



A Framework to Foster Diversity at Penn State 2004-2009

Campus Climate and Intergroup Relations

Challenge One: “Develop a Shared and Inclusive Understanding of Diversity”

In the Mid-Term Progress report (2006), the campus clarified the definition of diversity and now has an inclusive definition which is: *Diversity is defined as variation with respect to race, ethnicity, gender, disability, sexual orientation, religion, national origin, veteran and adult learner status.* This definition is embraced by the entire campus community. The fundamental concepts of this definition have been integrated into our strategic planning and into all aspects of programming at the campus. Our strategic goal of creating the *Hazleton Experience* is concentrated completely on enhancing the diversity of our campus. Specifically, one of the key strategies of our strategic plan is to invest campus resources and human capital into increasing the level of diversity campus wide through comprehensive offerings, hirings and a diverse student body. By incorporating strategic emphasis into the creation of the *Hazleton Experience*, the campus has placed diversity at the center of our planning initiatives.

A cornerstone of the campus diversity programming is the annual Cultural Expo. A component of the Expo is a series of focus groups which are designed to provide a grassroots understanding of the campus diversity climate. Students are able to freely discuss the campus climate and express any concerns they may have. Concerns are reviewed by the campus Diversity Affairs Committee and if necessary, acted upon. Diversity programming at the campus is consistently directed at students, faculty and staff. Information is delivered to students in orientation materials and annual planning calendars. Two central methods of obtaining information regarding the diversity climate on campus are the Student Government Association diversity affairs committee and the student Multi Cultural Committee. These two student groups actively advocate for student diversity initiatives. These groups also serve the vital role of identifying and reporting potential problem situations.

The campus Diversity Affairs Committee is composed of faculty, staff, and students. It meets regularly (at least once a month) during the academic year. This committee has multiple goals, a primary one being the promotion of diversity initiatives on campus. In particular, the committee will monitor and assess the progress of the campus toward the fulfillment of objectives delineated in the 2010 – 2015 Framework for Diversity. This committee will also review and address any reports of intolerance or discrimination. The committee’s activity is openly reported to the entire campus committee.

The most successful strategies for enabling the campus to develop a shared and inclusive understanding of diversity have been the aggressive implementation of diversity programming for students, faculty, and staff. The programming occurs in many formats and venues and is varied to span the spectrum of diversity topics. Programming initiatives for students are developed in conjunction with the above identified student organizations. The result is enhanced levels of participation of students. A second successful process has been the strategic emphasis of creating the *Hazleton Experience*. As the campus embraces this concept the entire environment and culture of the campus is enhanced.

A number of challenges still need to be addressed in order to achieve this portion of the framework. They include:

- Formally designating a multicultural coordinator and identifying specific job responsibilities for this individual.
- Increasing the visibility of nondiscrimination statements and the process for reporting acts of intolerance on campus web sites and in publications.
- Linking the framework and other diversity initiatives to the campus home page.
- Adding more diversity-related information to the campus web site and providing additional links on our home page.

Challenge Two: “Creating a Welcoming Campus Climate”

Penn State Hazleton continues to work toward creating a more welcoming campus climate for all students, faculty, administrators and visitors to the campus. The welcoming campus climate is what helps to identify the *Penn State Hazleton Experience*.

Diversity is one of the primary goals in the campus strategic plan and is articulated as “define, expand, and integrate our efforts regarding the Framework for Diversity”. The campus Diversity Affairs Committee meets regularly and its members consist of individuals from across the campus. The committee addresses issues as they relate to diversity on the campus.

The Diversity Affairs Committee is responsible for such events as the Cultural Expo and the Martin Luther King, Jr. breakfast which is connected to a community service project for students. Also, during the Cultural Expo the campus conducts a series of student focus groups that provide feedback to the campus regarding student issues and/or concerns.

The Office of Human Resources was responsible for the delivery of two diversity-focused training programs and delivered a “Hire Power” training program for administrators on the hiring of employees. To ensure a broad base for keeping the diversity agenda at the forefront of hiring, each search committee consists of at least one member from the Diversity Affairs Committee.

In 2009 a new position was created for a bilingual counselor in the admissions office. The position was filled by a PSU alum of Hispanic decent. The new counselor will serve a valuable role in recruiting minority students to the campus and assisting families with both the admissions and financial aid processes.

In an effort to build a welcoming and diverse community, the Arts and Visual Spaces Committee have placed the art of artists from diverse backgrounds in several different classrooms.

The campus also welcomes a variety of visitors to the campus through a number of activities provided by Student affairs, Admissions, Adult Learner Information Sessions and Continuing Education. One such program sponsored by Continuing Education is the summer Hispanic Migrant Education Program. The program is now in its tenth year and the campus is recognizing the impact of the program. Nineteen students who have participated in the Migrant Education Program have enrolled at a Penn State campus. Because of PSU Hazleton's affiliation with the Migrant Education Program, PSU Hazleton was contacted in the summer of 2008 to host the annual Statewide Bert Corona Migrant Education Leadership Program for middle and high school.

In our assessment of the campus as welcoming to diverse populations, a challenge remains:

- Provide a diversity link on the campus web page which will increase the visibility of resources for underrepresented groups. This will make it easier for visitors to view our web site to learn more about a diverse population such as adults, those with a disability, or international students.

Representation (Access and Success)

Challenge Three: "Recruiting and Retaining a Diverse Student Body"

Penn State Hazleton has developed and conducted various efforts toward recruitment and retention of a diverse student body and actively strives to increase the number of enrolled students from underrepresented groups. These efforts have been successful in increasing the diversity of our student population. From 2005 to 2009, the Hazleton campus experienced a 27.5% increase in minority students or 57 additional students; a 22.2% increase in female students or 94 additional students, and a 40.8% increase in adult students or 29 additional students (*see Appendix A, Tables A, B, & C*).

In addition, the campus committed to developing strategies aimed at increased retention and graduation rates for minority students. Analysis of the retention and graduation data) supports our contention that Penn State Hazleton is providing a climate that supports students of diversity and that the campus has achieved improved success in engaging and enhancing the collegiate experience for this student cohort. In most instances the minority one, two and three year retention rates were similar, if not better, than those same rates for majority students. The same is true for the four, five, and six year graduation rates. There still remains some inconsistency in the retention and graduation rates comparing minority to majority students. For example, the minority cohort entering for Fall 2002 did reflect lower performance than the majority population for that year. The campus will continue to monitor these rates as we plan future initiatives to further reduce disparity between the populations (*see Appendix B, Table A*).

Penn State Hazleton attributes multiple reasons for the notable successes realized in improved diversity of the overall student body. Below are best practices that the campus believes had a

direct and positive impact in improving diversity as it relates to recruitment, retention and graduation:

- The Admissions Staff targeted specific out-of-state markets by attending college fairs, conducting high school visits and hosting Penn State Information Nights both in and out of state in areas that have largely diverse demographic populations. Strong partnerships were forged with the University's Undergraduate Admissions Office Regional Recruiters and with the Philadelphia Community Recruitment Center staff. Penn State Hazleton collaborated with these groups by attending all out-of-state prospective student informational events and by conducting bus trips to the campus from these regions. The areas targeted were New York City, Long Island and Lower Hudson Valley in New York; Baltimore, MD; Washington, DC; various counties in Virginia; and numerous regions in New Jersey.
- The Admissions Department sought to improve the balance of diversity within the campus Lion Ambassador Organization to showcase a more representative and inclusive sample of the campus student body to our prospect students and their families as they navigated the admission and enrollment process. In 2004, there were 7 minority members out of 25; currently, the group has 14 minority members out of 27.
- The Admissions Department and the Housing and Food Services Department collaborated to analyze the gender balance of students in the Residence Hall. As a result of the analysis, a decision was made to increase the first year housing spaces for females. In past years, 130 beds were available for freshman females and in Fall 2009, the number of freshman female spaces increased to 149.
- The campus is located in a geographic area within Pennsylvania that is experiencing an above average growth in the Hispanic population. The campus began preparation to meet and address the recruitment and retention challenges specific to this group and to provide a welcoming environment with limited barriers. The campus hired a bilingual (Spanish) Admissions Counselor in May, 2009. This counselor has begun to integrate and connect with the Hispanic community in the city of Hazleton by attending meetings hosted by various civic organizations in place in the local community. In the future, the counselor will expand involvement with other Hispanic market segments. The Director of Admissions and Financial Aid serves on the Undergraduate Admissions Hispanic Marketing Task Force and the Chancellor sits on the Board of Directors for the Concerned Parents of the Hazleton Area (CPHA).
- In 2007, the campus created and filled a part time Adult Services coordinator position. The coordinator provides a stable focus to the development and implementation of programming directed toward increasing and retaining the campus adult student population. Adult open houses were conducted and efforts to build relationships with local community colleges are beginning. An Adult Learner Organization is in place and an Adult Student newsletter is distributed regularly.
- The campus conducted various early intervention (pre K-12) and outreach programs that provided quality experiences and collegiate exposure for minorities and women. Each summer the campus hosts a one month camp for the children of migrant workers. Approximately 150 children participate in this camp each year. A recent report indicated 19 children that attended the camp have become enrolled and/or graduated from Penn

State Hazleton or other Penn State locations. Between 2004 and 2009 the campus conducted ACEIT (Access to Careers in Engineering and Information Technology) programs that provided women and minorities with orientation to the fields of Science, Engineering and Information Technology. In Summer 2005, 2006 and 2007, the campus partnered with the Hazleton Area School District and IU-18OVR to conduct the College Options – Opportunity Programs (CO-OP). The mission of CO-OP is to provide a two week program at Penn State Hazleton to introduce students with disabilities from the Hazleton Area School District to college life. The program included sessions that were presented by Penn State Hazleton faculty and staff regarding orientation and transition to college; writing in college, note taking, test taking, and career workshops. Fifteen students participated each year. This program was grant funded and was discontinued when the funding source was revoked. In Summer 2008, the campus hosted the Bert Corona Leadership Institute (BCLI). BCLI promotes civic participation, education, and economic advancement. BCLI serves youth and adults from farm worker and developing communities by providing training opportunities that focus on civic participation, leadership, capacity development, and strengthening education. There were 90 high school students from across the state in attendance. The campus actively participated in the event. The Department of Continuing Education administered the event, the Chancellor gave a welcome and overview of the campus, the Admissions Staff presented information regarding Penn State, and student-guided tours of campus rounded out the agenda.

- Campus residence hall staff have regularly offered programs in the residence halls. Specific examples include: the Community of Inclusion bulletin boards which featured information for students on how to approach acts of intolerance, available campus resources (i.e., PSU's Zero Tolerance Support Network), and information on how they can report bias incidents. Lastly, a brochure in support of National Coming Out Day was created which explained what "coming out" means, suggestions on how to come out, and campus offices and individuals who are willing to serve as "safe space" locations for LGBT students.
- Campus leadership is actively engaged in community outreach efforts. The campus is involved in the Northeast Pennsylvania Association of Colleges and Universities and the sub-committee the Hazleton Area Human Relations Coalition. Campus leadership is active with the Community Assessment Committee of the Hazleton Area Civic Partnership, a group that assesses and examines diversity issues within the community.

(A number of academic initiatives including the Bridge Program, Latino Outreach, the Cultural Expo, etc., will be more specifically addressed in the response to Challenge Five.)

Recruiting and retaining a diverse student body remains an important strategic priority for the campus. Targeted new initiatives and partnerships are currently planned and in the development process. The campus will continue to strengthen existing successful efforts. These goals and new initiatives are incorporated in the Penn State Hazleton 2008-2013 Strategic Plan document.

Challenge Four: “Recruiting and Retaining a Diverse Workforce”

The Hazleton campus has taken several positive and proactive steps to promote and encourage the value of diversity during the 2004 – 2009 Framework for Diversity timeline. We have attempted to provide our employees with knowledge, training, tools, and opportunities to support diversity initiatives within our Penn State Hazleton community. Below is a summary of the achievements and progress made in the area of recruiting and retaining a diverse workforce:

Recruitment Efforts for a Diverse Workforce:

- We have provided practical tools for our employees to help focus on the importance and value of diversity during the interview selection process. We conducted the program *Hire Power: Strategies for Hiring Key Employee Talent (LDR#196)*. The intent of this program was to teach search committee members and hiring managers effective hiring strategies and techniques for filling vacancies on campus. The program focused on identifying strategic hiring processes, defining critical success competencies and related behaviors, practicing behavior-based interviewing, and understanding legal requirements to prepare and conduct interviews. This program was conducted on-campus in collaboration with Steve Hayes, Cindy Campbell, and Maryann Karwacki from Penn State’s Office of Human Resources.
- The Electronic Job Management System (EJMS) is the primary tool used by on-campus search committees to review resume submissions of job candidates applying for staff positions. The search committees do not have access to view candidate minority designations during the initial screening process when they are selecting their short list of potential interviewees. If the search committee’s short list recommendations do not already reflect a diverse mix of candidates, the Director of Business Services will review the entire candidate pool again and suggest that the search committee provide a “second look” at qualified applicants of diverse backgrounds.
- The Diversity Talent Pool database within EJMS is reviewed whenever current advertising and recruiting efforts have yielded limited minority applicant interest and responses.
- There has been a conscious effort to ensure that Hazleton’s Strategic Plan is closely linked to our Framework for Diversity. Throughout our Strategic Plan there are specific examples of how we intend to support the goals outlined in our Framework for Diversity. For example, our 2006 mid-term progress report noted that PS Hazleton was in a growing Latino community but had few Latino hires. Since that report, we have created a new bilingual admissions counselor position to help recruit and provide on-campus services to students from diverse backgrounds. It is important to note that we were successful in filling this position with an employee from a diverse Hispanic background.
- Our faculty hiring process follows a very strict protocol for ensuring diversity considerations are followed by each search committee. A diversity advocate is assigned responsibility for insuring the principles of affirmative action, equal opportunity, and non-

discrimination are followed. If there are deficiencies in the search process, the diversity advocate would bring it to the attention of the search committee and the chairperson. After a "short list" of candidates has been identified by the committee, a request for approval form is sent to Penn State's Affirmative Action Office before proceeding with candidate interviews.

- A new practice that we are implementing is to actively engage members of the Diversity Affairs Committee in the employment search and screening process. At the conclusion of the 2008-2009 fiscal year, our Diversity Affairs Committee recommended including at least one member of this group on campus search committees in order to ensure that appropriate time and attention was focused on the importance of carefully screening candidates of diverse backgrounds for employment consideration.
- In addition, as new jobs become available on campus, these positions are also reviewed and shared with members of the Diversity Affairs Committee. Members of the Diversity Affairs Committee have been asked to share these opportunities with their own networks of professional contacts to help promote these employment opportunities at the campus.

Retention Efforts Through Increasing Awareness and Support for Campus Diversity:

- We offered *Understanding and Valuing Diversity (DIV 008)* as our first formal diversity-focused development opportunity. The program was designed to introduce folks to what diversity means at the individual, group, and organizational level. Its purpose was to increase general awareness about the definition of diversity, fundamental diversity principals, and Penn State's support and efforts in diversity. This course serves as the pre-requisite program to other future diversity program offerings on campus. We worked in collaboration with Beth McGlaughlin, from Penn State's Affirmative Action Office, to bring this opportunity to campus.
- We offered *It's Not So Simple Anymore: Working with Diverse Customers (CUS 007)* to support the strategic concept of *Creating the Hazleton Experience*. This program helped to identify challenges and barriers related to diversity as well as understanding how diversity perspectives affect interactions with employees and students. The program emphasized the importance of effective communication skills when working with diverse customers to help improve the quality of those interactions.
- *Climate Control: Promoting Mutual Respect in the Workforce (DIV 056)* was offered to address the way our workplace climate either promotes organizational success or contributes to decreases in morale and productivity. The program was designed to identify warning signs that signal the need for organizational change and offered effective strategies to address issues that arise in a way that promotes mutual respect and support.
- *Faculty and Staff Partnering for Excellence (TTW 037)* was offered in the spirit of promoting a better understanding of what each functional work group experiences on campus. It was intended to demonstrate the benefits of faculty/staff working

relationships that reflect mutual respect, collegiality, civility, and collaboration. It was designed to help contribute to constructive partnerships and strengthen faculty/staff working relationships by recognizing and understanding the diverse backgrounds and needs of each group.

- In cooperation with the Northeastern Pennsylvania Diversity Education Consortium (NEPDEC) the Penn State Hazleton campus hosted Dr. Terrell Jones as guest speaker for a presentation on *Understanding Diversity*. The intent of this discussion was to focus on essential elements of institutional diversity and the importance of strong collaborative leadership for organizational change.
- A member of our Diversity Affairs Committee, Patrick O'Neill, helped to coordinate and organize a diversity presentation by Dr. Sue Rankin which focused on *Gender Identity*. This program helped to increase faculty and staff awareness and to promote a greater understanding of transgender/gender variant issues and concerns.
- As a new practice, the Diversity Affairs Committee will also be consulted for their input in helping the campus to determine specific training needs and future diversity-related program offerings.

Retention Efforts Through Advancement and Promotion Opportunities:

- Since the 2006 Framework for Diversity mid-term status report, we have upgraded or promoted four women employees on campus into exempt leadership positions which include the following changes:
 - Promotion of Area Representative (Grade Level 21) to Assistant Director of Continuing Education (Grade Level 23)
 - Promotion of Advising Program Coordinator (Grade Level 22) to Senior D.U.S. Program Coordinator (Grade Level 23)
 - Promotion of Staff Assistant VII (Grade Level 17) to Assistant to the Financial Officer I (Grade Level 19)
 - Promotion of Associate Director of Admissions (Grade Level 23) to Director of Admissions and Financial Aid (Grade Level 24)

Retention Efforts through Dual Career Employment Opportunities:

- Given the limited number of employment positions on campus, it is often quite difficult to find dual employment opportunities for more than one family member. However, since our mid-term 2006 Framework for Diversity report, we have been able to provide opportunities for at least four families on campus where both spouses were employed by Penn State Hazleton at the same time.
 - Family #1: Instructor in Physics & Instructor in Communications

- Family #2: Instructor in Spanish & Assistant Professor of Spanish
- Family #3: Assistant Professor of English & Assistant Professor of English
- Family #4: Instructor in Sociology & Instructor in Education

Challenges to Recruitment and Retention Efforts:

- Historically there has been a relatively low turnover rate at the Hazleton campus. This limits our opportunity to significantly impact the demographics and diversity composition of our campus employee population. During the 2004-2009 Framework for Diversity timeline, we've seen an average of four open staff positions during each fiscal year.
- We employ approximately 220 faculty and staff employees at the Hazleton campus. Because of our small size, there are limited opportunities for internal promotion and advancement.
- Given our small campus size and low turnover, improving the diversity demographics of our campus should be viewed as a long-term transformational change rather than a quick fix approach.
- Penn State Hazleton competes with several other local colleges and universities for a limited pool of available talent within the local region.

Education and Scholarship

Challenge Five: “Developing a Curriculum That Fosters Intercultural and International Competencies”

The reporting period 2004-2009 has witnessed increasing opportunities both in the academic curriculum and in programs to experience diversity. We have made a conscientious effort and responded to the challenges in several effective ways, and made measurable progress.

Below are some measures we use to gauge success in developing an academic curriculum.

The following table displays diversity offerings in the curriculum during the most recent calendar year 2009. This list represents a 60 percent increase in diversity offerings when compared to offerings available during the 2007 calendar year. The total sections offered per semester are 24 and 28, yielding a total of 52 courses.

AAA S 146	2	us	AAA S100	2	us
AmSt 103	1	us	AAA S 147	2	us
ArtH 111	2	il	Art H 111	1	il
Art H 112	2	il	Art H 112	2	il
Biol 120A	1	usi	Biol 120A	1	usi
CmLit 120	1	il	Edthp 115	2	us
Crim J 113	1	us	Engl 194	1	usi
Hist 20	1	us	Hist 001	1	il
Hist 21	2	us	Hist 002	1	il
Hist 152	2	usi	Hist 20	2	us
Hist 154	1	us	Hist 21	2	us
IB 303	1	il	Hist 144	1	usi
Kines 444	1	us	Hist 154	1	us
Ling 001	1	usi	J St 10	1	il
Matse 81	1	il	Kines 141	1	usi
Music 7	1	usi	Music 7	1	us
RI St 1	1	usi	Music 9	1	il
RI St 3	1	usi	PI Sc 3	1	il
Span 131	1	usi	Psych 479	1	us
			RI St 1	1	usi
			RI St 3	1	usi
			STS 150	1	il
TOTAL	24		TOTAL	28	

Faculty have incorporated intercultural opportunities into the curriculum in the following examples:

- During the current semester, using email, Penn State students in the business program course BA 321 are working with students from many countries attending Buskerud University in Norway. Additionally, academic staff visitors from Buskerud will be on campus to speak in MGMT 301 and MKTG 330 classes.
- During the 2008/09 academic year, one of our students spent the year studying in Germany.
- In Summer 2008, another student did a research project while visiting Norway on comparative pricing of goods between the US and Norway.
- In the future, for SP10, faculty members are planning an embedded trip to a university in Ireland in connection with the IB 303 class.
- Additionally, faculty have successfully prepared a proposal for a two-week hybrid study abroad session in Norway in cooperation with the University of Quebec – Montreal. This program commences in the near future.

The **Honors Program** experienced a growth in the diversity of its membership. The FA07 freshmen class had 13% of membership identified as minority, whereas the FA09 class had 33 percent of students identified as minority. This growth reflects the increased effort in minority recruiting campus-wide.

The Hazleton Campus has a diverse body of students, representing many cultures, socio-economic levels and ethnicities. We embrace and celebrate those differences. We recognize that these differences bring with them many challenges and opportunities. We see it as our responsibility to create an environment in which our entire student body can prosper academically, socially and emotionally. To that end, we have created programs and activities that are intentionally designed to address campus climate, academic success and emotional wellness for all of our students. To this extent we have created the following programs:

- **Latino Outreach Program:** The program was directed at Hispanic community leaders and professionals who would be willing to serve as a resource to our students and to create a forum to discuss issues that are relevant to the retention of Hispanic students. This program provided Penn State with an opportunity to be seen as a resource to the Hispanic community and to learn valuable strategies for improving the retention of Hispanic students.
- **Bridge to Academic Success:** This program is a retention initiative directed towards improving the graduation rate of *at risk* populations (first generation college students, economically disadvantaged, and minority students who may be first generation or economically disadvantaged). The program's initiatives take a holistic approach, addressing the social, academic and emotional needs of the students. Students enrolled in this program are representative of all ethnic groups present on campus. Students in this program are enrolled in a Freshmen Year Experience course that provides a year-long multicultural view of learning while addressing college survival skills.
- **Bridge to Engineering:** This program is designed to increase the retention rate of women and minorities in engineering. This program is modeled after the Bridge to Academic Success program and utilizes the same strategies proven to be successful in the Bridge to Academic Success program. This is the first year for this initiative.
- **Cultural Expo:** Students in the Bridge program represent many cultures and ethnicities. As part of the Freshmen Year Experience assignment, students were charged with developing posters and displays that would educate the campus community about their culture. In addition to the poster displays, students, faculty and staff provided foods from their cultures to further enhance the learning experience.

In regards to the aforementioned Bridge to Academic Success program, data suggests that student Grade Point Averages (GPA) are increased for students in the program when compared to similar populations not in the program. (*See Appendix B, Table B*)

Other efforts to strengthen academic efforts related to diversity include:

- We have offered Spanish language courses for many years as part of the curriculum and more recently support a **Spanish Club**. This club promotes conversation in Spanish, and an appreciation of customs and food. Two new faculty hires in Spanish are starting to reinvigorate this club. The Teaching and Learning Resource Center has responded to the need for more Spanish language tutors as interest in the language increases and

has identified a need for ESL tutors as the Latino student population grows. This club most recently marched as a group in the Funfest parade – an annual event sponsored by the Chamber of Commerce.

- For a number of years during this reporting period, we have supported an Access to Careers in Engineering and Information Technology (**ACEIT**) program. This summer program brought junior high school students from the area together for a week-long program of workshops with faculty and field trips to nearby facilities. It's expected that this program will continue in the summer of 2010.
- Beginning in FA11, our campus joins a number of other PSU campuses in welcoming Indian IST students in what is being referred to as the **India Initiative**. We expect a potential enrollment of up to 8 students who will experience the everyday life of a student on our campus.

In sum, we have made noticeable progress in enhancing our appreciation of diversity as reflected in course offerings and academic programs. Future challenges include a broadening of the opportunities we have already initiated with an eye to new possibilities. The Teaching and Learning Resource Center has led the move toward better opportunities for minority students and will continue along that path especially as university grant funding opportunities present themselves.

Institutional Viability and Vitality

Challenge Six: “Diversifying University Leadership and Management”

Penn State Hazleton's leadership have been actively committed and involved in diversity activities throughout Hazleton and Northeastern Pennsylvania. The city of Hazleton has garnered much attention within Pennsylvania and the nation given the political actions of its mayor and his legislation regarding illegal aliens and the use of English as the official language of the city. With the large Hispanic influx following the 9/11 terrorist attack and the growing industrial parks within Hazleton, the campus leadership has consistently shown its commitment to working with the community. The campus leadership, while not taking a political stance, has viewed its role to educate, be a role model for, and to help build bridges for developing a more tolerant and accepting community in regards to diversity. The leadership efforts have been supported by faculty and staff involvement within the community as well. An example of the most recent efforts by faculty include the development of a mentoring/tutoring program for diverse youth enrolled at the Keystone Job Corps and the adoption of an area diverse school by Education students to provide basic skills to young elementary students.

Campus leadership has specifically been involved in the following:

- The Community Assessment Committee of the Hazleton Areas Civic Partnership was begun by the former chancellor and is actively supported by the current chancellor. This group has promoted specific efforts to make the Hazleton community be seen in a more positive light. The main target thus far has been the local school system. By consulting with and recommending new directions and realignment of resources to school administration and the school board, slight progress has been achieved.

- The Director of Development has been a key player in the development of a Diversity plan for Luzerne County through a Diversity Task Force charged by the County Commissioners.
- The campus chancellor has actively participated in and is a member of the executive committee of the Northeast Pennsylvania Diversity Education Consortium (NEPDEC). This group has a series of diversity-related programming each year. Members of the campus have participated in these programs each year. The Chancellor has also facilitated the hosting of NEPDEC events at the Hazleton campus to enrich the diversity opportunities for students, faculty, and staff. One of the highlight events of NEPDEC over the past several years was the hosting of Maya Angelou for a performance to which the Hazleton campus was able to send a bus load of diverse students.
- The Director of Continuing Education at Hazleton was recently honored for her commitment to diversity through her long-time efforts supporting and facilitating the hosting of the Summer Migrant Worker program at Penn State Hazleton. This six week summer program hosted by the campus provides educational opportunities for more than 150 children each summer from pre-school through high school. A recent bilingual hire in admissions who is a graduate of the University Park campus was a graduate of this summer program. The Director has also participated in programming in the elementary schools promoting cultural awareness.
- The Director of Business Services is highly active in promoting diversity workshops on campus. The professional development opportunities have greatly increased throughout the past five years.
- The Director of Student Services and Engagement has been actively involved in diversity activities within the greater Hazleton area. He was recently recognized by the Chamber of Commerce as the Volunteer of the Year. He participates and leads cultural awareness and diversity workshops. He is also a regular presenter at trainings for Leadership Hazleton.
- The Director of Academic Affairs has increased diversity in curricular offerings of the campus as noted in the academic portion of this response.
- The Chancellor of the Hazleton campus is a member of the Board of Directors of the Concerned Parents of the Hazleton Area (CPHA). This group was begun by two Hispanic men and a school board member to be an educational advocacy group focused on improving learning conditions for all students and especially those for which English is a second language. This non-profit group has evolved into a vital and visible force within Hazleton representing the concerns of Hispanic parents. The Chancellor has been active in assisting the group in the development of mission, vision, and value statements and continues to facilitate the crafting of a strategic plan. Additionally, the Chancellor supports events held to raise visibility and knowledge about CPHA and will host an upcoming community meeting that will bring many members of the Hispanic community on campus.

Staff and faculty from underrepresented groups have systematically been given opportunities and support for aspirations in developing leadership skills at Penn State Hazleton. Most noteworthy in the last three years have been three individuals who have been supported by the

campus financially and through course release. These individuals have shown leadership potential through their regular work for the campus and were brought forward in two cases by directors at the campus at the request of the chancellor at Campus Council. These two individuals one female staff assistant and one African American male were nominated and paid for by the campus to attend Leadership Hazleton. Leadership Hazleton is a year-long program intended to develop leadership skills in order to advance within their organization. The third individual self-selected herself for a leadership role within the Commission for Women at Penn State. As a faculty member, her responsibilities were lessened on campus by a course release as she assumed a larger role within the organization allowing her to focus on the development of additional leadership skills. Beyond these three examples, other faculty and staff have responded to announcements on campus regarding smaller opportunities through professional development at University Park.

The diversity profile of the administrative and executive levels of the Hazleton campus is only diverse with respect to gender. Of the eight directors on Campus Council (an advisory group to the chancellor), five of the directors are women. Beyond the director, the administrative staff (5) in Admissions and Financial Aid, all are women and one is Hispanic – a recent bilingual hire. Within University Relations and Development all three of the staff are women. Within IT, one of four staff is female. In Continuing Education, all four staff are women. All five staff members within Advising and Registration are women. In Student Services, five of the sixteen staff members are women and one male is African-American.

There has not been a lot of administrative staff turnover at Penn State Hazleton and therefore not a lot of opportunity for hiring new diverse candidates. The major search during the past five years was for the position of chancellor. The candidate pool was diverse and one of four final candidates was female. The only other administrative searches have been in the area of admissions, student services, and academic affairs. The admissions counselor position was advertised widely in the region for someone bilingual as part of our strategic plan. We were successful in hiring a Hispanic female for that position. In student services, we were able to hire an African-American male for an Associate Director position and a white female for a residence life position. We were successful in hiring a white female for an Assistant Registrar position within academic affairs.

Administrative positions, similar to faculty positions, are advertised nationally and regionally for qualified candidates. Depending on the scope and level of the position, we make an effort to reach out to advertise in minority publications. Our major diversity efforts in this area focus on the search process. When reviewing resumes and applications, we specifically look for potential minority candidates to interview and given the limited number of searches we have had, we are relatively successful in increasing underrepresented groups. To be sure that search committees have an eye for diversity, one member of each committee represents the diversity agenda for the campus. This voice is important in order for us to make headway in this strategic emphasis area.

At Penn State Hazleton progress has been made in creating a more diverse campus community and a welcoming environment for underrepresented groups. While the campus has continued

to have difficulty in the area of recruiting a more diverse workforce given the few openings that occur, the student body numbers have soared to 30% of the population being diverse. In the 2008 Faculty/Staff survey for Hazleton the results for “My department provides visible leadership to foster diversity” increased to 64% (even with the University as a whole) from 58% in 2004. Additionally, “The workplace climate in my department/unit is welcoming for employees from underrepresented groups” increased to 76% from 63% in 2004. “Acceptance of diversity in the workplace has improved on my campus in the past three years rose 3% to 50% (compared to the overall University value of 45%).

Best practices in diversifying the leadership and management at Penn State Hazleton are simply hard to articulate at Penn State Hazleton given the limited turnover. To date, as noted above, we have a significant diverse population regarding gender. In terms of ethnicity, our best practice will be to continue having a member of the search committee present whose focus is critically on applicants of diversity and diversity of the applicant pool.

Challenge Seven: “Coordinating Organizational Change to Support Our Diversity Goals”

The strategic plan of the Hazleton Campus for 2008-2013 directly reflects the campus commitment to diversity. Of the five strategic goals, Goal #3 states:

Create the Hazleton Experience for students and staff, and model the Hazleton campus as welcoming and accepting by developing opportunities to expand and integrate diversity throughout the campus as a response to the *Framework for Diversity*.

Following the statement of the goal is supporting strategies to accomplish the goal by 2013. In order to facilitate these accomplishments, each year the campus writes an Action Plan with specific accountability and a timeline. Measurement of progress on each strategic goal is assessed using key performance indicators. For example, new Hispanic enrollment has increased from 15 students in 2004 to 26 students in 2008 with a goal of 50 for 2013.

Through the strategic planning process accountability and resource mobilization have been utilized. Each item generated within the strategic plan is tied to an individual area of responsibility and also identifies a timeline. Incorporation within the strategic plan guarantees a priority standing relative to resource allocation during the budget hearings on campus. The chancellor is ultimately responsible for directing funds and human capital in regards to strategic initiatives. The yearly update and reports of accomplishments illustrate and confirm this intention. Inclusion within the Strategic Plan of the campus ensures diversity and diversity-related activities will continue to be supported in concept and financially by the leadership and constituency of the campus.

In order to further the University’s goals for diversity through this *Framework*, the campus has formed multiple partnerships both internally and externally. Internally, we have formed the Diversity Affairs Committee. This group which is represented with members from across campus includes a number of diverse faculty and staff members and is a subgroup reporting to the Strategic Planning Council. This group has been instrumental in identifying specific goals for the campus to further our efforts. Within the last two years, their goals have been to

specifically measure the diversity climate on campus. Through a research project that focused on student-centeredness and diversity we were able to anecdotally ask for students to respond relative to the diversity climate. The results were wholly positive. The next step was to hold focus groups to discuss diversity on and off campus. This attempt was made to reach a wider audience to assess diversity and the welcoming nature of the campus for all students. The focus groups were again very positive regarding diversity but did not garner the level of input and participation from students that the Diversity group had hoped. Currently the group is working toward a campus wide climate survey to get a better sense of diversity issues although the early indications are quite positive. As an objective outside assessment of the campus, Penn State Hazleton participated in the administration of NSSE (National Survey of Student Engagement). While there are no specific questions on a diversity climate, there is a question regarding whether our school encourages contact among students from different economic, social, and racial or ethnic backgrounds. While our freshmen and seniors were racially diverse in similar proportions to the campus, the responses were less than our selected peers and significantly less ($p < 0.05$) than both our Carnegie class and PA NSSE participants. The mean response was a 2.63 for Freshmen and a 2.51 for seniors on a 4 point Likert scale. These results will help guide the Diversity Affairs group to increase contact in a concerted way.

The campus also partners with a number of external groups. The three main contacts have been through county-wide representation on the Diversity Task Force for Luzerne County charged by the County Commissioners, membership and leadership within the Northeastern Pennsylvania Diversity Education Consortium, and membership and leadership with the Concerned Parents of the Hazleton Area. The membership and leadership on the latter two has been created and fostered by the chancellor. Support from University Park, specifically Educational Equity, has helped to maintain our membership within NEPDEC and the work with this group is referenced within this document.

Our success in coordinating organizational change has been led by the chancellor and the administrative team. Through strategic planning and outreach into the community in a comprehensive manner, we have been better able to understand the challenges that beset diverse members of society in Northeastern Pennsylvania. While our approaches are beyond formative yet still evolving, immersion in groups focused on diversity in our region is critical to our contribution to improving diversity both on and off campus. Through leadership of these organizations regionally, we are able to further diversity goals for the entire region and thereby create a sustainable community that is accepting and welcoming. As we continue to improve the community, we improve the experience for our students that live there and for our students when they are simply off campus. Regarding organizational change on campus, the assessment of our efforts is certainly measured by our key performance indicators for admissions and by the number of hires we have been able to accomplish given the relatively small turnover. Additionally, it can also be measured by the lively participation by faculty and staff. It is a very active group. Assessment of our progress in the community is certainly difficult. What is clear is that the community looks to Penn State Hazleton and its leadership to be active and involved. This is a testament to the outreach of our campus as a whole. The request for the chancellor to serve on the board level of several diversity organizations

measures the positive commitment of the campus to make a difference regarding diversity issues within the community and region.

Appendix A

Table A:

Penn State Hazleton Minority Enrollment Comparison 2005 and 2008

Type	Fall 2005	Fall 2008	Change	% Change	% of Total Enrollment Fall 2005	% of Total Enrollment Fall 2008
<i>American Indian/Alaskan Native</i>	2	3	1	50.0%	0.19%	0.24%
<i>Black American</i>	71	117	46	64.8%	6.67%	9.53%
<i>Asian American</i>	64	51	-13	-20.3%	6.01%	4.15%
<i>Hispanic American/Puerto Rican</i>	70	93	23	32.9%	6.57%	7.57%
Total	207	264	57	27.5%	19.44%	21.50%

Total Enrollment Fall 2005 - 1065

Total Enrollment Fall 2008 - 1228

Table B:

Penn State Hazleton Gender Enrollment Comparison 2005 and 2008

Gender	Fall 2005	Fall 2008	Change	% Change	% of Total Enrollment Fall 2005	% of Total Enrollment Fall 2008
<i>Females</i>	424	518	94	22.2%	39.8%	42.2%
<i>Male</i>	641	710	69	10.8%	60.2%	57.8%
Total	1065	1228	163		100.0%	100.0%

Table C:

**Penn State Hazleton
Adult Learner Enrollment Comparison 2005 and
2008**

Fall 2005	Fall 2008	Change	% Change
71	100	29	40.8%

Appendix B

Table A:

**Penn State Hazleton Retention and Graduation Data
Fall 1999 through Fall 2007 Cohorts
Minority Students**

	FA00	FA01	FA02	FA03	FA04	FA05	FA06	FA07
<i>% Retained</i>								
<i>After 1 year</i>	88.0	85.4	80.6	78.0	85.1	79.6	78.8	77.6
<i>After 2 years</i>	62.0	64.6	58.3	57.3	68.9	72.0	65.3	
<i>After 3 years</i>	62.0	64.6	50.0	53.7	66.2	60.2		
<i>% Graduated</i>								
<i>After 4 years</i>	32.0	16.7	19.4	25.6	37.8			
<i>After 5 Years</i>	54.0	43.8	44.4	42.7				
<i>After 6 years</i>	62.0	54.2	48.6					

Majority Students

	FA00	FA01	FA02	FA03	FA04	FA05	FA06	FA07
<i>% Retained</i>								
<i>After 1 year</i>	82.8	79.6	83.3	78.4	80.5	80.3	77.1	81.4
<i>After 2 years</i>	67.4	66.0	71.7	66.3	70.1	68.6	61.9	
<i>After 3 years</i>	62.4	62.1	68.8	61.3	62.2	61.2		
<i>% Graduated</i>								
<i>After 4 years</i>	28.0	29.6	33.4	30.5	28.5			
<i>After 5 Years</i>	50.2	51.9	59.6	48.7				
<i>After 6 years</i>	55.7	54.0	61.7					

Table B:

5 YEAR PROFILE OF BRIDGE TO ACADEMIC SUCCESS

Enrollment	YR1 Cum GPA Average	Retention:	YR1	YR2	Cum GPA Average
2003/19	2.79		85%	80%	2.83
2004/18	2.62		88%	80%	2.66
2005/36	2.28		91%	91%	2.51
2006/36	2.67		82%	81%	2.81
2007/37	2.59		78%	72%	2.47
2008/36	2.69		91%	87%	2.73