

Penn State Lehigh Valley

Diversity Report 2009

****Special Note:** In Summer 2009, the Penn State Lehigh Valley campus moved from Fogelsville to its new location in Center Valley. Campus space grew from one floor to three floors, with capacity to offer students a range of services and programming that was not possible in the past due to space restrictions. Campus leadership is currently engaging in active planning and assessment of enrollment and retention trends to encourage further diversity in the student population and the campus workforce. In conjunction, there is a general excitement among faculty, staff, and students about new possibilities related to diversity offerings and options.*

Challenge 1: Developing a Shared and Inclusive Understanding of Diversity

1. How does your unit define diversity?

Penn State Lehigh Valley's charge to define diversity lies with the Diversity Committee, an inclusive group of students, faculty, and staff. The mission of the Penn State Lehigh Valley Diversity Committee is to foster respect and promote the diversity of our students, faculty, staff, alumni, and the community at large. To that end, the Diversity Committee developed the following mission statement as it continues its work to define and redefine the definition of diversity for the campus:

We are dedicated to creating an inclusive environment that affirms the dignity, value, and uniqueness of each member of our campus community and that focuses on the appreciation and respect for individual and cultural differences. We will provide and promote opportunities for the open exchange of different beliefs, experiences, and points of view through educational programming and outreach. The committee welcomes, encourages, and supports all diverse programming efforts on the campus.

Penn State Lehigh Valley's concept of diversity includes all of the following:

- Ethnicity
- Race
- Gender
- Age
- Sexual Orientation
- Adult Learners
- Veteran Status

- Disability
- Geographic origin/ cultural practices
- Religion

2. How has your unit distributed information to students about the University's diversity initiatives?

Diversity Initiatives from the 2004-9 Diversity Strategic Plan were incorporated and built upon in the campus' 2008-2013 Strategic Plan. This plan was made available to faculty, staff, students, alumni, and the external community via the Institutional Research webpage. Student Affairs and University Relations have worked diligently to increase information to the campus population about programs, professional development opportunities, and outreach activities aimed at forwarding diversity initiatives through a variety of methods:

- Weekly email to campus community
- Student Life Group on Facebook
- Diversity Website
- Diversity Calendar of Events, via the website
- Display Boards in Centre Hall
- Student Handbook and Planner with programming dates
- Diversity Bulletin Board in main stairway
- News Releases sent to local media
- Tradition alumni magazine

3. How has your unit distributed information to faculty and staff about University's diversity initiatives?

All faculty and staff were invited to be a part of the 2008-13 Strategic Planning process and were encouraged to offer feedback in regards to the progress related to diversity initiatives on campus. Following the completion of the Plan, all faculty and staff were sent a web link to the Plan and have been asked to contribute periodic updates for progress reports, including diversity initiatives. This has allowed diversity initiatives to be distributed and revisited numerous times throughout the year. In addition, faculty and staff received information about diversity programs through the student handbooks and planners (made available to the campus community each year), weekly emails, access to the diversity calendar, and emails from the Diversity Committee chair. Information is also displayed on the Diversity Bulletin Board and the display boards in Centre Hall.

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

The diversity committee fosters discussion of issues related to diversity. The committee supports the assessment of diversity goals and encourages educational programming and diversity training on campus. In addition, the committee serves as the conduit to discuss and

act on any situations of intolerance on campus. (A new initiative in the 2010-15 Diversity Plan is to strengthen the protocol that dictates how this occurs on campus to ensure the process is equitable and accessible). The diversity committee is composed of faculty, staff and students:

Ana Figueroa	Assistant Professor, Spanish
Barb Long	Academic Advisor
Eileen Grodziak	Instructional Services Specialist, Digital Commons
Ingrid Debellas	Instructor, French
Karen Paddock	Academic Advisor
Kristy Weidner	Institutional Planning Coordinator
Maryann Hubick	Student Aid Coordinator
Mike Damweber	Admissions Counselor
Denise Ogden	Associate Professor, Marketing
Sandy Litzenberger	Area Representative, CE
Steph Derstine	Staff Assistant, Library
Steph Friday	Student Affairs Assistant
Sue Chappell	Job Coach, Out of School Program
Tiffany Cresswell-Yeager	Director of Student Affairs
Alyssa Edmund	PSLV Student
Chris Lai	PSLV Student
Louis Cedeno	PSLV Student
Steph Chang	PSLV Student
Yannily Oscanio	PSLV Student

5. Which strategies have been most successful in addressing this Challenge?

- The New Student Orientation Program was implemented to be a full-day program to address issues of transitioning to college. Diversity programming was incorporated into the main theme of orientation, allowing 250 first-year students to engage in powerful dialogue about diversity—culture, race, disability, gender and sexual orientation.
- The Cultural Events Series provides a comprehensive approach to understanding and learning about culture. The topics include Hispanic Heritage Month, Asian Awareness, and World AIDS Day. The AIDS Quilt is being displayed on campus with a speaker from a community agency. Each experience provides a musical performer, cultural food and a discussion about the featured culture. For Fall 2009, the average attendance has been 65 students, along with significant faculty and staff participation.
- The First-Year Experience HDFS 287 courses have implemented diversity topics into the curriculum. Interactive diversity activities allowed students to discuss current diversity-based issues, ask pertinent and pressing questions and begin understanding the differences and similarities of themselves to others within their classes.
- Regional programming, including the Dr. Martin Luther King Day of Service, encouraged

participation in outreach activities. In 2009, the event was hosted by Penn State Hazleton, Penn State Wilkes-Barre, Worthington-Scranton, Berks, Lehigh Valley and Schuylkill participated. For 2010, the event will be hosted by Penn State Wilkes-Barre and in 2011, Lehigh Valley will host. The event consists of a welcome from campus leadership, motivational speaker and an afternoon of service in the campus' community.

- Grant-based programming through the Continuing Education Department has been highly successful throughout the past 20 years. With funding from CareerLink Lehigh Valley and the Workforce Investment Board, the campus has been able to invite local inner-city high school students and youth-in-transition to the campus to engage in noncredit job training and to participate with faculty, staff, and students in outreach activities.

6. What measures of success have you identified to gauge your progress in this Challenge?

- Attendance at events has increased, especially due to the campus move from Fogelsville to Center Valley (and the increase in space with which to offer events and programs)
- Reflections from cultural event participants show that the campus community values diversity programming
- Student satisfaction surveys and student feedback to Student Affairs staff indicate that a majority of students feel welcome and supported on campus
- Reports of 'hate' and acts of intolerance are logged if they should occur

Challenge 2: Creating a Welcoming Campus Climate

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

Campus leadership demonstrates support for diversity in several ways. The leadership addressed diversity issues by creating specific diversity initiatives within the 2008-13 Campus Strategic Plan, and one of the campus's eight Guiding Principles is Diversity.

Two Student Affairs staff members have been officially assigned responsibilities for diversity. The Coordinator of Student Activities chairs the Diversity Committee and advises the Diversity Club. The Student Affairs Specialist supports diversity initiatives and programming. The Diversity Committee (comprised of senior managers, faculty, staff, and students) and the Diversity Club (specially created for the student population) have been extremely active, and

each continues to implement effective programming strategies. The Penn State Principles have been displayed and used to reinforce Penn State's commitment to diversity and civility. The Principles were part of the First-Year Experience HDFS course and the New Student Orientation program and printed predominately in the Student Handbook.

The Office of Student Affairs has been strategically located in a central space in the new building to provide a place for students to obtain diversity-related information. Student Affairs has been able to create a bulletin board for the purpose of diversity programming and awareness. In addition, the Senior Management Team and the Faculty Senate are available to discuss diversity issues or implement solutions for campus issues. Also, the Student Government Association created a diversity committee to represent the students at CCSG, as well as to be a voice of the students in regards to diversity activities.

The Learning Center coordinator holds the position of Campus Disability Services coordinator and has worked diligently to establish effective programs and support services for students with disabilities.

2. How does your unit identify climate issues?

Awareness of the campus climate is considered important for all departments, but the Office of Student Affairs has been designated with the chief responsibility of addressing student concerns and training related to diversity. Student Affairs also chairs the Diversity Committee, making it the initial identifying unit of the campus climate. Student Affairs actively seeks feedback and discussion about diversity issues. These issues are then brought forth to Senior Management for response and action. In addition, to create better communication between student support services, a student development team has been implemented. Any campus issue related to diversity is addressed by the student development team, senior management team, and student affairs staff.

3. How does your unit monitor climate?

Student Affairs reviews the Student Satisfaction Survey and Health Survey Data, as well as operating with an 'open door policy' for students to discuss issues and situations. In the student handbook, students are directed to the Chancellor to report any incidents or situations of intolerance. Also, the Senior Management Team discusses campus issues and responds to any situations from a policy and procedure standpoint. Plans are underway to implement a Faculty/Staff Climate Survey in 2010, as faculty, staff, and students "settle-in" to the new campus.

4. How does your unit respond to climate issues?

The campus responds by meeting with Student Affairs, University Relations, Counseling, the LGBT contact person, and the Diversity Committee Chairpersons. Depending on the situation, the Director of Academic Affairs may invite faculty members to be involved given their expertise in diversity issues. These staff members would formulate a plan to communicate with

students, faculty, and staff about the issue and plan for educational programming and physical changes to improve the climate situation. Student Affairs monitors the cases through Judicial Affairs to ensure fairness and equity in the process. The response is in accordance with Penn State policies.

5. What unit-wide and individualized approaches have you developed to enhance overall climate and individual satisfaction with the environment?

- The Diversity Committee and Diversity Club work in collaboration to support and enhance the overall campus for faculty, staff, and students
- The Student Affairs Office is located in a visible and convenient location at the new campus.
- Evening and weekend staffing provide support in advising, tutoring, and counseling at both the Center Valley campus and the Corporate Learning Center
- An Arts and Culture Series has been developed by Student Affairs and campus faculty and is supported by campus leadership
- Campus programming to support African American History, Hispanic History, Women's History, World AIDS Day, Veteran's Day have been highly successful, well attended and received positive feedback from campus community.

6. What strategies have been most successful?

Please see approaches in number 5 above.

7. What measures of success have you identified?

The Office of Student Affairs has witnessed an increase in the number of students participating in diversity programming. Faculty and staff have shown more excitement and interest in developing and participating in diversity programs, especially with the move to the new campus. Plans to increase enrollment (and develop comprehensive enrollment and retention plans), to grow professional development opportunities, to expand the Learning Center, to add an auditorium, to create an Art Gallery, and many other initiatives show how important creating a welcoming campus environment is to PSLV.

Challenge 3:

Recruiting and Retaining a Diverse Student Body

1. Describe specific initiatives intended to contribute to recruiting or retaining undergraduate and or graduate students from underrepresented groups.

The 2008-13 Campus Strategic Plan outlines specific initiatives for recruiting and retaining underrepresented groups, including minorities, adults, and transfer students. These initiatives were developed by campus leadership and the Strategic Planning Committee and have been carried over to the 2010-2015 Diversity Strategic Plan (please see the plan for these initiatives).

In Fall 2009, the Chancellor and the Director of Academic Affairs created an Enrollment Management Team to discuss issues of recruiting and retaining a diverse student body. The team meets weekly for 45 minutes and is charged with discussing current enrollments, identifying trends, and developing recruitment and retention plans. Comprising this team is:

Dr. Ann Williams	Chancellor
Dr. Ken Thigpen	Director of Academic Affairs
Dr. Margaret Christian	Faculty
Tiffany Cresswell-Yeager	Director of Student Affairs
Kathy Eck	Registrar
Emory Guffrovich	Admissions
Maryann Hubick	Student Aid
Priscilla Johnson	Academic Advising
Kristy Weidner	Institutional Planning

Specific Actions towards recruitment and retention include:

- Student Aid conducts financial aid workshops to help students and families understand options and opportunities for college attendance. The campus offers open houses and offer programs to explain academic programs. In the new Center Valley location, Student Affairs worked with LANTA to ensure public transportation access to the campus. Although transportation is limited and is not always convenient for students, it does exist and the organization is interested and committed to working with the campus in developing additional options if the need arises. In addition, the Development Officer is actively soliciting new scholarships. The PSULV Alumni Society First-Year Scholarship was implemented in 2008.
- The Student Development Team focuses on discussing issues facing students to better communicate strategies and implement effective solutions for campus problems. Staff positions have evening and weekend hours to support adult learners and first-generation college students. Hybrid courses, online education and flexibility have been keys to providing additional services.
- The Learning Center provides excellent support and services to retain students. SMARThinking online tutoring provides immediate feedback 24 hours a day. In all 2008, 339 were served by the Learning Center. This was followed by 247 students in the Spring 2008 semester.
- The Continuing Education Department has successfully operated two grant-based programs (Employment and Academic Training Program for High School Students-20 years, and the Out-of-School Youth Program for 18-21 year-olds- 4 years). These programs offer dual enrollment, noncredit certificate options, and access to a Penn State education to at-risk, minority populations. Plans are underway to open a

Neighborhood Network Center with the Allentown Housing Authority, allowing PSLV CE to further recruit underserved populations into campus-based programming.

2. Describe specific initiatives your unit may have that are intended to reduce intergroup disparities in enrollment, retention, and graduation rates.

Specific initiatives are outlined in the 2010-2015 Diversity Strategic Plan. These specific initiatives are being reviewed by the new Enrollment Management Committee (see question 1 in this section above). This Committee has the responsibility to ensure that these initiatives are implemented.

An important part of the process is the analysis of enrollment trends. Last year, the campus' Institutional Planning Coordinator provided Senior Managers with information related to enrollment rates (please see this information attached at the end of this report). This information, along with data about change of assignment trends, retention, and graduation rates, is currently being used to inform the Enrollment Management Team.

3. What mechanisms for collaboration has your unit established?

- Enrollment Management Team coordinates various departments to analyze enrollment and retention trends
- Community Partnerships allow the campus, along with Continuing Education, to offer numerous diversity-related and outreach opportunities to traditional and non-traditional students
- Student Development Team combines Student Affairs and Student Support Services to collaborate on resources and programming

4. Which recruitment and retention initiatives have been most successful?

One successful initiative has been the Bunton-Waller Scholarship offered through the Office of Student Aid. This scholarship programs aids students who face economic disadvantage and ethnic/racial under-representation. In 2008-9, PSLV had 28 recipients. In 2009-10, this number rose to 36. Overall, the numbers of students receiving financial aid has also increased, from 538 in 2006-7 to 593 in 2007-8. *Other successful progress towards recruitment and retention efforts is documented on the Description of Progress chart following this report.*

**Challenge 4:
Recruiting and Retaining a Diverse Workforce**

1. How has your unit actively and successfully engaged in locating and recruiting faculty and/or staff from underrepresented groups?

Penn State Lehigh Valley is committed in promoting wide-range and timely advertising of

positions. The campus considers candidates who would add to the intellectual diversity and cultural richness to program courses and throughout various campus departments and activities.

Campus administration encourages search committee chair persons to review resumes from the Diversity Applicant Pool through the Office of Human Resources. Interview committees are also encouraged to identify candidates that show evidence of diverse backgrounds (both race/ethnicity and background of diverse experiences) as well as evidence of diversity awareness. Penn State Lehigh Valley is committed to locating and recruiting a diverse workforce.

2008 figures show the following for PSLV Faculty:

- The faculty population is almost equally male and female (51 total males, 52 total females)
- The faculty population is 6.8% minority-represented (3 Asian American, 4 Latino)
- The faculty population is represented by a range of age levels

As for the PSLV staff population:

- In 2008, the staff population was 12.9% minority-represented, an increase of 3.3% since 2005
- In 2008, the staff population was comprised of a larger of females (57%) than males (43%)

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

Chairpersons, along with their respective interview committee members, are expected to conduct reference checks on applicants who are being highly considered for hiring to ensure that background and credentialing information is accurate. Staff already holding PSLV positions and looking to be promoted would need to complete a PIQ (Position Information Questionnaire) and possibly interview for the higher graded position among other qualified candidates. Assessment of credentialing for the hiring or promoting of faculty is managed by the Director of Academic Affairs.

3. What retention strategies have you implemented in your unit to retain and promote the success of faculty and staff from underrepresented groups?

Penn State Lehigh Valley Faculty Senate has established a faculty mentor program. In addition, faculty and staff are mentored through campus programs and student development initiatives. The welcoming campus climate and open dialogue create a positive atmosphere for professional development for faculty and staff.

4. Which recruitment and retention strategies have been most successful?

The Penn State Lehigh valley website has been the most successful and cost-effective way to advertise open positions and to reach and recruit numerous potential applicants.

5. What measures of success have you identified?

There has been a significant increase in recent years of online applications and use of the PSLV website to find out about open positions, showing that the web is a significant recruiting tool.

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

1. What initiatives support multicultural curriculum efforts?

The campus has successfully incorporated multicultural themes into a variety of courses. Our new *First-Year Experience* courses, for example, encourage students to address diversity issues in papers and in speeches. Some course sections also encourage students to participate in community projects that promote diversity and critical thinking about current diversity issues.

Outreach programs also offer opportunities for students to engage in diversity issues that extend from university/civic partnerships. The Penn State Neighborhood Network Center at Overlook Park (opening in January 2010) will support diverse populations with workforce readiness and non-credit certificate training in business essentials, intro to healthcare, and green technology. Our OLEAD program successfully welcomes returning adult students into the study of organizational leadership that promotes respect and acknowledgement of life and work experiences brought to higher education later in one's academic career.

This year, the campus approved a new Civic Engagement minor. This program is an 18-credit minor, which provides students with an opportunity to "integrate democratic principles, public issues, and questions of civic purpose with their academic, professional, and creative development." The program combines coursework with field experience that allows students to investigate and engage in community-based research and problem-solving. An "Alternative Spring Break Experience," taught as YFE 211, the foundation courses for this minor, offers two service-learning options: an international experience, possibly in conjunction with the Altoona campus, to the Dominican Republic, and a local experience through the Volunteer Center of the Lehigh Valley.

In Spring 2010, PSLV also plans to again offer WL ED 400, "Fundamentals of Teaching English as a Second Language. This course is offered as part of a master's degree program in ESL, offered in conjunction with Turabo University in Puerto Rico. Teachers participating in the program will, upon completion of the 39 credits, 1) receive a Master's Degree in Education in Teaching English as a Second Language from the University of Turabo, and 2) will have completed the Pennsylvania Department of Education approved Program Specialist: English as a Second Language Certificate.

The Modular Design for English Language Learners (MODELL) Instruction Program is another grant-funded offering designed to provide a high-quality, credit-based professional development program for pre-service and in-service teachers working with English language learners in today's classrooms. The goals of the program are 1) to provide a solid foundation in understanding second language acquisition, cultural awareness and its impact on language learning; 2) to share effective teaching strategies aligned with State standards and assessment, and 3) to provide support through school-based learning communities organized to design, implement, and evaluate classroom practices and teacher-research inquiry projects. Teacher participants take a two-course, six credit series over two semesters.

The Penn State Lehigh Valley "Diverse Literacies Conference" is scheduled annually in the fall, and provides 5 ECU's to participating public school teachers. Undergraduate students in the Elementary Education Program, along with the participants in the MODELL grant program (see above), share their current research projects with area educators around a variety of diverse educational topics.

The campus identifies Global Education as a significant part of the 2008-13 Strategic Plan and the new Diversity Strategic Plan. Various courses bring interaction on a global stage directly into the classroom through distance learning technology, such as polycom, Skype, and Adobe Connect. In conjunction, the campus also actively encourages study abroad through traditional university level programs in numerous countries, such as annual short term study abroad through the PSU Lehigh Valley Honor's Program. In recent years, PSLV has introduced opportunities for students to travel in connection with classes taught on campus and through travel that is embedded in specific courses. The annual CHANCE Program, a premiere example of this, is a biology course in Costa Rica and Panama whose theme is biodiversity. This year the program has extended to China with two related courses taught jointly as, "Environmental Concepts and Economic Principals."

PSLV regularly offers foreign language instruction, including Arabic, Chinese, German, French, and Spanish. Culturally-based courses are offered as well, such as, "Introduction to Latino Studies" (Fall 2009) and "Introduction to Islamic Civilization" (Spring 2010).

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

Diversity initiatives in research and teaching include:

- The Greece Travel Experience
- Alternative Spring Break
- Honors Trip to London
- OLEAD Credit Program targeted at adult enrollments
- ESL-based programs, including the Master's in ESL connection with Turabo University, Puerto Rico

Very exciting is the creation of the Center of Organization and Community Research (CCOR), managed by two PSLV faculty (Dr. Jennifer Parker-Talwar and Dr. David Livert) and PSLV students. One significant research project of the CCOR was the “2008 Portrait of Latino Business Owners and Professionals in the Lehigh Valley.” The research was conducted by CCOR and sponsored by the Latino Economic Council (LEC) of the Lehigh Valley Economic Development Corporation (LVEDC). The key finding of this report is that business ownership and education facilitate Latinos ability to climb the economic ladder and achieve success in the Lehigh Valley.

3. How is diversity integrated into the curriculum of your college?

Diversity is integrated into the more general campus curricula as well as through specialized courses and activities. The new LV First Year Experience course (FYE HDFS) asks students to participate in specific exercises reflecting on cultural identity and community. They also apply analytical skills honed in the course to multicultural problems for discussion and resolution. YFE 211 is the spring 2010 alternative spring break course that allows students to apply hands-on solution to cultural issues involving diversity.

PSLV strongly encourages students to participate in multicultural activities related to academic courses and co-curricular activities.

4. Which strategies for developing a curriculum that fosters intercultural and international competencies have been most successful?

The most successful strategies include:

- The University Global Education Committee
- The Honors Explorations of Barcelona, Paris and London
- HDFS 287 W Intercultural Community Building
- Business Professor Dr. Denise Ogden’s Diversity Training program for faculty and staff

5. What measures of success have you identified?

- Attendance: the numbers of students participating in international and multicultural events and courses has dramatically increased
- Reflections from HDFS First Year Experience Course (qualitative information) reveal a marked maturation process in thinking about multicultural topics and applying skills to addressing multicultural issues.

Challenge 6: Diversifying University Leadership and Management

1. How are unit leaders actively involved in diversity efforts?

Unit leaders include the Chancellor, Director of Academic Affairs, and the Senior Management Team (comprised of various department heads). These unit leaders are actively involved with diversity initiatives on campus. The Director of Student Affairs (with responsibility for supervising the Diversity Committee and Diversity Club) and the Institutional Planning Coordinator (with responsibility for authoring the Strategic Plan and assessing progress towards initiatives) are both on the Senior Management Team. The Diversity Committee includes two Senior Managers. The Enrollment Management team is comprised of the Chancellor, Director of Academic Affairs, and three Senior Managers.

2. What is the diversity profile of the unit's administrative and executive levels?

The two executive level positions (Chancellor and DAA) are held by a female and a male, respectively. The Senior Management team is comprised of both females and males. At the present time, there is a lack of minority representation at the executive and administrative levels.

3. Describe the procedures followed to create both diverse applicant pools and search committees for administrative searches.

Search committee chairpersons are encouraged to review resumes from the Diversity Applicant Pool through the Office of Human Resources. Interview committees are also encouraged to identify candidates that show evidence of diverse backgrounds (both race/ethnicity and experiential background) as well as evidence of diversity awareness.

4. How does your unit identify staff and faculty from underrepresented groups who have administrative aspirations and potential?

The Staff Development and Review Process (SDRP) is the tool used at the campus to give staff the opportunity to articulate their interests and aspirations. Those with potential to move ahead within the organizational structure, through either promotions or additional professional development projects, are recommended by their supervisors or the Business Services manager for further review by the Chancellor and/or Director of Academic Affairs (DAA). The DAA is responsible for reviewing faculty aspirations and potential.

5. Which strategies for diversifying your unit's leadership and management are most successful?

As mentioned under Challenge 4, Penn State Lehigh Valley is committed to promoting wide-

range and timely advertising of positions. The campus considers candidates who would add intellectual diversity and cultural richness to program courses and throughout various campus departments and activities.

The last management position open was for the Director of Academic Affairs. All protocols dictated by the University Affirmative Action Office and the Office of Human Resources were adhered to throughout the interview and credentialing verification process.

As with all open positions, interview committees looking to hire for management positions would be encouraged by campus administration to review resumes from the Diversity Applicant Pool through the Office of Human Resources. Interview committees would also be encouraged to identify candidates who show evidence of diverse backgrounds (both race/ethnicity and background of diverse experiences) as well as evidence of diversity awareness.

6. What measures of success have you identified?

Wide-range advertising of the DAA position through the PSLV website and University job posting website allowed PSLV to attract a variety of candidates. Candidates were reviewed based on education, experience, and ability to advance University goals, including those related to diversity.

Challenge 7: Coordinating Organizational Change to Support Diversity Goals

1. How does your unit's strategic plan reflect the importance of diversity for meeting your goals and objectives?

Diversity is a significant part of the campus' 2008-13 Strategic Plan, and is noted as one of the eight Guiding Principles of the campus, as determined by Town Hall Meetings of faculty, staff, and students. Diversity is interwoven through every goal of the Strategic Plan and is part of both strategic initiatives and specific action plans to achieve these goals.

2. What organizational realignments and long-term planning strategies have been implemented by your unit to ensure the realization of the University's diversity goals?

The Diversity Strategic Plan has been created to align directly with the 2008-13 Strategic Plan (which outlines the campus' long-term planning strategies). Each section of the plan also aligns directly with the University Diversity Challenges. *Please see the attached Description of Progress chart which outlines these alignments.*

The acquisition of a new campus building, along with departmental reorganizations, processes, and protocols within this new setting, will allow for the necessary physical space and increasing

enrollments (projected for the next number of years) to advance many of the initiatives within the Strategic Plan related to diversity (including the hiring of additional faculty and staff, the ability to have dedicated space for events, etc.)

3. What budget and development approaches have been implemented by the unit?

The Business Services and Development Offices work closely with the Office of Student Affairs and Continuing Education to identify financial resources to support on-campus diversity programming, as well as grant opportunities and development sources for outreach-based programming.

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

Achievement of Diversity Strategic Initiatives is currently being monitored through a Progress Matrix designed by the Institutional Planning Coordinator. This matrix is used to assess progress towards all initiatives in the 2008-13 Strategic Plan. The matrix is updated periodically with information submitted via department logs to ensure departments are accountable for their specific areas of responsibility. This matrix is then distributed campus-wide and on the PSLV website to showcase and celebrate significant achievements made towards diversity goals. *The diversity version of this matrix is included as the Description of Progress Chart included at the end of this report.*

5. What partnerships exist with internal and external units?

Due to our small campus nature, internal departments at the PSLV campus, work very closely to plan, implement, and advance diversity activities and goals. On a larger level, the campus has contact with the Penn State Office of Planning and Institutional Assessment (OPIA) as we develop and monitor our Strategic Plans.

The Department of Continuing Education maintains various partnerships with external units, including CareerLink Lehigh Valley and the Lehigh Valley Workforce Investment Board (for grant-based projects to work with underserved populations), the Allentown Housing Authority (to operate the Neighborhood Network Center for public housing residents and the community), various school districts (to offer teacher training programs and family literacy/urban-based educational programs through the Penn State Lehigh Valley Writing Project), and with many other community-based organizations and non-profits.

6. Which strategies to coordinate organizational change in support of diversity goals have been most successful?

Question number 4 in this section describes the Progress Matrix used to chart progress towards achieving goals. This chart has also significantly aided department heads and staff members in knowing for which initiatives they are responsible and what action plans have been designated to achieve these initiatives. The PSLV campus has been actively using the campus Strategic Plan

as a “living document” to validate and support organizational changes and to provide a structure through which to do so.

7. What measures of success have you identified?

The most significant organizational change to occur within the past year has been the acquisition of the new campus building in a location that is centrally-located within the Lehigh Valley and more accessible to diverse populations than the Fogelsville campus. The Strategic Plan, and incorporation of diversity elements, helped “make the case” that the campus could be more responsive to a growing and diverse population if it was expanded and relocated.

The new campus has a larger Learning Center and will have a dedicated arts gallery and auditorium which will hold large groups for the increasing number of diversity-related events laid out in the Diversity Plan. Enrollments are expected to increase in the next number of years, due to the growing population of high school graduates in the Lehigh Valley and an influx of families into the area. The Lehigh Valley area is witnessing an ever-growing Latino population, coupled with rising Asian and Middle Eastern populations. Growth in enrollments will allow the campus to hire additional staff and faculty from diverse backgrounds. Campus administration is pleased that both the 2008-13 Strategic plan and the 2010-2015 Diversity Strategic Plan outline significant initiatives to continually recruit and retain students, faculty, and staff, while allowing for the innovation and creativity to create diversity-based programming to further engage the entire campus population.

Attachments to the Diversity Report

Page 18 Enrollment Trends Chart

Page 19 Changes in Enrollment Figures (2002-2008)

Pages 20-30 Matrix of Progress towards Diversity Initiatives

Year	Total Enrollment	Gender		Minority	Age		Residency		Level	
		Male	Female	(non-white, % excludes those who declined to report)	23 and below	24 and above	PA Resident	Non-PA Resident	Undergrad	Grad
2007	801	58.2%	41.8%	22.5%	80%	20%	95%	5%	96.5% (773)	3.5% (28)
2006	758	56.5%	43.5%	18.1%	80%	20%	96.2%	3.8%	96.3% (730)	3.7% (28)
2005	722	60%	40%	17.2%	73%	27%	96.3%	3.7%	93% (672)	7% (50)
2004	680	62%	38%	16.9%	74%	26%	97.3%	2.7%	94.7% (644)	5.3% (36)
2003	764	61%	39%	16%	75%	25%	97.5%	2.5%	94.2% (720)	5.8% (44)
2002	734	61.5%	38.5%	15.3%	77%	23%	97.1%	2.9%	96.2 % (706)	3.8% (28)
Average	Enrollment 743	Male 59.9%	Female 40.1%	Minority 17.66%	23 below 76.5%	24 above 23.5%	PA Res 96.6%	NonPA Res 3.4%	Undergraduate 95.15%	Graduate 4.85%
Fall 2008 (Census-week 6)	816	(476) 58.3%	(340) 41.7%	(185) 22.6%	(643) 78.8%	(173) 21.2%	(778) 95.3%	(38) 4.7%	(779) 95.5%	(37) 4.5%

Penn State Lehigh Valley Enrollment Trends

Penn State Lehigh Valley Changes in Enrollment Figures (Based on 2008 Enrollment Figures)

Enrollments

- **Total campus enrollments have risen by 82 students or 10.1%**
In 2002, there were 734 students. In 2008, there are 816 students.

Gender

- **The percentage of male students in the total student body has decreased by 3.2%, while the percentage of female students in the total student body has risen by 1.6%**
*In 2002, males made up 65.1% of the student body and females 38.5%.
In 2008, males make up 58.3% of the student body and females 41.7%.*

Minority

- **The percentage of minority students in the total student body has increased by 7.3%.**
*In 2002, minorities made up 15.3% of the total student body.
In 2008, minorities make up 22.6% of the total student body.*
- **The percentage of Latino/Hispanic American/Puerto Rican students has increased by 56.7%.**
In 2002, there were 38 Latino students, in 2008 there are 83 Latino students.

Age

- **The percentage of students age 23 and below within the total student body increased by 1.1%, while the percentage of those ages 24 and above decreased by 1.8%.**
*In 2002, 77% of the student body was age 23 and below, while 23% were age 24 and above.
In 2008, 78.8% of the student body is age 23 or below, while 21.2% are age 24 or above.*

Residency

- **The percentage of students who are PA residents within the total student body has decreased by 1.8%, while the percentage of students who are non-PA residents has increased by 1.3%.**
*In 2002, 97.1% were PA residents and 3.4% were non-PA residents.
In 2008, 95.3% are PA residents and 4.7% are non-PA residents.*

Level

- **The number of graduate students has risen by 24.4%.**
In 2002, there were 28 graduate students, in 2008 there are 37 students.

Description of Progress: Achieving Diversity Initiatives

PENN STATE UNIVERSITY DIVERSITY FRAMEWORK & LEHIGH VALLEY CAMPUS DIVERSITY INITIATIVES in 2008-2013 Strategic Plan		Current Progress Towards Achieving Stated Diversity Initiatives
Campus Climate and Intergroup Relations		<i>Based on PSLV 2008-13 Strategic Plan Progress Matrix</i> Green=Progressing, Blue=Achieved
Challenge One: <i>Developing a Shared and Inclusive Understanding of Diversity</i>	Strategic Initiatives and Action Plans 1.11 Promote, enhance, and engage all elements of <i>A Framework to Foster Diversity</i> throughout the campus 1.11.1 Sustain the Diversity Committee and continue to use the committee to promote the campus' definition of diversity 1.11.2 Continue to promote and enhance the campus' Diversity Website which outlines the Diversity Committee's mission statement and upcoming events related to diversity ----- 2.6 Enhance campus lecture series to address global perspectives	Accomplishments --Diversity Committee is actively improving programming, awareness and education for students, faculty and staff. --Diversity Club has been created and will be officially registered in fall --Student Affairs and Student Development focus on ways to engage students in powerful discussions, opportunities for leadership and service. --The FYE plan calls for diversity education as part of the course requirement. --3 staff members from Academic Support Services serve on the campus diversity committee, staff members are fully engaged in serving the needs of adult learners, and are fully committed to ensuring the campus is following the appropriate guidelines per ADA and FERPA regulations --Students in grant-funded youth program participate in diversity training and take advantage of multi-campus activities such as the Day of Service at the Hazelton Campus ----- --Faculty Invitational lecture series focuses on current topics related to diversity

	<p>2.9 Increase private and grant funding for programs that can offer global perspectives for students, faculty, staff, alumni, and the community</p>	<p>Ongoing</p>
<p>Challenge Two: <i>Creating a Welcoming Campus Climate</i></p>	<p>2.10 Encourage alumni to participate in diverse global programs</p> <hr/> <p>2.12 Increase professional development opportunities for faculty and staff specifically related to diversity issues</p> <hr/> <p>2.13 Increase opportunities for students to participate in projects and educational events related to diversity</p>	<p>--First international alumni tour to London was held in April 2009 (sold out); tour included a Penn State Alumni Reception hosted by the PSLV Alumni Society which connected PSU alums with alumni living in London; Greece trip planned for '10</p> <p>--Co-sponsored City Lights Program at United Nations in NYC, May 2009; addressed 21st century challenges & the United Nations and Globalization of Gender Equity in Latin America (cold out event)</p> <p>--First Alumni Cruise planned for 2010 from NYC to Bermuda for 5-7 nights</p> <p>--Second International Tour anticipated in 2011</p> <hr/> <p>--Diversity Committee has planned several training initiatives to improve education about diverse issues</p> <p>--Open Institute offered this summer as 6-credit graduate institute in ESL Literacy; CE staff member participated in Leadership Lehigh Valley</p> <hr/> <p>--Diversity Committee and Diversity Club are planning regional diversity conf.</p> <p>--Several panel discussions & events held to open communication about diversity</p> <p>--The Global Education Committee met to discuss ways to increase international travel and intercultural awareness</p> <p>--Students can participate in Leadership Conferences and other training at PSU</p> <p>--FTCAP advising and orientation activities/workshops focused on participation in diverse campus opportunities</p> <p>--Emerging Leaders Institute planned Diversity Awareness Day. 33 students from local high schools attended. Dr. Terrell Jones spoke, feedback was highest of all programs</p>

	<p>-----</p> <p>3.9 Promote campus climate of inclusion and respect</p> <p>3.9.2 Create various “campaigns” targeted at respect and inclusion</p> <p>3.9.3 Establish a Diversity Ombudsman position to serve as a liaison in the event that any diversity issues or concerns arise on campus or in the community</p> <p>3.9.5 Increase numbers of diversity-related clubs</p> <p>-----</p> <p>4.5 Acquire additional space dedicated to arts and cultural events and series</p> <p>-----</p> <p>5.6 Develop ways to promote diverse outreach activities to increase involvement of the campus population and alumni</p>	<p>--3 Study Abroad information sessions scheduled; 42 students registered for orientation session</p> <p>--250 students attended Metamorphosis Theater’s presentation of “Strange Like Me”</p> <p>--PSLV Professional Etiquette Dinner was held</p> <p>--LVWP fellows contribute to Family Literacy programming in English and Spanish; LVWP received resource development support to create webinars for technology and writing workshops to be shared across the PWPN Writing Project Network</p> <p>-----</p> <p>--Student Development Team is seeking ways to improve communication and collaboration to support student needs</p> <p>--Diversity Committee is planning many educational, social, and cultural activities</p> <p>--University Relations, Academic Support, and Continuing Education departments offer resources and support to the Diversity Committee</p> <p>--Latin Alliance is being registered to support the growing Latino/Hispanic population on campus</p> <p>--Campus liaisons attended Sexual Harassment Training</p> <p>---World Aids Day Programming was held, with displaying of AIDS quilt, a speaker from AIDSNet</p> <p>--LGBTQA Session was held</p> <p>-----</p> <p>--Plans for the Art Gallery are underway</p> <p>-----</p> <p>--Implementation of the new CIVCOM Minor (Civic and Community Engagement) will increase students’ awareness for the need for service through outreach, including diversity awareness</p> <p>--The Emerging Leaders program involves student leaders, community leaders and</p>
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**5.6.1 Create and maintain web resource of
of diversity-related events**

staff in promoting effective leadership.

--UR supports outreach efforts with publicity of activities, including posters, website updates, onsite support, press releases to increase attendance and community awareness of the positive reach of Penn State Lehigh Valley (i.e. getting the media to cover such events and activities)

--The Penn State Center for Technology through CE (in development stages) has developed an Advisory Council which includes PS-LV alumni

--CE operates two main categories of programming to increase involvement: SAGE (Seniors) and tuition-based youth programs—both of which are open faculty/staff and to alumni and their families

--Planned events to increase involvement of alumni and community (Farewell Fogelsville through which over 200 alumni, staff, faculty, and students reunited

--2009 Alumni Calendar of Events includes most diverse programs to date; Calendar of Events are updated via PSLV online calendar and Alumni Society website (another resource for alumni events)

--Activities are integrated into campus marketing plan via PS Newswire, Tradition Magazine, and press releases

--All faculty and staff are informed of monthly alumni events through email and hard copy and may attend them

--New marketing project aimed to launch in Fall 2009; electronic newsletter will be emailed to over 4,000 alumni bi-monthly

--Database has been created of alumni who attended PSLV events (2007-current) in effort to better promote outreach activities to alumni

Representation (Access and Success)		
<p>Challenge Three:</p> <p><i>Recruiting and Retaining a Diverse Student Body</i></p>	<p>1.4 Help students with financial need to have access to a quality Penn State education</p> <hr/> <p>1.5 Address obstacles to education that relate to a growing and diverse population</p>	<p>--Student Aid coordinated 2 financial aid workshops to provide information</p> <p>--PSLV Alumni Society First Year Scholarship was fully endorsed in 2008; scholarship awarded this year to freshman in need. Fundraisers held annually to support students on campus; -GolfGate raised more than \$5,000 for student athletics; Ice Cream Sale funds the first Year Scholarship; -Chapter Golf Outing funds the Don Klein Excellence Fund that provides support for cultural events on campus</p> <p>--PSHEF and local banks' aid for LPN students secured</p> <p>--Implemented student development team to collaborate and communicate about improving services to students</p> <p>--Diversity Committee played very active role in programming and awareness</p> <hr/> <p>--Student Affairs and Campus Safety are working with LANTA to ensure bus access to new facility</p> <p>--Will begin to request ESL professional tutor for 2010-2011 to assist in the Learning Center; will provide services as they are needed at both the Center Valley and CLC</p> <p>--Career Services has varied office hours to meet student needs; now provides programming</p> <p>--Enrollment Management Team has been formed to meet weekly to review enrollment trends and develop "charges" related to enrollment and retention initiatives for campus departments</p> <p>--SMARThinking is providing on-line tutoring for bi-lingual students</p> <p>--PIC High School Program and Out-of-School Youth Program through the Workforce Investment Board and the Neighborhood Network Center through HUD and Allentown Housing Authority are working to address these obstacles for community youth and adults. These programs offer youth the opportunity to earn</p>

	<p>-----</p> <p>1.5.3 Ensure the integration of diversity and international perspectives within FTCAP/ICAP</p> <p>-----</p> <p>3.1.3 Specifically identify trends related to diverse populations, including minorities and females, to address underserved populations in future recruitment and retention plans</p> <p>-----</p> <p>3.3 Increase transfer and adult student enrollment</p> <p>-----</p> <p>3.8 Expand scholarship opportunities for underserved populations</p> <p>-----</p> <p>4.2 Continue to develop and provide academic support services to meet the demands of a diverse population</p>	<p>non-credit professional certificates and include informational workshops on how to make college education a reality.</p> <p>--MODELL grant addresses education of content-area teachers who must learn needs of ELLs and diversify teaching in order to provide equity in the classroom</p> <p>-----</p> <p>Ongoing</p> <p>-----</p> <p>--Development of Enrollment Management Team</p> <p>-----</p> <p>--Some progress has been made in the planning stages as far as the OLEAD program marketing. Other aspects of this will come out of the overall marketing plan and further collaboration with admissions personnel. --Expanding OLEAD enrollments through cross-marketing with corporate contacts- goals of new '09 cohort is 20+ students</p> <p>-----</p> <p>--Expanding scholarship opportunities with dual enrollment and LPN programs</p> <p>--Recently awarded Urban Sites mini-grant to serve teachers and students in Bethlehem SD, targeting writing camps for increased community in urban regions of the service district</p> <p>-----</p> <p>--Through tutoring training, implementation of SMARThinking, the addition of 3 professional tutors and upgrade in computers, the Learning Center continues to provide these services to students. More technology is required, resources from donors are needed to continue SMARThinking and there is a need to increase the lending library for students who cannot afford textbooks.</p> <p>--LVWP and CE is investigating alternate scheduling options for courses and</p>
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	<p>-----</p> <p>4.3 Continue to develop a provide student-centered programs and services to meet the demands of a diverse population</p> <p>-----</p> <p>4.4 Expand and enhance student-centered and academic services for adult learners</p>	<p>workshops, including long-weekend model, weekly meetings, Saturday seminars, and Friday/Saturday configuration to increase access to programs for diverse populations</p> <p>--Career Services presented CS programs to dual-enrollment students (health & engineering) & CE students (Licensed Practical Nursing)</p> <p>-----</p> <p>--Creation and approval of the CIVCOM (Civic and Community Engagement) Minor</p> <p>--Student Activities, Athletics, Student Affairs and the Student Development Team are coordinating efforts to improve communication and resource allocation. -- Information provided about bus transportation will provide access to students.</p> <p>--Increased programs and services offered through Career Services, to include: -15 class presentations (227 students)-14 workshops/tables (140 students)-2 on-campus recruiting programs (15 students)</p> <p>-----</p> <p>--Received Adult Learner Incentive Grant for Adult Learner Success Series (ALSS) and created Adult Learner Advisory Board (16 adult learners, 5 faculty, 4 staff)</p> <p>--Implemented 4 ALSS programs (148 total adult learners, faculty, staff, & alums)</p> <p>--Submitted report to PSU Commission for Adult Learners</p>
<p>Challenge Four:</p> <p><i>Recruiting and Retaining a Diverse Workforce</i></p>	<p>1.7 Develop and maintain a quality workforce to ensure we have the appropriate faculty and staff in place to serve a major metropolitan area</p>	<p>--Increased cadre of LVWP teacher consultants (TCs) to six to meet the needs of growing district programming requests</p> <p>--LVWP continues to train TCs through site, regional, state, and national conferences and courses to maintain TC efficacy</p> <p>--Will continue to support staff in NACDA and professional development</p>

	<p>1.7.2 Promote wide-ranging and timely advertising of positions</p> <p>1.7.4 Consider candidates who would add intellectual diversity and cultural richness to program courses and throughout various campus departments and activities</p> <p>6.1 3 Establish a faculty mentor for adjunct faculty members and new faculty members</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
Education and Scholarship		
<p>Challenge Five:</p> <p><i>Developing a Curriculum that Fosters Intercultural and International Competencies</i></p>	<p>2.2 Develop and implement Study Abroad programs</p> <hr/> <p>2.3 Create learning communities or interdisciplinary course offerings and team teaching that include global perspectives across disciplines</p> <hr/> <p>2.4 Increase internship opportunities locally, nationally, and internationally</p>	<p>--Honors trip is planned to London (May 6-12, 2010) in conjunction with two Honors Seminars, English 297 (London in Literature) and Psychology 297 (the Public Space in London) that will be offered in spring 2010</p> <p>--Exploring with the School District of Philadelphia an immersion program for teachers in Puerto Rico</p> <p>--Continuing collaboration with University of Turabo, PR, for teacher-exchange opportunities (hosting a professor from PR at this summer's institute)</p> <hr/> <p>Ongoing</p> <hr/> <p>--Planned and/or promoted 7 career fairs including 2 online (NACE International Student Virtual Career Fair & Making a Difference Online Non-Profit Career Fair); - Assisted 37 students through BUS/IST internships; -Contact with over 30 different intern sites; -Employer contact with over 100 companies</p>

	<p>-----</p> <p>2.11 Utilize Penn State Lehigh Valley's expertise and capacity in the Lehigh Valley Writing Project to link Penn State University to global educational initiatives</p> <p>-----</p> <p>8.2 Investigate collaborations with international colleges for interdisciplinary/cultural education</p>	<p>--NNC funded by HUD will support 2 internships for semesters 2009-10/2010-11</p> <p>--Academic and Employment Program (Out of School Youth) incorporates industry-based internships for all students</p> <p>--CE students/clients referred to Engineering Co-Op Office at UP</p> <p>--A Technology Advisory Council is being established and a member, through the company he works for, has already presented internship opportunities for our IST students.</p> <p>-----</p> <p>Ongoing</p> <p>-----</p> <p>Ongoing</p>
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Institutional Viability and Vitality		
Challenge Six: <i>Diversifying University Leadership and Management</i>	<p>1.7 Develop and maintain a quality workforce to ensure we have the appropriate faculty and staff in place to serve a major metropolitan area</p> <p>1.7.2 Promote wide-ranging and timely advertising of positions</p> <p>1.7.3 Expand recruitment efforts to ensure a diverse candidate pool is created for open positions</p> <p>1.7.5 Establish competitive salary levels</p> <p>1.7.7 Retain key leadership team in key outreach a</p>	<p>See Challenge 4 Progress</p>
Challenge Seven: <i>Coordinating Organizational Change to Support Our Diversity Goals</i>	<p>1.11 Promote, enhance, and engage all elements of <i>A Framework to Foster Diversity</i> throughout the campus</p> <p>1.11.3 Investigate the possibility of a position whose primary responsibility would be to coordinate the elements of <i>A Framework to Foster Diversity</i> and the campus' diversity plan throughout campus activities and programs</p> <p>1.11.4 Evaluate our progress in meeting our stated goals in the 2004-9 campus diversity plan and ensure necessary changes or additions are made to address goals that have not been successfully met</p>	<p>See Challenge 1 Progress</p>

	<p>3.9.1 Continue to support the work of the campus Diversity Committee</p> <p>-----</p> <p>7.1.1 Expand programming capabilities of the Penn State Lehigh Valley Center for Community and Organizational Research with assessment projects for local agencies and organizations that serve diverse populations</p>	<p>See Challenge 1 Progress</p> <p>-----</p> <p>--Continuation of grants through CE to conduct assessment and evaluation for community projects, including the Neighborhood Network Center Grant Report of Resident Needs</p> <p>--UR collaborated with CCOR to promote (press release, onsite support at press conference) a project involving the Lehigh Valley Economic Development Council and a study into the business presence of Latinos in the Lehigh Valley</p> <p>--UR is in the process of adding a page on the web site highlighting the work of CCOR.</p>
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