

**Office of the President**  
**Inclusion and Equity Strategic Plan**

**ESU Vision**

East Stroudsburg University of Pennsylvania will be the first choice for students seeking a comprehensive university with a small college climate distinguished by innovation and tradition where they will learn to serve, lead and succeed in a global society.

**ESU Mission**

East Stroudsburg University of Pennsylvania will provide:

- challenging and contemporary undergraduate and graduate curricula that engage and equip students to critically appraise and apply knowledge in their lives and chosen fields of study.
- a learning community that promotes diversity and views teaching as the University's primary focus.
- varied opportunities for student and faculty research, creative endeavors and involvement in public service.
- leadership and service in the educational, cultural and economic development of the region.

**ESU Values**

We are committed to the principles of intellectual integrity, freedom of expression, the fair and equal treatment of all, good citizenship, environmental stewardship, and accountability for our actions and the resources entrusted to us.

**University Diversity Statement**

East Stroudsburg University is committed to cultivating an environment where the quality of education is enhanced and enriched by a diverse campus community. We are committed to creating a campus where differences are celebrated through a supportive climate in which students are able to reach their academic potential, and in which faculty and staff develop and flourish personally and professionally. Developing a diverse campus community is a continuing challenge, not a fixed goal, as we prepare our students to live and work in a multicultural and diverse nation and 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, sexual orientation, 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. Those categories make up a collective mixture characterized by differences and similarities that are applied in pursuit of our organizational objectives.

### **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.

### **What is Inclusive Excellence?**

“Inclusive Excellence re-envision quality and diversity. It reflects a striving for excellence in higher education that has been made more inclusive by decades of work to infuse diversity into recruiting, admissions, and hiring; into the curriculum and co-curriculum; and into administrative structures and practices. It also embraces newer forms of excellence, and expanded ways to measure excellence, that take into account research on learning and brain functioning, the assessment movement, and more nuanced accountability structures. Inclusive Excellence is a multi-layered process through which we achieve excellence in learning; research and teaching; student development; institutional functioning; local and global community engagement; workforce development; and more. It is the active, intentional and ongoing engagement with diversity in ways that increase one’s awareness, content knowledge, cognitive sophistication, and empathic understanding of complex ways individuals interact within systems and institutions.” (The Association of American Colleges and Universities, 2005)

## **The Strategic Context for Diversity at East Stroudsburg University of Pennsylvania**

### ***Four External Strategic Forces Shaping Diversity in Higher Education***

Diversity at East Stroudsburg University of Pennsylvania (ESU) and across higher education is set in a strategic context increasingly shaped by the following four external forces (American Association of Colleges and Universities, 2005):

- Shifting demographics in Pennsylvania, America and across the globe resulting in a dramatic increase in the diversity of people, ideas and world-views seeking access to higher education and the global workforce.
- Historical and continuing social inequalities and discrimination resulting in significant and persistent intellectual and economic achievement gaps between demographic groups across Pennsylvania, America and the globe.
- Significant advances in technology have resulted in the competitive globalization of work and the marketplace.
- Increasing legal and political pressures across America and higher education to eliminate affirmative action and race sensitive programs to achieve a colorblind society.

Pennsylvania and America are becoming increasingly diverse. As a state university, ESU has a responsibility to be accessible and welcoming to all citizens of the state, nation, and the world. Persistent gaps in the intellectual and economic achievement of social groups in America and across the globe compel institutions of higher education and ESU to actively promote the retention and success of all its students, faculty and staff. Globalization requires ESU to prepare its graduates to lead and compete effectively in a pluralistic and multicultural global market. Students, faculty and staff must accept, understand and value diversity. Our curriculum must be inclusive and welcoming of the contributions from across the world we live in. Finally, although in 2003 the U.S. Supreme Court reaffirmed that colleges and universities have a compelling interest to promote diversity on their campuses, there is a growing legal and political pressure to eliminate affirmative action and other race sensitive programs in recruitment and retention of students, faculty and staff. This pressure is making it increasingly difficult for colleges and universities to provide access to the diverse populations in our state and across America. East Stroudsburg University must be creative and innovative in its efforts to provide access, promote retention and enhance the success of all its students.

### **Inclusion and Equity Goals**

**Goal 1:** Revitalize the Faculty Diversity Task Force to focus on faculty mentoring and retention.

Task 1A: Develop in collaboration with Academic Affairs and APSCUF a plan for revitalization of the Faculty Diversity Task Force.

Measure: The Faculty Diversity Task Force will be a sustainable group focused on the mentoring and retention of non-tenured faculty.

Assigned to: Associate VP and Faculty Search Coordinator

Timeline: January 2010

**Goal 2:** Develop programs to educate the campus community on the concept of “inclusive excellence.”

Task 2A: Provide through media and text, information on inclusive excellence. Conduct workshops and seminars on inclusive excellence.

Measure: The unit website will reflect the message of inclusive excellence. Two workshops will be provided to discuss and educate on the concept of inclusive excellence.

Assigned to: Director of Diversity and Coordinator for Multicultural Affairs

Timeline: May 2010

**Goal 3:** Collaborate with Institutional Effectiveness and University Relations to develop a 5 year assessment of on campus diversity initiatives impacting students, faculty and staff.

Task 3A: Using available data conduct 5 year assessment.

Measure: Distribute a 5 year assessment publication to the campus community and appropriate constituent groups.

Assigned to: Associate VP and Faculty Search Coordinator

Timeline: September 2009

**Goal 4:** Design an outreach/communication campaign to increase the visibility of the work being done on Inclusion and Equity.

Task 4A: Update websites, develop publications.

Measure: Website for the Offices of Diversity, Multicultural Affairs and the Faculty Search Coordinator are refreshed, current and project an image of inclusion, equity and excellence.

Assigned to: Director of Diversity, Coordinator for Multicultural Affairs, Faculty Search Coordinator.

Timeline: September 2009 and ongoing

**Goal 5:** Identify and/or develop and implement a comprehensive program of education and training opportunities made available to students, faculty and staff and designed to include a review of legal issues, best practices, and research related to recognizing, valuing, and effectively managing differences.

Task 5A: Develop an education module and schedule of presentations.

Measure: Workshops seminars and publications on these issues made available to the campus community.

Assigned to: Associate VP, Director of Diversity and Coordinator for Multicultural Affairs.

Williams, Damon., Berger, J.B., & McClendon, S.A. (2005). *Toward a Model of Inclusive Excellence and Change in Postsecondary Institutions*. AAC&U Publications, Washington, D.C.

#### Appendix 1

Inclusion and Equity staff participated in a one day retreat. Each staff member discussed their job duties, accomplishments and goals for the upcoming year. Staff collaborated on developing unit goals.

#### Appendix 2

Staff members have a better understanding of the overall responsibilities of the unit. A SWOT analysis was also conducted; this provided the group with a big picture view relative to changing demographics and the future direction of diversity initiatives.

#### Appendix 3

Individuals Involved in the development of Strategic Plan Goals:

Mr. Martin Lacayo- Coordinator Multicultural Affairs

Ms. Danelle McClanahan – Director of Diversity/Ombudsperson

Ms. Darleen Mostellar – Administrative Support Office of Diversity

Ms. Tonderlera Ragin – Administrative Support Office of Faculty Search & Recruitment

Dr. Victoria Sanders - Assistant to the President/Associate VP for Inclusion and Equity

Ms. Sandy Shaika – Sign Language Interpreter

Ms. Daria Wielebinski – Faculty Search & Recruitment Coordinator

