.nsf.gov/funding/opportunities/louis-stokes-alliances-minority-participation>

Continue to seek opportunities offered by Foundations to support DEIB participation.

## APPENDIX Q. STATE OF RESOURCES AND ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES AT PENN STATE: ISSUES AND RECOMMENDATIONS

### **STATE OF RESOURCES AND ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES AT PENN STATE: ISSUES AND RECOMMENDATIONS**

October 10, 2022

Submitted to: Marcus Whitehurst, Vice Provost for the Office of Educational Equity

Developed by:

Jennifer Hamer, Interim Associate Vice Provost, Office for Educational Equity

Office of the Vice Provost for Educational Equity Support:

Leah Zimmerman, Executive Director, Office of Student Disability Resources, UP

Barbara Welshofer, Bias Response Network Coordinator and Equity Consultant

Sheila Barlock, EOPC Administrator and Equity Consultant

Amy Tegeder, Administrative Support Coordinator

Holly Hawkins, Administrative Support Coordinator

**[QUICK LINK](#) TO AVAILABLE BENCHMARKING DOCUMENTS AND IMAGES RELATED TO THE IDENTIFIED ISSUES AND RECOMMENDATIONS INCLUDED IN THIS DOCUMENT**

## **THIS REPORT**

This report was developed to guide discussion about institutional solutions to persistent and rising concerns about the inadequacy of resources for students with disabilities, the capacity of the University Park (UP) Office of Student Disability Resources to meet the needs of students and instructors, and the physical conditions of the UP Office of Student Disability Resources. Major problems are identified, and potential solutions are recommended, some of which were included in previously submitted proposals. While many of the concerns are specific to UP, others support the disability community at UP and across the commonwealth.

## **INTRODUCTION**

Disability is the largest marginalized identity group in the United States. Federal laws mandate the accessibility standards and disability services that Penn State must provide. However, Penn State does not currently meet expectations for best practices in this area. It is out of step with peers and many lesser-ranked institutions. At Penn State, Student Disability Resources is a decentralized, multi-tiered system of support. Immediate attention to improving conditions for students with disabilities, as well as the conditions of work for those who serve the student disability community, are critical if the institution is to become one that intentionally supports the success of all students and maintains equity for all students regardless of intersecting social identities and backgrounds.<sup>3</sup>

### **STUDENT DISABILITY RESOURCES AT PENN STATE: ORGANIZATION AND STRUCTURE**

Penn State's Student Disability Resources (SDR) consists of multiple offices across the geography of the university that are connected to the central SDR University Park (UP) office. It is organized under the Office of Educational Equity and its director reports directly to the Vice Provost for Educational Equity, currently Marcus Whitehurst. An SDR office is present on each campus. A dotted line connects the central SDR office to each campus-designated student disability office. One employee provides full-time oversight to the commonwealth campuses. This oversight includes providing training, consultation, and assistance for campus SDR employees.

University Park SDR and each designated SDR office on a commonwealth campus is expected to provide reasonable accommodations and services to students with disabilities. As mandated under the Title II of the Americans with Disabilities Act Amendments Act (ADAAA) of 2008 and Section 504 of the Rehabilitation Act of 1973, each office:

- requests and maintains disability related documents
- certifies eligibility for services
- determines and develops plans for reasonable accommodations, such as academic adjustments, auxiliary aids, and/or services

### **University Park: Office of Student Disability Resources**

Number of Students Served. At present, the UP SDR interacts with 3100 students. Over 2500 of those students are receiving accommodations while the remainder are in the process of registering. An additional 850 students (not included in the 3100) are considered inactive at this time.

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<sup>3</sup> Read more about the crisis in higher education around mental health and disabilities here:  
<https://www.insidehighered.com/news/2022/05/03/more-students-report-psychological-disabilities>



Staffing. A total 15 staff are part of the UP SDR. This includes 6 Disability Specialists (1 vacant); 1 full-time remote UP employee whose appointment is a commonwealth budget line and serves 8 campuses; 4 front office staff; 1 exam center coordinator; 2 graduate assistants; and 1 director, Leah Zimmerman. The total staff will be 17 when once UP SDR completes a successful search and hire process for 1 Alternative Media/Assistive Technology Coordinator and 1 Co-Curricular Coordinator, which will be funded by the Student Fee Board.

Daily Operations. The central office practices are inclusive of campuses. This means that UP SDR facilitates and supports the implementation of policy and procedures with an understanding that campuses are resourced differently. UP SDR, for example, created Elba, an internal database, for use by all campuses. UP SDR offers workshops and student groups with a remote component to the extent possible so that campuses can participate. While this central office offers intentional support to the campuses, each campus also independently responds to its respective campus concerns. Campuses are also considered in concerns and recommendations put forward by the Disability Access Initiative Working Group, a body of students, faculty and staff established to identify concerns and resolutions to problems facing the disability community at Penn State.

The UP SDR office also works with UP Colleges. Each academic college at UP has two to three SDR specialists assigned as their liaisons (Nursing is the exception with only one liaison). The number of total liaisons was determined by enrollment of students with disabilities in each college. The academic college liaison model was instituted in 2021 by Leah Zimmerman. The goal of this structure is to better support colleges and minimize their points of contact. It was also established as a means for the respective disability specialists to “specialize” in a single academic college and foster their ability to better understand their programs, program requirements, and faculty. Some colleges include the SDR liaisons in beginning-of-semester leadership meetings. Some include them in regular academic advising meetings. Some “table” at resource events held by a college. When faculty ask for an SDR training or conversation, SDR typically asks liaisons in the faculty member’s unit to lead those discussions to the extent they feel comfortable doing so. The liaison structure has considerable potential to enhance professional development and guidance for instructors in the classroom.

### **Disability Access Initiative Working Group**

In 2020, the Disability Access Initiative (DAI), composed of volunteer students, faculty, staff across campuses, and SDR leadership was charged by the Vice Provost for Educational Equity with creating evidence-informed recommendations to address organizational or structural barriers to inclusion and promoting a welcoming climate. In this first year, DAI identified several disability-related challenges and made recommendations based on members’ review of best practices, research, and impact data. These include:

- Systemic access concerns and campus accessibility issues ranging from a physical/environmental and digital perspective to a programmatic and employment perspective.
- Inadequate or siloed organizational structure of existing campus resources resulting in duplication of or inefficient services.
- Insufficient or decentralized financial resources to address staffing issues, accommodation provisions, and physical barrier removal.

- Lack of overall disability awareness, understanding, and acceptance.

To date, UP SDR Leadership and the DAI have drafted four proposals for addressing identified challenges and enhancing access and inclusivity at Penn State University.

### SUMMARY OF PROBLEMS AND RECOMMENDED SOLUTIONS

This section provides a summary of nine major problems. These problems directly affect students with disabilities, instructors in the classroom and their ability to support students with disabilities, the capacity of UP SDR to serve the Penn State disability student community, and the potential to better support the student disability more broadly and equitable across the University. Proposed resolutions accompany each identified problem. This document is not exhaustive. It does not include a close exploration of the state of SDR on commonwealth campuses.

#### PROBLEM 1. CRITICAL STAFFING NEEDS

UP SDR does not have enough specialists to offer students or classroom instructors the timely or quality support necessary to foster equity or inclusion toward student success. Penn State SDR disability specialists have caseloads of over 500 students each and this number is rising. This year, due to staffing loss, caseloads are over 600 students per specialist. In September 2021, the case load was just under 500 per Disability Specialist. In 2020, the caseload was between 400-450 students per Disability Specialist. Most Colleges strive for a caseload of approximately 250-300 students.

- Large caseloads have contributed to the minimization of face-to-face appointments between specialists and students, a change in practice that diminishes the ability of SDR to build close relationships with students that facilitate their willingness and comfort seeking necessary academic support and accommodations.
- Wait-time for appointments with specialists is unreasonably lengthy (4-6 weeks), and this is the reality despite an increasing number of students receiving expedited accommodation letters that do not require appointments with a specialist. Consequently, faculty are often unsure of how to help students who are asking for help “informally” while the student awaits an appointment with an SDR specialist. Instead of completing the Penn State process for accommodations, students must show faculty special education records from K-12 to try to get accommodations.

The latter does not afford students privacy protections afforded to them through the university accommodation process of approval. To be clear, SDR neither requests nor recommends that students provide K-12 information. Students, families, and high school guidance counselors have resorted to this independently when they do not know what to do about the service wait time. It places both students and faculty in an ethically and legally precarious situation and in response UP SDR has implemented a one-time triage system. For reference, SDR has implemented a *time-limited triage* system to give qualified students time-limited exam accommodations while they wait for their SDR registration appointment.

- Some faculty have an expectation that SDR should meet individually with students to review their course syllabi and determine accommodations tailored to each course. This would be an

optimum service but under current conditions it is an unrealistic expectation due to caseloads that range between 500-600 students per disability specialist, and because full-time students are enrolled in 4+ courses each semester.

There is a *lack of understanding* that SDR accommodation letters serve as a starting point for conversation; SDR does not have the personnel capacity to individually tailor each letter for each class. Given this, SDR must ask faculty to contact the office if accommodations are inapplicable or compromise course objectives so that they can work with the faculty member to determine next steps.

- No on-line student-facing and faculty-facing portals slow and inhibit the ability to receive, review, and manage accommodations and work effectively with faculty to support students in the classroom. The decision was made to not go with a commercial database system due to cost. It was determined that it would be cost prohibitive for the commonwealth campuses in particular. Some work with fewer total students with disabilities due to their smaller overall campus enrollment, and the dollar amount for the commercial database system would be same regardless of campus enrollments. In addition, OVPEE programmer and analyst outlined the feasibility of creating an individualized system that could replicate what the commercial databases.

The goal is to have a student-facing portal where students can create their own accommodation letters (like other commercial systems) and where faculty can easily identify what students in their courses have disclosed their approved SDR accommodations. Currently one individual, the OVPEE Programmer/Analyst, is responsible for creating this SDR system and its functionality. It is a great deal of work for a single individual to complete, and it is an unfair situation for this single individual because a) the urgent nature of such requests must be emphasized, and b) this individual is simultaneously responsible for updating and managing portals and other on-line features for multiple OVPEE units in need.

#### PROBLEM 1. RECOMMENDATIONS

- Increase disability specialist staffing to respond to large caseload of students and faculty outreach when there are accommodation issues.

PSU is in the low -to-middle rank when compared to Big 10 peers. Those above have at least 8 or more Disability Specialists. Those with the highest number of staff have caseloads of around 250 students. Schools that have 8 Disability Specialists have caseloads of approximately 400 students.

- Increase UP SDR Disability Specialists by 2 additional new hires for a total of 7 Disability Specialists, which would still leave us out-of-step with best practices but would offer improvement. Salaries are competitive but should be increased to better compete with Pennsylvania's Office of Vocational Resources, the primary competitor for Disability Specialists.
- Increase staffing to support for programmer/analyst and multimedia needs. This could be in the form of 1 additional programmer/analyst or two graduate student assistants, one each to support a programmer/analyst and a second to support multimedia. A request was made by the Associate Vice Provost this year for 1 graduate assistant to support both positions but it was denied due to budgetary limitations.

## PROBLEM 2: INABILITY TO ADEQUATELY OR EFFICIENTLY ADDRESS EXAMINATION ACCOMMODATIONS

50% extended testing time in a distraction-reduced environment is the most common accommodation provided by SDR. Among many peer institutions, faculty are able to send examinations to the testing site with guidelines for student expectations (e.g. date/timeframe for examination). However, SDR at UP does not have the capacity to permit this process and faculty are asked to administer these exams with accommodation.

- Since last year, the SDR exam center has been trying to assist faculty by administering 50% extended-time exams in their center if faculty do not have the resources to administer these. However, this creates inequity across University Park because the exam center at University Park seats only a total of 26 students. The SDR testing center cannot meet the demand, and faculty are communicating the inability of their units to fulfill testing accommodation requests.
- Many testing accommodations, including the testing center, require proctors. At present, exam center proctors are part-time workers with wages ranging between \$10.75-\$14.00. These are not competitive wages and the result is heavy turnover and an inability to fill positions. The exam center opens at 8am and can be open as late as 11pm. The exam center coordinator cannot be present during all hours of operation, and must rely on part-time proctors to run the center at times. UP SDR would benefit from an increase in full-time staffing to support the existing exam center coordinator. This would improve availability and consistency in center operations.

### PROBLEM 2. RECOMMENDATIONS

- Expand the UP exam center. If the general purpose computer lab on the first floor of Boucke becomes available (possibly due to the University laptop initiative), this space could be used by SDR to expand the site for testing
- Hire an additional full-time person to staff the exam center.
- Offer part-time workers a competitive wage.
- Collaborate with academic colleges to facilitate their capacity to build their own in-house administration of exams with accommodations. Colleges could provide space and SDR could provide proctors.

## PROBLEM 3: INADEQUATE FLEXIBILITY ACCOMMODATIONS

Flexibility accommodations are also common accommodations. They pertain to flexibility in attendance, when assignments are due, or when exams are scheduled. SDR continues to see an increase in requests for this accommodation (which documentation from medical providers supports) due to an increase in mental health or even chronic illnesses. These accommodations are traditionally appropriate for these disability types due to intermittent, unpredictable, or acute need. However, current staffing and practices inhibit SDR's ability to meet the accommodation needs of students who require flexible accommodations.

- Faculty continue to have difficulty implementing these accommodations for several reasons, including not being sure how to determine flexibility parameters for their classes. Additionally, some faculty get flexibility accommodation requests from several students in a single class.

SDR has developed a proposed solution to change Penn State’s flexibility process (see “Flexibility Accommodation Guidance – v1 – 9.13.21.” This proposed flex plan process responds to the problems identified at PSU but would require the following:

- An increase in SDR staffing.
- Faculty/academic college buy-in, which may be accomplished SDR may benefit from piloting it and would need a group to participate in this pilot.

### **PROBLEM 3. RECOMMENDATIONS**

- Increase staffing in UP SDR to respond solely to flex plan work (this could actually be a full-time appointment).
- Work with academic departments/faculty to determine flexibility parameters ahead of the semester start that’s specific to the actual class and not the individual student.
- Pilot the proposed Flexible Accommodation place to tweak for effectiveness and faculty/academic unit buy-in.

### **PROBLEM 4. LOW INCIDENCE ACCOMMODATIONS/ACCESSIBLE COURSE MATERIALS FOR BLIND/LOW VISION & DEAF/HARD OF HEARING**

These accommodation needs do not occur as frequently but are resource intensive when they do. SDR is in the process of hiring an inaugural Alternative Media & Assistive Technology Coordinator position to help with low incidence accommodation work.

Regarding the creation of accessible course materials, faculty indicate that they do not know how to create accessible materials or do not have the time to create them.

Some faculty have expressed that they do not get “credit” for the work they put into making their courses accessible for SDR students. Consequently, SDR has explored, with at least one College, the potential for creating micro-credentialing or badges for faculty who create accessible materials for SDR students in incentivizing this effort.

### **PROBLEM 4. RECOMMENDATIONS**

- Create micro-credentials or badges for faculty who learn how to create accessible course materials and incorporate them into instruction; this would give them “credit” for the time spent doing this work.
- Incorporate the creation of accessible course materials, which can be time-consuming, into the expectations for promotion and tenure process for tenure-line faculty, and the review and promotion process for non-tenure line faculty.

## PROBLEM 5: FACULTY ATTITUDES & THE NEED FOR PROFESSIONAL DEVELOPMENT IN SUPPORT OF STUDENTS WITH DISABILITIES AND ACCOMMODATIONS

Faculty have long questioned the legitimacy of disability and fairness of accommodations, and this is not a new problem nor one unique to Penn State. As one faculty member wrote in an email: “[The student] is under the impression that the accommodations are more than suggestions.” Not all faculty understand or feel that accommodations are or should be a legal obligation. While not all accommodations may be reasonable, Penn State has a legal responsibility to consider their reasonableness, articulate why one is not reasonable if that is the conclusion, and consider equally effective alternatives.

- SDR used to have an ADA module as part of the annual Ethics & Compliance training. This was eliminated in this year’s training. The module was not perfect. For example it only scratched the surface of legal compliance and obligation. However, it did require that faculty and staff engage at least minimally with ADA information.

### PROBLEM 5. RECOMMENDATIONS

- Incorporate SDR information and related professional development in new faculty hire orientations, as well as in professional development requirements for academic administrators and department heads.
- Increase SDR staff to provide routine workshops on student disabilities and accommodations.
- Create a micro-credential to incentivize SDR learning, in addition the development of classroom instructional materials.
- Support the ability and capacity of college liaisons at University Park and offices on commonwealth campuses to serve as guides and resources for faculty for whom SDR has not had the capacity to build the potential for professional development as part of its network of embedded College liaisons. High caseloads have made it a challenge for the disability specialists to devote adequate time to expanding their liaison roles to include the professional development of faculty.

## PROBLEM 6. PENN STATE “ACCESSIBILITY” LANDING PAGE DOES NOT ADEQUATELY MEET THE NEEDS OF STUDENTS AND IS OUT OF SYNC WITH BEST PRACTICES (UP and Commonwealth Impact)

### Disability Access Initiative Project Proposal: Accessibility Landing Page

10.25.21

Submitted by: Leah Zimmerman, Director, SDR and Co-Chair DAI

Submitted to: Marcus Whitehurst, Vice Provost for Educational Equity, November 3, 2021

### Recommendation summary

The Disability Access Initiative (DAI) recommends that the university develops a web landing page serving as a centralized repository for its disability and accessibility resources across campuses. DAI also

recommends that a mechanism be created and implemented enabling students, faculty, and staff to report experienced or witnessed access issues—and that a system be established to respond to the reported access issues in an appropriately timely manner.

### **Problem or challenge**

Currently, disability is the largest marginalized identity group in the country, and federal laws mandate the accessibility standards and disability services that Penn State must provide. However, the university units and offices charged with ensuring non-discrimination and equal access in accordance with the federal mandates have a fragmented web presence making it challenging to find or even ascertain what resources are available. Without a centralized web location, existing or prospective students and employees, as well as visitors, may have difficulty identifying and connecting with disability and accessibility resources either university-wide or specific to each campus. Additionally, university constituents who may encounter a barrier on any campus have an unclear and undefined method to report the issue and seek timely resolution. Currently, access issues, if reported, are received by offices that may or may not be equipped to respond, and there is no follow-up system in place to guarantee response to the problem or to the individual who reported the problem.

### **Context**

Penn State's main web page does not have any links with the word "disability" in them. If users instead think to consider "accessibility" a synonymous search, they will find an "Accessibility" button at the absolute bottom of the university's main website that links to a web page with brief information on accessibility policy AD69, web page or application accessibility (IT Accessibility Team contact information), students with disabilities (Student Disability Resources (SDR) contact information), and disability discrimination grievances (Affirmative Action Office contact information). If a user instead types "disability" into the university's web search engine, results yield 10+ pages to review to find possible related resources (i.e., SDR, page 1; Transportation Services, page 2; short- and long-term disability benefits, page 3; AAO and housing accommodations, page 4). The same is true when typing "accessibility" into the web search engine. Notably, none of these search methods ("Accessibility" button, search engines) yield results for ways to report an experienced or witnessed access issue; a mechanism simply does not exist. There is no current way to formally receive or respond to reports of on-campus barriers.

The lack of a comprehensive university web repository or landing page with available and updated disability and accessibility resources cannot be understated. As indicated in research, the existence of such a page makes a salient statement, insofar as it:

- Serves as initial interaction with a brand and creates a first impression;
- Increases engagement and builds credibility;
- Has a strong internal linking strategy and increases search traffic; and
- Clearly communicates a university's message and supports its goals.

### **Recommendation description**

#### Web landing page

Penn State currently has the groundwork for a resource repository web page with the page that is found when clicking the "Accessibility" button located at the bottom of the university's main website. The need to link to an accessibility page/statement was necessitated as part of the settlement between the

university and the National Federation of the Blind (2011). The university has not expanded the list of resources found on this page since the settlement to include a broader scope of disability and accessibility services (e.g., ADA transportation and parking, housing accommodations, dietary restrictions, ADA mapping, clearer processes for employees seeking accommodations). It also assumes that users seeking disability-related information will know to use the term “accessibility” instead. The “Accessibility” button on the main web page could be revised to include “disability” in its title to provide the most direction and resource identification (“Disability & Accessibility”), and Strategic Communications could ultimately be involved in the possibility of moving this button to a place on the main web page with greater visibility (for both sighted users and individuals using screen readers).

#### “Report an access issue” mechanism

Penn State has no formal mechanism for individuals to report an access issue on any campus. To provide the broadest audience for the opportunity to submit an issue and seek resolution, the reporting mechanism could be available both on a centralized app (i.e., Penn State Go) and website location (i.e., disability/accessibility landing page). As part of the response system, encountered issues could be prioritized by nature and severity of the structural barrier and response time needed (e.g., priority 1: van parked in front of accessible entrance; priority 2: inoperable accessible door or elevator; priority 3: mapping request showing accessible entrances or building elevators). A designated unit (e.g., Facilities) would monitor the reporting system, determine priority level, assign responders, and send a concluding message to the original reporter of the issue. This mechanism could also be used to report experienced digital barriers to Penn State content, and IT could be an appropriate designated responder.

#### **Benchmarking**

Reviewing peer institution web pages resulted in determining that Penn State is both lacking an effective and robust resource landing page as well as a “Report an access issue” mechanism. Penn State is behind its peers regarding impression and visibility surrounding existence of and support for disability and accessibility resources and barrier removal.

#### **Limitations or cautions**

The primary caution in implementation is committing capacity to updating the web landing page resources and staffing responders (units, people) to resolve reported access issues. The “Report an access issue” feature may also be used by constituents to report concerns outside of the scope of immediate physical or digital barrier removal, such as instructional accessibility, but these issues could be routed to responsible offices for response as needed.

**STATUS: IN PROGRESS AS OF AUGUST 2022 WITH AN EXPECTED UPDATE BY END OF FALL SEMESTER 2022. THE “REPORT MECHANISM” IS A CRITICAL NEED THAT WILL REQUIRE CONVERSATIONS WITH OPP, SDR, COMMONWEALTH, AND OTHER OFFICES AS APPROPRIATE**



## PROBLEM 7. NO ESTABLISHED CAREER SERVICES SPECIFIC TO STUDENT DISABILITY COMMUNITY

### **Disability Access Initiative Working Group Proposal: Internship and Employment Network for Students with Intellectual and/or Developmental Disabilities (UP and Commonwealth Impact)**

**Submitted by: Leah Zimmerman, Director, SDR and Co-Chair DAI**

**Submitted to: Marcus Whitehurst**

**November 3, 2021**

The Disability Access Initiative (DAI) was charged in 2020 to devise evidence-informed recommendations to address organizational or structural barriers to inclusion and promote a welcoming climate. To that end, we recommend that the University create an Internship and Employment Network for Students with Intellectual and/or Developmental Disabilities (IDD).

The timing for such a proposal is optimal. Employers are struggling to find employees, while people with IDD remain severely underemployed, their skills underutilized. And in recent years, companies—especially but not exclusively those in the tech sector, such as Sisco and DXC Technology—have begun to realize that disabilities such as ADHD, dyslexia, dysgraphia, and autism are not disqualifying. On the contrary, many people with IDD have talents for coding, cataloging, information processing and pattern recognition that are masked or obscured by social behaviors, and those social behaviors (involving eye contact or perseveration, for example) can be readily and reasonably accommodated in a wide variety of workplaces.

Penn State is well positioned to create and sustain an internship and employment network—and to take a leadership role among its peers in so doing. A partnership among Career Services, Student Disability Resources, and the Alumni Association could establish a network for career fairs (including “reverse” career fairs for people who would find the environment in the Bryce Jordan Center overwhelming) and career workshops that offer help with writing resumes and developing interview skills, finding alumni mentors, and exploring graduate school options for careers. Such a network could also draw on already-existing resources at the University, such as WorkLinkPSU, a program for students with IDD founded in 2018 by Professors Wendy Coduti and Allison Fleming, and LifeLinkPSU, a program for local high school students that is assisted by dozens of Penn State student mentors; local off-campus initiatives such as The ACRES Project (Adults Creating Residential and Employment Solutions) in Centre County, which serves and is run by people on the autism spectrum, can also be involved.

Crucially, an internship/employment network could work with leaders in the Alumni Association, such as current Association President Steve Wagman, and successful alumni such as Scott Michael Robertson (Ph.D., IST ’15), who works in the Office of Disability Employment Policy in the U.S. Department of Labor and served as an advisor to the DAI. (Dr. Robertson is, for example, the creator of a webinar series titled “Expanding Employment and Career Pathways for Youth and Young Adults on the Autism Spectrum.”) The Alumni Association is a powerhouse network in itself, and the creation of an IDD Affinity Group in the Association could help ensure a strong liaison between the University and a wide range of potential employers.

Attached is a spreadsheet benchmarking our Big Ten peers, demonstrating that there is a real opportunity for Penn State to chart an innovative path that will be distinctive—and establish us as a university that welcomes, supports, and values students with IDD.

Dr. Robertson's notes:

As expected, some of the universities in the Big Ten are running autism-focused support programs for degree-seeking students, including the closest peer schools: Rutgers University and the University of Maryland-College Park. The University of Illinois at Urbana-Champaign and Ohio State University also have autism-focused support programs, although Ohio State's program does not appear to include a focus on career development or employment.

Resources for degree-seeking autistic students at the other nine Big Ten schools are mostly limited to campus clubs or counseling groups at university counseling centers. Some Big Ten schools have autism clinics or centers; schools without support programs that have these autism centers or clinics could likely launch student support programs in the coming years. (The capability to tap existing resources, expertise, and shared funding streams would likely make it easier.)

As for intellectual disability (ID), only two Big Ten schools (Ohio State and the University of Iowa) have launched programs for students with ID that parallel the activities of WorkLinkPSU and LifeLinkPSU. This situation fits a national pattern in which most college programs for students with ID across the U.S. take place on campuses of small or mid-sized schools.

It would therefore make prudent sense to explore possibilities for activities at PSU that could use existing resources and be informed by the types of activities at our Big Ten peer schools. The existing programs at our peer Big Ten schools lend us many flexible options to consider, including peer networking activities that focus on career paths.

**STATUS: NO ACTION**

#### PROBLEM 8. STUDENT DISABILITY RESOURCES FLEXIBILITY PLAN: A UP SDR PROPOSAL

**Not Yet Submitted by Leah Zimmerman to Marcus Whitehurst**

##### **Overview:**

Students are expected to attend their classes regularly and meet all deadlines for assignments or exams. Faculty and instructors have the right to determine attendance policies and establish assignment deadlines and exam/quiz dates. Flexibility accommodations for disability-related absences, assignment deadline extensions, or rescheduling course exams do not waive these student expectations or faculty rights; instead, providing attendance flexibility or extensions on assignments or exam administration dates ensures that the student may not be penalized automatically for absences or needing alternate means to complete their work for disability-related reasons so long as doing so does not fundamentally alter the essential elements of the class.

##### **Who receives flexibility accommodations?**

Students who navigate disability-related experiences that are particularly dynamic, chronic, or episodic in nature – such as digestive disorders, lupus and other autoimmune diseases, postural orthostatic tachycardia syndrome, migraines, cancer, psychological disorders, or significant medical procedures – may be approved for this accommodation. When a student has a disability that is unpredictable or cyclical in its impact and may intermittently affect the student’s ability to attend class, complete an assignment, or take an exam at the scheduled time, flexibility in attendance, assignments, or exam dates may be considered an appropriate accommodation.

### **What does flexible attendance or deadlines (assignment or exam) mean?**

Flexibility accommodations should be considered on an individual class basis with careful analysis of how attendance or deadlines are essential to the class learning objectives and pedagogical components. The number of reasonable absences and lengths of extensions will vary and is based on several factors, including the interactive or participatory nature of a course and any applicable college, department, or accrediting agency rules. While attendance policies or determined deadlines (assignments or exams/quizzes) may already be incorporated into a course’s grading scheme and syllabus and have inherent value to student learning and success, flexibility accommodations are intended to consider modifying existing course policies and limits in relation to students’ documented disability-related need.

In some instances, flexibility accommodations may not be reasonable or appropriate despite a student having a disability that otherwise warrants flexibility (e.g., clinical practicums, significant dialectic engagement with peers, fieldwork). Additionally, flexibility accommodations are **not intended to be used every week, for every assignment, or every exam**. Flexibility accommodations do not mean that students are allowed to miss as many classes as they want or have a “free pass” to turn in late work. Students receiving flexibility accommodations are still expected to regularly attend class and complete all coursework.

### **How to evaluate the reasonableness of attendance flexibility in class:**

The attendance flexibility accommodation is intended to modify any stated attendance policies allowing some flexibility beyond that limit to account for a student’s disability-related need. To determine whether this accommodation is reasonable in the context of a course, consider the following:

- What is identified in your class description or syllabus as the course attendance policy?
- Is the attendance policy applied consistently? (i.e., Have there been any exceptions to the policy made for extenuating circumstances, such as athletic travel or religious observation?)
- How is the final grade calculated? Is attendance factored into the final grade?
- Do student contributions and participation in class constitute a significant component of the learning process?
  - How much interaction is there between the instructor and students and among students and their peers?
  - Does the design of the course rely on student participation (e.g., attendance and/or in-class contributions) as a significant method for learning? Is the content only offered in class?
- To what degree does a student’s failure to attend class compromise the educational experience of other students in the class?
- Are there other lab or class sections a student could attend to catch up on missed material?

### **How to evaluate the reasonableness of deadline flexibility in class:**

The deadline flexibility accommodation is intended to modify any existing course deadlines allowing some flexibility beyond those determined dates to account for a student's disability-related need. Assignment deadline flexibility responds to students with disabilities that are unpredictable or episodic in nature and impact their ability to devote sufficient time to the assignment. Exam deadline/date flexibility responds to students whose unpredictable or episodic disability impacts them around the time an exam/quiz is administered. To determine whether this accommodation is reasonable in the context of a course, consider the following:

- What does your class description or syllabus say about assignment deadlines, missed work, or missed exams?
- Are assignment deadlines or missed exam policies applied consistently? (i.e., Have there been any exceptions to the policy made for extenuating circumstances, such as athletic travel or religious observation?)
- How is the final grade calculated? To what extent are assignments factored into the final grade? Are there any alternative grading schemes for assignments (e.g., one assignment grade may be dropped, etc.)?
- What is the purpose of the assignment? Is it necessary to have it completed before an exam? Before a discussion?
- Is the material being learned or evaluated in the class sequentially? Does each week's material build on the material learned in the previous week(s)? (This may shorten the window of time in which an extension can reasonably be granted.)
  - Are answer sets released that would impact a student's ability to request an extension on assignments or exam dates? If so, how important is the timeliness of providing the answer sets to student learning and course sequencing?
- Does the assignment involve teamwork? Would failure to complete the assignment on time compromise the educational experience of other students in the class? Is there an option for a student to complete an individual assignment as an alternative to group work?
- Is it possible for students to "work ahead" in this class?

### **How does the Flex Plan work?**

To be responsive to certain national case resolutions involving the U.S. Department of Justice and the U.S. Department of Education's Office for Civil Rights, Student Disability Resources (SDR) is implementing changes to the flexibility accommodation process. The result (a) removes students from having to negotiate with their professors on whether their request would be a fundamental alteration of the course; (b) maintains student privacy during the determination process; (c) eliminates professors' need to solely determine what the requesting student may be entitled to under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act; and (d) provides, via a sufficient interactive process, a clear reason why a flexibility accommodation(s) is determined not to be reasonable.

The new flexibility accommodation process, called a Flex Plan, is conducted as follows:

1. SDR determines that attendance/deadline flexibility accommodation is warranted for a student.
2. SDR explains to the student that this accommodation does not mean that they are able to miss as many classes, deadlines, or exam dates as they want. The student is still responsible for regularly attending class and completing all coursework.

3. SDR identifies course section/number and faculty/instructor information for all courses in which students approved for flexibility accommodations are enrolled.
4. SDR sends the Flex Plan email to identified faculty/instructors for completion to gather information about their courses.
5. Faculty/instructors, upon receipt of the Flex Plan email, complete it specific to their course. Student information is de-identified during this part of the process.
6. SDR uses completed Flex Plan emails to determine flexibility parameters for each course. In some cases, SDR may contact faculty/instructors to ask clarifying questions about the Flex Plan email answers.
7. SDR reviews the Flex Plan with students as it relates to their individual courses and disability-related needs. In some cases, SDR may contact faculty/instructors to ask clarifying questions about the Flex Plan and consider possible equally effective alternatives.
8. SDR shares the completed Flex Plan with the student and faculty/instructor once finalized.

### **What are the benefits to the Flex Plan process?**

- Collects and saves Flex Plan information for each course as future reference. Eventually a completed Flex Plan from a previous semester can be sent to faculty/instructors to ask for updates to the information. This eliminates the need for faculty/instructors to duplicate efforts each semester if courses stay the same over time.
- Starts with a general Flex Plan form for a course that is void of specific student information, which allows the flexibility of the course to be deliberated on the merits of each specific course and not about the specific student making the request.
- Eliminates the need for faculty/instructors to respond to multiple student requests for flexibility accommodation information for a single course in a semester.
- Provides faculty/instructors with direct support in determining reasonable flexibility based on class learning objectives and pedagogical components and addresses group expectations for flexibility parameters and responsibilities.

### **Additional information:**

- Flexibility accommodations are not “blanket rules” to miss all classes or deadlines. Students are responsible for completing all coursework and should be held to the same standard as all other students.
- Some students register with SDR or wait to request flexibility accommodations until late in the semester. In these cases, faculty/instructors are not expected to provide retroactive accommodations. Faculty/instructors are not obligated to adjust previous penalties for absences or missed work if accommodation letter is provided late in the semester.
- Flexibility accommodations do not cover non-disability-related illness (such as the flu) or other non-disability related reasons as to why a student is absent or missed deadlines. Such cases should be addressed according to the attendance/deadline policy stated in the syllabus.
- Determined flexibility limits should be reasonable; limits to the number of absences should be clear, and agreed upon extensions should be specific with clear limits to amount of time. Make-up tests or missed work, when reasonable, will typically have short extension windows.
- Faculty/instructors are not obligated to re-teach material missed due to not attending class.
- Faculty/instructor class policies on late work (e.g., 5 points off a grade for each day late) will remain applicable even to students with the deadline flexibility accommodation if they fail to meet the

agreed upon disability-related extension, or if they miss deadlines for other non-disability related reasons.

- At no time are students required to provide medical documentation or doctor's notes to verify their disability-related need for the accommodation or to justify use of flexibility accommodations.

**STATUS: PRELIMINARY CONVERSATION BETWEEN SDR AND A UP COLLEGE**

#### PROBLEM 9. UNIVERSITY PARK SDR IS AN INADEQUATE AND UNWELCOMING STUDENT ADVISING/ LEARNING SPACE (UP and New Student Recruitment Impact)

The physical state of spaces designated to all students, and especially those for marginalized students is a message to these groups whether the university prioritizes or not, their inclusion, belonging, and success. Students with disabilities are **visibly** the most marginalized student demographic when we compare the UP SDR space with that of those located in the HUB and elsewhere. In UP SDR, the student "lounge" was recently placed in line for much needed renovation, but it may be some time before it gets started. In the meantime, a student requiring a wheelchair cannot turn around in that space, should they choose to enter it. The small space does not physically allow it. The staff side, which is not currently scheduled for renovation is also in need of major renovations, especially because it is where students (and their families) visit to meet with Disability Specialists and become acquainted with information and resources for students with disabilities. The limited testing space, mentioned earlier is also a major issue of concern. The UP SDR physical space is not in step with peers or many lesser ranked institutions. (SEE LINK AT THE END OF THIS DOCUMENT FOR IMAGES OF PHYSICAL SPACE: EXAM ROOM, STAFF OFFICES AND STUDENT WAITING ROOM, ZOOM ROOM, STUDENT LOUNGE, DIAGRAM OF UP SDR FLOOR PLAN).

#### PROBLEM 9. RECOMMENDATIONS

- Prioritize the renovation of the student lounge so that Penn State immediately communicates the value of students with disabilities to the UP community, and sets a stronger foundation for inclusion and belonging, and provides students an accessible space to offer peer support and networking.
- Prioritize the renovation of the reception area and staff office space to immediately communicate to students and families the value of students with disabilities to the UP community, and set a stronger foundation for inclusion and belonging. An improved space also communicates to staff that they and their work are of value.

**LINK TO BENCHMARKING DOCUMENTS AND IMAGES RELATED TO PROBLEM/RECOMMENDATIONS OUTLINED IN THIS DOCUMENT: [https://pennstateoffice365-my.sharepoint.com/:f:/g/personal/jfh5819\\_psu\\_edu/En6UdwiXVOdEgvi\\_\\_KchUvkBumfYxck6kH1KPa4VivRvPg?e=MVX74m](https://pennstateoffice365-my.sharepoint.com/:f:/g/personal/jfh5819_psu_edu/En6UdwiXVOdEgvi__KchUvkBumfYxck6kH1KPa4VivRvPg?e=MVX74m)**

## APPENDIX R. CENTRE DAILY TIMES OPINION COLUMN ON SUPPORTING PENN STATE'S LGBTQIA+ COMMUNITY

### Opinion: Amid hate and violence, Penn State must do more to support queer and trans students

By Jake Snyder, Samuel Ajah, Anton Aluquin, Dominic DiFrancesco, Steven Frisby, Kate Getz, Celeste Good, Ben Jacobowitz, Muggs Leone, Krystal Leung, Lawrence Miller, Noah Robertson, Taran Samarth, Caroline Sliver, Rachel Stofanak, Kevin Tian, and Caden Vitti

December 14, 2022 8:00 a.m.

Violence against queer and trans people—including the [recent Club Q shooting](#)—costs us our lives and robs us of our safety.

Campus Pride names University Park as a [top LGBTQ-Friendly Campus](#). But at the highest level, support for queer and trans communities is sparse.

Nearly one-third of members of Penn State's governing board publicly support anti-queer policies or politicians. Their lack of support continues Penn State's anti-LGBTQIA+ legacy.

In the 1970s, students created the Homophiles of Penn State (HOPS). [The administration suspended the organization](#), citing "legalities." The "blatant repressive tactics" to silence queer students on campus—the ways Penn State's leadership denied queer students' "full humanity"—[motivated faculty to quit](#).

In the 1980s, a longtime Penn State women's basketball coach [bragged to the Chicago Sun-Times](#) that she forbade lesbian athletes in her program. This culture is hardly anomalous — as recently as 2019, [Penn State ranked below all other Big 10 Schools on the Athlete Equality Index](#).

In the 1990s, Penn State became [Pennsylvania's last public university](#) to add "sexual orientation" to their anti-discrimination policy—in a [narrow, difficult-to-pass board vote](#).

Queer and trans students organized, hosted events, demanded community spaces, and made our campus safer. Penn State's now-nationally-renowned support center for LGBTQIA+ students manifested from this advocacy.

Amidst [homophobic speakers on campus](#) and transphobic policies across the country, it is still students and student organizations, not the administration, fighting for a safe and inclusive university.

When convenient for their image, University leaders claim to support us. [They call for us](#) to "come together" in "a strong and visible statement against hate and intolerance."

But since 2010, six trustees (three gubernatorial, one business and industry, and two agricultural) [gave over \\$135,000 in political donations](#) to sponsors of anti-queer legislation in Harrisburg including bills modeled after Florida's "Don't Say Gay" law.

Today, all six agricultural trustees—one-sixth of the Board—[won an election](#) in which [they were backed](#) by the Pennsylvania Farm Bureau, an [organization that advocates for Harrisburg to "recognize marriage only between men and women as legal."](#) One trustee is [the bureau's vice president](#).

In the wake of another horrific assault on our community, we are grateful Penn State leaders acknowledged the event's impact and offered [counseling resources](#). But without top-down institutional support and structural change, resources alone are inadequate.

Our institution's most powerful people perpetuate the policies and rhetoric that motivate the anti-LGBTQIA+ violence Penn State allegedly [denounces](#).

Is this what "diversity, equity, inclusion, and belonging" looks like at Penn State?

We cannot carry the burden of creating an inclusive campus alone.

We want our leaders to acknowledge the [rise in LGBTQIA+ hate crimes](#) and their role in our persecution by supporting anti-queer and anti-trans policies and politicians. (This work should not be delegated to a token queer person.)

We want them to acknowledge Penn State's less-than-perfect history and identify paths by which we can move forward together.

We want them to listen to community experts.

We want them to implement [the Commission for LGBTQ Equity's \(CLGBTQE\) 2021 recommendations](#).

We want them to construct networks to support queer and trans students beyond University Park and hire a coordinator to support trans and gender-diverse students, as the CLGBTQE recommended.

We want them to recruit supportive faculty by fielding a trans and gender-diverse faculty cluster hire and revising plans to create a Center for Racial Justice that promotes intersectional research, as the CLGBTQE recommended.

We want them to listen to [students' advocacy](#) for institutional action to prevent sexual and gender-based harm, which disproportionately harms queer and trans students.

And—most importantly, if We Are committed to eradicating hate in all forms—we need leaders who stand up for our right to marry, exist, and live with dignity, rather than leaders who actively fight against us.

We need leadership that looks like, represents, works with, and advocates for us and the multiplicity of communities at Penn State.

We can't wait.

*The authors are queer and trans student leaders at Penn State's University Park campus. The authors shared the letter above with the board of trustees and requested a response in writing.*



## APPENDIX S. CLGBTQE’S ENTERPRISE AND STRUCTURAL APPROACH TO DIVERSITY, EQUITY, AND INCLUSION

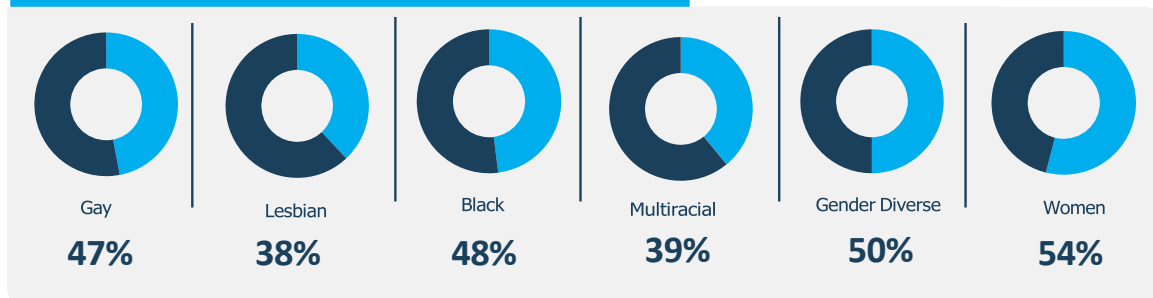
Presidential Commission on Lesbian, Gay, Bisexual, Transgender, and Queer Equity

### Enterprise and Structural Approach to Diversity, Equity, and Inclusion

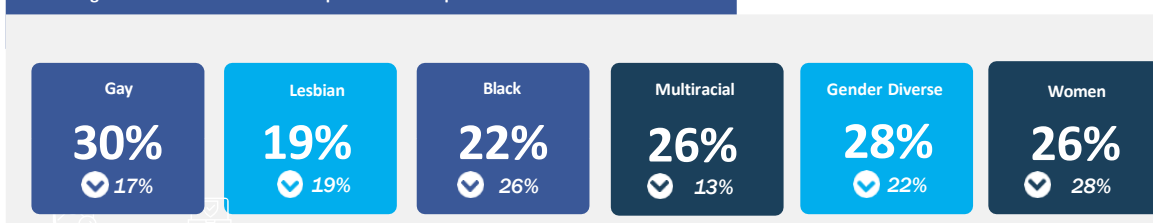
Penn State Community Survey 2020



Percentage of Penn Staters who say experiences of discrimination occur often



Percentage of Penn Staters who have reported these experiences of discrimination



Within the Commission on LGBTQ Equity’s 2021 recommendations to former President Barron, we highlighted the need, as did the Select Commission on Racism, Bias, and Community Safety, for an enterprise and structural approach to diversity, equity, and inclusion. In those same recommendations, we focused on investing in our Penn State campus equity-based infrastructure and support, investing in our students through specific staffing lines, investing in our information technology systems, investing in our response to incidents that occur across our campus communities, along with the need for transparent and clear communications related to equity-based priorities.

While our recommendations specifically highlighted the need to strengthen the Report Bias system in dedicated staffing and preventative education measures, after further inquiry into the 2020 Community Survey data, along with other community interactions, we believe broader systemic change around reporting processes for Penn State would better align with Dr.

Bendapudi’s ABC (*Academic Preparedness, Belonging, and Cost*) philosophy.

Within the graphic depictions noted above, we see a deficit in reporting, particularly within identity-specific communities. While we would have hoped to better illustrate the intersections of experience, the response rate of the 2020 Community Survey did not allow us to raise up those experiences. Reports--and the improvements made following report resolution--foster **belonging** among our communities and ensure that students and others can **thrive academically**. Therefore, we suggest a review of Penn State reporting processes. Through such a review, we ultimately hope to provide our communities with a more succinct and trauma-informed path to raise institutional and individual concerns, while allowing us administratively (as Penn State) to triage those concerns without burdening those who report. The current pallet of reporting options creates an **emotional cost** for those reporting systemic issues, but also a **retention cost**, in losing community members who have lost confidence in our institutional response, accountability, and transparency.

This review would need to consider current reporting processes connected to and part of the following University offices: Affirmative Action, Educational Equity, Ethics and Compliance, Human Resources, Student Affairs, and University Police, amongst others.

Report compiled by Dr. Barrett Scroggs (Penn State Mont Alto), Brian Patchcoski (Penn State University Park), and Dr. Cheryl Nicholas (Penn State Berks).

## APPENDIX T. AD84 CHOSEN IDENTITY POLICY

### ADMINISTRATIVE POLICIES

#### **AD84 Chosen Identity Policy (Formerly Preferred Name and Gender Identity Policy)**

Policy Status:

Active

Subject Matter Expert:

Lori Cottrill, lac102@psu.edu

Policy Steward:

Senior Vice President and Chief of Staff

Contents:

- [Purpose and Scope](#)
- [Definitions](#)
- [Preface](#)
- [Policy](#)
- [Further Information](#)
- [Cross References](#)

### PURPOSE AND SCOPE

This policy promotes and supports an open and inclusive environment through the establishment of a chosen name, gender identity, name prefixes, pronouns, and sexual orientation for use within University systems, where feasible. Not all University information systems, databases, and processes may be able to store or display these identifiers, and there may be situations that require use of the Legal Name or Legal Sex. Therefore, individuals who utilize a Chosen Name or Chosen Gender within University systems should always be prepared to reference their Legal Name and Legal Sex, as well and to provide corresponding identification when necessary.

This Policy does not apply to Penn State Health or the Pennsylvania College of Technology.

## DEFINITIONS

**Chosen Gender:** A deeply held, internal sense-of-self as being masculine, feminine, a blend of both, or something else. Chosen gender may include the name individuals use to convey their gender identity and may or may not coincide with the sex by which an individual is identified on their government identification or in legal documents (see **Legal Sex**).

**Chosen Name:** The name a person would like others to use when addressing them, instead of their legal name, whenever possible. See **Legal Name**, **Nickname** and **Professional Name**.

**Gender Transition:** An individual's process of developing and assuming a gender expression to match their gender identity (see **Chosen Gender**). A gender transition can include one or more of the following: coming out to one's family, friends, and/or co-workers; changing one's name and/or sex on legal documents; changes to outward appearance, such as clothing, hair, makeup, and jewelry; hormone therapy; and possibly some form of surgery.

**Legal Name:** The person's full name as identified on government identification or legal documents.

**Legal Sex:** The person's sex as identified on government identification or legal documents.

**Mx:** An honorific or prefix that does not indicate gender. Used as an alternative to gender-specific honorifics such as Mr, Mrs, Miss, or Ms.

**Nickname:** An informal name usually, but not always, based on an individual's legal name used in place of legal first or middle names.

**Professional Name:** The name an individual is known by in a professional capacity. May encompass first, middle, and last names.

**Penn State ID+ Card:** Used to identify individuals who are part of the Penn State community. Note: the Penn State ID+ card is not a government issued document (such as a driver's license or passport) and therefore is not a legal representation of a person's identity.

**Sexual Orientation:** Part of an individual's identity that encompasses the behavior and social affiliation resulting from sexual and emotional attraction to others.

## PREFACE

**Chosen Name:** This mechanism is intended for those who wish to utilize a name of their choosing instead of, or in addition to, their legal name for one of the following reasons:

- Individuals who prefer being known by a nickname.
- Penn State employees who use and wish to be associated with a professional name.
- Individuals who are gender-fluid or who are in the process of gender transition.
- Individuals who have a safety concern.

**Chosen Gender:** This mechanism is intended for those who wish to use a Gender Identity instead of, or in addition to, their Legal Sex.

**Sexual Orientation:** This mechanism is intended to allow those wishing to disclose to the University their sexual orientation for visibility and representation in university demographic data. This is voluntary and will not be displayed publicly, but may appear within internal applications, such as academic advising, student information, or human resources systems.

## POLICY

Chosen Name:

The Pennsylvania State University recognizes and strives to support the need or preference for members of the University community to refer to themselves by a name other than their legal name. As long as the use of this name is not intended for the purposes of avoiding legal obligations or misrepresentation, the University acknowledges that a chosen name may be used where possible in the course of University business.

An individual's relationship with the University and the underlying reason for using a chosen name will determine, as set forth below, which name components (first, middle, last) may be used, as well as how the individual will be listed in the University's public directory, IT systems, and on the Penn State ID+ Card.

- **Nickname:** Individuals who wish to use a nickname may self-designate a Chosen Name comprised of first and/or middle names. The Chosen Name will be displayed as the person's primary name in combination with the legal last name.
- **Professional Name:** Faculty, staff, and technical service employees who wish to use a professional name may self-designate a Chosen Name comprised of first, middle, and last names.
- **Gender Identity:** At the request of the [Gender Equity Center](#) or [the Center for Sexual and Gender Diversity](#) individuals undergoing gender transition, who identify as gender fluid, or whose last name may connote a specific gender may designate a chosen first, middle, and last name.
- **Safety:** Individuals whose safety is deemed to be at risk may, with approval from University Public Safety, designate chosen first, middle, and last names. The Chosen Name will be displayed in the University public directory unless the entry is omitted altogether at the request of [University Police and Public Safety](#).

The Chosen Name will be used when feasible in University information systems, communications and informational materials, except as set forth below:

- Where the use of the legal name is required for University business or legal needs, including, but not limited to:
  - Financial, medical, and law enforcement documents
  - Transcripts and diplomas
  - W-2 forms, I-9 forms, and payroll documents
  - Visa/immigration documents
  - Information provided to airlines for issuing tickets
  - Employment related documents and personnel files
  - Background check documents
  - Insurance documents
  - Sponsored Research or Research Protections
- When a University information system, database, or process is not able to display or otherwise make use of a Chosen Name.
- Where a specific use of a University information system, database, or process requires display of the legal name.

Individuals who utilize a Chosen Name within University systems should always be prepared to reference their legal name and provide corresponding identification when necessary. University Policies, [AD85 Title IX Sexual Harassment](#), and [AD91 Discrimination and Harassment and Related Inappropriate Conduct](#), provide guidance on situations where an individual has been treated in a disrespectful or harassing manner.

The University reserves the right to refuse a Chosen Name and Prefixes. Instances that may result in this prohibition, include:

- Arbitrary or repeated name changes
- The use of language deemed inappropriate or offensive
- Names or prefixes that may be used for fraudulent purposes, including misrepresenting marital status or professional qualifications
- Other situations deemed inappropriate per University Policy, [AD96 Acceptable Use of University Information Resources](#).

### **Prefixes**

- Dr.
- Mr.
- Miss
- Mrs.
- Ms.
- Mx.
- Prof.

### **Chosen Gender, Pronouns, and Sexual Orientation**

The Pennsylvania State University recognizes and strives to support the expression and self-identification of gender identity, pronoun usage, and sexual orientation. As long as the gender assertion is not intended for the purposes of avoiding legal obligations or for misrepresentation, voluntary self-identification options at this time include the following:

### **Gender Identities**

- Agender
- Different Identity
- Gender Nonconforming
- Genderqueer
- Man
- Non-binary
- Transgender Man
- Transgender Woman
- Woman

### **Pronouns**

- he, him, his
- she, her, hers
- they, them, theirs

### **Sexual Orientation**

- Asexual
- Bisexual
- Gay
- Heterosexual or straight
- Lesbian
- Pansexual
- Queer
- Questioning

If selected by an individual, chosen prefixes and pronouns will be added to the person's entry in the University's public directory to facilitate communication based upon the person's preferences. Sexual Orientation will not be displayed publicly, but may appear within internal applications, such as academic advising, student information, or human resources systems. While the use of chosen pronouns and prefixes are recommended and encouraged wherever possible, the University cannot guarantee that chosen pronouns and prefixes will appear in all cases and in all communications. It should be understood that even when a Chosen Gender has been entered in various University information systems, Legal Sex will be used wherever required by University business or legal need.

Specific examples that may require use of Legal Sex include, but are not limited to, the following:

- Financial, medical, and law enforcement documents
- Transcripts and diplomas
- W-4 forms, I-9 forms and payroll documents
- Visa/immigration documents
- Information provided to airlines for issuing tickets
- Employment related documents and personnel files
- Background check documents
- Insurance documents
- Federal reporting

## FURTHER INFORMATION

For questions, additional information, or to provide feedback related to this policy, please contact the [Office of Information Security](#). For questions and support related to sexual and gender diversity, students may contact [The Center for Sexual and Gender Diversity](#) or the [Gender Equity Center](#). Faculty and staff may contact the HR [Labor and Employee Relations Office](#). For questions relating to safety and/or other concerns, faculty and staff may contact the [Affirmative Action Office](#).

## CROSS REFERENCES

[AD85](#) - Title IX Sexual Harassment

[AD91](#) - Discrimination and Harassment and Related Inappropriate Conduct

[AD96](#) - Acceptable Use of University Information Resources

Most recent changes:

- May 5, 2022 - The term “Chosen Name” has replaced “Preferred Name” throughout the policy. Edits made to the POLICY section to highlight different types of name changes based on an individual’s situation and relationship with the University. Verbiage added related to the use of self-selected prefixes, pronouns, gender identities, and sexual orientation. DEFINITIONS section added to provide a shared understanding of terms used. Formerly titled Preferred Name and Gender Identity Policy.

Revision History (and effective dates):

- August 30, 2021 - The term “Chosen Name” has replaced “Preferred Name” throughout the policy. Edits made to the POLICY section to highlight different types of name changes based on an individual’s situation and relationship with the University. Verbiage added related to the use of self-reported pronouns. DEFINITIONS section added to provide a shared understanding of terms used.

- October 9, 2018 - Updated name and link from Center for Women Students to Gender Equity Center under Further Information; updated link from retired policy AD80 to AD95.
- April 5, 2017 - Major changes have been made throughout the entire policy. Verbiage added to provide guidance regarding gender identity within the University's information systems. Edits made to the POLICY and PROCESS sections to better clarify compliance with policies and procedures related to the management of person identity information.
- January 27, 2014 - New policy.

**Date Approved:**

April 3, 2017

**Date Published:**

April 5, 2017

**Effective Date:**

April 5, 2017



## APPENDIX U. AC21 DEFINITION OF ACADEMIC RANKS

### ACADEMIC POLICIES

## **AC21 DEFINITION OF ACADEMIC RANKS (FORMERLY HR21)**

Policy Status:

Active

Policy Steward:

Vice Provost for Faculty Affairs

- [Purpose](#)
- [Earned Degrees](#)
- [Academic Rank](#)
- [Ranks for Tenure-Line Faculty](#)
- [Ranks for Non-Tenure-Line Teaching Faculty](#)
- [Ranks for Non-Tenure-Line Research Faculty](#)
- [Ranks for Clinical Faculty with Terminal Degrees](#)
- [Ranks for Clinical Faculty without Terminal Degrees](#)
- [Ranks for Faculty in the University Libraries](#)
- [Professor of Practice](#)
- [Non-Tenure-Line Ranks and Promotion Procedures](#)

### **PURPOSE:**

This policy provides guidance on the qualifications necessary for appointment or promotion to the various academic ranks.

### **EARNED DEGREES:**

In assessing candidates for appointment, tenure, promotion, sabbatical leave, etc., the University will accept only those degrees earned at institutions in the United States that have been accredited by regional higher education accrediting associations (such as Middle States) and professional accrediting associations (such as AACSB in Business) in disciplines in which such accrediting takes place, or foreign degrees that have been earned at institutions recognized by their respective governments. Degrees from qualified institutions (per above) are the only ones that the University will acknowledge for appointment, determination of rank, or subsequent personnel decisions. Further,

misrepresentation of such information by an individual can be cause for denial or termination of employment.

## ACADEMIC RANK:

### A. Ranks for tenure-line faculty

1. **Assistant Professor** - The assistant professor should possess a terminal degree or its equivalent in organized research or professional practice; must have demonstrated ability as a teacher or research worker; and must have shown definite evidence of growth in scholarly, artistic, or professional achievement.
2. **Associate Professor** - The associate professor should possess the same qualifications as the assistant professor, but must also provide evidence of an established reputation in scholarly, artistic, or professional achievement.
3. **Professor** - The professor should possess the same qualifications as the associate professor, but must also provide evidence of a substantial record of advanced research and/or creative work, and of leadership in their field of specialization. This rank should be reserved for persons of proven stature in teaching and/or research.

### B. Ranks for non-tenure-line teaching faculty

1. **Lecturer or Instructor** - A lecturer or instructor should possess at least a master's degree or its equivalent, or be an active candidate for a terminal degree, in an academic field related to their teaching specialization.
2. **Assistant Teaching Professor** - The assistant teaching professor should possess a terminal degree or its equivalent in an academic field related to his/her teaching specialization; alternatively, the assistant teaching professor without a terminal degree should possess at least a master's degree or its equivalent in an academic field related to their teaching specialization; must have demonstrated ability as a teacher and adviser; and must have shown evidence of professional growth, scholarship, and/or mastery of subject matter.
3. **Associate Teaching Professor** - The associate teaching professor should possess a terminal degree in an academic field related to their teaching specialization; must have demonstrated ability as a teacher and adviser; and must have shown evidence of professional growth, scholarship, and/or mastery of subject matter. Alternatively, the associate teaching professor without a terminal degree should possess at least a master's degree or its equivalent in an academic field related to their teaching specialization; must have demonstrated exceptional ability as a teacher and adviser while in the rank of senior lecturer or instructor; and must have shown evidence of professional growth, scholarship, and/or mastery of subject matter at a level of

distinction beyond that of the assistant teaching professor.

4. **Teaching Professor** - The teaching professor should possess a terminal degree in an academic field related to their teaching specialization; must have demonstrated exceptional ability as a teacher and adviser while in the rank of associate teaching professor; and must have shown evidence of professional growth, scholarship, and/or mastery of subject matter at a level of distinction beyond that of the associate teaching professor.

### **C. Ranks for non-tenure-line research faculty**

1. **Researcher** - The researcher should possess a master's degree or its equivalent, or be an active candidate for a terminal degree, in an academic field related to their research.
2. **Assistant Research Professor** - The assistant research professor should possess a terminal degree or its equivalent in an academic field related to their research. Alternatively, the assistant research professor without a terminal degree should possess at least a master's degree or its equivalent in an academic field related to his/her teaching specialization; must have demonstrated ability as a researcher; and must have shown evidence of professional growth and scholarship in their discipline.
3. **Associate Research Professor** - An associate research professor should possess a terminal degree or its equivalent in an academic field related to their research; must have demonstrated ability as a researcher; and must have shown evidence of professional growth and scholarship in their discipline. Alternatively, the associate research professor should possess at least a master's degree or its equivalent in an academic field related to their research; must have demonstrated exceptional ability as a researcher; and must have shown evidence of professional growth and scholarship in their discipline at a level of distinction beyond that of the assistant research professor.
4. **Research Professor** - A research professor should possess a terminal degree or its equivalent in an academic field related to their research; must have demonstrated exceptional ability as a researcher; and must have shown evidence of professional growth and scholarship in their discipline at a level of distinction beyond that of associate research professor.

### **D. Ranks for clinical faculty with terminal degrees**

Units that designate faculty as "clinical" should establish, for faculty with terminal degrees, qualifications for each rank that track closely to the qualifications for research and teaching faculty with terminal degrees.

1. Assistant Clinical Professor
2. Associate Clinical Professor
3. Clinical Professor

#### **E. Ranks for clinical faculty without terminal degrees**

Units that designate faculty as “clinical” should establish, for faculty without terminal degrees, qualifications for each rank that track closely to the qualifications for research and teaching faculty without terminal degrees.

1. Clinical Lecturer
2. Assistant Clinical Professor
3. Associate Clinical Professor

#### **F. Ranks for faculty in the University Libraries, College of Medicine, Dickinson Law, and Penn State Law**

Ranks for non-tenure-line faculty in the University Libraries, College of Medicine, Dickinson Law, and Penn State Law are defined in policies internal to the units. Ranks for tenure-line faculty in the University Libraries are defined in policies internal to the unit.

#### **PROFESSOR OF PRACTICE:**

The professor of practice title is limited to those individuals who are non-tenure track faculty who may not have had the traditional academic background that is typical of faculty as they move through the professorial ranks. The title of professor of practice should be reserved for persons who have accumulated a decade or more of high level and leadership experience in the private or public sectors outside the academy that would provide a unique background and wealth of knowledge that is of particular value as it is shared with the University's students and other faculty. Prior to an offer being extended to an individual being considered for the professor of practice title, the appropriate dean or academic administrator shall consult with, and receive approval from, the Vice Provost for Faculty Affairs.

#### **NON-TENURE-LINE RANKS and PROMOTION PROCEDURES:**

Non-tenure-line ranks and titles should follow the guidelines set forth above for teaching, research, and clinical faculty, as well as non-tenure-line faculty in University Libraries, College of Medicine, Dickinson Law, Penn State Law, and the Office of the Senior Vice President for Research. Units should have clear rationales for the different ranks and titles they choose to use and their expectations for faculty to achieve these various ranks.

Rather than use the titles "lecturer" and "instructor" interchangeably for non-tenure-line appointments, each college should determine for itself which of the two titles it chooses to use, and then use that title consistently for such appointments.

Colleges and the Office of the Senior Vice President for Research should have their own guidelines for distinguishing between lecturer/instructor, assistant/associate/full professor positions for designating a third rank beyond that of lecturer or for promoting from one rank to the other, but all units should operate under the following University assumptions:

1. Although there can be exceptions, positions above the first rank are designed to be promotion opportunities, with a recommended period of at least five years in rank as an instructor or lecturer (or, for faculty without tenure who hold terminal degrees, assistant teaching/research/clinical professors) before consideration for promotion. Non-tenure-line faculty should become eligible for promotion to the second rank after five years in rank, and would be permitted to compile their promotion dossiers in their fifth year. There should be no fixed time period for promotion to the third rank. Reviews for promotions should be conducted solely with regard to the merit of the candidate.
2. Reviews for promotion of the full-time non-tenure-line faculty shall be conducted by Non-Tenure-Line Promotion Review Committees. Non-Tenure-Line Promotion Review Committees shall be constituted as follows: each of the colleges at University Park shall establish a committee for that college; the Office of the Senior Vice President for Research shall establish a committee for all units within that office; each of the five stand-alone campuses (Abington, Altoona, Behrend, Berks, Harrisburg) shall establish a committee for that campus; each of the Special Mission Campuses (Great Valley, College of Medicine, and Dickinson Law) shall establish a committee for that campus; and the University College shall establish one committee composed of full-time non-tenure-line faculty from the campuses within the University College, with no more than one member from any campus. If a unit shall have fewer than seven full-time non-tenure-line faculty members, at least two members of that unit's Non-Tenure-Line Promotion Review Committee shall be drawn from another unit's Non-Tenure-Line Promotion Review Committee. Only full-time non-tenure-line faculty members in each unit are eligible to serve on and to vote for the members of the review committee in their unit. Only faculty of higher rank than the candidate should make recommendations about promotions. This implies, for example, where unit-level guidelines permit, faculty who do not have a terminal degree but who have been promoted to Associate (Teaching, Research or Clinical) Professor (i.e., the highest rank available to them) may serve on committees to consider promotion to (Teaching, Research or Clinical) Professor for candidates who do have a terminal degree. If there should be insufficient numbers of higher-ranked non-tenure-line faculty, exceptions to this provision may be permitted by the Executive Vice President and Provost at the request of the academic unit.

3. The promotion procedure itself should include recommendations by both a campus/department faculty committee, (b) the DAA or department/division head, (c) the approval of the campus chancellor and/or dean of the college, or (d) the senior vice president for research.
4. All promotions should be accompanied by a promotion raise, in addition to a merit raise, to be determined and funded by the college.
5. The contract lengths of faculty members vary both within and between ranks and reflect a myriad of factors such as unit need, budget, and the discipline of the faculty member. Unit leaders have the flexibility, and are encouraged, to offer the longest contract term that circumstances warrant at all ranks. Faculty members who are promoted shall be considered for a multi-year contract. Those promoted to the third rank shall be considered for the longest length of contract available to non-tenure-line faculty. If a multi-year contract is not granted, then factors that shaped this decision shall be communicated to the faculty member at the time when a new contract is offered.

#### CROSS REFERENCES:

[AC23](#), Promotion and Tenure Procedures and Regulations

#### Most recent changes:

- December 14, 2021 - Added Office of the Senior Vice President for Research where pertinent.
- October 18, 2021 - Added language about contract lengths to "Non-Tenure-Line Ranks and Promotion Procedures", #5.
- April 29, 2021 - Editorial updates - removed all references to 'fixed-term and standing' and replaced 'his/her' with gender inclusive language.
- May 30, 2018 - Editorial updates to section Fixed-Term Ranks and Promotion Procedures.
- June 13, 2018 - Editorial updates to guide administrative actions related to the provision of multi-year contracts.
- November 29, 2018 - Editorial updates to add Non-Tenure-Line (Fixed-Term or Standing) Ranks and Promotion Procedures.
- July 31, 2019 - Updates to section Non-Tenure-Line (Fixed-Term or Standing) Ranks and Promotion Procedures. Added non-tenure-line faculty in University Libraries, College of Medicine, Dickinson Law, and Penn State Law. Deleted #6 (The exceptions of this policy).
- July 31, 2019 - Updated section "F. (Ranks for Faculty in the University Libraries)". Added "College of Medicine, Dickinson Law and Penn State Law."

Revision History (and effective dates):

- July 1, 2017 - Editorial updates to titles for fixed-term and standing non-tenure-line faculty.
- April 20, 2007 - Editorial change to add title of Professor of Practice.
- November 2, 2006 - Editorial update to change Intercollege Research Programs to Interdisciplinary Programs.
- June 6, 1958 - New Policy.
- June 27, 2018 - Removal of Professorial Titles for Research Faculty due to the retirement of AC-24 "Professional Dual Titles for Research Rank Faculty."
- November 29, 2018 - Removal of Fixed-Term Ranks and Promotion Procedures and added Non-Tenure-Line (Fixed-Term or Standing) Ranks and Promotion Procedures

Date Approved:

December 14, 2021

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Effective Date:

July 31, 2019

## APPENDIX V. NUVENTIVE ACTION ITEMS

### Nuventive action items for faculty professional/leadership development

Per Daniel Newhart, Assistant Vice Provost for Planning in the Office of Planning, Assessment, and Institutional Research (OPAIR), this first set of data from Nuventive is focused on “professional development and leadership development for faculty. Data under this search could be summarized in the following ways:

- “Professional development that builds skill competency
- “Development that enhances research expertise of faculty
- “Professional development around DEIB (research, teaching, advising, mentoring), and initiatives geared toward supporting faculty from a variety of backgrounds
- “Note: faculty affairs distributed a survey to academic unit heads on faculty development efforts in their unit and has marked this item as complete in their strategic plan – their plan has some fairly comprehensive data related to your search
- “Teaching/pedagogical professional and skill development
- “Improvement of search and recruitment processes (specifically focused around DEIB)
- “Grant writing skill building
- “Clearer career pathways and opportunities to full professor (or promotion for teaching, non-tenure line faculty) and associated professional development
- “Faculty writing groups
- “Mentorship opportunities (both mentors and mentee opportunities)
- “Support and highlight scholarly activity
- “Sustainability education opportunities (as well as the idea of bringing faculty together around research areas)
- “Leadership development workshops/trainings/programs
- “Conference support (financial/time)
- “Encouragement of service participation (boards, etc)
- “Education around library resources and services
- “Education around the use of digital technologies (teaching/research)”

Unit	Goal	Unit Objective	Action Item	Responsible Party
Strategic Plan (2020 - 2025) - Earth and Mineral Sciences, College of	Promote curricular and co-curricular innovation to grow active, engaged and competency-based learning with a focus on career readiness.	Develop new processes and resources to support adoption of Continuous Quality Improvement (CQI) methods in EMS curricula.	1.6.3: Through the Dutton Institute, provide learning design support and professional development opportunities, that complement those of the Schreyer Institute, for all EMS faculty and staff who are interested in improving the quality of teaching and learning.	Assistant Dean for Distance Learning



Strategic Plan (2020 - 2025) - Earth and Mineral Sciences, College of	Build a more diverse, equitable, compassionate and inclusive community of scholars, where members share a sense of belonging, and respect. Foster inclusive excellence. Reinforce Equity in our policies and practices. Encourage all faculty, staff, and students to have a personal responsibility to engage in efforts to improve diversity, equity, and inclusion (DE&I)	Increase recruitment, hiring, retention, and success of female and underrepresented minority (URM) faculty, and postdocs, and URM staff.	2.2.6: Create pathways from postdoc to faculty through participation in Center for the Integration of Research, Teaching, and Learning (CIRTL), Presidents Postdoctoral Fellows Program (PPFP)/Partnership for Faculty Diversity, and other initiatives that provide professional development and mentoring to URM and women participants. (see 4.2.3)	ADEE, ADGER, Departments, Dean
Strategic Plan (2020 - 2025) - Education, College of	Prioritize and support research that addresses global issues relevant to reshaping equitable communities across our nation and globe. Through our research, we will address issues that are global in scope and local in focus, including cultural, linguistic, and racial equities, mental health across ages and locations, technology in schools and workplaces, and disability to better the lives of those in the Commonwealth and beyond its borders.	The College will build on current efforts to provide opportunities and experiences that enhance the research capacities of students and faculty.	3.2.2: Enhance the research experience and expertise of all faculty.	Program Faculty, Department Heads, College Center Directors, Professors-in-Charge, Associate Dean for Research, and Associate Dean for Faculty Affairs.
Strategic Plan (2020 - 2025) - Engineering, College of	Grow a pervasive, welcoming, equitable and inclusive culture throughout the Colleges students, faculty and staff that exemplifies the Penn State values.	Be steadfast in pursuit of equity and inclusion throughout everything we do and increase the levels of engagement of our faculty and staff in dialogue and programs focused on	1.2.3: Provide more professional development opportunities for faculty and staff to engage in equity and inclusion initiatives.	COE Leadership (Deans, Department Heads, Administrative Unit Directors)

		making equity and inclusion habitual.		
Strategic Plan (2020 - 2025) - Engineering, College of	Grow a pervasive, welcoming, equitable and inclusive culture and climate throughout the College's students, faculty and staff that exemplifies the Penn State values.	Create, implement, audit and iterate a program designed around the best practices of the National Science Foundation's ADVANCE program to "broaden the implementation of evidence-based systemic change strategies that promote equity for STEM faculty in academic workplaces and the academic profession" (Quotation take from NSF Program Solicitation 20-554.) and ASPIRE Alliance Institutional Change Effort to "Deepen the preparation of all STEM faculty to be inclusive and effective in their undergraduate teaching, research mentoring, and advising" (Quotation from aspirealliance.org)	1.3.1 - Develop and execute a five-year timeline of actions and milestones to implement best practices. The timeline will be reassessed annually.	
Strategic Plan (2020 - 2025) - Engineering, College of	Grow a pervasive, welcoming, equitable and inclusive culture and climate throughout the Colleges students, faculty and staff that exemplifies the Penn State values.	Create, implement, audit and iterate a program designed around the best practices of the National Science Foundation's ADVANCE program to "broaden the implementation of evidence-based systemic change strategies that promote equity for	1.3.2: Advance the goal of recognizing that the College has one faculty, rather than a tenure-line faculty and a professional track faculty, by eliminating unnecessary or artificial restrictions and distinctions in professional development, seed grant and award programs.	COE Leadership (Deans, Department Heads)

		<p>STEM faculty in academic workplaces and the academic profession” (Quotation take from NSF Program Solicitation 20-554.) and ASPIRE Alliance Institutional Change Effort to “Deepen the preparation of all STEM faculty to be inclusive and effective in their undergraduate teaching, research mentoring, and advising” (Quotation from aspirealliance.org)</p>		
<p>Strategic Plan (2020 - 2025) - Engineering, College of</p>	<p>Grow a pervasive, welcoming, equitable and inclusive culture and climate throughout the College’s students, faculty and staff that exemplifies the Penn State values.</p>	<p>Create, implement, audit and iterate a program designed around the best practices of the National Science Foundation’s ADVANCE program to “broaden the implementation of evidence-based systemic change strategies that promote equity for STEM faculty in academic workplaces and the academic profession” (Quotation take from NSF Program Solicitation 20-554.) and ASPIRE Alliance Institutional Change Effort to “Deepen the preparation of all STEM faculty to be inclusive and effective in their undergraduate teaching, research</p>	<p>1.3.3 - Along with the University’s efforts, develop and enact initiatives to mitigate equity imbalances exacerbated by COVID-19.</p>	

		mentoring, and advising” (Quotation from aspirealliance.org)		
Strategic Plan (2020 - 2025) - Engineering, College of	Grow a pervasive, welcoming, equitable and inclusive culture and climate throughout the College’s students, faculty and staff that exemplifies the Penn State values.	Create, implement, audit and iterate a program designed around the best practices of the National Science Foundation’s ADVANCE program to “broaden the implementation of evidence-based systemic change strategies that promote equity for STEM faculty in academic workplaces and the academic profession” (Quotation take from NSF Program Solicitation 20-554.) and ASPIRE Alliance Institutional Change Effort to “Deepen the preparation of all STEM faculty to be inclusive and effective in their undergraduate teaching, research mentoring, and advising” (Quotation from aspirealliance.org)	1.3.4 - Continue and enrich faculty development programs that prepare faculty for inclusive teaching, research mentoring and advising.	
Strategic Plan (2020 - 2025) - Faculty Affairs	Reconceptualize and expand the scope and impact of faculty development at Penn State. Develop and implement a strategic vision for faculty development that supports faculty from recruitment through retirement. Create, manage, and deliver a	Determine the professional development needs of faculty and use those data to inform ongoing programing in academic units and at the university-level.	2.1.1: Administer a survey to academic unit heads on faculty development efforts in their units.	Assistant Vice Provost for Faculty Affairs Faculty Development

	range of programs for faculty and academic leaders that enhance excellence at Penn State. Develop and implement programming designed to support the success of all faculty members, with special consideration towards those who are members of an underrepresented group.			
Strategic Plan (2020 - 2025) - Faculty Affairs	Reconceptualize and expand the scope and impact of faculty development at Penn State. Develop and implement a strategic vision for faculty development that supports faculty from recruitment through retirement. Create, manage, and deliver a range of programs for faculty and academic leaders that enhance excellence at Penn State. Develop and implement programming designed to support the success of all faculty members, with special consideration towards those who are members of an underrepresented group.	Determine the professional development needs of faculty and use those data to inform ongoing programming in academic units and at the university-level.	2.1.2: Develop a comprehensive plan, in collaboration with partners, to gather data to address gaps and support existing and new initiatives.	Assistant Vice Provost for Faculty Affairs Faculty Development, Affirmative Action, FAAC retention sub-committee; Senior Faculty Mentors in Educational Equity; sub-committee of ALC; University Faculty Senate Committee on Equity, other relevant unit
Strategic Plan (2020 - 2025) - Faculty Affairs	Reconceptualize and expand the scope and impact of faculty development at Penn State. Develop and implement a strategic vision for faculty development that	Determine the professional development needs of faculty and use those data to inform ongoing programming in academic units	2.1.3: Use the results of the University's Climate Survey and Values and Culture Survey as the basis for assessing faculty job satisfaction.	Assistant Vice Provost for Faculty Affairs Faculty Development in coordination with OPAIR and Assistant Vice

	supports faculty from recruitment through retirement. Create, manage, and deliver a range of programs for faculty and academic leaders that enhance excellence at Penn State. Develop and implement programming designed to support the success of all faculty members, with special consideration towards those who are members of an underrepresented group.	and at the university-level.		Provost for Faculty Affairs
Strategic Plan (2020 - 2025) - Faculty Affairs	Reconceptualize and expand the scope and impact of faculty development at Penn State. Develop and implement a strategic vision for faculty development that supports faculty from recruitment through retirement. Create, manage, and deliver a range of programs for faculty and academic leaders that enhance excellence at Penn State. Develop and implement programming designed to support the success of all faculty members, with special consideration towards those who are members of an underrepresented group.	Determine the professional development needs of faculty and use those data to inform ongoing programming in academic units and at the university-level.	2.1.4: Work in partnership with Penn States Aspire Alliance IChange Network team to engage in assessment and revision of policies and practices related to recruitment, hiring, and retention of faculty from underrepresented groups.	Assistant Vice Provost for Faculty Affairs Development; iChange project leads
Strategic Plan (2020 - 2025) -	Reconceptualize and expand the scope and impact of faculty development at Penn	In partnership with other units, develop resources for onboarding,	2.2.1: Develop guidelines that outline unit-level and central onboarding activities and	Assistant Vice Provost for Faculty Affairs

Faculty Affairs	State. Develop and implement a strategic vision for faculty development that supports faculty from recruitment through retirement. Create, manage, and deliver a range of programs for faculty and academic leaders that enhance excellence at Penn State. Develop and implement programming designed to support the success of all faculty members, with special consideration towards those who are members of an underrepresented group.	mentoring, and retention of faculty.	responsibilities for faculty hires.	
Strategic Plan (2020 - 2025) - Faculty Affairs	Reconceptualize and expand the scope and impact of faculty development at Penn State. Develop and implement a strategic vision for faculty development that supports faculty from recruitment through retirement. Create, manage, and deliver a range of programs for faculty and academic leaders that enhance excellence at Penn State. Develop and implement programming designed to support the success of all faculty members, with special consideration towards those who are members of an underrepresented group.	In partnership with other units, develop resources for onboarding, mentoring, and retention of faculty.	2.2.2: Develop a new faculty orientation program that provides opportunities for community building for early career faculty, that is targeted towards non-tenure-line and tenure-line faculty, and that encompasses faculty at all Penn State campuses.	Assistant Vice Provost for Faculty Affairs Faculty Development in coordination with the Faculty Retention Subcommittee of the FAAC

Strategic Plan (2020 - 2025) - Faculty Affairs	Reconceptualize and expand the scope and impact of faculty development at Penn State. Develop and implement a strategic vision for faculty development that supports faculty from recruitment through retirement. Create, manage, and deliver a range of programs for faculty and academic leaders that enhance excellence at Penn State. Develop and implement programming designed to support the success of all faculty members, with special consideration towards those who are members of an underrepresented group.	In partnership with other units, develop resources for onboarding, mentoring, and retention of faculty.	2.2.3: Develop and distribute resources to units and campuses that provide strategies for developing a supportive and welcoming environment for new faculty including strategies tailored to faculty members from underrepresented groups.	Assistant Vice Provost for Faculty Affairs Faculty Development
Strategic Plan (2020 - 2025) - Faculty Affairs	Reconceptualize and expand the scope and impact of faculty development at Penn State. Develop and implement a strategic vision for faculty development that supports faculty from recruitment through retirement. Create, manage, and deliver a range of programs for faculty and academic leaders that enhance excellence at Penn State. Develop and implement programming designed to support the success of all faculty members, with special consideration	In partnership with other units, develop resources for onboarding, mentoring, and retention of faculty.	2.2.4: Develop and distribute a mentoring tool kit that highlights several programmatic options for utilization at the unit or campus level.	Assistant Vice Provost of Faculty Affairs Faculty Development



	towards those who are members of an underrepresented group.			
Strategic Plan (2020 - 2025) - Faculty Affairs	Reconceptualize and expand the scope and impact of faculty development at Penn State. Develop and implement a strategic vision for faculty development that supports faculty from recruitment through retirement. Create, manage, and deliver a range of programs for faculty and academic leaders that enhance excellence at Penn State. Develop and implement programming designed to support the success of all faculty members, with special consideration towards those who are members of an underrepresented group.	Provide guidance and support related to the promotion of non-tenure-line faculty members.	2.3.1: Charge committee to explore and benchmark faculty development approaches for non-tenure line faculty.	Faculty Affairs Advisory Council
Strategic Plan (2020 - 2025) - Faculty Affairs	Reconceptualize and expand the scope and impact of faculty development at Penn State. Develop and implement a strategic vision for faculty development that supports faculty from recruitment through retirement. Create, manage, and deliver a range of programs for faculty and academic leaders that enhance excellence at Penn State. Develop and implement programming	Provide guidance and support related to the promotion of non-tenure-line faculty members.	2.3.2: Drawing upon policy and unit guidelines, develop and distribute standard practice guidance to provide oversight of the promotion of non-tenure line faculty members in academic units.	Assistant Vice Provost for Faculty Affairs

	designed to support the success of all faculty members, with special consideration towards those who are members of an underrepresented group.			
Strategic Plan (2020 - 2025) - Faculty Affairs	Reconceptualize and expand the scope and impact of faculty development at Penn State. Develop and implement a strategic vision for faculty development that supports faculty from recruitment through retirement. Create, manage, and deliver a range of programs for faculty and academic leaders that enhance excellence at Penn State. Develop and implement programming designed to support the success of all faculty members, with special consideration towards those who are members of an underrepresented group.	Provide guidance and support related to the promotion of non-tenure-line faculty members.	2.3.3: Develop and provide workshops and materials for unit and campus administration that demonstrates the various ways in which associate level non-tenure line faculty can advance to full.	Assistant Vice Provost for Faculty Affairs Faculty Development
Strategic Plan (2020 - 2025) - Faculty Affairs	Reconceptualize and expand the scope and impact of faculty development at Penn State. Develop and implement a strategic vision for faculty development that supports faculty from recruitment through retirement. Create, manage, and deliver a range of programs for faculty and academic leaders that enhance	Collaborate with administrative and academic units to clarify pathways from associate to full professor of tenure-line faculty.	2.4.1: Charge committee to explore and benchmark the approaches and policies of R1 universities that have a variety of ways in which to achieve promotion to full professor for tenure-line faculty.	Faculty Affairs Advisory Council

	excellence at Penn State. Develop and implement programming designed to support the success of all faculty members, with special consideration towards those who are members of an underrepresented group.			
Strategic Plan (2020 - 2025) - Faculty Affairs	Reconceptualize and expand the scope and impact of faculty development at Penn State. Develop and implement a strategic vision for faculty development that supports faculty from recruitment through retirement. Create, manage, and deliver a range of programs for faculty and academic leaders that enhance excellence at Penn State. Develop and implement programming designed to support the success of all faculty members, with special consideration towards those who are members of an underrepresented group.	Collaborate with administrative and academic units to clarify pathways from associate to full professor of tenure-line faculty.	2.4.2: Use gathered data to refine standard practice, develop best practices, and develop FAQs to foster the advancement of tenure line faculty to full professor.	Assistant Vice Provost for Faculty Affairs Faculty Development
Strategic Plan (2020 - 2025) - Faculty Affairs	Reconceptualize and expand the scope and impact of faculty development at Penn State. Develop and implement a strategic vision for faculty development that supports faculty from recruitment through retirement. Create,	Collaborate with administrative and academic units to clarify pathways from associate to full professor of tenure-line faculty.	2.4.3: Develop and provide programs and materials for unit and campus administration and create workshops that demonstrate the various ways in which associate-level, tenure-line faculty can advance to full professor.	Assistant Vice Provost for Faculty Affairs Faculty Development

	manage, and deliver a range of programs for faculty and academic leaders that enhance excellence at Penn State. Develop and implement programming designed to support the success of all faculty members, with special consideration towards those who are members of an underrepresented group.			
Strategic Plan (2020 - 2025) - Faculty Affairs	Reconceptualize and expand the scope and impact of faculty development at Penn State. Develop and implement a strategic vision for faculty development that supports faculty from recruitment through retirement. Create, manage, and deliver a range of programs for faculty and academic leaders that enhance excellence at Penn State. Develop and implement programming designed to support the success of all faculty members, with special consideration towards those who are members of an underrepresented group.	Collaborate with administrative and academic units to provide faculty with leadership training opportunities and leadership pathways to future administrative positions.	2.5.1: Charge committee to explore and benchmark the approaches of R1 universities that offer faculty professional development opportunities in the area of leadership skill building.	Faculty Affairs Advisory Council; Assistant Vice Provost for Faculty Affairs-Faculty Development
Strategic Plan (2020 - 2025) - Faculty Affairs	Reconceptualize and expand the scope and impact of faculty development at Penn State. Develop and implement a strategic vision for faculty	Collaborate with administrative and academic units to provide faculty with leadership training opportunities and leadership pathways	2.5.2: Use gathered data to develop best practices and FAQs to foster the advancement of leadership training opportunities within units, particularly for	Assistant Vice Provost for Faculty Affairs Faculty Development

	development that supports faculty from recruitment through retirement. Create, manage, and deliver a range of programs for faculty and academic leaders that enhance excellence at Penn State. Develop and implement programming designed to support the success of all faculty members, with special consideration towards those who are members of an underrepresented group.	to future administrative positions.	those who are not traditionally underrepresented in academic leadership positions.	
Strategic Plan (2020 - 2025) - Faculty Affairs	Reconceptualize and expand the scope and impact of faculty development at Penn State. Develop and implement a strategic vision for faculty development that supports faculty from recruitment through retirement. Create, manage, and deliver a range of programs for faculty and academic leaders that enhance excellence at Penn State. Develop and implement programming designed to support the success of all faculty members, with special consideration towards those who are members of an underrepresented group.	Collaborate with administrative and academic units to provide faculty with leadership training opportunities and leadership pathways to future administrative positions.	2.5.3: Develop and implement programmatic offerings in the area of faculty leadership training that is targeted towards non-tenure line and tenure-line faculty who show an interest in leadership skill building.	Assistant Vice Provost for Faculty Affairs Faculty Development; Faculty Retention Subcommittee of the FAAC
Strategic Plan (2020 -	Leverage data to drive decision making related to policies,	Assess current data use, accuracy, and availability and	3.1.1: Collaborate with OPAIR, WMO, and other stakeholders to inventory	Vice Provost for Faculty Affairs/Assistant

2025) - Faculty Affairs	programs, and resources that support faculty. In partnership with key stakeholders (Faculty Senate, academic leadership, Ed Equity, AAO), strengthen reporting and use of data to inform decision-making in regard to policy development, faculty development offerings, and initiatives to achieve goals.	determine unmet data needs that have the potential to promote faculty success.	current reporting needs and anticipate future data needs.	Vice Provost for Faculty Affairs Faculty Development/Assistant Vice Provost for Faculty Affairs
Strategic Plan (2020 - 2025) - Faculty Affairs	Leverage data to drive decision making related to policies, programs, and resources that support faculty. In partnership with key stakeholders (Faculty Senate, academic leadership, Ed Equity, AAO), strengthen reporting and use of data to inform decision-making in regard to policy development, faculty development offerings, and initiatives to achieve goals.	Assess current data use, accuracy, and availability and determine unmet data needs that have the potential to promote faculty success.	3.1.2: Map data needs against availability of data via Workday, Activity Insight, and other University systems and develop plans for collecting needed data.	Assistant Vice Provost for Faculty Affairs
Strategic Plan (2020 - 2025) - Faculty Affairs	Leverage data to drive decision making related to policies, programs, and resources that support faculty. In partnership with key stakeholders (Faculty Senate, academic leadership, Ed Equity, AAO), strengthen reporting and use of data to inform decision-making in regard to policy development,	Utilize data and reports to drive decision-making related to faculty success.	3.2.1: Utilize data and recommendations from the FAAC COVID Equity Committee regarding the optional one-year extension of the probationary period due to COVID to develop and implement guidelines and practices that reduce inequities among faculty across the course of their careers.	Vice Provost for Faculty Affairs

	faculty development offerings, and initiatives to achieve goals.			
Strategic Plan (2020 - 2025) - Faculty Affairs	Leverage data to drive decision making related to policies, programs, and resources that support faculty. In partnership with key stakeholders (Faculty Senate, academic leadership, Ed Equity, AAO), strengthen reporting and use of data to inform decision-making in regard to policy development, faculty development offerings, and initiatives to achieve goals.	Utilize data and reports to drive decision-making related to faculty success.	3.2.2: Charge the FAAC Promotion & Tenure Committee with reviewing the Promotion & Tenure Report and Non-Tenure line Promotion Report annually and making recommendations for changes to policies, guidelines or practices that the data might suggest.	Vice Provost for Faculty Affairs
Strategic Plan (2020 - 2025) - Faculty Affairs	Leverage data to drive decision making related to policies, programs, and resources that support faculty. In partnership with key stakeholders (Faculty Senate, academic leadership, Ed Equity, AAO), strengthen reporting and use of data to inform decision-making in regard to policy development, faculty development offerings, and initiatives to achieve goals.	Utilize data and reports to drive decision-making related to faculty success.	3.2.3: Charge a subcommittee of the FAAC to review exit interview data to inform hiring and retention and recommend enhancements to exit interview surveys, processes, and reports.	Assistant Vice Provost for Faculty Affairs
Strategic Plan (2020 - 2025) - Liberal Arts, College of the	The success of the College of the Liberal Arts depends on people. With this in mind, we seek not just to recruit excellent faculty and staff to the College, but to	Faculty excellence may be developed not just by hiring, but by supporting, retaining, and developing our current faculty. We already have multiple	3.1.1: We continue to run the Future Funded Faculty Program, a program of workshops and mentoring designed to educate and empower faculty to pursue	

	support them through their careers, providing support, guidance, and opportunities for development at appropriate stages in their work lives.	faculty development programs that support both tenure-line and teaching faculty. With the hiring of a new Associate Dean for Faculty Affairs, we will coordinate these programs as well as look for any gaps that remain. Our goals here tie closely to our goals surrounding faculty diversity, which are also addressed in this document. We have multiple formal programs for faculty, both long-established and recent. We expect to continue these programs, and are developing new ones.	external grant and fellowship opportunities.	
Strategic Plan (2020 - 2025) - Liberal Arts, College of the	The success of the College of the Liberal Arts depends on people. With this in mind, we seek not just to recruit excellent faculty and staff to the College, but to support them through their careers, providing support, guidance, and opportunities for development at appropriate stages in their work lives.	Faculty excellence may be developed not just by hiring, but by supporting, retaining, and developing our current faculty. We already have multiple faculty development programs that support both tenure-line and teaching faculty. With the hiring of a new Associate Dean for Faculty Affairs, we will coordinate these programs as well as look for any gaps that remain. Our goals here tie closely to our goals surrounding faculty	3.1.10: We continue work in partnership with the Provosts Office to improve and standardize Liberal Arts teaching faculty salaries	



		diversity, which are also addressed in this document. We have multiple formal programs for faculty, both long-established and recent. We expect to continue these programs, and are developing new ones.		
Strategic Plan (2020 - 2025) - Liberal Arts, College of the	The success of the College of the Liberal Arts depends on people. With this in mind, we seek not just to recruit excellent faculty and staff to the College, but to support them through their careers, providing support, guidance, and opportunities for development at appropriate stages in their work lives.	Faculty excellence may be developed not just by hiring, but by supporting, retaining, and developing our current faculty. We already have multiple faculty development programs that support both tenure-line and teaching faculty. With the hiring of a new Associate Dean for Faculty Affairs, we will coordinate these programs as well as look for any gaps that remain. Our goals here tie closely to our goals surrounding faculty diversity, which are also addressed in this document. We have multiple formal programs for faculty, both long-established and recent. We expect to continue these programs, and are developing new ones.	3.1.11: We will continue to enhance the profile of Digital Scholarship in Liberal Arts, and to provide learning opportunities for faculty and graduate students seeking to expand their work in this area.	
Strategic Plan (2020 -	The success of the College of the Liberal Arts depends on	Faculty excellence may be developed not just by hiring, but	3.1.12: We will actively expand efforts to promote interdisciplinary	

2025) - Liberal Arts, College of the	people. With this in mind, we seek not just to recruit excellent faculty and staff to the College, but to support them through their careers, providing support, guidance, and opportunities for development at appropriate stages in their work lives.	by supporting, retaining, and developing our current faculty. We already have multiple faculty development programs that support both tenure-line and teaching faculty. With the hiring of a new Associate Dean for Faculty Affairs, we will coordinate these programs as well as look for any gaps that remain. Our goals here tie closely to our goals surrounding faculty diversity, which are also addressed in this document. We have multiple formal programs for faculty, both long-established and recent. We expect to continue these programs, and are developing new ones.	research collaboration and public scholarly engagement centered on the theme of Social Identities, Social Inequalities, and Social Change initiatives involving many units include Latina/Latino Studies; Native American Studies; the Africana Research Center; the Consortium for Social Movements and Education Research & Practice; the School of Labor and Employment Relations Advancing Racial Justice in the Pennsylvania Labor Movement Initiative, and Center for Global Workers Rights; Jewish Studies; the Humanities Institute, the McCourtney Institute for Democracy; the Rock Ethics Institute; and the Richards Civil War Era Center .	
Strategic Plan (2020 - 2025) - Liberal Arts, College of the	The success of the College of the Liberal Arts depends on people. With this in mind, we seek not just to recruit excellent faculty and staff to the College, but to support them through their careers, providing support, guidance, and opportunities for development at appropriate stages in their work lives.	Faculty excellence may be developed not just by hiring, but by supporting, retaining, and developing our current faculty. We already have multiple faculty development programs that support both tenure-line and teaching faculty. With the hiring of a new Associate Dean for Faculty Affairs, we will coordinate these programs as well as	3.1.2: Return of some grant overhead directly to faculty, while investing other overhead funds to support faculty through Centers and their direct seed grant programs.	

		look for any gaps that remain. Our goals here tie closely to our goals surrounding faculty diversity, which are also addressed in this document. We have multiple formal programs for faculty, both long-established and recent. We expect to continue these programs, and are developing new ones.		
Strategic Plan (2020 - 2025) - Liberal Arts, College of the	The success of the College of the Liberal Arts depends on people. With this in mind, we seek not just to recruit excellent faculty and staff to the College, but to support them through their careers, providing support, guidance, and opportunities for development at appropriate stages in their work lives.	Faculty excellence may be developed not just by hiring, but by supporting, retaining, and developing our current faculty. We already have multiple faculty development programs that support both tenure-line and teaching faculty. With the hiring of a new Associate Dean for Faculty Affairs, we will coordinate these programs as well as look for any gaps that remain. Our goals here tie closely to our goals surrounding faculty diversity, which are also addressed in this document. We have multiple formal programs for faculty, both long-established and recent. We expect to continue these programs, and are	3.1.3: Develop a course release program for mid-career faculty moving into a new or larger grant area.	

		developing new ones.		
Strategic Plan (2020 - 2025) - Liberal Arts, College of the	The success of the College of the Liberal Arts depends on people. With this in mind, we seek not just to recruit excellent faculty and staff to the College, but to support them through their careers, providing support, guidance, and opportunities for development at appropriate stages in their work lives.	Faculty excellence may be developed not just by hiring, but by supporting, retaining, and developing our current faculty. We already have multiple faculty development programs that support both tenure-line and teaching faculty. With the hiring of a new Associate Dean for Faculty Affairs, we will coordinate these programs as well as look for any gaps that remain. Our goals here tie closely to our goals surrounding faculty diversity, which are also addressed in this document. We have multiple formal programs for faculty, both long-established and recent. We expect to continue these programs, and are developing new ones.	3.1.4: We have proposed and hired a new Associate Dean for Faculty Affairs and Advancement. We will continue to integrate the new Associate Dean for Faculty Affairs and Advancement into the operations of the Deans Office.	
Strategic Plan (2020 - 2025) - Liberal Arts, College of the	The success of the College of the Liberal Arts depends on people. With this in mind, we seek not just to recruit excellent faculty and staff to the College, but to support them through their careers, providing support, guidance, and opportunities for	Faculty excellence may be developed not just by hiring, but by supporting, retaining, and developing our current faculty. We already have multiple faculty development programs that support both tenure-line and teaching faculty. With the	3.1.5: Recently piloted a Faculty Writing Group (with some faculty participation, and deans support, from the Bellisario College of Communications)	

	development at appropriate stages in their work lives.	hiring of a new Associate Dean for Faculty Affairs, we will coordinate these programs as well as look for any gaps that remain. Our goals here tie closely to our goals surrounding faculty diversity, which are also addressed in this document. We have multiple formal programs for faculty, both long-established and recent. We expect to continue these programs, and are developing new ones.		
Strategic Plan (2020 - 2025) - Liberal Arts, College of the	The success of the College of the Liberal Arts depends on people. With this in mind, we seek not just to recruit excellent faculty and staff to the College, but to support them through their careers, providing support, guidance, and opportunities for development at appropriate stages in their work lives.	Faculty excellence may be developed not just by hiring, but by supporting, retaining, and developing our current faculty. We already have multiple faculty development programs that support both tenure-line and teaching faculty. With the hiring of a new Associate Dean for Faculty Affairs, we will coordinate these programs as well as look for any gaps that remain. Our goals here tie closely to our goals surrounding faculty diversity, which are also addressed in this document. We have multiple formal programs for faculty,	3.1.6: We continue to work closely with Office of the Provost to retain faculty members.	

		both long-established and recent. We expect to continue these programs, and are developing new ones.		
Strategic Plan (2020 - 2025) - Liberal Arts, College of the	The success of the College of the Liberal Arts depends on people. With this in mind, we seek not just to recruit excellent faculty and staff to the College, but to support them through their careers, providing support, guidance, and opportunities for development at appropriate stages in their work lives.	Faculty excellence may be developed not just by hiring, but by supporting, retaining, and developing our current faculty. We already have multiple faculty development programs that support both tenure-line and teaching faculty. With the hiring of a new Associate Dean for Faculty Affairs, we will coordinate these programs as well as look for any gaps that remain. Our goals here tie closely to our goals surrounding faculty diversity, which are also addressed in this document. We have multiple formal programs for faculty, both long-established and recent. We expect to continue these programs, and are developing new ones.	3.1.7: We continue to work with Alumni Relations and Development to generate new named professorship opportunities for Liberal Arts faculty, and have worked with select heads and directors to award professorships to a diverse range of faculty.	
Strategic Plan (2020 - 2025) - Liberal Arts, College of the	The success of the College of the Liberal Arts depends on people. With this in mind, we seek not just to recruit excellent faculty and staff to the College, but to	Faculty excellence may be developed not just by hiring, but by supporting, retaining, and developing our current faculty. We already have multiple	3.1.8: In collaboration with the Liberal Arts Teaching Faculty Advisory Committee, we have allocated professional development funds for teaching faculty	

	support them through their careers, providing support, guidance, and opportunities for development at appropriate stages in their work lives.	faculty development programs that support both tenure-line and teaching faculty. With the hiring of a new Associate Dean for Faculty Affairs, we will coordinate these programs as well as look for any gaps that remain. Our goals here tie closely to our goals surrounding faculty diversity, which are also addressed in this document. We have multiple formal programs for faculty, both long-established and recent. We expect to continue these programs, and are developing new ones.		
Strategic Plan (2020 - 2025) - Liberal Arts, College of the	The success of the College of the Liberal Arts depends on people. With this in mind, we seek not just to recruit excellent faculty and staff to the College, but to support them through their careers, providing support, guidance, and opportunities for development at appropriate stages in their work lives.	Faculty excellence may be developed not just by hiring, but by supporting, retaining, and developing our current faculty. We already have multiple faculty development programs that support both tenure-line and teaching faculty. With the hiring of a new Associate Dean for Faculty Affairs, we will coordinate these programs as well as look for any gaps that remain. Our goals here tie closely to our goals surrounding faculty	3.1.9: We expect to develop new mentoring initiatives, including peer mentoring as well as traditional top-down mentoring, to support new and mid-career faculty.	

		diversity, which are also addressed in this document. We have multiple formal programs for faculty, both long-established and recent. We expect to continue these programs, and are developing new ones.		
Strategic Plan (2020 - 2025) - Liberal Arts, College of the	We recognize and embrace the idea that a more equitable and inclusive Liberal Arts space is beneficial to the individuals, the College, the University, and the academy. We seek to weave attention to diversity and inclusion throughout multiple activities in College.	We recognize and embrace the idea that a more equitable and inclusive Liberal Arts space is beneficial to the individuals, the College, the University, and the academy. We seek to weave attention to diversity and inclusion throughout multiple activities in College.	4.1.4: Building on the Colleges successful cluster hire of multiple faculty affiliated with the study of African and African-American life, the College will continue to strengthen and deepen our support of diverse faculty, and faculty working in support of diversity and equity, through programs such as the Midcareer Faculty Advancement Program, and our \$3 million Mellon Foundation Just Transformations grant, which has a major focus on the faculty development pipeline.	
Strategic Plan (2020 - 2025) - Medicine , College of	Continually improve our culture; one that is inclusive, safe, respectful and supports the well-being and professional development of learners, staff and faculty.  We commit to build a culture of continuous improvement and achievement. We will work to continually improve our environment and	Develop a comprehensive approach to mentoring that maximizes existing investments while improving mentoring outcomes	4.7.1: Consolidate disparate mentoring programs for both faculty and staff under appropriate organizational entity (HR, Dean's Office, etc.) that has overall responsibility for management, outcomes tracking, funding, programming, investment, etc. Consolidate existing faculty/staff development programs (JFDP, PSTP, Research Development, SMaRT,	Vice Dean for Faculty and Administrative Affairs



	<p>culture to be more supportive, respectful, and accountable. In doing so, we work toward a better culture that engages, cares for and includes everyone that works for or is educated by the College of Medicine. Our ongoing pursuit of cultural improvement maximizes our students' potential for learning, our faculty's potential for teaching, conducting groundbreaking research and advancing patient care, and our staff's effectiveness in supporting our complex missions. It will make the College of Medicine a destination of choice for both learners and employees, including those of diverse backgrounds.</p>		<p>Woodward, etc.) Develop consistent, transparent, measurable mentoring programs for various career tracks expectations and requirements</p>	
<p>Strategic Plan (2020 - 2025) - Medicine , College of</p>	<p>Continually improve our culture; one that is inclusive, safe, respectful and supports the well-being and professional development of learners, staff and faculty.</p> <p>We commit to build a culture of continuous improvement and achievement. We will work to continually improve our environment and culture to be more</p>	<p>Develop a comprehensive approach to mentoring that maximizes existing investments while improving mentoring outcomes</p>	<p>4.7.2: Establish tracks for faculty mentoring and development in specific academic areas. Those who want to excel at scholarship of teaching, translational science, systems science, quality improvement, population health, conventional basic science, leadership development can quickly join productive teams and have assigned mentors with milestones towards skill building. There are 7 ""lead""</p>	<p>Vice Dean for Faculty and Administrative Affairs</p>

	<p>supportive, respectful, and accountable. In doing so, we work toward a better culture that engages, cares for and includes everyone that works for or is educated by the College of Medicine. Our ongoing pursuit of cultural improvement maximizes our students' potential for learning, our faculty's potential for teaching, conducting groundbreaking research and advancing patient care, and our staff's effectiveness in supporting our complex missions. It will make the College of Medicine a destination of choice for both learners and employees, including those of diverse backgrounds.</p>		<p>faculty development experts, one for each track.</p>	
<p>Strategic Plan (2020 - 2025) - Medicine , College of</p>	<p>Continually improve our culture; one that is inclusive, safe, respectful and supports the well-being and professional development of learners, staff and faculty.</p> <p>We commit to build a culture of continuous improvement and achievement. We will work to continually improve our environment and culture to be more supportive, respectful,</p>	<p>Develop a comprehensive approach to mentoring that maximizes existing investments while improving mentoring outcomes</p>	<p>4.7.3: Large staff roles have ""go-to"" mentors. For administrative assistants, key financial workers, and other job titles, there are go-to identified mentors (at a ratio of 1/8) who have modest stipends to serve in those roles</p>	<p>Vice President for Human Resources</p>

	<p>and accountable. In doing so, we work toward a better culture that engages, cares for and includes everyone that works for or is educated by the College of Medicine. Our ongoing pursuit of cultural improvement maximizes our students' potential for learning, our faculty's potential for teaching, conducting groundbreaking research and advancing patient care, and our staff's effectiveness in supporting our complex missions. It will make the College of Medicine a destination of choice for both learners and employees, including those of diverse backgrounds.</p>			
<p>Strategic Plan (2020 - 2025) - Medicine , College of</p>	<p>Continually improve our culture; one that is inclusive, safe, respectful and supports the well-being and professional development of learners, staff and faculty.</p> <p>We commit to build a culture of continuous improvement and achievement. We will work to continually improve our environment and culture to be more supportive, respectful, and accountable. In</p>	<p>Develop a comprehensive approach to mentoring that maximizes existing investments while improving mentoring outcomes</p>	<p>4.7.4: Make leadership development an organizational priority through the creation of a leadership and career development program for both faculty (both clinical and scientific tracks) and staff. At the discretion of COM leadership, the program will provide one on one coaching, group training, self directed learning, and other forms of leadership and career development to faculty and staff in positions of organizational responsibility and</p>	<p>Vice Dean for Faculty and Administrative Affairs</p>

	<p>doing so, we work toward a better culture that engages, cares for and includes everyone that works for or is educated by the College of Medicine. Our ongoing pursuit of cultural improvement maximizes our students' potential for learning, our faculty's potential for teaching, conducting groundbreaking research and advancing patient care, and our staff's effectiveness in supporting our complex missions. It will make the College of Medicine a destination of choice for both learners and employees, including those of diverse backgrounds.</p>		throughout their career lifecycle.	
Strategic Plan (2020 - 2025) - Penn State Abington	Enhance faculty and staff effectiveness and sense of community to support the academic mission and improve faculty and staff success, satisfaction, and retention	Create a campus environment that supports and enhances scholarship and innovative and creative activities, grant awards and continuous professional development for all faculty	4.1.1: Develop, promote and support scholarly activity: publications, grants & papers submitted, creative performances/exhibits, presentations, awards won, programs completed, etc.	Director of Research
Strategic Plan (2020 - 2025) - Penn State Abington	Enhance faculty and staff effectiveness and sense of community to support the academic mission and improve faculty and staff success, satisfaction, and retention	Create a campus environment that supports and enhances scholarship and innovative and creative activities, grant awards and continuous professional	4.1.2: Recognize and reward faculty contribution achievements through publicity (e.g., NFS, press releases)	Academic Affairs

		development for all faculty		
Strategic Plan (2020 - 2025) - Penn State Abington	Enhance faculty and staff effectiveness and sense of community to support the academic mission and improve faculty and staff success, satisfaction, and retention	Support and enhance innovative activities, grant awards, continuous professional development, and training for all staff.	4.2.1: Support staff skills and career development, onboarding and retention	Director of Human Resources
Strategic Plan (2020 - 2025) - Penn State Abington	Enhance faculty and staff effectiveness and sense of community to support the academic mission and improve faculty and staff success, satisfaction, and retention	Support and enhance innovative activities, grant awards, continuous professional development, and training for all staff.	4.2.2: Recognize and reward staff contribution achievements through publicity	Human Resources
Strategic Plan (2020 - 2025) - Penn State Abington	Enhance faculty and staff effectiveness and sense of community to support the academic mission and improve faculty and staff success, satisfaction, and retention	Support and enhance innovative activities, grant awards, continuous professional development, and training for all staff.	4.2.3: Develop, promote and support staff activity: publications, presentations, awards won, programs completed, etc.	Human Resources, Staff Advisory Council (SAC)
Strategic Plan (2020 - 2025) - Penn State Abington	Advancing Diversity, Equity, and Inclusion and Enhancing Global Engagement	Establish campus wide DEI accountability, effectiveness, and collaboration	2.4.1 - Establish Director of Diversity, Equity, and Inclusion for Penn State Abington who reports to the Abington Chancellor. This role will interface with Educational Equity, Human Resources, Affirmative Action, and Office of Institutional Effectiveness and Faculty Development. Manage faculty and staff DEI concerns, train faculty and staff. Analyze data related to DEI and inform faculty and staff about what the data suggests. Research and implement best practices for diversity and inclusion	

			programming and training (especially for search committees). Reestablish a Diversity Advisory Council to advance DEI efforts.	
Strategic Plan (2020 - 2025) - Penn State Abington	Advancing Diversity, Equity, and Inclusion and Enhancing Global Engagement	Establish campus wide DEI accountability, effectiveness, and collaboration	2.4.2 - Increase, strengthen, and fund campus support resources that address DEI programming (e.g Faculty Senate, Staff Advisory Council, Office of Diversity, Equity, and Inclusion, Global Programs)	
Strategic Plan (2020 - 2025) - Penn State Abington	Advancing Diversity, Equity, and Inclusion and Enhancing Global Engagement	Establish campus wide DEI accountability, effectiveness, and collaboration	2.4.3 - Evaluate and modify policies and practices that create barriers to student success and institutional effectiveness.	
Strategic Plan (2020 - 2025) - Penn State Abington	Advancing Diversity, Equity, and Inclusion and Enhancing Global Engagement	Establish campus wide DEI accountability, effectiveness, and collaboration	2.4.4 - Develop and provide collaborative initiatives to promote inclusion and equity across campus community	
Strategic Plan (2020 - 2025) - Penn State Altoona	Cultivate academic excellence by promoting innovation in teaching and learning as well as increasing the impact and scope of our research and creative activities	Expand and enhance support for initiatives and services that support research, scholarship, and creative activities	1.1.2: Increase and enhance faculty professional development programs related to research	Office of Research and Sponsored Programs, Associate Dean for Research
Strategic Plan (2020 - 2025) - Penn State Altoona	Cultivate academic excellence by promoting innovation in teaching and learning as well as increasing the impact and scope of our research and creative activities	Expand and enhance infrastructure and support for faculty teaching and pedagogy	1.2.1: Increase and enhance faculty professional development programs on teaching and pedagogy	Associate Dean for Academic Affairs, Faculty Center for Teaching and Learning
Strategic Plan	Support student success in every way	Cultivate high impact teaching and	2.2.1 Continuously improve first-year	

(2020 - 2025) - Penn State Beaver	to facilitate matriculation, learning, and degree completion.	learning: Beaver increases funding to further student success through engaged learning	seminar and campus orientation programs.	
Strategic Plan (2020 - 2025) - Penn State Beaver	Support student success in every way to facilitate matriculation, learning, and degree completion.	Cultivate high impact teaching and learning: Beaver increases funding to further student success through engaged learning	2.2.2 Support undergraduate research projects.	
Strategic Plan (2020 - 2025) - Penn State Beaver	Support student success in every way to facilitate matriculation, learning, and degree completion.	Cultivate high impact teaching and learning: Beaver increases funding to further student success through engaged learning	2.2.3 Support Diversity/ Global Learning including EDGE courses, Common Read, and other initiatives	
Strategic Plan (2020 - 2025) - Penn State Beaver	Support student success in every way to facilitate matriculation, learning, and degree completion.	Cultivate high impact teaching and learning: Beaver increases funding to further student success through engaged learning	2.2.4 Provide funding/ credit support to develop summer internships.	
Strategic Plan (2020 - 2025) - Penn State Beaver	Support student success in every way to facilitate matriculation, learning, and degree completion.	Cultivate high impact teaching and learning: Beaver increases funding to further student success through engaged learning	2.2.5 Provide financial support and professional development, and foster faculty collaborations to further High Impact Practices.	
Strategic Plan (2020 - 2025) - Penn State Beaver	Support student success in every way to facilitate matriculation, learning, and degree completion.	Cultivate high impact teaching and learning: Beaver increases funding to further student success through engaged learning	2.2.6 Encourage faculty development of learning projects based on United Nations Sustainable Development Goals (SDGs).	
Strategic Plan (2020 - 2025) - Penn State Dickinson Law	Eliminate brand confusion between Penn State's two law schools  Dickinson Law is one of two fully accredited law schools under the Penn State umbrella. Founded in 1834 in	To solidify the Penn State Dickinson Law brand within Penn State University and within the legal academy. Having a robust and scholarly faculty enhances the reputation of the	1.1.2: Name an Associate Dean for Research & New Faculty Development to assist in the development of new scholarship and promotion of Dickinson Law scholars throughout the University and within the legal academy.	Associate Dean for Research & New Faculty Development, Faculty

	<p>Carlisle, it is the oldest law school in Pennsylvania. Dickinson Law fully became a part of Penn State in 2000. Penn State's other law school, Penn State Law, became a separately accredited law school in University Park in 2014. There continues to be confusion within the University and in the marketplace about Penn State's two law schools. Dickinson Law's goal is to solidify its brand within the legal academy; with prospective students and their advisors; and with employers who hire Dickinson Law graduates.</p>	<p>Law School (see also Goal #4). One of the challenges our faculty members continue to face in the legal academy is continued brand confusion with Penn State Law in University Park. The ability of Dickinson Law to attract and retain top faculty talent is dependent on clearly establishing the distinction between Penn State's two law schools. An active, scholarly and engaged faculty is critical to engaging our students, who ultimately perform better when actively engaged with their faculty members. Helping faculty to become well known enhances both the Dickinson Law reputation within and outside Penn State University, and also helps to enhance the University's reputation nationally.</p>		
Strategic Plan (2020 - 2025) - Penn State DuBois	Invest in faculty and staff recruitment, retention, and professional development	Provide additional administrative support for faculty and staff to carry out their shared governance and other academic responsibilities.	2.1.1: Reorganize the Chancellor/Academic Affairs office to better serve the campus and its people.	Chancellor/Academic Affairs Professionals & Staff
Strategic Plan (2020 -	Invest in faculty and staff recruitment, retention, and	Provide additional administrative support for faculty	2.1.2: Redistribute Chancellor/Academic Affairs office staff	Chancellor/Academic Affairs



2025) - Penn State DuBois	professional development	and staff to carry out their shared governance and other academic responsibilities.	workload based on function and to address the greatest need.	Professionals & Staff
Strategic Plan (2020 - 2025) - Penn State DuBois	Invest in faculty and staff recruitment, retention, and professional development	Improve professional development for all full-time and part-time faculty and staff.	2.2.1: Develop a formalized campus level process for guiding and supporting faculty and staff through promotion.	Academic Affairs office and faculty/staff committees
Strategic Plan (2020 - 2025) - Penn State DuBois	Invest in faculty and staff recruitment, retention, and professional development	Improve professional development for all full-time and part-time faculty and staff.	2.2.2: Develop a formalized campus level process for guiding and supporting faculty in research and creative endeavors.	Academic Affairs office and faculty/staff committees
Strategic Plan (2020 - 2025) - Penn State DuBois	Invest in faculty and staff recruitment, retention, and professional development	Improve the transition of newly hired faculty and staff to campus.	2.3.1: Develop and document a formalized onboarding orientation program for all faculty and staff.	Academic Affairs office, faculty/staff committees, and Human Resources
Strategic Plan (2020 - 2025) - Penn State DuBois	Invest in faculty and staff recruitment, retention, and professional development	Improve the transition of newly hired faculty and staff to campus.	2.3.2: Develop and document formalized mentoring program for all faculty and staff.	Academic Affairs office and faculty/staff committees
Strategic Plan (2020 - 2025) - Penn State DuBois	Invest in faculty and staff recruitment, retention, and professional development	Improve the transition of newly hired faculty and staff to campus.	2.3.3: Collaborate with the community to increase attractive housing options for newly hired faculty and staff to facilitate their transition to our campus.	NCPA LaunchBox, Chancellor
Strategic Plan (2020 - 2025) - Penn State Fayette	Enhance academic excellence and support student success, further extend faculty expertise, use results of student campus assessment surveys to improve the student experience, enhance	Advance faculty expertise by supporting professional development in teaching, scholarship, and service, and by expanding faculty expertise in technology in ways	1.1.1: Increase annual faculty participation in scholarly activities over 5 years	CAO, Faculty Development Funding Committee, Faculty Senates Faculty Affairs Committee

	access to education via strategic support for students, and improve retention and graduation rates by 5% over the next five years.	that promote hybrid online learning		
Strategic Plan (2020 - 2025) - Penn State Fayette	Enhance academic excellence and support student success, further extend faculty expertise, use results of student campus assessment surveys to improve the student experience, enhance access to education via strategic support for students, and improve retention and graduation rates by 5% over the next five years.	Advance faculty expertise by supporting professional development in teaching, scholarship, and service, and by expanding faculty expertise in technology in ways that promote hybrid online learning	1.1.2: Offer targeted faculty training for writing-intensive courses to increase initial and ongoing training in order to support pedagogical development and student outcomes; for all faculty, support the integration of pedagogical technology and the development of accessible course materials (captioned videos, documents formatted for screen-readers, etc.) to enhance pedagogical practices by combining pre- and post-COVID methods	CAO, Instructional Designer, Faculty Senates Learning and Technology Resources Committee, Disability Services
Strategic Plan (2020 - 2025) - Penn State Fayette	Enhance academic excellence and support student success, further extend faculty expertise, use results of student campus assessment surveys to improve the student experience, enhance access to education via strategic support for students, and improve retention and graduation rates by 5% over the next five years.	Advance faculty expertise by supporting professional development in teaching, scholarship, and service, and by expanding faculty expertise in technology in ways that promote hybrid online learning	1.1.3: Create dedicated faculty space on the campus webpage, intranet, or in CANVAS for Pedagogical Resources to create more efficient announcements and information sharing for Penn State opportunities, policies, and procedures	CAO, Instructional Designer, Faculty Senates Learning and Technology Resources Committee, Disability Services, Faculty Senate, Strategic Communication
Strategic Plan (2020 - 2025) - Penn	Teaching and learning, new programming, articulation, undergraduate research, library and information literacy,	Promoting innovation in teaching and learning, this objective is meant to increase the quality	2.3.1: Create campus-specific and situational faculty/staff development opportunities that support innovation	Academic Affairs, Chancellor

State Hazleton	understanding the relationship of new education technologies to learning, student engagement, adult learners, assessment, retention, developmental bridge programs.	of our courses and provide an enhanced experience for students.	<p>related to teaching and learning.</p> <p>AcadAff 2021-2022 Action Item: Work with Instruction and Advising Committee and Educational Technology Committee to offer faculty development day and six lunch and learn sessions specific to ongoing topics related to the pandemic and its impact upon teaching and learning.</p> <p>Chancellor 2021-2022 Action Item: Work in conjunction with Academic Affairs to bring a professional development opportunity to campus for faculty and staff. Consideration may be given to one opportunity for faculty and one for staff.</p>	
Strategic Plan (2020 - 2025) - Penn State Hazleton	<p>The Pennsylvania State University is committed to and accountable for advancing diversity, equity, and inclusion in all of its forms. We embrace individual uniqueness, foster a culture of inclusion that supports both broad and specific diversity initiatives, leverage the educational and institutional benefits of diversity, and engage all individuals to help them thrive. We value inclusion as a core strength and an</p>	This objective supports the University's value of respect.	<p>4.1.1: Expand and promote diversity education for faculty and staff.</p> <p>HR 2020-2025 action items:</p> <p>1) HR at the campus has been selected to participate in a pilot for the new University Diversity Inclusion and Equity training that will become a requirement for all employees. This pilot will take place during the 2021-2021 academic year.</p> <p>2) Partner with the Diversity Committee to provide regular</p>	Human Resources, Office of Affirmative Action, Committee on DEI

<p>essential element of our public service mission.</p> <p>At Penn State:</p> <ul style="list-style-type: none"> <li>• We will foster and maintain a safe environment of respect and inclusion for faculty, staff, students, and members of the communities we serve</li> <li>• We will educate our faculty, staff, and students to be social justice advocates, creatively providing curricula, programs, and environments that reflect the diversity of our communities, and elevate cultural awareness.</li> <li>• We will ensure fair and inclusive access to our facilities, programs, resources, and services, and ensure that all of our policies and practices are inclusive and equitable.</li> <li>• We will advance and build our workforce by assessing hiring practices and performance review procedures to attract, retain, and develop talented faculty and staff from diverse backgrounds.</li> <li>• We will address intergroup disparities in areas such as representation, retention, learning outcomes, and graduation rates.</li> </ul>		<p>professional development workshops for the campus community.</p> <p>3) Encourage participation in Penn State initiatives designed to foster professional development by encouraging managers to promote a diversity related goal during each performance evaluation period.</p> <p>StratComm 2021-2022 action item: Help to develop and promote the programs developed for campus employees</p>	
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	<ul style="list-style-type: none"> <li>• Develop and execute a plan to engage community partners to support diversity programming both on campus as well as in the region. Form a Committee on Diversity, Equity and Inclusion; committee would continue to offer programming on a regular basis beginning with each opening day in the fall and spring and continuing throughout the semesters.</li> </ul> <p>Campus Committee on Diversity, Equity and Inclusion - Diversity Planning Goals:</p> <ul style="list-style-type: none"> <li>o Create a welcoming and inclusive campus environment (all departments)</li> <li>o Advance and build a diverse student body (Enrollment Management, etc.)</li> <li>o Advance and build a diverse workforce and management (Campus Council, Human Resources)</li> <li>o Develop a curriculum and co-curriculum that fosters United States and International cultural competencies (Academic Affairs, Student Services &amp; Engagement)</li> </ul>			
Strategic Plan (2020 - 2025) -	Sustainability is the simultaneous pursuit of human health and happiness,	Our sustainability objective has expanded from environmental	5.1.1: Establish a campus sustainability committee consisting of faculty, staff and students, which	Chancellor

Penn State Hazleton	environmental quality, and economic well-being for current and future generations.	sustainability to a more holistic view that supports the University value of Community. With help from the Sustainability Institute, we will increase the number of initiatives across the campus.	meets monthly and, guided by the principles of the Sustainability Institute, links with global sustainability goals and promotes a culture of campus sustainability. Responsibilities of the committee to include creation of sustainability-related professional development for faculty and staff and programming for students, and making recommendations to integrate sustainability into the student experience.  Chancellor 2021-2022 Action Item: Establish and begin the Campus Sustainability Committee	
Strategic Plan (2020 - 2025) - Penn State Lehigh Valley	Address structural and systemic practices and policies to ensure diversity, equity, and inclusion through multiple campus-wide approaches	Promote diversity-based learning opportunities for faculty and staff	3.5.3: Create an Emerging Leaders professional development series for staff members	Chancellor (Community Engagement)
Strategic Plan (2020 - 2025) - Penn State Lehigh Valley	Strengthen the campus infrastructure through strategic practices	Support our faculty and staff through professional development and career advancement opportunities	4.1.1: Provide the resources to support promotion and tenure of full-time faculty	Academic Affairs
Strategic Plan (2020 - 2025) - Penn State Lehigh Valley	Strengthen the campus infrastructure through strategic practices	Support our faculty and staff through professional development and career advancement opportunities	4.1.2: Provide financial resources for conferences for faculty and staff	Academic Affairs (Financial Services)
Strategic Plan	Strengthen the campus infrastructure	Support our faculty and staff through	4.1.3: Increase financial and marketing resources	Academic Affairs (Strategic

(2020 - 2025) - Penn State Lehigh Valley	through strategic practices	professional development and career advancement opportunities	for research and scholarship to better support the academic success of faculty	Communications )
Strategic Plan (2020 - 2025) - Penn State Lehigh Valley	Strengthen the campus infrastructure through strategic practices	Support our faculty and staff through professional development and career advancement opportunities	4.1.4: Continue offering staff and faculty development through campus-led efforts	Chancellor (Chairs of each committee)
Strategic Plan (2020 - 2025) - Penn State Lehigh Valley	Strengthen the campus infrastructure through strategic practices	Support our faculty and staff through professional development and career advancement opportunities	4.1.5: Encourage service participation on professional, industry, and community boards and committees	Chancellor (Department Supervisors)
Strategic Plan (2020 - 2025) - Penn State Lehigh Valley	Strengthen the campus infrastructure through strategic practices	Support our faculty and staff through professional development and career advancement opportunities	4.1.6: Ensure wide-ranging representation of various stakeholders on decision-making committees of the campus	Chancellor (Academic Affairs)
Strategic Plan (2020 - 2025) - Penn State Lehigh Valley	Strengthen the campus infrastructure through strategic practices	Support our faculty and staff through professional development and career advancement opportunities	4.1.7: Identify ways to celebrate our faculty and staff and campus accomplishments	Chancellor (Strategic Communications )
Strategic Plan (2020 - 2025) - Penn State Mont Alto	Advance the mission of Penn State Mont Alto in the areas of teaching, learning, and discovery by providing opportunities for professional development of faculty and staff, support services and enriching activities for	Faculty and staff will employ innovative or proven pedagogical techniques to deliver a high-quality teaching and learning experience for all Mont Alto students (This aligns with UN SDG #4: Quality Education -Ensure Inclusive and	1.1.1: Provide Faculty and staff with opportunities for professional development related to teaching and learning	ASC, DAA, DFB, DSA, HRSP

	students, enhancement of the campus portfolio of relevant programs (including but not limited to academic degree programs), and discovery including self-discovery in all campus constituencies.	Equitable Quality Education).		
Strategic Plan (2020 - 2025) - Penn State Scranton	Penn State Scranton is committed to creating an environment that promotes excellence through the establishment of high academic standards, the cultivation of meaningful student engagement, the production of impactful scholarly works, and the preparation of students who are ready to excel in their careers and make a positive contribution to society.	Expand campus learning support services to maximize student academic success	3.2.6: Offer professional development opportunities for faculty related to library resources and services	University Libraries
Strategic Plan (2020 - 2025) - Penn State Scranton	Penn State Scranton is committed to creating an environment that promotes excellence through the establishment of high academic standards, the cultivation of meaningful student engagement, the production of impactful scholarly works, and the preparation of students who are ready to excel in their careers and make a positive contribution to society.	Assure teaching and learning excellence through data-driven assessment practices	3.3.5: Utilize annual learning outcomes assessment to formulate instructional professional development planning	Academic Affairs



Strategic Plan (2020 - 2025) - Penn State Wilkes-Barre	Promote sustainability in our teaching, co-curricular, outreach, and operations.	Increase and promote sustainability in teaching through identification and amplification of courses and faculty development in this area.	3.1.1: Identify, encourage, and promote sustainability themes in course offerings.	Chancellor/CAO Office, Program Faculty, Program Coordinators
Strategic Plan (2020 - 2025) - Penn State Wilkes-Barre	Promote sustainability in our teaching, co-curricular, outreach, and operations.	Increase and promote sustainability in teaching through identification and amplification of courses and faculty development in this area.	3.1.2: Encourage and identify service-learning projects.	Chancellor/CAO Office, Program Faculty, Program Coordinators
Strategic Plan (2020 - 2025) - Penn State Wilkes-Barre	Promote sustainability in our teaching, co-curricular, outreach, and operations.	Increase and promote sustainability in teaching through identification and amplification of courses and faculty development in this area.	3.1.3: Strengthen sustainability education through collaborations with other campuses and cross-disciplinary interactions.	Chancellor/CAO Office, Program Faculty, Program Coordinators
Strategic Plan (2020 - 2025) - Penn State Wilkes-Barre	Promote sustainability in our teaching, co-curricular, outreach, and operations.	Increase and promote sustainability in teaching through identification and amplification of courses and faculty development in this area.	3.1.4: Encourage and acknowledge professional development for faculty in the area of sustainability.	Chancellor/CAO Office, Program Faculty, Program Coordinators, Sustainability Council
Strategic Plan (2020 - 2025) - Science, Eberly College of	Elevate the Quality of the Science Undergraduate and Graduate Educational Experience	Enhance our educational approaches to be more inclusive, and to improve student learning and sense of belonging and learning.	2.1.4: Provide more faculty learning and professional development opportunities and incentives for continual improvement of teaching.	Senior Associate Dean for Instruction and Curricula
Strategic Plan (2020 - 2025) - Science, Eberly	Elevate the Quality of the Science Undergraduate and Graduate Educational Experience	Enhance our educational approaches to be more inclusive, and to improve student learning and sense of	2.1.5: Supplement undergraduate and graduate TA training by providing undergraduate and graduate students and postdocs with	Senior Associate Dean for Instruction and Curricula

College of		belonging and learning.	professional development and training in inclusive, digital and evidence-based pedagogies, and link these activities to certifications in pedagogy for trainees.	
Strategic Plan (2020 - 2025) - Science, Eberly College of	Elevate the Quality of the Science Undergraduate and Graduate Educational Experience	Identify and eliminate barriers to student progress to promote equity and accessibility in our curricular and co-curricular experiential educational opportunities to supplement and apply student classroom learning across the globe curricular and program structures.	2.2.7: Invest resources in deep analysis, faculty development, and revision of specific graduate program milestones that are identified as barriers to graduate success and retention or sources of bias for graduate students.	Associate Dean for Graduate Education
Strategic Plan (2020 - 2025) - Science, Eberly College of	Elevate the Quality of the Science Undergraduate and Graduate Educational Experience	Invite and support our instructors to take a scientific approach to innovate in undergraduate and graduate education for all students, and analyze and publish learning outcomes.	2.3.3: Foster opportunities for experimenting and using digital technologies in in-person, hybrid and remote classes by investing in seed grants, training, and professional development.	Senior Associate Dean for Instruction and Curricula
Strategic Plan (2020 - 2025) - University IT	Enable and advance the transformation of teaching and learning through exploration, dissemination, and support of learning technologies, faculty development, and research.	Increase opportunities for faculty engagement with Teaching and Learning with Technology to provide faculty with opportunities to transform education at Penn State.	3.1.1: Scale the Symposium for Teaching and Learning with Technology to include more users and more units.	
Strategic Plan (2020 - 2025) - University IT	Enable and advance the transformation of teaching and learning through exploration, dissemination, and support of learning	Increase opportunities for faculty engagement with Teaching and Learning with Technology to	3.1.2: Create and deliver a variety of faculty engagement programs that provide faculty with opportunities to rethink,	

	technologies, faculty development, and research.	provide faculty with opportunities to transform education at Penn State.	reimagine, and redesign their teaching.	
Strategic Plan (2020 - 2025) - University IT	Enable and advance the transformation of teaching and learning through exploration, dissemination, and support of learning technologies, faculty development, and research.	Increase opportunities for students to develop digital fluency skills.	3.2.1: Expand opportunities for students that increase access to technologies, trainings, in-class and out-of-class opportunities to learn skills necessary to be a 21st century digital citizen.	
Strategic Plan (2020 - 2025) - University IT	Enable and advance the transformation of teaching and learning through exploration, dissemination, and support of learning technologies, faculty development, and research.	Develop, grow, and support initiatives that improve access and affordability.	3.3.1: Provide opportunities for faculty to develop, adopt, and leverage affordable and accessible content	
Strategic Plan (2020 - 2025) - University IT	Enable and advance the transformation of teaching and learning through exploration, dissemination, and support of learning technologies, faculty development, and research.	Develop, grow, and support initiatives that improve access and affordability.	3.3.2: Grow adoption of our 12,000-plus open quiz questions for entry-level courses.	
Strategic Plan (2020 - 2025) - University IT	Enable and advance the transformation of teaching and learning through exploration, dissemination, and support of learning technologies, faculty development, and research.	Invest in state-of-the-art classroom technology and learning spaces for General Purpose Classrooms and computer labs in order to provide a consistent and reliable experience for faculty and students across the Commonwealth.	3.4.1: Upgrade classroom technologies.	
Strategic Plan (2020 - 2025) - University IT	Enable and advance the transformation of teaching and learning through exploration, dissemination, and support of learning technologies, faculty development, and research.	Invest in state-of-the-art classroom technology and learning spaces for General Purpose	3.4.2: Initiate classroom redesign projects.	

University IT	support of learning technologies, faculty development, and research.	Classrooms and computer labs in order to provide a consistent and reliable experience for faculty and students across the Commonwealth.		
Strategic Plan (2020 - 2025) - University IT	Enable and advance the transformation of teaching and learning through exploration, dissemination, and support of learning technologies, faculty development, and research.	Invest in state-of-the-art classroom technology and learning spaces for General Purpose Classrooms and computer labs in order to provide a consistent and reliable experience for faculty and students across the Commonwealth.	3.4.3: Plan for and pilot a streaming apps/virtual desktop program that would allow anywhere, anytime, any device access to software.	
Strategic Plan (2020 - 2025) - University IT	Enable and advance the transformation of teaching and learning through exploration, dissemination, and support of learning technologies, faculty development, and research.	Provide IT training to Penn State students, faculty, and staff on University-supported IT platforms in order to support collaboration, communication, and enabling teaching and learning.	3.5.1: Engage university units to determine IT training needs and develop and deliver timely and appropriate trainings in a variety of formats.	
Strategic Plan (2020 - 2025) - Liberal Arts, College of the	Great research and graduate education require excellent faculty. Therefore, we must continue to hire and retain a talented and diverse faculty who are capable of recruiting, training, and placing the best graduate students. In addition, initiatives associated with a 21st century liberal arts research profile must be integrated into our ongoing attempts to achieve and maintain excellence in graduate	Research Directions	1.1.6: We continue to promote an expanded profile of digital scholarship in Liberal Arts through centers engaged in such work (e.g., Center for Black Digital Research Center for Humanities and Information, the Center for Social Data Analytics). We do so by supporting faculty training in these areas, and the development of new projects using cutting-edge analytic and presentational methods. We have also hired a new Director of the	

	education at a time when placement opportunities, particularly in the humanities, are severely constrained.		Digital Liberal Arts Research Initiative in the colleges Office of Digital Pedagogy and Scholarship.	
Strategic Plan (2020 - 2025) - Penn State Fayette	Enhance academic excellence and support student success, further extend faculty expertise, use results of student campus assessment surveys to improve the student experience, enhance access to education via strategic support for students, and improve retention and graduation rates by 5% over the next five years.	Advance faculty expertise by supporting professional development in teaching, scholarship, and service, and by expanding faculty expertise in technology in ways that promote hybrid online learning	1.1.2: Offer targeted faculty training for writing-intensive courses to increase initial and ongoing training in order to support pedagogical development and student outcomes; for all faculty, support the integration of pedagogical technology and the development of accessible course materials (captioned videos, documents formatted for screen-readers, etc.) to enhance pedagogical practices by combining pre- and post-COVID methods	CAO, Instructional Designer, Faculty Senates Learning and Technology Resources Committee, Disability Services

### Nuventive action items for faculty leadership professional development

Per Daniel Newhart, Assistant Vice Provost for Planning in the Office of Planning, Assessment, and Institutional Research (OPAIR), this second set of data from Nuventive is focused on “professional development for department heads, directors, and assistant and associate deans [...] – note, these blended a bit with the first search so we tried to pull out things specific to leadership. Data under this search could be summarized in the following ways:

- “Professional development around DEIB – related to recruitment, retention, etc
- “Professional development around cultivating a better understanding of disability
- “Leverage university systems for goal-setting/performance progress
- “Development of specific track focusing on leadership (multiple examples, the College of Medicine is a good example)
- “Support of emerging leadership programs”

Unit	Goal	Unit Objective	Action Item	Responsible Party
Strategic Plan (2020 - 2025) -	Establish a culture of anti-racism	Increase anti-racist and equitable professional	2.3.1: Normalize exhibitions and performances, and accompanying programming,	Deans, Unit Heads

Arts and Architecture, College of	and anti-oppression that embraces individual identities, fosters a culture of inclusion, and promotes equity through our curricula, values, standards, ideals, policies, and practices	development, programs, collections, exhibitions, and performances.	that address inclusion/equity/anti-racist/racial justice themes.	
Strategic Plan (2020 - 2025) - Arts and Architecture, College of	Establish a culture of anti-racism and anti-oppression that embraces individual identities, fosters a culture of inclusion, and promotes equity through our curricula, values, standards, ideals, policies, and practices	Increase anti-racist and equitable professional development, programs, collections, exhibitions, and performances.	2.3.2: Provide anti-racism/inclusion/equity/discrimination/implicit bias professional development for staff and faculty annually, as well as in new staff and faculty orientations.	Deans, Unit Heads
Strategic Plan (2020 - 2025) - Arts and Architecture, College of	Establish a culture of anti-racism and anti-oppression that embraces individual identities, fosters a culture of inclusion, and promotes equity	Increase anti-racist and equitable professional development, programs, collections, exhibitions, and performances.	2.3.3: Support faculty and staff to further their understanding and knowledge of anti-racism and equity, and to aid in applying these ideals in their work and professional interactions.	Deans, Unit Heads

	through our curricula, values, standards, ideals, policies, and practices			
Strategic Plan (2020 - 2025) - Development and Alumni Relations	Make Penn State a diverse and inclusive workplace of choice in higher education advancement.	Strengthen professional development opportunities for existing employees.	2.4.1: Ensure comprehensive professional development is available for all roles in the division.	Director of Talent Management
Strategic Plan (2020 - 2025) - Development and Alumni Relations	Make Penn State a diverse and inclusive workplace of choice in higher education advancement.	Strengthen professional development opportunities for existing employees.	2.4.2: Review and relaunch the DDAR mentorship program.	Director of Talent Management
Strategic Plan (2020 - 2025) - Development and Alumni Relations	Make Penn State a diverse and inclusive workplace of choice in higher education advancement.	Strengthen professional development opportunities for existing employees.	2.4.3: Develop a Management Training Model, in concert with enhanced metrics that reinforce the importance of consistent and effective management.	Director of Talent Management
Strategic Plan (2020 - 2025) - Educational Equity, Office of the Vice Provost for	Educational Equity will advance inclusion, equity, and diversity by 1) providing leadership for policy and program development, 2) collaborating and consulting for planning and	Expand the University's knowledge regarding best practices and data for serving students with marginalized identities including veterans, students with disabilities, first-generation, low-income, and students of color.	3.1.10: Assess MRC staffs engagement with research, professional development opportunities, best practices, and assessment procedures to assist the MRC in advancing its objectives, by the end of each year.	MRC Director, assistant director, counselors.

	assessment, 3) competing for sponsored awards or projects, and 4) sponsorship.			
Strategic Plan (2020 - 2025) - Educational Equity, Office of the Vice Provost for	Educational Equity will advance inclusion, equity, and diversity by 1) providing leadership for policy and program development, 2) collaborating and consulting for planning and assessment, 3) competing for sponsored awards or projects, and 4) sponsorship.	Expand the University's knowledge regarding best practices and data for serving students with marginalized identities including veterans, students with disabilities, first-generation, low-income, and students of color.	3.1.12: Increase professional development opportunities over 5 years for University employees in an effort to expand University community understanding of disability as a marginalized identity and address Penn State Community Survey results indicating that only 48% of respondents have participated in disability-related University discussions, trainings, or activities.	Student Disability Resources Executive Director, staff committee; Office of Ethics & Compliance; campus academic departments; University partners
Strategic Plan (2020 - 2025) - Educational Equity, Office of the Vice Provost for	Educational Equity will advance inclusion, equity, and diversity by 1) providing leadership for policy and program development, 2) collaborating and consulting for planning and assessment, 3) competing for sponsored awards or	Expand the University's knowledge regarding best practices and data for serving students with marginalized identities including veterans, students with disabilities, first-generation, low-income, and students of color.	3.1.18: Educational Equitys TRIO Training Academy will provide free subject specific (e.g., financial aid, assessment and evaluation, budgeting, accessing hard to reach populations, director training, educational technology) grant funded professional development in-person and, if appropriate, web-based opportunities to increase the success of national TRIO projects, impacting the effectiveness and outcomes directly related to low-income and/or first-generation students.	Grant Programs Project Directors



	projects, and 4) sponsorship.			
Strategic Plan (2020 - 2025) - Engineering , College of	Grow a pervasive, welcoming, equitable and inclusive culture and climate throughout the Colleges students, faculty and staff that exemplifies the Penn State values.	Be steadfast in pursuit of equity and inclusion throughout everything we do and increase the levels of engagement of our faculty and staff in dialogue and programs focused on making equity and inclusion habitual.	1.2.3:Provide more professional development opportunities for faculty and staff to engage in equity and inclusion initiatives.	COE Leadership (Deans, Department Heads, Administrative Unit Directors)
Strategic Plan (2020 - 2025) - Engineering , College of	Enable and encourage all members of the faculty and staff to contribute to the governance of their units, the College, the University, their professions, and their communities in a way that recognizes the value of diverse perspectives.	Encourage professional development plans for staff that include a service/governance component.	5.2.1 - Develop and execute a five-year timeline of actions and milestones to implement the objective. The timeline will be reassessed annually.	Chief Operating Officer, Human Resources Strategic Partner
Strategic Plan (2020 - 2025) - Engineering , College of	Enable and encourage all members of the faculty and staff to contribute to the governance of their units, the College, the	Encourage professional development plans for staff that include a service/governance component.	5.2.2 - Work with the Colleges Human Resources Strategic Partner and the Staff Advisory Committee to develop representative examples of service/governance for inclusion in annual goal setting.	Chief Operating Officer, Human Resources Strategic Partner

	University, their professions, and their communities in a way that recognizes the value of diverse perspectives.			
Strategic Plan (2020 - 2025) - Engineering , College of	Enable and encourage all members of the faculty and staff to contribute to the governance of their units, the College, the University, their professions, and their communities in a way that recognizes the value of diverse perspectives.	Encourage professional development plans for staff that include a service/governance component.	5.2.3 - Work with the Colleges Human Resources Strategic Partner, the Staff Advisory Committee and department and administrative leaders to seek stakeholder input, identify resource needs to support the ideas coming from Action 5.2.2, implement plan	Chief Operating Officer, Human Resources Strategic Partner
Strategic Plan (2020 - 2025) - Engineering , College of	Enable and encourage all members of the faculty and staff to contribute to the governance of their units, the College, the University, their professions, and their communities in a way that recognizes the value of	Encourage professional development plans for staff that include a service/governance component.	5.2.4 - Audit, iterate, progress	Chief Operating Officer, Human Resources Strategic Partner

	diverse perspectives.			
Strategic Plan (2020 - 2025) - Engineering , College of	Improve the administrative and service organizational structure, to better enable the College to accomplish its mission, attain its vision, integrate sustainability into its operations, and achieve its goals so that every employee in these units understands the invaluable role they play in the College's overall success.	Encourage professional development plans for staff.	6.4.1: Develop and execute a five-year timeline of actions and milestones to implement the objective. The timeline will be reassessed annually.	Chief Operating Officer, Human Resources Strategic Partner
Strategic Plan (2020 - 2025) - Engineering , College of	Improve the administrative and service organizational structure to better enable the College to accomplish its mission, attain its vision and achieve its goals so that every employee in these units understands the invaluable role they play in the College's	Encourage professional development plans for staff.	6.4.2 - Work with the College's Human Resources Strategic Partner and the Staff Advisory Committee to develop representative examples of professional development plans for inclusion in annual goal setting.	

	overall success.			
Strategic Plan (2020 - 2025) - Engineering , College of	Improve the administrative and service organizational structure to better enable the College to accomplish its mission, attain its vision and achieve its goals so that every employee in these units understands the invaluable role they play in the College's overall success.	Encourage professional development plans for staff.	6.4.3 - Work with the College's Human Resources Strategic Partner, the Staff Advisory Committee and department and administrative leaders to seek stakeholder input, identify resource needs to support the ideas coming from Action 6.4.2, implement plan	
Strategic Plan (2020 - 2025) - Engineering , College of	Improve the administrative and service organizational structure to better enable the College to accomplish its mission, attain its vision and achieve its goals so that every employee in these units understands the invaluable role they play in the College's overall success.	Encourage professional development plans for staff.	6.4.4 - Audit, iterate, progress	
Strategic Plan (2020	Develop a workforce	Implement an integrative talent	2.1.2: Design an integrated career development program for	

- 2025) - Finance & Business	that is engaged, resilient, knowledgeable, and flexible to adapt to changing environments. Expand employee skillsets, competencies, opportunities, experiences, and support to provide the ability to excel in their roles and careers in Finance and Business and beyond at the University. Reimagine how employees work (considerations of remote working and other flexible arrangements) to better attract and retain a first-class workforce and provide for enhanced business continuity. Promote change readiness as a critical workforce competency.	management initiative that focuses on the development of an employee's career beginning with talent acquisition and career development plans.	F&B employees across divisions; that includes mentoring and professional development.	
Strategic Plan (2020 - 2025) -	Create processes, programming,	Invest in human resources and professional	1.5.1: Develop an advising and student support learning pathway to be offered to all	Assistant Dean for Student Services and

Health and Human Development, College of	and products to support students success while in the college and beyond. Success transcends academic achievement and job acquisition/gr aduate school admission and includes positive personal development, meaningful human skill building, and valuable engaged experiences.	development to enhance student success.	advisers, appropriate staff and to faculty on coordinated and collaborative approaches to student success.	Engagement; Lead Adviser
Strategic Plan (2020 - 2025) - Health and Human Development, College of	Create processes, programming, and products to support students success while in the college and beyond. Success transcends academic achievement and job acquisition/gr aduate school admission and includes positive personal development, meaningful human skill building, and valuable	Invest in human resources and professional development to enhance student success.	1.5.2: Expand undergraduate staffing focused on student success and collaborate with Penn State Learning, the Penn State Student Success Center, and the Penn State Parents Program to enhance peer tutoring and mentoring and explore interventions to increase retention.	Assistant Dean for Student Services and Engagement; Student Services Manager

	engaged experiences.			
Strategic Plan (2020 - 2025) - Health and Human Development, College of	Create processes, programming, and products to support students success while in the college and beyond. Success transcends academic achievement and job acquisition/graduate school admission and includes positive personal development, meaningful human skill building, and valuable engaged experiences.	Invest in human resources and professional development to enhance student success.	1.5.3: Expand and increase support for professional development opportunities for the HHD teaching community to build upon their teaching skills, especially as it relates to an online/remote/hybrid learning environment and inclusive teaching models.	Sub-committee of the Executive Committee
Strategic Plan (2020 - 2025) - Human Resources	Systems and tools will be developed to enable managers to recognize and reward employees. Employees will be more engaged through creating a supportive culture that promotes their financial, physical, and emotional health & well-being, as well	Ensure competitiveness and financial viability of total rewards program (including, but not limited to, pay, benefits, personal and professional development, health & well-being programs, discounts, etc.) so that its design and structure attract and retain talent, while being sensitive to the budgetary needs of the University.	2.3.1: Increase awareness of and satisfaction with current total rewards and commit to an ongoing, continuous review of market competitiveness and responsiveness to employee needs.	Sr. Director of Compensation & Benefits

	as their personal and career development.			
Strategic Plan (2020 - 2025) - Human Resources	Systems and tools will be developed to enable managers to recognize and reward employees. Employees will be more engaged through creating a supportive culture that promotes their financial, physical, and emotional health & well-being, as well as their personal and career development.	Ensure competitiveness and financial viability of total rewards program (including, but not limited to, pay, benefits, personal and professional development, health & well-being programs, discounts, etc.) so that its design and structure attract and retain talent, while being sensitive to the budgetary needs of the University.	2.3.2: Review leave and time off policies and programs, evaluate competitiveness of current structure, and create administrative and business processes to effectively manage time away from work.	Sr. Director of Compensation & Benefits
Strategic Plan (2020 - 2025) - Human Resources	Systems and tools will be developed to enable managers to recognize and reward employees. Employees will be more engaged through creating a supportive culture that promotes their financial, physical, and emotional health & well-being, as well	Ensure competitiveness and financial viability of total rewards program (including, but not limited to, pay, benefits, personal and professional development, health & well-being programs, discounts, etc.) so that its design and structure attract and retain talent, while being sensitive to the budgetary needs of the University.	2.3.3: Create and sustain a culture of health & well-being; includes communications, programs, and data analytics to drive behavior changes, more effectively manage health care costs for employees and the university and enhance the lives of members of the Penn State community.	Sr. Director of Compensation & Benefits



	as their personal and career development.			
Strategic Plan (2020 - 2025) - Human Resources	Enhance individual and organizational effectiveness by ensuring every employee feels welcomed and valued and has access to the training, tools and resources they need to be successful beginning with their first day of work and continuing throughout their career at Penn State.	Create and implement Talent Development programs that focus on strengthening the skills of employees and providing information and guidance to help them grow as professionals.	3.2.4: Leverage Cornerstone and Workday learning content and functionality to efficiently promote, assign and track professional development at the individual and organizational level.	Sr. Director of Talent Management
Strategic Plan (2020 - 2025) - Human Resources	Diversity, Inclusion, and Belonging	Advise on strategies that promote diversity, inclusion, and belonging through continued education, training, and professional development where every employee feels engaged, empowered, and informed ensuring a safe University work environment free from exclusion, intimidation, and the normalization of bias	5.3.1: Set expectations that advancing DIB and increasing cultural consciousness is a responsibility of all employees and that employees will be held accountable for such responsibilities.	AVP of DIB, Senior Director of Talent Management
Strategic Plan (2020 - 2025) - Human Resources	Diversity, Inclusion, and Belonging	Advise on strategies that promote diversity, inclusion, and belonging through continued	5.3.2: Update policies and practices related to accessibility, accommodation, work-life balance, and health and	Sr. Director of LER, Senior Director of Compensation and Benefits

		education, training, and professional development where every employee feels engaged, empowered, and informed ensuring a safe University work environment free from exclusion, intimidation, and the normalization of bias	wellness so that all employees can thrive.	
Strategic Plan (2020 - 2025) - Human Resources	Diversity, Inclusion, and Belonging	Advise on strategies that promote diversity, inclusion, and belonging through continued education, training, and professional development where every employee feels engaged, empowered, and informed ensuring a safe University work environment free from exclusion, intimidation, and the normalization of bias	5.3.3: Build opportunities for discussions on issues of diversity, inclusion to become part of continuous learning culture.	AVP of DIB
Strategic Plan (2020 - 2025) - Human Resources	Diversity, Inclusion, and Belonging	Advise on strategies that promote diversity, inclusion, and belonging through continued education, training, and professional development where every employee feels engaged, empowered, and informed ensuring a safe University work environment free from exclusion, intimidation, and the normalization of bias	5.3.4: Promote existing and create new programs and services around well-being and healing (conflict management, early intervention, mediation, and racial trauma).	AVP of DIB, Sr. Director of Talent Management, Sr. Director of Compensation and Benefits
Strategic Plan (2020 - 2025) -	Provide excellent legal education that prepares	Penn State Law will ensure that all students graduate with exceptional	1.1.7: Penn State Law will continue to support and build its comprehensive mentoring program, Minority Mentoring	

Law, Penn State	a diverse student body with exceptional research, writing, critical thinking, advocacy, and problem-solving skills for a rapidly changing legal profession.	research, writing, critical thinking, advocacy, and problem-solving skills that prepare them to be leaders in the field of law.	Program, and other mentoring and professional development programming and opportunities for students in partnership with our alumni community and leaders in the legal profession.	
Strategic Plan (2020 - 2025) - Liberal Arts, College of the	The success of the College of the Liberal Arts depends on people. With this in mind, we seek not just to recruit excellent faculty and staff to the College, but to support them through their careers, providing support, guidance, and opportunities for development at appropriate stages in their work lives.	Faculty excellence may be developed not just by hiring, but by supporting, retaining, and developing our current faculty. We already have multiple faculty development programs that support both tenure-line and teaching faculty. With the hiring of a new Associate Dean for Faculty Affairs, we will coordinate these programs as well as look for any gaps that remain. Our goals here tie closely to our goals surrounding faculty diversity, which are also addressed in this document. We have multiple formal programs for faculty, both long-established and recent. We expect to continue these programs, and are developing new ones.	3.1.8: In collaboration with the Liberal Arts Teaching Faculty Advisory Committee, we have allocated professional development funds for teaching faculty	
Strategic Plan (2020	The success of the College of	We include staff development in our	3.2.2: We will continue to push staff training and development,	

- 2025) - Liberal Arts, College of the	the Liberal Arts depends on people. With this in mind, we seek not just to recruit excellent faculty and staff to the College, but to support them through their careers, providing support, guidance, and opportunities for development at appropriate stages in their work lives.	goals for the College . All members of the College community benefit from staff who are broadly engaged with the institution, and with developments and new knowledge in their field of expertise .	including off-site development opportunities when appropriate. As part of this effort, we plan to collaborate with Alumni Relations and Development, and the Liberal Arts Staff Advisory Committee, to expand our available professional development funds for staff employees.	
Strategic Plan (2020 - 2025) - Medicine, College of	<p>Continually improve our culture; one that is inclusive, safe, respectful and supports the well-being and professional development of learners, staff and faculty.</p> <p>We commit to build a culture of continuous improvement and achievement. We will work to continually improve our environment and culture to be more</p>	Partner with Human Resources and Faculty Affairs to tackle culture and performance issues which currently limit organizational performance, reduce quality of professional life and compromise resource allocation.	4.1.1: Provide HR and Faculty Affairs with the requisite authority and support to enact lasting change during the employee lifecycle, not just during the hiring or separation phases.	Vice President Human Resources, Vice Dean for Faculty and Administrative Affairs

	<p>supportive, respectful, and accountable. In doing so, we work toward a better culture that engages, cares for and includes everyone that works for or is educated by the College of Medicine. Our ongoing pursuit of cultural improvement maximizes our students' potential for learning, our faculty's potential for teaching, conducting groundbreaking research and advancing patient care, and our staff's effectiveness in supporting our complex missions. It will make the College of Medicine a destination of choice for both learners and employees, including those of diverse backgrounds.</p>			
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Strategic Plan (2020 - 2025) - Medicine, College of	<p>Continually improve our culture; one that is inclusive, safe, respectful and supports the well-being and professional development of learners, staff and faculty.</p> <p>We commit to build a culture of continuous improvement and achievement. We will work to continually improve our environment and culture to be more supportive, respectful, and accountable. In doing so, we work toward a better culture that engages, cares for and includes everyone that works for or is educated by the College of Medicine. Our ongoing pursuit of cultural improvement maximizes our students' potential for</p>	Partner with Human Resources and Faculty Affairs to tackle culture and performance issues which currently limit organizational performance, reduce quality of professional life and compromise resource allocation.	4.1.2: Develop and enact benchmarks for engagement and improvement, and develop longer term programming that invests in leadership, culture and business training for key roles.	Vice President Human Resources, Vice Dean for Faculty and Administrative Affairs
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	learning, our faculty's potential for teaching, conducting groundbreaking research and advancing patient care, and our staff's effectiveness in supporting our complex missions. It will make the College of Medicine a destination of choice for both learners and employees, including those of diverse backgrounds.			
Strategic Plan (2020 - 2025) - Medicine, College of	<p>Continually improve our culture; one that is inclusive, safe, respectful and supports the well-being and professional development of learners, staff and faculty.</p> <p>We commit to build a culture of continuous improvement and achievement. We will work to continually improve our</p>	Apply principles of environmental sustainability and inclusive design in every new building project and renovation of existing facilities	4.10.1: Development and Adoption of a College Sustainability Action Plan that aligns with Penn State University's sustainability efforts.	Dean

	<p>environment and culture to be more supportive, respectful, and accountable. In doing so, we work toward a better culture that engages, cares for and includes everyone that works for or is educated by the College of Medicine. Our ongoing pursuit of cultural improvement maximizes our students' potential for learning, our faculty's potential for teaching, conducting groundbreaking research and advancing patient care, and our staff's effectiveness in supporting our complex missions. It will make the College of Medicine a destination of choice for both learners and employees, including those of</p>			
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	diverse backgrounds.			
Strategic Plan (2020 - 2025) - Medicine, College of	<p>Continually improve our culture; one that is inclusive, safe, respectful and supports the well-being and professional development of learners, staff and faculty.</p> <p>We commit to build a culture of continuous improvement and achievement. We will work to continually improve our environment and culture to be more supportive, respectful, and accountable. In doing so, we work toward a better culture that engages, cares for and includes everyone that works for or is educated by the College of Medicine. Our ongoing pursuit of cultural improvement maximizes our</p>	Apply principles of environmental sustainability and inclusive design in every new building project and renovation of existing facilities	4.10.2: Development of documented policy requiring a minimum percentage of purchases (including construction) come from URM-owned businesses.	Director of Procurement

	students' potential for learning, our faculty's potential for teaching, conducting groundbreaking research and advancing patient care, and our staff's effectiveness in supporting our complex missions. It will make the College of Medicine a destination of choice for both learners and employees, including those of diverse backgrounds.			
Strategic Plan (2020 - 2025) - Medicine, College of	<p>Continually improve our culture; one that is inclusive, safe, respectful and supports the well-being and professional development of learners, staff and faculty.</p> <p>We commit to build a culture of continuous improvement and achievement. We will work</p>	Develop and carry out 5-year capital campaign around fundraising for COM scholarships focused on student debt relief. Collaborate directly with Penn State Development to do so.	4.11.1: Increase the # of students provided scholarships; Increase the \$ from non-tuition sources; Reduce the \$ amount of student debt of COM	Vice President Development

	<p>to continually improve our environment and culture to be more supportive, respectful, and accountable. In doing so, we work toward a better culture that engages, cares for and includes everyone that works for or is educated by the College of Medicine. Our ongoing pursuit of cultural improvement maximizes our students' potential for learning, our faculty's potential for teaching, conducting groundbreaking research and advancing patient care, and our staff's effectiveness in supporting our complex missions. It will make the College of Medicine a destination of choice for both learners and employees,</p>			
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	including those of diverse backgrounds.			
Strategic Plan (2020 - 2025) - Medicine, College of	<p>Continually improve our culture; one that is inclusive, safe, respectful and supports the well-being and professional development of learners, staff and faculty.</p> <p>We commit to build a culture of continuous improvement and achievement. We will work to continually improve our environment and culture to be more supportive, respectful, and accountable. In doing so, we work toward a better culture that engages, cares for and includes everyone that works for or is educated by the College of Medicine. Our ongoing pursuit of cultural</p>	<p>Conduct external faculty and staff recruitment candidate engagement exercise to gather actionable feedback on College of Medicine reputation and tie results to action plans.</p>	<p>4.2.1: Identify and interview previous faculty and staff candidates who declined an offer or withdrew from consideration.</p>	<p>Vice President Diversity, Equity, and Inclusion, Vice President Human Resources</p>

	improvement maximizes our students' potential for learning, our faculty's potential for teaching, conducting groundbreaking research and advancing patient care, and our staff's effectiveness in supporting our complex missions. It will make the College of Medicine a destination of choice for both learners and employees, including those of diverse backgrounds.			
Strategic Plan (2020 - 2025) - Medicine, College of	<p>Continually improve our culture; one that is inclusive, safe, respectful and supports the well-being and professional development of learners, staff and faculty.</p> <p>We commit to build a culture of continuous improvement and</p>	Conduct external faculty and staff recruitment candidate engagement exercise to gather actionable feedback on College of Medicine reputation and tie results to action plans.	4.2.2: Develop written feedback and lessons learned for distribution to COM leadership, and use learnings to develop outreach efforts and cultural improvement tasks specifically designed to address issues raised.	Vice President Diversity, Equity, and Inclusion, Vice President Human Resources

	<p>achievement. We will work to continually improve our environment and culture to be more supportive, respectful, and accountable. In doing so, we work toward a better culture that engages, cares for and includes everyone that works for or is educated by the College of Medicine. Our ongoing pursuit of cultural improvement maximizes our students' potential for learning, our faculty's potential for teaching, conducting groundbreaking research and advancing patient care, and our staff's effectiveness in supporting our complex missions. It will make the College of Medicine a destination of choice for both learners</p>			
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	and employees, including those of diverse backgrounds.			
Strategic Plan (2020 - 2025) - Medicine, College of	<p>Continually improve our culture; one that is inclusive, safe, respectful and supports the well-being and professional development of learners, staff and faculty.</p> <p>We commit to build a culture of continuous improvement and achievement. We will work to continually improve our environment and culture to be more supportive, respectful, and accountable. In doing so, we work toward a better culture that engages, cares for and includes everyone that works for or is educated by the College of Medicine. Our ongoing</p>	Advance admissions processes to equitably recruit diverse learners who align more closely with the workforce needs of Penn State Health and the United States.	4.3.1: Understand workforce needs for PSH and the biomedical research and health care industry	Vice President Human Resources

	<p>pursuit of cultural improvement maximizes our students' potential for learning, our faculty's potential for teaching, conducting groundbreaking research and advancing patient care, and our staff's effectiveness in supporting our complex missions. It will make the College of Medicine a destination of choice for both learners and employees, including those of diverse backgrounds.</p>			
<p>Strategic Plan (2020 - 2025) - Medicine, College of</p>	<p>Continually improve our culture; one that is inclusive, safe, respectful and supports the well-being and professional development of learners, staff and faculty.</p> <p>We commit to build a culture of continuous</p>	<p>Advance admissions processes to equitably recruit diverse learners who align more closely with the workforce needs of Penn State Health and the United States.</p>	<p>4.3.2: Ensure a clear understanding of URM prospective student needs and develop action plan to measure current state of COM relative to them</p>	<p>Vice President Diversity, Equity, and Inclusion</p>



	<p>improvement and achievement. We will work to continually improve our environment and culture to be more supportive, respectful, and accountable. In doing so, we work toward a better culture that engages, cares for and includes everyone that works for or is educated by the College of Medicine. Our ongoing pursuit of cultural improvement maximizes our students' potential for learning, our faculty's potential for teaching, conducting groundbreaking research and advancing patient care, and our staff's effectiveness in supporting our complex missions. It will make the College of Medicine a destination of</p>			
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	choice for both learners and employees, including those of diverse backgrounds.			
Strategic Plan (2020 - 2025) - Medicine, College of	<p>Continually improve our culture; one that is inclusive, safe, respectful and supports the well-being and professional development of learners, staff and faculty.</p> <p>We commit to build a culture of continuous improvement and achievement. We will work to continually improve our environment and culture to be more supportive, respectful, and accountable. In doing so, we work toward a better culture that engages, cares for and includes everyone that works for or is educated by the College of</p>	Advance admissions processes to equitably recruit diverse learners who align more closely with the workforce needs of Penn State Health and the United States.	4.3.3: Focus COM recruitment resources to improve using action plan	Vice President Human Resources

	<p>Medicine. Our ongoing pursuit of cultural improvement maximizes our students' potential for learning, our faculty's potential for teaching, conducting groundbreaking research and advancing patient care, and our staff's effectiveness in supporting our complex missions. It will make the College of Medicine a destination of choice for both learners and employees, including those of diverse backgrounds.</p>			
<p>Strategic Plan (2020 - 2025) - Medicine, College of</p>	<p>Continually improve our culture; one that is inclusive, safe, respectful and supports the well-being and professional development of learners, staff and faculty.</p> <p>We commit to</p>	<p>Advance admissions processes to equitably recruit diverse learners who align more closely with the workforce needs of Penn State Health and the United States.</p>	<p>4.3.4: Increase in number of applications to MD, PA, residency and doctoral programs from URM applicants</p>	<p>Vice Dean for Educational Affairs, Vice President for Diversity, Equity and Inclusion, Vice President for Research and Graduate Studies</p>

	<p>build a culture of continuous improvement and achievement. We will work to continually improve our environment and culture to be more supportive, respectful, and accountable. In doing so, we work toward a better culture that engages, cares for and includes everyone that works for or is educated by the College of Medicine. Our ongoing pursuit of cultural improvement maximizes our students' potential for learning, our faculty's potential for teaching, conducting groundbreaking research and advancing patient care, and our staff's effectiveness in supporting our complex missions. It will make the College of</p>			
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	Medicine a destination of choice for both learners and employees, including those of diverse backgrounds.			
Strategic Plan (2020 - 2025) - Medicine, College of	<p>Continually improve our culture; one that is inclusive, safe, respectful and supports the well-being and professional development of learners, staff and faculty.</p> <p>We commit to build a culture of continuous improvement and achievement. We will work to continually improve our environment and culture to be more supportive, respectful, and accountable. In doing so, we work toward a better culture that engages, cares for and includes everyone that works for or is</p>	Advance admissions processes to equitably recruit diverse learners who align more closely with the workforce needs of Penn State Health and the United States.	4.3.5: Establish partnerships with at least 10 Minority Serving Institutions (including HBCUs, HACUs, and NASI) to conduct outreach and student recruitment	Vice President Diversity, Equity, and Inclusion, Vice Dean for Educational Affairs

	<p>educated by the College of Medicine. Our ongoing pursuit of cultural improvement maximizes our students' potential for learning, our faculty's potential for teaching, conducting groundbreaking research and advancing patient care, and our staff's effectiveness in supporting our complex missions. It will make the College of Medicine a destination of choice for both learners and employees, including those of diverse backgrounds.</p>			
<p>Strategic Plan (2020 - 2025) - Medicine, College of</p>	<p>Continually improve our culture; one that is inclusive, safe, respectful and supports the well-being and professional development of learners, staff and faculty.</p>	<p>Advance admissions processes to equitably recruit diverse learners who align more closely with the workforce needs of Penn State Health and the United States.</p>	<p>4.3.6: Increase number of educational equity scholarships to recruit diverse medical and PA students</p>	<p>Vice President for Development and Vice President/Chief Diversity Officer</p>

	<p>We commit to build a culture of continuous improvement and achievement. We will work to continually improve our environment and culture to be more supportive, respectful, and accountable. In doing so, we work toward a better culture that engages, cares for and includes everyone that works for or is educated by the College of Medicine. Our ongoing pursuit of cultural improvement maximizes our students' potential for learning, our faculty's potential for teaching, conducting groundbreaking research and advancing patient care, and our staff's effectiveness in supporting our complex missions. It</p>			
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	will make the College of Medicine a destination of choice for both learners and employees, including those of diverse backgrounds.			
Strategic Plan (2020 - 2025) - Medicine, College of	<p>Continually improve our culture; one that is inclusive, safe, respectful and supports the well-being and professional development of learners, staff and faculty.</p> <p>We commit to build a culture of continuous improvement and achievement. We will work to continually improve our environment and culture to be more supportive, respectful, and accountable. In doing so, we work toward a better culture that engages, cares for and includes</p>	Organize and launch a comprehensive onboarding and orientation program for faculty, students and staff that introduces them to COM and all the various programmatic offices and activities, commitment to diversity/inclusion, mentorship programs, infrastructure programs, etc.	4.4.1: Recent hires interviewed to obtain feedback that informs content of the program	Vice President Human Resources



	everyone that works for or is educated by the College of Medicine. Our ongoing pursuit of cultural improvement maximizes our students' potential for learning, our faculty's potential for teaching, conducting groundbreaking research and advancing patient care, and our staff's effectiveness in supporting our complex missions. It will make the College of Medicine a destination of choice for both learners and employees, including those of diverse backgrounds.			
Strategic Plan (2020 - 2025) - Medicine, College of	Continually improve our culture; one that is inclusive, safe, respectful and supports the well-being and professional development of learners,	Organize and launch a comprehensive onboarding and orientation program for faculty, students and staff that introduces them to COM and all the various programmatic offices and activities, commitment to diversity/inclusion,	4.4.2: Orientation program developed for students	Vice Dean for Educational Affairs

	<p>staff and faculty.</p> <p>We commit to build a culture of continuous improvement and achievement. We will work to continually improve our environment and culture to be more supportive, respectful, and accountable. In doing so, we work toward a better culture that engages, cares for and includes everyone that works for or is educated by the College of Medicine. Our ongoing pursuit of cultural improvement maximizes our students' potential for learning, our faculty's potential for teaching, conducting groundbreaking research and advancing patient care, and our staff's effectiveness in supporting</p>	<p>mentorship programs, infrastructure programs, etc.</p>		
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	our complex missions. It will make the College of Medicine a destination of choice for both learners and employees, including those of diverse backgrounds.			
Strategic Plan (2020 - 2025) - Medicine, College of	<p>Continually improve our culture; one that is inclusive, safe, respectful and supports the well-being and professional development of learners, staff and faculty.</p> <p>We commit to build a culture of continuous improvement and achievement. We will work to continually improve our environment and culture to be more supportive, respectful, and accountable. In doing so, we work toward a better culture that engages,</p>	Organize and launch a comprehensive onboarding and orientation program for faculty, students and staff that introduces them to COM and all the various programmatic offices and activities, commitment to diversity/inclusion, mentorship programs, infrastructure programs, etc.	4.4.3: Orientation and onboarding program developed for faculty and staff	Vice President Human Resources, Vice Dean for Faculty and Administrative Affairs

	cares for and includes everyone that works for or is educated by the College of Medicine. Our ongoing pursuit of cultural improvement maximizes our students' potential for learning, our faculty's potential for teaching, conducting groundbreaking research and advancing patient care, and our staff's effectiveness in supporting our complex missions. It will make the College of Medicine a destination of choice for both learners and employees, including those of diverse backgrounds.			
Strategic Plan (2020 - 2025) - Medicine, College of	Continually improve our culture; one that is inclusive, safe, respectful and supports the well-being and professional	Organize and launch a comprehensive onboarding and orientation program for faculty, students and staff that introduces them to COM and all the various programmatic offices and activities,	4.4.4: Feedback from program attendees indicates that it is providing them with a better introduction to the organization	Vice President Human Resources, Vice Dean for Faculty and Administrative Affairs

	<p>development of learners, staff and faculty.</p> <p>We commit to build a culture of continuous improvement and achievement. We will work to continually improve our environment and culture to be more supportive, respectful, and accountable. In doing so, we work toward a better culture that engages, cares for and includes everyone that works for or is educated by the College of Medicine. Our ongoing pursuit of cultural improvement maximizes our students' potential for learning, our faculty's potential for teaching, conducting groundbreaking research and advancing patient care, and our staff's</p>	<p>commitment to diversity/inclusion, mentorship programs, infrastructure programs, etc.</p>		
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	effectiveness in supporting our complex missions. It will make the College of Medicine a destination of choice for both learners and employees, including those of diverse backgrounds.			
Strategic Plan (2020 - 2025) - Medicine, College of	<p>Continually improve our culture; one that is inclusive, safe, respectful and supports the well-being and professional development of learners, staff and faculty.</p> <p>We commit to build a culture of continuous improvement and achievement. We will work to continually improve our environment and culture to be more supportive, respectful, and accountable. In doing so, we work toward a</p>	Develop new hire navigator matching program to match new staff and faculty with an existing employee who can act as learning and support system during orientation to the organization; navigators must meet certain eligibility requirements.	4.5.1: Identify willing faculty and staff to serve as navigators	Vice President Human Resources

	<p>better culture that engages, cares for and includes everyone that works for or is educated by the College of Medicine. Our ongoing pursuit of cultural improvement maximizes our students' potential for learning, our faculty's potential for teaching, conducting groundbreaking research and advancing patient care, and our staff's effectiveness in supporting our complex missions. It will make the College of Medicine a destination of choice for both learners and employees, including those of diverse backgrounds.</p>			
<p>Strategic Plan (2020 - 2025) - Medicine, College of</p>	<p>Continually improve our culture; one that is inclusive, safe, respectful and supports the well-being</p>	<p>Develop new hire navigator matching program to match new staff and faculty with an existing employee who can act as learning and support system</p>	<p>4.5.2: Establish guidelines for new hire/navigator interaction</p>	<p>Vice President Human Resources</p>

	<p>and professional development of learners, staff and faculty.</p> <p>We commit to build a culture of continuous improvement and achievement. We will work to continually improve our environment and culture to be more supportive, respectful, and accountable. In doing so, we work toward a better culture that engages, cares for and includes everyone that works for or is educated by the College of Medicine. Our ongoing pursuit of cultural improvement maximizes our students' potential for learning, our faculty's potential for teaching, conducting groundbreaking research and advancing</p>	<p>during orientation to the organization; navigators must meet certain eligibility requirements.</p>		
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	<p>patient care, and our staff's effectiveness in supporting our complex missions. It will make the College of Medicine a destination of choice for both learners and employees, including those of diverse backgrounds.</p>			
<p>Strategic Plan (2020 - 2025) - Medicine, College of</p>	<p>Continually improve our culture; one that is inclusive, safe, respectful and supports the well-being and professional development of learners, staff and faculty.</p> <p>We commit to build a culture of continuous improvement and achievement. We will work to continually improve our environment and culture to be more supportive, respectful, and accountable. In doing so,</p>	<p>Develop new hire navigator matching program to match new staff and faculty with an existing employee who can act as learning and support system during orientation to the organization; navigators must meet certain eligibility requirements.</p>	<p>4.5.3: Conduct program</p>	<p>Vice President Human Resources</p>

	<p>we work toward a better culture that engages, cares for and includes everyone that works for or is educated by the College of Medicine. Our ongoing pursuit of cultural improvement maximizes our students' potential for learning, our faculty's potential for teaching, conducting groundbreaking research and advancing patient care, and our staff's effectiveness in supporting our complex missions. It will make the College of Medicine a destination of choice for both learners and employees, including those of diverse backgrounds.</p>			
Strategic Plan (2020 - 2025) - Medicine, College of	Continually improve our culture; one that is inclusive, safe, respectful and	Develop new hire navigator matching program to match new staff and faculty with an existing employee who can	4.5.4: Measure results through feedback from new hires and navigators, and make requisite program changes	Vice President Human Resources

	<p>supports the well-being and professional development of learners, staff and faculty.</p> <p>We commit to build a culture of continuous improvement and achievement. We will work to continually improve our environment and culture to be more supportive, respectful, and accountable. In doing so, we work toward a better culture that engages, cares for and includes everyone that works for or is educated by the College of Medicine. Our ongoing pursuit of cultural improvement maximizes our students' potential for learning, our faculty's potential for teaching, conducting groundbreaki</p>	<p>act as learning and support system during orientation to the organization; navigators must meet certain eligibility requirements.</p>		
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	<p>ng research and advancing patient care, and our staff's effectiveness in supporting our complex missions. It will make the College of Medicine a destination of choice for both learners and employees, including those of diverse backgrounds.</p>			
<p>Strategic Plan (2020 - 2025) - Medicine, College of</p>	<p>Continually improve our culture; one that is inclusive, safe, respectful and supports the well-being and professional development of learners, staff and faculty.</p> <p>We commit to build a culture of continuous improvement and achievement. We will work to continually improve our environment and culture to be more supportive, respectful, and</p>	<p>Work with HR and Diversity, Equity and Inclusion to implement best practices around diverse hiring, including de-identified information on candidates (removal of names, etc.)</p>	<p>4.6.1: Develop and implement best practices guide as a requirement for training before interviewing candidates - Implement the HRO9 Diverse Slate provision (which requires women and racial/ethnic minorities in the interview pool) for select positions</p>	<p>Vice President Human Resources, Vice Dean for Faculty and Administrative Affairs</p>

	<p>accountable. In doing so, we work toward a better culture that engages, cares for and includes everyone that works for or is educated by the College of Medicine. Our ongoing pursuit of cultural improvement maximizes our students' potential for learning, our faculty's potential for teaching, conducting groundbreaking research and advancing patient care, and our staff's effectiveness in supporting our complex missions. It will make the College of Medicine a destination of choice for both learners and employees, including those of diverse backgrounds.</p>			
Strategic Plan (2020 - 2025) -	Continually improve our culture; one that is	Work with HR and Diversity, Equity and Inclusion to implement best	4.6.2: Regularly review interview procedures to maintain compliance	Vice President Human Resources

Medicine, College of	<p>inclusive, safe, respectful and supports the well-being and professional development of learners, staff and faculty.</p> <p>We commit to build a culture of continuous improvement and achievement. We will work to continually improve our environment and culture to be more supportive, respectful, and accountable. In doing so, we work toward a better culture that engages, cares for and includes everyone that works for or is educated by the College of Medicine. Our ongoing pursuit of cultural improvement maximizes our students' potential for learning, our faculty's potential for teaching,</p>	practices around diverse hiring, including de-identified information on candidates (removal of names, etc.)		
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	conducting groundbreaking research and advancing patient care, and our staff's effectiveness in supporting our complex missions. It will make the College of Medicine a destination of choice for both learners and employees, including those of diverse backgrounds.			
Strategic Plan (2020 - 2025) - Medicine, College of	<p>Continually improve our culture; one that is inclusive, safe, respectful and supports the well-being and professional development of learners, staff and faculty.</p> <p>We commit to build a culture of continuous improvement and achievement. We will work to continually improve our environment and culture to be more supportive,</p>	Develop a comprehensive approach to mentoring that maximizes existing investments while improving mentoring outcomes	<p>4.7.1: Consolidate disparate mentoring programs for both faculty and staff under appropriate organizational entity (HR, Dean's Office, etc.) that has overall responsibility for management, outcomes tracking, funding, programming, investment, etc.</p> <p>Consolidate existing faculty/staff development programs (JFDP, PSTP, Research Development, SMaRT, Woodward, etc.)</p> <p>Develop consistent, transparent, measurable mentoring programs for various career tracks expectations and requirements</p>	Vice Dean for Faculty and Administrative Affairs

	<p>respectful, and accountable. In doing so, we work toward a better culture that engages, cares for and includes everyone that works for or is educated by the College of Medicine. Our ongoing pursuit of cultural improvement maximizes our students' potential for learning, our faculty's potential for teaching, conducting groundbreaking research and advancing patient care, and our staff's effectiveness in supporting our complex missions. It will make the College of Medicine a destination of choice for both learners and employees, including those of diverse backgrounds.</p>			
Strategic Plan (2020)	Continually improve our	Develop a comprehensive	4.7.2: Establish tracks for faculty mentoring and development in	Vice Dean for Faculty and



<p>- 2025) - Medicine, College of</p>	<p>culture; one that is inclusive, safe, respectful and supports the well-being and professional development of learners, staff and faculty.</p> <p>We commit to build a culture of continuous improvement and achievement. We will work to continually improve our environment and culture to be more supportive, respectful, and accountable. In doing so, we work toward a better culture that engages, cares for and includes everyone that works for or is educated by the College of Medicine. Our ongoing pursuit of cultural improvement maximizes our students' potential for learning, our faculty's</p>	<p>approach to mentoring that maximizes existing investments while improving mentoring outcomes</p>	<p>specific academic areas. Those who want to excel at scholarship of teaching, translational science, systems science, quality improvement, population health, conventional basic science, leadership development can quickly join productive teams and have assigned mentors with milestones towards skill building. There are 7 "lead" faculty development experts, one for each track.</p>	<p>Administrative Affairs</p>
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	potential for teaching, conducting groundbreaking research and advancing patient care, and our staff's effectiveness in supporting our complex missions. It will make the College of Medicine a destination of choice for both learners and employees, including those of diverse backgrounds.			
Strategic Plan (2020 - 2025) - Medicine, College of	<p>Continually improve our culture; one that is inclusive, safe, respectful and supports the well-being and professional development of learners, staff and faculty.</p> <p>We commit to build a culture of continuous improvement and achievement. We will work to continually improve our environment and culture to</p>	Develop a comprehensive approach to mentoring that maximizes existing investments while improving mentoring outcomes	4.7.3: Large staff roles have ""go-to"" mentors. For administrative assistants, key financial workers, and other job titles, there are go-to identified mentors (at a ratio of 1/8) who have modest stipends to serve in those roles	Vice President for Human Resources

	<p>be more supportive, respectful, and accountable. In doing so, we work toward a better culture that engages, cares for and includes everyone that works for or is educated by the College of Medicine. Our ongoing pursuit of cultural improvement maximizes our students' potential for learning, our faculty's potential for teaching, conducting groundbreaking research and advancing patient care, and our staff's effectiveness in supporting our complex missions. It will make the College of Medicine a destination of choice for both learners and employees, including those of diverse backgrounds.</p>			
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Strategic Plan (2020 - 2025) - Medicine, College of	<p>Continually improve our culture; one that is inclusive, safe, respectful and supports the well-being and professional development of learners, staff and faculty.</p> <p>We commit to build a culture of continuous improvement and achievement. We will work to continually improve our environment and culture to be more supportive, respectful, and accountable. In doing so, we work toward a better culture that engages, cares for and includes everyone that works for or is educated by the College of Medicine. Our ongoing pursuit of cultural improvement maximizes our students' potential for</p>	Develop a comprehensive approach to mentoring that maximizes existing investments while improving mentoring outcomes	4.7.4: Make leadership development an organizational priority through the creation of a leadership and career development program for both faculty (both clinical and scientific tracks) and staff. At the discretion of COM leadership, the program will provide one on one coaching, group training, self directed learning, and other forms of leadership and career development to faculty and staff in positions of organizational responsibility and throughout their career lifecycle.	Vice Dean for Faculty and Administrative Affairs
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	learning, our faculty's potential for teaching, conducting groundbreaking research and advancing patient care, and our staff's effectiveness in supporting our complex missions. It will make the College of Medicine a destination of choice for both learners and employees, including those of diverse backgrounds.			
Strategic Plan (2020 - 2025) - Medicine, College of	<p>Continually improve our culture; one that is inclusive, safe, respectful and supports the well-being and professional development of learners, staff and faculty.</p> <p>We commit to build a culture of continuous improvement and achievement. We will work to continually improve our</p>	Improve visibility into and address barriers to promotion and advancement within the COM	4.8.1: Quantitative assessment for lack of advancement among assistant professors	Vice Dean for Faculty and Administrative Affairs/Department Chairs

	<p>environment and culture to be more supportive, respectful, and accountable. In doing so, we work toward a better culture that engages, cares for and includes everyone that works for or is educated by the College of Medicine. Our ongoing pursuit of cultural improvement maximizes our students' potential for learning, our faculty's potential for teaching, conducting groundbreaking research and advancing patient care, and our staff's effectiveness in supporting our complex missions. It will make the College of Medicine a destination of choice for both learners and employees, including those of</p>			
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	diverse backgrounds.			
Strategic Plan (2020 - 2025) - Medicine, College of	<p>Continually improve our culture; one that is inclusive, safe, respectful and supports the well-being and professional development of learners, staff and faculty.</p> <p>We commit to build a culture of continuous improvement and achievement. We will work to continually improve our environment and culture to be more supportive, respectful, and accountable. In doing so, we work toward a better culture that engages, cares for and includes everyone that works for or is educated by the College of Medicine. Our ongoing pursuit of cultural improvement maximizes our</p>	Improve visibility into and address barriers to promotion and advancement within the COM	4.8.2: Perform assessment against external benchmarks	Vice Dean for Faculty and Administrative Affairs/Department Chairs

	<p>students' potential for learning, our faculty's potential for teaching, conducting groundbreaking research and advancing patient care, and our staff's effectiveness in supporting our complex missions. It will make the College of Medicine a destination of choice for both learners and employees, including those of diverse backgrounds.</p>			
<p>Strategic Plan (2020 - 2025) - Medicine, College of</p>	<p>Continually improve our culture; one that is inclusive, safe, respectful and supports the well-being and professional development of learners, staff and faculty.</p> <p>We commit to build a culture of continuous improvement and achievement. We will work</p>	<p>Improve visibility into and address barriers to promotion and advancement within the COM</p>	<p>4.8.3: Develop department specific plans to develop affected faculty</p>	<p>Department Chairs</p>



	<p>to continually improve our environment and culture to be more supportive, respectful, and accountable. In doing so, we work toward a better culture that engages, cares for and includes everyone that works for or is educated by the College of Medicine. Our ongoing pursuit of cultural improvement maximizes our students' potential for learning, our faculty's potential for teaching, conducting groundbreaking research and advancing patient care, and our staff's effectiveness in supporting our complex missions. It will make the College of Medicine a destination of choice for both learners and employees,</p>			
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	including those of diverse backgrounds.			
Strategic Plan (2020 - 2025) - Medicine, College of	<p>Continually improve our culture; one that is inclusive, safe, respectful and supports the well-being and professional development of learners, staff and faculty.</p> <p>We commit to build a culture of continuous improvement and achievement. We will work to continually improve our environment and culture to be more supportive, respectful, and accountable. In doing so, we work toward a better culture that engages, cares for and includes everyone that works for or is educated by the College of Medicine. Our ongoing pursuit of cultural</p>	Address identified causes for burnout and lack of engagement in some faculty and staff	4.9.1: Clear reporting structure for faculty and staff to improve retention and engagement	"Vice Dean for Faculty and Administrative Affairs Vice President Human Resources"

	improvement maximizes our students' potential for learning, our faculty's potential for teaching, conducting groundbreaking research and advancing patient care, and our staff's effectiveness in supporting our complex missions. It will make the College of Medicine a destination of choice for both learners and employees, including those of diverse backgrounds.			
Strategic Plan (2020 - 2025) - Medicine, College of	Continually improve our culture; one that is inclusive, safe, respectful and supports the well-being and professional development of learners, staff and faculty.  We commit to build a culture of continuous improvement and	Address identified causes for burnout and lack of engagement in some faculty and staff	4.9.2: Evaluate and work toward rectification of policies and practices, as well as circumstances, that prevent faculty and staff from achieving engagement in their workplace	Vice Dean for Faculty and Administrative Affairs

	<p>achievement. We will work to continually improve our environment and culture to be more supportive, respectful, and accountable. In doing so, we work toward a better culture that engages, cares for and includes everyone that works for or is educated by the College of Medicine. Our ongoing pursuit of cultural improvement maximizes our students' potential for learning, our faculty's potential for teaching, conducting groundbreaking research and advancing patient care, and our staff's effectiveness in supporting our complex missions. It will make the College of Medicine a destination of choice for both learners</p>			
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	and employees, including those of diverse backgrounds.			
Strategic Plan (2020 - 2025) - Nursing, College of	The Penn State College of Nursing will provide service through outreach and by effectively using digital innovations across the Commonwealth and beyond.	Create Center to represent outreach, professional development, DEI, wellness, and leadership initiatives by the College.	5.1.1: Create implementation plan.	1. Assoc. Dean, DEI 2. Assist. Dean, Outreach & Prof. Dev. 3. Office and Staff of Assist. Dean, Outreach & Prof. Dev. 4. Dir. of Alumni Relations 5. Diversity Comm. 6. IT/Marketing Services, 7. Instructional Design, 8. Nurse Ldr Initiative Dir
Strategic Plan (2020 - 2025) - Outreach	Inclusion, equity, and diversity are advanced in our workplaces, through our programming, and with the audiences whom we support, by fostering belonging, open discourse, mutual respect, genuine care, equity, and different perspectives.	We will create and support a workplace culture that is strong in understanding, bold in communicating, and committed to inclusion, equity, and diversity.	6.1.4: Incorporate those values into organizational learning, unit-level competencies, and employee professional development plans. *Replaced by new actions on the strategic plan*	

Strategic Plan (2020 - 2025) - Penn State Abington	Enhance faculty and staff effectiveness and sense of community to support the academic mission and improve faculty and staff success, satisfaction, and retention	Support and enhance innovative activities, grant awards, continuous professional development, and training for all staff.	4.2.1: Support staff skills and career development, onboarding and retention	Director of Human Resources
Strategic Plan (2020 - 2025) - Penn State Abington	Enhance faculty and staff effectiveness and sense of community to support the academic mission and improve faculty and staff success, satisfaction, and retention	Support and enhance innovative activities, grant awards, continuous professional development, and training for all staff.	4.2.2: Recognize and reward staff contribution achievements through publicity	Human Resources
Strategic Plan (2020 - 2025) - Penn State Abington	Enhance faculty and staff effectiveness and sense of community to support the academic mission and improve faculty and staff success, satisfaction, and retention	Support and enhance innovative activities, grant awards, continuous professional development, and training for all staff.	4.2.3: Develop, promote and support staff activity: publications, presentations, awards won, programs completed, etc.	Human Resources, Staff Advisory Council (SAC)
Strategic Plan (2020 - 2025) - Penn State Berks	Foster a community at Penn State Berks that emphasizes diversity, equity, and inclusion.	Recruit, develop, and retain a culturally competent management team and workforce at all levels of the institution	4.2.1: Acknowledge diversity-related activities and professional development in employee performance evaluations.	Diversity Committee

<p>Strategic Plan (2020 - 2025) - Penn State Brandywine</p>	<p>Create an equitable and inclusive environment for Penn State Brandywine's diverse campus community to support and sustain the holistic development and well-being of our people.</p> <p>Note on Rationale: Penn State Brandywine ranks 2nd in students of color by percentage of headcount enrollment across Penn State's 24 campuses according to the Data Digest. However, data from Penn State's Community Survey, the campus Diversity and Inclusion Committee Student Experience Survey, and recent Brandywine Faculty Senate Executive</p>	<p>Establish an Office of Equity and Inclusion at Penn State Brandywine, reporting directly to the Chancellor, as the lead unit for advancing diversity, equity, and inclusion.</p> <p>Note: The data points referenced above indicate the need for an office that focuses exclusively on equity and inclusion at Penn State Brandywine, and partners with and coordinates with other campus units in advancing equity across the campus. While the campus has been working towards increasing retention rates of faculty, staff, and students of color; developing and providing DEI professional development opportunities; and prioritizing an accessibility framework, these efforts have been fragmented and decentralized. An Office of Equity and Inclusion would serve as a catalyst and central point for the other objectives in this goal.</p>	<p>2.1.1: Develop the proposed strategy or course of action that outlines specific tasks to be completed, timeline, resources, and who will work on those tasks.</p>	<p>Chancellor in collaboration with Chancellors Council and consultation with the Office of the Senior Vice President for Commonwealth Campuses and Office of Educational Equity</p>
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	<p>committee reports combined with a high number of bias reports and gap in retention and graduation rates for Black/African American and Hispanic/Latin x students compared to White students has surfaced and underscored multiple barriers to equity on campus. In recognition of our commitment to equity and acknowledgment of our urgent need to do more, the Chancellor created Chancellors Commissions on Equity by Design, commencing for the 2020 2021 academic year. The five commissions are:</p> <p>Advancing Accessibility, Empowering Women, Racial and Ethnic Justice,</p>			
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	Sexual Orientation and Gender Identity, and Veterans and Military Success. The following objectives were designed in response to these multiple data points and will build on and formalize the work started in the Chancellors Commissions and align the campus Strategic Plan with the Universitys recently enhanced investments in diversity, equity, and inclusion (DEI) to target our campus specific needs.			
Strategic Plan (2020 - 2025) - Penn State Brandywine	Create an equitable and inclusive environment for Penn State Brandywines diverse campus community to support and sustain the holistic development and well-	Establish an Office of Equity and Inclusion at Penn State Brandywine, reporting directly to the Chancellor, as the lead unit for advancing diversity, equity, and inclusion.  Note: The data points referenced above indicate the need for an office that focuses	2.1.2: Conduct an equity audit by an external professional or organization	Chancellor in collaboration with Chancellors Council and consultation with the Office of the Senior Vice President for Commonwealth Campuses and Office of

	<p>being of our people.</p> <p>Note on Rationale: Penn State Brandywine ranks 2nd in students of color by percentage of headcount enrollment across Penn States 24 campuses according to the Data Digest. However, data from Penn States Community Survey, the campus Diversity and Inclusion Committee Student Experience Survey, and recent Brandywine Faculty Senate Executive committee reports combined with a high number of bias reports and gap in retention and graduation rates for Black/African American and Hispanic/Latin x students</p>	<p>exclusively on equity and inclusion at Penn State Brandywine, and partners with and coordinates with other campus units in advancing equity across the campus. While the campus has been working towards increasing retention rates of faculty, staff, and students of color; developing and providing DEI professional development opportunities; and prioritizing an accessibility framework, these efforts have been fragmented and decentralized. An Office of Equity and Inclusion would serve as a catalyst and central point for the other objectives in this goal.</p>		Educational Equity
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	<p>compared to White students has surfaced and underscored multiple barriers to equity on campus. In recognition of our commitment to equity and acknowledgment of our urgent need to do more, the Chancellor created Chancellors Commissions on Equity by Design, commencing for the 2020-2021 academic year. The five commissions are: Advancing Accessibility, Empowering Women, Racial and Ethnic Justice, Sexual Orientation and Gender Identity, and Veterans and Military Success. The following objectives were designed in response to these multiple data points</p>			
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	and will build on and formalize the work started in the Chancellors Commissions and align the campus Strategic Plan with the Universitys recently enhanced investments in diversity, equity, and inclusion (DEI) to target our campus specific needs.			
Strategic Plan (2020 - 2025) - Penn State Brandywine	<p>Create an equitable and inclusive environment for Penn State Brandywines diverse campus community to support and sustain the holistic development and well-being of our people.</p> <p>Note on Rationale: Penn State Brandywine ranks 2nd in students of color by percentage of headcount enrollment across Penn</p>	Enhance resources to foster a sense of belonging, well-being, holistic development, and professional fulfillment among our diverse faculty and staff at Penn State Brandywine.	2.3.5: Increase funding to support anti-racist and diversity, equity, and inclusion focused research, scholarship, professional development, and initiatives	Director of Academic Affairs, Director of Student Affairs, and the Director of Development and Alumni Relations in collaboration with the Chancellors Commissions on Equity by Design and University Office of Educational Equity

	<p>States 24 campuses according to the Data Digest. However, data from Penn States Community Survey, the campus Diversity and Inclusion Committee Student Experience Survey, and recent Brandywine Faculty Senate Executive committee reports combined with a high number of bias reports and gap in retention and graduation rates for Black/African American and Hispanic/Latin x students compared to White students has surfaced and underscored multiple barriers to equity on campus. In recognition of our commitment to equity and acknowledgm</p>			
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	<p>ent of our urgent need to do more, the Chancellor created Chancellors Commissions on Equity by Design, commencing for the 2020 2021 academic year. The five commissions are:</p> <p>Advancing Accessibility, Empowering Women, Racial and Ethnic Justice, Sexual Orientation and Gender Identity, and Veterans and Military Success. The following objectives were designed in response to these multiple data points and will build on and formalize the work started in the Chancellors Commissions and align the campus Strategic Plan with the Universitys recently enhanced</p>			
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	investments in diversity, equity, and inclusion (DEI) to target our campus specific needs.			
Strategic Plan (2020 - 2025) - Penn State Brandywine	<p>Create an equitable and inclusive environment for Penn State Brandywine's diverse campus community to support and sustain the holistic development and well-being of our people.</p> <p>Note on Rationale: Penn State Brandywine ranks 2nd in students of color by percentage of headcount enrollment across Penn State's 24 campuses according to the Data Digest. However, data from Penn State's Community Survey, the campus Diversity and Inclusion Committee</p>	Foster a culture of accessibility and inclusion as a guiding framework in all that we do at Penn State Brandywine.	2.5.2: Provide robust professional development and guidance for faculty and staff pertaining to accessibility and Universal Design for Learning (UDL) concepts	Coordinator of Student Disability Resources and Chancellors Commission on Disability and Advancing Accessibility together with the Chancellors Council (especially the Director of Academic Affairs and Human Resources Strategic Partner) and Office of

	<p>Student Experience Survey, and recent Brandywine Faculty Senate Executive committee reports combined with a high number of bias reports and gap in retention and graduation rates for Black/African American and Hispanic/Latin x students compared to White students has surfaced and underscored multiple barriers to equity on campus. In recognition of our commitment to equity and acknowledgment of our urgent need to do more, the Chancellor created Chancellors Commissions on Equity by Design, commencing for the 2020-2021 academic year. The five</p>			
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	<p>commissions are:  Advancing Accessibility, Empowering Women, Racial and Ethnic Justice, Sexual Orientation and Gender Identity, and Veterans and Military Success. The following objectives were designed in response to these multiple data points and will build on and formalize the work started in the Chancellors Commissions and align the campus Strategic Plan with the University's recently enhanced investments in diversity, equity, and inclusion (DEI) to target our campus specific needs.</p>			
Strategic Plan (2020 - 2025) - Penn State Dickinson Law	Substantially increase diversity, generally, with an emphasis on	Foster a community that values staff diversity by incorporating Penn State University's Diversity, Equity and	2.2.3: Develop antiracist programming that support the professional development of existing staff members	Office of the Dean, Staff Colleagues, Marketing and Communications, Faculty,

	<p>racial and ethnic diversity, especially among Black African American students, staff, faculty, and administrators.</p> <p>Racism and bias threaten American democracy and the rule of law. The primary mission of a law school is to use the tools of the law to promote justice and equality for all. To meet this responsibility, law schools must recruit, retain, teach and research according to antiracist principles for the benefit of students, staff, faculty, and administrators as well as for the benefit of society.</p>	<p>Inclusion objectives using law's distinct context embodied in the Equal Protection of the Laws, the 19th Amendment, the legal academy's commitment to anti-racist pedagogy, and support of the recommendations of the Select Penn State Presidential Commission on Racism, Bias, and Community Safety. Continuing to increase the diversity at Dickinson Law at all levels within the Law School is critical to the Law School's ongoing commitment to be reflective of the population at large.</p>		Human Resources
Strategic Plan (2020 - 2025) - Penn State	Substantially increase diversity, generally,	Foster a community that values faculty diversity by incorporating Penn	2.3.3: Develop antiracist curriculum, programming, and leadership opportunities that support the professional	Office of the Dean, Marketing and Communicatio

Dickinson Law	<p>with an emphasis on racial and ethnic diversity, especially among Black African American students, staff, faculty, and administrators.</p> <p>Racism and bias threaten American democracy and the rule of law. The primary mission of a law school is to use the tools of the law to promote justice and equality for all. To meet this responsibility, law schools must recruit, retain, teach and research according to antiracist principles for the benefit of students, staff, faculty, and administrators as well as for the benefit of society.</p>	<p>State University's Diversity, Equity and Inclusion objectives using law's distinct context embodied in the Equal Protection of the Laws, the 19th Amendment, the legal academy's commitment to anti-racist pedagogy, and support of the recommendations of the Select Penn State Presidential Commission on Racism, Bias, and Community Safety. Consistent with Goal #1, Dickinson Law is committed to building a faculty that consists of nationally recognized scholars and teachers. The Law School's commitment to faculty diversity reinforces the values of scholarship, teaching and learning and community within Dickinson Law.</p>	development of faculty colleagues	ns, Faculty, specifically appointments committee members, Staff Colleagues
Strategic Plan (2020)	Invest in faculty and	Provide additional administrative	2.1.1: Reorganize the Chancellor/Academic Affairs	Chancellor/Academic Affairs

- 2025) - Penn State DuBois	staff recruitment, retention, and professional development	support for faculty and staff to carry out their shared governance and other academic responsibilities.	office to better serve the campus and its people.	Professionals & Staff
Strategic Plan (2020 - 2025) - Penn State DuBois	Invest in faculty and staff recruitment, retention, and professional development	Provide additional administrative support for faculty and staff to carry out their shared governance and other academic responsibilities.	2.1.2: Redistribute Chancellor/Academic Affairs office staff workload based on function and to address the greatest need.	Chancellor/Academic Affairs Professionals & Staff
Strategic Plan (2020 - 2025) - Penn State DuBois	Invest in faculty and staff recruitment, retention, and professional development	Improve professional development for all full-time and part-time faculty and staff.	2.2.1: Develop a formalized campus level process for guiding and supporting faculty and staff through promotion.	Academic Affairs office and faculty/staff committees
Strategic Plan (2020 - 2025) - Penn State DuBois	Invest in faculty and staff recruitment, retention, and professional development	Improve professional development for all full-time and part-time faculty and staff.	2.2.2: Develop a formalized campus level process for guiding and supporting faculty in research and creative endeavors.	Academic Affairs office and faculty/staff committees
Strategic Plan (2020 - 2025) - Penn State DuBois	Invest in faculty and staff recruitment, retention, and professional development	Improve the transition of newly hired faculty and staff to campus.	2.3.1: Develop and document a formalized onboarding orientation program for all faculty and staff.	Academic Affairs office, faculty/staff committees, and Human Resources
Strategic Plan (2020 - 2025) - Penn State DuBois	Invest in faculty and staff recruitment, retention, and professional development	Improve the transition of newly hired faculty and staff to campus.	2.3.2: Develop and document formalized mentoring program for all faculty and staff.	Academic Affairs office and faculty/staff committees
Strategic Plan (2020 - 2025) - Penn State DuBois	Invest in faculty and staff recruitment, retention, and professional development	Improve the transition of newly hired faculty and staff to campus.	2.3.3: Collaborate with the community to increase attractive housing options for newly hired faculty and staff to facilitate their transition to our campus.	NCPA LaunchBox, Chancellor

Strategic Plan (2020 - 2025) - Penn State Erie - The Behrend College	Attract, develop, and retain a talented, diverse, professional, and engaged faculty and staff whose professional goals are aligned with the vision and mission of the College.	Create opportunities for staff to engage in professional development to learn new skills, enhance leadership potential, and contribute to the continuous improvement of the College.	5.3.1: Create a Staff Advisory Council that reports to the Chancellors Office.	Employee Engagement Goal Team
Strategic Plan (2020 - 2025) - Penn State Erie - The Behrend College	Attract, develop, and retain a talented, diverse, professional, and engaged faculty and staff whose professional goals are aligned with the vision and mission of the College.	Create opportunities for staff to engage in professional development to learn new skills, enhance leadership potential, and contribute to the continuous improvement of the College.	5.3.2: Develop staff mentoring and professional development programs.	Employee Engagement Goal Team
Strategic Plan (2020 - 2025) - Penn State Erie - The Behrend College	Attract, develop, and retain a talented, diverse, professional, and engaged faculty and staff whose professional goals are aligned with the vision and mission of the College.	Create opportunities for staff to engage in professional development to learn new skills, enhance leadership potential, and contribute to the continuous improvement of the College.	5.3.3: Create professional growth and development opportunities for staff members to develop their leadership potential.	Employee Engagement Goal Team
Strategic Plan (2020 - 2025) - Penn State Erie - The	Attract, develop, and retain a talented, diverse,	Create opportunities for staff to engage in professional development to learn new skills, enhance	5.3.4: Bring faculty and staff together to serve on teams and committees and encourage attendance and interaction	Employee Engagement Goal Team, Student Leadership

Behrend College	professional, and engaged faculty and staff whose professional goals are aligned with the vision and mission of the College.	leadership potential, and contribute to the continuous improvement of the College.	among both groups at events, including student activities.	and Involvement
Strategic Plan (2020 - 2025) - Penn State Greater Allegheny	Penn State Greater Allegheny gives students the opportunity to discover things about themselves and the world around them in an accepting and supportive, yet challenging environment. Education occurs within and beyond classroom walls, and each member of the community can help another member to learn, thrive, and succeed. By design, in class and out of class experiences intentionally intersect and fulfill our mission to provide a transformativ	Provide relevant professional development opportunities for staff and faculty aligned with the needs of our students and our communities. In order to best meet the needs of our students, our faculty and staff will have opportunities to develop and strengthen their knowledge and expertise.	1.2.1: New Employee Orientation Program. Develop a Greater Allegheny New Employee Orientation program to help our newest members understand our values and priorities	Chancellors Office, HR, Finance and Business

	<p>e educational experience. We commit to strategies that develop knowledge and skills in deliberation and argumentation, an evaluation of claims, and an understanding of place and historical context.</p>			
<p>Strategic Plan (2020 - 2025) - Penn State Greater Allegheny</p>	<p>Penn State Greater Allegheny gives students the opportunity to discover things about themselves and the world around them in an accepting and supportive, yet challenging environment. Education occurs within and beyond classroom walls, and each member of the community can help another member to learn, thrive, and succeed. By design, in class and out of class</p>	<p>Provide relevant professional development opportunities for staff and faculty aligned with the needs of our students and our communities. In order to best meet the needs of our students, our faculty and staff will have opportunities to develop and strengthen their knowledge and expertise.</p>	<p>1.2.2: Professional Development Week. Develop a Greater Allegheny professional development week prior to each semesters start.</p>	<p>Chancellors Office, HR, Finance and Business, Strategic Planning</p>

	<p>experiences intentionally intersect and fulfill our mission to provide a transformative educational experience. We commit to strategies that develop knowledge and skills in deliberation and argumentation, an evaluation of claims, and an understanding of place and historical context.</p>			
<p>Strategic Plan (2020 - 2025) - Penn State Greater Allegheny</p>	<p>Penn State Greater Allegheny gives students the opportunity to discover things about themselves and the world around them in an accepting and supportive, yet challenging environment. Education occurs within and beyond classroom walls, and each member of the community can help</p>	<p>Provide relevant professional development opportunities for staff and faculty aligned with the needs of our students and our communities. In order to best meet the needs of our students, our faculty and staff will have opportunities to develop and strengthen their knowledge and expertise.</p>	<p>1.2.3: Reducing Attrition and Improving Retention. Develop a series of training programs that speak directly to factors and activities that reduce attrition and improve student retention.</p>	<p>Chancellors Office, Academic Affairs, Student Affairs, Strategic Planning</p>



	<p>another member to learn, thrive, and succeed. By design, in class and out of class experiences intentionally intersect and fulfill our mission to provide a transformative educational experience. We commit to strategies that develop knowledge and skills in deliberation and argumentation, an evaluation of claims, and an understanding of place and historical context.</p>			
<p>Strategic Plan (2020 - 2025) - Penn State Greater Allegheny</p>	<p>Penn State Greater Allegheny gives students the opportunity to discover things about themselves and the world around them in an accepting and supportive, yet challenging environment. Education occurs within</p>	<p>Provide relevant professional development opportunities for staff and faculty aligned with the needs of our students and our communities. In order to best meet the needs of our students, our faculty and staff will have opportunities to develop and strengthen their knowledge and expertise.</p>	<p>1.2.4: Showcase employee work to external audiences. Identify ways in which to share successful research, service, teaching and programming activities conducted by Greater Allegheny faculty and staff.</p>	<p>Chancellors Office, Campus Leadership Team</p>

	and beyond classroom walls, and each member of the community can help another member to learn, thrive, and succeed. By design, in class and out of class experiences intentionally intersect and fulfill our mission to provide a transformative educational experience. We commit to strategies that develop knowledge and skills in deliberation and argumentation, an evaluation of claims, and an understanding of place and historical context.			
Strategic Plan (2020 - 2025) - Penn State Greater Allegheny	We proudly express that we are one of the more diverse campuses within the University. We want to sustain and increase that diversity. In	Foster a culture of respect and inclusion that acknowledges the experiences and perspectives of faculty, staff, and students. Penn State Greater Allegheny will be an inclusive community that demonstrates respect to all members.	2.1.3: Create First-Generation Equity Practitioner training programming that leverages professional development opportunities	Chancellors Office, Academic Affairs, Student Affairs.

	<p>order to do that, we need to challenge the rules and habits of engagement already established in our communities. Even in diverse environments, such as the United States, there is segregation. Consider the make-up of our region; we live in neighborhoods and go to public schools where people have similar earnings and look similar. Diversity challenges us, and when challenged, we learn. We have the potential to further engage with others who are different than we are so each member of our campus community meets their full potential.</p>			
Strategic Plan (2020 - 2025) -	Teaching and learning, new programming, articulation,	Promoting innovation in teaching and learning, this objective is meant to	2.3.1: Create campus-specific and situational faculty/staff development opportunities that support innovation related to	Academic Affairs, Chancellor

Penn State Hazleton	undergraduate research, library and information literacy, understanding the relationship of new education technologies to learning, student engagement, adult learners, assessment, retention, developmental bridge programs.	increase the quality of our courses and provide an enhanced experience for students.	<p>teaching and learning.</p> <p>AcadAff 2021-2022 Action Item: Work with Instruction and Advising Committee and Educational Technology Committee to offer faculty development day and six lunch and learn sessions specific to ongoing topics related to the pandemic and its impact upon teaching and learning.</p> <p>Chancellor 2021-2022 Action Item: Work in conjunction with Academic Affairs to bring a professional development opportunity to campus for faculty and staff. Consideration may be given to one opportunity for faculty and one for staff.</p>	
Strategic Plan (2020 - 2025) - Penn State Hazleton	The Pennsylvania State University is committed to and accountable for advancing diversity, equity, and inclusion in all of its forms. We embrace individual uniqueness, foster a culture of inclusion that supports both broad and specific diversity initiatives, leverage the educational and institutional benefits of diversity, and	This objective supports the University's value of respect.	<p>4.1.1: Expand and promote diversity education for faculty and staff.</p> <p>HR 2020-2025 action items:</p> <p>1) HR at the campus has been selected to participate in a pilot for the new University Diversity Inclusion and Equity training that will become a requirement for all employees. This pilot will take place during the 2021-2021 academic year.</p> <p>2) Partner with the Diversity Committee to provide regular professional development workshops for the campus community.</p> <p>3) Encourage participation in Penn State initiatives designed to foster professional development by encouraging managers to promote a diversity related goal during each performance evaluation period.</p> <p>StratComm 2021-2022 action item: Help to develop and promote</p>	Human Resources, Office of Affirmative Action, Committee on DEI

	<p>engage all individuals to help them thrive. We value inclusion as a core strength and an essential element of our public service mission.</p> <p>At Penn State:</p> <ul style="list-style-type: none"> <li>• We will foster and maintain a safe environment of respect and inclusion for faculty, staff, students, and members of the communities we serve</li> <li>• We will educate our faculty, staff, and students to be social justice advocates, creatively providing curricula, programs, and environments that reflect the diversity of our communities, and elevate cultural awareness.</li> <li>• We will ensure fair and inclusive access to our</li> </ul>		the programs developed for campus employees	
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	<p>facilities, programs, resources, and services, and ensure that all of our policies and practices are inclusive and equitable.</p> <ul style="list-style-type: none"> <li>• We will advance and build our workforce by assessing hiring practices and performance review procedures to attract, retain, and develop talented faculty and staff from diverse backgrounds.</li> <li>• We will address intergroup disparities in areas such as representation, retention, learning outcomes, and graduation rates.</li> <li>• Develop and execute a plan to engage community partners to support diversity programming both on campus as well as in the</li> </ul>			
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	<p>region. Form a Committee on Diversity, Equity and Inclusion; committee would continue to offer programming on a regular basis beginning with each opening day in the fall and spring and continuing throughout the semesters.</p> <p>Campus Committee on Diversity, Equity and Inclusion - Diversity Planning Goals:</p> <ul style="list-style-type: none"> <li>o Create a welcoming and inclusive campus environment (all departments)</li> <li>o Advance and build a diverse student body (Enrollment Management, etc.)</li> <li>o Advance and build a diverse workforce and management (Campus</li> </ul>			
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	Council, Human Resources) o Develop a curriculum and co-curriculum that fosters United States and International cultural competencies (Academic Affairs, Student Services & Engagement)			
Strategic Plan (2020 - 2025) - Penn State Hazleton	Sustainability is the simultaneous pursuit of human health and happiness, environmental quality, and economic well-being for current and future generations.	Our sustainability objective has expanded from environmental sustainability to a more holistic view that supports the University value of Community. With help from the Sustainability Institute, we will increase the number of initiatives across the campus.	5.1.1: Establish a campus sustainability committee consisting of faculty, staff and students, which meets monthly and, guided by the principles of the Sustainability Institute, links with global sustainability goals and promotes a culture of campus sustainability. Responsibilities of the committee to include creation of sustainability-related professional development for faculty and staff and programming for students, and making recommendations to integrate sustainability into the student experience.  Chancellor 2021-2022 Action Item: Establish and begin the Campus Sustainability Committee	Chancellor
Strategic Plan (2020 - 2025) - Penn State Lehigh Valley	Address structural and systemic practices and policies to ensure diversity, equity, and inclusion	Promote diversity-based learning opportunities for faculty and staff	3.5.3: Create an Emerging Leaders professional development series for staff members	Chancellor (Community Engagement)



	through multiple campus-wide approaches			
Strategic Plan (2020 - 2025) - Penn State Lehigh Valley	Strengthen the campus infrastructure through strategic practices	Support our faculty and staff through professional development and career advancement opportunities	4.1.1: Provide the resources to support promotion and tenure of full-time faculty	Academic Affairs
Strategic Plan (2020 - 2025) - Penn State Lehigh Valley	Strengthen the campus infrastructure through strategic practices	Support our faculty and staff through professional development and career advancement opportunities	4.1.2: Provide financial resources for conferences for faculty and staff	Academic Affairs (Financial Services)
Strategic Plan (2020 - 2025) - Penn State Lehigh Valley	Strengthen the campus infrastructure through strategic practices	Support our faculty and staff through professional development and career advancement opportunities	4.1.3: Increase financial and marketing resources for research and scholarship to better support the academic success of faculty	Academic Affairs (Strategic Communications)
Strategic Plan (2020 - 2025) - Penn State Lehigh Valley	Strengthen the campus infrastructure through strategic practices	Support our faculty and staff through professional development and career advancement opportunities	4.1.4: Continue offering staff and faculty development through campus-led efforts	Chancellor (Chairs of each committee)
Strategic Plan (2020 - 2025) - Penn State Lehigh Valley	Strengthen the campus infrastructure through strategic practices	Support our faculty and staff through professional development and career advancement opportunities	4.1.5: Encourage service participation on professional, industry, and community boards and committees	Chancellor (Department Supervisors)
Strategic Plan (2020 - 2025) - Penn State Lehigh Valley	Strengthen the campus infrastructure through strategic practices	Support our faculty and staff through professional development and career advancement opportunities	4.1.6: Ensure wide-ranging representation of various stakeholders on decision-making committees of the campus	Chancellor (Academic Affairs)
Strategic Plan (2020 - 2025) - Penn State Lehigh Valley	Strengthen the campus infrastructure through strategic practices	Support our faculty and staff through professional development and career advancement opportunities	4.1.7: Identify ways to celebrate our faculty and staff and campus accomplishments	Chancellor (Strategic Communications)
Strategic Plan (2020 - 2025) -	Advance the mission of Penn State Mont Alto in	Faculty and staff will employ innovative or proven pedagogical techniques to deliver	1.1.1: Provide Faculty and staff with opportunities for professional development related to teaching and learning	ASC, DAA, DFB, DSA, HRSP

Penn State Mont Alto	the areas of teaching, learning, and discovery by providing opportunities for professional development of faculty and staff, support services and enriching activities for students, enhancement of the campus portfolio of relevant programs (including but not limited to academic degree programs), and discovery including self-discovery in all campus constituencies .	a high-quality teaching and learning experience for all Mont Alto students (This aligns with UN SDG #4: Quality Education -Ensure Inclusive and Equitable Quality Education).		
Strategic Plan (2020 - 2025) - Penn State Mont Alto	Advance the mission of Penn State Mont Alto in the areas of teaching, learning, and discovery by providing opportunities for professional development of faculty and staff, support services and enriching activities for students,	Faculty and staff will employ innovative or proven pedagogical techniques to deliver a high-quality teaching and learning experience for all Mont Alto students (This aligns with UN SDG #4: Quality Education -Ensure Inclusive and Equitable Quality Education).	1.1.2: Provide student support services and widely disseminate information about these services	ASC, DAA, DSA, DUS, Career

	enhancement of the campus portfolio of relevant programs (including but not limited to academic degree programs), and discovery including self-discovery in all campus constituencies .			
Strategic Plan (2020 - 2025) - Penn State Mont Alto	Advance the mission of Penn State Mont Alto in the areas of teaching, learning, and discovery by providing opportunities for professional development of faculty and staff, support services and enriching activities for students, enhancement of the campus portfolio of relevant programs (including but not limited to academic degree programs), and discovery including self-discovery in all campus	Faculty and staff will employ innovative or proven pedagogical techniques to deliver a high-quality teaching and learning experience for all Mont Alto students (This aligns with UN SDG #4: Quality Education -Ensure Inclusive and Equitable Quality Education).	1.1.3: Enhance Academic Advising in light of UFS 39-00	DAA, DUS, MAAC

	constituencies .			
Strategic Plan (2020 - 2025) - Penn State Mont Alto	Advance the mission of Penn State Mont Alto in the areas of teaching, learning, and discovery by providing opportunities for professional development of faculty and staff, support services and enriching activities for students, enhancement of the campus portfolio of relevant programs (including but not limited to academic degree programs), and discovery including self-discovery in all campus constituencies .	Faculty and staff will employ innovative or proven pedagogical techniques to deliver a high-quality teaching and learning experience for all Mont Alto students (This aligns with UN SDG #4: Quality Education -Ensure Inclusive and Equitable Quality Education).	1.1.4: Provide enriching activities (Honors, innovative teaching, flexible class scheduling, interdomain, active learning, and interdisciplinary experiential learning opportunities)	ADMINC, DAA, DCE, DOCD, DSA, MAFS
Strategic Plan (2020 - 2025) - Penn State Mont Alto	Advance the mission of Penn State Mont Alto in the areas of teaching, learning, and discovery by providing opportunities for professional development	As a campus, we will explore new and develop existing relevant academic, curricular, and co-curricular programs.	1.2.1: Enhance campus portfolio of academic degree programs	CHA, DAA

	of faculty and staff, support services and enriching activities for students, enhancement of the campus portfolio of relevant programs (including but not limited to academic degree programs), and discovery including self-discovery in all campus constituencies .			
Strategic Plan (2020 - 2025) - Penn State Mont Alto	Advance the mission of Penn State Mont Alto in the areas of teaching, learning, and discovery by providing opportunities for professional development of faculty and staff, support services and enriching activities for students, enhancement of the campus portfolio of relevant programs (including but not limited to academic degree	As a campus, we will explore new and develop existing relevant academic, curricular, and co-curricular programs.	1.2.2: Continue the academic focus in athletics (standalone) and the partnerships (ASC/Academic Coach)	AD, ASC, DAA, DUS

	programs), and discovery including self-discovery in all campus constituencies .			
Strategic Plan (2020 - 2025) - Penn State Mont Alto	Advance the mission of Penn State Mont Alto in the areas of teaching, learning, and discovery by providing opportunities for professional development of faculty and staff, support services and enriching activities for students, enhancement of the campus portfolio of relevant programs (including but not limited to academic degree programs), and discovery including self-discovery in all campus constituencies .	As a campus, we will explore new and develop existing relevant academic, curricular, and co-curricular programs.	1.2.3: Revise the campus First-Year Seminar with measured assessment data noting successful learning outcomes	DAA, SSC
Strategic Plan (2020 - 2025) - Penn State Mont Alto	Advance the mission of Penn State Mont Alto in the areas of teaching, learning, and discovery by	As a campus, we will explore new and develop existing relevant academic, curricular, and co-curricular programs.	1.2.4: Expose near-college-aged students to PSMA through the dual enrollment program	DAA, DUS

	<p>providing opportunities for professional development of faculty and staff, support services and enriching activities for students, enhancement of the campus portfolio of relevant programs (including but not limited to academic degree programs), and discovery including self-discovery in all campus constituencies .</p>			
<p>Strategic Plan (2020 - 2025) - Penn State Mont Alto</p>	<p>Advance the mission of Penn State Mont Alto in the areas of teaching, learning, and discovery by providing opportunities for professional development of faculty and staff, support services and enriching activities for students, enhancement of the campus portfolio of relevant</p>	<p>As a campus, we will explore new and develop existing relevant academic, curricular, and co-curricular programs.</p>	<p>1.2.5: Explore and implement innovative complementary programs that are highly relevant</p>	<p>ADMINC</p>

	programs (including but not limited to academic degree programs), and discovery including self-discovery in all campus constituencies .			
Strategic Plan (2020 - 2025) - Penn State Mont Alto	Advance the mission of Penn State Mont Alto in the areas of teaching, learning, and discovery by providing opportunities for professional development of faculty and staff, support services and enriching activities for students, enhancement of the campus portfolio of relevant programs (including but not limited to academic degree programs), and discovery including self-discovery in all campus constituencies .	We will provide a supportive environment – financial and/or time - for faculty, staff and students in their scholarship and creative endeavors	1.3.1: Encourage and support faculty research (including pedagogical research)	DAA, DFB
Strategic Plan (2020 - 2025) -	Advance the mission of Penn State	We will provide a supportive environment –	1.3.2: Engage students in research activities	DAA



Penn State Mont Alto	Mont Alto in the areas of teaching, learning, and discovery by providing opportunities for professional development of faculty and staff, support services and enriching activities for students, enhancement of the campus portfolio of relevant programs (including but not limited to academic degree programs), and discovery including self-discovery in all campus constituencies .	financial and/or time - for faculty, staff and students in their scholarship and creative endeavors		
Strategic Plan (2020 - 2025) - Penn State Mont Alto	Advance the mission of Penn State Mont Alto in the areas of teaching, learning, and discovery by providing opportunities for professional development of faculty and staff, support services and enriching activities for	We will provide a supportive environment – financial and/or time - for faculty, staff and students in their scholarship and creative endeavors	1.3.3: Provide opportunities for professional growth and leadership	ADMINC, DAA, DFB, DSA

	students, enhancement of the campus portfolio of relevant programs (including but not limited to academic degree programs), and discovery including self-discovery in all campus constituencies .			
Strategic Plan (2020 - 2025) - Penn State New Kensington	PSNK will actively commit to the values of diversity, equity and inclusion; advancing and fostering a climate that respects all individuals; reinforcing and sustaining programs that support student success; developing a curriculum that explores social issues and promotes civic engagement and sustainability; promoting and sustaining programs that support a culture of inclusion	Committee will serve to coordinate the work of campus subcommittees focused on different aspects of addressing systemic racism within the campus community including engaging with students, assessing current curriculum, reviewing student success and persistence of underrepresented populations and providing professional development opportunities for faculty and staff. Serve as liaison between University-wide efforts and initiatives and the work of the committees. While these subcommittees have been formed to focus on the immediate priority of addressing systemic racism the DEI team	5.1.1: Develop Racism, Diversity, and Equity Component of Human Condition Conscious Citizenship	DEI group

	regardless of ethnicity, background, nationality, or sexual orientation; supporting organizational change that addresses systemic racism in all of its forms.	will work to include consideration of other forms of exclusion into initiatives and strategies.		
Strategic Plan (2020 - 2025) - Penn State New Kensington	PSNK will actively commit to the values of diversity, equity and inclusion; advancing and fostering a climate that respects all individuals; reinforcing and sustaining programs that support student success; developing a curriculum that explores social issues and promotes civic engagement and sustainability; promoting and sustaining programs that support a culture of inclusion regardless of ethnicity, background, nationality, or	Committee will serve to coordinate the work of campus subcommittees focused on different aspects of addressing systemic racism within the campus community including engaging with students, assessing current curriculum, reviewing student success and persistence of underrepresented populations and providing professional development opportunities for faculty and staff. Serve as liaison between University-wide efforts and initiatives and the work of the committees. While these subcommittees have been formed to focus on the immediate priority of addressing systemic racism the DEI team will work to include consideration of other forms of exclusion into	5.1.2: Anti-Racist Steering Committee. The Anti-Racist Steering Committee will support and develop initiatives on campus that foster a diverse, equitable, inclusive, and anti-racist campus. The Anti-Racist Steering Committee will work with sub-committees to identify and implement anti-racist initiatives that brings meaningful change to the campus. The Anti-Racist Committee will report to the Chancellor through the Steering Committee Chairs for leadership support and input. The Chairs will be responsible for providing a report on progress and/or challenges at First Line Staff meetings once a semester.	Joy Krumenacker and Erin Morton

	sexual orientation; supporting organizational change that addresses systemic racism in all of its forms.	initiatives and strategies.		
Strategic Plan (2020 - 2025) - Penn State New Kensington	PSNK will actively commit to the values of diversity, equity and inclusion; advancing and fostering a climate that respects all individuals; reinforcing and sustaining programs that support student success; developing a curriculum that explores social issues and promotes civic engagement and sustainability; promoting and sustaining programs that support a culture of inclusion regardless of ethnicity, background, nationality, or sexual orientation; supporting organizational	Committee will serve to coordinate the work of campus subcommittees focused on different aspects of addressing systemic racism within the campus community including engaging with students, assessing current curriculum, reviewing student success and persistence of underrepresented populations and providing professional development opportunities for faculty and staff. Serve as liaison between University-wide efforts and initiatives and the work of the committees. While these subcommittees have been formed to focus on the immediate priority of addressing systemic racism the DEI team will work to include consideration of other forms of exclusion into initiatives and strategies.	5.1.3: Student Engagement sub-committee. Student engagement in conversations and actions to make PSNK an anti-racist campus. Explore opportunities to incorporate students on campus with events and activities focused on combating racism and finding ways to include student input. Work with students to create ongoing opportunities and resources for student body that will cultivate a campus culture that they see as being anti-racist, culturally competent, and inclusive.	Faculty/Staff Group- Joy Krumenacker

	change that addresses systemic racism in all of its forms.			
Strategic Plan (2020 - 2025) - Penn State New Kensington	PSNK will actively commit to the values of diversity, equity and inclusion; advancing and fostering a climate that respects all individuals; reinforcing and sustaining programs that support student success; developing a curriculum that explores social issues and promotes civic engagement and sustainability; promoting and sustaining programs that support a culture of inclusion regardless of ethnicity, background, nationality, or sexual orientation; supporting organizational change that addresses systemic	Committee will serve to coordinate the work of campus subcommittees focused on different aspects of addressing systemic racism within the campus community including engaging with students, assessing current curriculum, reviewing student success and persistence of underrepresented populations and providing professional development opportunities for faculty and staff. Serve as liaison between University-wide efforts and initiatives and the work of the committees. While these subcommittees have been formed to focus on the immediate priority of addressing systemic racism the DEI team will work to include consideration of other forms of exclusion into initiatives and strategies.	5.1.4: Professional Learning Subcommittee. To foster ongoing professional development opportunities and resources for faculty and staff with the goal to cultivate a culturally informed and responsive campus community.	Faculty/Staff Group - Carley Gwinn

	racism in all of its forms.			
Strategic Plan (2020 - 2025) - Penn State New Kensington	PSNK will actively commit to the values of diversity, equity and inclusion; advancing and fostering a climate that respects all individuals; reinforcing and sustaining programs that support student success; developing a curriculum that explores social issues and promotes civic engagement and sustainability; promoting and sustaining programs that support a culture of inclusion regardless of ethnicity, background, nationality, or sexual orientation; supporting organizational change that addresses systemic racism in all of its forms.	Committee will serve to coordinate the work of campus subcommittees focused on different aspects of addressing systemic racism within the campus community including engaging with students, assessing current curriculum, reviewing student success and persistence of underrepresented populations and providing professional development opportunities for faculty and staff. Serve as liaison between University-wide efforts and initiatives and the work of the committees. While these subcommittees have been formed to focus on the immediate priority of addressing systemic racism the DEI team will work to include consideration of other forms of exclusion into initiatives and strategies.	5.1.5: Book Reading and Discussion Subcommittee through the DEI. Anti-Racism Education. Create ongoing reading group that studies and engages in anti-racist work, with a particular emphasis on the higher education setting.	Faculty/ Staff Group- Lauren Pearce
Strategic Plan (2020	PSNK will actively	Committee will serve to coordinate the	5.1.6: Academic Success, Campus Climate, and Curriculum	Faculty/ Staff Group

- 2025) - Penn State New Kensington	commit to the values of diversity, equity and inclusion; advancing and fostering a climate that respects all individuals; reinforcing and sustaining programs that support student success; developing a curriculum that explores social issues and promotes civic engagement and sustainability; promoting and sustaining programs that support a culture of inclusion regardless of ethnicity, background, nationality, or sexual orientation; supporting organizational change that addresses systemic racism in all of its forms.	work of campus subcommittees focused on different aspects of addressing systemic racism within the campus community including engaging with students, assessing current curriculum, reviewing student success and persistence of underrepresented populations and providing professional development opportunities for faculty and staff. Serve as liaison between University-wide efforts and initiatives and the work of the committees. While these subcommittees have been formed to focus on the immediate priority of addressing systemic racism the DEI team will work to include consideration of other forms of exclusion into initiatives and strategies.	Assessment through the DEI. Develop methods of researching, reporting, and understanding student experiences in regard to recruitment, retention, and academic success. Explore ways incorporate anti-racist pedagogy into New Kensington course offerings.	
Strategic Plan (2020 - 2025) - Penn State Scranton	Penn State Scranton is committed to creating an environment that promotes	Expand campus learning support services to maximize student academic success	3.2.6: Offer professional development opportunities for faculty related to library resources and services	University Libraries

	excellence through the establishment of high academic standards, the cultivation of meaningful student engagement, the production of impactful scholarly works, and the preparation of students who are ready to excel in their careers and make a positive contribution to society.			
Strategic Plan (2020 - 2025) - Penn State Scranton	Penn State Scranton is committed to creating an environment that promotes excellence through the establishment of high academic standards, the cultivation of meaningful student engagement, the production of impactful scholarly works, and the preparation of students who are ready to	Assure teaching and learning excellence through data-driven assessment practices	3.3.5: Utilize annual learning outcomes assessment to formulate instructional professional development planning	Academic Affairs



	excel in their careers and make a positive contribution to society.			
Strategic Plan (2020 - 2025) - Penn State Wilkes-Barre	Promote sustainability in our teaching, co-curricular, outreach, and operations.	Increase and promote sustainability in teaching through identification and amplification of courses and faculty development in this area.	3.1.4: Encourage and acknowledge professional development for faculty in the area of sustainability.	Chancellor/CAO Office, Program Faculty, Program Coordinators, Sustainability Council
Strategic Plan (2020 - 2025) - Penn State Wilkes-Barre	Promote sustainability in our teaching, co-curricular, outreach, and operations.	Foster integration of sustainable practices and efforts into all aspects of campus life at Penn State Wilkes-Barre.	3.4.2: Encourage professional development for employees in the area of sustainability.	Chancellor/CAO Office, Staff Advisory Council, Cabinet, Director of Business Services, Human Resources
Strategic Plan (2020 - 2025) - Penn State York	A welcoming and dynamic workplace is necessary for the Penn State York community to realize its aspirations. Students, faculty, and staff members must be treated with dignity and supported with the necessary resources to be successful. An environment of shared goals and responsibilities should be	Provide professional development opportunities for the faculty and staff	5.1.1: Provide financial support for the Staff Advisory Council	Chancellor

	<p>nurtured, with the understanding that our unique strengths, experiences, and identities make us better qualified to address the challenges our community faces.</p> <p>With well over 1000 students, faculty, and staff members, the campus must develop a comprehensive plan to achieve its goals. First, staff members must be provided the professional development opportunities necessary for them to succeed in their work. Second, although Penn State York is a commuter campus, it must have the wellness resources to support its students, who often have no other</p>			
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	<p>recourse for professional support.</p> <p>Third, the campus must expand its support of diversity, equity, and inclusion initiatives, including serious examinations of concepts such as social justice, privilege, identity, and social/economic disparities.</p> <p>Fourth, sustainability efforts on campus should be evaluated and improved.</p> <p>Finally, the campus must investigate opportunities to improve campus facilities.</p>			
Strategic Plan (2020 - 2025) - Penn State York	<p>A welcoming and dynamic workplace is necessary for the Penn State York community to realize its aspirations.</p> <p>Students, faculty, and staff members must be treated with</p>	Provide professional development opportunities for the faculty and staff	5.1.2: Develop and implement a new-hire orientation process for non-managerial staff members	Chair of the Staff Advisory Council

	<p>dignity and supported with the necessary resources to be successful. An environment of shared goals and responsibilities should be nurtured, with the understanding that our unique strengths, experiences, and identities make us better qualified to address the challenges our community faces.</p> <p>With well over 1000 students, faculty, and staff members, the campus must develop a comprehensive plan to achieve its goals. First, staff members must be provided the professional development opportunities necessary for them to succeed in their work.</p>			
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	<p>Second, although Penn State York is a commuter campus, it must have the wellness resources to support its students, who often have no other recourse for professional support.</p> <p>Third, the campus must expand its support of diversity, equity, and inclusion initiatives, including serious examinations of concepts such as social justice, privilege, identity, and social/economic disparities.</p> <p>Fourth, sustainability efforts on campus should be evaluated and improved.</p> <p>Finally, the campus must investigate opportunities to improve campus facilities.</p>			
Strategic Plan (2020)	A welcoming and dynamic	Provide professional development	5.1.3: Develop and implement professional development	Chancellor

<p>- 2025) - Penn State York</p>	<p>workplace is necessary for the Penn State York community to realize its aspirations. Students, faculty, and staff members must be treated with dignity and supported with the necessary resources to be successful. An environment of shared goals and responsibilities should be nurtured, with the understanding that our unique strengths, experiences, and identities make us better qualified to address the challenges our community faces.</p> <p>With well over 1000 students, faculty, and staff members, the campus must develop a comprehensive plan to</p>	<p>opportunities for the faculty and staff</p>	<p>opportunities for managerial staff members, including mentoring</p>	
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	<p>achieve its goals. First, staff members must be provided the professional development opportunities necessary for them to succeed in their work. Second, although Penn State York is a commuter campus, it must have the wellness resources to support its students, who often have no other recourse for professional support. Third, the campus must expand its support of diversity, equity, and inclusion initiatives, including serious examinations of concepts such as social justice, privilege, identity, and social/economic disparities. Fourth, sustainability efforts on campus</p>			
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	<p>should be evaluated and improved. Finally, the campus must investigate opportunities to improve campus facilities.</p>			
<p>Strategic Plan (2020 - 2025) - Penn State York</p>	<p>A welcoming and dynamic workplace is necessary for the Penn State York community to realize its aspirations. Students, faculty, and staff members must be treated with dignity and supported with the necessary resources to be successful. An environment of shared goals and responsibilities should be nurtured, with the understanding that our unique strengths, experiences, and identities make us better qualified to address the challenges our community</p>	<p>Provide professional development opportunities for the faculty and staff</p>	<p>5.1.4: Develop a mentorship program for new faculty members</p>	<p>Director of Academic Affairs</p>



	<p>faces.</p> <p>With well over 1000 students, faculty, and staff members, the campus must develop a comprehensive plan to achieve its goals. First, staff members must be provided the professional development opportunities necessary for them to succeed in their work. Second, although Penn State York is a commuter campus, it must have the wellness resources to support its students, who often have no other recourse for professional support. Third, the campus must expand its support of diversity, equity, and inclusion initiatives, including serious examinations</p>			
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	<p>of concepts such as social justice, privilege, identity, and social/economic disparities. Fourth, sustainability efforts on campus should be evaluated and improved. Finally, the campus must investigate opportunities to improve campus facilities.</p>			
<p>Strategic Plan (2020 - 2025) - Research, Office of the Senior Vice President for</p>	<p>Our employees are our greatest asset and our success as an organization in achieving our goals is based on having a team of inspired individuals with unique perspectives, an array of skills, and providing them with an engaging environment with opportunities for growth.</p> <p>Underpinning all of our goals is the</p>	<p>Provide professional development and opportunities for career advancement to enable our employees to grow personally and professionally as individuals and collaborators</p>	<p>8.2.1: Our employees are our greatest asset and deserve opportunities to professionally grow. Our employee ranks include staff, research professionals, and faculty. Offering them opportunities to develop professionally and advance their careers is critical to a high-performing organization.</p>	<p>All units within the Office of the Senior Vice President for Research</p>

	<p>realization that without effective and efficient operational support, our research enterprise cannot thrive. Without a diverse workforce, our research enterprise cannot thrive. Without opportunities for professional growth, our research enterprise cannot thrive. The creation of a partnership between all individuals within our enterprise that encompasses researchers, administrators, and staff undoubtedly results in a robust, informed, and responsive administrative infrastructure, which then advances the growth of research.</p>			
Strategic Plan (2020 - 2025) - Science,	Support Staff and Faculty in Meeting Career Goals	Empower faculty and staff to engage in goal development and career enhancement	4.1.5: Make DEI engagement, professional development and/or action a part of annual goals and evaluation for faculty	HRSP

Eberly College of		opportunities by identifying and connecting them to resources that support the achievement of career goals.	and staff, required in Faculty Activity Report and staff evaluations; develop guidelines for evaluation and feedback mechanism.	
Strategic Plan (2020 - 2025) - Undergraduate Education	Improve success of minoritized and marginalized students thereby having a positive effect on all students	Collaborate to improve professional practices that better equip individuals to respond to student needs	1.3.1: Sponsor and advance professional development for understanding and promoting equitable practices	Schreyer Institute for Teaching Excellence
Strategic Plan (2020 - 2025) - Undergraduate Education	Prioritize and model student-centeredness, equity, inclusion, and transparency in UE work	Promote and model a culture of equity and inclusion among UE professionals	3.2.1: Sponsor UE professional development to better understand issues of equity and inclusion	Schreyer Institute for Teaching Excellence
Strategic Plan (2020 - 2025) - University Libraries	The University Libraries will intentionally work to strengthen our reference and instructional services in online and residential education, increasing our flexibility, agility, and ability to support engaged, critical, and informed learners through multiple forms of	Promote a culture of diversity, equity, inclusion, and accessibility (DEIA) throughout our teaching practice through strategies including onboarding, training, and sustained professional development.	5.3.1: Review University Libraries onboarding process for teaching and reference practitioners to ensure consistency in these experiences throughout the University Libraries.	Onboarding Committee; Undergraduate Services; Library Learning Services

	instruction to enhance student success across the University.			
Strategic Plan (2020 - 2025) - University Libraries	The University Libraries will intentionally work to strengthen our reference and instructional services in online and residential education, increasing our flexibility, agility, and ability to support engaged, critical, and informed learners through multiple forms of instruction to enhance student success across the University.	Promote a culture of diversity, equity, inclusion, and accessibility (DEIA) throughout our teaching practice through strategies including onboarding, training, and sustained professional development.	5.3.2: Incorporate diversity, equity, inclusion, and accessibility (DEIA) training for practitioners involved in teaching and learning initiatives throughout the University Libraries.	Library Learning Services; Undergraduate Services; Diversity Committee; User Services Training Coordinator