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.

BUILD @ Penn State Initiative

	Required	Required	Required	Elective	Electives Readings
Track 1	Workplace DEI in Action	Confronting Your Assumptions	Moving from Bias to Inclusion in a DEI Journey	Demystifying the E in DEI	Overcoming Bias: Building Authentic Relationships Across Difference. Making Diversity Work: 7 Steps for Defeating Bias in the Workplace.
Track 2	Adopting an Inclusion Mindset at Work	Recognizing and Addressing Micro-behaviors in the Workplace	Becoming a DEI Ally and Agent for Change	Advancing DEI with Agility	The Difference: How the Power of Diversity Creates Better Groups, Firms, Schools and Societies. Inclusive Conversations: Fostering Equity, Empathy and Belonging Across Difference.
Track 3	The Art and Science of Communication	Navigating the Workplace with Emotional Intelligence	Psychological Safety: Building a Culture of Inclusion and Innovation	Trust Building through Effective Communication	Using Emotional Intelligence in the Workplace. The Fearless Organization: Creating Psychological Safety in the Workplace for Learning, Innovation and Growth.

- **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

BUILD

BROADENING UNDERSTANDING AND INCLUSION THROUGH LEARNING AND DIALOGUE

DEMO
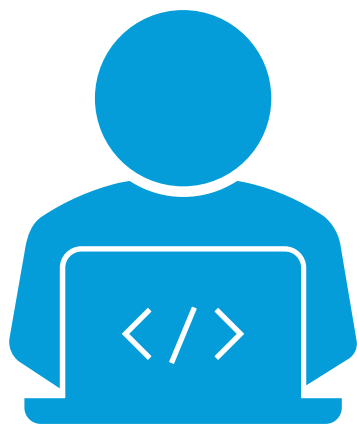
Communications
Email - BUILD@psu.edu

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
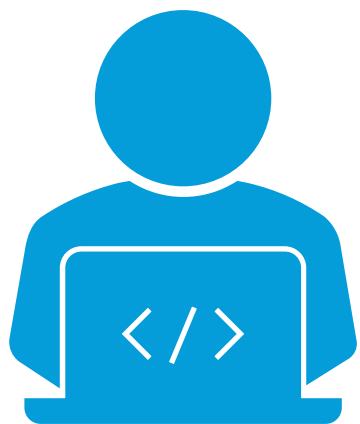
Communications
Email Sample - Assignment

(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

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BROADENING UNDERSTANDING AND INCLUSION THROUGH LEARNING AND DIALOGUE

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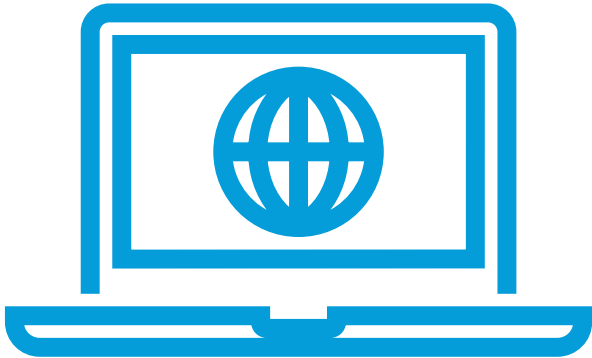
Systems and Technology
Key Elements

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

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BROADENING UNDERSTANDING AND INCLUSION THROUGH LEARNING AND DIALOGUE

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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

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BROADENING UNDERSTANDING AND INCLUSION THROUGH LEARNING AND DIALOGUE

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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

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B U I L D

BROADENING UNDERSTANDING AND INCLUSION THROUGH LEARNING AND DIALOGUE

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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?

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BROADENING UNDERSTANDING AND INCLUSION THROUGH LEARNING AND DIALOGUE

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

- Talent Acquisition
- Talent Management
- Talent Development

DEIB Initiatives in HR

Talent Management & Development

New Employee Onboarding

Talent Development Programs

Performance Management

Report Bias Structure and Protocol

Academic Leadership Forum
April 13, 2022

PennState
Educational Equity

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

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Educational Equity

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

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Educational Equity

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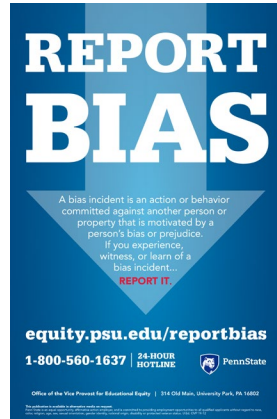
Report received by Educational Equity (equity.psu.edu/reportbias)

Bias Response Network reviews reports and determines appropriate action (weekly)
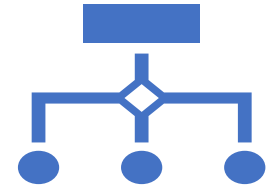
Community Responder contacts submitter, targeted individual, and/or alleged wrongdoer
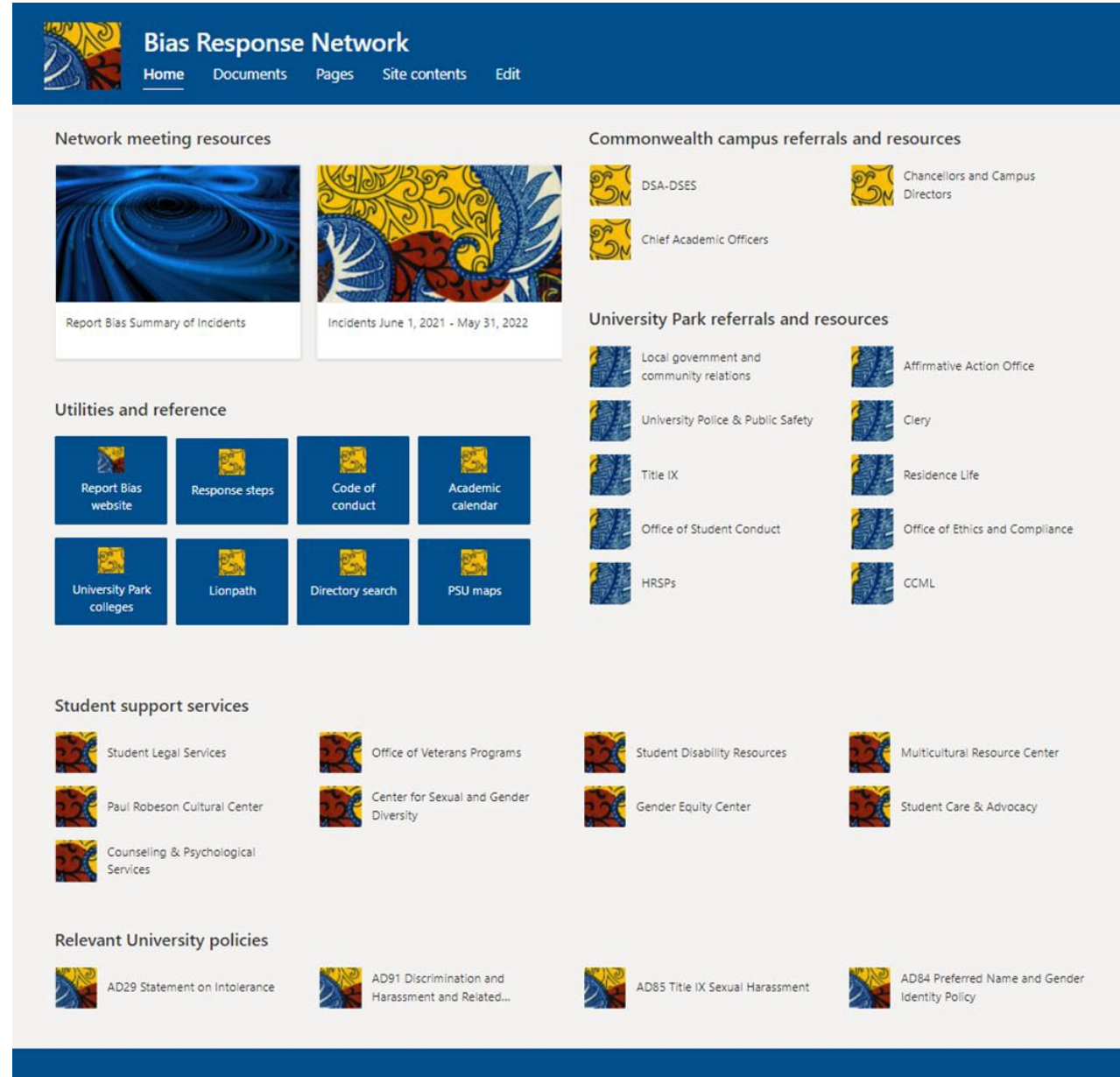
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Bias Response Network

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

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Educational Equity

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

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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

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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

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Educational Equity