

*A Framework to Foster Diversity at Penn State: 2004-2009*

**IMPLEMENTING THE DIVERSITY STRATEGIC PLAN IN THE  
COMMONWEALTH COLLEGE**

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## *A Framework to Foster Diversity at Penn State: 2004-2009*

### **IMPLEMENTING THE DIVERSITY STRATEGIC PLAN IN THE COMMONWEALTH COLLEGE**

**February 16, 2004**

**Revised July 30, 2004**

Commonwealth College (CWC) has made important strides toward achieving the goals outlined in the *1998-2003 Framework*. This report provides the College's plans for each of the seven challenges outlined in *Framework 2004-2009*. These plans were developed by a team of colleagues representing campuses, the Office of the Dean, and the Administrative Fellow Program, with contributions from across the College.

The context for this report is that CWC is Penn State's largest college—with about 14,000 enrolled students, more than 600 full-time faculty, 600 part-time faculty, and almost 1,200 staff and technical service personnel—dispersed across 12 different campuses located in distinct communities across Pennsylvania and its Dean's Office housed at University Park. Because of its unusual size and structure, two appendices with numerous subdivisions are included to clarify the context for diversity planning:

- **Appendix A:** College administrative organization chart, College and campus functional organizational chart, chart of primary diversity stakeholders
- **Appendices B1 and B2:** Map of locations and service areas, listing of campus locations and names of Campus Executive Officers
- **Appendices B3-B14** (for each campus): campus fact sheet and campus service area socioeconomic trends

Worksheets outlining plans for each of the campuses are included in Appendices B3-B14 as well. The campus plans are working documents that provided a foundation for the development of the College-wide plan discussed here.

### **CAMPUS CLIMATE AND INTERGROUP RELATIONS**

#### **CHALLENGE #1. Developing a Shared and Inclusive Understanding of Diversity**

As suggested in the campus worksheets (see Appendices B3-B14), Commonwealth College envisions numerous initiatives to increase faculty and student participation in diversity programming; to earmark permanent funds to support various diversity initiatives; and to target multiple venues for regular inclusion of diversity objectives and discussions (*e.g.*, recruitment open houses, new student orientation, First Year Seminar, campus websites, and annual workshops for faculty and staff).

As a result of preparing the assessment of the first plan, we have now developed a comprehensive definition of diversity:

Commonwealth College envisions diversity as both a motivating concept and an action-oriented goal:

- Understanding, accepting, and respecting the array of human differences including gender, age, race, ethnic background, sexual orientation, mental and physical ability, socio-economic background, geographic experience, nationality, religion, veteran's status, and other observable and non-observable differences among people.
- Creating and maintaining a welcoming climate for all members of our campus communities through a reasonable representation of differences; continuous pursuit of strategies to develop the multicultural competencies of all individuals; and the effectiveness of all constituents in communicating, problem solving, and decision making.

During the next five years, the total College and its constituent campuses will be committed to embedding this message about diversity within its organizations, operations, and values. The following actions will enable the College to achieve this goal.

- Determine minimum expectations for communication of the College diversity definition to members of the campus and College communities.  
*Assessment:* Measure the extent to which College constituents can distinguish the College's diversity definition from a group of such definitions.
- Create a component on the College website focused on diversity commitments and resources. Ensure that campus websites are linked to the College site.  
*Assessment:* Measure the extent to which constituents are aware of diversity commitments and resources.
- Establish minimum expectations for type and frequency of diversity educational programming at each of the College locations. Ensure that the programming encompasses the breadth of diversity subjects addressed in the College's definition of diversity. (This action also addresses Challenge #2.)  
*Assessment:* Review annual list of programs provided at each College location.
- Set target for minimum percentage of intercultural and international courses (GI) offered annually at each campus.  
*Assessment:* Count the number of GI courses offered.
- Annually provide faculty seminars focused on strategies for incorporating multicultural and international components within courses and how to develop GI courses.  
*Assessment:* Assess year-by-year course offerings.

- Continue the development of College-wide expectations for diversity and global components to be addressed in First-Year Testing, Counseling, and Advising Program (FTCAP) and new student orientation.  
*Assessment:* Review campus FTCAP and orientation program agendas.
- Continue implementation of the College diversity committee.  
*Assessment:* Annually review College diversity committee membership, charge, and activities.
- Develop guidelines for the composition, role, and function of campus diversity committees, and continue implementation of these groups. (This action also addresses Challenge #2.)  
*Assessment:* Annually review committee membership, charge, and activities.
- Determine minimum expectations for inclusion of identified diversity components in orientation programs for new faculty and staff members. (Such expectations exist already for orientations for new Directors of Academic Affairs and new Division Heads, as well as for charge meetings with promotion and tenure committees.)  
*Assessment:* Annually review protocols for all College and campus orientation programs for new faculty and staff.
- Seek campus memberships in regional diversity consortia such as the Northeast Pennsylvania Diversity Educational Consortium (NEPDEC).  
*Assessment:* Annual campus reports of involvement in community initiatives.
- Monitor the type and frequency of diversity, international, and multicultural understanding activities performed by College faculty.  
*Assessment:* Annually count the number and types of activities reported via the online Faculty Activity Report.

## **CHALLENGE #2. Creating a Welcoming Campus Climate**

During 2000-2003, the College coordinated administration of the Campus Climate Assessment at all 12 campus locations. This project involved careful pre-administration preparation at each campus and multi-step programs to inform the campus communities about their survey results. The process has enabled many CWC colleagues to increase their broad understandings of diversity issues, as well as of climate issues in particular. This foundation provides a springboard for actions planned for the next five years.

- Continue follow-up activities from the campus climate surveys conducted during the last planning cycle. Activities will include focus groups, personal interviews, increased programming, or other appropriate strategies.  
*Assessment:* Summarize campus follow-up actions.

- Evaluate data from the 2004 Faculty/Staff Survey, compare it to the previously administered campus climate surveys, and take action on identified issues.  
*Assessment:* Summarize progress and new issues identified since climate survey administration; summarize follow-up actions.
- Administer climate surveys at each campus to re-assess climate and measure the improvements made since the initial survey. Since the climate surveys were administered in four different years (Spring 2000- one campus; Spring 2001- two campuses; Spring 2002- two campuses; and Spring 2003- seven campuses), the schedule for follow-up activities will necessarily vary across campuses. We expect to administer follow-up surveys five or six years after the initial administration.  
*Assessment:* Compare the results of the climate surveys conducted in this cycle to the results for the 2000-2003 administration.
- Establish minimum expectations for type and frequency of diversity educational programming at each of the College locations. Ensure that the programming encompasses the breadth of diversity subjects. (This action also addresses Challenge #1.)  
*Assessment:* Review annual list of programs provided at each College location.
- Develop guidelines for the composition, role, and functions of campus diversity committees, and continue implementation of these groups. (This action also addresses Challenge #1.)  
*Assessment:* Annually review committee membership, role, and activities.
- Ensure that a diversity component is represented on each campus website, with special attention to inclusion of representative photographs.  
*Assessment:* Perform qualitative and quantitative analyses of the diversity section of websites for each campus web page (planned for 2004 and 2009).

## **REPRESENTATION (ACCESS AND SUCCESS)**

### **CHALLENGE #3. Recruiting and Retaining a Diverse Student Body**

From 1998 through 2003 the Commonwealth College saw a 25 percent increase in minority enrollment (279 additional students). Data for Pennsylvania from the Office of Budget and Resource Analysis projects an increase in the minority population from 14.8 percent of total population in 2002 to 18.4 percent of total population in 2008. Correspondingly, the percent of minority high school graduates is expected to increase by 37 percent from 2002 to 2008. (The numbers of white high school graduates are projected to increase by only 6.2 percent over the same time period.) Given these projected shifts in majority and minority cohorts, similar enrollment shifts can be expected for Commonwealth College as a whole, though the changes will vary noticeably by campus.

Despite past and projected increases in the enrollment of minority students at Commonwealth College campuses, it must be noted that only four CWC campuses have University-owned

residence facilities, and some campuses are located in communities with very small minority populations. Therefore, the ability of CWC campuses to enroll students of color will vary within the College. For example, the percent of minority residents in the Delaware County and York Campus service areas (20 percent and 10 percent respectively) contrasts significantly with the percent of minority residents in the DuBois Campus service area (one percent). In addition, the racial mix of minority populations is changing nationally, as well as in Pennsylvania, reflecting substantial increases in the Hispanic population; but this growth is not evenly distributed geographically.

While the differing challenges and opportunities exist across the twelve Commonwealth, a primary student recruitment goal is to maintain, at a minimum, a racial mix in the student population that reflects the representation in the surrounding local community. Action steps to address the targeted areas for improvement (including assessment measures) for the *2004-2009 Framework* follow.

- Ensure that each campus has an organized and systematic recruitment and retention plan for underrepresented students. Already a College-level recruitment plan has been articulated, and a College-level retention plan is under development. Also, newly funded regional recruitment positions, to be shared among campuses in contiguous geographic regions, will allow campuses to increase recruitment activities with those students from high schools and community groups with underrepresented populations.  
*Assessment:* Produce annual status report concerning campus recruitment and retention plans; conduct yearly review of headcount enrollment and retention, as well as graduation rates of students from underrepresented groups.
- Ensure that each campus has the necessary resources to support students from underrepresented groups on campus and in the larger community (*e.g.*, clubs, organizations, faculty, staff, and community support). The guarantee of sufficient cultural and social support in the surrounding community is particularly important for any campus that recruits students of color from outside the campus service area.  
*Assessment:* Count the number of clubs and organizations targeted to support underrepresented groups; review budget resources supporting academic support and learning centers.
- Offer and expand programmatic offerings to diverse campus and community populations at each campus, such as English as a Second Language (ESL) classes, external community programs and events designed to support Pennsylvania's increasingly diverse racial mix (*e.g.*, the rapidly increasing Hispanic populations in some campus service areas), and on-campus events that support and encourage multicultural experiences and dialogues.  
*Assessment:* Monitor students' use of academic support and learning centers. Tally the number and range of related on-campus and nearby programs and events.

- Employ affirmative hiring and retention strategies to increase diversity among faculty by reflecting the available national pool and thereby providing a supportive environment and positive role models for all students.  
*Assessment:* Annually monitor number of faculty from underrepresented groups hired as vacancies occur and new positions are created.
- Employ affirmative hiring and retention strategies to maintain, at a minimum, a racial and ethnic mix in the staff employee population that reflects the representation in the surrounding local community.  
*Assessment:* Annually monitor the number of staff members from underrepresented groups hired, as vacancies occur and new positions are created.
- Direct resources to academic support and learning centers, with particular focus on providing academic support to first-generation students.  
*Assessment:* Review staffing and budget resources that are directed to academic support and learning centers.
- Seek additional funding in order to increase scholarship support to first-generation and students from underrepresented groups.  
*Assessment:* Annually summarize the available scholarship monies available to support first-generation students and those from underrepresented groups enrolled at all College locations.
- Continue to infuse diversity components into course content. Adhere to the Faculty Senate-mandated intercultural and international competence (GI) requirement and implement any future enhancements to Senate-mandated diversity requirements.  
*Assessment:* Annually tally the number and breadth of intercultural and international (GI) credit course offerings.

#### **CHALLENGE #4. Recruiting and Retaining a Diverse Workforce**

During the past five years Commonwealth College has implemented several targeted recruitment and retention strategies and has realized some noteworthy positive outcomes regarding workforce diversification. The following list includes several continuing initiatives, as well as some planned new approaches.

- Recognize the variety of prospective labor pools across disciplines. Continue strategy of targeting hiring of people of color in academic fields where there are relatively large numbers of available candidates (*e.g.*, English Division); employ English Division model of targeted hiring in the Mathematics Division to hire more women faculty.  
*Assessment:* Report the number and change in number of faculty from underrepresented racial and ethnic groups who are hired.

- Strengthen the likelihood of promotion for women and minority faculty members by providing adequate support for professional development activities.  
*Assessment:* Report the number and change in number of female faculty who are hired and promoted.
- Establish campus hiring goals for staff and technical service employees in all grades and for women in the higher staff and technical service grades, based on appropriate labor market demographics; employ affirmative hiring and retention strategies to maintain, *at a minimum*, a racial and ethnic mix in the staff employee population that reflects the representation in the surrounding local community.  
*Assessment:* Review campus hiring goals annually; report the number and change in number of staff, technical service employees, and women in the higher staff and technical service grades who are from underrepresented racial and ethnic groups.
- Increase resources for communicating with minority groups for staff and faculty openings through advertising and networking (such as regional or large market ads for national searches for faculty, directors, and Campus Executive Officers).  
*Assessment:* Review annual expenditures for advertising and networking.
- Formalize College-wide expectations and procedures for search committees seeking nationally advertised faculty positions regarding required special efforts to include at least one woman and one minority candidate in the finalist pool, when feasible; formalize similar expectations and procedures for searches seeking candidates for higher-graded staff positions.  
*Assessment:* Report the percentage of searches that include women candidates and candidates from underrepresented groups in the finalist pools; report the number and change in number of female faculty and staff positions who are hired and promoted.
- Improve consistency of search committee charges by requiring the inclusion of a specific list of topics to be covered in all College charge meetings (see model in *CWC Promotion & Tenure Handbook*); continue training search committees on the concept of “best qualified” and how to review applicants from a holistic perspective which respects diverse life experiences and diversity contributions.  
*Assessment:* Report the number and change in number of faculty from underrepresented racial and ethnic groups and women who are hired.
- Assist Campus Executive Officers and other campus administrators in creating or strengthening local and regional networks for hiring faculty and staff from underrepresented groups, where available.  
*Assessment:* Summarize the local and regional networks employed annually.
- Create a Dean’s incentive fund to support hiring staff and non-tenure track faculty from underrepresented groups.  
*Assessment:* Review amount of expenditures by type of situation.

- Use the results from campus climate surveys and 2004 Faculty/Staff Survey to identify environment issues for women and minority faculty.  
*Assessment:* Summarize identified issues.
- Implement appropriate follow-up activities to address issues identified in the 2004 Faculty/Staff Survey, such as focus groups, personal interviews, or program development.  
*Assessment:* Summarize follow-up activities.
- Implement the *CWC Faculty Mentoring Guidelines* (expected to be completed by May 2004), to provide more comfortable environment and professional support for faculty; formalize and implement a mentoring plan for new campus staff members.  
*Assessment:* Report the number and change in number of women and minority faculty and staff who are in positions of leadership, including search committee chairs; members of promotion and tenure, diversity, and other campus committees; College Faculty Senate officers; division heads; program heads; and other leadership roles.
- Analyze exit interview information to identify reasons for departure that reflect issues to be addressed.  
*Assessment:* Report reasons for departure and any associated issues.
- Establish minimum expectations for climate-improving and diversity-focused programming, such as multicultural exhibitions.  
*Assessment:* Report the number and types of programs.

## EDUCATION AND SCHOLARSHIP

### **CHALLENGE #5. Developing a Curriculum that Fosters Intercultural and International Competencies**

Promoting an understanding of diversity and multiculturalism, and building of an international perspective will help ensure that CWC students and faculty develop an understanding of global problems and a respect for other cultures. Over the next five years, the CWC campuses will initiate numerous measures to strengthen and enhance progress already made in implementing the *1998-2003 Framework*.

The following section identifies planned actions, organized in four principal areas: course development and enhancement, Study Abroad offerings, international and intercultural activities linking to undergraduate research, and co-curricular programming and community involvement. Because of the interdependence of the actions listed for each of the four areas, assessment measures are listed at the end of each section.

Develop new course offerings or enhancement of existing courses.

- Implement a minor in gerontology.
- Increase the breadth of intercultural and international course (GI) offerings as appropriate, including use of campus course exchange.
- Introduce a certificate and minor in international studies.
- Seek authorization to offer the International Studies Minor at additional campuses.
- Create international committees at the Division and campus levels.
- Construct a website to support international, multicultural, and diversity teaching and research through the sharing of teaching materials, mini-lectures, course assignments, and other pedagogical resources.
- Engage the Honors Program in activities supporting a more diverse and internationalized curriculum.
- Initiate a series of teaching conferences on international and diversity issues.
- Adopt a common theme across the curriculum (e.g., Teaching Haiti 2004 at the McKeesport Campus) to raise international awareness and promote global citizenship.

*Assessment:* Report number of new, expanded, and revised intercultural and international courses (GI).

Enhance Study Abroad Programs.

- Increase efforts to generate interest among students and faculty in study abroad and international service learning.
- Expand the number of study abroad opportunities designed to help students embrace a wider range of different societies and cultures (such as Western Europe, Eastern Europe, South America, Africa, and the Pacific Rim).

*Assessment:* Summarize number of study abroad trips organized and number of students participating in study abroad programs; report number of non-Western destinations added to study abroad trips.

Explore and promote international and intercultural opportunities that attract CWC faculty members and establish linkages for undergraduate research.

- Identify potential faculty exchange programs with institutions located in other countries.
- Establish connections to agencies which support visiting students and faculty programs.
- Identify funding opportunities within Penn State through the Office of International Programs.
- Identify funding opportunities outside Penn State, both state-wide and national.
- Identify potential partnerships with other Penn State academic colleges to collaborate on study abroad and faculty exchange programming.
- Identify potential partnerships with other institutions who may want to collaborate on international and intercultural programming.
- Define an appropriate enrollment number of international students for the College and its campuses and strive for and plan to reach that enrollment within a specific timetable.
- Provide a forum for CWC faculty to share international and diversity-focused teaching and research experiences.

- Provide a formal forum for campus faculty to share their international and diversity-focused teaching and research experiences with their campus communities.
- Provide support for an undergraduate research forum for students to discuss diversity, multiculturalism, and internationalization.

*Assessment:* Summarize the number of foreign faculty visiting CWC campuses; the number of CWC faculty visiting foreign universities; the number of institutional links developed between CWC and foreign universities; the number of faculty conducting research on diversity, intercultural, or global issues; the number of students participating in undergraduate research with a diversity, intercultural or global focus.

Continue and enhance co-curricular programs and community involvement activities that expose faculty and students to diversity issues.

- Create a corps of student volunteers in various academic disciplinary areas to promote social engagement with a diversity focus.
- Expand activities (*e.g.*, speakers' series and films) that expose faculty, students, and the community to new trends in world affairs, international policy debates, and cross-cultural diversity.
- Work with University resources such as the University Libraries, international club sponsors, and speaker bureaus to bring international experiences to the campuses.

*Assessment:* Summarize the number of diversity-focused service learning initiatives and the number of students participating in service learning initiatives.

## INSTITUTIONAL VIABILITY AND VITALITY

### **CHALLENGE # 6. Diversifying University Leadership and Management**

College efforts to diversify leadership and management teams are focused on three interrelated areas: identifying members of underrepresented groups currently employed by the College who may be interested in administrative careers; providing professional development, mentoring and opportunities for promotion to these individuals; and improving external recruiting to broaden the diversity of our top leadership.

While the College has made significant progress in these areas since its inception, several challenges still exist. Many of our campuses are located in communities which do not have a diverse population. This factor not only limits the local candidate pool but also hinders our ability to attract minority candidates from outside the area. The current budget situation compounds this issue. In the past six Campus Executive Officer (CEO) searches, we have invited highly qualified African-American candidates to the initial interviews. When salary was discussed, the disparity between what we could offer and what they currently earned was so great that some withdrew their candidacies before the first interview. Even if we could meet these individuals' salary requirements, doing so would create an unacceptable pay disparity in our senior ranks. In spite of these challenges, the College has hired three African-Americans in top

leadership positions over the past eighteen months. Our success is accountable to several factors, many of which provided the basis for the actions outlined below:

#### College-level actions

- Continue refining search committee procedures. Specifically target those Hispanic populations that would make College leadership more representatives of our student body and local communities.  
*Assessment:* Annually summarize the representation of Hispanic persons in leadership positions.
- Charge each search committee to conduct a post-search review and make recommendations for improving the process.  
*Assessment:* Count the number of recommendations received and implemented; evaluate their success.
- Continue encouraging senior administrators to build networks with and recruit candidates from underrepresented groups.  
*Assessment:* Assess the proportion of individuals from underrepresented groups within candidate pools.
- Continue encompassing diversity in all aspects of the search process to include position requirements, search committee composition, committee charges, interview questions, and final deliberations.  
*Assessment:* Annually assess the level of diversity in leadership and management positions.
- Continue seeking internal candidates to fill interim director positions, with special consideration given to individuals from underrepresented groups.  
*Assessment:* Annually summarize the number of interim positions filled by members of these groups.
- Continue supporting the Administrative Fellows Program. To encourage campus faculty and staff to apply, consider requesting assignment of an administrative fellow to the Dean of the Commonwealth College.  
*Assessment:* Review the number of administrative fellows selected from CWC.
- Create additional opportunities and funding for individuals from underrepresented groups to participate in professional development programs, College and University committees, search committees, and advisory boards.  
*Assessment:* Assess the proportion of individuals from underrepresented groups in these programs.
- Monitor the assessment of diversity in annual performance reviews (Staff Review and Development Plan and Faculty Activity Record).  
*Assessment:* Evaluate the percentage of personnel reviewed for diversity activities.

### Campus-level actions

- Encourage and support faculty and staff participation in University diversity and professional development programs.  
*Assessment:* Annually summarize the number of participants.
- Develop meaningful links with underrepresented communities, both on and off campus. Attract individuals from underrepresented communities to campus through use of conferencing and athletic facilities.  
*Assessment:* Monitor the number of community programs held on campuses.
- Continue faculty mentoring programs.  
*Assessment:* Review annual retention rates for faculty from underrepresented groups.
- Provide opportunities to develop faculty and staff from underrepresented groups for leadership positions.  
*Measures:* Annually summarize the development activities provided for faculty and staff from underrepresented groups.
- Expand use of Diversity Advocates to all campus searches.  
*Assessment:* Monitor the composition of all campus search committees; assess the proportion of individuals from underrepresented groups in candidate pools.
- Create and provide on-campus professional development opportunities for women and minorities.  
*Assessment:* Summarize the number and type of professional development opportunities available; count the number of participants.
- Recruit members of underrepresented groups to serve on campus advisory boards.  
*Assessment:* Review the demographic composition of campus advisory boards.
- Specifically target minority groups within professional organizations for career opportunities at our campuses.  
*Assessment:* Assess the proportion of individuals from underrepresented groups in candidate pools.

The College has replaced more than half of its senior administration including the Dean, six of twelve Campus Executive Officers, and seven of twelve Directors of Academic Affairs over the past four years. We have used this transition as an opportunity to refine our search procedures and increase the diversity of our top leadership. Of the fourteen new hires, five are women, three are African American and two are persons with disabilities. In addition, of the four new Division Heads, two are women, two are Hispanic, and one is Asian. The College will continue to build on this success while remaining committed to hiring the most qualified person for the job.

## **CHALLENGE #7. Coordinating Organizational Change to Support Our Diversity Goals**

The College has undertaken numerous projects to continually improve its organization:

- Climate surveys have been completed at all twelve campuses as required by our strategic plan and the *1998-2003 Framework for Diversity at Penn State*. Results have been discussed at open campus forums, action plans have been developed, and implementation is ongoing.
- In December 2003, the College embarked on an ambitious project to conduct 360-degree evaluations of 100 College administrators. Several survey questions related to diversity and specifically targeted the administrator's ability to create a welcoming and rewarding work environment. Results will be shared with each director who will then create a personal improvement plan in collaboration with his/her superior.
- The College has realigned and clarified the responsibilities of numerous positions, including the coordinating responsibility for diversity shared by four members of the Dean's staff (see Appendix A3 for chart of CWC diversity stakeholders).
- We have created and filled two new positions: Director of Marketing and Recruitment and Director of International Programming. The need for both positions was identified in the strategic plan and should help us achieve our goals of increasing traditionally underrepresented groups in the student body and internationalizing the curriculum.

Several more initiatives are underway and are outlined below:

### College-level actions

- Continue implementing action plans resulting from the Campus Climate Survey process.  
*Assessment:* Summarize corrections for problem areas identified in surveys.
- Continue examining and coordinating the roles of College administrators with special consideration for diversity responsibilities.  
*Assessment:* Clarify the diversity responsibilities identified for each position.
- Continue encouraging a centralized approach, where appropriate, for diversity issues (*e.g.*, international programming, recruitment strategies, 360-degree evaluations).  
*Assessment:* Monitor campus approaches various diversity initiatives for consistency.
- Redesign the College and campus websites to appeal to external audiences and enhance our student, faculty, and staff recruiting efforts including those from underrepresented groups. Ensure that the new site is accessible to persons with disabilities.  
*Assessment:* Completion of websites; ask minority audiences to assess utility of these sites.
- Continue providing central funding to support the hiring of persons from underrepresented groups.  
*Assessment:* Count the number of persons from underrepresented groups hired with this funding support.

### Campus-level actions

- Seek private funding for diversity programs by working collaboratively with the campus advisory board for local donations and the Office of Educational Equity for access to federal funding.  
*Assessment:* Monitor the amount of external funding targeted for diversity programs.
- Continue encouraging faculty and staff to serve on community boards and organizations.  
*Assessment:* Assess the level of community participation and visibility by faculty and staff members.
- Direct fund raising efforts toward scholarships for students from underrepresented groups.  
*Assessment:* Annually summarize the available scholarship monies available to support underrepresented students enrolled at all College locations.
- Work closely with the College Director of International Programs to increase the number of study abroad programs.  
*Assessment:* Summarize number of study abroad trips organized and number of students participating in study abroad programs.
- Focus alumni efforts toward mentoring the current student population with emphasis on students in underrepresented groups.  
*Assessment:* Summarize the number of paired students and alumni mentors; review the job placement experience for “mentored” students.
- Involve the campus advisory board in the implementation of this diversity strategic plan and encourage an advisory board member to serve on the campus diversity committee.  
*Assessment:* Monitor the involvement level of campus and community representatives in diversity initiatives.
- Ensure adequate and continued funding for diversity initiatives and campus minority programs through long range budget planning.  
*Assessment:* Analyze short- and long-range funding levels for diversity programs.
- Work collaboratively with community-based programs (*e.g.*, Weed and Seed Initiative, Lumina Foundation for Consider College, and Street Smart).  
*Assessment:* Annually summarize the number minority applicants.
- Reward outstanding performance of faculty and staff in support of diversity initiatives.  
*Assessment:* Summarize annually the number of faculty and staff members recognized for diversity-related achievements.
- Partner with other Penn State campuses to promote diversity programming and opportunities.  
*Measures:* Review the regional diversity efforts completed.

It is important to note that the process of compiling this report is a best practice in itself. Each campus provided input based on collective successes and challenges. Once 12 campus inputs were compiled into a single College list, themes developed and action plans became clear. In this case, it is clear that success in our diversity efforts depends on how well we involve our “people” resources—faculty, staff, students, advisory boards, alumni, community supporters and other PSU affiliates—in the process. To date, we have done this collaboration very well. Judging by the creative suggestions contained in the campus input for the diversity plan (see campus worksheets in Appendices B3-B14), we are well-positioned for continuous future improvement.