



State System Diversity, Equity, and Inclusion Strategy Framework



Pennsylvania's
STATE SYSTEM
of Higher Education



Planning Approach

WHERE WE ARE IN THE STRATEGY PLANNING PROCESS

*Where is
PASSHE
today with
DEI?*

*Where should
PASSHE be in
the future?*

*How will
PASSHE get
there?*

*How will
PASSHE
know if we
have
achieved our
goals?*

Assessments

*Mission,
Vision, &
Values*

*Strategic
Priorities*

*Defined
Action
Plans and
Goals*

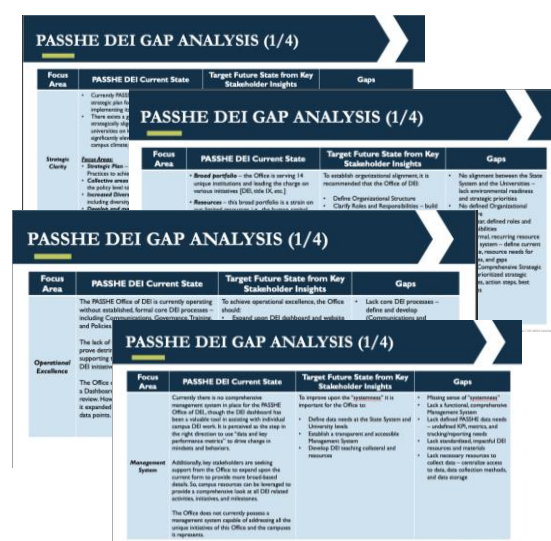
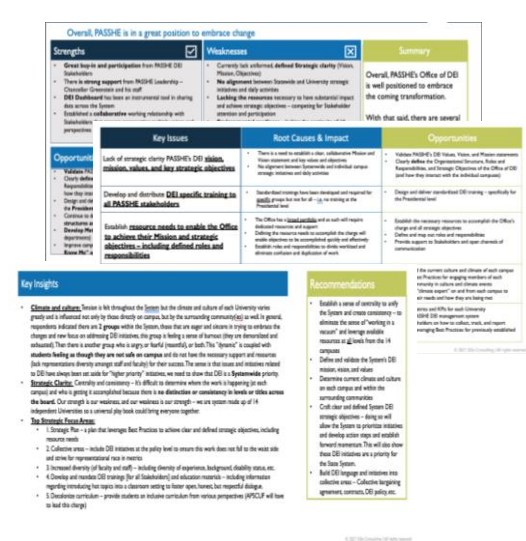
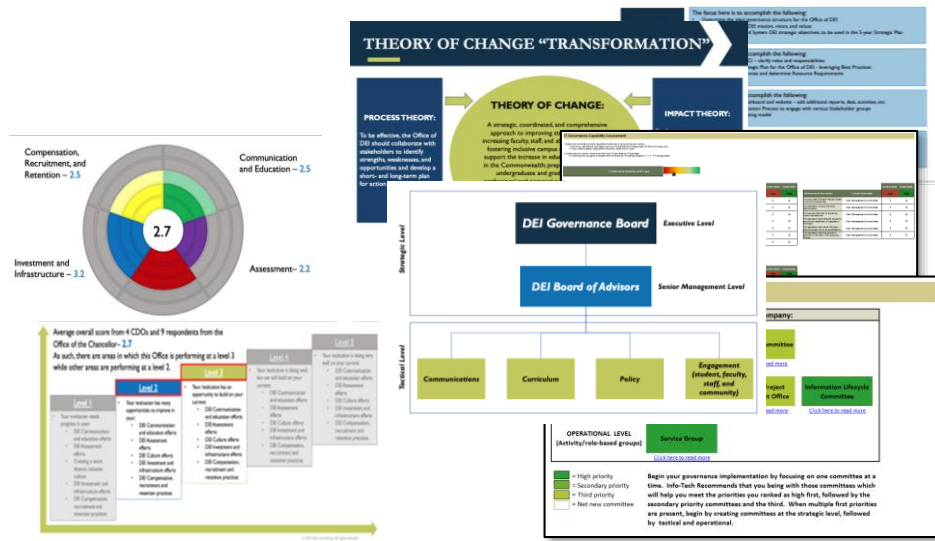
*Operating
Plans*

*Metrics,
KPIs, &
Evaluation*

PASSHE DEI STRATEGIC FRAMEWORK

INPUTS

Developed in consultation with students, faculty, staff, governors, trustees, and key external stakeholders.



| Name | Role |
|--------------------|--|
| Jan Yeomans | Commission Chairwoman |
| Noe Ortega | Board Member-at-large and Pennsylvania's Acting Secretary of Education |
| David Maser | Board Vice Chair |
| Aaron Walton | President, Cheyney University |
| Stephen Washington | Board member and student, Shippensburg University |
| Harold Shields | Trustee, Edinboro University |
| Cindy Shapira | Board Chairwoman (ex-officio) |
| Dan Greenstein | Chancellor (ex-officio) |
| Denise Pearson | Vice Chancellor and Chief DEI Officer |

Current State Assessment

Future State Assessment

Stakeholder Interview Insights

Gap Analysis

BOG Commission: Fostering DEI through System Governance

PASSHE DEI 5-Year Strategic Framework



Board Commission: Supporting Diversity Equity and Inclusion Through System Governance

Commission Recommendations

- Ratify Statement of Commitment and Expectations
- Review policies and associated procedures and standards through DEI lens
- Revise accountability framework to ensure DEI goals are identified and progress against them measured
- Secure and use data from systemwide climate surveys for faculty, staff, and students, and utilizes data to inform policies, standards, and procedures to achieve DEI goals.
- Organize and conduct work of BOG so
 - 1) members are fully aware of DEI challenges and opportunities
 - 2) Board actions are fully vetted with respect of potential DEI impacts – intended and unintended
 - 3) has role advising systemwide work
- Identify and allocate or reallocate resources necessary to achieve the System's DEI objectives
- Direct the Chancellor to maintain Office of DEI to assist, support, enhance execution of strategic plan including selected systemwide efforts

Board DEI Statement of Affirmation (Amended Proposal)

The Board of Governors of Pennsylvania's State System of Higher Education affirms its steadfast commitment to ensuring the entire State System operates from a foundation of values that:

- fosters the success of all students, faculty, and staff;
- expects that our universities be places where human dignity is never compromised and every student that enrolls and employee or contractor we engage is welcomed and has access to the support they need to succeed; and
- affirms the transformative power of higher education including its ability to expand knowledge, challenge assumptions, improve lives, strengthen communities, and disrupt generational poverty.

In acting upon these values, and creating and maintaining a strong State System that meets the multi-cultural needs of students, faculty, staff, and the Commonwealth, now and into the future the Board specifically affirms its commitment to:

- Ensuring the race and ethnicity of students, employees, and appointed trustees and Board members reflect the diverse composition of this Commonwealth
- Eliminating gaps between various groups of students as measured in terms of their enrollment, affordability, and educational progress
- Advocating for student experiences - curricular and co-curricular activities - designed in part to support the university community's ability to engage with, learn about, develop appreciation, acceptance, and compassion for the wide range of perspectives that appropriately exist in a multi-cultural and diverse society.
- Fostering environments where all members of the community treat one another with the respect and dignity they deserve as fellow human beings, even as they explore, debate, discuss their different perspectives and world views. Ensuring our policies and practices are informed by evidence testifying to their potential in enabling that all members of our community are able to thrive.

As Pennsylvania's public system of higher education, we have the responsibility to be the beacon of opportunity and hope for the countless students from all corners of the state and all walks of life who turn to us to find a pathway to their brighter tomorrow. This is a responsibility that we fully uphold with the highest levels of integrity and acute focus, and pursue with solemn and singularly-focused purpose.



State System DEI Mission, Vision, and Values

PASSHE DEI MISSION STATEMENT

The PASSHE DEI Mission Statement articulates the shared purpose that guides our collective efforts and aligns the goals of the State System Office, Board of Governors, and Universities.

Mission

PASSHE is committed to ensuring accessibility and championing the success of all members of its community regardless of one's identity.

PASSHE OFFICE of DEI VISION STATEMENT

The PASSHE DEI Vision Statement articulates the desired condition that orients and unifies all PASSHE stakeholders, aligning all towards a common destination.

Vision

PASSHE endeavors not only to be a national model but a global model for inclusive excellence.

PASSHE DEI VALUES and DESCRIPTIONS

Accountability

We, in tandem with students, faculty, and staff within the PASSHE System are accountable for advancing accessibility DEI on all PASSHE campuses.

Respect

We are predicated on respecting and embracing, with integrity, the different backgrounds, experiences, identities, etc. we each represent.

Transparency

We openly and honestly assess, support, and report on all DEI matters across PASSHE.

Excellence

We strive for operational and organizational excellence, acting as innovators in all matters related to PASSHE DEI.

Involvement

We utilize student, faculty, staff, and community involvement and active participation to determine the needs of stakeholders and accomplish DEI goals.

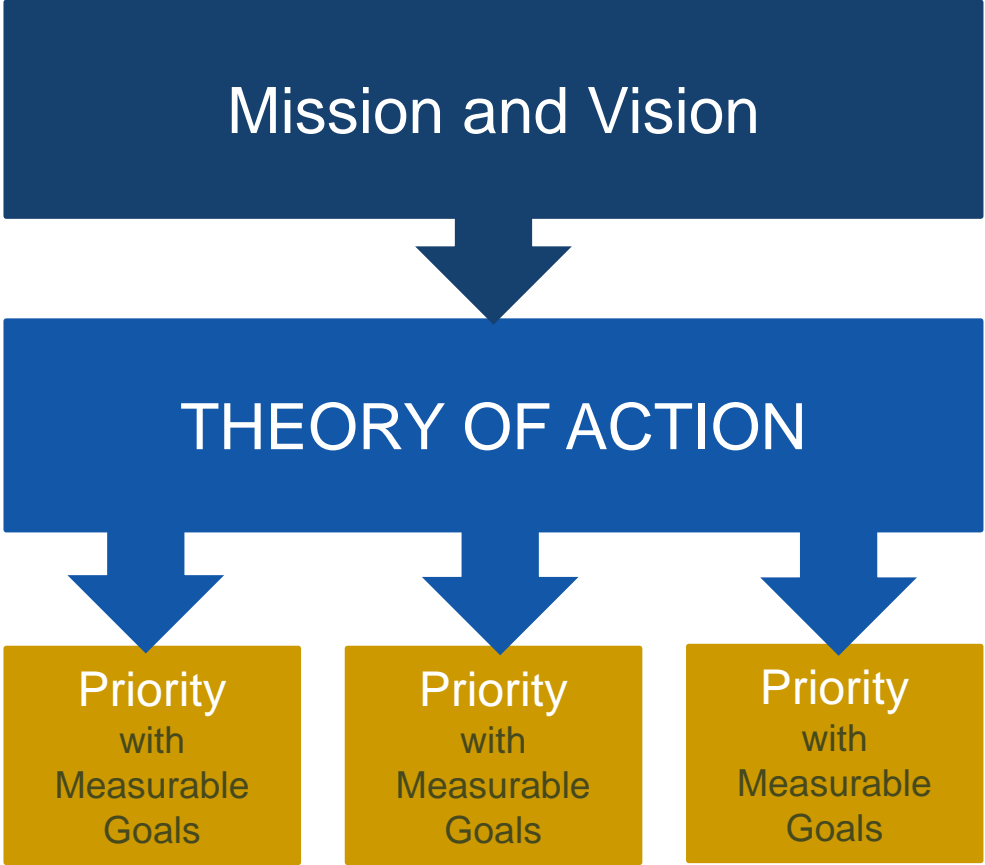


State System DEI Strategic Priorities, Goals, SMART Initiatives, and Foundational Action Steps

(SMART = Specific, Measurable, Achievable, Realistic, and Timebound)

STRATEGY FRAMEWORK AND PRIORITIES

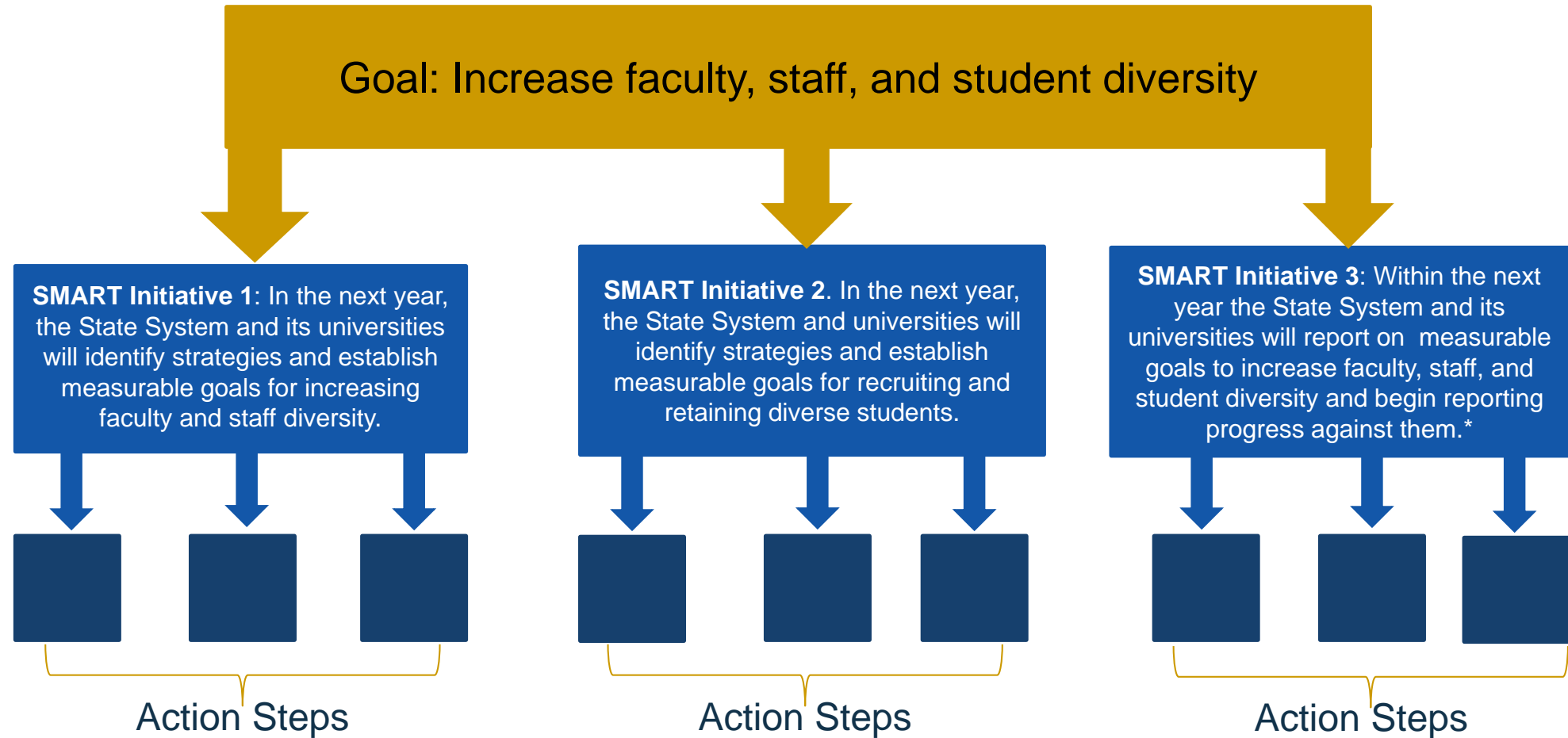
Framework



Priorities



Priority 1. Faculty, Staff, and Student Diversity Overview



*The System already maintains dynamic reporting on diversity of its faculty, staff, and students.

Priority 1. Faculty, Staff, and Student Diversity

Foundational Actions

Board

- Advocates with Governor's office and the Senate to ensure appointments to the Board of Governors and Councils of Trustees are balanced and reflect the diverse composition of the people of the Commonwealth.

Executive Leadership Group (ELG), Presidents, and Universities

- ELG charges appropriate SLG councils to develop and recommend a high-level and outcomes- and evidence-based strategy including disaggregated measurable goals, disaggregated performance indicators, and timelines to increase hiring, tenure & promotion of diverse faculty; identify opportunities for coordinated action (systemness); and present to ELG for consideration by January 2022.
- ELG charges appropriate SLG councils to develop and recommend a high-level and outcomes- and evidence-based strategy including disaggregated measurable goals and performance indicators, and timelines to increase recruitment, retention, and promotion of diverse staff; identify opportunities for coordinated action (systemness); and present to ELG for consideration by January 2022.
- ELG charges appropriate SLG councils to develop and recommend an outcomes- and evidence-based recruitment and retention strategy including disaggregated measurable goals, disaggregated performance indicators, and timelines to increase student diversity; identify opportunities for coordinated action (systemness); and present to ELG for consideration by January 2022.
- Upon adoption of recommendations by the ELG, Presidents implement tailored strategies adopted to increase faculty, student, and staff diversity on their respective campuses.

Office of the Chancellor, Office of DEI

- Acknowledges and leverages existing systemwide DEI initiatives that foster faculty, student, and staff diversity to build systemness.
- Maintains a dynamic reporting system through a DEI dashboard with data disaggregated by target group and university and System offices.

Reporting

- Quarterly to OOC, ELG and the Board.

Priority 2. Improve Equity Outcomes for Students Overview

Goal: Eliminate student attainment gaps that persist by race, region, and income while improving outcomes for all students

SMART Initiative 1: In the next year, the State System and universities will establish, create outcomes for, and prioritize implementation of data-informed strategies to improve persistence and graduation rates for URM students.



Action Steps

Priority 2. Improve Equity Outcomes for Students

Foundational Actions

Executive Leadership Group, Presidents, and Universities

- ELG charges appropriate SLG councils to review existing practices to improve student outcomes that demonstrate evidence of impact and progress. The review should include student performance data and research literature to identify critical student loss points. Present findings to the ELG by July 2021.
- ELG charges appropriate SLG councils to develop an outcomes- and evidence-based strategy with disaggregated measurable goals and performance indicators, and timelines to improve student outcomes and close performance gaps between student populations including URMs; incorporate Board Approved Metrics and other appropriate forms of measurement to set goals and evaluate progress. Present to ELG for consideration by January 2022.
- Upon adoption of recommendations by the ELG, Presidents implement tailored strategies to improve equity outcomes for students on their respective campuses.

Office of the Chancellor, Office of DEI

- Acknowledges, leverages, and scales existing systemwide DEI initiatives that foster improved equitable outcomes for students to build systemness.
- Maintains a dynamic reporting system through a DEI dashboard with data disaggregated by target group and university.

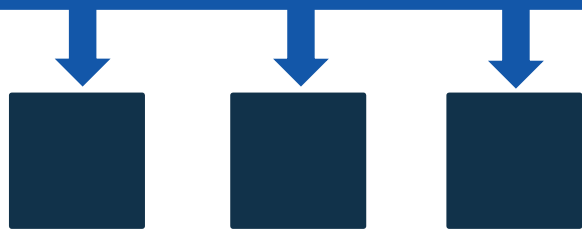
Reporting

- Quarterly to OOC, ELG and the Board

Priority 3. Create Inclusive Communities Overview

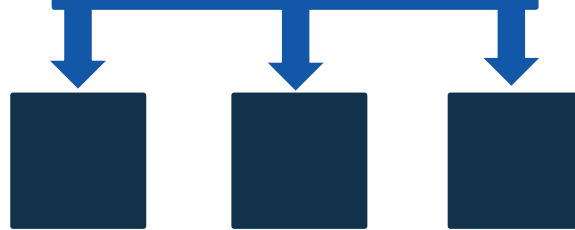
Goal: Build and maintain inclusive communities at all universities and the Office of the Chancellor

SMART Initiative 1: In the next year the universities and OOC will conduct a systemwide climate survey and begin utilizing survey data to develop strategy and goals to drive and measure progress toward achievement.



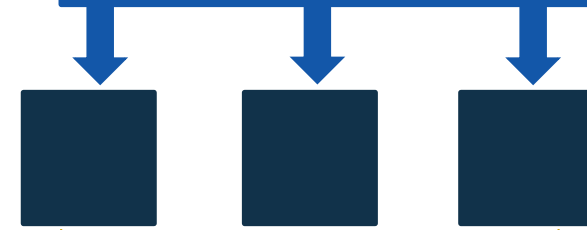
Action Steps

SMART Initiative 2: In the next year the State System and universities will strengthen responses to hate speech, discrimination and harassment.



Action Steps

SMART Initiative 3: Within the next year the State System and its universities will create measurable inclusivity goals and begin reporting progress against them.



Action Steps

Priority 3. Create Inclusive Communities

Foundational Actions (1 of 2)

Board

- Board asserts its commitment to elevating diversity, equity, and inclusion as a core tenet of System Redesign, system excellence, and sustainability through a Statement of Affirmation.
- Advocates aggressively for the creation and maintenance of policies and practices that foster inclusive system and university communities.

Executive Leadership Group, Presidents, and Universities

- ELG charges appropriate SLG councils to inventory and assess impact of practices currently being utilized to improve campus climate, sharing and potentially scaling best practices and identifying gaps that need to be filled, reporting on July 2021.
- ELG charges appropriate SLG councils to recommend for scaling those practices that are demonstrably effective, with a focus on education and awareness-raising including advocacy, effective restorative justice-based approaches, and training around preventing and reacting to racial harassment, speech, and aggression. Present report to ELG by August 2021.
- Upon adoption of recommendations by the ELG, Presidents implement tailored strategies to create inclusive communities on their respective campuses.
- ELG endorses the OOC-DEI administration of a systemwide campus climate survey beginning January 2022 including data collection protocols and reporting.
- ELG endorses the OOC-DEI development and implementation of a standardized incident reporting system including response team structure/nomenclature and training at all universities for consideration to the ELG by July 2021.

Priority 3. Create Inclusive Communities

Foundational Actions (2 of 2)

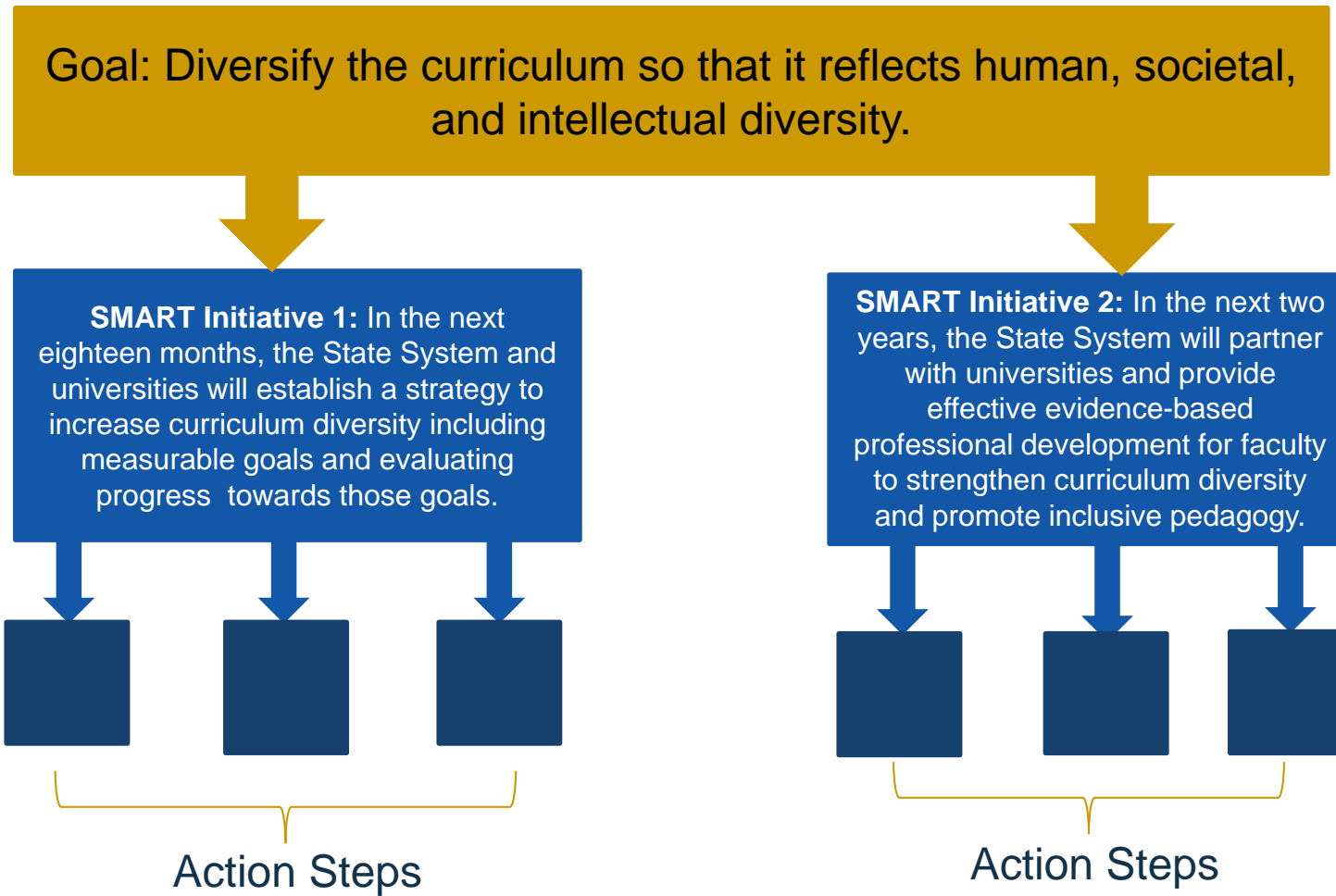
Office of the Chancellor, Office of DEI

- Acknowledges, leverages, and scales existing systemwide DEI initiatives that foster inclusive communities.
- Conducts systemwide climate survey, using its data along with those from follow-on pulse surveys to (a) build strategies at the university and system level to improve climate (b) measure progress of strategy implementation and (c) guide course correction as needed. Results of survey to be available no later than the end of spring 2022 semester.
- Partners with Office of Legal Counsel to convenes working group with input from outside experts and the Attorney General's office with a view to strengthening understanding of university existing policies and practices pertaining to the First Amendment and Title VI of the Civil Rights Act including a focus on respecting First Amendment rights and permissible responses to offenders of the law and campus conduct policies who do not comply with restorative justice practices or other responses. Report work results to the Board and ELG to examine and consider for revisions to current campus policies and practices by July 14, 2021.
- Partners with CDOs and Human Resources Directors to implement annual DEI training for all students and employees.
- Partners with campus leadership, faculty, and students to plan and host annual DEI Summit to examine best and innovative practices across PASSHE and beyond to support achievement of systemwide and university DEI goals and strategies.

Reporting

- Quarterly reporting to OOC, ELG and Board

Priority 4. Diversify the Curriculum Overview



Priority 4. Diversify the Curriculum Foundational Actions

Board

- Board shows support for curriculum diversity through its Statement of Affirmation.

Executive Leadership Group, Presidents, and Universities

- ELG charges appropriate SLG councils to research and inventory university curriculum committees for existing curriculum diversity development practices, including program arrays, to inform strategy of curriculum committees.
- ELG charges appropriate SLG councils to develop and recommend an outcomes- and evidence-based tiered (e.g., course, minor, major, general education, etc.) strategy to diversify the curriculum that will reflect the relationship between curriculum diversity and academic and inclusive excellence. Present strategy to the ELG by January 2022.
- Upon adoption of recommendations by the ELG, Presidents implement tailored strategies to diversify the curriculum on their respective campuses.

Office of the Chancellor, Office of DEI

- Acknowledges, leverages, and scales existing systemwide DEI initiatives that foster curriculum diversity.
- In consultation with appropriate SLG councils and the Office of Advanced Data Analytics, conducts a DEI-focused inventory of majors, minors, certificates, and courses and report findings to ELG no later than July 2021.
- In consultation with appropriate SLG councils and university teaching and learning centers, creates a strategy to support comprehensive curriculum diversity following adoption of strategy.
- In consultation with appropriate SLG councils, APSCUF, and the PASSHE Foundation, explores opportunities for leveraging systemwide faculty professional development and external funding to advance work in this area. Present strategy to ELG by January 2022.

Reporting

Quarterly to OOC, ELG, and the Board

Priority 5. Build and Maintain Enabling Infrastructure

Overview

Goal: Ensure system and universities have the resources, incentives, strategies, and accountabilities in place to ensure continued progress toward DEI goals.



Priority 5. Build and Maintain Enabling Infrastructure

Foundational Actions

Office of the Chancellor, Office of DEI

- Consistently reinforces State System Commitment to DEI from all levels of governance and leadership.
- Establishes a framework to review policies, standards, and practices through a DEI lens and develop systems of reporting by August 2021.
- Reviews Board policies and Procedures & Standards (existing and prospective) to ensure they support DEI strategy goals. To be completed with changes recommended to the Board by January 2022.
- Collaborates with ELG, SLG, and CDOs to establish plans and accountability systems to achieve System and university DEI goals.
- Organizes and supports the work of the Board so: 1) members are fully aware of DEI challenges and opportunities; 2) Board actions are fully vetted with respect of potential DEI impact – intended and unintended; and 3) Board has role advising systemwide work.
- Develops and implements enterprise management tools (strategy development and goal setting, budgeting, progress reporting and related individual and institutional accountabilities) so they reference and incentivize measurable progress toward achieving university and system DEI goals including: 1) demonstrate progress with diversity and equity goals by disaggregating Board affirmed student and employee metrics; 2) extending Board approved metrics to integrate measures of inclusion; and 3) maintaining measurement dashboards that give visibility into progress meeting DEI goals by end of 2021.
- Collaborates with ELG, SLG and CDOs to ensure commonly required resources support work in DEI are procured where appropriate at the system level.

Reporting

Quarterly to OOC, ELG and Board

Resourcing DEI at the System Level

Foundational Actions

Board

In addition to university-level investments made with E&G, philanthropic, grant-funding and other dollars, resources at the system level will be required and may be raised from the following:

- Off the top funding as may be approved by the Board of Governors
- Co-investment of OOC and system universities
- Line-item one-time or recurring investment from the General Assembly
- Funding available as a result of System prepayment of annual SERS obligations

Office of the Chancellor

- Philanthropic and grant funds raised through the DEI Office and/or PASSHE foundation including dollars raised in collaboration with universities

Reporting

- System budget requests and reporting will be done on an annual basis to the Board and the ELG at the beginning of the 3rd quarter.

Appendix: Table of Strategic Priority Foundational Actions and Charges to Appropriate SLG Councils



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CHARGE – STRATEGIC PRIORITY 1

| Charge Title | Description | Included SLG Councils (*convener) |
|-------------------------------------|--|--|
| DEI Priority 1A – Faculty Diversity | The ELG charges appropriate SLG councils to develop and recommend a high-level outcomes- and evidence-based strategy including disaggregated measurable goals, disaggregated performance indicators, and timelines to increase hiring, tenure, and promotion of diverse faculty; identify opportunities for coordinated action (systemness); present to ELG for consideration by January 2022. | *CAOs, CDOs, Faculty Council |
| DEI Priority 1B – Staff Diversity | The ELG charges appropriate SLG councils to develop and recommend a high-level outcomes- and evidence-based strategy including disaggregated measurable goals, performance indicators, and timelines to increase recruitment, retention, and promotion of diverse staff; identify opportunities for coordinated action (systemness); present to ELG for consideration by January 2022. | *CDOs, CAOs, CFOs, CSAOs, CITOs |
| DEI Priority 1C – Student Diversity | The ELG charges appropriate SLG councils to develop and recommend an outcomes- and evidence-based recruitment and retention strategy including disaggregated measurable goals, disaggregated performance indicators, and timelines to increase student diversity; identify opportunities for coordinated action (systemness); present to ELG for consideration by January 2022. | *CDOs, CSAOs, CAOs, CFOs |

CHARGE – STRATEGIC PRIORITY 2

| Charge Title | Description | Included SLG Councils (*convener) |
|--|--|--|
| DEI Priority 2A – Student Outcomes | The ELG charges appropriate SLG councils to review existing practices to improve student outcomes that demonstrate evidence of impact and progress. The review should include student performance data and research literature to identify critical student loss points. Present findings to the ELG by July 2021. | * CSAOs , CAOs, CDOs, CFOs, Faculty Council |
| DEI Priority 2B – Student Performance Gaps | The ELG charges appropriate SLG councils to develop an outcomes- and evidence-based strategy with disaggregated measurable goals, performance indicators, and timelines to improve student outcomes and close performance gaps between student populations including URMs; incorporate Board Approved Metrics and other appropriate forms of measurement to set goals and evaluate progress. Present to ELG for consideration by January 2022. | * CSAOs , CAOs, Faculty Council, CFOs, CDOs |

CHARGE – STRATEGIC PRIORITY 3

| Charge Title | Description | Included SLG Councils (*convener) |
|----------------------------------|--|--------------------------------------|
| DEI Priority 3A – Campus Climate | ELG charges appropriate SLG councils to inventory and assess impact of practices currently being utilized to improve campus climate, sharing and potentially scaling best practices and identifying gaps that need to be filled, reporting by July 2021. | *CDOs, CSAOs, CFOs |
| DEI Priority 3B –Awareness | ELG charges appropriate SLG councils to recommend for scaling those practices that are demonstrably effective, with a focus on education and awareness raising including advocacy, effective restorative justice-based approaches, and training around preventing and reacting to racial harassment, speech, and aggression. Present report to ELG by August 2021. | *CDOs, CSAOs |

CHARGE – STRATEGIC PRIORITY 4

| Charge Title | Description | Included SLG Councils (*convener) |
|--|---|--------------------------------------|
| DEI Priority 4A – Curriculum Diversity Inventory | ELG charge appropriate SLG councils to research and inventory university curriculum committees for existing curriculum diversity development practices, including program arrays, to inform strategy of curriculum committees. | *CAOs, Faculty Council |
| DEI Priority 4B – Curriculum Diversity Outcomes | ELG charges appropriate SLG councils to develop and recommend an outcomes- and evidence-based tiered (e.g., course, minor, major, general education, etc.) strategy to diversify the curriculum that will reflect the relationship between curriculum diversity and academic and inclusive excellence. Present strategy to the ELG by January 2022. | *CAOs, Faculty Council |