Revised draft, 12/14/05

CORNERSTONE OF EXCELLENCE

THE PENNSYLVANIA STATE SYSTEM OF HIGHER EDUCATION

DIVERSITY STRATEGIC PLAN

2005-2009

DRAFT

Revised draft, 12/14/05

CORNERSTONE OF EXCELLENCE

The Pennsylvania State System of Higher Education: Diversity Strategic Plan: 2005-2009

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CORNERSTONE OF EXCELLENCE

THE PENNSYLVANIA STATE SYSTEM OF HIGHER EDUCATION

DIVERSITY STRATEGIC PLAN: 2005-2009

CORNERSTONE OF EXCELLENCE: BUILDING UPON EXCELLENCE IN EQUITY

The citizens of the Commonwealth of Pennsylvania are a rich, diverse mosaic of ethnicities, cultures and communities. Pennsylvania State System of Higher Education (PASSHE) Universities are accessible to all individuals who have the ability and self-discipline to succeed.

Diversity is a key element in the intellectual and interpersonal development of PASSHE students. In linking diversity with quality and excellence, PASSHE recognizes that diversity is vital among students, faculty, staff and administrators because it:

- Enhances academic quality and excellence by preparing students to live and work in an increasingly global, pluralistic, multicultural society;
- Strengthens communities whose citizens will be judged by the quality of their character and contributions;
- Fosters and promotes citizenship, teamwork and respect; and
- Strengthens economic prosperity by effectively using the skills of individuals from different ethnic backgrounds, cultures and communities.

Diversity planning within PASSHE dates back to October 1990 with the implementation of the award-winning PASSHE Equity Plan, *Priorities for the Pennsylvania State System of Higher Education*. This plan was followed in 1991 by *Emphasis on Values* and in 1994 by *Excellence in Equity*.

In July 2004, the PASSHE Board of Governors approved *Leading the Way--The Pennsylvania State System of Higher Education: A Plan for Strategic Direction 2004-2009*. The PASSHE Strategic Plan's mission and vision provides the strategic framework for embracing diversity as a key element in the intellectual and interpersonal development of students, university constituents and extended communities.

Cornerstone of Excellence, The Pennsylvania State System Strategic Plan For Enhancing Diversity: 2005-2009 builds upon prior PASSHE plans for diversity and the PASSHE Strategic Plan, *Leading the Way*. *Cornerstone of Excellence* emphasizes PASSHE's ongoing commitment to linking diversity, academic quality and excellence.

In advancing PASSHE diversity efforts, *Cornerstone of Excellence* establishes a System-wide strategic framework that promotes and includes diversity by:

- Enhancing the recruitment and retention of historically underrepresented diverse populations;
- Creating more welcoming campus environments for students, faculty, staff and administrators;
- Diversifying PASSHE University leadership and management; and
- Monitoring the achievement of System-wide diversity strategies through quantitative and qualitative accountability measures.

Over the next five years PASSHE Universities, within the context of the PASSHE Strategic Plan, will be accountable for linking diversity with quality and excellence.

Cornerstone of Excellence represents a collective effort by PASSHE Universities and their constituents to further enhance PASSHE's mission to prepare students at all levels to succeed and contribute to the economic, social and cultural development of the Commonwealth of Pennsylvania, the nation and the world.

DEFINING DIVERSITY

Extensive research indicates that the definition of diversity is constantly evolving. For purposes of this Plan, diversity encompasses the presence and participation of individuals who differ and are similar by characteristics such as, but not necessarily limited to, race, age, color, ethnicity, gender, national origin, religion, disability status and community affiliation. A diverse environment includes individuals from historically underrepresented populations, various socio-economic backgrounds, and with a multitude of ideas, attitudes and beliefs.

In order to prevent ambiguity and misinterpretation of terms, the language used to describe individuals or groups has been carefully selected. In preparing the PASSHE Diversity Strategic Plan, the PASSHE Strategic Diversity Plan Advisory Committee strove to ensure that the terminology and language used in this Plan are not offensive to any individual or group of individuals; however, the Committee acknowledges the difficulty of this task.

It is the Committee's sincerest hope and expectation that those who read this plan will focus on the challenges and solutions articulated, rather than the particular choice of words.

WHY FOCUS ON A DIVERSITY STRATEGIC PLAN? WHY NOW?

Linking Quality, Excellence and Diversity

Through the PASSHE Strategic Plan, *Leading the Way*, PASSHE recognizes that diversity impacts nearly all segments of higher education, including students, faculty, staff and academic programs. Research demonstrates that inclusion of diverse students, faculty and staff into university communities links quality and excellence by preparing students effectively to succeed in an increasingly interdependent, diverse, global society. More importantly, students who attend PASSHE Universities must view them as offering accessible, welcoming environments that provide rich and intellectually stimulating multicultural experiences.

Diversity is linked with educational quality and excellence in that diversity of cultural, ethnic and intellectual perspectives:

- Better prepares students to meet the increasingly complex demands of a global, pluralistic, multicultural society and workforce;

- Strengthens the academic quality of universities by enriching educational experiences;

- Strengthens communities and the workplace; and

- Enhances the economic prosperity of the Commonwealth of Pennsylvania communities, and the global economy.

The Challenges of Recruiting and Retaining Historically Underrepresented Students, Faculty and Staff

The PASSHE Diversity Plan Advisory Committee sincerely recognizes the many challenges of recruiting and retaining historically underrepresented students, faculty, staff and administrators. These challenges include:

- Limited scholarship opportunities;
- Limited models/mentors;
- Perceptions of community intolerance and stereotyping;
- Perceptions of campus intolerance;
- Limited campus support services;
- Isolation due to the geographic location of System Universities;
- Limited understanding of the history and culture of underrepresented populations;
- Local or regional applicant pools that reflect little diversity;
- Competition from other university systems for qualified historically underrepresented students, faculty, administrators and staff;
- Limited student advising for historically underrepresented students; and

- Limited partnerships with area businesses and schools to increase resources for diversity strategies.

SIGNIFICANT DEMOGRAPHIC TRENDS IMPACTING PASSHE DIVERSITY

Planning in higher education is driven by external focus and internal capacities, and shaped by thoughtful responses to the challenges and opportunities they present. In developing the PASSHE Diversity Strategic Plan, significant future demographic trends affecting the Commonwealth and PASSHE Universities were carefully considered.

Future demographic trends affecting the Commonwealth and the United States indicate that diversity will have a tremendous impact on the economic and social climate of the Commonwealth of Pennsylvania, the nation and the world in that:

- The expanding global reach of the American workforce will demand exposure to diverse consumers, cultures, ideas and viewpoints;

- Employers, including those within the Commonwealth, will increasingly demand a diverse group of employees who are better able to work with businesses in a global economy by appealing to a variety of consumers;

- Increasingly, employers are recognizing that diverse employee perspectives enhance unique and creative approaches to problem solving.

In establishing the context for diversity planning, some of the following demographic trends were considered. These demographic trends, separately and collectively, have the potential to shape the future of PASSHE Universities. The data used to establish these significant demographic trends was contributed by The United States Census Bureau, The American Council on Education, The Office of Minorities in Higher Education and The Pennsylvania State Data Center.

United States Demographic Data

- According to the 2000 Census, the total population of the United States is 282.1 million. 86.3 million (or 30.6%) of this population were people of color. By 2025, the total population and percentage of people of color living in the United States is expected to increase to 40.6%. By 2025, the total percentage of Hispanics and Latinos living in the United States is expected to substantially increase to 18.95% (from 12.6% in 2000).

- By 2010, it is projected that nearly one out of every six Americans between the ages of 18 and 21 will be Hispanic or Latino.

- Over the next ten years, people of color will comprise more than fifty percent of all new entrants in the United States workforce.

- The most current statistics regarding the educational attainment of individuals 25 years or older who reside in the United States reveal that 83.6% have received high school diplomas or the equivalent, and 26.5% have earned bachelor's degrees.

- The median household income for United States households is $42,257. 28.67% of these households earn less than $25,000 annually.

Commonwealth of Pennsylvania Demographic Data

- According to Census 2000, the Commonwealth of Pennsylvania population was 12.2 million. Of this population, 1.8 million (or 14.6%) were persons of color. The Hispanic and Latino population is now 5% (up from 3% in 2000). By 2025 the percentage of persons of color is expected to increase to 20.4%.

- The five counties in the Commonwealth of Pennsylvania with the largest percentage of people of color are Philadelphia (55.0%), Dauphin (22.9%), Delaware (19.7%), Allegheny (15.7%) and Montgomery (13.5%).

- The percentage of the people of color in the counties where PASSHE universities are located ranged from 1.7% to 19.7% as indicated below.

University	County	% Minority
Kutztown	Berks	11.8%
Slippery Rock	Butler	2.2%
West Chester	Chester	10.8%
Clarion	Clarion	1.8%
Lock Haven	Clinton	1.7%
Bloomsburg	Columbia	2.4%
Shippensburg	Cumberland	5.6%
Cheyeny	Delaware	19.7%
Edinboro	Erie	9.1%
Indiana	Indiana	3.1%
Millersville	Lancaster	8.5%
East Stroudsburg	Monroe	11.8%
Mansfield	Tioga	1.9%
California	Washington	4.7%

- According to the most recent data (2003) regarding the educational attainment of individuals over 25 residing in the Commonwealth, 86.7% of Caucasians had high school diplomas, and 25.8% had bachelor's degrees. 79% of African Americans had high school diplomas, and 11.6% had bachelor's degrees. 66% of Hispanics or Latinos had high school diplomas, and 12.5% had bachelor's degrees. 79% of Asian Americans had high school diplomas, and 43% had bachelor's degrees.

- The median income for households in the Commonwealth of Pennsylvania is $40,105. 30.5% of these households earn less than $25,000 annually.

GUIDING PRINCIPLES AND PLANNING ASSUMPTIONS

In providing a System-wide strategic framework for implementing the PASSHE Diversity Strategic Plan, the following planning assumptions and guiding principles are essential:

Guiding Principles

- Every individual has equal value: diversity efforts will uphold and be premised upon the fundamental belief in the inherent worth and dignity of all human beings;

- Different perspectives regarding diversity issues, challenges and solutions are open to rational discourse. Open dialogue about diversity issues should be approached in an honest, responsible and respectful manner which leads to acknowledgment of other perspectives. Through open dialogue, legitimate concerns and perceived challenges can be addressed, and mutually acceptable solutions can be found.

Planning Assumptions

Under the leadership of the PASSHE Board of Governors, the Chancellor and PASSHE University Presidents, each PASSHE university will:

- Engage in ongoing diversity strategic planning processes;

- Develop and implement a diversity strategic plan to advance diversity;

- Develop plans that emphasize diversity goals and strategies within the context of their unique institutional characteristics;

- Monitor progress in achieving diversity goals and strategies, including an annual diversity audit by each University;

- Define and implement short-term and long-term diversity goals and strategies that are measured as part of the System Accountability Program;

- Ensure that University leadership has an integral role in initiating diversity goals and strategies;

- Provide financial and other available resources for plan implementation;

- Ensure that diversity plans are not substitutes for other documents used to analyze and evaluate diversity efforts such as affirmative action plans, or diversity related accountability efforts; and

- Ensure that faculty, staff and administrators develop, implement and monitor respective PASSHE University initiatives supporting PASSHE diversity goals and strategies while respecting University missions, values and visions.

LINKING PASSHE'S STRATEGIC PLAN WITH SYSTEM-WIDE DIVERSITY GOALS AND STRATEGIES

A Vision for System-wide Diversity Strategies

As articulated in the PASSHE Strategic Plan*, Leading the Way-The Pennsylvania State System of Higher Education: A Plan for Strategic Directions 2004-2009*, a new vision for PASSHE leads to new priorities and opportunities, yet the mission of PASSHE has changed little. At its core, our mission is to increase the intellectual wealth of the Commonwealth, to prepare students at all levels for personal and professional success in their lives, and to contribute to the economic, social and cultural development of the Commonwealth of Pennsylvania, the nation and the world. Similarly, the core values that underlie the PASSHE Diversity Strategic Plan and other PASSHE plans and policies have remained consistent. These are:

- Stimulating intellectual growth by promoting teaching and learning as well as creativity and scholarship;
- Developing and energizing the personal commitment of students, faculty and staff;
- Promoting diversity as a key element in the intellectual and interpersonal development of members of the University and extended communities.
- Applying the knowledge and experience gathered within System Universities to enhance the social and economic well-being of the Commonwealth;
- Practicing effective stewardship of public funds, private contributions and tuition revenues in pursuing the System's public mission; and
- Advocating for the unique role of public higher education in contributing to the life of the Commonwealth and responding to its needs.

Five Core Areas of PASSHE Strategic Plan--Framing System-wide Diversity Strategies

Listed below are five core areas included in the PASSHE Strategic Plan, *Leading the Way*, which provide the strategic framework for the PASSHE Diversity Strategic Plan.

- Student Achievement and Success

- University and System Excellence

- Commonwealth Service
- Resource Development and Stewardship
- Public Leadership

Within each of these five areas, major goals which include diversity strategies have been identified to support the achievement of System-wide diversity over the next five years. These diversity strategies are designed to be illustrative, rather than exhaustive, of the diversity strategies that may be used by PASSHE Universities in developing and implementing their respective diversity plans. University plans will vary since they reflect the unique histories, strengths and opportunities of each PASSHE University.

1. Student Achievement and Success

A. *Manage growth to ensure access while enhancing the quality of PASSHE Universities.*

Diversity Strategies:

- Collaboratively work with schools (Pre-school through 12th grade) to build the skills of historically underrepresented students seeking admission to PASSHE Universities;
- Provide effective pathways for historically underrepresented students moving from other educational entities (particularly community colleges) to PASSHE Universities and from one PASSHE University to another;
- Increase the number of programs available at branch campuses at off-campus centers and through distance education to expand opportunities for historically underrepresented students to participate in courses and programs;
- Develop university and System-wide enrollment management strategies (including recruitment and retention) designed to meet diverse student needs and to use effectively the capacity of all universities;
- Expand partnerships with schools and community organizations to increase the number of historically underrepresented students, faculty, staff and administrators;
- Increase the amount of financial aid available from all sources to historically underrepresented students;
- Expand programs and services designed to enroll, retain and graduate non-traditional and historically underrepresented students; and
- Implement policies and practices that enable and encourage historically underrepresented students to graduate in four years.

B. *Enhance the quality of instruction, learning resources and support services available to students.*

Diversity Strategies:

- Incorporate recent advances in innovative and effective approaches to teaching and learning that enhance the recruitment and retention of historically underrepresented students, faculty, staff and administrators;
- Maintain close faculty/student contact with historically underrepresented students to support achievement;
- Ensure that general education programs provide students with a coherent liberal arts and sciences core developing such skills as communications, critical thinking, global and multicultural awareness and information literacy;
- Enhance the quality and quantity of data related to diversity, particularly data regarding historically underrepresented populations available through PASSHE University libraries;
- Advance learning communities, living-learning arrangements, co-curricular activities, and other opportunities for historically underrepresented students to enhance achievement; and
- Expand unique educational opportunities available to historically underrepresented students and faculty (e.g. the Frederick Douglass Institute and international experiences).

C. *Provide all students with opportunities leading to active citizenship, social responsibility and life-long learning.*

Diversity Strategies:

- Expand the participation of students and faculty in service learning, civic engagement, and experiential learning focused on diversity within the curriculum and co-curriculum;
- Ensure that the core educational components of university curricula promote social responsibility, an appreciation for diversity, inclusiveness and the pursuit of democratic citizenship;
- Provide historically underrepresented students with opportunities for leadership development; and
- Prepare PASSHE students to work in a global, multicultural, pluralistic, international society.

2. University and System Excellence

A. *Focus the efforts of PASSHE Universities on high quality academic programs that meet the needs of Pennsylvania and its students.*

Diversity Strategies:

- Encourage curriculum collaboration related to diversity across PASSHE Universities building on joint programs already in place;
- Continuously assess student learning to document student success, ensuring that historically underrepresented students who attend PASSHE Universities are receiving a high quality education; and
- Ensure that all students experience a variety of racial, ethnic, cultural, and international perspectives in their curricular and co-curricular experiences.

B. *Establish diversity as a cornerstone of excellence and leadership throughout the System.*

Diversity Strategies:

- Increase the cultural, ethnic and racial diversity of students, faculty and professional and administrative employees;
- Ensure the diversity of intellectual perspectives in the design and delivery of curricula;
- Increase the diversity of campus programs and services promoting an environment of success and excellence for all students;
- Expand academic programs and academic and student support services tailored to the needs of diverse student populations; and
- Launch new efforts to recruit and retain historically underrepresented students, particularly students of color, faculty and staff.

C. *Provide all faculty, administrators and staff with professional and leadership development to enhance performance.*

Diversity Strategies:

- Align human resources programs regarding hiring, supervising, developing, evaluating and rewarding faculty, administrators and staff to support diversity initiatives;
- Support research and service projects for historically underrepresented faculty that develop their expertise, teaching skills and academic leadership;
- Increase the percentage of historically underrepresented tenured and tenure-track faculty;
- Expand opportunities for professionals at all levels to share expertise and best practices related to diversity across the System; and
- Establish leadership programs and initiatives for underrepresented faculty, administrators and staff to prepare for future senior leadership positions.

D. *Support an environment of continuous improvement to ensure efficiency, enhance effectiveness and pursue excellence in PASSHE programs, services and activities.*

Diversity Strategies:

- Engage all constituencies in the continuous improvement of programs and services related to diversity initiatives;
- Continuously assess student and program performance related to diverse populations;
- Measure the satisfaction of historically underrepresented students and alumni in regards to programs, services and activities;
- Continue to benchmark efforts to identify areas of improvement for programs, services and activities related to diverse populations;
- Continue to develop the System Accountability Plan and its components that relate to student and faculty diversity; and
- Continue to employ accountability measures that focus on core System and University diversity strategies.

3. Commonwealth Service

A. *Develop an array of programs designed to meet best the higher education needs of the Commonwealth.*

Diversity Strategies:

- Align programs (credit and non-credit) within PASSHE and in partnership with other public and private colleges, community colleges, and universities to meet historically underrepresented student interests and workforce development needs;
- Facilitate the differentiation of University missions over time to reflect their unique strengths and opportunities in serving diverse populations, particularly historically underrepresented populations;
- Expand collaborative programs and services among PASSHE Universities to meet the specific academic, research, and service needs of diverse populations; and
- Increase the number of historically underrepresented students enrolled in and graduating from high-need academic programs, including selected fields in education, science, technology and healthcare.

B. *Enhance the capacity of PASSHE to serve regional economic and community development needs.*

Diversity Strategies:

- Expand the number of partnerships with business, industry, government, community and educational entities to ensure that historically underrepresented students at all levels are prepared to enter the workforce;

- Increase the level of sponsored and applied research related to diverse populations;
- Support citizen service opportunities related to historically underrepresented populations that link universities, students, faculty and staff with communities and regions;
- Promote business, community and cultural development activities designed to support diverse populations;
- Assist communities in their efforts to maximize opportunities presented by increasing multiculturalism and internationalization.

C. *Retain PASSHE's status as the premier provider of teachers to the Commonwealth.*

Diversity Strategies:

- Respond to the demands for increased academic rigor in teacher preparation, especially in preparing teachers from historically underrepresented populations;
- Provide more opportunities for teacher candidates to work with historically underrepresented populations;
- Align PASSHE University teacher preparation programs to meet the needs of schools with substantial historically underrepresented populations throughout the Commonwealth;
- Provide opportunities for faculty to partner with professional educators to search for solutions to problems facing schools that have substantial historically underrepresented populations; and
- Respond to needs for graduate programs tailored to the requirements of teachers, administrators and school districts that serve historically underrepresented populations.

D. *Support graduate programs designed to meet the needs of the Commonwealth.*

Diversity Strategies:

- Develop post-baccalaureate degree and certificate programs designed to meet the documented needs of diverse populations in the state, region and nation; and
- Support research and scholarship activities related to diverse populations as a necessary element in quality graduate education.

4. Resource Development and Stewardship

A. *Ensure that all PASSHE resources are used effectively and efficiently.*

Diversity Strategies:

- Preserve affordability of programs and services by increasing instructional and administrative productivity and operational cost containment to ensure continuing and increasing participation by historically underrepresented students; and
- Improve operating efficiencies of programs and services through system-wide collaborations designed to expand services while minimizing costs (e.g. System-wide grants related to diversity issues such as retention and recruitment).

B. *Increase the level of alternative funding to support new and existing programs and services.*

Diversity Strategies:

- Increase the number of grant awards supporting diversity initiatives from applications submitted to foundations, and to state and federal agencies;
- Enhance existing efforts to attract alumni, private and corporate support to fund diversity strategies; and
- Support efforts to enable universities to offer high-demand diversity programs.

C. *Employ the System Technology Consortium (SyTEC) to promote efficiency and effectiveness across the System.*

Diversity Strategies:

- Use the capabilities of the shared administrative system to re-engineer processes and to provide detailed, data driven, and timely reports supporting diversity initiatives; and
- Develop executive information systems and data warehouses to support management decision-making related to diversity by maximizing access to data across PASSHE.

5. Public Leadership

A. *Shape the policy framework for public higher education in the Commonwealth.*

Diversity Strategies:

- Ensure adequate Commonwealth funding to support strategies articulated in this plan;
- Exercise leadership in communities, regions and the Commonwealth to marshal resources, knowledge and political leadership to meet challenges in implementing diversity initiatives;

- Assume leadership by contributing substantially to public policy debates on critical issues related to diversity facing the Commonwealth and its political, business and community leaders;
- Engage PASSHE University constituencies (e.g. faculty, administrators, trustees, and students) in efforts to increase awareness across the state regarding the role of PASSHE Universities in promoting diversity; and
- Secure greater autonomy from or flexibility in applying Commonwealth policies, procedures and operations that limit institutional effectiveness in implementing strategies.

B. *Advance the vision for the System through the policies, actions communications and programs of System Universities, the Board of Governors and the Office of the Chancellor.*

Diversity Strategies:

- Review and revise PASSHE University and Board of Governors' policies to ensure alignment with diversity strategies articulated in this plan.
- Support the role of PASSHE University Presidents in linking the PASSHE Diversity Strategic Plan and PASSHE University diversity strategic plans;
- Align resources (e.g. financial and human resources) to achieve the diversity strategies articulated this plan; and
- Engage in an ongoing review of the PASSHE Diversity Strategic Plan, its strategies and the reporting tools included in the PASSHE Strategic Plan to ensure achievement of diversity strategies.

LEADING THROUGH PLANNING

Aspiring to a vision of leadership among the nation's public higher education systems in terms of diversity requires a substantial action agenda by PASSHE and System Universities. Achieving this vision will take the concerted and committed efforts of all PASSHE Universities. In accomplishing the diversity strategies outlined in the PASSHE Diversity Strategic Plan: (1) detailed diversity action plans are necessary; (2) student and faculty diversity accountability measures will be assessed and incorporated into respective University diversity plans; and (3) Universities will develop a process for evaluating their respective diversity plans.

PASSHE University Action Planning

Diversity strategic planning by PASSHE Universities and the Office of the Chancellor is necessary to identify and explicate diversity strategies selected to achieve the goals and strategies of this Plan. University diversity strategic plans will be based on the PASSHE Diversity Strategic Plan. This will enable Universities and the Office of the Chancellor to align resources, identify measurements and determine expectations for performance in the area of diversity. University diversity strategic plans will articulate in more detail specific diversity strategies undertaken between 2005 and 2009. The plans will also articulate which University groups or constituents will be responsible

for achieving progress, and how success will be defined and measured for diversity strategies and initiatives. University stakeholders at all levels will be engaged in ongoing efforts designed to achieve diversity goals and strategies.

Managing and Reporting Results

Critical to the success of any plan, particularly the achievement of PASSHE diversity goals and strategies, is the ability to measure progress over time. The PASSHE System Accountability Plan (SAP) will be modified as necessary to ensure both quantitative and qualitative measurement of progress toward achieving diversity strategies identified in this plan as well as results emerging from System University diversity plans.

Currently, the System Accountability Report is comprised of the Accountability Matrix, the Narrative Assessment Statement and the University Performance Plan. The Accountability Matrix (quantitative measures) and the Narrative Assessment Statement (qualitative reports) will report on progress made in achieving PASSHE University diversity strategies. The System Accountability Plan provides Universities the opportunity to report on (1) progress made in achieving diversity strategies as a result of efforts made from diversity strategic plans and (2) unique University diversity strategies not envisioned in the PASSHE Diversity Strategic Plan.

Detailed reports of progress will be prepared on a regular basis and provided to PASSHE University constituencies by the Office of the Chancellor. These reports, data, and the information underlying them will be essential to the informed decision-making necessary to achieve the PASSHE Diversity Strategic Plan's goals and enable the System to provide ongoing review to refine diversity goals and strategies.

Development and Review

The PASSHE Diversity Strategic Plan was developed through engagement of University Presidents, University planning councils, Office of the Chancellor staff and the PASSHE Diversity Strategic Plan Advisory Committee. In addition to the hundreds of hours contributed by these groups and individuals, detailed discussions with a variety of constituents including University Trustees, student government leaders, University administrative leadership and others made substantial contributions to the planning of this document.

For the System to achieve the goals and diversity strategies outlined below, considerable attention and effort will be required at all levels within PASSHE, including the Board of Governors, Office of the Chancellor and PASSHE Universities. More importantly, realizing the potential of the PASSHE Diversity Strategic Plan will require the engagement of many PASSHE constituents beyond the University community, including the Governor, General Assembly, business leaders, community leaders and the citizens of Pennsylvania. The System is committed to engaging all stakeholders in the Commonwealth in the ongoing commitment to diversity efforts.

Ongoing review of the System's Diversity Strategic Plan, measurements and reporting tools must occur in a comprehensive manner: PASSHE University Presidents, University planning councils, and the System Strategic Planning Advisory Committee should form the nucleus of an inclusive process that provides opportunities for input and insight from diverse PASSHE constituents.

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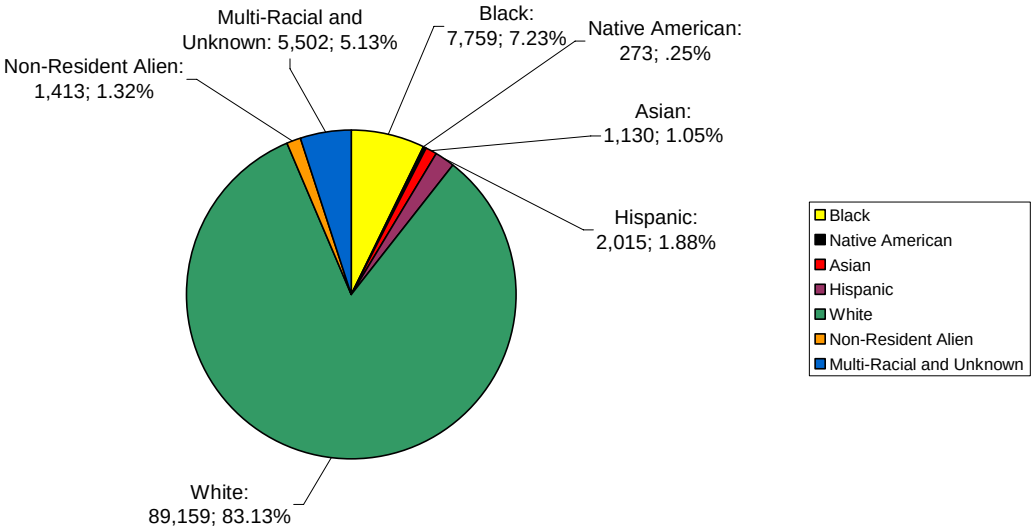
Appendix A

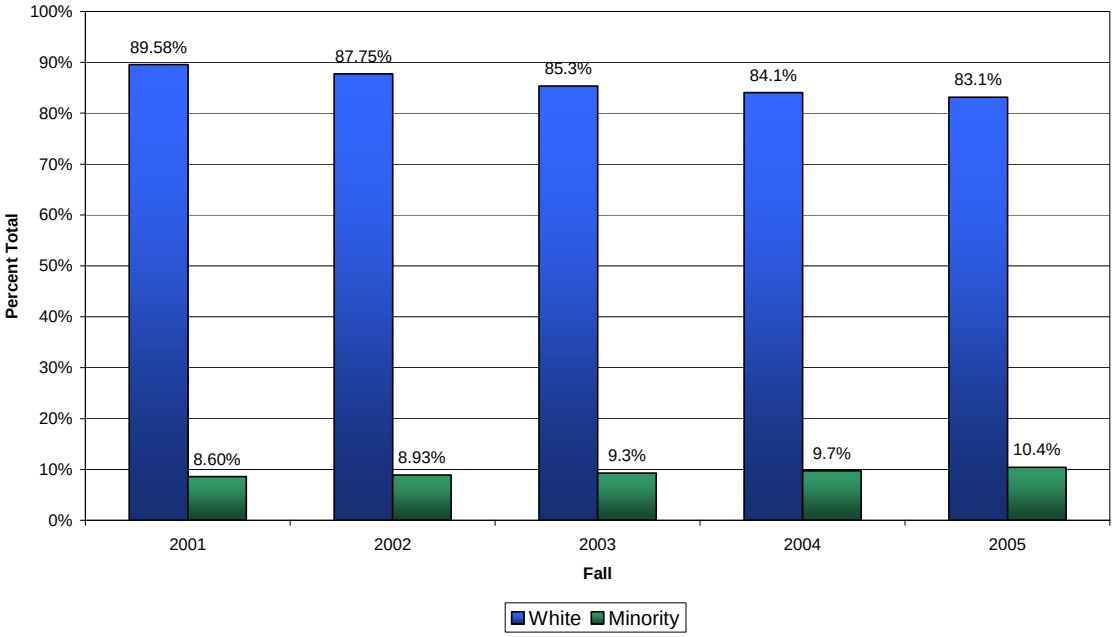
SYSTEM ENROLLMENT CHART

Figure 1: Pennsylvania State System of Higher Education Headcount Enrollment by Race, Fall 2005



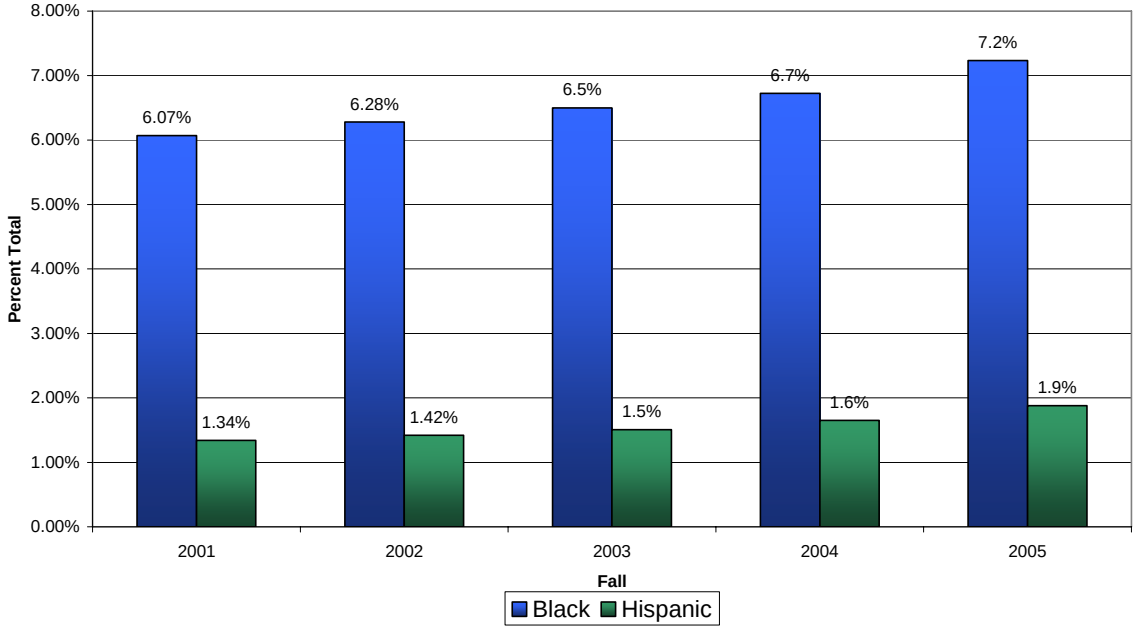
Appendix B

Figure 2: Fall Headcount Enrollment of White and Minority Students, Fall 2001-2005 (excludes non-resident aliens, unknown, and multi-racial)



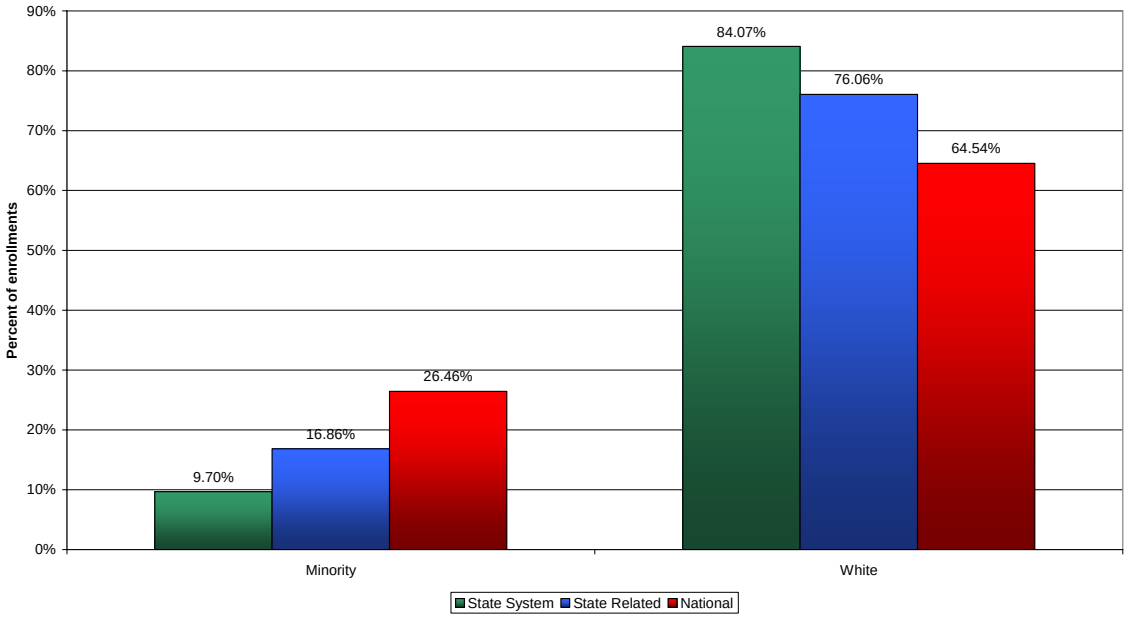
Appendix C

Figure 3: Fall Headcount Enrollment of Black and Hispanic Students, Fall 2001-2005 (excludes non-resident aliens, unknown, and multi-racial)



Appendix D

Figure 4: Fall 2004 Enrollments, Percent Minority and White*, State System vs. State Related and National (four-year public)



Appendix E

Fig 5: Five-Year Enrollment Trend of Black Students, State System vs. National (four-year public), 2000-2004

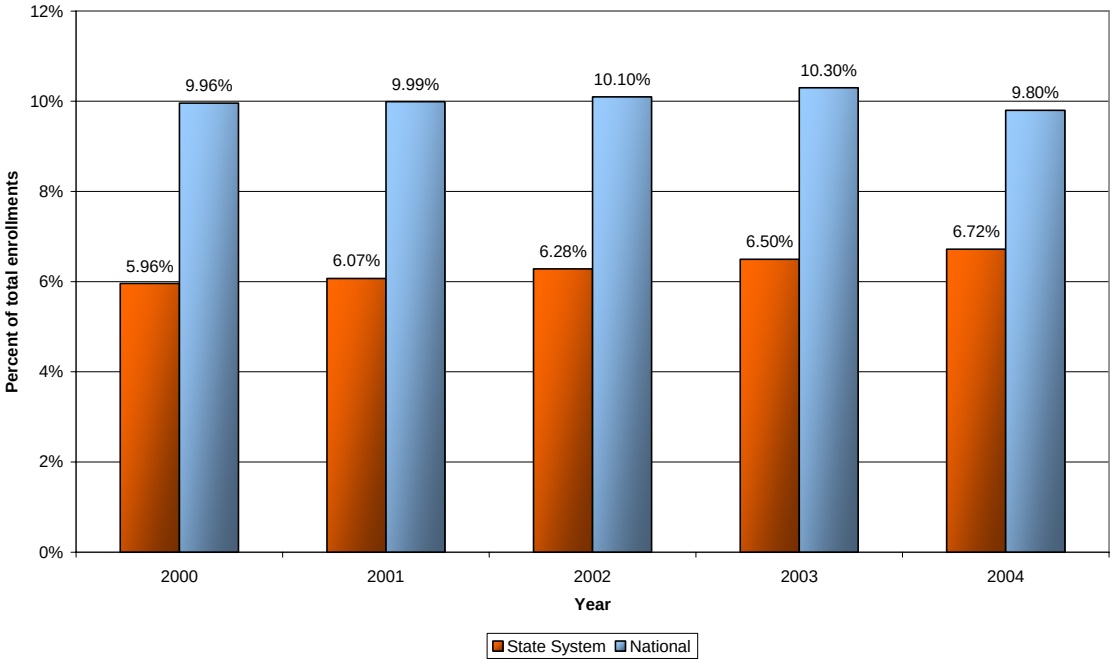
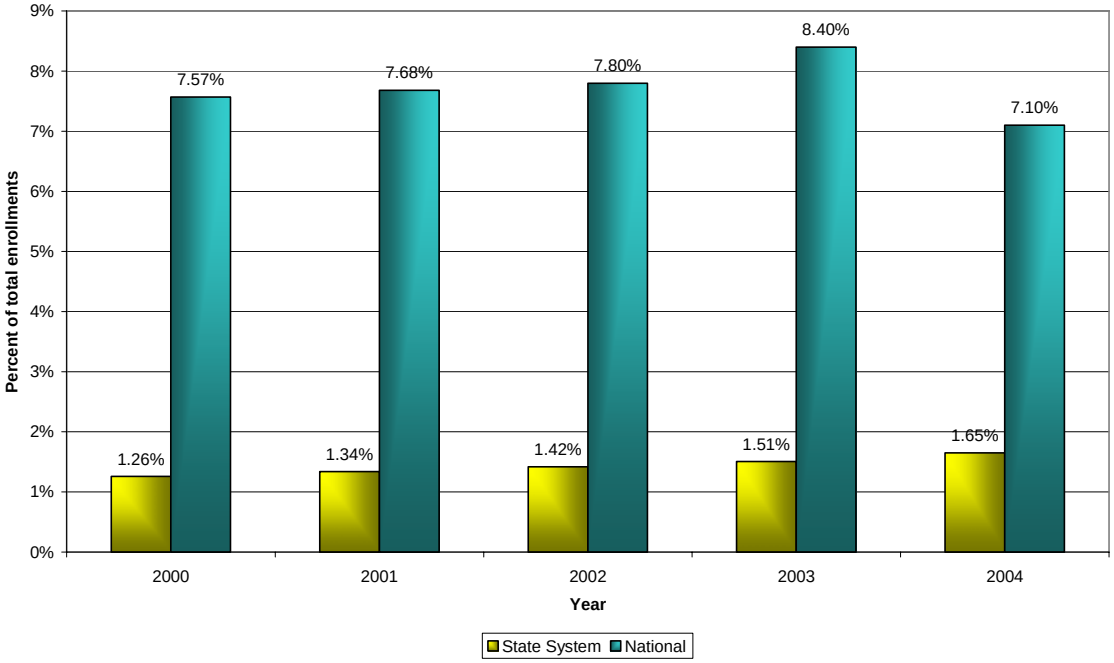


Fig 6: Five-Year Enrollment Trend of Hispanic Students, State System vs. National (four-year public), 1999-2004



Appendix F

Figure 7: Five-Year Trend of Minority Enrollments, State System vs. State Related, 2000-2004

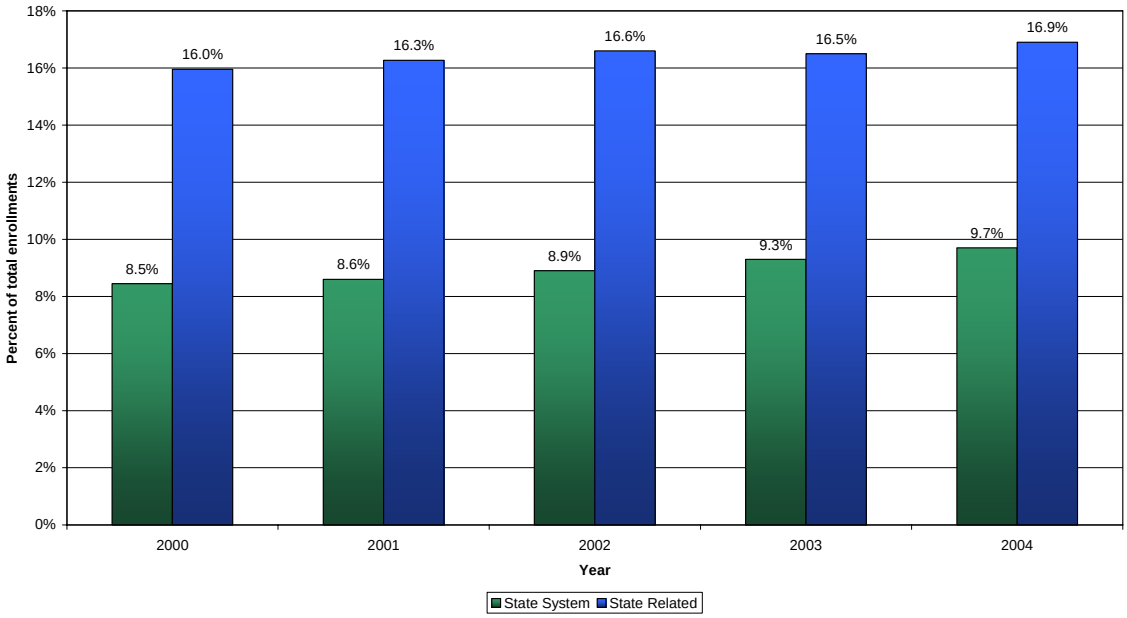


Fig 8: State System 4-year and 6-year Graduation Rates (1998 Entering Class)

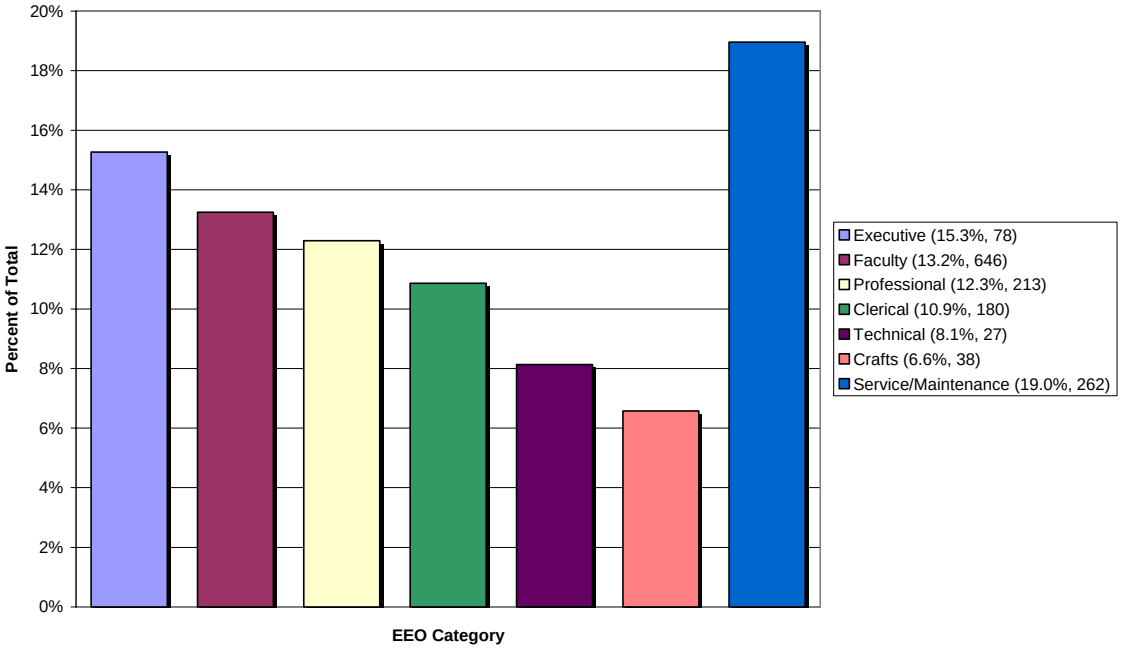
	Black	Hispanic	All Students
1998 Entering Class	1098	260	16436
4-year graduation rates			
# Graduated by 2002	174	38	4194
% Graduated	15.85%	14.62%	25.52%
National Peers* % Graduated	12.90%	14.40%	20.80%
6-year graduation rates			
# Graduated by 2004	380	104	8657
% Graduated	34.61%	40.00%	52.67%
National Peers* % Graduated	35.70%	40.30%	46.40%

*4 year Institutions with average combined SAT scores of 990-1044

Source: Consortium for Student Retention Data Exchange

Appendix G

Fig 9: Fall 2004 Full-time Minority Employees as a Percent of Total by EEO Category (Total=11,069)



Appendix H

Fig 10: Full-time Managers/Executives, Percent Black and Hispanic, Fall 2000-2004

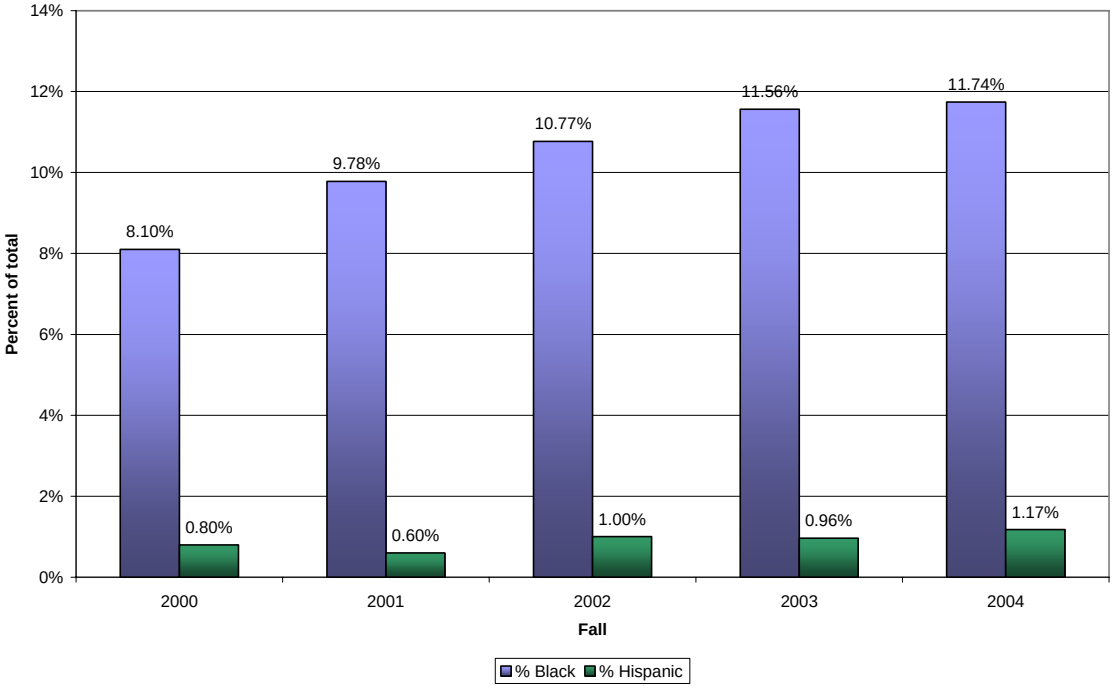
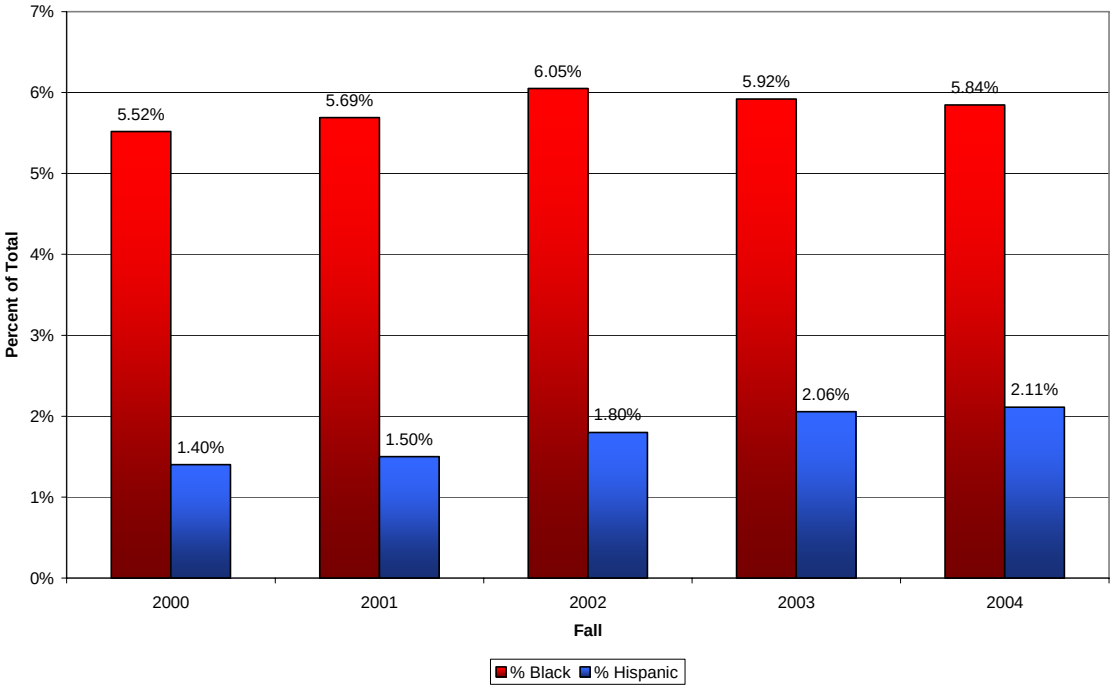
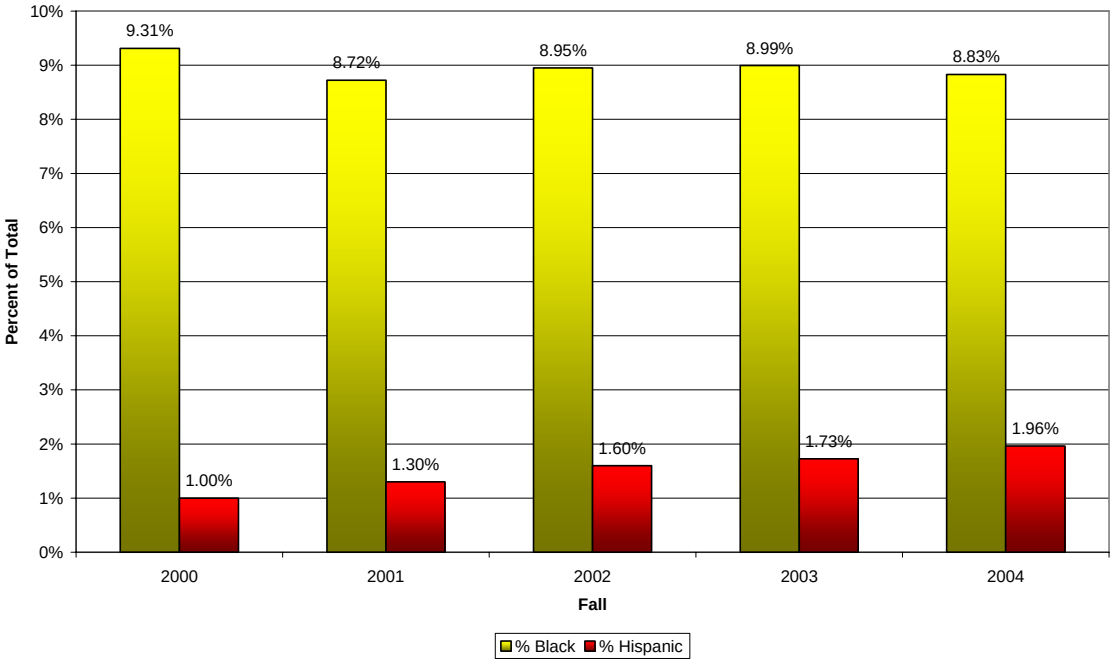


Fig 11: Full-time Faculty, Percent Black and Hispanic, Fall 2000-2004



Appendix I

Fig 12: Full-time Professional Non-Faculty, Percent Black and Hispanic, Fall 2000-2004



Appendix J

SELECT PASSHE UNIVERSITY DIVERSITY BEST PRACTICES

Bloomsburg University

- Frederick Douglass Institute orientation and programming
- Minority Outreach and Recruitment Enhancement (MORE)
- Women's Resource Center
- Harassment and discrimination training
- Minority affairs programming

California University

- Attending minority recruitment college fairs
- Student development and services diversity programming
- Philadelphia and Pittsburgh urban experiences
- New student and employee training programs
- Frederick Douglass Institute (Visiting scholar program)

Clarion University

- Building Bridges retention program
- Martin Luther King Jr. Lecture series
- Frederick Douglass graduate assistantships
- Minority student services programming
- ALF and Social Equity week

Cheyney University

- Valuing diversity training
- Workplace harassment training
- Effective supervision training
- Sexual harassment training

East Stroudsburg University

- Cultural Diversity and Multicultural Affairs diversity programming
- Prince Hall partnership Adopt-A-School program
- Commission for Women: Women's Advocacy Group
- Bethlehem PDS (Secondary education)
- Learning about diversity and social equity: Academic department programs

Edinboro University

- Westinghouse science and math program
- Diversity directed advertising and sponsorships
- Martin Luther King awards luncheon
- Wheel-a-thon disability awareness
- Holocaust remembrance

Indiana University

- Ronald E. McNair Post Baccalaureate Achievement Program
- Cultural Enrichment Programming (Kwanzaa, MLK Day, Black History Month, etc.)
- Minority Student Leadership Development
- Weekly Six o'clock Lecture Series addressing current issues and developing life skills
- Intensive Fall 2005 Recruitment of Minority Students Campaign

Kutztown University

- Laurer's Park; College Awareness Outreach and Campus Visitation Programs
- Kutztown University Preparatory Academy
- Multicultural Affairs Diversity Programs and Recognition of Academic Excellence
- University Gender, Leadership Training and Development Series
- Race Relations Forums and Open Dialogue

Lock Haven University

- Robert Lynch Student Leadership Development Institute (SLDI)
- Frederick Douglass Institute summer scholar
- Frederick Douglass Institute book scholarship
- Pathway to the Future recruitment program
- Navigator and FOCUS retention programs

Mansfield University

- Annual international festival
- Multicultural students recognition banquet
- Black History Month program series
- Intercultural relations conference
- Dialogues in diversity training

Millersville University

- Building a high performance community: Diversity education program
- Ethnic studies learning communities
- Commission on the status of women
- Cultural celebrations
- Marketing in radio and print media

Shippensburg University

- Employee outreach: Recruiting diverse employees
- S.A.L.E. conference: Promoting awareness of GLBT issues
- Minority student organizations (African-American, Latino, Asian-American, etc.)
- Gifted minority scholarship and dinner

- MLK Day events (Speakers, workshops, march, etc.)

Slippery Rock University

- MLK Day celebration and events
- Black History Month celebration and events
- Transition student development series
- Student leadership diversity programs
- Opportunity Knocks recruitment program

West Chester University

- LBGT Ally Training
- Office of Multicultural Affairs (OMA)-LINCS Program
- Frederick Douglas Institute
- Teaching Scholars (Summer and Residence Program)
- Faculty/Staff/Peer Mentor Program for First Year Multicultural Students
- Latino American Student Organization (LASO) Recruitment Conference

Appendix K

PASSHE DIVERSITY FUNDING

PASSHE Diversity Spending	FY 2002-2003	FY 2003-2004	FY 2004-2005	3 Year Total
R. Benjamin Wiley Partnership Program	$859,465.00	$874,812.00	$1,018,020.00	**$2,752,297.00**
Office of Diversity Social Equity Grants	$401,044.51	$369,594.37	$379,272.47	**$1,149,911.35**

Appendix L

SELECT HIGHER EDUCATION REFERENCES AND RESOURCES USED TO DEVELOP THE PASSHE DIVERSITY STRATEGIC PLAN

(1999). The compelling need for diversity in higher education: Expert reports prepared for Gratz, et al. v. Bollinger, et al. No. 97-75231 (E.D. Mich.) and *Grutter, et al. v. Bollinger, et al.* No. 97-75928 (E.D., Mich.)

(1999). The dynamics of race in higher education: An examination of the evidence. Retrieved March 16, 2005 from http://www.stanford.edu/~hakuta/RaceInHigherEducation.html

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(2004). Standing our ground: A guidebook for STEM educators in the post-Michigan era. Retrieved March 16, 2005 from http://www.aaas.org/news/releases/2004/1004diversity.shtml

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Chambers, D., Lempert, R., & Adams, T. (1999). Doing well and doing good: The careers of minority and white graduates of the University of Michigan Law School, 1970-1996. Retrieved March 16, 2005 from http://www.law.umich.edu/NewsAndInfo/lawsuit/survey.htm

Chang, M., J., & Astin, A., W., (1997). *Who benefits from racial diversity in higher education?* Diversity Digest.

Gandara, P., (1994). Choosing higher education: Educationally ambitious Chicanos and the path to social mobility. *University of California-Davis.* Retrieved March 16, 2005 from http://epaa.asu.edu/epaa/v2n8.html

Gurin, P., Nagda, R., & Lopez, G. (2003). The benefits of diversity in education for democratic citizenship. *Journal of Social Issues.* Retrieved March 14, 2005 from http://www-personal.umich.edu/~pgurin/benefits.html

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Humphreys, D., & AAC&U for the Ford Foundation Campus Diversity Initiative (1998). *The impact of diversity on college students: The latest research.* Retrieved March 16, 2005 from http://www.diversityweb.org/research_and_trends/research_evaluation_impact/benefits_of_diversity/impact_of_diversity.cfm

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