

**PENN STATE DUBOIS RESPONSE TO  
A FRAMEWORK TO FOSTER DIVERSITY  
AT PENN STATE 2004-2009**

***CAMPUS CLIMATE AND INTERGROUP RELATIONS***

**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?**

The Penn State DuBois Strategic Plan defines its "vision of diversity" as "understanding, accepting and respecting the array of human differences including gender, age, race, ethnic background, sexual orientation, mental and physical ability, socio-economic background, geographic experience, nationality, religion, veterans status, and other observable and non-observable differences among people."

**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.**

- The campus continues to distribute diversity initiative information at the Student Orientation; FTCAP (diversity video provided by UP as part of the "It's Your Time" initiative), via e-mail list serves; on the campus master calendar website; through Continuing Education; and at campus diversity events. In addition, the campus held focus group discussions at least once a year with minority students to gather information about the campus climate and to gain ideas on how to enhance diversity initiatives on campus. It has been more difficult the past two years to get students together, but efforts will continue.
- In Student Affairs, the Leadership Series, as well as Orientation Leader Training, addresses diversity in the context of the University plan.
- This year Student Affairs was awarded two EOPC grants. The first of these was used to provide a variety of books that addressed the heritage of various nationalities for the students to borrow at no cost. Also, students filled out a "pre-survey" of questions relating to their initial knowledge of diversity, heritage, background, and exposure to diverse cultures. At the end of the semester, the survey will be re-administered to learn how the course of this first semester has impacted their initial views. The grant includes monies to provide for a guest speaker for all First Year Seminar students each semester.
- The second EOPC grant was used to conduct the Safe to Relate Program. The Safe to Relate program goal is to work together to affirm a diversity- friendly campus. The program was made up of a diversity climate survey, New Student Orientation workshop for new students, focus groups with students, faculty and staff, a town hall meeting with the community, and a

best practices workshop on retaining, attracting and serving a culturally diverse campus community.

- Adult student scholarships are promoted to adult students who are economically disadvantaged.
- Youth scholarships are made available to attendees of the Kids in College summer program who are economically disadvantaged. Ten percent of the youth in this program eventually attend the campus and take an average of 3.8 classes. Most of the other participants go on to other colleges or universities.
- The Student Government Association has created Adult Learner and Diversity Representative positions within their senate to focus on issues related to these populations.
- The Health Office provides information to students with disabilities regarding any type of accommodations or any questions about physical access to programs and activities.
- In addition to the cultural events organized through the Student Life Office, individual faculty and staff coordinate and organize diversity activities throughout the year. These activities are distributed through the use of the Student Life Office Calendar, student and faculty listserves, news releases from the campus Development Office, and flyers which are placed across campus.
- First Year Engagement: During the past 5 years as the University as a whole worked on the components of First Year Seminars, the DuBois campus has continually worked to improve its offerings in this area. FYE addressed diversity in many ways including discussions on students' heritage, which encourages students to bring in such things as historical artifacts explaining their family backgrounds. An award-winning documentary film *A Place at the Table: Struggles for Equality in America*, which spans three centuries to show how individuals and groups have toppled barriers in education, transportation, voting, employment, housing and other areas to become full participants in our democracy is shown in some First Year Seminars. This film shows family histories of real-life students with historical documentation, first-person reflections and thematic commentary to tell the inspiring stories of people who overcame the odds to win against prejudice and discrimination. After showing this film in the four sections of the First Year Seminar courses, the students are asked to rate the film on a scale of 1 to 4 with 4 being the highest. During the 2008 to 2009 academic year, students consistently rated the film above the 3.6 level with enthusiasm and much discussion. The area of the film with the biggest "negative" is that it "only" shows eight backgrounds including the struggles of Native Americans, African Americans, Hispanics, Asians, Irish, Jewish Americans, and gays but can't possibly touch on all affected groups of individuals. But this, then, gives those students whose heritage and background was not included, the chance to investigate it and share their findings with the class to supplement the film and renew the discussion.

Having shown *A Place at the Table* to nearly half of the first-year students, faculty report witnessing firsthand the impact this film had on the students who viewed it. The majority of the students come away from the class with a new appreciation of what others have gone through to pave the way for the freedoms we all enjoy today. And the discussion does not

end in the class with the film; it begins with the film and over the course of the semester, the topic of diversity, in its many forms, is continually open for discussion.

- In 2007-2009, some FYS students were required to read and give an oral presentation on a non-fiction book of the student's choice. This year, the Office of Student Affairs secured an EOPC grant that provided a variety of books available for the students to borrow at no cost about heritages of various nationalities. A list of the book titles made available appear in **Appendix A**. The grant includes money for a guest speaker that all First Year Seminar course students will be invited to hear during a common hour. This collaboration between the Academic Affairs and Student Affairs departments brings together much more than the initial First Year Engagement focus. This integration will continue as the first year students grow in their knowledge of not only themselves and where they came from, but of all that exists in their world on campus and beyond. A testament to the FYS's intrinsic value at Penn State DuBois is that the Chancellor herself has enthusiastically taught the course.
- In the area of Marketing, a conscious effort is made to represent diversity in advertising and direct mailings for the campus. Campus cultural events are placed in banner ads on an ongoing basis. Brochures that include cultural events scheduled at Penn State DuBois are distributed to all classes in Clearfield and St. Marys. Credit courses and youth and professional development programs that include a diversity-related component are integrated into the CE schedule
- Faculty members remain well involved with International Travel through research and student-focused trips. Annually, the Education Abroad Coordinator, who is also the World Cultures Club Advisor, organizes trips to international locations, in the past traveling to Costa Rica, Guatemala, and various regions of Spain. The Honors Program Coordinator has conducted trips to London, England and the Yucatan, Mexico. In 2006, the Honors Program eliminated its international trips and now encourages and provides financial support to Honors students who participate in the Spring break trip led by the Education Abroad Coordinator. The following table shows the number of students who have participated in Study Abroad Experiences.

| <b>International Study Abroad Experiences</b> |   |                           |
|---|---|---------------------------|
| <b>Summer, Spring, Fall</b>                   |   |                           |
| <b>Year</b>                                   | <b>Duration</b>                                 | <b>Number of Students</b> |
| 2003  | 4-week Summer in Spain                          | 18                        |
|   | Spring Break Honors Trip to the Yucatan         | 16                        |
| 2004  | 4-week Summer in Spain                          | 12                        |
|   | Spring Break Honors Trip to London, England     | 14                        |
| 2005  | Spring Break Honors Trip to the Yucatan, Mexico | 8                         |
|   | Spring Break Trip to Barcelona, Spain           | 34                        |
|   | Semester abroad in England                      | 3                         |
| 2006  | Spring Break Honors Trip to London, England     | 10                        |
|   | Spring Break Trip to Madrid, Spain              | 30                        |
| 2007  | Spring Break Trip to Guatemala City, Guatemala  | 22                        |
| 2008  | Spring Break Trip to San José, Costa Rica       | 21                        |
| 2009  | Spring Break Trip to Madrid, Spain              | 17                        |
|   | Spring Trip to Seoul, Korea                     | 5                         |
| 2010  | Spring Break Trip to Madrid, Spain              | 25                        |

- Individual faculty members also provide information to students about diversity-issues; some faculty also plan diversity-related assignments and events for their students to complete and participate in.
- The campus liaison group to the PSU Commission for Women sponsors events and distributes information to students about gender issues.

**3) How has your unit distributed information to the faculty and staff about the University's diversity initiatives? Describe your unit's formal mechanisms for discussion of diversity initiatives.**

- In addition to email and campus publications, diversity information is distributed at the New Faculty Orientation and the Adjunct Faculty Orientations each fall. Diversity initiatives and goals are included in the 2009-2014 campus strategic plan which was developed and shared with all faculty and staff. Diversity initiatives are discussed at campus leadership team meetings and of course at the Diversity Committee meetings.
- During Faculty Orientation Fall 2009, the Multicultural Coordinator spoke to the new faculty both about interacting with international students, and how their own international origins might be served.
- Diversity information is also distributed through Professional Development workshops given on campus for faculty and staff throughout the year. In addition, each semester the Education Abroad Coordinator conducts two workshops for faculty on the process of embedding international travel abroad components into their classes as well as the procedure to set up international student exchanges.
- The Associate Director of Student Affairs reviews both the Strategic Plan and the Diversity Strategic Plan with new hires in that department.
- Student Affairs also discuss portions of the plans during staff meetings, asks for input from staff and reviews new initiatives that will impact their area.

**4) What is the role of your diversity committee? What is its composition?**

The diversity team oversees implementation of diversity programming on campus and works to establish more coordination and collaboration of diversity activities to enhance the multicultural education of students. The committee has also recommended curricular considerations that address the introduction of the concept of diversity in the First Year Experience. The committee has focused on improving measures of assessing climate issues and effectiveness of diversity programming. The committee has maintained a membership of 12 and 15 and is comprised of faculty, staff, students and administration. The 2009-2010 committee membership includes 14 individuals: 5 faculty members, 6 staff members, the Chancellor, and 2 students. This group of varying campus positions lends itself well to candidness and openness of discussion on many sensitive topics. Because of this, the team has been the impetus for much programmatic change on the campus, as passionate members openly discuss differing opinions and work toward real solutions.

### **5) What is the role of your multicultural coordinator?**

The campus hired its first Coordinator of Multicultural and International Student Services in May 2009 with the primary responsibility to coordinate the campus' approval to receive International students and serve as the contact for these students to ensure their smooth transition to the campus. The Coordinator also provided professional development training focused on diversity for the Admissions Staff and the Student Affairs Staff. In the next year, the Coordinator will begin developing strategies to interact and support the success of minority students. The position is currently a .50FTE appointment. The Chancellor plans to increase the FTE and further expand this role to include responsibility for the coordination of diversity projects identified by the Diversity Committee. See position description in **Appendix B**.

### **6) Which strategies have been most successful in addressing this Challenge? Which have been least successful? Which could be termed "best practices"?**

- The First Year Engagement and First Year Seminar could be termed "best practices" since they bring together first year students in a controlled setting of the classroom to discuss topics that they may not have the opportunity to do otherwise, especially since this is a commuter campus. There are very few opportunities to address students collectively on such issues of tolerance, culture diversity, homophobia, and other sensitive issues when the attendance at the open sessions is voluntary. Using all forms of the First Year Engagement such as FTCAP, "S" designated courses, as well as "stand alone" First Year Seminars are all excellent forums for open discussion.
- The campus Cultural Events Series provides many options for students, faculty, staff, and the public to learn about other cultures and to link an event with the classroom experience. For example, Andes Manta, an Ecuadorian music group, provided Spanish classes with a workshop on the customs and traditions of music and taught students how to make flutes. This was followed up by students attending a concert that night and having an opportunity to join the group and play some instruments.
- Adult student scholarships are promoted to adult students who are economically disadvantaged
- Youth scholarships are made available to attendees of the Kids in College summer program who are economically disadvantaged. Ten per cent of the youth in this program eventually attend the campus and take an average of 3.8 classes. Most of the other participants go on to other colleges or universities.
- The embedded international learning opportunities are gaining increased interest from faculty and students. This past summer, five students accompanied a faculty member to South Korea for a Service Learning opportunity and gained great insight into another culture.
- The campus leadership series and orientation programs incorporate diversity issues also

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

|  | <b>2006-2007<br/># of events</b> | <b>Attendance</b>                             | <b>2007-2008<br/># of<br/>events</b> | <b>Attendance</b>                             | <b>2008-2009<br/># of<br/>events</b> | <b>Attendance</b>                             |
|--|----------------------------------|---|--------------------------------------|---|--------------------------------------|---|
| <b>Cultural Exchange Luncheons</b>               | 5                                | 104 Students<br>59 Fac/Staff                  | 7                                    | 102 Students<br>58 Fac/Staff                  | 6                                    | 96 Students<br>52 Fac/Staff                   |
| <b>Cultural and Performing Arts Performances</b> | 9                                | 232 Students<br>22 Fac/Staff<br>791 Community | 9                                    | 270 Students<br>32 Fac/Staff<br>827 Community | 8                                    | 163 Students<br>26 Fac/Staff<br>867 Community |
| <b>Common Hour Diversity Initiatives</b>         | 5                                | 179 Students<br>17 Fac/Staff                  | 4                                    | 181 Students<br>16 Fac/Staff                  | 10                                   | 255 Students<br>32 Fac/Staff                  |
| <b>Diversity Focus Groups</b>                    | 1                                | 2   | 1                                    | 6   | 1                                    | 5   |
| <b>Club focused Diversity Events</b>             | 8 clubs                          |   | 14 clubs                             |   | 13clubs                              |   |
| <b>TOTALS</b>                                    | <b>28</b>                        | <b>1406</b>                                   | <b>35</b>                            | <b>1492</b>                                   | <b>38</b>                            | <b>1496</b>                                   |

In an effort to develop a shared and inclusive understanding of diversity, the campus increased collaborations with faculty in the area of diversity programming. By offering more diversity programs during the day over common hour there has been a steady increase in the number of students that are attending these events as part of a class collaboration and there has also been an increase in the number of faculty who are participating in these events as well. The participation in Cultural Exchange Luncheons has remained consistent for the most part. In addition, there has been a decline in the number of students attending the Cultural and Performing Art programs in the evenings; however, this could be due to the increase in daytime programs and faculty encouraging their students to attend these events more so than the evening programs.

Examples of events in the categories listed above appear in **Appendix C**.

- Each year the campus hosts an Adult Learner Celebration Week honoring over 100 adult learners each year for their successes. In addition, for the past two years, adult students nominated by campus faculty and staff for their outstanding achievements are honored at the annual SGA Awards Banquet.

## Challenge 2: Creating a Welcoming Campus Climate

### Assessment Questions:

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

- Campus leadership continues to provide financial support to various diversity initiatives. Examples include student International trips and sponsoring the fall kick-off luncheon for the Liaison Committee of the Women's Commission. Campus Leadership also sponsored a table at the Annual Commission dinner inviting students and faculty as guests. Unfortunately, the change to a luncheon event rather than a dinner has made it difficult to get students, faculty, and administrators to attend.
- Campus leadership has proactively identified talented women for visible leadership roles and promotions as appropriate. Identification is accomplished by making appointments to key committees or giving a person an important project assignment. Campus Leadership financially supports the attendance of male and female faculty and staff to attend the annual Chamber of Commerce Silver Ribbon Award Luncheon. The Award is presented to a man or woman for professional accomplishments, volunteer work in the community and mentoring the professional development of women. In May 2008 the campus nominated Maureen Horan, Instructor of Kinesiology and Interim Director of Academic Affairs. Female staff are provided financial support to attend the WE KNOW Conference (Women Encouraging Knowledge, Networking, Organization & Wellness) sponsored by the DuBois Chamber of Commerce. For the past five years the campus has nominated a female staff member to participate in the DuBois Chamber of Commerce Leadership Institute plus this year one female is being sponsored in the Elk County Leadership Council. This involves providing a day each month away from campus and the fee for participation.
- Campus leadership encourages diversity activity through student clubs, all campus events for the community, workforce development initiatives, and free professional development programs for all campus personnel. Examples include:
  - Diversity focused credit courses are offered each semester at the outreach locations
  - The World Cultures Club holds events and activities open to the campus throughout the year
  - Scholarship money for economically disadvantaged children is a priority for all the youth programs offered.
  - Supervisors afford flexibility to staff to attend diversity training and diversity programs
  - The Chancellor still serves as a co-sponsor of the A.C.T. Club
  - Faculty/staff attended the Best Practices in Diversity Strategic Planning Workshop
  - Staff attended conferences and training on Diversity – such as the Diversity Retention and Recruitment conference
  - Student Affairs personnel encourage and support our staff in reaching out to students and providing programs about issues related to LGBT, Race, Ethnicity and Religion

## **2) How does your unit identify climate issues?**

- Campus climate issues are identified by student and faculty/staff surveys, student focus groups or by an individual. The students participated in the 2004 and 2007 University Student Satisfaction Survey. The faculty/staff participated in the University faculty/staff satisfaction survey administered in 2004 at a higher rate than for the 2009 Survey.
- The campus has a very active Liaison Committee to the Penn State Commission for Women. This group brings issues of concern to campus women to the attention of the Chancellor and other appropriate personnel. Climate issues may also be identified through performance management reviews, regularly scheduled staff meetings, coaching sessions and lunch gatherings. Issues also come forward from the Faculty Caucus, a discussion group created by faculty for all full-time, primarily tenured or tenure line faculty. A Staff Caucus was established two years ago for all staff and technical services employees. Issues from this group are brought to the Executive Steering Committee.
- With an EOPC grant, the campus held a Safe to Relate Workshop led by Peter Vogel, Founder/Managing Director of Safe to Relate, a CulturePrep Organization. The workshop was titled "Affirming a Diversity Friendly Campus."

## **3) How does your unit monitor climate?**

All employees are expected to seek understanding and exhibit respect for all people with respect to ethnicity, age, disability, race, gender, sexual orientation or socio-economic status. Individuals who experience any discomfort in the workplace are encouraged to speak with the HR Representative, the campus Ombudsperson or the Chancellor.

## **4) How does your unit respond to climate issues?**

Once an issue is identified, it is discussed at a meeting of the campus leadership. Strategies are identified and appropriate advocates are assigned responsibility to implement strategy and monitor progress. Fortunately, climate issues have been minimal because campus personnel work hard to maintain a welcoming and inclusive environment for all. Andie Graham, one of our students, was one of five University-wide recipients of the 2009 Rock Ethics Institute Stand Up Award for ethical leadership. She spoke out against the proposed pudding wrestling fundraiser planned by the campus ECO club. As one of four women in a class of 28 in the Wildlife Technology Program (students in this program populate the ECO club), she asserted it was not in the best interest of the women in the program. She initially endured taunts and open hostility from some students personally and via long student listserve discussions on the topic. Andie organized meetings with the campus Chancellor for students to express their concerns about the pudding wrestling event. She also presented her views to other women on campus and raised awareness about the topic. Primarily due to her involvement, there was discussion about the event on the student campus listserve and class debates on the topic. She, the Chancellor, faculty, and other students, urged the club to reconsider the fundraiser and they eventually substantially changed the event.

**5) What unit-wide and individualized approaches have you developed to enhance overall climate and individuals' satisfaction with the environment?**

In 2006 the campus held three "Customer Service" workshops specifically for supervisors and administrators. Following the final workshop, a committee was created to develop a campus statement that would reflect our desire to be helpful and respectful to each other and to those who visit the campus. The result is the Penn State DuBois Service Pledge – ROAR and appears in **Appendix D**. A framed copy of the Pledge was given to each faculty and staff member for their offices. Copies also appear on the website and throughout the campus.

- Individualized approaches to enhance the overall campus climate include mentoring, coaching and facilitation of discussions addressing diversity. Annual faculty and staff reviews are utilized as an opportunity to discuss and encourage participation in diversity related activities.

**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"?**

- The "ROAR" Pledge has helped the entire campus, particularly staff, to become more aware of how they treat others and to utilize inclusive approaches when working with coworkers, students and the community. This has been a "best practice" for the campus.
- The professional development workshops held in 2007 and 2008 addressing diversity have been successful with staff attendance of 27 and 32.
- The 20+ student clubs have been important in helping students find a comfort zone for the things they believe in or like to do. Examples include the A.C.T. (All Come Together), the World Cultures Club, the Service Above Self, Christian Student Fellowship, and the Occupational Therapy Club.
- The Diversity Committee effort to focus the campus each semester on a particular culture or region of the world has fallen short. This idea needed a person, not a committee, to own the project and set vision and organization in order for it to be successful.

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

The primary measures of progress are the Faculty/Staff Surveys and the Student Satisfaction Surveys. According to the 2008 Faculty/Staff Survey, 100% of the staff respondents believe the campus focuses on providing better service and genuinely care about the students that are served here. In the area of Diversity, the following were the results.

- Workplace climate is welcoming for employees from underrepresented groups – 85% strongly agree or agree. This is a 3% increase over the 2004 survey.
- The campus actively supports the development of a shared and inclusive understanding of diversity – 85% strongly agree or agree.
- The campus provides visible leadership to foster diversity - 78% , which is a decrease from 2004 at 83%

The 2007 Student Satisfaction Survey was conducted in April 2007. DuBois had 183 respondents, a 27.3% return rate, second highest among campuses. The racial/ethnic breakdown of the students that responded was as follows: 167- white, 1- African American, 3 – Asian, 1 – Hispanic, 1 – Native

American, 5 – Multiracial. Overall, students were very or somewhat satisfied with their formal academic experience (92% of the 98% who responded). The results on those items that were related to diversity were the following.

- 77% of the 98% who responded were very satisfied or somewhat satisfied with the extent to which faculty members included diversity/multicultural/international resources in their classes.
- 77% of the 7% who responded were very satisfied or somewhat satisfied with resources for women students.
- 92% of the 20% who responded were very satisfied or somewhat satisfied with our resources for adult learners.
- 20% of the 3% who responded were very satisfied or somewhat satisfied with our resources for minority students. 40% were neutral and 40% were somewhat or very dissatisfied.

These items, especially item 4, will be evaluated again in the 2010 Student Satisfaction Survey.

The campus has seen an increase in the number of students self-identifying that have a disabilities. The campus will monitor the graduation rates of these students in the next review cycle.

|                            | 2007-2008  | 2008-2009   | 2009-2010  |
|----------------------------|--|---|--|
| Students with Disabilities | <ul style="list-style-type: none"> <li>• 27 Accepted/Approved Cases</li> <li>• 43 Students Referred</li> </ul> | <ul style="list-style-type: none"> <li>• 33 Accepted/Approved Cases</li> <li>• 48 Student Referred</li> </ul> | <ul style="list-style-type: none"> <li>• 36 Accepted/Approved Cases</li> <li>• 59 Students Referred</li> </ul> |

Research suggests that there is a causal relationship between climate and performance. Over the past several years, Penn State DuBois Continuing Education has been one of the top performing CE units in the state, having exceeded goals in credit and professional development programming. Therefore, these results in large part can be attributed to a strong climate within the CE unit.

## *REPRESENTATION (ACCESS AND SUCCESS)*

### **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.**

- Over the past four years the campus has established a close working relationship with the Pittsburgh Recruitment Center (PRC) and has hosted two PRC campus visits with students from the Pittsburgh area. The most recent visit was this fall on October 19, 2009. A key question from students during each visit concerns available housing. Due to this concern, administrators continue to host meetings with area landlords with student clients and also include real estate agents. With approximately 140 students living in area housing, this relationship is critical especially if the campus is fortunate enough to recruit racially and ethnically diverse students.
- As referenced earlier, the campus has a World Cultures Club devoted to promoting understanding among cultures, as well as an All Come Together (ACT) club, devoted to examining and promoting minority issues.
- The campus received two NSF sponsored grants (Spring 2009) through the College of Engineering for support and retention of STEM students in Math and Engineering. These are three year initiatives. The underrepresented groups targeted are women, minorities, and first generation university students.
- The student population served in the Continuing Education Unit's 105 hour non-credit Telecommunications program that is offered periodically at the Quehanna Boot Camp is perhaps the most culturally diverse audience at Penn State DuBois. The students typically represent a unique demographic: 7% non-Hispanic/Caucasian, 30% Hispanic/Latin Origin, 60 % African American, and 3% Dual Ethnicity; with regard to economic standing, 45% of the student population at Quehanna can be considered economically disadvantaged. The CE unit along with campus Career Services assists these students with job placement. It is hoped that one day they will consider furthering their education at Penn State.
- A number of targeted recruitment efforts are hosted at the Outreach Centers (St. Marys and Clearfield) annually; included in those initiatives; the campus seeks to attract students within the service area and beyond who are from underrepresented groups. A deliberate and holistic approach to recruitment is taken in this regard.
- Adult student scholarships are promoted to adult students who are economically disadvantaged
- North Central Youth Council grant: recruitment of underrepresented groups in technology
- Summer Bridge program grant: recruitment of underrepresented groups in Engineering

- Hosted focus groups with students of color and adult learner students.
- Hosted out of area group meetings to allow students not from this area living in off campus housing to meet up with others that live in off campus housing. Because the majority of the campus's diverse students come from out of the area this program helps them match up with other students, etc.

**2) Describe specific initiatives your unit may have that are intended to reduce inter-group disparities in enrollment, retention, and graduation rates.**

- The lack of University student housing makes it very difficult to attract students of color and international students. In spite of that, the campus is attempting two initiatives. First, we are working more closely with the Pittsburgh Recruitment Center. Second, the campus Advisory Board continues to support student housing and have been sharing with potential developers and real estate companies the potential and economic impact for the area of bringing more students to the campus with their help.
- Individuals who have lived in student housing speak of the feeling of community and the lifelong relationships that they established. As a commuter campus, creating that sense of community is a challenge. Currently we are able to accomplish that sense of belonging through athletic programs for the diverse pool of student athletes, both male and female. They tend to live together as well as study and play together. Student clubs also help but do not have the shared living experience.
- If a minority student is from the regional area, the campus has a good chance of retaining the student through graduation. However, since 2004 only four African American students from the area completed a four-year degree at the campus. Most minority students come to the campus with the intention of transitioning to University Park or another campus. This will continue to be a challenge. However, with the increase in athletic programs and in four-year degree options, slight increases may occur. The campus also received approval in June 2008 to appear on the University application for international students. It is also hoped that an increase in graduation rates will occur for this population as well who pursue specific degree programs offered at the campus.

**3) What mechanisms for collaboration has your unit established?**

- Since 2005, The Admissions Office has established Dual Enrollment agreements with seven service area school districts. The Admissions Office also works with the Adult Learners Coordinator in scheduling on-campus Adult Student Recruiting activities and covering off-campus adult recruiting opportunities. The Admissions Office and Continuing Education Office continue to collaborate, as described in the mid-term report, on admissions, the Financial Aid process and collaborate in scheduling events to get the most from marketing dollars.
- The Advising Center, Center for Undergraduate Excellence, and Disabilities Services Office work closely together and with the faculty to meet the needs of a diverse student body including ethnic/racial minorities, LGBT individuals, adult learners, and disabled students. Some disabled students require testing and special accommodations, handled by the Disabilities Services Office in collaboration with the Learning Center and faculty. Academic

Affairs collaborates with Student Affairs in their multi-faceted approach to orientation that starts in the summer and proceeds well into the first semester. The extended orientation includes panels that answer questions not only on academics but also provide a perspective on the campus community and facts about the surrounding local community for any student not aware of local culture and social climate.

- When a student identifies with either Student Affairs or the Advising Center that they are having a hard time here and wish to leave, these two offices communicate with each other to reach out to the student to find out what will make his/her experience a better one. If it means changing a major, resolving roommate issues, getting the student more involved, etc. campus personnel try to make the appropriate connections or changes to help them.
- Student Affairs is in the process of organizing a formal committee that will include disability services, the advising center, health services and a few other areas to discuss students in distress. This committee will serve students with adjustment issues and in many cases students with disabilities. This is currently done informally.
- The submission of training proposals to organizations such as the Seneca Indian Nation (pending) can result in significant increased numbers of underrepresented groups of students.
- The Adult Student Coordinator collaborates with the Office of Enrollment Services, Financial Aid, Student Affairs, as well as the Office of International Student Services in planning and follow-up activities/service coordination.
- Campus representatives participate in the North Central Youth Development System meetings.

**4) Which recruitment and retention initiatives have been most successful? Which have been least successful? Which could be termed “best practices”?**

- In working with superintendents and principals to prepare dual enrollment grant submissions, the campus increased the number of districts participating from four to seven since the mid-term report. The Dual Enrollment program levels the economic playing field for students allowing low income and first generation youngsters an opportunity to pursue higher education. The following summarizes the participation at DuBois in Dual Enrollment.

**Dual Enrollment Students enrolled by semester:**

|             |           |
|-------------|-----------|
| Fall 06: 48 | Sp07: 66  |
| Fall 07: 78 | Sp08: 115 |
| Fall 08: 80 | Sp09: 98  |
| Fall 09: 54 |           |

- While many campuses dropped serving Trade Reimbursement Act and Workforce Investment Act students, Penn State DuBois did not. The process requires a good deal of paperwork and collaboration with the PA CareerLink system. Consequently, the campus has a diverse adult

student population and the current unemployment in this region has resulted in processing more TRA eligible students to the campus.

- By far, the most successful recruitment and retention strategy has been the growth in athletic programs. Coaches are expected to assist and partner with the admissions officers in the recruitment process.
- In recruiting underrepresented students, our best practice is to provide individual attention to all underrepresented students from their first contact with Admissions, FTCAP, and orientation through their involvement in the classroom and extracurricular activities.
- A successful recruitment strategy has been the promotion and continued education of the campus community. This, coupled with robust web presence, has created a culture of awareness, respect, and comprehension—the most formidable of recruitment tools, however, rests within the commitment that that is shared in providing students with a meaningful student experience.
- Youth programs (Kids in College, Art, Science and Technology, Scholastic Challenges, Math Options, Video Game Days, Technology Challenge) all act as recruiting tools for the campus and the university. Young students who are economically disadvantaged or come from families that do not typically value education can become motivated to attend college by participating in these events.

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

- In the Dual Enrollment Program, high school students' grades are monitored each semester to assess student success in the classroom. Students are also tracked to see if they enroll at PSU DuBois upon graduation from high school.

**Applications to Penn State:**

- Fa 06: 28 (16 to DuBois)
  - Sp07: 26 (14 to DuBois)
  - Fa07: 30 (11 to DuBois)
  - Sp08/ Fa08: 45 (20 to DuBois)
  - Sp09: 24 (10 to DuBois)
- To date, the service area demographic borders on 95%+ Caucasian (non-Hispanic). With that being considered, there is a small population of underrepresented adult students (1 African American Female, 1 Hispanic male) who enroll through our Clearfield Outreach Center. As our region diversifies in the years to come, the campus will actively seek the means to attract and retain underrepresented students.
  - The rebirth of athletics at DuBois has had an impact on the success of the campus to attract more minority students.

| <b>Penn State DuBois Athletic Program Demographics</b>   |                              |                                 |  |
|--|------------------------------|---------------------------------|--|
| <b>Academic Year</b>   | <b>No. of Athletes</b>       | <b>No. of Minority Athletes</b> | <b>Percentage of Minority Athletes</b> |
| <b>2006-07</b><br>Cross-Country<br>Women's Volleyball<br>Men's Basketball  | 38<br>Female: 17<br>Male: 21 | 1                               | 2.6%                                   |
| <b>2007-2008</b><br>Cross-Country<br>Women's Volleyball<br>Men's Basketball<br>Women's Basketball                                      | 44<br>Female: 22<br>Male: 22 | 1                               | 2.3%                                   |
| <b>2008-2009</b><br>Cross-Country<br>Women's Volleyball<br>Men's Basketball<br>Women's Basketball                                      | 45<br>Female: 29<br>Male: 16 | 3                               | 6.7%                                   |
| <b>2009-2010</b><br>Cross-Country<br>Women's Volleyball<br>Men's Basketball<br>Women's Basketball<br>Women's Soccer<br>Men's Wrestling | 83<br>Female: 33<br>Male: 50 | 7                               | 8.4%                                   |

- See the attached breakdown of enrollments and graduation by ethnicity in **Appendix E**.

## **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?**

- The campus maintains the practice of naming a Diversity Advocate for each faculty and staff search committee. The Diversity Advocate challenges the Committee to expand the search process to attract more minority and female candidates. Academic Affairs hired its first African American academic adviser in the Advising Center.
- Adhere to the Affirmative Action practices for the University to provide full opportunity for members of underrepresented groups to be considered for employment

### **2) What strategies have been implemented to improve identification and assessment of credentials for purposes of hiring and promotion?**

The charge to each search committee is to examine the entire potential of each candidate, including their capacity and capability to help with the campus' diversity challenges, and not simply rely on the components of the job description.

### **3) What retention strategies have you implemented in your unit to retain and promote the success of faculty and/or staff from underrepresented groups?**

New full-time faculty members are assigned mentors. Retention of new hires is 100% in at least the first two years. Special effort is made to link underrepresented faculty and staff to mentors and others on campus or in the community who will help them feel welcome and part of campus and community life. For example, the African American advisor participated in a leadership program that was established for individuals in the DuBois community who show leadership potential. In this program, she has established contacts with those who are active in community and civic affairs in the DuBois area. Also, opportunities for professional growth are promoted and supported financially by the campus to ensure that all staff members are able to participate as appropriate. Faculty members are provided professional development stipends each year and also receive support for professional development and growth from the DuBois Educational Foundation, the campus advisory board.

### **4) Which recruitment and retention strategies have been most successful? Which have been least successful? Which could be termed "best practices"?**

Diversity advocates are the key to successful faculty and staff searches. Advertising in journals, area newspapers, the Chronicle of Higher Education, Inside Higher Education and publications with wide readership by women and/or minorities has been successful. Recently the campus began advertising on the Pennsylvania Conference on Blacks in Higher Education member listserv.

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

**Recruitment:**

Success is measured by the increase in women and minority faculty or staff and/or promotions.

**Retention:**

Women and/or minority faculty and staff take advantage of professional development opportunities.

Engagement in campus committees and events also provide opportunities for connecting with colleagues.

The following chart summarizes new hires during the 2004-2009 planning cycle and all current faculty members including the new hires. While 22% of the current campus faculty members are from different cultures, the campus will continue to work towards increasing this percentage.

**Summary Information for New Faculty Hires 2004-2009**

| Summary:    |           |          |        |        |          |        |
|-------------|-----------|----------|--------|--------|----------|--------|
| Tally       | Caucasian | Hispanic | Indian | Kenyan | Canadian | Totals |
| Female      | 8         | 1        | 0      | 1      | 0        | 10     |
| Male        | 8         | 0        | 3      | 0      | 1        | 12     |
| Totals      | 16        | 1        | 3      | 1      | 1        | 22     |
| Percentages |           |          |        |        |          |        |
|             | Caucasian | Hispanic | Indian | Kenyan | Canadian | Totals |
| Female      | 36.36     | 4.55     | 0.00   | 4.55   | 0.00     | 45.45  |
| Male        | 36.36     | 0.00     | 13.64  | 0.00   | 4.55     | 54.55  |
| Totals      | 72.73     | 4.55     | 13.64  | 4.55   | 4.55     | 100.00 |

**Summary for All Full Time Faculty in their Current Appointments**

| Summary     |            |         |           |         |          |        |        |        |        |
|-------------|------------|---------|-----------|---------|----------|--------|--------|--------|--------|
| Tally       | Bangladesh | British | Caucasian | Chinese | Hispanic | Indian | Kenyan | Korean | Totals |
| Female      | 0          | 0       | 21        | 1       | 1        | 0      | 0      | 0      | 23     |
| Male        | 1          | 2       | 16        | 0       | 1        | 3      | 1      | 1      | 25     |
| Totals      | 1          | 2       | 37        | 1       | 2        | 3      | 1      | 1      | 48     |
| Percentages |            |         |           |         |          |        |        |        |        |
|             | Bangladesh | British | Caucasian | Chinese | Hispanic | Indian | Kenyan | Korean | Totals |
| Female      | 0.00       | 0.00    | 43.75     | 2.08    | 2.08     | 0.00   | 0.00   | 0.00   | 47.92  |
| Male        | 2.08       | 4.17    | 33.33     | 0.00    | 2.08     | 6.25   | 2.08   | 2.08   | 52.08  |
| Totals      | 2.08       | 2.00    | 77.08     | 2.08    | 4.17     | 6.25   | 2.08   | 2.08   | 100.00 |

## ***EDUCATION AND SCHOLARSHIP***

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

Assessment Questions:

For Colleges:

#### **1) What initiatives has your college taken in supporting multicultural curriculum efforts?**

The campus maintains a rich suite of diversity courses, including both “IL” and “US” courses, which encompasses virtually all of the general education areas and majors offered at the campus (see **Appendix F**, for a complete list).

The Gerontology Minor was implemented in 2004. Six students have graduated with the minor (see **Appendix G** for student names). Since students typically do not declare a minor until close to graduation, it is difficult to assess the number of students in the minor.

The campus has offered a minor in Women’s Studies since 2000, offering three to four Women’s Studies courses each semester, including WMNST 003, 005, 137, 194, 301, 412, 420, 424, 455, 462, and 490, among others. Since many students pursuing the minor leave this campus to finish their degrees at University Park, Behrend, or Altoona, an exact figure for the number of students in the minor isn’t available. However, the number of students who have graduated from the DuBois campus with the Women’s Studies Minor is eight.

Continuing Education offered Japanese, Origami and Games as a Kids in College course during the summer. In addition, CE offered a non-credit program involving learning vacations for adults. The vacations were to take place in a variety of countries and the intent was for the students to learn about the existing and former cultures in countries like Greece, Costa Rica, Spain, Italy and Egypt.

Many faculty incorporate multicultural projects and material into their courses at Penn State DuBois. A sampling follows.

#### **BIOLOGICAL SCIENCE**

In Bisci 003 (Environmental Science), two of the six major case studies in the course specifically focus on international/global issues. Each of the environmental problems discussed is explored on a local (i.e., PA or US) level and global level. These include climate change, water quality, air pollution, pesticide use, etc. The course includes a discussion of the relationship between poverty, the status of women, reproductive freedom, and the environment.

#### **COMPARATIVE LITERATURE**

In Comparative Literature 108 (Myths and Mythologies), students study stories from tribal cultures and write mythic interpretations; study Eastern religions, such as Hinduism, Buddhism, Taoism, and Zen; and learn about the major Western religions (Judaism, Christianity, and Islam).

## **ENGLISH/WOMEN'S STUDIES**

Students in English 135, 139, and 194 complete campus-wide diversity projects as part of the course; for example, students in English 139 presented a reading of African-American writers during Black History Month. English 194 students presented a reading of banned books by women during the American Library Association's Banned Books Week in September 2006. English/Women's Studies 490 students presented information about women in Victorian England, and students in Women's Studies 301 present feminist theory projects during Women's History Month in March.

In Women's Studies 137 (Women and Religion), students learn about the role of women throughout the entire history of the Judaic-Christian culture and compare and contrast those roles with those of women in Islam and also in major Eastern religions.

Students in Women's Studies 003 (Women in the Arts and Humanities) complete a number of projects: (1) Women in Literature, (2) Women in Art, and (3) My Gendered World (students look at gender relationships from different perspectives). At the end of each project, students present their projects to the campus community.

In Women's Studies 420 (Women in Developing Countries), students learn about the role of women in Africa, Asia, and Latin America through readings, videos, and discussions. In addition, students participate in a semester long project which finishes with an Online Conference on "Women in Developing Countries" which is open to the campus and the community.

Creative writing courses (English 050) include a diverse range of authors: minority, women, etc., and creative writing faculty bring in authors for campus readings, the majority of whom are minority and/or women writers. In the fall 2006, English 050 students attended a reading/performance by the performance poet E-baby and completed a related written assignment.

English 202D students are required to attend campus events, most of which are diversity-related, and write evaluative memos. English 419 (Advanced Business Writing) students study Affirmative Action through class discussion of readings, and writing a position paper; many students also pursue discrimination topics for their formal reports and presentations, researching such topics as workplace discrimination against people of color, obese people, gays and lesbians, single parents, Muslims, and others.

## **HUMAN DEVELOPMENT AND FAMILY STUDIES**

A service-learning project for HDFS 249 students is designed to have students commit themselves to at least 12 hours of service to a community agency that is related to the elderly population.

In HDFS 497, students write a paper with a comparative focus on death and dying in a cross-cultural perspective; students choose a topic such as mourning rituals or funeral practices in two different cultures.

Students in HDFS 315 read articles on African-American, Latino, Asian, and gay/lesbian families and discuss the diversity of family forms.

In such courses as HDFS 249, 315, and 447, students also explore differences between the United States and Asian society regarding social policy toward the aged. In particular, the norm of “filial obligation” practiced largely in Asia has been a great interest to many students who usually ask why the United States has not been able to subscribe to such norm.

Students in HDFS 301 engage in role playing, read and discuss case studies, and watch films on cultural issues in counseling in an effort to develop multicultural competence and acquire multicultural counseling skills.

## OCCUPATIONAL THERAPY

OT faculty members incorporate diversity activities throughout all four academic semesters. In the first year, besides talking about issues of diversity, students are required to choose and attend events that expose them to new diverse populations and write a reflection paper. Some examples include attending religious services different from their own, volunteering at a homeless shelter or soup kitchen, or attending a different cultural event. Also, in that first year, students are required to complete observations/job shadowing where they are exposed to the different disability populations/ages that community OTs will have experiences with.

In the second year, the students are required to assume a disability for a day and complete a typical 24-hour experience which must involve at least some time in the community; the limitations can be mental or motor. Case studies used in 200-level courses reflect diverse populations and settings. In the last 4 months of the program, full-time fieldwork is completed in hospitals, nursing homes, various school settings, home health, rehab centers, etc. where the students are exposed to a diverse population.

In OT 103 (Activity Analysis: Occupational Performance Across the Lifespan) students responded in writing to a guest lecture on the vastness of diversity in this culture, examining how they may have changed their understanding of diversity, and how this will affect them as occupational therapists. Students also read a biography/autobiography on an individual who has experienced a major life change (usually, a physical or mental disability) and how this life change affects them (i.e., whether their culture accepts or rejects them, whether they have access to necessary treatment and medications, etc.). In addition, students complete developmental observations of individuals from children through older adults. They analyze how the person's occupations change as they age, the support they may or may not get from society at various ages, and so on.

Students in OT 107 (Activity Analysis: Assistive Technologies and Methods of Adaptation) "role play" a person with a disability on their own time (a total of 3 hours both in their homes and on a community outing). The students write a reflection paper on their feelings of "living" with a disability, how they were viewed by others in their homes and in the community, and what they learned about what it must be like to have to live with a disability. Students complete an interview with an individual who uses some sort of adaptive equipment (i.e., wheelchair, adaptive dressing aids, etc.) on a daily basis. They gain insight as to what obstacles the person encounters, how the person overcomes the obstacles, how easy or difficult it is to use adaptive equipment in society, etc. In addition, students complete an ADA (Americans with Disabilities Act) assessment of a public place. They determine if the facility is accessible to individuals with both mental and/or physical disabilities and make recommendations regarding changes. Students enrolled in the honors option contact OTs in another country and find out how disabilities, health care, aging issues, and so on, are dealt with in other countries compared to the US.

When the OTA program celebrated its 10-year anniversary, a guest speaker addressed the global impact that OT can have in other countries. She spoke about the needs in African and other countries and how OTs could use their skills to assist these individuals.

### **SPANISH**

In Spanish Basic Language Courses (Spanish 001, 002, and 003), culture modules (focused on different countries at each level) are incorporated into each semester. Students learn about the customs and traditions of different countries and, as an extension to the modules, compare and contrast those customs and traditions with their own.

Spanish 100, 110, and 197 (Topic: Spanish/English Contrasts) students study diversity issues through film, text, and online discussions with native Spanish speakers in other countries, also comparing and contrasting these issues with the United States.

In Spanish 197 (Topic: International Experience), students who have participated in an embedded international trip explore and research different topics while they are abroad. Upon their return, these students create a DVD on their chosen topics and present them at a campus luncheon.

### **WILDLIFE TECHNOLOGY**

In Wildlife 204 (Wildlife Mensuration), students are introduced to real case studies and research outside of wildlife in order to enhance their critical thinking skills. For example, one topic of discussion focused on the complex relationship between diamond mining, healthy life expectancy, AIDS, and civil war in sub-Saharan Africa. Students also discovered (themselves) the many lurking variables that confound the long-held belief that breastfeeding is positively associated with IQ.

Wildlife 208W (Terrestrial Wildlife Management) students discuss Native American influence on North American ecosystems. International examples further illustrate basic concepts in the course; for example, contrasting the relative infertility of the tropical rainforest soil with the ecosystem's diversity.

## **2) What research and teaching in your college has advanced the University's diversity agenda?**

Faculty members remain well involved with International Travel through research and student-focused trips. At least one faculty member a year travels abroad during a sabbatical, and several travel abroad for conference attendance each year. Annually, the Education Abroad Coordinator, who is also the World Cultures Club Advisor, organizes trips to international locations, in the past traveling to Costa Rica, Guatemala, and various regions of Spain. The Honors Program Coordinator has conducted trips to London, England and the Yucatan, Mexico in alternating years, with the last trip in Spring 2006.

In addition to offering over 30 diversity courses each academic year (recently expanded to more than 40 with the increase in the designation of diversity courses), many faculty have research agendas that involve international studies. For example, a Sociology faculty member returned from a year-long sabbatical in Germany where he was conducting research and teaching diversity-related University courses. A Business professor is currently on sabbatical conducting research and teaching in Chile.

An English faculty member has an essay coming out in a book on the Italian-American poet Maria Mazziotti Gillan. Another conducted conference presentations on Grace MacGowan Cooke and Toni

Morrison. A third English faculty member is researching the role of female rabbis in modern Judaism as compared to female ministers/priests in several branches of Christianity; she is primarily conducting interviews since little is available in print. All three of these faculty members constantly research other minority, women, and/or working class authors to incorporate into their classes.

The campus offered ENGL/WMNST 462 (Reading Black, Reading Feminist) for the first time in the spring 2007 semester.

An HDFS faculty member published a paper, "Intergenerational Conflict, Identity Development, and Assimilation of Children of Korean Immigrants" in 2005, and presented a paper, "National Culture and Global Voices: Can Local Diversity Survive in the Face of Globalization?" at an international conference in 2006.

In 2009 a Spanish faculty member held a workshop at an international conference entitled "Podcasting and Blogging in the Language Classroom" which focused on creating and/or incorporating Spanish language podcasts into the curriculum. She also presented a paper entitled "Virtual Environments: Building Community and Collaborations" which focused on encouraging collaboration between Hispanic countries and the United States.

### **3) How is diversity integrated into the curriculum of your college?**

For a small campus of approximately 950 students, the curriculum displays a wide range of diversity-related courses, including Women's Studies; Black American Literature; Religion and Literature; Mythology; Plants, Places, and People; France and the French Speaking World; Biology of Aging; Women, Science, Technology & Engineering; Ibero and Ibero-American Civilization and Culture and Race and Ethnic Relations, among others.

Faculty members provide opportunities for the Student Life Office to take advantage of the visiting scholars program. The University's Humphrey Scholars program is incorporated into Education courses, usually in the spring semester. This campus tradition of inviting Humphrey Scholars to address classes will continue.

Since religion, race, gender, etc. are such sensitive issues, several faculty members teaching diversity-related subject matter establish guidelines for class discussion involving showing respect for the values of others. Standards for classroom behavior are incorporated into faculty syllabi.

### **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"?**

The campus has focused on minors which embrace diversity, particularly Gerontology and Women's Studies. One "best practice" among the co-curricular activities is the campus International Education Week. The program provides a number of short lectures, exhibits, presentation, and information sessions to students to encourage international study and understanding, and complements the multicultural curriculum.

English faculty members agree that "fair representation" is a best practice—incorporating a fair representation of authors who have made a contribution to American and other literatures.

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

The following shows Diversity Courses offered by Academic Year:

| Totals by Year | AY06/07 | AY07/08 | AY08/09 |
|----------------|---------|---------|---------|
|                | 47      | 43      | 64      |

See **Appendix H** for a complete table of courses.

The recent expansion of Intercultural and International diversity courses has enabled an increase in the breadth of student experiences of Campus Liberal Arts Baccalaureate students.

Diversity issues must be addressed within the Occupational Therapy program’s accreditation guidelines. In the future, faculty in OT will have to show the actual lecture/activity/assignment and grading rubric that demonstrates the students’ competency. Cultural diversity is one of 25 areas that students receive written feedback on from their clinical supervisors.

A post-presentation survey in ENGL 419 shows 75% of students are impressed by the diversity information shared in class.

**For Academic Support Units:**

**1) Does your unit contribute to a curriculum that supports the diversity goals of the University? If so, how? What practices have been most successful? Least successful? Which could be termed “best practices”?**

The Embedded Tutor Program in the Center for Undergraduate Education (CUE), the campus learning center. This program replaced the Peer Mentor Program reported at the mid-term. At this time, data are not available for this program.

Hispanic Heritage Month

Each year, from September 15 through October 15, the Penn State DuBois campus holds events on a weekly basis to celebrate Hispanic peoples and culture in the United States. These events include information scavenger hunts, Trivia contests, culture presentations, films, art exhibits, to name a few.

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

Hispanic Heritage Month

The number of participants in the different activities are noted below.

| Event                 | Fall 2006 | Fall 2007 | Fall 2008 |
|-----------------------|-----------|-----------|-----------|
| Scavenger Hut         | 23        | 37        | 58        |
| Trivia Contest        | N/A       | 13        | 38        |
| Art Exhibits          | 67        | 83        | 104       |
| Culture Presentations | 14        | 18        | N/A       |
| Films (2)             | 8         | 10        | 10        |

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

Assessment Questions:

### **1) How are unit leaders actively involved in diversity efforts?**

The response to this question remains the same as that reported on the mid-term. Leaders participate in campus and University Diversity activities/committees. They support campus hiring goals and try to ensure that women and minorities are in the final interview phase of all searches. Leaders are expected to nurture the professional growth of their staff and help them develop to their full potential. Woman and minorities are encouraged to participate in the campus Professional Development series.

### **2) What is the diversity profile of the unit's administrative and executive levels?**

See **Appendix H**.

### **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?**

The response to this question has basically remained the same as reported on the mid-term. The campus advertises positions with high potential to attract women and minorities in newspapers in urban areas (i.e. Pittsburgh, Altoona), specialized newsletters, professional journals and listservs such as the Pennsylvania Black Conference on Higher Education. If women or minorities are not in the initial top list of candidates, a review of the applicant pool occurs and candidates are brought forward as appropriate.

Search committees are expected to have broad campus representation (including faculty searches) and reflect diversity such as race, ethnicity and gender.

The DAA/Academic Program Leader in a faculty search and the Human Resource Representative for staff searches provide expectations regarding candidate skills. The DAA, Academic Program Leader and HR Representative direct each committee to identify a Diversity Advocate. Packets are prepared for candidates that provide information about the Diversity Activities and organizations on the campus and address the campus commitment to Diversity.

The Chancellor also attends presentations by candidates and makes a special effort to meet all candidates, but especially those who are from an underrepresented group.

### **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?**

The size of the campus permits the Chancellor to get to know all full-time faculty and staff. In observing their work on committees or special assignments, talented individuals have been identified. They have been given increased responsibility on committees or in their job to help develop their leadership and management skills. The Chancellor mentors these individuals and asks that campus leadership to also mentor and encourage their staff to prepare for and consider new opportunities. Individuals who convey administrative aspirations to their supervisor are then encouraged and mentored with regard to identification of appropriate skill sets and an educational path to access these skill sets. Finally, the Chancellor remains supportive of individuals who wish to pursue additional higher education and degree completion.

**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"?**

The campus leadership has remained stable for many years; therefore diversifying the leadership has not been possible. However, with the departure of two directors in 2005 the Chancellor restructured the Leadership Team and replaced one director with two females and the other with a male. The two females identified were not initially prepared for the roles of director, but this was seen as an opportunity to not fill the director slot and mentor these women internally to assume new leadership roles. The male was hired as a Director from outside the University system. Therefore, for the DuBois campus, the most successful strategy has been to identify internal talent and mentor and cultivate that talent for leadership roles. Since 2007 additional changes in the leadership team have occurred resulting in a team of three males and four females plus the chancellor, also female and African American.

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

The campus has two measures of success; creating and maintaining a diverse Leadership Team and demonstrating support for women and minorities through promotions and professional development.

## **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?**

The campus 2005-2008 Strategic Plan reflected the importance of diversity for meeting goals and objectives in two ways. First, Goal 3 focused completely on nurturing a community that embraces collaboration, diversity, inclusion, civility and mutual respect. Secondly, throughout the Strategic Plan, there were threads regarding the importance of diversity in every aspect of the campus from student recruitment and retention, faculty and staff hiring, curriculum development to outreach and budget. Basically, it reflected the campus' desire to be a welcoming environment for all.

The 2009-2013 Strategic Plan is organized around themes. The primary theme addressing diversity is Access. It is defined in the plan in the following manner: *Access: Fostering Diversity; providing opportunity for low income, first generation students; adult learners, high school, international and out of state students.* Additional goals addressing diversity appear in the other theme areas which are Operational Excellence, Quality and Reputation, Growth and Transformation. Lastly, an entire set of goals addressing diversity, internationalization and globalization appear in Appendix B of the Strategic Plan and serve as the foundation of the campus' 2010 – 2015 Framework to Foster Diversity.

#### **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?**

The Enrollment Management Team and Marketing Team have worked well together in defining strategies that attract a more diverse student population to the campus.

The campus Human Resources representative continues to ensure that the composition of all search committees is diverse and that every Diversity Advocate understands their specific role on the committee.

The Chancellor is apprised of all final selections for all searches and continues to provide additional resources for advertising to and interviewing a broader audience, if necessary.

The Diversity Committee will continue to serve in a planning and assessment role for campus diversity initiatives.

The Coordinator for Multicultural and International Student Services was appointed in 2008 as a part-time position and will be made a full-time position in 2010 with more responsibility for coordinating and assessing effectiveness of diversity events/programs and providing training for campus groups as necessary.

Diversity Advocates are involved in all Academic Affairs searches.

**3) What budget and development approaches have been implemented by your unit to ensure financial stability of diversity priorities?**

The campus budget continues to provide support to each campus unit and includes funding for diversity initiatives. The budget also provides support for staff development, an important component to professional growth and opportunity. Development efforts have focused primarily on scholarships, which can be used to attract diverse students, and faculty development support necessary to attract and retain a diverse faculty. However, since 2006 a number of Development activities have focused on raising funds to support the increased cost associated with the growth in athletics. In 2006 there were 38 athletes, while in 2009 there are 83.

**4) Describe the systems of accountability and reward that support the achievement of diversity goals.**

Involvement in diversity activities is an expectation and is part of the review process for all full-time faculty and staff annually. The Janette M. Burns Award is given each year to a campus faculty, staff, student, or organization that has encouraged, supported, or mentored women and thus enhanced the climate for women at Penn State DuBois.

**5) What partnerships, with internal or external units and/or constituencies, have you created to advance the University's diversity goals?**

The Student Activities office works with certain artist agencies that specifically represent artists who provide diversity education/entertainment. In addition, Student Activities personnel work with all of the Penn State locations as part of the block booking initiative to provide diversity and cultural programming at all the campuses. Finally, Student Activities specifically utilizes many of the diversity resources that are available at University Park, bringing faculty and staff from University Park to DuBois. Groups of campus students have also traveled to University Park for events happening there. The campus will continue to invite Humphrey Scholars to address classes and community each spring. The relationship with the Penn State Pittsburgh Recruitment Center has been very positive and provides the campus an opportunity to attract from a diverse pool of students.

The campus also established a close relationship with the DuBois Rotary Club. This has resulted in financial support for the past two years to send students to Louisiana and the Gulf region to help Katrina victims and the establishment of the student club Service Above Self.

**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"?**

The most successful strategies have been the establishment of the Enrollment Management Team and the Marketing Team. They work hand in hand in developing appropriate messages and targeting specific populations, such as the adult learner, to the campus. They work together to ensure that the website provides a welcoming image for the campus.

The campus Professional Development Program for faculty and staff has also had a positive impact and is considered a "best practice." See **Appendix I**.

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

An increase in the number of students, faculty and staff from diverse backgrounds is one measure of success. The campus has seen a growth in the number and diversity of minority students (**see Appendix E**). There is still much to accomplish relative to faculty as indicated in the Faculty Appointments chart on page 17. The campus has 23% of its faculty members from eight different countries or ethnic backgrounds, but no African Americans. The staff is less diverse and has not made progress in this area.

The leveraging of resources to provide more campus sponsored cultural events demonstrates progress. Increased numbers of faculty and staff are contributing through their participation in more diversity events, thus allowing the campus to maximize its human resources. The block booking initiative has also helped provide talent and programs that the campus could not otherwise afford.

## Appendix A: Reading List for First Year Seminar Students

|  |   |
|--|---|
| African American                                       | Black Like Me   |
| African American                                       | Dreams From My Father: A Story of Race and Inheritance                            |
| African American                                       | There are no Children Here  |
| Biracial   | Mixed   |
| Biracial   | Secret Daughter: A Mixed-Race Daughter and the Mother Who Gave Her Away           |
| Chinese  | Colors of the Mountain  |
| Chinese  | Snow Falling in Spring: Coming of Age in China During the Cultural Revolution     |
| Egyptian   | The Ancient Egyptian Culture Revealed   |
| European History                                       | Lenin, Stalin, and Hitler   |
| German American  | America's Ethnic Heritage   |
| Haitian  | Brother, I'm Dying  |
| Heritage   | Interpreting Our Heritage   |
| Heritage   | They Came to America: Finding Your Immigrant Ancestors                            |
| Hispanic American                                      | American Chica  |
| Iraqi  | Imperial Life in the Emerald City   |
| Irish-American   | Making the Irish American: History and Heritage of the Irish in the United States |
| Islamic  | Reading Lolita in Tehran  |
| Italian  | The Fortunate Pilgrim   |
| Jewish   | I Have Lived a Thousand Years: Growing up in the Holocaust                        |
| Jewish   | Survivors: True Stories of Children in the Holocaust                              |
| Kenyan   | Unbowed   |
| Mexican American                                       | Mongrels, Bastards, Orphans, and Vagabonds  |
| Native American  | Lewis and Clark Through Indian Eyes   |
| Native American  | Trail of Tears: The Rise and Fall of the Cherokee Nation                          |
| Native American  | Wisdom of the Native Americans  |
| Pakistan   | Three Cups of Tea: One Man's Mission to Promote Peace . . . One School at a Time  |
| Russian  | Gulag   |
| Slavery  | Forbidden Fruit: Love Stories from the Underground Railroad                       |
| Vietnamese   | The Gangster We Are All Looking For   |
| White – Growing up in a Black City/ Catholic           | Made in Detroit   |
| White – Growing up in Black/Puerto Rican Neighborhoods | Honky   |

## Appendix B: Job Description

Job Title: International and Multicultural Student Services Coordinator  
Department: Admissions and Student Affairs

### Job Description/Purpose statement

Enhance the academic success and personal development of all Penn State DuBois students, focusing specifically on the unique needs of international and multicultural students. Develop and coordinate programs, services and events that support and encourage the academic success of these students and promote their involvement in campus life and the surrounding community and build a strong sense of community on campus<sup>1</sup>.

### Summary of Essential Job Functions<sup>2</sup>

- Act as liaison with the office of International Student Services (ISS) at University Park and serve as on-site international student adviser.
- Provide training, or arrange participation in ISS-conducted training, for other staff who will have a direct impact on services and programs for internationals, such as those in residence life, health center, student activities, and academic support services.
- Develop and coordinate programs and events that promote understanding and inclusiveness of different cultures and experiences.
- Coordinate, promote and assess programs established by the campus Diversity Committee.
- Provide special greeting/meeting services and temporary accommodations for international students who may not arrive at the optimum time.
- Provide special orientation on matters unique to international students with the assistance of ISS staff.
- Hold available housing for all internationals offered admission unless they have specifically rejected the offer and ensure that all multicultural students from outside of the area, have suitable housing as close to campus as possible..
- Provide or arrange affordable housing over holiday and semester breaks.
- Be prepared to provide ESL assistance if necessary.
- Research local possibilities for “support groups” such as nationality populations at neighboring universities or immigrant communities.
- Become generally familiar with, and reinforce locally, legal requirements unique to international students, especially as they relate to:
  - 1.unauthorized employment, 2. full-time attendance, and 3. health insurance.
- Exercise due caution regarding commitments or representations made by staff and faculty, such as admitting internationals for programs that are inherently not intended to be full time, or promising to assist with obtaining resident tuition.

## **APPENDIX C: Diversity Event Examples**

### **Cultural Exchange Luncheon Examples:**

#### **2006-2007**

- Australia
- Russia
- Chile
- Guatemala
- Mexico

#### **2007-2008**

- Alaska
- Mayan
- Venezuela
- Kenya
- Costa Rica
- Biloxi, Mississippi
- China

#### **2008-2009**

- Alaska
- Hungary, Poland, Slovakia
- South Africa
- Belgium
- Japan
- Spain

### **Cultural and Performing Arts Performances Examples:**

#### **2006-2007**

- Kelly Bell Band – Blues
- Dominic Guadibus – Australian and World Beat music
- E-baby – Diversity speaker
- World War II program
- LeCount Holmes – portrayal of Frederick Douglass – African American Historical Figure
- Harry O'Donoghue – Irish Music
- Traces – European music

#### **2007-2008**

- Fast Horse – Lakota Native Americans workshop
- Ornamental Nuance – taste of different types of music
- Fort Pastor – Australian Music
- Soufège – Music and discussion of racism
- Kenya King – Lena's Horn to Hollywood – Civil Rights Movement/History
- Khafif – Africa, Central Asia and Middle East step/dance and history
- Latin Dance – taught Latin Dance
- Danza La Folklorica – Central and South American dances and music
- LGBT Program

#### **2008-2009**

- Barynya – Russian music/dance
- Colonial Christmas
- Piscataway Indian Nation – Native American history, music, traditions

- Tai Yim's Lion Dance – Chinese New Year history, traditions
- Taikoza – Japanese drums and culture
- Zili - African Diaspora/Music
- Los Llaneros – Central South America history/music
- Meredith LeVande – women's history month speaker

### **Common Hour Diversity Initiatives Examples:**

#### **2006-2007**

- Leadership with Diversity Workshop
- Music around the world
- MLK Celebration
- St Patrick's Day music
- Leadership Presentation – Diversity and Stereotypes

#### **2007-2008**

- Danza La Folklorica – Central and South American dances and music
- Latin Dance workshop
- Straight Talk – LGBT discussion on stereotypes, personal stories, and questions
- King's Dream – MLK multimedia presentation

#### **2008-2009**

- Daryl Davis – KKK Klan Destine Relationship – African American who was member of KKK
- Greg Baird – LGBT Speaker
- Los Laneros – Central South American workshop
- Matt Glowacki – Diversity speaker/Disabilities
- Meredith LeVande –Women's Issues
- Multicultural Gameshow – game show on diversity topics
- Shindana Cooper – story of MLK
- St Patrick's Day Music
- Black History Month Trivia Event
- Diversity Poster Contest

## APPENDIX D: Penn State DuBois Service Pledge

Penn State  
**DuBois**  
A CAMPUS OF THE PENNSYLVANIA STATE UNIVERSITY

*We Pledge to:*

- **R**emain Respectful and courteous at all times
- **O**vercome Barriers...listen carefully to the needs of those we serve, both individually and collectively
- **A**ct in a timely and caring manner
- **R**elay accurate information through effective communication

*We share this pledge and commitment to always provide outstanding service.*



| Official Fall enrollments by ethnicity | Fall 2004  | Fall 2005  | Fall 2006  | Fall 2007  | Fall 2008  | Fall 2009  |
|--|------------|------------|------------|------------|------------|------------|
| AM INDN OR ALSKN NTV                   | 3          | 2          | 0          | 1          | 1          | 3          |
| ASIAN AM/PACIFIC ISL                   | 5          | 5          | 4          | 8          | 5          | 4          |
| BLCK AM(NOT HISPNIC)                   | 9          | 7          | 7          | 6          | 5          | 9          |
| FRN(ON STD/TMP VISA)                   | 1          | 0          | 1          | 0          | 1          | 2          |
| HSPANIC AM OR PT RCN                   | 2          | 2          | 4          | 4          | 8          | 16         |
| HAWAIIN                                | 0          | 0          | 0          | 0          | 0          | 1          |
| TWO OR MORE RACES                      | N/A        | N/A        | N/A        | N/A        | N/A        | 9          |
| <b>SUBTOTAL</b>                        | <b>20</b>  | <b>16</b>  | <b>16</b>  | <b>19</b>  | <b>20</b>  | <b>45</b>  |
| WHT AM NT PT RCN                       | 769        | 727        | 766        | 836        | 899        | 849        |
| UNKNOWN                                | 59         | 61         | 29         | 42         | 44         | 45         |
| <b>Total Number</b>                    | <b>848</b> | <b>804</b> | <b>811</b> | <b>897</b> | <b>963</b> | <b>938</b> |

#### Graduates by Ethnicity

| Graduates by Academic Year (And Ethnicity) | 2004/2005  | 2005/2006  | 2006/2007  | 2007/2008  | 2008/2009  | Fall 2009 |
|--|------------|------------|------------|------------|------------|-----------|
| AM INDN OR ALSKN NTV                       | 1          | 2          | 0          | 0          | 1          | 1         |
| ASIAN AM/PACIFIC ISL                       | 0          | 2          | 0          | 0          | 0          | 0         |
| BLCK AM(NOT HISPNIC)                       | 3          | 0          | 0          | 1          | 0          | 1         |
| FRN(ON STD/TMP VISA)                       | 1          | 0          | 1          | 0          | 0          | 0         |
| HSPANIC AM OR PT RCN                       | 0          | 0          | 1          | 0          | 0          | 0         |
| TWOR OR MORE RACES                         | N/A        | N/A        | N/A        | N/A        | 1          | 0         |
| Official Fall Count (By Ethnicity)         | <b>5</b>   | <b>4</b>   | <b>2</b>   | <b>1</b>   | <b>2</b>   | <b>2</b>  |
| WHT AM NT PT RCN                           | 139        | 114        | 137        | 137        | 163        | 36        |
| UNKNOWN                                    | 3          | 5          | 8          | 2          | 5          | 2         |
| <b>Total Number</b>                        | <b>147</b> | <b>123</b> | <b>147</b> | <b>140</b> | <b>170</b> | <b>40</b> |

### Appendix E: Penn State DuBois Breakdown of Enrollments and Graduation by Ethnicity

## APPENDIX F: Diversity Course Sections

| <b>*Diversity Course Sections offered at Penn State DuBois</b>                                  |             |             |             |             |             |             |             |             |             |              |
|---|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|
| <b>Fall 2006 through Summer 2009</b>  |             |             |             |             |             |             |             |             |             |              |
| <b>*excludes honors sections or writing sections that were "stacked" with a regular section</b> |             |             |             |             |             |             |             |             |             |              |
| <b>Course</b>   | <b>FA06</b> | <b>SP07</b> | <b>SU07</b> | <b>FA07</b> | <b>SP08</b> | <b>SU08</b> | <b>FA08</b> | <b>SP09</b> | <b>SU09</b> | <b>Total</b> |
| ANTH 001  | 1           |             |             | 1           | 1           |             |             | 1           |             | 4            |
| ANTH 011  |             |             |             | 1           |             |             | 1           |             |             | 2            |
| ANTH 146  |             |             |             |             |             |             | 1           | 1           |             | 2            |
| ART 199   |             |             |             |             | 1           |             |             | 1           |             | 2            |
| BIOL 020A   |             | 1           |             |             |             |             |             |             |             | 1            |
| CAS 455   | 1           |             |             |             |             |             | 1           |             |             | 2            |
| CEDEV420  |             |             |             |             | 1           |             |             | 1           |             | 2            |
| CMLIT002  | 1           |             |             | 1           |             |             | 1           |             |             | 3            |
| CMLIT002U   |             |             |             |             |             |             | 1           |             |             | 1            |
| CMLIT006  |             |             |             | 1           | 1           |             |             | 1           |             | 3            |
| CMLIT011  |             |             |             |             | 1           | 1           |             | 1           | 1           | 4            |
| CMLIT107  |             |             | 1           |             |             |             |             |             |             | 1            |
| CMLIT108  | 2           |             |             | 2           |             |             | 1           | 1           | 1           | 7            |
| CMLIT141  |             | 1           |             |             |             |             |             |             |             | 1            |
| CMLIT153  |             |             |             |             |             |             | 1           | 1           |             | 2            |
| CMLIT184  |             |             |             |             |             |             |             | 1           |             | 1            |
| EARTH101  |             |             |             |             |             |             |             | 1           |             | 1            |
| EDTHP115  |             |             |             |             | 1           |             |             | 1           |             | 2            |
| EDTHP115S   |             | 1           |             |             |             |             |             | 1           |             | 2            |
| ENGL 139S   |             | 1           |             |             |             |             |             |             |             | 1            |
| ENGL 184  |             |             |             |             |             | 1           |             | 1           |             | 2            |
| ENGL 194  | 1           | 1           |             | 1           |             | 1           | 1           |             |             | 5            |
| ENGL 462  |             | 1           |             |             |             |             |             | 1           |             | 2            |
| FR 139  | 1           | 1           |             |             |             |             |             |             |             | 2            |
| GEOG 020  |             | 1           |             |             | 1           |             |             | 1           |             | 3            |
| GEOSC402Y   |             |             |             |             |             |             |             | 1           |             | 1            |
| GEOSC499  |             |             |             |             |             |             |             | 1           | 1           | 2            |
| HD FS315  | 1           |             | 1           | 1           | 2           |             | 1           |             | 1           | 7            |
| HD FS315Y   | 1           |             |             | 1           | 2           |             | 1           |             | 1           | 6            |
| HIST 001  |             | 1           |             |             | 1           |             |             | 1           |             | 3            |
| HIST 011  | 1           |             |             |             |             |             |             |             |             | 1            |
| HIST 012  |             |             | 1           |             |             | 1           | 1           |             | 1           | 4            |
| HIST 020  | 1           |             |             | 1           |             |             | 1           | 1           | 1           | 5            |
| HIST 021  |             | 1           | 1           |             | 1           |             | 2           | 2           | 1           | 8            |
| HIST 153  |             |             | 1           |             |             | 1           | 1           |             |             | 3            |
| HIST 179  |             |             |             |             |             |             |             | 1           |             | 1            |
| HIST 447  |             |             |             |             | 1           |             |             | 1           |             | 2            |
| HIST 448  |             |             |             |             |             |             | 1           |             |             | 1            |

|                             |           |           |                |           |           |                |           |           |                |            |
|-----------------------------|-----------|-----------|----------------|-----------|-----------|----------------|-----------|-----------|----------------|------------|
| IB 303                      | 1         |           |                | 1         |           |                | 1         |           |                | 3          |
| <b>Appendix B (cont'd.)</b> |           |           |                |           |           |                |           |           |                |            |
| L I R136                    |           |           |                | 1         |           |                |           |           |                | 1          |
| MUSIC007                    |           | 1         | 1              |           | 1         | 1              |           | 1         | 1              | 6          |
| NURS 464                    |           |           |                | 1         |           |                | 1         |           |                | 2          |
| O T 103                     | 1         |           |                | 1         |           |                | 1         |           |                | 3          |
| R SOC420                    |           | 1         |                |           | 1         |                |           | 1         |                | 3          |
| RL ST137                    |           | 1         |                |           |           |                |           |           |                | 1          |
| S T S005                    |           | 1         |                |           |           |                |           |           |                | 1          |
| SOC 119                     |           | 1         |                |           |           |                |           |           |                | 1          |
| SOC 416                     |           | 1         |                |           |           |                |           |           |                | 1          |
| SPAN 083S                   |           |           |                |           |           |                | 1         |           |                | 1          |
| SPAN 099                    |           | 1         |                |           | 1         |                |           |           |                | 2          |
| SPAN 131Y                   |           | 1         | 1              |           |           | 1              |           | 1         | 1              | 5          |
| SPAN 231                    |           |           | 1              |           |           |                |           |           |                | 1          |
| WMNST001                    | 1         |           |                | 1         |           |                | 1         |           |                | 3          |
| WMNST003                    |           | 1         | 1              |           | 1         | 1              |           | 1         | 1              | 6          |
| WMNST005                    |           | 1         |                |           |           |                |           |           |                | 1          |
| WMNST137                    |           | 1         |                |           |           |                |           |           |                | 1          |
| WMNST194                    | 1         |           |                | 1         |           |                | 1         | 1         |                | 4          |
| WMNST420                    |           |           |                |           | 1         |                |           | 1         |                | 2          |
| WMNST455                    | 1         |           |                |           |           |                | 1         |           |                | 2          |
| WMNST462                    |           | 1         |                |           |           |                |           | 1         |                | 2          |
|                             |           |           |                |           |           |                |           |           |                |            |
| <b>Totals</b>               | <b>16</b> | <b>22</b> | <b>9</b>       | <b>16</b> | <b>19</b> | <b>8</b>       | <b>23</b> | <b>30</b> | <b>11</b>      | <b>154</b> |
|                             |           |           |                |           |           |                |           |           |                |            |
| <b>Totals by Year</b>       |           |           | <b>AY06/07</b> |           |           | <b>AY07/08</b> |           |           | <b>AY08/09</b> |            |
|                             |           |           | <b>47</b>      |           |           | <b>43</b>      |           |           | <b>64</b>      |            |
|                             |           |           |                |           |           |                |           |           |                |            |

**APPENDIX G: Gerontology minors (minor established in Fall 2004)**

| <b>Student</b>     | <b>Major</b> | <b>Semester</b> |
|--------------------|--------------|-----------------|
| Tanya Buchanan     | HFSCC        | Fall 2005       |
| Rochelle Ames      | LASCC        | Spring 2006     |
| Jennifer Dickerson | LASCC        | Spring 2006     |
| Annette Shutters   | HFSCC        | Spring 2006     |
| Karin Zimmerman    | HFSCC        | Fall 2006       |
| Lucinda Liddington | HFSCC        | Fall 2008       |

**Women's Studies minors (minor established in Fall 2000)**

| <b>Student</b>      | <b>Major</b> | <b>Semester</b> |
|---------------------|--------------|-----------------|
| Denise Trunzo       | LASCC        | Summer 2002     |
| Amy Buehrer         | HFSCC        | Spring 2004     |
| Jennifer Kohlenberg | LASCC        | Fall 2004       |
| Jessica Jones       | LASCC        | Spring 2005     |
| Gregory Shaffer     | LASCC        | Spring 2005     |
| Amanda Kanouff      | LASCC        | Spring 2006     |
| Kecianne Shick      | LASCC        | Spring 2006     |
| Allison Gromley     | LASCC        | Fall 2007       |
| Jody Kulakowski     | LASCC        | Spring 2008     |

## APPENDIX H: Penn State DuBois Leadership Team Diversity Profile

| Position                                    | Gender | Race/Ethnicity   | Spring 2004 | Fall 2006 | Fall 2009 |
|---|--------|------------------|-------------|-----------|-----------|
| Chancellor                                  | F      | African American | X           | X         | X         |
| Director of Academic Affairs                | M      | Hispanic         | X           | X         |           |
| Director of Academic Affairs                | F      | Caucasian        |             |           | X         |
| Director of IT                              | M      | Caucasian        | X           | X         | X         |
| Director of Continuing Education            | M      | Caucasian        | X           | X         | X         |
| Director of Development                     | M      | Caucasian        |             | X         |           |
| Director of Development                     | F      | Caucasian        |             |           | X         |
| Director of University Relations            | M      | Caucasian        | X           |           |           |
| Director of Student and Enrollment Services | M      | Caucasian        | X           |           |           |
| Assoc. Director of Student Life             | F      | Caucasian        |             | X         | X         |
| Ass't. Director of Admissions               | F      | Caucasian        |             | X         | X         |
| Director of Business Services               | M      | Caucasian        | X           | X         | X         |

## Appendix I: Professional Development Offerings

| <b>Professional Development Workshops 2005-2009</b> |   |              |                |
|---|---|--------------|----------------|
| <b>DATE</b>   | <b>TITLE</b>                                  | <b>STAFF</b> | <b>FACULTY</b> |
| February 8-10, 2005                                 | Microsoft Excel 2003 Level 1                  | 16           | 0              |
| March 8-10, 2005                                    | Microsoft Word 2003 Level 2                   | 15           | 0              |
| March 22-24, 2005                                   | Microsoft Excel 2003 Level 2                  | 19           | 0              |
| April 6-April 15, 2005                              | Microsoft PowerPoint Level 2                  | 14           | 2              |
|   |   |              |                |
| Oct. 17-19, 2005                                    | Microsoft Word 2003 Level 2                   | 8            | 0              |
| Oct. 24-26, 2005                                    | Microsoft Excel 2003 Level 2                  | 10           | 0              |
| Oct. 31 – Nov. 2, 2005                              | Microsoft PowerPoint 2003 Level 2             | 9            | 0              |
| Nov. 7 - Nov. 9, 2005                               | Microsoft Outlook 2003 Level 1 and 2 combined | 11           | 0              |
|   |   |              |                |
| October 19, 2006                                    | A Complaint is a Gift                         | 30           | 6              |
| October 23, 2006                                    | The Fish Philosophy                           | 34           | 6              |
| November 7, 2006                                    | Staying Energized on the Job and Beyond       | 34           | 3              |
| November 13, 2006                                   | Creating Optimism in the Work Place           | 24           | 5              |
|   |   |              |                |
| May 1, 2007   | Guided Tour of Office 2007                    | 11           | 0              |
| May 3, 2007   | Office 2007                                   | 13           | 0              |
| May 9, 2007   | Office 2007                                   | 10           | 0              |
| May 10, 2007  | Office 2007                                   | 9            | 2              |
|   |   |              |                |
| October 29, 2007                                    | Let's All Change                              | 27           | 0              |
| November 5, 2007                                    | Staying Energized                             | 33           | 0              |
| November 12, 2007                                   | It's Not So Simple                            | 23           | 1              |
| December 3, 2007                                    | Dealing with Confrontational Customers        | 28           | 0              |
|   |   |              |                |
| October 13, 2008                                    | Everyday Ethics                               | 30           | 1              |
| November 14, 2008                                   | Global Diversity                              | 32           | 0              |
|   |   |              |                |
| March 9, 2009                                       | Outlook                                       | 17           | 0              |
|   |   |              |                |
| September 15, 2009                                  | Hostility in the Workplace                    | 26           | 2              |
| October 21, 2009                                    | Keeping Your Head Above Water                 | 33           | 1              |
| November 20, 2009                                   | Technology Tips and Tricks                    | 15           | 1              |

