

DATE: November 25, 2009

FROM: Chris Rizzo, Director of Student Affairs, Penn State Beaver

TO: W. Terrell Jones
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RE: Penn State Beaver Progress Assessment: A Framework to Foster Diversity at Penn State: 2004-09

Enclosed please find the final plan update with reports and accomplishments for A Framework to Foster Diversity at Penn State 2004-09 from Penn State Beaver. The narrative portion of the report was developed with the last update to describe activities in more depth and clarify information captured in the matrix where appropriate. The enclosed matrix first evolved from the Commonwealth College reporting model and captures campus actions, outcomes, and completion dates associated with the format.

One of the most important strategic developments to note within this update report is the incorporation of several new items (**shown in red**) within the matrix. Based on review committee feedback regarding the last update, the campus was encouraged to develop new/additional planning items extending beyond the original model. In response, the campus began to redefine efforts. Given the advent of the Campus Strategic Plan process in 2007-08 positioned at the end of the 2004-09 Framework cycle, but located before the start of the 2010-15 Framework, an opportunity was observed.

As such, the Seven Challenges were utilized as a primary component to inform discussions and planning within the 2007-08 Campus Strategic Plan process. As a result, new goals and initiatives were developed for the Campus Strategic Plan promulgated by the Framework. New items (**in red**) highlight planning integrations in progress already impacting the campus. These milestones fall within 2004-09 reporting cycle timeline and it made sense to report them here.

As a footnote to this report, reviewers will observe the full linkage as described above with the submission of Penn State Beaver's Framework to Foster Diversity 2010-15 strategic plan.

Framework to Foster Diversity 2004-09

Final Plan Update – Penn State Beaver

A Framework to Foster Diversity at Penn State: 2004-09

Narrative Report

CHALLENGE 1

Developing a Shared and Inclusive Understanding of Diversity

During the planning period, two important accomplishments with regard to defining and describing diversity were achieved. First, a mission statement for diversity at the campus was adopted, refined and updated. Second, a framework defining cultural competency components was adopted by the Campus Climate and Diversity Committee. The diversity mission statement has been utilized in the acclimation of new student to campus during orientation programs along with inclusion in the student planner provider for students. Its addition to the planner also features verbiage indicating the campus contact point for student concerns. The Cultural Competence framework was utilized as the basis of an EOPC grant and now underpins the activities programming framework at the campus. The Cultural Competency definition was also developed to serve as a vehicle to build links with the curriculum.

The definitions are shown here:

Penn State Beaver Diversity Mission Statement

Penn State Beaver is committed to providing a welcoming, equal opportunity environment for students, staff, and faculty. The campus will recruit a diverse student body and workforce and deliver academic and cultural programs that foster intercultural understanding and the free expression of practices and beliefs. The campus will not accept or ignore discriminating or harmful behavior or actions. The Beaver campus community will provide a peaceful, tolerant environment in which all members can live and work.

If you experience acts of discrimination or intolerance, contact Dr. Chris Rizzo, Director of Student Affairs, at [724.773.3950](tel:724.773.3950)/clr4@psu.edu

Definition of Cultural Competency as adopted by the Campus Climate and Diversity Committee:

Cultural competence educational outcomes may be framed as (1) facilitating better understanding of cultural identities, (2) enhancing students' abilities to identify similarities and differences across cultures and articulating this with others, and (3) supporting pride among various cultural groups (Howard-Hamilton, et al., 1998)

Many media sources distribute information regarding diversity opportunities, programs and support services on campus. These include a digital sign system in every major building along with list serves to distribute campus information. These often post diversity opportunities and resources from the campus and university to all students, faculty and staff. Posters and flyers display relevant information across campus and Stall Stories feature information in major restrooms as well.

The Chancellor meets once each semester to discuss updates and campus climate issues with students, faculty and staff. As part of the dialog, the floor is open to expressing concerns and issues regarding the campus experience. Additionally, many informal dialogs on diversity topics happen within hall during RA programming with residents. Resident Assistants act as liaisons for such concerns and experiences. The RA staff actively reflects the concerns of the community of students they serve. An aspect of importance is that many underrepresented students reside in Harmony Hall. The engagement and value that this population brings to the campus learning environment is critical and is viewed as strength by students, faculty, staff and administration.

As a representative campus body, the Campus Climate and Diversity Committee is a forum on issues and concerns. By incorporating campus feedback with a vision for programming efforts, several engaging speakers, activities and programs have been initiated as a result of committee dialogs in response to perceived campus needs and First Year Seminar plans.

With regard to acts of intolerance, concerns involving students are reported to Student Affairs and would be dealt with through the judicial affairs system and/or appropriate educational responses as needed. Issues involving faculty and staff would flow through the supervisory chain. In serious cases, the campus environment team is called together to develop a strategy to deal with the situation.

The composition and commitment to the Campus Climate and Diversity Committee was enhanced during the planning period. Most recently, a new faculty co-chair model was created and committee membership realigned to enhance campus engagement. Faculty appointments to the committee are reviewed and committed on a yearly basis by the DAA and respective staff supervisors. Representatives from the new student Diversity Club serve on the committee. The current committee is shown below and new synergies have been realized in areas of programming. These persons also act representatives across campus distributing and discussing information relative to constituent groups.

Dr. Joann Chirico – Co-Chair, Lecturer, Sociology
Dr. Rizzo, Chris – Co-Chair, Director of Student Affairs
Ms. Larissa Ciuca – Student Personal and Career Counselor
Mr. Marty Goldberg, – Head Librarian
Ms. Corinthian Jones – Student, Member, Diversity Club
Ms. Amy Krebs – Director of Campus and Community Relations
Dr. Cassandra Miller-Butterworth – Assistant Prof. of Biology
Mr. Judson Sammons – Coordinator of Residence Life
Dr. Carol Schafer – Associate Professor of Theater and Women’s Studies
Ms. Maria Shamsi – Student, RA, founding member, Diversity Club
Mr. Marcess Williams – Admissions Counselor, Men’s Head Basketball Coach

One unit practice that has gone a long way in impacting campus culture is the cultural competency programming framework. For the activities and events presented since the last report, a primary goal was to improve the quality of campus programming to enhance community cultural competency. This was accomplished by contracting expert presenters familiar with such issues to deliver programs relevant to enhancing communication, understanding diversity issues and creating sensitivity and awareness among audience members. An enhancement of programming funds to do this was secured via EOPC. The events presented were to act as a pilot project in support of the campus vision articulated within last

Framework to Foster Diversity plan update. All events included in this effort were specifically marketed to faculty and staff as opportunities to expand cultural competency. As such, the campus Chancellor supported staff attendance at these events. This is important to note as this can require offices to schedule alternative coverage patterns due to limited number of staff members supporting an operation.

Attendance at events among campus staff was encouraged for reporting within the SRDP. For students, several targeted diversity events were proactively scheduled and tied to extra credit opportunities within First Year Seminar and/or classes wishing to encourage such efforts. A concerted focus explored issues of violence as identified by the campus Climate & Diversity Committee. Details on efforts were reported in the EOPC grant final report with regard to the concept of impacting attendees' relative to cultural competency. Perhaps as important, the vision of impacting campus culture was achieved as students, faculty, and staff gained greater ownership of issues via their attendance and support. There is now a campus commitment to replace the \$6000 EOPC seed with funds to support events in the future. These types of events should continue to grow and cultivate campus and community collaborations based upon event quality and impact. In fact, the appearance of Jackson Katz spun-off to assist in the development of the "Voices against Violence" programming theme which has now been institutionalized as a yearly theme for October/November and linked to the curriculum.

In supporting Voices against Violence, Communications, Theater, and Sociology faculty now focus specified class assignments to educate campus and conduct events/activities. Dr. Juliette Storr, via a communications class develops a monthly advertising campaign. Dr. Carol Schafer creates a series of student plays open to campus/community on the topic of relationship violence. Dr. JoAnn Chirico's class sponsors and creates encounter projects to actualize campus awareness of the issues. One of the major campus speakers has served as a final event for awareness activities. All efforts come together in October through November.

The campus initiated new survey efforts to learn more about specific campus perceptions and certain underrepresented groups. As a result, the following surveys were completed within the reporting cycle. Several projects were linked to courses with the office serving as the project client and the class developing the research. Not only do offices benefit from the data, but the students involved in the class research projects learn more about the underrepresented student population via the research they conduct.

- The Adult Student Survey – 2009 (Class Project/Mr. Kellenger/Admissions) assisted in marketing and understand support needs.
- Faculty Perceptions of Disabilities Survey- 2009 (Class Project/Mr. Kellinger/Student Affairs & Center for Academic Achievement)- Identified areas for improvement regarding communication with faculty regarding accommodations. Letters to faculty were improved as a result and information will assist in educational program development.

CHALLENGE 2

Creating a Welcoming Campus Climate

The Chancellor facilitated a Campus Executive Council directive encouraging campus supervisors to formally incorporate attendance at diversity trainings, workshops and activities in the yearly SRDP review process. This was the first time that the administrative team discussed doing so and several supervisors incorporated it into the yearly campus staff review process.

One of the most prominent indicators providing feedback on campus climate over the planning cycle were the results of the faculty/staff survey. Significant improvements were found in 16 diversity component areas, 2 areas noted as areas of significantly less improvement, 5 areas showed no difference. When comparing campus results to overall University averages, the percentage of campus favorable responses exceeded the overall University average in 27 of the 28 categories. Dialogs on these types of issues also occur formally within Faculty Congress, Campus Climate and Diversity Committee, and the Campus Executive Council with the additional expectation that the doors for all campus directors are open for discussion of such matters.

Because ours is a small campus, issues and concerns regarding climate are most often referred directly to the campus director responsible for said area. In those cases wherein resolution is more difficult and/or broader in scope, the campus response team will typically discuss resolutions and/or approaches. Appropriate support offices at University Park are consulted for insight and support as needed in response to a given concern and/or in the development of proactive initiatives. This informal community-based approach directly engaging student leaders (RAs/SGA), faculty, and staff on campus has worked effectively thus far in identifying and resolving campus climate concerns.

Resources and supports for returning adult students and persons with disabilities have continued to improve and expand with teams assigned to assess support. The coordinator of the center for academic achievement, campus nurse/health services, and the student personal counselor now work collaboratively to find the best solutions for students with disabilities. These teams and/or members meet routinely and have created the informal network to both plan improvements and triage needs for those populations as issues arise.

In addition to enhancing outreach to these populations through work with admissions, parents and guardians are proactively engaged in FTCAP dialogs to review disabilities issues and connect them with resources. A new approach was the assignment of the student personal counselor during the summer months as the disabilities contact when the primary DCL (campus Nurse) is off contract. In this way, a student may meet with staff during FTCAP to start the accommodation process and/or have a conversation regarding transition to campus. This has assisted students in transition at this is a critical time to engage the accommodation process. In addition, the Center for Academic Achievement and our DCL now host the area OVR representative in campus office space at least once a month in a strategy designed to raise the level of contact and more proactively assist OVR students to link support with campus offices and personnel.

The events and new programming model described for Challenge #1 demonstrated value as they educated, provided advocacy, and ensured the campus continues to move closer to goals described in the Framework. Most importantly, it significantly enhanced awareness and ownership on campus. It is also important to note that the overall number related to attendance at diversity related events increased significantly since the last report (2007-08 with 19 events/572 participants vs. 2008-09 showing 17 events with 1266 participants).

Another important diversity education component was Library support and expansion of displays at the entrance featuring educational content. Typical displays celebrate diversity awareness months, holidays, and areas of specific focus relative to classes. These are passive learning programs which impact many as the Library is one of the highest traffic building on campus for students.

The Library also maintains the Brignano Afro-American Autobiography Collection consists of approximately 530 autobiographies of African American scientists, political figures, artists, writers, and other influential people. It circulates throughout the University via interlibrary loan, and is often used in support of Black Studies, History and Literature courses. This collection is supported by modest financial donations as well as through the library's collection budget. This collection is named in honor of Russell C. Brignano, Ph.D., who is a retired English professor and established the focus of such a collection at the Beaver Campus in the early 1990s. The library keeps in mind the importance of diversity throughout the collection when books are acquired.

Housing and Food Services now commits two mandatory diversity training sessions per year and continued to expand its diversity menu. When appropriate, menus are linked to a campus program for the day. For example, a Native American dance performance may have a menu of Fry Bread and squash, corn, and/or beans to represent both western and eastern culture and influence. To further enhance campus diversity learning sites, a gallery site was approved within the Student Union Building (SUB) to house and promote student art. While the gallery site is still in progress, its location compliments other campus diversity murals and artwork housed in SUB rooms 15 and 14. These locations serve as cultural facility points and passive learning locations presenting interpretive commentary posted with the murals and artwork.

A very significant accomplishment and important milestone was the launch of the student Diversity Club in the spring of 2009 with an assigned advisor via student affairs. In other student organization activity, the Big Brothers/Big Sisters program thrives under the support and commitment of the community organization and links established with the Assoc. Director of Student Affairs as a community board member. An interest group chapter of Alpha Phi Omega, national co-ed community service fraternity, was established with the DSA as advisor during the cycle as well. All of these groups feature missions focused on diversity issues and engage student members from underrepresented and majority populations in learning on diversity and social justice issues.

Student introduction and acclimation to campus begins in FTCAP. Dialog with new students facilitated by Peer Leaders and staff introduce the Penn State ROAR principles featuring diversity is an important value. Parents/Guardians are exposed to these expectations as well during FTCAP small group sessions with parents/guardians. New students receive initial exposure to respect and tolerance expectations through Peer Leader discussions introducing the "R" in ROAR as "I will respect the dignity of all individuals within the Penn State Community." Student peer leaders are assigned with primary groups of new students for the day and skits regarding the ROAR Principles were provided. As part of the skits, a diversity dialog was featured as a topic under "R". The Chancellor and DSA also review community expectations in which acceptance, tolerance, and diversity are espoused as critical campus values in this general assembly where all new students are present. Additionally, the Educational Equity video was shown during this assembly as part of the new student process. Academic advisors met assigned students and discuss faculty academic roles and student responsibilities as well.

New students are further exposed to campus expectations during New Student Day via a Penn State Beaver planner/datebook and introduced to the staff and support services available to them as part of a collaborative project between Student Affairs and the Center for Academic Achievement.

This planner resource book was introduced and the first page details the campus diversity mission, intolerance contact point, and core campus resources/services information.

As the campus continues to evolve a more strategic focus on diversity issues, one meta-measure was developed during the plan cycle. This is an indicator for student development administered through the bi-yearly PSU Student Satisfaction Survey. The following questions were added and will continue to inform a student learning base line related to the items for each survey administration.

Items added to the bi-yearly PSU student satisfaction survey as environment base-line indicators.

I have learned about people of different races and ethnic groups at Penn State Beaver.

Strongly Agree = 19/13.7%

Agree – 48/34.5%

Neutral - 41/29.5%

Disagree - 26/18.7%

Strongly Disagree - 5/3.6%

I have met and experienced individuals whose family and/or economic background was different from mine while at Penn State Beaver.

Strongly Agree = 54/38.9%

Agree - 50/36%

Neutral - 26/18.7%

Disagree - 26/18.7%

Strongly Disagree - 2/1.4%

CHALLENGE 3

Recruiting and Retaining a Diverse Student Body

In 2004 at the outset of this plan, Penn State Beaver developed a minority recruitment plan that was to be a keystone of community outreach. From meeting with school officials at high schools with a large minority population and from talking to many prospective minority students and their families, the campus understood that there were perceptual challenges to overcome, including difficulty getting admitted, affording tuition and persisting to degree. A strategy to engage challenges was to reach out to student and community groups more to educate them on what Penn State Beaver was all about.

Much of the community outreach involved on-campus programming for at-risk groups, such as those students involved in the Beaver County Job Training program and the Talent Search program from Aliquippa High School. Those programs had limited success for Penn State Beaver, but may have had a broader positive effect on minority students considering college in general. And, since many of the students with whom admissions met were in middle school, it may take years to determine success. While the campus was willing and ready to provide this service, the campus was at the mercy of the external community groups and their budgets for bringing students to us. Job Training, for example, brought student groups at least once a year, sometimes twice, but stopped about 18 months ago when budgets were cut and key staff members resigned.

One of the immediate measures of success comes through in-school application sessions. These programs send an admissions counselor to a high school during the normal school day to meet with students and help them complete an application. The incentive for the student is that Penn State Beaver will waive the application fee, which can often be a barrier for low-income students. We saw an immediate increase in majority and minority applicants coming from low-income backgrounds via this initiative. As a result, it has been continued since inception.

Some significant success was observed as minority offers increased from 48 in fall 2004 to 142 as of fall 2009 with PDACC (paid accepts) rising from 14 in fall 2004 to 46 for fall 2009. Additionally, the campus organized some territory so that an admissions counselor (who is African American) became responsible for recruiting in those parts of our service area containing the most underrepresented students. These recruitment initiatives were strategically implemented and represent some of the best ways to reach out to a student population that is hesitant to come to us.

Clearly, there's much more room for progress. Perceptions of Penn State Beaver have been positively impacted among some students. Part of the problem is that, for instance, at Aliquippa High School (A Talent Search School) which is the most racially diverse in our service area, about half the students are inadmissible to Penn State Beaver. This number reinforces the message to students that they can't get admitted. That is as much a reflection on the school district with limited resources as it is on the on academic achievement of the students. Furthermore, despite our best efforts with financial aid, we've not been able to solve all the financial problems that low-income minority students have faced. Therefore, despite all of our best efforts at recruiting, our success has been somewhat limited.

Perhaps one of the best measures illustrating progress is the number of minority students enrolled over the planning period moving from 6% in 2004 to 13.2% in 2009 as reflected in the chart below.

Percent of Underrepresented Students: (Source/University Fact Book)

	2004	2006	2008
Percent	6.8%	9.3%	13.2%

A major milestone for at-risk student support occurred during the planning cycle through the assessment of student personal counseling needs. Student Affairs secured an internal PSU student affairs grant and significant campus funding to enhance counseling services for students at Beaver. The campus observed the addition of the 50% personal counselor/50% career counselor position (combined as a full-time position) as one of the most important developments during the plan to assist at-risk students. This position presents a “safe place” for students to receive care and seek additional skills to facilitate transition. Without a designated underrepresented student counselor, this position is another important advocacy voice on campus for at risk students and within the Campus Climate and Diversity Committee. This position also serves the leadership role in the campus Early Intervention Program and other venues driving culture changes on campus. The campus observes the value and impact of the position and will fully fund the position when/if the grant is not renewed. The addition of the personal counselor was viewed as a hallmark event improving services for all students, especially our at-risk population. Efforts to assess and communicate the psychological, disability, and other needs of student cohorts based on unique development concerns have resulted in increased advocacy and improved resources to better support students.

Campus culture has been evolving to meet the challenges and opportunities associated with our student population and Framework challenges. The campus Enrollment Management Group (EMG) started a proactive and formative approach to define at-risk students and the supports to inform new strategies associated with the retention of at risk students during the plan cycle. As a result of the new efforts, the composition within EMG broadened and new understandings of student body profiles, needs and issues have evolved. Importantly, EMG recognized that 40% + of our student population fit within the evolving definition of at-risk (underrepresented, low income, first generation, veteran, adult, disabled, academically disadvantaged) college students on campus.

As a result of better understanding student needs within this large at-risk student population, actions were initiated and are evolving as the campus Early Intervention Program (EIP) and beyond. Based on the tenants of intrusive advising, this effort and campus culture is shifting to better identify at risk students and act on that information. Perhaps the best way of communicating the rational and evolving intent of efforts is to share the conceptual framework underpinning campus endeavors and services:

The importance of intrusive advising at-risk college and university students (i.e., students who: are ethnic minorities, are academically disadvantaged, have disabilities, are of low socioeconomic status, and are probationary students) has been repeatedly emphasized in the professional literature. Intrusive advising strategies are typically used with at-risk students, and are special techniques based on prescriptive, developmental, and integrated advising models. Numerous benefits to using intrusive advising are noted, along with examples of strategies used with five at-risk groups. Recommendations for college and university advisors include the need for a comprehensive plan that addresses intrusive advising, adequate faculty and advisor training, web supports for targeted

students, development of comprehensive databases for managing student data, and ongoing research to evaluate intervention effectiveness. (See http://findarticles.com/p/articles/mi_m0FCR/is_1_36/ai_85007770/)

As a result, Penn State Beaver launched the first leg as an Early Intervention Program (EIP) in 2008-09. The program's purpose is to proactively identify and intervene as early as possible with students who appear to be having academic, psychological, social, or other difficulties that interfere with their well-being and success. Factors profiling at risk students were utilized to proactively identify incoming freshman and this information was then utilized by members of the EIP Committee, and other supporting student affairs and admissions staff members to identify and offer one-on-one consulting session with students during their FTCAP visit. In order to further maximize student-centeredness and early intervention, EIP Committee members and FTCAP planning members developed a FTCAP "Getting to Know You" Survey utilized as a tool for gathering information about the incoming students. Furthermore, the overall FTCAP schedule was modified to allow for longer scheduling and consulting time with at-risk incoming students. The collected student information was then utilized by Faculty Advisors and the intervention team to get to know the student, as well as inform experiences, interests, skills, concerns and needs they bring to their college experience. After students built their schedules, the consulting-team staff members sat down with students to review concerns including: transitional issues, course-load concerns, time management, resources, study skills, ways to get involved on-campus, etc.

This effort is very new and the campus is learning a great deal and efforts are nowhere near completion, but the initiatives are reframing many aspects of the campus understanding and articulate a new focus on student retention and at-risk students as defined above. As another key component, the overall use, integration, and profile of the Center for Academic Achievement (CAA) grew as a core service supporting at-risk students. As student need has grown, especially among student with learning disabilities and/or other challenges, so has the need for student tutoring and staffing. As a result, campus commitment to these efforts in the form of tutor and staff wages has increased to keep pace with the demand and need. The campus observes the CAA, student counseling, academic advising, and personal intervention by faculty/staff along with referral for personal and academic support as critical components in the in the overall retention process when it comes to supporting at risk students.

As efforts continued to support students directly, so did outreach efforts to train faculty and staff regarding such matters. During the plan cycle, three workshops were presented to all full-time faculty members. These topics were Millennials (Learning Styles), Students with Disabilities (With Penn State Altoona interactive training Website resource provided.), and, student mental health concerns and appropriate referral tactics.

Another critical part of the new support and recruitment objectives occurring during the plan cycle has been the creation of a new admissions counselor position serving adult, transfer, and veteran students. Along with the creation of this full-time position, new efforts focused specifically on adult student have emerged and are driven by this staff member. An adult student committee now more proactively examines and articulates service needs to support adult learners (including veterans). An adult learner committee has been formed and has begun to assess and examine external practices to improve operations, strategies and interventions focused on meeting the needs of these students. Additionally, campus commitment to veterans has become more pronounced with the creation of the Yellow Ribbon program. Admissions and EMG along with other units are working to further define and understand the needs of this group of students and conduct outreach based on growing engagement and understanding of the cohorts.

CHALLENGE 4

Recruiting and Retaining a Diverse Workforce

The practice during the planning period which targeted diverse applicant pools via postings to African American churches and the local NAACP did not seem to yield much in the way of increasing diversity among staff as measured by hires. Additionally, the effort is now too difficult to track due to the University transition to Web-based process during the period. It is understood that this is an area for improvement, but a limited number of staff positions turned over during the period as well. However, among exempt-staff positions which did turn over during the period, two were filled with underrepresented personnel. One position was in Admissions while the other was a split position of Coordinator of Residence Life/Student Activities. The staff member in split position was in the appointment for one year and moved on to a significant promotion opportunity as a director of student activities as of August 2009.

One of the greatest areas of progress on campus has been in the diversification of faculty. The campus made a concerted effort to increase the diversity of the faculty during the planning period. Prior to the fall 2004 semester, there were 38 full time faculty of which 18 (47%) were female and 20 (53%) were male. Of the 38 faculty, five were internationally born. Over the past five years, there has been a slight change in the mix of female and male however, the number of internationally born faculty has increased almost 50%. As of fall 2009, there were 36 faculty of which 20 (56%) are female and 16 (44%) are male. Of the 36 faculty, nine were internationally born. The increase in the diversity of our faculty has resulted in an increase in number of diversity offered courses at our campus as well as the number of international experiences of our students.

CHALLENGE 5

Developing a Curriculum that Fosters Intercultural and International Competencies

Travel Abroad as part of the curriculum has grown significantly during the reporting period. The experiential learning associated with these activities has been noted by both the participating faculty and the students engaged in such programs. A total of six trips were taken by five different faculty members during the planning period. This practice has been a best practice and should continue into the future.

To date, the campus has hosted 10 international trips over spring break for our students. All of the trips are woven in with a credit course. The first trip was taken in 2003 to Turkey. A new faculty, Dr. Talha Harcar, organized the trip in conjunction with his International Business 303 course. The next year, a group traveled to Barcelona with Spanish faculty and students enrolled in Spanish 133. From then on, campus offered two international experiences each year – one which has been in the traditional for the format as described above, the second of which coincided with a professional conference whereby students were conference presenters. The campus also supported students to travel to China, a trip hosted by another campus.

The number of sections of diversity courses has increased dramatically over the years. Based on academic year, 15 sections of diversity courses were offered in 2005-06, 25 sections in 2006-07, over 30 sections in 2007-08, approximately 35 sections in 2008-09, and currently, 30 sections in 2009-10. The campus has also added German 1, 2, and 3 through the assistance of the e-learning cooperative.

The Center for Academic Achievement has recently developed a book discussion group via a grant funded by EOPC. The purpose is to promote reading for pleasure and to enhance writing skills. Discussions included diversity issues including Asperger's syndrome, sex addiction, geeks, and sexual and mental abuse. Through the assistance of the student activity fee committee, funding was available to purchase the books. Titles of the books read were, *The Last Lecture*, *Push*, *The Curious Incident of the Dog in the Night-time*, and *Choke*. Approximately 10 to 15 students participated on a weekly basis.

Since the last update, Beaver County funding for Reach Out, Office of Volunteer Service, was exhausted and/or returned due to grant expiration. Within the report cycle since the last update, the campus provided the continuance of several critical efforts including; five faculty members incorporating service-learning within curriculum; twenty Beaver County community service agencies serving underrepresented groups participating with campus; and, over two hundred students participating to produce 4946 hours of service. The Reach Out program continues to exist due to the voluntary and service contributions of the faculty and staff who find the efforts to be both rewarding and productive for learning. Along with the adoption of the Civic Engagement minor at the campus, the potential of further incorporation into curriculum may exist. Campus efforts regarding service have evolved many co curricular links between the minor, faculty, and student affairs. Dr. JoAnn Chirico and limited staff assistant support via student affairs provide the administrative needs associated with the Reach Out program.

An integrated Web site and service learning reference library were accomplished within the planning cycle since the last report to serve as a coordinating "hub" for service activities as the vision for an office did not become a reality. The Reach Out Web site may be viewed at <http://www.br.psu.edu/StudentLife/ClubsAndOrganizations/32020.htm?cn25>. The MLK Day of service and several student organizations (e.g., Big Brothers/Big Sisters and Alpha Phi Omega Service Fraternity) have grown within the collaborative focus on civic engagement and community service and will continue as time and resources allow.

Several volumes of primary source books were added to the Beaver Campus library collection during the plan cycle to create a collection of LGBTQA titles and a primary reference section of service-learning and community service titles for uses with relevant classes.

CHALLENGE 6

Diversifying University Leadership and Management

Senior administrative leadership is currently composed of 50% male/50% female. In 2004 it was 63% female. The continued focus on this issue has demonstrated an active campus engagement relative to gender equity in administrative leadership over the planning period.

The Campus Leadership Team as detailed in the 2004-09 plan has been discontinued and new strategies for more campus-based trainings are to be considered. Through the planning period, student affairs provided three training opportunities for full-time faculty and staff on diversity topics as detailed in the matrix report as Millennials, Students with Disabilities, and Student Mental Health concerns.

The initial posting for tenure track and fixed term multiyear faculty is still done centrally in the VPCC office. The campus HR representative identifies minority applications for the committee. The committee is asked to closely review those applications. The campus has dramatically increased the number of multicultural and women faculty on campus. This has been a goal of both the Chancellor and Director of Academic

Affairs. Because of the small size of the campus, the DAA is able to meet with provisional faculty on a regular basis and provides them valuable mentoring.

Two female faculty members have participated in the Commission for Women and the Chancellor, Director of Student Affairs, and the faculty co-chair of the Campus Climate and Diversity Committee attended the Diversity Best Practices conferences at University Park.

CHALLENGE 7

Coordinating Organizational Change to Support Our Diversity Goals

Since the last update report, two important campus strategic initiatives occurred related to this area. First, the Chancellor engaged the director group to consider utilizing diversity as a unit-specific factor within the SRDP process for spring 2009. Several directors initiated that process and it is expected to become a formal campus factor in the coming year. In another important step, the Chancellor identified appropriate campus cultural activities and lectures as credible for designation on the SRDP. In an effort to model behavior and value diversity in the campus community, the director staff was instructed to make staff operational accommodations as appropriate to enable staff to partake in these campus learning opportunities along with students if they occur during normal business hours. This was not small undertaking as it required office coverage details to be met. This is a visible campus culture shift elevating the importance of diversity programs and training on campus. The Chancellor also strongly encourages the administrative staff and faculty to “lead by example” through event attendance and the Chancellor is often visible at such activities.

Another important milestone in this area was the Chancellor’s commitment to enhance diversity programming by allocating an additional \$6000.00 to efforts with the development of the 2008-13 Beaver Campus Strategic Plan.

STRATEGIC PLANNING MATRIX
A Framework to Foster Diversity at Penn State: 2004-09

CHALLENGE 1

Developing a Shared and Inclusive Understanding of Diversity

ACTIONS	Person(s)/Office(s) Responsible for Accountability	Outcome assessment	Time frame
<p>To increase the number of faculty participating in the speaker series.</p>	<p>DAA/DSA</p>	<p>New programming model established linking major campus activities diversity programs with faculty & FYS for credit options.</p>	<p>F2008 – On going</p>
		<p>EOPC Grant obtained for 2008-09 to pilot new programming model.</p>	<p>F08 -Ongoing</p>
<p>Increase the number (and engagement) of faculty in the Diversity Committee.</p>	<p>DSA/DAA/Climate & Diversity Committee</p>	<p>Four faculty members appointed annually with service credit via DAA.</p>	<p>Annually</p>
		<p>Faculty Co-chair position created.</p>	<p>F2009-Ongoing</p>
		<p>Revision and use of diversity mission statement</p>	<p>F2009-Ongiong</p>
		<p>Develop listing of intercultural learning competencies – Completed via diversity committee</p>	<p>2008-Ongoing S2009</p>
<p>Voices Against Violence month created as annual</p>	<p>F2008 - ongoing</p>		

		program.	
Initiate relevant assessments and surveys regarding underrepresented student populations	DSA/Campus Offices	<p>Review and incorporate results where applicable</p> <p>Surveys completed for cultural programs/Student Affairs</p> <p>Adult Student Survey – 2009 - Class Project/Admissions</p> <p>Faculty Perceptions of Disabilities Survey- 2009 Class Project/Student Affairs/CAA</p>	2007 – On going

CHALLENGE 2

Creating a Welcoming Campus Climate

ACTIONS	Person(s)/Office(s) Responsible for Accountability	Outcome assessment	Time frame
Share results of the campus faculty/staff survey with campus, which includes Diversity results	Chancellor	<p>Results shared by the Chancellor in general faculty and staff meetings.</p> <p>Meetings with faculty and staff via scheduled sessions to review survey results.</p> <p>Comparing to previous Diversity results, significant improvements noted in 16 component areas, 2 areas noted as areas of significantly less improvement, 5 areas showed no difference.</p> <p>Campus results also compared to overall University averages with the percentage of campus favorable responses exceeding the overall University average in 27 of the 28 categories</p>	S2009
Utilize 1st year contact points (FTCAP, orientation, FYS) to expose first year students to diversity issues, topics, and challenges.		<p>A. Educational Equity diversity video shown during New Student Day.</p> <p>B. Peer discussions with students.</p> <p>C. Parent presentation incorporates content.</p> <p>D. Chancellor/DSA stress in new student day session.</p>	F2008/F2009

	DAA/DSA/FYS/DUS coordinators	<p>E. Student Handbook includes Beaver Diversity Mission Statement w. discrimination/intolerance contact resource information.</p> <p>F. Student peer leader skits on diversity added to New Student Day content.</p> <p>G. Equity diversity video show to all new students</p>	
<p>Continue and enhance current successful diversity programs, art exhibits, library displays, food programs, flags, products, etc.</p>	DSA/DAA/Campus Directors	<p>Increase number of student attending events.</p> <p>A. 18 Cultural Food Events presented by Housing and Food Services.</p> <p>B. Campus Student Activities Diversity Programs:</p> <p>- <u>2007-08</u> 19 Events/572 Participants *Attendance not reported for all diversity-related programs. This is an overall number.</p> <p>- <u>2008-09</u> 17 Events/1266 Participants *Attendance not reported for all diversity-related programs. This is an overall number. **New programming model implemented.</p> <p>C. 50 Library displays created and utilized. (sig. increase)</p> <p>H&FS conducts monthly video training on topic and diversity content presented in group training twice per year.</p> <p>Gallery site approved and under preparation in Student Union Building for student art exhibits.</p>	<p>2007-09</p> <p>S2008-F2009</p> <p>Annually</p> <p>F2009</p>

		<p>Student Diversity Club founded in Spring of 2009 with SA staff advisor assigned.</p> <p>Big Brothers/Big Sisters program enhanced with community partnership and SA Assoc. Dir. named to Board. EOPC grant secured/Programs assessed and campus SPI funding secured.</p> <p>Interest group of Alpha Phi Omega national co-ed community service fraternity established with DSA as advisor.</p>	<p>S09/Ongoing</p> <p>Ongoing</p> <p>F2008-Ongoing</p>
<p>Significantly expand African American collection in the Library</p>	<p>Librarian/DIA</p>	<p>Secure external funding</p> <p>A. Gifts from a donor continue to be received on an annual basis and the librarian identifies appropriate titles to be added to the collection.</p>	<p>Bequest</p>

CHALLENGE 3

Recruiting and Retaining a Diverse Student Body

ACTIONS	Person(s)/Office(s) Responsible for Accountability	Outcome assessment	Time frame
<p>Establish and maintain a minority recruitment plan, which will include the development of a minority student scholarship.</p>	<p>DEM/DIA</p>	<p>Increase minority enrollment, increased outreach to target high schools and acquiring minority scholarship dollars.</p> <p>A. New fresh. bacc. minority offers increased from 48 FA04 to 108 FA 06 to 142 FA09, pdacc increased 14 FA04 to 35 FA06 to 46 FA09, yield reported as 29.5% FA04 to 32.5% FA06 to 32.4% FA 09.</p> <p>B. Targeted HS offer/pdacc: Aliquippa 4/2 FA04, 12/5 FA06, FA09 2/1; Beaver Falls 2/1 FA04, 23/7 FA06, 4/1 FA09 ; Rochester 13/5 FA04, 16/8 FA06, 6/4 F09.</p> <p>C. Campus Development office is working with campus alum to host a reunion event Spring 2010 with proceeds to donate toward a minority student scholarship.</p>	<p>On going</p> <p>Fall 2009 Spring 2010</p>
<p>College planning, search & selection programs for Aliquippa H.S. Talent Search participants and Beaver County Job Training Youth Outreach participants.</p>	<p>Admissions</p>	<p>Increased enrollment of targeted population; increased awareness of college choices & PSB.</p> <p>A. Continue to conduct programming with Job Training, Talent Search, and Pitts. CRC. Offer application sessions with fee waivers and integration with PSU Student for a Day to have students attend classes. *See info above</p>	<p>On going</p>

Establish Adult student committee on campus	DEM/DCE/DSA/DAA	Committee established	SU 09
In-School Application Days targeted to high schools with large minority populations, held twice annually for regular and late applicants.	Admissions	Increased minority enrollment A. (See results above.)	On Going
Continue to use minority retention dollars to enhance diversity programs and learning center.	DAA/DEM	Diversity reading program funding secured by EOPC and Student Activity Fee via the learning center. Wages for tutoring EOC students	F 2009 2008-09
Charge a team to assess services needed to better support adult student needs using an established internal PSU or external framework.	DEM/DCE/DSA	Team formed	F09/On going
Hire or designate an adult and transfer admissions recruiter with the primary responsibility of going into the community and encouraging eligible adults to apply for admission.	DEM	Position created/Staff hired	Fall 09/Ongoing
Develop a primary campus team supporting disabilities issues, needs, and resources on campus.	DSA/DAA	-Team Formed -Faculty survey on student disabilities completed. -OVR Counselor role improved re. campus coordination -Summer ODS Liaison role created -Student/faculty communications and reports refined	F 08 - On going
Define, collect, examine and act upon leading indicators regarding at-risk populations to enhance the recruitment and retention of students of color, female students, adult learners, first generation students, and low-income students.	DEM/Enrollment Mang. Group	At risk student indicators developed Team assigned to review pre-arrival communications & process for 1 st year at risk students to improve transition.	S2009 F 08 - On going
The campus will host workshops to educate faculty and staff on the student learning needs related to at-risk student groups.	DAA/DSA	Topics completed: Millenials Student Disabilities Student Mental Health issues	F 08 – On going
Examine/expand practices focused on responding to “at risk” student demographics.	Enrollment Management Group	EMG has developed “at risk” student profile.	2008 - Ongoing

CHALLENGE 4

Recruiting and Retaining a Diverse Workforce

ACTIONS	Person(s)/Office(s) Responsible for Accountability	Outcome assessment	Time frame
Actively seek out diverse applicant pool by sending job postings to African American churches and the local NAACP.	DBS	Track the number of African American applicants. Now difficult to track due to HR transition to Web-based format.	NA

CHALLENGE 5

Developing a Curriculum that Fosters Intercultural and International Competencies

ACTIONS	Person(s)/Office(s) Responsible for Accountability	Outcome assessment	Time frame
Enhance opportunities for students and faculty to participate in the study abroad program and trips, including those hosted by other campuses.	DAA	<p>Number of students/faculty trip/Number of trips</p> <p>2007 The Bahamas – 5 students; Rome – 7 students</p> <p>2008 Greece – 9 students; Austria – 6 students</p> <p>2009 - Trinidad and Tobago - 6 students; Germany – 7 students</p>	2007/On going
Create a campus office of student volunteers to promote exposing students to interface with underrepresented populations.	Jo Ann Chirico/Faculty/DAA/DSA	<p>Civic Engagement Minor Added to campus academic offerings</p> <p>A. Reach Out, Office of Volunteer Services created during the reporting period.</p> <p>5 faculty members formally incorporated Service-Learning within class curriculum via Reach Out.</p> <p>Civic Engagement Minor established</p>	<p>Fall 2008</p> <p>On going</p>

		<p>by campus F08.</p> <p>20 Beaver County community agencies serving underrepresented groups participated in Reach Out as host sites, recruiting student volunteers are part of the annual service learning fair on campus.</p> <p>222 students & 4946 hours of student community service reported via Reach Out from Fall 2007-Fall 2009.</p> <p>Integrated Reach Out website constructed and launched.</p> <p>Significant collection of service learning primary resources texts added to Library collection via external grant.</p> <p>MLK Day of Service established on campus and extended to all Western Region Campuses. Extended as a regional project in 2009 to include Greater Allegheny, Dubois, Fayette, New Kensington, and Shenango campuses.</p>	<p>Fall 2009</p> <p>Spring 2008 and on going.</p>
		<p>A coordinated acquisition plan commencing in Fall 2009 for University Libraries' Collection in Holocaust Studies and Afro-American Autobiography Collection.</p> <p>EOPC Grant and SAF support for Diversity Reading Program-Dr. Angela Fishman, Fall 2009.</p> <p>Numerous LGBTQA source books added to campus collection through cooperation with LGBTQA Student Resource Center at U.P. – Ongoing as resources made available.</p>	<p>On going</p> <p>F2009/Ongoing</p> <p>S2007/Ongoing</p>

		A collection of foundation of critical resources for service learning and community service added to Library collection via student affairs grant received.	SU 2009
Develop diversity and language course offerings and promote student reading and discourse linked to existing university library diversity collections.	DAA	<ul style="list-style-type: none"> A. AAA S 192 – Modern African History B. Anth 45 - Aztec, Maya and Incas C. Anth 1 – Intro to Anthropology D. Hist 141 – Medvl & Mod Russia E. Hist 121 – The Holocaust F. Hist 143 - Fascism & Nazism G. Hist 173 - Vietnam War/Peace H. Hist 1 - Western Heritage I I. Music 9 – Intro to World Musics J. Psych 232 – Cross Cultural Psychology K. RI St 1 – World Religions L. RI St 106 - Mysticism M. RI St 4 – Jewish & Christian N. Rus 100 – Russian Culture & Civilization O. YFE 211 – Fund of Civic and Comm. Engagement P. PI Sc 14 – International Relations 	2007-2009
Utilize the Civic and Community Engagement minor along with course service–learning assignments and campus activities to engage students in community service.	JoAnn Chirico/DSA/DAA	<p>Civic and Community Engagement Minor approved</p> <p>MLK Day of Service Established</p> <p>Community Service & Activities Fair established</p> <p>Reach Out community service Website created housing community resource agency contacts</p>	<p>F2008</p> <p>S2008</p> <p>F2009</p> <p>F2009</p>

CHALLENGE 6

Diversifying University Leadership and Management

ACTIONS	Person(s)/Office(s) Responsible for Accountability	Outcome assessment	Time frame
Encourage faculty and staff from underrepresented groups to participate in management and professional development programs offered by the University	Leadership team	Two women faculty members participated as members of the Commission for Women, and Chancellor, Director of Student Affairs, and Climate and Diversity Committee Co-Chair attended Diversity Best Practices Meetings at UP	Leadership Team discontinued
Support our underrepresented faculty and staff and encourage them to take advantage of Penn State educational opportunities.	Leadership team	Number of faculty & staff participating A. (No Information reported.)	Leadership Team Discontinued

CHALLENGE 7

Coordinating Organizational Change to Support Our Diversity Goals

ACTIONS	Person(s)/Office(s) Responsible for Accountability	Outcome assessment	Time frame
Maintain current funding level for diversity program level and explore external funds.	Chancellor, DSA	Diversity Budget A. 6000.00 added to diversity programming funding via Strategic Planning Indicator funds.	F2009
Promote diversity as a campus unit-specific factor for demonstration on annual SRDP for staff members.	Chancellor	Directors encouraged to incorporate this criteria as a unit specific factor on SRDP	S2009
Encourage faculty and staff participation in campus events featuring diversity content as vehicles for professional development when offered on campus.	Directors/Chancellor	Inclusive of information and utilization as part of the staff SRDP process. Appropriate campus diversity events included/recognized.	S2009/Ongoing