Committee Charge

• June 10, 2020 - President Barron's call to action for mandatory bias training for all employees establishes the Employee Education Advisory Committee.

• The Employee Education Advisory Committee, submitted a proposal to President Barron during the Fall 2020 semester, that recommended a comprehensive approach to delivering anti-bias education to University employees.

• The Implementation Team’s charge was to develop the program's final structure and curriculum, which includes developing a pilot program to be launched within a small number of units across the University.

• The primary purpose of the pilot program is to provide sufficient opportunity for the Implementation team to assess the logistical and curricular components of an anti-bias education program, to identify operational challenges and gaps, and to make needed adjustments prior to launching the program University-wide.
BUILD @ Penn State Implementation Team

• Suzanne Adair, Committee Co-Chair, Associate Vice President for Affirmative Action
• Lisette Garcia, Committee Co-Chair, Assistant Vice President for Diversity, Inclusion and Belonging
• Marcus Whitehurst, Committee Co-Chair, Vice Provost for Educational Equity
• Karen Armstrong, Director, Inclusion, Equity, and Diversity, OOE
• Michael Bérubé, Co-Chair, Disability Access Initiative; Edwin Erle Sparks Professor of Literature
• Angela Church, Senior Director of Human Resources
• Ann Clements, Assistant Vice Provost for Faculty Affairs-Faculty Development; Professor of Music Education
• Christy Helms, Senior Director of Talent Management
• Ashley Jackson, Equity Consultant
• Lee Kump, Dean, College of Earth and Mineral Sciences; Professor of Geosciences
• Tamla Lewis, Associate General Counsel
• Dovizia Long, Labor Relations Strategist
• Curt Marshall, Student Advocacy Specialist, Multicultural and Recruitment Programs
• Marilyn Wells, Chancellor, Penn State Brandywine
Status of Deliverables

- Completed:
  - Finalized learning objectives
  - Finalized program framework
  - Identified pilot units
  - Identified courses and curriculum
  - Established implementation timeline (Pilot and university-wide programs)

- In Progress:
  - Develop suite of tools to support transfer of learning and drive behavior change
  - Develop a change management plan (communications plan and training)
  - Develop metrics to evaluate learning and behavior change
  - Consideration of consequences for non-completion
Track 1: Recognizing the Importance of Inclusion in the Workplace

The BUILD @ Penn State initiative begins with Track 1, *Recognizing the Importance of Inclusion in the Workplace*, where you will begin to gain an awareness of and build empathy toward issues of difference. The goal of this track is to create a common understanding of what diversity is and set expectations for what’s to come.

**Learning Objectives**

The three main objectives of this track are:

1. Raise awareness and knowledge of terms and concepts
2. Develop an understanding of the role of oneself and individual behaviors
3. Develop an understanding of different identities and work to create common ground
Track 2: Adopting an Inclusion Mindset at Work

Adopting an Inclusion Mindset at Work, Track 2 of the BUILD @ Penn State initiative, builds on the information shared in Track 1 and begins to offer you the tools needed to create an inclusive culture and change behaviors at work. We will move beyond awareness to provide a deeper understanding of working with people who are diverse.

Learning Objectives

The three main objectives of this track are:

1. Define advanced DEIB concepts and principles across various dimensions of diversity.
2. Recognize how one’s own beliefs and biases impact interactions, relationships, and responsibilities within the workplace.
3. Demonstrate individual actions that create welcoming, affirming, and inclusive spaces.
Track 3: Skills for Building a Culture of Inclusion

Track 3, *Skills for Building a Culture of Inclusion*, of the BUILD @ Penn State initiative encourages you to move beyond awareness and discussion to action. By building the skills needed to engage in conversations on diversity and inclusion, we hope to see you become an advocate and leader in this work.

**Learning Objectives**

The three main objectives of this track are:

1. Develop skills and competencies necessary to integrate inclusion into everyday work and engagement with key constituents.
2. Further develop personal strengths and increase knowledge.
3. Recognize behaviors that promote making connections with people and learn to find solutions to common challenges that inhibit a culture of inclusion.
|---------------|-------------------------|------------------------------|-----------------------------------------------|---------------------------|----------------------------------------------------------------------------------------------------------------------------------|

- **New Employee Onboarding:** OUCH! (or equivalent) assigned to transcript for all new hires.
- **Leadership and Management Programs:** DEIB modules will be assigned as part of Supervision Essentials.
Pilot Logistics

• Pilot Timeline
  • May 16-July 8, 2022

• Participant Selection
  • Within units that volunteered to participate, 5% of employees were randomly selected to participate*

• Test Elements
  • Communications & messaging
  • Curriculum & ease of access
  • Dashboards & tracking mechanism
  • General feedback

• Technological Access
  • Point person to coordinate computer access
  • Microsoft form link https://forms.office.com/r/Nief7mM3c5
Program Expectations

• Expectations
  • Completion
  • Communication
  • Accountability

• University-wide Launch
  • Fall 2022
  • Track 1 Due: February 13, 2023
  • Each additional track due annually around the same time
BROADENING UNDERSTANDING AND INCLUSION THROUGH LEARNING AND DIALOGUE

DEMO
Communications

Email - BUILD@psu.edu

Audiences

- Unit Executives – from sponsors
- Supervisors – from sponsors
- Participants – system generated

Participant Email Details (relevant to Go Live)

- Assignment email
  - Title
  - Description
  - Due Date
  - Support Resources (HRS; LRN Guide)
- Reminder and Past Due emails
- Completion email
  - Evaluation
  - Badge
(Subject Line): BUILD @ Penn State Track 1 Assignment Email

Dear Christy Helms:

Welcome to the BUILD @ Penn State Initiative pilot! This initiative aligns with the University’s Strategic Plan, which outlines “Advancing Inclusion, Equity, and Diversity” as one of its foundations and is central to our mission to serve and advance citizens through education, research, and service to society. You have been assigned:

Title: BUILD @ Penn State Track 1 – Recognizing the Importance of Inclusion in the Workplace
Cornerstone – Learning Management System

- Custom Landing Page
- Helpful Resources
- Curriculum Format
- Vendor Content
- Dynamic, Automatic Learner Assignments
- Evaluations – Reaction and Transfer of Learning
- Reports and Dashboard
- Badging
Systems and Technology

Highlights

Custom Landing Page
- Branded
- Introductory Text
- Access to Helpful Resources

Helpful Resources
- Connect with HR Services
- Submit and Inquiry
- Navigating the LRN Quick Start Guide

Curriculum Format
- Required vs Optional
- Time to Complete
- Progress Tracking
Systems and Technology
Highlights

Vendor Content
- Skillsoft
- Sustainable

Dynamic, Automatic Learner Assignments
- New employee transcript
- New manager introduction

Evaluations – Reaction and Transfer of Learning
- Immediate participant feedback per track
- 60-day participant follow up - application
Systems and Technology Highlights

**Reports and Dashboard**
- Available to managers and participants
- Customizable
- Available as excel or dashboard/chart view

**Badging**
- For each track
- For full program completion
- Downloadable image
For Discussion - Metrics to evaluate learning and behavior change

• Individual Evaluation Surveys
  • Program includes a post-track evaluation survey where we ask about changes in understanding and knowledge.
  • Post-program evaluation survey is also planned.
  • 30, 60, 90 days out

• Community Survey & Values and Culture Survey

• Assessment for Staff
  • Performance evaluation process
    • DEIB competency
    • Specific diversity goals

• Assessment for Faculty
  • Annual reviews
    • Participation
    • How are you addressing DEIB in your research, teaching, and/or service?
Questions?
Additional Student & Employee DEIB Initiatives
DEIB Initiatives in the AAO

Dr. Suzanne Adair
Affirmative Action Office

DEIB Initiatives

• Restructuring of the University’s Affirmative Action Plans
• Comprehensive Affirmative Action Plan Reviews
• Restructured annual Faculty Search Committee Briefings
• AC13 Revisions (w/OVPFA)
• Commonwealth Campuses Leadership Sessions (w/AVPDIB)
• Academic Leadership Council Session (w/AVPDIB)
• New Workplace Learning & Development sessions
  • https://affirmativeaction.psu.edu/welcome/diversity-education/professional-development-sessions-portfolio/
DEIB Initiatives in HR

Dr. Lisette Garcia
DEIB Initiatives in HR

- Talent Acquisition
- Talent Management
- Talent Development
Talent Acquisition

- Staff Candidate Pools
- Staff Hiring Processes
- Recruiter Training
Talent Management & Development

New Employee Onboarding

Talent Development Programs

Performance Management
Report Bias Structure and Protocol

Academic Leadership Forum
April 13, 2022
Report bias purpose and goals

• Implement collective approach for addressing reported bias incidents
• Foster University-wide and unit-specific accountability in addressing reported bias incidents
• Address incidents with alleged wrongdoers and support targeted individuals and groups
• Document reported incidents
Guiding principles

• Report Bias is an informal and educational process to address incidents that do not violate University policies.
• Each incident is responded to individually as appropriate and as requested by the targeted individual.
• We do not draw inferences or conclusions based upon the reports received.
• The process is not disciplinary.

  • Refer: connect with resources
  • Consult: provide information, guidance, suggestions
  • Support: listen, assist, explain options
  • Educate: discuss and address behavior, recognize impact
Bias response steps

Report received by Educational Equity (equity.psu.edu/reportbias)

Bias Response Network reviews reports and determines appropriate action (weekly)

Community Responder contacts submitter, targeted individual, and/or alleged wrongdoer
Bias Response Network

Includes representatives from:
- Educational Equity
- Faculty Affairs
- Human Resources
- Undergraduate Education
- The Graduate School
- Student Affairs
  - Residence Life
  - Student Conduct
Bias Response Network

• Members meet weekly to review submissions and collectively decide on course of action for each reported incident.
• Manage Community Responders to address incidents
• Determine unit(s) or individual(s) to address the incident
• Contact Community Responder(s) to address the incident
• Document actions
Incident response and referrals

- **AAO, UPPS, Ethics and Compliance**: Incidents involving faculty or staff as alleged wrongdoers that may violate University policies and/or involve threatening behavior.
- **Title IX**: Incidents that involve allegations of gender-based misconduct, sexual violence, stalking, relationship violence.
- **Faculty Affairs**: Incidents that involve faculty but are not violations of University policies.
- **Human Resources**: Incidents that involve staff but are not violations of University policies.
- **Student Affairs**: Incidents that involve undergraduate students.
- **Undergraduate Education**: Incidents that involve undergraduate students in the classroom.
- **The Graduate School**: Incidents that involve graduate students.
Community Responders

- Unit leader (e.g., dean, chancellor, DSA) may appoint designee to address bias incidents
- Contact submitter or targeted individual(s) to offer support and resources
- Hold educational conversation with alleged wrongdoer if there is no policy or conduct violation
- Engage formal process for policy or conduct violations
- Document actions
Educational Equity

• Manage Report Bias process
• Coordinate Bias Response Network meetings
• Coordinate documentation of actions taken
• Maintain secure records on every reported incident
• If emergency or crisis, refer immediately to appropriate unit (e.g., University Police, BTMT)
• Compile statistics and draft annual report
• Submit Clery reportable incidents as requested