

Penn State Fayette

A Framework to Foster Diversity: 2004-09 – Final Assessment

Fall 2009

This assessment will report Penn State Fayette's contributions to the University's diversity goals as presented in *A Framework to Foster Diversity at Penn State: 2004-09*. This report addresses all seven challenges for diversity, presenting information about processes, programs, and activities that have occurred or are occurring at Penn State Fayette during the 2004-09 diversity strategic planning cycle; clear indications of Penn State Fayette's progress toward achieving our diversity strategic plan, as submitted in 2004; and supplemental information to support our responses to the assessment questions.

Challenge 1: Developing a Shared and Inclusive Understanding of Diversity

Assessment questions

1. *How does Fayette define or describe diversity? How is this understanding demonstrated in areas of emphasis at Fayette?*

The Mission Statement for The Inclusion Group (formerly the Diversity Task Force [DTF]) is as follows: "What Difference Does the Difference Make? It is the mission of the Penn State Fayette, The Eberly Campus, Inclusion Group to foster an environment that embraces the broad and inclusive nature of diversity in all its forms. The Inclusion Group pledges to honor and expand the awareness and understanding of the various cultures, ethnicities, religions, genders, sexual orientations, ages and physical abilities within the campus community, the local community, and the global village. In this age of increasingly interconnected worlds, it is The Inclusion Group's intention to promote and maintain a campus climate that is safe, healthy, and respectful of all people."

The International and Intercultural Programs Office was established in July 2008 with funding from an EOPC grant. Under the auspices of this office, numerous diversity initiatives have been enhanced and expanded. The Cultural Center, established in March 2005 by the Diversity Task Force, now houses flags representing all the heritages of the Penn State Fayette community. In addition to serving as a hub for diversity-related activities, it serves as a gathering place for trainings, receptions, art exhibits, language competitions as well as an area for students, faculty, staff and guests to enjoy quiet reflection. Penn State Fayette is also actively involved in Penn State's Zero Tolerance program (now, Respect Comes Full Circle) and the LGBTQQIA support network. Faculty and staff who are active participants in the programs display stickers on their office doors to identify their area as a safe place for students to discuss sensitive issues. At the curricular level, diversity is addressed in general education courses, First Year Engagement classes, and Honors classes. These classes link their activities to those being offered in the Cultural Center. There is also

an ongoing effort to infuse the broad and inclusive nature of diversity into courses across the curriculum through one-time \$500 incentives for faculty to internationalize specific courses.

2. ***How has Fayette distributed information to students about the University's diversity initiatives?*** Diversity initiative information is distributed to students in a variety of ways. A diversity brochure is distributed to all incoming freshman and transfer students during fall orientation. These brochures is also displayed around campus and available to the entire campus community. Members of The Inclusion Group visit each First Year Engagement class to discuss diversity issues and distribute Inclusion Pledge Cards to all students. The Coordinator of the International and Intercultural Programs Office (IIPO) is responsible for the diversity discussions. The Coordinator and select members of The Inclusion Group created and distribute The Inclusion Pledge cards. The IIPO Coordinator also creates monthly "In-stallments: A series of quips, quotations, questions and comments" placed in lucite holders on the bathroom stall doors. The "In-stallments" are also displayed throughout the campus in the form of table toppers (cf Appendix A). The IIPO Coordinator works closely with the Penn State Fayette campus community and The Office of Global Programs at University Park. The Coordinator also works directly and consistently with Dr. Deborah Gill, Penn State Dubois, Chair of the ISRC (University College Study Abroad Review Committee).. The Penn State Fayette IIPO Coordinator is a member of the this committee. The library and the website (<http://www.fayette.psu/StudentLife/CampusLife/24373.htm>) offer links to Penn State Fayette diversity information and events as well as links to diversity-related websites listed on the Penn State University-wide system. We also communicate with the students through listservs and social networking sites. ***Does Fayette have formal mechanisms in place for discussion of diversity initiatives with students?*** Fayette provides several formal outlets to discuss diversity initiatives with students. The International and Intercultural Programs Office and the office of the Assistant Director of Student Activities work in tandem to share information and resources with the students. Fayette also offers cultural programming each semester and promotes the speaker, event or activity with all faculty, staff, and students through campus listservs. There is also a film series that is linked to the diversity theme established by the Inclusion Group every semester. Finally, Fayette's Inclusion Group meets several times throughout each semester, welcoming student input regarding concerns or experiences. The Inclusion Group is comprised of student, faculty and staff members who work with the Diversified Students' Association (formerly, Minority Students Association), to share the message of diversity in all its forms with the campus and local community.
3. ***How has Fayette distributed information to faculty and staff about the University's diversity initiatives?*** Fayette uses the diversity website (listed previously), campus listservs, and Facebook to distribute information to faculty and staff about diversity initiatives. ***Describe Fayette's formal mechanisms for discussion of diversity initiatives.*** Fayette offers several formal mechanisms for the discussion of diversity initiatives. The website, campus listservs and social networking sites such as Facebook are the most prominent ways in which Fayette disseminates information concerning diversity initiatives.

The Fayette Faculty Colloquium Series, the First Year Engagement courses, the Fayette Film Series, The International and Intercultural Programs Office and Fayette's Inclusion Group all collaborate to engage the campus and local community in diversity initiatives. The International and Intercultural Programs Office and the Inclusion Group link cultural programs with academic courses each semester. For example, the theme for Fall 2008 was France and the Francophone World. The French courses (Fr. 111 and Fr. 139) were directly linked to this theme. The Fayette Film Series was devoted to contemporary French films, there was a performance by Cajun musicians (Grand Bon Rien) sponsored by the Inclusion Group and an art competition for high school students celebrating diversity in the Francophone world and a French language competition for local high school students of French. Creating learning communities around diversity initiatives leads to sustainable awareness of and respect for the broad and inclusive nature of diversity in this increasingly inter-connected world.

4. *What is the role of Fayette's diversity committee?* Fayette's Inclusion Group has adopted the following objectives:
- To encourage, provide and implement a variety of programs focusing on various aspects of diversity.
 - To coordinate ongoing and special events such as Martin Luther King, Jr. Celebration, with particular attention to Black History Month and Women's History Month.
 - To promote the concept of diversity through posters, brochures, buttons and news coverage.
 - To enhance educational and awareness opportunities via course availability, library resources, exhibits and flags representing the heritages of the student, staff and faculty.
 - To assess the campus diversity climate.

What is its composition? The Inclusion Group is comprised of students, staff, and faculty.

5. *What is the role of Fayette's Multicultural coordinator?* The Coordinator of the International and Intercultural Programs Office is responsible for promoting and maintaining a welcoming and inclusive atmosphere for all individuals. Working closely with the faculty, staff, and students, the Coordinator is devoted to creating systemic and systematic change that leads to an understanding and appreciation of the broad and inclusive nature of diversity.
6. *Which strategies have been most successful in addressing this Challenge?* Our most successful strategy has been linking diversity programming with an academic course or courses. The students and faculty in these courses instantly created learning communities together. Other faculty and staff members as well as the local community became interested in these learning communities. This engaged participation galvanized the campus and local communities, leading to increased attendance at cultural programs, a better dialogue between The Inclusion Group and the campus community and, ultimately, enhanced awareness in southwestern Pennsylvania about diversity-related issues. *Which have been least successful?* In 2004-05, we offered several cultural programs which were not directly linked to academic courses. This approach failed miserably at Fayette, leading to poor event

attendance and a negative campus attitude toward diversity events. *Which could be termed “best practices”?* Cultural Center programming that is directly linked to academic courses and the Inclusion Group’s semester themes.

What measures of success have you identified to gauge your progress in this

Challenge? Include data demonstrating outcomes. Participation in the cultural events sponsored by Fayette’s Inclusion Group is one of the most effective measures of success. Poor attendance in past years galvanized us to make changes in order to increase attendance at diversity events. Linking cultural programming to academic courses has led to a dramatic increase in program attendance. Campus-wide collaboration in the delivery of cultural programs is another measure of success for the Fayette campus. Assistance in the form of on-campus and community advertising from the Office of Public Relations and The Digital Commons, logistical assistance from the Campus Maintenance Department and the Office of Admissions and the culinary magic of CRH catering are only a few of the ways in which the campus community has united to make these cultural events such a success. Faculty and staff involvement has also increased as a result of linking the cultural events to academic courses. Finally, local Fayette county involvement in our cultural programming has increased, thereby increasing attendance at these cultural events. We consistently work to engage the community by holding theme-based art contests for area high school students, Penn State Fayette art students, and local independent artists. Each year we have a Martin Luther King, Jr. Day of Celebration, honoring approximately 80 African American students from area middle and high schools for achievement in academics, arts, athletics, and community service. Several health-related community agencies participate in Health Awareness Week, Awareness of Domestic Violence Week, and other health-related events throughout each academic year.

2005-06 AY attendance at cultural events:

- **Piscataway Nation Indian Dancers: 250+ attendees**
- **Casualties of War (Sam Weinreb): 80+ attendees**
- **Casualties of War (Danny Roberts): 80+ attendees**
- **Martin Luther King, Jr. Celebration: 200+ attendees**
- **Health Awareness Week: 200+ attendees**

2006-07 AY attendance at cultural events

- **Glimpses of Asia (Tai Yim’s Kung Fu Lion Dance: 250+ attendees**
- **Glimpses of Asia (Li Xiaoheng, Chinese Artist): 80+ attendees**
- **The African American Experience (African Resurrection: dancer, drums, folklore): 250+ attendees**
- **Martin Luther King, Jr. Celebration: 200+ attendees**

2007-08 AY attendance at cultural events

- **Demystifying the Middle East (Dr. Arthur Goldschmidt, “Understanding the Middle Eastern culture”): 80+ attendees**
- **Demystifying the Middle East (Khafif, song and dance performance): 200+ attendees**
- **Discover Latin America (Azucar, Latin American song and dance performance): 200+ attendees**
- **Martin Luther King, Jr. Celebration: 200+ attendees**

2008-09 AY attendance at cultural events

- **Celebrating Diversity in the Francophone World (Grand Bon Rien): 80+ attendees**
- **Celebrating Diversity in the Francophone World (contemporary French film series): 50+ attendees**
- **Martin Luther King, Jr. Celebration: 200+ attendees**
- **The Environment: Think Globally, Act Locally (Paul Sarver, organic farmer): 60+ attendees**
- **The Environment: Think Globally, Act Locally (speech and poetry recitation on Race, Gender and the Global Environment): 20+ attendees**
- **The Environment: Think Globally, Act Locally (Recycled Percussion “trash rock” performance): 250+ attendees**

Another measure of success in gauging our progress would be the number of faculty and staff involved in delivering our cultural programs. In the past, the cultural program was the sole responsibility of the Assistant to the Director of Student Activities. He coordinated monthly events, wrote contracts, publicized the events, and served as the event manager. However, with the establishment of the IIPO and linking cultural programming to academic courses, there has been a dramatic increase in involvement by faculty and staff. Between 16-20 faculty and staff members have participated in each cultural event from 2005-2009.

As a final measure of success, we examined the community involvement in our cultural programming. Each semester, Penn State Fayette holds an art contest for local high school art students and independent artists. Students attend the cultural programming at no charge. For each art contest, approximately 35 art pieces have been displayed in the Cultural Center. The annual Martin Luther King, Jr. Celebration is always a successful event, recognizing 80+ outstanding African-American middle and high school students. Parents and friends also attend this event each year. Health Awareness Week always attracts at least 4 community agencies and we consistently strive to create more interactions between the Penn State Fayette community and the local Fayette County community.

PENN STATE FAYETTE

UPDATE MATRIX – FALL 2009

A FRAMEWORK TO FOSTER DIVERSITY 2004-2009

CHALLENGE 1

Developing a Shared and Inclusive Understanding of Diversity

STATED ACTIONS from 2004-2009 PLAN	PROGRESS TO DATE –FALL 2009
Creating, developing, and planning Cultural Center	Penn State Fayette opened its Cultural Center in March 2005. The center includes a diversity-related library resource database, a world map covering one entire wall, diversity-related posters, oak display cases, portable walls for art displays, podium displays, flags representing the heritages of the Penn State Fayette community. The Cultural Center offers quiet areas for study and a reception area for diversity-related meetings, gatherings, and events.
Secure funding to enhance and support the work of the Diversity Task Force (DTF).	In 2005-06, SAF, Penn State Fayette’s Advisory Board, individual donors, several PS-FE departmental budgets and SGA all donated funding for the DTF (now, The Inclusion Group). The International and Intercultural Programs Office (IIPO) was established as a result of an EOPC grant in Fall 2008. This office supports The Inclusion Group with soft and hard funding.
Examine the inclusion of Diversity Education in the First Year Engagement courses.	The Coordinator of the IIPO and select members of The Inclusion Group visited each First Year Engagement course in Fall 2009 to discuss the broad and inclusive notion of diversity. Students and faculty also signed The Inclusion Pledge card (cf Appendix A). The Inclusion Group will continue to visit FYE courses in future semesters. This group also continues to explore other academic avenues for discussion of diversity-related issues.
International Travel	Fayette has offered several coordinated trips for students: London (twice), Canada (twice), Iceland (once).

Challenge 2: Creating a Welcoming Campus Climate

Assessment Question

- 1. How does Fayette leadership demonstrate support for diversity?** Penn State Fayette leadership has demonstrated support for diversity through numerous avenues. The International and Intercultural Programs Office, opened in Fall 2008 with the support of the Chancellor's office and an EOPC grant. This office creates, promotes and supports campus-wide and community-wide diversity. Penn State Fayette's Advisory Board, the Chancellor's Office, Student Government, the Student Activity Fee committee, the Penn State Fayette Honors Program, and the offices of Student Affairs, Outreach, the Library and the Office of Academic Affairs have all contributed financial support in one way or another to support the broad and inclusive notion of diversity at Penn State Fayette. Dr. Osagie, the Chancellor, often officially welcomes those who attend diversity events. The Directors of Student Affairs, Academic Affairs, and Outreach often attend the events and encourage their staff members to attend as well. Linking cultural events with academic courses has inspired many faculty members to serve as consultants, assist with planning and attend cultural events. Finally, our Chancellor has mandated that a member of the Inclusion Group be assigned to each hiring committee to ensure that diversity initiatives are addressed during each hiring process.
- 2. How does Penn State Fayette identify climate issues?** The Fayette Campus participated in Penn State's Climate Assessment approximately five years ago. We have spent the last five years responding to concerns raised by the assessment. We also have a faculty member in HDFS and a member of The Inclusion Group who researches our campus climate with regard to diversity issues. The Diversified Students' Association also promotes and support diversity initiatives on campus. Finally, there are members of The Inclusion Group who are also members of the Zero Tolerance for Hate (Respect Comes Full Circle) committee. These members are listed on Fayette's diversity website as contacts for students/faculty/staff with comments and concerns about diversity issues on campus.
- 3. How does Fayette monitor climate?** The Inclusion Group members serve as the campus voice for diversity climate issues. The Inclusion Group works with the entire campus to assure a welcoming and healthy environment for all people. There is also an on-line diversity incident reporting site, which is located on Fayette's diversity webpage. To date, there have been two reports via this online resource; one expressing concern over LGBTQIA issues at the inception of the Diversity Task Force in 2003 and one in Fall 2009 from a person who felt marginalized as a Christian member of Fayette's campus community. The online reporting site is anonymous and prompts each participant to request additional help or action if necessary. The Fall 2009 participant did not request any follow-up action. The Inclusion Group works consistently to create

- and promote a welcoming atmosphere for all people and we are always adjusting our strategies to make sure every person feels welcome.
4. **How does Fayette respond to climate issues?** Penn State Fayette has been consistently working to improve the climate on campus for minority students. Fayette responds immediately and decisively when negative issues become apparent. In addition to ongoing professional training seminars in such areas as communication skills, conflict resolution, race relations, LGBTQQA relations, sexual harrassment, etc., our increasing attention to creating and maintaining an environment respectful of all people has led to a decrease in negative diversity issues on campus.
 5. **What unit-wide and individualized approaches have you developed to enhance overall climate and individual satisfaction with the environment?** Reporting officers of The Inclusion Group respond to individual concerns and offer immediate and appropriate responses. The Inclusion Group provides unit-wide responses to concerns in a variety of ways for each concern.
 6. **What strategies for creating a welcoming campus climate for diversity have been most successful?** Completion of the Cultural Center in March 2005 was the cornerstone accomplishment for creating a welcoming campus climate for all people. The world map covering an entire wall of the Cultural Center, clocks displaying the times in the countries from which our international students hail, flags representing the heritages of all members of our campus community, diversity-related posters, and comfortable seating promote a welcoming and inclusive environment. Student blogs and online reflections, publicity materials asserting the diversity goals of Penn State Fayette and curriculum-based cultural events as well as specific internationalization of the curriculum all address various issues of diversity, creating an atmosphere of mindful dialogue and mutual respect. **Which have been least successful?** It is always our intention to encourage more faculty, staff, and students to participate in cultural events and professional trainings. We continue to work toward creating and maintaining a welcoming environment for all rather than offering an overwhelming number of trainings as a reaction to a negative diversity situation. **Which could be termed “best practices”?** Cultural events and receptions held in the Cultural Center continue to be our “best practice”, as we place attendees in the heart of the welcoming, positive atmosphere.
 7. **What measures of success have you identified to gauge your progress in this Challenge? Include data demonstrating outcomes.** We have significantly increased participation in cultural programming events since 2004. Beginning in 2005-2006 academic year and continuing each year, we offer receptions in the Cultural Center directly after cultural events. The local newspapers have covered many of these events, enhancing our interactions with both the campus and local communities. We have recently undertaken a new initiative with regard to the local high school art competitions. In addition to public awards ceremony for the top three artists before the cultural event,

members of The Inclusion Group bring the celebration directly to the top art students in their classroom.

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13. Creating a Welcoming Campus Climate

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STATED ACTIONS FROM 2004-2009 PLAN	PROGRESS TO DATE – FALL 2009
Completing the Cultural Center	Penn State Fayette opened its new Cultural Center in March 2005. The center includes a diversity-related library resource database, a world map covering one entire wall, clocks displaying the times in the countries of our 8 international students, diversity-related posters, oak display cases, portable walls for art displays, and podium displays. The Cultural Center offers quiet areas for visitors and students. It is also the reception area for diversity-related meetings, gatherings, and events.
Flags of the world on display	Flags representing the heritages of the Penn State Fayette community now hang in the Cultural Center. The IIPO funded this project which was completed in Summer-Fall 2009.
World map	The world map (approximately 10ft. x 12 ft) was placed in the Cultural Center for the grand opening in March 2005. It serves as the backdrop

	for many international events and always sparks interesting conversation.
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Challenge 3: Recruiting and Retaining a Diverse Student Body

Assessment Questions

- 1. Describe specific initiatives Fayette may have that are intended to contribute to recruiting or retaining undergraduate and/or graduate students from underrepresented groups.** Penn State Fayette was designated an International Campus in Spring 2009. We currently have 8 international students on campus. There are 2 Nursing students from India, 3 Chinese students, one Egyptian student whose family lives in Morocco and one student from Bulgaria whose family currently resides in Dubai, the United Arab Emirates. These international students have adapted quickly and deliberately into the Penn State Fayette family, sharing their unique wisdom and experience and celebrating our southwestern Pennsylvania traditions. One Chinese student is an official member of the Penn State Fayette men's basketball team, our Bulgarian student, a soccer enthusiast, has worked directly with the Athletic Department helping to create an intramural soccer league. Several students are members of various student organizations including THON and the Diversified Students' Association. The Penn State Fayette and Fayette County communities have opened their homes and hearts to these students, enhancing the campus and local community relations. Events like the annual Diwali Indian celebration, a Thanksgiving celebration for all of the international students at the home of the Campus Nurse and many other cultural and social gatherings all serve to unite the campus and local communities. The International and Intercultural Programs Office offers informative and entertaining events for the campus and local communities such as a welcome reception in the Cultural Center, an International sampling, and many other cultural events. This office also collaborates with the campus community to coordinate shopping outings, homestays and other visits for these international students. These international students have helped to expand academic, social, and cultural horizons. The Penn State Fayette community experiences a bit of exotic international flair and the international students experience the warmth of Fayette county families and friends. Another of our most effective initiatives remains the Martin Luther King, Jr. Celebration Day. We begin this celebration by recognizing outstanding performance by local middle and high school African-American students in the areas of academics, artistic performance, community service and athletics. Parents and family members of the achieving students are also invited to share in this celebration. This program always culminates with a cultural event reflecting the importance of this holiday. This

celebration serves as a recruitment and retention tool because it reaches the local middle and high school students as well as the Head Start of Fayette County and Young Inspirations. It also enhances the out-of-classroom experience for the Penn State Fayette community. Another annual program that serves as recruitment and retention tool, providing an enhanced out-of-classroom experience is sponsored by the Engineering Department. "GIRRL POWER!", a six-week course for approximately 40 middle school females, takes place each February. Themes for this event change yearly. Professor Dave Meredith won a National Engineers Week award from WEPAN (Women in Engineering ProActive Network) for this program in 2009.

Secondly, the Penn State Fayette athletic department received an Undergraduate Education Retention Fund grant which was used to create and implement a learning skills class for targeted high-risk student athletes, study tables for all Penn State Fayette athletic teams, and an activity course for student athletes to assist with their socialization process. Approximately 25% of Penn State Fayette's student athletes come from underrepresented groups. Additional recruiting and retention activities include the Diversified Students' Association, the Center for Teaching and Learning Excellence, the Intermediate Unit, in conjunction with the Department of Continuing Education provides instruction in basic reading, writing, math and ESL and several campus art and composition contests for local high school students. Increased attention to student performance across the curriculum in the form of Early Progress Reports for any students struggling to make adequate progress (reports submitted at 3rd and 6th weeks of semester) and specific Common Hours devoted to advising, in addition to regular faculty office hours, began in Fall 2009.

- 2. Describe specific initiatives Penn State Fayette may have that are intended to reduce intergroup disparities in enrollment, retention, and graduation rates.**

Fayette incorporates a diversity training breakout session during its fall orientation program. Also, a diversity video is shown to incoming students during FTCAP. Concurrently, members of The Inclusion Group visit each First Year Engagement course to present diversity initiatives and distribute Inclusion Pledge Cards to all students. We also hold "Mix it Up at Lunch" brown bag conversations on controversial topics on Fridays. This event provides an opportunity for students, staff, and faculty to engage in active listening and thoughtful dialogue. We have just begun a Linus Blanket knitting group to provide blankets to area children in need. Finally, Fayette offers a core of diversity-related academic courses each semester that enhance students' abilities to embrace differences and celebrate similarities.
- 3. What mechanisms for collaboration has Penn State Fayette established?**

Collaboration at Penn State Fayette occurs at many different levels. The Campus Management Group (CMG), comprised of the Chancellor and the 1st line administrators meet bi-monthly to maintain communication between the directors

and the chancellor. Secondly, the International and Intercultural Programs Office and members of The Inclusion Group collaborate with many groups on campus including health services, CMG, faculty, Academic Affairs, Student Affairs, SGA, Diversified Students' Association and other student clubs. The Inclusion Group also collaborates with external groups. For instance, The Inclusion Group works closely with local African-American churches and the local chapter of the N.A.A.C.P.. The International and Intercultural Programs Office, coordinated by the Instructor of French, also hosts the annual National French Week celebration the first Monday in November. High school students of French and their teachers come to Penn State Fayette with to participate in several French language competitions. T-shirts and a French lunch are provided for all participants. In addition to celebrating the global importance of the French language, this event showcases the Penn State Fayette campus and offers area French teachers the opportunity to gather and collaborate and share ideas and initiatives. The Digital Commons and the cafeteria staff respectively provide excellent audio-visual assistance and culinary delights, thereby enhancing and expanding campus awareness of the global community. The Athletic Department and the Admissions Department also collaborate to recruit and retain a diverse student body. Exciting student activities such as tailgate parties prior to men's and women's basketball games and send-offs for women's volleyball and cross-country teams as they left for national competitions encourage all students to engage in the campus community. Trips to Pittsburgh museums and cultural events such as a visit to the Heinz History Center's special exhibits on slavery in Pittsburgh during the 19th century and a celebration of Latina Women (Spring 2009) and a holiday visit to the University of Pittsburgh's Cathedral of Learning to see the Nationality Rooms (Fall 2009), both sponsored by the International and Intercultural Programs Office, provide innovative group activities that unite the students as engaged members of this academic and social community.

- 4. Which recruitment and retention initiatives have been most successful?** The program initiative targetting student athletes was very successful. The cohort of male and female student athletes bonded together over the course of the 2005-2006 academic year. Attrition rates for student athletes was 28% in 2004-05. This rate dipped to 16% in 2005-06. **Which have been least successful?** Participation at tailgate parties and other sports-related events was initially low. However, attendance has increased since 2005-06. Students have consistently enjoyed these events and attendance has grown, in part, thanks to word of mouth. **Which would be termed "best practices"?** The 8 international students on campus and the annual Martin Luther King, Jr. Celebration are our most successful recruiting and retention initiatives. Annually, we honor 70-80 African-American students from local middle and high schools. Families and school officials also attend this ceremony and Penn State Fayette receives excellent media coverage of this event.

Although the 8 international students have just arrived, several family members of these students have expressed interest in attending Penn State Fayette.

5. **What measures of success have you identified to gauge your progress in this Challenge? Include data demonstrating outcomes.** Based on enrollment statistics from Fall 2003-2009, our recruitment efforts for a diverse student body have fluctuated. Based on the enrollment numbers, some years have been better than others in attracting minority students. Although a number of factors must be considered, extreme economic difficulties definitely play a role in this fluctuating number of minority students.

PENN STATE FAYETTE

UPDATE MATRIX – FALL 2009

A FRAMEWORK TO FOSTER DIVERSITY

CHALLENGE 3

Recruiting and Retaining a Diverse Student Body

STATED ACTIONS FROM 2004-2009 PLAN	PROGRESS TO DATE – FALL 2009
Four-year eligibility in all sports in PSUAC	Four-year eligibility was achieved in 2004-2005 when the Commonwealth College changed its athletic conference from CCAC to the PSUAC.
Open House for targeted local high	The Athletic Department collaborates with the Admissions Department’s Open Houses for recruitment purposes.

school athletes	
Adding new athletic programs	A new women's basketball coach and a men's golf coach were hired in Spring 2007. A new cross-country coach was hired in Spring 2008??
Creating a more accessible campus	Although an elevator was scheduled to be installed in the Williams Building, that project has been delayed. New automatic doors were installed in the Williams Building, the Eberly Building and the Bio Med Building in Fall 2009. Plans for further accessibility renovations are ongoing.
Create scholarship for underrepresented students.	The silent phase of Penn State University's Capital Campaign began in January 2007. The campus continues to target underrepresented students for scholarship opportunities. Penn State Fayette became an official International Campus in Spring 2009. There are currently 8 international students on campus and Penn State Fayette is making a concerted effort to increase that number each year.

Challenge 4: Recruiting and Retaining a Diverse Workforce

Assessment Questions

- 1. How has Penn State Fayette actively and successfully engaged in locating and recruiting faculty and/or staff from underrepresented groups?** Penn State Fayette conducts national searches for faculty positions. Fayette County, Pennsylvania is the second-poorest county in the Commonwealth of Pennsylvania. It is most certainly a challenge to attract young minority faculty and staff to this area due to the extreme poverty and insular views of the global community. However, despite this challenge, Penn State Fayette has attracted several international and underrepresented faculty and staff members to our campus. As a newly designated International Campus within the Penn State system, Penn State Fayette provides a progressive, engaged foundation for current and new faculty and staff from underrepresented populations.
- 2. What strategies have been implemented to improve identification and assessment of credentials for purposes of hiring and promotion?** Penn State Fayette respects the fact that there are many different kinds of approaches to research and scholarship. For instance, when giving a “charge” to a search committee, it is standard procedure to include a discussion of diverse perspectives on what constitutes scholarship and valuable experience in order to broaden the scope of assessment. Also, a member of The Inclusion Group is included on each search committee to ensure that diverse perspectives are considered when reviewing the pool of candidates.
- 3. What retention strategies have you implemented at Fayette to retain and promote the success of faculty and/or staff from underrepresented groups?** Penn State Fayette offers a peer-mentoring program in which full-time faculty members work with adjunct and new full-time faculty members to help them become acclimated to campus life and assist them in learning more about the campus community. It is also Penn State Fayette’s policy to introduce new full-time faculty to the Advisory Board, allowing the community leaders to meet new faculty members. The cultural events sponsored by The Inclusion Group are always open to the entire campus and local community. These strategies help to create an environment in which all members of the campus community feel welcome and safe. Our chancellor’s ongoing efforts to internationalize Penn State Fayette have resulted in new faculty and staff from underrepresented groups. As he continues to pursue partnerships with overseas universities, we look forward to welcoming more international faculty members to our community. We also encourage Penn State Fayette faculty members to join in these partnerships and teach in international universities.
- 4. Which recruitment and retention strategies have been most successful?** Informal networks have been most successful because they create the sense of

community necessary to support workforce diversity and non-traditional scholars. This inclusive atmosphere counteracts incidents of hostility from students, staff and faculty who are not receptive to diversity. Penn State Fayette is a predominantly white campus. Small, informal networks and The Inclusion Group help strengthen the feeling of safety among our diverse faculty and students. These networks collaborate to direct faculty, staff, and students to outside agencies when appropriate. For example, anyone seeking counseling for gender identity issues would be directed to an appropriate counselor. **Which have been least successful?** National searches for non-faculty positions simply because we don't do them. **Which would be termed "best practices"?** Providing search committees with information concerning diverse perspectives and approaches to research and scholarship enables these committees to understand the importance of diversity in higher education and how that perspective enables growth for our students and community.

- 5. What measures of success have you identified to gauge your progress in this Challenge? Include data demonstrating outcomes.** Since 2004, Penn State Fayette has hired several faculty and staff members from underrepresented groups and several interim leadership roles filled by non-traditional employees. Specifically, our Chancellor, originally from Nigeria, a business faculty member from Pakistan, a male faculty hire in Nursing, a female faculty hire as the Coordinator of the International and Intercultural Programs Office, a male faculty hire in Mathematics from Nigeria, and a female adjunct faculty member in Chemistry from India.

PENN STATE FAYETTE

UPDATE MATRIX – FALL 2009

A FRAMEWORK TO FOSTER DIVERSITY

CHALLENGE 4

Recruiting and Retaining a Diverse Workforce

STATED ACTIONS FROM 2004-2009 PLAN	PROGRESS TO DATE – FALL 2009
Aggressively target underrepresented groups with position announcements, e.g., NAACP, YWBA	Faculty positions have been publicized in the Chronicle of Higher Education and professional publications. Staff positions continue to be publicized in the local and regional papers.
Make the campus more accessible.	New automatic doors were installed in the Williams Building, the Eberly Building, and the Bio Med Building. Other accessibility renovations are ongoing.
Endowed Chair to teach minority/diversity curriculum.	Penn State University's Capital Campaign began in January 2007. Penn State Fayette will consider targeting an Endowed Chair for this purpose. The new International and Intercultural Programs Office was established through an EOPC grant in Fall 2008. The Coordinator of this office serves as the sole French faculty member and chair of The Inclusion Group.
More extensive/intensive faculty/staff orientation for new hires on the broad and inclusive nature of diversity, including appropriate language, respect for all individuals	Penn State Fayette's current Chancellor champions the broad and inclusive notion of diversity. The International and Intercultural Programs Office, The Inclusion Group, the Diversified Students' Association, and various departments all collaborate to create and maintain a sustainable, welcoming environment for all individuals.

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

Assessment Questions

- 1. What initiatives has Fayette taken in supporting multicultural curriculum efforts?** The International and Intercultural Programs Office opened in Fall 2008. This office works directly with The Inclusion Group to provide trainings and events designed to promote and maintain an inclusive notion of diversity on the Penn State Fayette campus. In addition to our Cultural Center, established in March 2005, we have a Cultural Center Resources collection housed in our campus library. We offer current literature on diversity-related issues. DVD's, VCR tapes and a bibliography are also available to the entire campus and local community. Two students from Penn State Fayette have been awarded Rock Ethics Stand Up Awards. Desiree Martin, 2008, for creating the Wheelchair Challenge to help the Fayette campus community better understand the daily lives of those with different abilities and Hilary C. Griffith, 2009, for her courage in confronting the stigma of a drag show and promoting an environment of inclusiveness. By the end of Spring 2010, 28 students will have traveled internationally in short-term embedded programs created at Penn State Fayette. Additionally, one student from Penn State Fayette will study in Marburg, Germany on the EA: Marburg, Philipps University International Undergraduate Study Program in Spring 2010.

- 2. What research and teaching at Fayette has advanced the University's diversity agenda.** Penn State Fayette has numerous faculty who are actively engaged in research and teaching as it relates to the University's diversity agenda. Dr. Susan F. Crampton-Frenchik (Instructor of French and Coordinator, International and Intercultural Programs Office) offers French language, literature and Francophone culture courses that provide students with a broad understanding of the diverse nature of the Francophone world. She is currently researching best practices for sustainable internationalization of the university curriculum. Dr. Jerry Hoeg's Spanish courses highlight cultural knowledge as well as training in the Spanish language. Dr. Joann Jankoski (Assistant Professor in HDFS) studies strategies faculty members at Penn State Fayette employ to incorporate diversity teaching in their classrooms. Dr. Danielle Mitchell (Assistant Professor of English) has done extensive research on Queer Studies and popular culture. She teaches several diversity-focused courses in writing and literature. There are also numerous women's studies courses offered throughout the academic year by faculty in Administration of Justice, English, French, Human Development and Family

Studies, Kinesiology, and Nursing. Finally, we offer courses in international business, Asian philosophy and family and community health concepts.

Our Honors program consistently offers unique diversity opportunities for Penn State Fayette students. Over the past few years, students have taken courses on Jack the Ripper, which included a visit by Patricia Cornwell and a trip to London for faculty and students, the Beatles Honors program, including a performance by Beatlemania and a trip to Liverpool, a program on the Civil War, culminating in a trip to Gettysburg, Antietam and other Civil War sites. In Spring 2009, students traveled to Montréal, Canada and others traveled to Iceland as a part of the STS 201 H course. Honors students will take a team-taught course on Global Social Justice (STS 297 H) which will culminate with a community engagement trip to Senegal in Spring 2010.

3. How is diversity integrated into the curriculum at Penn State Fayette?

A Curriculum Internationalization Committee (CIC) was established in Fall 2008 consisting of 3 faculty members and 2 staff members. Proposals were submitted to this committee requesting faculty incentive awards for revising or creating sustainable international and/or intercultural courses. Six faculty members received grants of \$500 each for these efforts. The funded proposals focused on the following topics: *Reading the World Novel* (ENG 486), *Comparative Criminal Judicial Systems* (CRIM J 462), an examination of justice systems around the world with critical assessment of the range of responses to crime in relation to the American system, a component on *international nutrition* designed to enhance Nursing students' appreciation of the variety of culinary customs in the area as they offer nutritional advice to their patients, *Taking Shakespeare from Page to Stage* (ENG 405) Shakespeare performance, *All About Love*, a three-part workshop analyzing love and forgiveness in literature and life integrated into ENG 202A and support for the Honors course: *Climate Change, Energy and Biodiversity* (STS 201 H). This interdisciplinary honors course was team-taught and marked by lively discussions and debates. This course culminated in a one-week student trip to Iceland. All of these courses serve as gateways to opening hearts and minds to the vast potential for intellectual and socio-cultural growth in the global community.

Penn State Fayette has established a collaborative engagement between faculty, staff, students and the International and Intercultural Programs Office and The Inclusion Group. This teamwork has resulted in sustainable diversity-related courses across the curriculum and an atmosphere of broad and inclusive diversity throughout the campus. Penn State Fayette provides the first two years of education to many students who complete their degrees

at University Park or other PSU locations. We must offer basic general education courses such as English 15, Math 21, CAS 100 and other core courses in the arts, humanities, social sciences, and natural sciences. The Inclusion Group's diversity presentations to all First Year Engagement courses, diversity-enhanced courses by specific faculty members and the Honors program provide the most comprehensive integration of diversity into the curriculum.

4. **Which strategies for developing a curriculum that fosters intercultural and international competencies have been most successful?** The most successful strategies have been the establishment of the International and Intercultural Programs Office, incentives to faculty to create a more internationalized curriculum, and academic courses directly related to cultural events sponsored by The Inclusion Group. **Which have been the least successful?** Any events or activities that are forced upon the faculty without first seeking their advice. Any effort to persuade faculty to incorporate issues of diversity into the classroom when these faculty members perceive this to be a forced agenda often result in demeaning experiences for the students. **Which could be termed "best practices"?** The combined efforts of the International and Intercultural Programs Office and The Inclusion Group to provide cultural programming directly linked to academic courses, thus enhancing and expanding cultural and academic horizons for the entire Penn State Fayette community and the local community.
5. **What measures of success have you identified to gauge your progress in the Challenge? Include data demonstrating outcomes.** Diversity-related curricular success can be measure by the number of students enrolled in a course, particularly if the course is an elective chosen from many options. Students often choose general education courses based on schedule preferences rather than course content. Therefore, measurement of success becomes problematic in these courses. In addition to specific courses for which faculty received incentives to internationalize the curriculum, success can be measured by recording how many faculty members inquire about diversity issues and seek assistance from the librarian or the Coordinator of the International and Intercultural Programs Office. Monitoring the number of times books and other media are checked out from the Diversity Collection and how much money Penn State Fayette earmarks for diversity-related activities are two other measures of success.

UPDATE MATRIX – FALL 2009

A FRAMEWORK TO FOSTER DIVERSITY

CHALLENGE 5

Developing a Curriculum that Fosters Intercultural and International Competencies

STATED ACTIONS FROM 2004-2009 PLAN	PROGRESS TO DATE – FALL 2009
Develop a minority/diversity curriculum taught by an Endowed Chair	Penn State University’s Capital Campaign began in January 2007. The International and Intercultural Programs Office was established through an EOPC grant in Fall 2008. New international faculty members bring unique expertise in diversity to Penn State Fayette. We continue to actively seek international faculty and faculty from underrepresented groups.
There will be increased multi-campus efforts to foster international and intercultural competencies.	The Coordinator of the IIPO works directly and consistently with Dr. Deborah Gill, Penn State Dubois on the ISRC?? and with the University Park Global Programs Office. We continue to seek out new collaborative opportunities within the Penn State University system.
The offerings through the Penn State Honors Program will continue to expand within the framework of international competencies. Students who participate in international trips will share their experiences with the campus.	Penn State Fayette Honors students have made several international trips to London (twice), Canada (twice), Iceland (once). The Spring 2010 Honors students will travel to Senegal to participate in global community engagement. Students who have traveled on these trips shared their experiences with the campus via blogs and Learning Fair presentations. We will continue to use current technology to allow the entire Penn State Fayette campus to learn from these international trips.
Faculty review of the curriculum will include exploration of diversity issues	Penn State Fayette’s Chancellor champions the broad and inclusive notion of diversity. Under his direction, the IIPO offered six \$500 incentives to

<p>from a course-by-course perspective.</p>	<p>faculty who internationalized existing or new courses. Four of the six recipients are from the English Department. The remaining two grants were awarded to faculty in the Administration of Justice Department and the Nursing Department. The IIPO and Committee for Internationalization of the Curriculum (CIC) will continue to promote internationalization of the curriculum, with particular attention to courses directly related to campus themes of diversity.</p>
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Challenge 6: Diversifying University Leadership and Management
Assessment Questions

1. **How are Penn State Fayette leaders actively involved in diversity efforts?** Penn State Fayette leaders are actively involved in diversity efforts in a number of ways. Our Chancellor, Dr. Osagie, is committed to internationalizing the Penn State Fayette campus. Penn State Fayette is now an International Campus, we have 8 international students and several international faculty members. We are also looking forward to a 2 + 1 + 1 partnership with Nursing program in India. The Coordinator of the International and Intercultural Programs Office and the Assistant to the Director of Student Affairs are also members of The Inclusion Group, responsible for the campus cultural programming. The Head Librarian also organizes a film festival each semester, linking with the diversity theme established by The Inclusion Group.
2. **What is the diversity profile of Fayette’s administrative and executive levels?** The Chancellor is a black male originally from Nigeria, the Director of Student Affairs and Enrollment Management is a white male, and the Financial Officer and Human Resources Specialist is a white female. The Directors of Development and Public Relations are both white females as is the Director of Academic Affairs.
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?** Professional job advertisements are distributed nationally to diverse applicant pools. Each hiring committee includes a member of The Inclusion Group and members of the hiring committees are

charged by the unit leader to ascertain each applicant's sensitivity to diversity issues.

4. **How does Penn State Fayette 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?** There are no formal procedures for identifying and promoting underrepresented employees. Rather, standard peer mentoring remains the procedure through which the campus attempts to retain and promote employees.
5. **Which strategies for diversifying Penn State Fayette's leadership and management have been most successful? Which could be termed "best practices"?** A balanced combination of promoting from within and seeking international partnerships with overseas universities has been most successful. Penn State Fayette continues to explore other strategies to diversify campus leadership and management.
6. **What measures of success have you identified to gauge your progress in this Challenge?** The number of applicants from underrepresented groups for leadership positions has grown. Another measure of success are the actual number of diverse hires resulting from well-crafted searches. Currently, Penn State Fayette's Campus Management Group (CMG) is comprised of eight members. Of those eight, four are white females, one is an African-American male, and the remaining three are white males.

PENN STATE FAYETTE

UPDATE MATRIX – FALL 2009

A FRAMEWORK TO FOSTER DIVERSITY

CHALLENGE 6

Diversifying University Leadership and Management

STATED ACTIONS FROM 2004-2009 PLAN	PROGRESS TO DATE – FALL 2009
Aggressively and systematically recruit leaders with diverse backgrounds.	Our Chancellor, originally from Nigeria, champions the broad and inclusive notion of diversity for the Penn State Fayette community. Campus leadership positions continue to be publicized in The Chronicle of Higher Education and professional publications. It is imperative to focus on recruiting candidates with diverse backgrounds.
Specifically target underrepresented groups within professional organizations.	We continue to publicize leadership positions through professional publications and professional organizations.

Challenge 7: Coordinating Organizational Change to Support Our Diversity Goals

Assessment Questions

- 1. How does Penn State Fayette's strategic plan reflect the importance of diversity for meeting your goals and objectives?**
Diversity appears as one of the major goals on our strategic plan, it exists as a goal in its own right and is also mentioned in other areas such as curricular enhancement, hiring, and student activities.
- 2. What organizational realignments, systems of accountability, resource mobilization and allocations strategies, and long-term planning strategies have been implemented by Penn State Fayette to ensure the realization of the University's diversity goal?** The establishment of the International and Intercultural Programs Office in Fall 2008 marks the most significant organizational realignment for Penn State Fayette. Although The Inclusion Group continues to operate without a permanent budget line for diversity issues, it receives consistent support from the International and Intercultural Programs Office and the Student Activities Committee. We continue to seek sustainable funding to enhance our cultural offerings.
- 3. What budget and development approaches have been implemented by Penn State Fayette to ensure financial stability of diversity priorities?** The International and Intercultural Programs Office, originally funded through an EOPC grant, is funded by Penn State Fayette. This office and The Inclusion Group continue to EOPC and donor funding to further our programmatic goals concerning diversity.
- 4. Describe the systems of accountability and reward that support the achievement of diversity goals.** Informal awards such as certificates and email or note cards of thanks and service items recognized for promotion and tenure purposes constitute the major systems of accountability and reward. Formally, active participants are nominated for awards that recognize diversity-related accomplishments through the University and/or through Penn State Fayette's award structure.
- 5. What partnerships, with internal or external units and/or constituencies has Penn State Fayette created to advance the University's diversity goals?** Penn State Fayette has established external partnerships with NAACP, Head Start of Fayette County, Young Inspirations (an afterschool program for troubled youth), East End Community Center (a latch-key program), Rendu Services Community Health Outreach, the Dunbar Food Bank, St. Vincent de Paul as well as with local high schools in Fayette County that participate

in art, composition, and French contests. Penn State Fayette's internal partnerships exist between the International and Intercultural Programs Office and The Inclusion Group as well as with Student Affairs, Academic Affairs and the Penn State University commissions on Zero Tolerance for Hate, LGBTQQIA issues, Women and CORED as well as with the Penn State Fayette Advisory Board.

- 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 as "best practices"?** The International and Intercultural Programs Office and The Inclusion Group have been most successful in their combined efforts to create cultural programming directly related to academic courses. **Which have been least successful?** Penn State Fayette is devoted to aggressively recruiting a diverse pool of candidates for faculty, staff and administrative positions. **Which could be termed as "best practices"?** The activities, initiatives and programming designed and offered by the International and Intercultural Programs Office and The Inclusion Group represent Penn State Fayette's "best practice".
- 7. What measures of success have you identified to gauge your progress in this Challenge? Include data demonstrating outcomes.** Several measures have been implemented to gauge Penn State Fayette's progress in the area of diversity. First, the establishment of the International and Intercultural Programs Office and the financial support offered to The Inclusion Group to provide diversity initiatives and programming for the campus remains a clear measure of success in this domain. Financial support from the International and Intercultural Programs Office, the Student Activities Committee and the Student Government Association has consistently increased. Secondly, the number of external and internal partnerships resulting in direct participation in diversity programming has also increased. Currently we have diversity partnerships with eight external groups and six internal groups. Finally, our diversity link on the Penn State Fayette homepage aids in measuring our progress in achieving our diversity-related goals. Several forms on that site enable students, faculty and staff to deliver their suggestions, concerns, and observations related to Penn State Fayette's diversity initiatives.

PENN STATE FAYETTE

UPDATE MATRIX – FALL 2009

A FRAMEWORK TO FOSTER DIVERSITY

CHALLENGE 7

Coordinating Organization Change to Support Our Diversity Goals

STATED ACTIONS FROM 2004-2009 PLAN	PROGRESS TO DATE – FALL 2009
Recruit more diverse members to the Advisory Board	At this time, only one member of our Advisory Board is African-American. The rest of the members are Caucasian males and females.