

**Penn State Mont Alto
Framework to Foster Diversity 2004-2009 Update
December, 2009**

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

1. How does your unit define or describe diversity? How is this understanding demonstrated in areas of emphasis within your unit?
 - a. Penn State Mont Alto defines diversity as respecting, valuing, and celebrating differences in all their forms, which embraces the University's nondiscrimination policies and statement.
 - b. The campus demonstrates this understanding proactively by incorporating diversity in internal mission statements and campus planning documents and appropriately addressing issues that arise.
2. How has your unit distributed information to students about the University's diversity initiatives? Does your unit have formal mechanisms in place for discussion of diversity initiatives with students? If so, please describe.
 - a. The campus distributes information on diversity initiatives to students through campus-wide dissemination of the Penn State Principles and information about LGBT, Zero Tolerance for Hate and other diversity issues, through posters, email messages, and focus groups. The campus website has links to the Framework and the LGBT and Zero Tolerance networks.
 - b. Diversity issues are included in student sessions during FTCAP and New Student Orientation.
3. Same as 2 (a) above.
4. What is the role of your diversity committee? What is its composition?
 - a. The Campus Climate Committee addresses issues of campus climate with all campus constituents. The Mont Alto Faculty Senate established a new standing Committee on Diversity in 2008 to discuss and make recommendations on issues of diversity at the campus, to identify issues and recommend strategies to improve the campus climate, and to engage the campus in ongoing discussion of diversity issues.
 - b. The Campus Climate Committee, composed of two faculty, one staff member, the Chancellor, the Director and Assistant Director of Student Affairs, and two students, is charged to develop strategies that will foster an open and inclusive campus environment where curricular and co-curricular educational experiences prepare students from various backgrounds to become citizen leaders and creative employees equipped to meet the economic, social, and political needs in the global century.
5. What is the role of your multicultural coordinator? (colleges)
 - a. N/A
6. Which strategies have been most successful in addressing this Challenge? Which have been least successful? Which could be termed "best practices"? (Best Practices are processes, programs, and procedures that most successfully lead to the unit's ability to

reach the University's diversity goals and can be validated through measurable outcomes.)

Most Successful Strategies:

- a. Campus discussions about the climate survey and programs that promote diversity (including movies, conferences, music, trips promoting understanding and inclusiveness and a workshop on generational differences).
- b. The campus provides a wide array of social, educational and cultural programs that promote diversity. From August 2008 to December 2009, the campus sponsored nearly 110 multicultural and diversity programs, compared to 70 from August 2005 to December 2006, a 57 percent increase (Best Practice).
- c. Student Affairs continues to plan a meaningful Diversity Program every year as an integral part of New Student Orientation. Attendance in Fall 2009 was the highest ever, with more than 400 students participating, compared to 350 in 2006.
- d. Diversity issues are incorporated in the campus Master Plan as one of several objectives.

Least Successful Strategies:

- a. All strategies were successful. Posting of the Penn State Principles was a passive strategy, for which outcomes would be difficult to measure.
7. What measures of success have you identified to gauge your progress in this Challenge? Include data demonstrating outcomes.
- a. In 2006, 40 percent of Mont Alto's registered student organizations (10 out of 25) were devoted to promoting diversity. In 2009, 37 percent of registered student organizations (11 out of 30) were devoted to promoting diversity, which represents a decrease of three percentage points, although the actual number of diversity-related organizations did increase by one from 2006 to 2009. They include the Adult Student Organization (ASO), Allies, Asian Cultures Association (ACA), Black and Latino Association (BALA), Campus Activities and Multicultural Programs (CAMP), Dance/Step Team, Gospel Choir, Veterans Club, and several clubs related to politics.
 - b. In an assessment of the effectiveness of diversity programming during Diversity Month (October 2009), surveys were handed to 30 participants, all of whom turned in their surveys. Out of the 30 respondents, 23 indicated that Diversity Month programming had done a good to excellent job of contributing to their understanding that diversity includes disabilities. The remaining seven respondents felt the programming had done a satisfactory job of contributing to their understanding. Furthermore, 24 respondents felt that programming during Diversity Month had done a good to excellent job of contributing to a welcoming environment for people with disabilities. The remainder of the respondents felt that programming had done a satisfactory job of contributing to a welcoming environment.

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

1. How does your unit's leadership demonstrate support for diversity?

- a. The Director of Student Affairs posted 100 laminated copies of *The Penn State Principles* in every building and every classroom on campus.
 - b. Eleven faculty and staff serve (d) as advisors to the 11 student organizations with a diversity focus.
 - c. Student Affairs continues to plan a meaningful Diversity Program every year as an integral part of New Student Orientation. Attendance in Fall 2009 was 400, compared to 350 in 2006.
 - d. The campus is proactive with regard to access issues for students with disabilities and other initiatives for students with learning disabilities (including accommodations such as Deafnet, assistive technologies such as Kurzweil and CCTV, and programming to raise awareness of disabilities). Thirteen disability-focused programs were held in 2008-09, including six during Disability Awareness Month in October 2009. The results of an assessment of the impact of programming during Disability Awareness Month are summarized in Challenge 1(7) (b). The campus also participated in one externally sponsored program in Adams County on helping students with disabilities transition successfully to college.
 - e. Every year the Director of Student Affairs informs students, faculty and staff via e-mail listservs about the *LGBT Support Network* and the *Zero Tolerance For Hate Support Network* and encourages them to join. At the end of 2009, LGBT had 20 members and Zero tolerance had 12.
 - f. The campus continues to implement policies and protocols for recruiting a diverse workforce by attempting to empanel committees that are as diverse as possible considering the demographics of the campus' employee population.
2. How does your unit identify climate issues?
- a. The Administrative Council and the Campus Climate Committee reviewed results of the 2009 Faculty/Staff Survey and follow-up focus groups were held with staff to discuss issues that were raised.
 - b. Climate issues are identified through reports from students, faculty and staff. "Respect Comes Full Circle – Report Hate" posters are prominently displayed on campus.
 - c. Students have as the opportunity to share concerns and issues in at the annual *Meet the Chancellor* session. Along with the Chancellor, the Director of Student Affairs, Residence Life staff, and Director of Housing and Food Services attend these sessions. .
 - d. The campus conducted focus groups with commuter students and students from underrepresented groups to understand the causes of retention problems with those groups.
 - e. The Chancellor conducts monthly brown bag lunches, which are open forums where faculty, staff and students are invited to bring any issue to the table.
3. How does your unit monitor climate?
- a. In addition to the methods already enumerated above, exit interviews are held with employees when they leave the campus. Residence Life staff conduct weekly meetings with RAs to discuss residence hall climate issues. The Student Government Association (SGA) President represents student issues to the administration as a member of the Administrative Council. An adult learner

serves on the Policy and Planning Advisory Committee to represent adult learner interests. In addition, the campus has increased transportation services to students by scheduling more frequent trips to train and bus stations and shopping malls.

4. How does your unit respond to climate issues?
 - a. By using mediation, where appropriate.
 - b. By making necessary accommodations and/or modifications for students with disabilities.
 - c. Violations of the Code of Conduct, including Acts of intolerance, are addressed through Judicial Affairs and Community Standards.
 - d. Special committees examine and make recommendations on specific climate issues. For example, the Chancellor commissioned the Faculty Affairs Committee to look into factors that affect employee satisfaction. A survey was done, focus groups were conducted, a report was developed, and recommendations were implemented.
5. What unit-wide and individualized approaches have you developed to enhance overall climate and individual's satisfaction with the environment?
 - a. With no public transportation in our county and in response to student demand, the campus has increased transportation services for students to train and bus stations, as well as shopping malls.
 - b. The campus uses mediation, as appropriate.
 - c. Top administrators receive student feedback in an open forum called *Meet the Chancellor*. The Chancellor also conducts "Brown Bag" sessions with all campus constituents where concerns may be shared.
 - d. Information is disseminated to the campus community about the University's *LGBT Support Network* and the *ZeroTolerance For Hate Support Network* with invitations to join.
 - e. The campus sponsors an array of diversity and multicultural programs (70 in 2005-06 and 110 in 2008-09, a 57 percent increase).
 - f. Discussion of diversity issues during FTCAP and New Student Orientation.
6. Which strategies for creating a welcoming campus climate for diversity have been most successful? Which have been least successful? Which could be termed "best practices"? (Best Practices are processes, programs, and procedures that most successfully lead to the unit's ability to reach the University's diversity goals and can be validated through measurable outcomes.)

Most Successful Strategies:

- a. The campus promotes clubs with a diversity focus (37 percent of all clubs) and getting faculty and staff (11 total) involved as club advisors.
- b. Seventy diversity and multicultural programs were held in 2005-06 and 110 in 2008-09 (Best Practice). In response to mid-point feedback about the paucity of disability-related programming, thirteen such programs were held in 2008-09 to raise awareness of disabilities, six of which were held during Disability Awareness Month (October 2009). An assessment of the effectiveness of programming during this month showed that all 30 respondents to a survey felt that it had contributed to their understanding that diversity includes disabilities, and that it had also contributed to creating a welcoming climate for persons with disabilities. The campus also participated in a program sponsored by an

organization in Adams County to help students with disabilities transition successfully to college.

- c. Steps have been taken to make the campus (buildings, curbs, and ramps) more accessible and disability-friendly.
- d. Incorporating diversity as a goal in the strategic plan and thereby reinforcing its importance to the entire campus community.

Least Successful Strategies:

- a. None were identified

7. What measures of success have you identified to gauge your progress in this Challenge? Include data demonstrating outcomes.

- a. Eleven faculty and staff serve(d) as advisors to the 11 student organizations with a diversity focus, representing more than 37 percent of Mont Alto's registered student organizations. They include the Adult Student Organization (ASO), Allies, Asian Cultures Association (ACA), Black and Latino Association (BALA), Campus Activities and Multicultural Programs (CAMP), Dance/Step Team, Gospel Choir, Veterans Club, and several clubs related to politics.
- b. The Student Activity Fee (SAF) Allocation Committee made a commitment to funding a broad array of diversity programs and activities. From 2003 to 2006, between 14 and 18 percent of each year's SAF allocation was dedicated to diversity programs. From 2006 to 2007, the percentage was slightly lower at 13.5 percent although the dollar amount allocated to diversity programming actually increased.
- c. Student Affairs continues to plan a meaningful Diversity Program every year as an integral part of New Student Orientation. Attendance in Fall 2009 was 400 compared to 350 in 2006.
- d. The first-year retention rate for the 2003 cohort of minorities in all baccalaureate programs at Mont Alto was 84 percent compared to 76.8 percent for whites. The rate for the Fall 2007 cohort was 87.7 percent compared to 80.3 percent for whites. These were improvements on the rate for the 1998 minority cohort, which was 73.7 percent. Also, the five-year graduation rate (six-year rates are not yet available) for the 2003 minority baccalaureate cohort was 43.2 percent compared to 44.7 percent for whites. The five-year rate for the 1998 minority cohort was 42.1 percent (with a six-year rate of 39 percent for minorities and 44.4 for the entire cohort). This suggests that minorities find Mont Alto to be a reasonably welcoming and supportive environment.
- e. There was no change in the administration's make-up between 2002 and 2009 and no significant changes in the composition of the staff either in terms of gender or ethnicity.

Challenge 3: Recruiting and Retaining a Diverse Student Body

Assessment Questions:

1. Describe specific initiatives your unit may have that are intended to contribute to recruiting or retaining undergraduate and/or graduate students from underrepresented groups.

- a. Penn State Mont Alto offered a leadership program for high school sophomore girls in 2006 and 2007 with the goal of increasing the number of female students, including some from underrepresented groups. The program lost its sponsor and efforts are being made to revive this program by identifying a new sponsor.
- b. The Enrollment Management office increased recruitment efforts in urban areas such as Philadelphia, Baltimore, and Washington D.C., and states such as Virginia, New Jersey, and New York, resulting in an increase of students from underrepresented groups.
- c. The campus has submitted a proposal to the University Office of Global Programs and University Admissions Office to be approved to admit international students. If approved, this will involve university-wide, cross-campus, and community partnerships.
- d. From 2003 to 2008, the campus obtained funding from EOPC ranging from \$19,000 to \$23,000 for the *Start Smart* program to provide learning support for first generation students and students from underrepresented groups who meet certain criteria. Between 27 and 36 students participated each year.
- e. From 2003 to 2006, first semester retention for Start Smart participants was 90 percent, compared to 77.5 percent for similar students who chose not to participate in Start Smart. Following the end of EOPC funding for Start Smart at the end of the program's fifth year, the campus obtained funding in 2008 for a new initiative called *Jump Start*. Jump Start helps prepare students from underrepresented groups and first generation college students who test into Math 004 and English 004. In the summer, students work with faculty online to improve their English and math skills. They are then brought on campus prior to move-in day for face-to-face classes in communication and math skills and co-curricular activities designed to enhance their persistence and success rates.
- f. The Academic Support Center provides reasonable accommodations and assistive technologies for students with disabilities to help them persist and succeed.
- g. Increases in endowed scholarships have allowed the campus to recruit more students who demonstrate financial need. Mont Alto's endowed scholarship total for 2003 was \$3.5 million. In 2009, the scholarship endowment was at \$5.7 million, with plans in the 2008-13 strategic plan to increase it to \$6.5 million by 2013. Mont Alto's scholarship awards in 2003 totaled \$173,793. This increased to \$354,184 in 2009. The program support endowment is \$1.2 million with plans in the strategic plan to increase it by \$1.5 million to \$2.7 million by 2013.
- h. Mont Alto cooperates with other residential campuses of Penn State to accommodate housing needs of Paid Accepts who do not receive housing at their first choice campus.
- i. The campus is proactive in encouraging and supporting students from underrepresented groups to serve in leadership positions on campus knowing that engagement promotes retention. In 2003, 28 percent of the Student Government Executive Board were from underrepresented groups. Minority participation on the SGA Executive Board grew from 28 percent in 2003 to 57 percent in 2006, and is presently at 86 percent. This was accomplished by Student Affairs providing a supportive environment to students from underrepresented groups and encouraging them to be engaged.

- j. Access issues with buildings, residence hall rooms, curbs, and ramps, have been addressed to accommodate students with disabilities.
 - k. Increased transportation services now benefit all students, including students from underrepresented groups who come from urban areas, thus addressing a source of student dissatisfaction. Vans take students to bus and train terminals once a month and to malls every two weeks.
2. Describe specific initiatives your unit may have that are intended to reduce intergroup disparities in enrollment, retention, and graduation rates.
 - a. See answers to Question #1 (b)-(i) above.
 3. What mechanisms for collaboration has your unit established?
 - a. In fall 2006, the Chancellor appointed a Student Success Committee which includes members from Enrollment Management, Student Affairs, the Academic Support Center, DUS, and Academic Affairs (faculty and administrators) to address broad issues of retention and student success, some of which have diversity implications. The committee administers a \$30,000 Student Success Fund that supports retention initiatives. It replaces two previous committees (Enrollment Management at Mont Alto and the First-Year Steering Team) that previously addressed retention issues.
 - b. The Student Success Committee was charged with coming up with a broad, comprehensive definition of student success at Penn State Mont Alto. The Committee has defined both curricular and co-curricular learning outcomes for a Mont Alto alum and is currently developing an assessment plan to assess these outcomes. Global competence and an appreciation of diversity are included in the desired student learning outcomes.
 - c. Participation in the state's Dual Enrollment program opens up opportunities for high school students, including those from underrepresented groups, to take courses at Mont Alto.
 - d. Collaboration with Summit Health, the major healthcare provider in Franklin County, has led to its funding of two full-time nursing faculty positions, which has allowed admission of increased numbers of students, including male students and students from underrepresented groups. Space for incoming students increased from 30 in 2000 to 53 in 2009.
 - e. Students from underrepresented groups were 13.1 percent of the overall student population in 2005, 16.7 percent in 2008, and is currently at 21 percent. Further, first-year retention rates for students from underrepresented groups in baccalaureate degree programs increased from 84.1 percent in 2003 to 87.7 percent in 2007 (compared to 76.8 percent and 80.3 percent, respectively, for white students). The 2003 minority cohort's five-year graduation rate was 43.2 percent in 2007 (compared to 44.7 percent for white students). The 2003 and 2007 data show improvements from 1998, when the baccalaureate minority first-year retention and five-year graduation rates were 73.7 percent and 42.1 percent, respectively.
 4. Which recruitment and retention initiatives have been most successful? Which have been least successful? Which could be termed "best practices"? (Best Practices are processes, programs, and procedures that most successfully lead to the unit's ability to reach the University's diversity goals and can be validated through measurable outcomes.)

Most Successful Strategies:

- a. Recruitment efforts in urban areas netted more students from underrepresented groups.
- b. The aforementioned Start Smart program's participants had higher first-semester retention rates throughout the program's five years. The Jump Start program is in its first year and therefore has no data on its effectiveness.
- c. Student utilization in general in the Academic Support Center has increased from an average of 694 student contacts per semester in 2003-04 to an average of 1190 student contacts per semester in 2008-2009. Academic Support Center patrons included 55 students with learning disabilities in 2003-04 and 24 in 2008-09, as well as students from underrepresented groups (numbers not specifically tracked for this category).
- d. The growth in endowment, program support, and institutional aid, which facilitates an achievement of the campus' recruitment and retention goals.

Least Successful Strategies:

- a. The *Consider College* program in 2003 that brought students from underrepresented groups overnight to campus was abandoned due to disciplinary problems with many of the students.
5. What measures of success have you identified to gauge your progress in this Challenge? Include data demonstrating outcomes.
- a. A 90 percent first-semester retention rate among Start Smart participants from underrepresented groups compared to a 77.5 percent rate among a control group of similarly situated students who chose not to participate.
 - b. Increase in the percentage of students from underrepresented groups from 13.1 percent in 2005 to 21 percent in 2009.
 - c. Increase in first-year retention rates of baccalaureate minority students from 84.1 percent in 2003 to 87.7 percent in 2007.
 - d. Increase in five-year baccalaureate minority graduation rates from 42.1 percent in 1998 to 43.2 percent in 2007.
 - e. Increase in minority participation on SGA Executive Board from 28 percent in 1998 to 57 percent in 2006 and 86 percent in 2009.

Challenge 4: Recruiting and Retaining a Diverse Workforce

Assessment Questions:

1. How has your unit actively and successfully engaged in locating and recruiting faculty and/or staff from underrepresented groups?
 - a. The campus adheres to the University College Guidelines for all faculty and/or staff searches. Per the guidelines, a diverse (representative) search committee is appointed, the campus advertises widely to bring in a diverse pool (and re-advertises if it is not diverse enough), either the Director of Academic Affairs (DAA) or the Director of Business and Finance charges each committee and gives them a copy of Penn State's *Guidelines for Recruiting a Diverse Workforce*, and each committee selects one of its members to serve as a diversity advocate. The DAA discusses "Evaluating the Best Qualified Candidate Holistically" with the committee, and informs the Affirmative Action office of the characteristics of

committee members and finalists. However, the lack of ethnic diversity at the campus hinders the ability to empanel committees with members from underrepresented groups.

- b. The campus has experienced an increase in the number of faculty from foreign countries since 2003 (includes faculty from China, India, Kazakhstan, Malaysia, Palestine, and Thailand). In 2003, of our 50 full-time faculty, four (or eight percent) were from foreign countries. In 2006, of our 54 full-time faculty, eight (or 15 percent) were from foreign countries. In 2009, six out of 56 teaching faculty (eight percent) are from foreign countries. Four faculty candidates from underrepresented groups turned down job offers between 2004 and 2008. Of these, one was an African-American, one was Hispanic, and two were from India.
 - c. From 2006 to 2008, Student Affairs successfully recruited one Residence Life staff member from underrepresented groups. These entry-level live-in positions typically experience high turnover, and there are currently no staff from underrepresented groups. Athletics, Intramurals, and Recreational Sports (AIRS) hired a woman as Associate Athletic Director in 2009. Continuing Education (CE) hired a woman from Ireland, and the Library hired a staff member from Poland.
 - d. The campus increased the use of electronic job postings to assist in the recruitment of a more diverse workforce.
2. What strategies have been implemented to improve identification and assessment of credentials for purposes of hiring and promotion?
- a. The campus adheres to Penn State's *Guidelines for Recruiting a Diverse Workforce*.
 - b. The Director of Finance and Business developed a campus policy and protocols for recruiting a diverse workforce, which was approved by the Chancellor and adopted by Administrative Council.
 - c. The campus adheres to the University College Guidelines for all faculty searches as already indicated above.
 - d. The DAA works closely with Promotion & Tenure (P & T) candidates and P & T Committees to ensure that dossiers accurately document and assess candidates' credentials. Mentors are appointed for all tenure-track faculty to help build their credentials and resources on accent reduction have been shared with foreign-born faculty to help build and properly assess their classroom presentation skills and credentials so that they can be successful on the tenure track and work toward tenure and promotion.
 - e. Candidates for all faculty and staff positions are evaluated holistically, which takes into account their commitment to diversity and their experience working with diverse populations.
3. What retention strategies have you implemented in your unit to retain and promote the success of faculty and/or staff from underrepresented groups?
- a. The DAA and P & T Committee members established a mentoring process in Fall 2005, for all new tenure-track faculty. Each new tenure-track faculty is assigned two mentors – a campus mentor to help them acclimate to the campus culture, and a division mentor to help them succeed in their disciplinary area. Each foreign-born faculty member has been given resources to help with accent reduction and

- improve classroom presentation skills and credentials so that they can be successful on the tenure track and work toward tenure and promotion.
- b. The DAA and P & T Committee work together on each faculty dossier to improve its quality as part of the credentials vetting process.
 - c. The DAA's annual review process for faculty is geared toward performance mentoring and not merely performance evaluation.
 - d. Academic Affairs connects new faculty from underrepresented groups with community resources and people who can assist them in their integration into the local community.
 - e. Professional Development funds are made available to faculty to travel to conferences to present papers.
 - f. Research Development Grants, Teaching Development Grants, and Professional Development Grants are made available to faculty.
 - g. The Director of Finance and Business meets with all staff approximately 30 days after their hire date, to follow up on any questions or concerns and to resolve any issues. Personnel with supervisory responsibilities attended a workshop dealing with "on-boarding" new employees and the implementation of an on-boarding and mentoring program has been identified as a goal in the campus' 2010-15 Diversity Plan.
4. Which recruitment and retention strategies have been most successful? Which have been least successful? Which could be termed "best practices"? (Best Practices are processes, programs, and procedures that most successfully lead to the unit's ability to reach the University's diversity goals and can be validated through measurable outcomes.)
- Most Successful Strategies:
- a. The campus casts a wide net to attract a diverse pool, by applying the University College Guidelines, the Penn State *Guidelines for Recruiting a Diverse Workforce*, and the campus policy and protocols for recruiting a diverse workforce.
 - b. The DAA and Promotion & Tenure Committee members established a mentoring process in Fall 2005, for all new tenure-track faculty. Each new tenure-track faculty is assigned two mentors – a campus mentor to help them acclimate to the campus culture, and a division mentor to help them succeed in their disciplinary area (Best Practice). Foreign-born faculty receive assistance with accent reduction and classroom presentation skills to help them succeed on the tenure track and work toward promotion and tenure.
- Least Successful Strategies:
- a. Although the campus has made strides in hiring foreign-born faculty, our rural location continues to present challenges in the recruitment of faculty and staff from diverse backgrounds. Women are not underrepresented among faculty and staff.
5. What measures of success have you identified to gauge your progress in this Challenge? Include data demonstrating outcomes.
- a. The campus looks at the percentage of faculty and staff from underrepresented groups on campus. With faculty, the campus has seen an increase in the number of faculty from foreign countries since 2003. As already indicated, in 2009, six out of 56 (or 8 percent) faculty were from foreign countries. With staff, from 2002

to 2008, Student Affairs successfully recruited four Residence Life staff members from underrepresented groups. These entry-level live-in positions typically experience high turnover, and there are currently no staff from underrepresented groups. In 2007, 2.7 percent of administrators and staff were from underrepresented groups. In 2009, that percentage fell to 1.2 percent. The composition of our administration has not changed between 2002 and 2009 with one administrator from an underrepresented group.

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

Assessment Questions:

1. What initiatives has your college (campus) taken in supporting multicultural curriculum efforts?
 - a. From 1998 to 2003 the campus offered an average of 24 sections of diversity-focused U.S. and international cultures courses per year. From 2004 to 2006 the average rose to 38 sections per year, a 58 percent increase. The average number between 2007 and 2009 was 37 sections a year.
 - b. From 1998 to 2003 the campus offered three study abroad opportunities. From 2004 to 2007, the campus again offered three study abroad programs. Although a number of faculty have taught in the HDFS Rome program the past few summers, no study abroad program has originated from Mont Alto since 2007.
 - c. From 1998 through 2003 the campus had two team-taught sections of cross-listed diversity courses. From 2004 through 2007 there were three such courses, and from 2007 to 2009, there were three.
 - d. Faculty receive support to attend international conferences and to conduct international research that enriches the curriculum.
2. What research and teaching in your college has advanced the University's diversity agenda?
 - a. Since 2006, Penn State Mont Alto faculty have conducted research on areas that promote knowledge about diversity. These include women's identity issues; the role of women in American life; labor force participation of older women; Eurasian rhetoric; deforestation in Central Africa, economic development issues in Malaysia and Indonesia, and comparative perspectives of student perceptions of the sales profession in the U.S. and Latin America.
3. How is diversity integrated into the curriculum of your college?
 - a. See items a-d for Question # 1, above.
4. Which strategies for developing a curriculum that fosters intercultural and international competencies have been most successful? Which have been least successful? Which could be termed "best practices"? (Best Practices are processes, programs, and procedures that most successfully lead to the unit's ability to reach the University's diversity goals and can be validated through measurable outcomes.)

Most Successful Strategies:

- a. See items a-d for Question #1, above.

Least Successful Strategies:

- a. None

5. What measures of success have you identified to gauge your progress in this challenge? Include data demonstrating outcomes.
 - a. See items a-d for Question #1, above.

**Challenge 6: Diversifying University Leadership and Management
Assessment Questions:**

1. How are unit leaders actively involved in diversity efforts?
 - a. As noted in challenges 1-5 above, campus leadership is involved in a broad array of diversity efforts.
 - b. The Chancellor, Director of Academic Affairs, and Director of Student Affairs attended the Best Practices in Diversity Planning workshop at University Park in 2008.
 - c. Student Affairs representatives attended the annual Hendricks Best Practices Conference on Adult Learners at University Park in 2007 and 2008.
 - d. The Director of Student Affairs serves as the Sexual Harassment Resource person for Penn State Mont Alto.
 - e. The local faculty senate has established a Diversity Committee to deal with issues of diversity on the campus (much like the UFS Committee on Equity and Climate). Also, the Chancellor charged the Campus Climate Committee in fall 2008 to develop strategies that will foster an open and inclusive campus environment.
2. What is the diversity profile of the unit's administrative and executive levels?
 - a. The campus leadership team is comprised of the Chancellor and nine directors, seven male, and three female. One is from an underrepresented ethnic group.
3. Describe the procedures followed to create both diverse applicant pools and search committees for administrative searches. How is information about expectations regarding candidates' skills and experience with managing diversity communicated to the committee and to the candidates?
 - a. The campus casts a wide net to attract a diverse pool by adhering to the campus, college, and University guidelines on recruiting a diverse workforce.
 - b. Each search committee charge includes the importance of considering diversity as a criterion.
 - c. Rating sheets used to evaluate candidates include an item on commitment to diversity.
 - d. All candidates are questioned on their commitment to diversity and their experience working with diverse populations.
4. How does your unit identify staff and faculty from underrepresented groups who have administrative aspirations and potential, as well as assist them in developing leadership and management skills? How are such individuals supported in identifying opportunities for advancement?
 - a. Supervisors use Staff Review and Development Plan (SRDP) information to identify staff goals and aspirations.
 - b. Faculty discuss goals with the Director of Academic Affairs during the annual review process.

- c. Opportunities to develop leadership and management skills are made available through attendance at conferences and workshops, committee work, interim assignments, the creation of new positions, and support for fellowship opportunities such as the American Council on Education (ACE) Fellows program.
 - d. Staff have been encouraged and supported to participate in Penn State's professional development offerings through The Management Institute, such as "Mastering Supervision", "Penn State Leader," and "Management Institute".
5. Which strategies for diversifying your unit's leadership and management have been most successful? Which have been least successful? Which could be termed "best practices"? (Best Practices are processes, programs, and procedures that most successfully lead to the unit's ability to reach the University's diversity goals and can be validated through measurable outcomes.)

Most Successful Strategies:

- a. The campus casts a wide net to attract a diverse pool by adhering to the campus, college, and University guidelines on recruiting a diverse workforce.

Least Successful Strategies:

- a. Although the campus has made strides in hiring more faculty from foreign countries, we have not been as successful in recruiting candidates for leadership and management positions from diverse backgrounds in the three (3) open searches to replace unit directors since 2006.
6. What measures of success have you identified to gauge your progress in this Challenge? Include data demonstrating outcomes.
- a. The campus leadership team is comprised of the Chancellor and nine directors, seven male and three female. One is from an underrepresented ethnic group.

Challenge 7: Coordinating Organizational Change to Support Our Diversity Goals

Assessment Questions:

1. How does your unit's strategic plan reflect the importance of diversity for meeting your goals and objectives?
 - a. Goal 3 of the campus' 2008-13 strategic plan is to "Nurture a campus community that embraces diversity, collegiality, and collaboration, and promotes cross-cultural understanding." The objectives for this goal include promoting a campus that welcomes all people, enrolling and retaining a diverse population of students, providing curricular and co-curricular experiences that allow students to engage issues of diversity and international and multicultural understanding, recruiting and retaining faculty and staff from underrepresented groups, providing professional development to build awareness of commonalities and respect for differences, and assessing the impact of diversity efforts on faculty, staff, and students. Further, strategies, tactics, and metrics that relate specifically to diversity are set forth to accomplish these goals and objectives.
2. What organizational realignments, systems of accountability, resource mobilization and allocation strategies, and long-term planning strategies have been implemented by your unit to ensure the realization of the University's diversity goals?

- a. The job description for the Associate Director of Student Affairs was changed to include programming on spiritual diversity. The local faculty senate also established a new standing committee to deal with diversity issues.
 - b. The Strategic Plan is developed with input from across the campus. Every office is given an opportunity to develop action steps necessary to achieve the specific goals and objectives. The action steps are then assigned to specific individuals, groups, or committees who are held accountable for implementing the activities. Midway through the five-year strategic plan the individuals, groups, or committees are required to report on their progress toward the overall goals and objectives.
3. What budget and development approaches have been implemented by your unit to ensure financial stability of diversity priorities?
 - a. The campus has increased funds allocated to Enrollment Management office efforts to recruit outside of Pennsylvania.
 - b. The campus has allocated funds to its Student Success Committee (\$30,000 per fiscal year) to fund various initiatives. The committee has funded a summer bridge program for at-risk students, including those from underrepresented groups, first-generation, and low-income students.
4. Describe the systems of accountability and reward that support the achievement of diversity goals.
 - a. Action steps in the campus' strategic plan are assigned to specific individuals, groups, or committees who are held accountable for implementing them in their Staff Review and Development Plans (SRDP). Midway through the five-year strategic plan the individuals, groups, or committees are required to report on their progress toward the overall goals and objectives.
5. What partnerships, with internal or external units and/or constituencies, have you created to advance the University's diversity goals?
 - a. The campus has been proactive in the development of Dual Enrollment programs with area high schools. In fact the campus enrolled more Dual Enrollment students than any other Penn State location in the spring 2006 semester. Tuition for Dual Enrollment students is paid through a state grant to the high schools; therefore financial barriers are removed for all qualified students. Due to Pennsylvania's budget impasse in 2009, dual enrollment dropped from 120 students in 2006 to 59 students in Fall 2009.
 - b. Summit Health funds two full-time faculty positions in nursing. This has allowed program enrollment to grow from 30 incoming students in 2000 to 53 in 2009. This increases the possibility of recruiting more students from underrepresented groups to nursing.
 - c. Residence Life has partnered with Academic Affairs in the Jump Start program run by the Academic support Center.
 - d. The campus has submitted a proposal to the University Office of Global Programs to be approved to admit international students. If approved, this will involve university-wide, cross-campus, and community partnerships.
 - e. The campus partnered with Waynesboro Rotary club to bring a team of Pilipino educators to the campus as part of a cultural exchange program.

- f. The campus has established a partnership with a local fellowship of churches to provide a broad array of programs to the campus community that promote spiritual diversity.
6. Which strategies to coordinate organizational change in support of diversity goals have been most successful? Which have been least successful? Which could be termed “best practices”? (Best Practices are processes, programs, and procedures that most successfully lead to the unit’s ability to reach the University’s diversity goals and can be validated through measurable outcomes.)
- a. An inclusive strategic planning process that involves faculty, staff, students, community and Advisory Board members and leads to defined action steps for which designated personnel are held accountable. Responsibilities are tied to SRDPs. Mid-course reviews of the plan are also done by the planning committee.
 - b. The following programs have been the most successful in the recruitment and retention of a diverse workforce.
 - (1) The organizational culture has adapted to the inclusion of diversity as a factor in hiring. Thus, the Director of Business and Finance developed a policy and protocols for recruiting a diverse workforce.
 - (2) The campus adheres to University College Guidelines for all faculty searches.
 - (3) The Director of Academic Affairs or Director of Business and Finance discusses “Evaluating the Best Qualified Candidate Holistically” with the appropriate committee, and works with the Affirmative Action office to identify committee members and finalists.
7. What measures of success have you identified to gauge your progress in this Challenge? Include data demonstrating outcomes.
- a. The Penn State Mont Alto 2008-13 Strategic Plan lists the following Strategic Indicators designed to measure our progress toward nurturing Diversity and promoting cultural understanding.
 - (1) Number of implemented recommendations from the campus Diversity Committee.
 - (2) Percentage of students, faculty, and staff from underrepresented groups (in 2009, 21 percent of students were from underrepresented groups, eight percent of faculty were from foreign countries, and less than one percent of administrators and staff were from underrepresented groups).
 - (3) Number of U.S. and IL courses offered on a yearly basis (an average of 37 U.S. and IL sections were offered a year in 2007-09).
 - (4) Number of students and faculty participating in study abroad annually (from 2007-09, no students participated in study abroad, while two faculty participated in the HDFS in Rome program).
 - (5) Number of curricular and co-curricular programs that promote diversity annually (110 in 2008-2009).