

**Feedback on Final Update on Progress Implementing  
A Framework to Foster Diversity at Penn State: 2004-09  
Penn State Fayette, The Eberly Campus  
Spring 2010**

Penn State Fayette, The Eberly Campus appears to have made great strides over the 2004-09 period in the broad areas that encompass diversity, inclusiveness, multicultural and international awareness, and educational equity. The acknowledged mission statement as set forth by “The Inclusion Group” states “...to foster an environment that embraces the broad and inclusive nature of diversity in all the forms... to honor and expand the awareness and understanding... [and] to promote and maintain a campus climate that is safe, healthy, and respectful of all people.” The establishment of the International & Intercultural Programs Office in 2008 is lauded. The collaboration and integral connection between the Campus and the surrounding community on multicultural and diversity issues is commendable. While data that were presented (descriptive statistics and numbers) strengthened reporting, also consider increased metrics such as baseline data, benchmarking, and measurable outcomes to further gauge progress.

The review team wishes to acknowledge significant loss with the passing of Chancellor Osagie. His personal commitment and dedication to diversity initiatives is woven throughout this report. It is hopeful that his legacy -- *To champion the broad and inclusive notion of diversity* -- will continue.

**Campus Climate and Intergroup Relations**

***Challenge 1: Developing a Shared and Inclusive Understanding of Diversity***

- ❖ Development and functioning of The Inclusion Group and The International & Intercultural Programs Office are two notable steps that enhance diversity on campus and in the surrounding community.
- ❖ Infusion of multicultural and diversity issues into existing courses, including FYE and Gen Ed courses is praiseworthy.
- ❖ Greater and wider campus representation and involvement is encouraged; the Campus could consider a “training of trainers” to expand the number of truly engaged partners, both on- and off-campus.

***Challenge 2: Creating a Welcoming Campus Climate***

- ❖ Administration and campus leaders optimally lead by example, including visible attendance, participation, and input on University sponsored events.
- ❖ Representation of Inclusion Group members on each hiring committee is positive and contributes also to Challenge 4.
- ❖ Opportunities to share concerns, input, and suggestions could be expanded.

**Representation (Access and Success)**

***Challenge 3: Recruiting and Retaining a Diverse Student Body***

- ❖ Fayette received the designation of “international campus” spring 2009; matriculation of international students should increase educational opportunities to expand multicultural awareness, and hence, diversity, on campus. Continued data tracking is suggested, with the initial 8 serving as a baseline.
- ❖ Local community engagement in educational, performing, cultural and athletic events, including primary and secondary students, could potentially influence career and educational choices of the participants.
- ❖ Continued and balanced educational efforts across existing and new courses to enhance multicultural awareness and internationalization in the curriculum should lead to a greater cultural and diversity awareness, and a greater degree of understanding, respect, and collaboration, on campus.

***Challenge 4: Recruiting and Retaining a Diverse Workforce***

- ❖ The geographic constraints recruiting and retaining for recruiting junior faculty and staff are recognized and appear to be a genuine concern for the Fayette Campus.
- ❖ Continued and expanded peer-mentoring of new faculty will hopefully help promote an inclusive and productive professional environment.

- ❖ The review team notes a possible area of concern: diversity efforts appear to be heavily dependent on the efforts of the senior administration, in this case by the engaged chancellor. Internalization and institutionalization of these efforts remains to be seen; the example set by campus leadership holds promise for transformational change.

### **Education and Scholarship**

#### ***Challenge 5: Developing a Curriculum That Fosters Intercultural and International Competencies***

- ❖ Recent establishment of the Cultural Center and the recent designation of Fayette as an International campus are both favorable developments that can promote intercultural infusion and globalization of the curriculum.
- ❖ Providing incentive to faculty to infuse globalization and multicultural principles and examples into new and existing curricula is commendable.
- ❖ Continued expansion of short-term and embedded international study opportunities is recommended.

### **Institutional Viability and Vitality**

#### ***Challenge 6: Diversifying University Leadership and Management***

- ❖ National searches striving toward excellence in all hires, attention to equitable review and hiring practices, peer mentoring of new faculty and staff hires, and establishing an inclusive and supportive work and living environment are valuable ways to improve recruitment and retention. Concomitantly, this could potentially result over time in a more robust pipeline of future campus leaders across all areas.
- ❖ Fayette appears to be a largely homogeneous campus, yet the Campus is making credible progress in its attempts to diversify its faculty and staff, including its administration.
- ❖ A campus-based leadership development and mentoring program should be developed; something like the Administrative Fellows program is one possible suggestion.

#### ***Challenge 7: Coordinating Organizational Change to Support Our Diversity Goals***

- ❖ Offices and initiatives ensuring and promoting diversity, multicultural awareness and internationalization are commendably funded centrally.
- ❖ Continued and expanded efforts to engage the surrounding community (across many levels) is welcomed.
- ❖ Limitations in recruiting, hiring, and retaining quality faculty and staff, particularly those contributing to the campuses diversity, could be challenging. This is an area worthy of particular attention.