

PENNSTATE



**“A FRAMEWORK TO FOSTER DIVERSITY
AT PENN STATE: 2004 – 2009”**

FINAL RESPONSE

DECEMBER 2009



**PENN STATE WORTHINGTON SCRANTON
DIVERSITY PLANNING COMMITTEE**

FINAL RESPONSE

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DIVERSITY PLANNING PROCESS

This final report was prepared by the Cabinet of Penn State Worthington Scranton, in collaboration with the Faculty Senate Diversity Committee.

Phase One: Review Previous Diversity Planning

Penn State Worthington Scranton maintains a Diversity web page, where prior Diversity Plans, final responses and final reports are placed for the community to access. These were reviewed in preparation for the current final update. The campus response to “A Framework to Foster Diversity at Penn State: 2004-2009 Mid-Point Report” was selected as the basis for assessing our progress.

Phase Two: Develop a Responsive Committee

Utilizing a “best practice” developed for Diversity planning, our Cabinet had a joint meeting with our Faculty Senate Diversity Committee to plan our response. Since our original plan assigned responsibility, we used this to establish assignments for ensuring completion of our report and for developing common ground for continued implementation of our plan.

Phase Three: Gather Available Diversity Information

Penn State’s Diversity web page was reviewed at numerous points to match recommendations and questions with our campus goals. We also used our campus Strategic Plan because it also contains diversity plans. Our Campus Climate Survey, numerous student surveys and the Faculty/Staff Surveys of 2004 and 2008 were employed to ensure accountability for our responses.

We considered new knowledge of the demographics of Northeast Pennsylvania and observations and experiences of our Admissions, Continuing Education and Career Services staffs. Our campus Library consulted with University Libraries to determine hard-copy and on-line resources available for studying diversity.

Phase Four: Prepare the Response

Initial responses were collated into a draft. The draft was circulated to the Cabinet and the Diversity Committee. Interim and final reports were available to the campus by paper, email attachments and on our Diversity web page. Campus responses were incorporated into our draft. In this final report, we have chosen to be brief in our responses, while illustrating the key elements of our learning regarding diversity. The result celebrates the work of our community, and is a source of pride.

Campus Climate and Intergroup Relations

Challenge 1 Developing a Shared and Inclusive Understanding of Diversity

Action A: Assist in developing a college-wide definition of diversity with appropriate purpose and measurable goals

The most important action we wish to take is to do something meaningful about diversity. Writing plans and scheduling events create an awareness of diversity, but we must move to build a strong appreciation of the true challenges and continue to accomplish our goals. It is clear that there is more to do.

To accomplish real goals requires more assertiveness on our part. In recent years, Penn State Worthington Scranton has seen significant changes in demographics, increased competition among regional colleges and universities and the associated enrollment trends as seen in our campus Enrollment Management Plan. Our region has experienced the impact of religious advocacy that has created a chilly climate for diversity. Recent personnel changes may soothe our community, but the clarity we have gained in redoubling our efforts for inclusion, discussion and goals to face these challenges is key to our future.

To this end, we utilize and distribute the Penn State Principles, the University's non-discrimination policy, the Diversity Goals of our Campus Strategic Plan and our campus plan supporting "A Framework to Foster Diversity at Penn State", as our guideposts to create our richly diverse campus community.

Our campus has found the inclusive nature of the Faculty Senate Diversity Committee to be of great merit to insights gained about the needs and interests of our campus and its surrounding community. The work of the Committee is reported to the Faculty Senate for broader commitment. Information concerning diversity is distributed to faculty and staff by the Faculty Senate Diversity Committee (a standing committee of Faculty Senate), various faculty and staff search committees, educational and professional development programs, institutional, faculty and staff participation in Northeast Pennsylvania Diversity Education Consortium (NEPDEC) and through the campus web page. Membership includes faculty, the Chancellor, the Director of Student and Enrollment Services and students. We find the events, workshops and luncheons create a positive campus climate.

Cabinet Units and Departments continue to formulate and implement goals and objectives from within their strategic and operational plans. The table in Appendix A indicates all of the existing committees and reports which contain elements of diversity. The Enrollment Management Council increased the campus knowledge base via data reports regarding diverse population status.

The Student Government Association (SGA) works with our campus Student Affairs office in planning events in support of diversity. The SGA also collaborates with regional and Commonwealth Campus student government organizations.

Action B: Strengthen diversity-related efforts in First Year Seminar

Our First-Year Engagement Plan has been approved and indicates diversity-related elements.

Action C:

- **Look at national research on the successes of diversity in the workplace and classroom.**
 - We are working with the agendas, strategic plans and campus representatives of the four Penn State Commissions: Women, LGBTQA, CORED and Adult Learners. We continue our connections with Dr. Ken Lehrman, Vice Provost, Affirmative Action.
- **Integrate into broader approach to campus climate.**
 - The recent addition of the Learning Center Coordinator and the new Health Services Nurse address the provision of accommodations to students with physical and learning disabilities. Both positions have been filled and steps have been taken to begin the process of training to meet the needs of students entitled to accommodations under the ADA
- **Consider the college need for a multi-cultural coordinator and consider regional approach.**
 - Continuous training is provided to our Cabinet members, faculty and staff by University Park meetings, as well as at regional and local meetings. The number of reported discrimination concerns is growing, indicating awareness and trust in our responsiveness

We continue to utilize the resources of Penn State, HRDC, and the Diversity Committee at minimal cost. Budget constraints precluded the ability to hire a multicultural coordinator; however, NAACP, NEPDEC, and resources in our growing Hispanic community, some of whom are our campus alumni, assist us in implementing and integrating diverse practices found successful at the national and local level for a broader approach to improving our campus climate.

Action D: Initiate awareness program for faculty, staff, students of diversity/multicultural programs

The SGA actively participates in planning Interdependence Day, associated with September 12th, by inviting local high school students to campus. A new Student Leadership Development Program has been instituted.

Student Activities conducts programming in conjunction with the campus Diversity Committee. In addition, MLK Day activities will be conducted in conjunction with CCSG University Park initiatives.

ADA registration at Worthington Scranton has nearly doubled since our Midpoint Report.

2007-09: 13 students registered under the ADA
2008-09: 20 students registered under the ADA
Fall 09 to date: 22 students registered under the ADA

Action E: *Diversity and multicultural-related workshops, seminars and extra-curricular activities*

We are continuing this work through training activities and programs to create a professional workforce and student body.

Action F: *Develop and maintain a prominent and easily-accessible Diversity web site, with announcements of events*

We accomplished our goal of developing a prominent and easily accessible Diversity website at <http://www.ws.psu.edu/FacultyStaff/16532.htm>. Our new goal is to ensure all of our web pages integrate pictures, language and events that are responsive to our campus and community and indicate our commitment to an inclusive learning environment. These pages are reviewed with student focus groups, as well as our Campus Web Team and Marketing Council.

Along with Penn State Hazleton and Penn State Wilkes-Barre, we form the Penn State Region Northeast Live Newswire. Events surrounding diversity engage a broader audience on all of our campuses.

Challenge 2 Create a Welcoming Campus Climate

Action A: Conduct awareness and sensitivity training for faculty and staff

The Cabinet reviewed the results of the Faculty/Staff Survey of 2008 and concentrated on those areas where responses were below (negative) average. Based on these findings, a plan was then developed and shared with the campus to incorporate seminars and/or course offerings through the Human Resources Development Center (HRDC) for campus employees to address these needs. The plan was announced to the community and discussed at Cabinet. It will be assessed on a yearly basis.

Action B: Consider creating a diversity response team (A.2.f)*

The Cabinet, coupled with the Faculty Senate Diversity Committee, continues as the Diversity Response Team. We are deeply committed to the goals of Affirmative Action. We have a Director of Business and two Sexual Harassment Resource Persons (SHRP), each of whom undergo continuous training.

We continue a collaboration with Penn State Wilkes-Barre to share a Campus Security Head and have started a Campus Safety Committee to assist in creating a safe and welcoming campus environment.

Action C: Conduct programs for incoming and continuing students that stress diversity awareness (A.2.e.; A.3.h)

Student and Enrollment Services fosters opportunities for students, both incoming and continuing, which stress diversity awareness. Admissions incorporate students from diverse backgrounds and abilities to assist them with ongoing recruiting events, both on and off-campus. This is done through the Work Study program, the Lion Ambassador program, as well as numerous events coupled with other areas of the campus.

Student Activities conducts a Diversity Component to the annual FTCAP/Orientation program. Both these and other events are supported by Health Services throughout the academic year in the form of counseling, disability services and LGBTQA Commission awareness events. We have developed a Student Success Center with key components listed below.

- Investigated Financial Aid Opportunities for students with undocumented parents through research of "Review of Higher Education on FAFSA Live" students were offered guidance resulting in retaining enrolled status with the campus.
- Career Services Penn State Smart Program content addresses generational differences in school and in the workplace, thereby raising the level of awareness of college student attendees.
- Etiquette Workshop focused on international cultural etiquette practices, resulting in students leaving with a utilization of these in the workforce.
- Career Services coordination of EOP Program fosters a mentoring effort resulting in a supportive educational, financial, and personal environment.

- Expanded student base of those identified with learning and physical disabilities, resulting in providing opportunities for academic success.
- Collaboration with federal agencies supporting workforce recruitment of students with disabilities resulted in physically challenged student obtaining employment opportunity.
- Psychological Counseling Service hours expanded to meet ongoing need. Campus Development Office was able to secure supporting funds to supplement operating budget

Action D: Increase co-curricular activities attractive to students in general, and to under-represented groups in particular

Mental Health, LGBTQA, cultural events, as well as Student Union Board events are offered on a continued and programmatic path, geared to raise the level of awareness with anticipated desired outcomes.

Student Programming funded by the Student Activity Fee was offered to focus on cultural, sexual orientation, physically challenged, veterans' affairs, women's issues and non-traditional student needs. The National Survey of Student Engagement (NSSE) and Student Satisfaction Surveys supported increased awareness of these issues by our students.

- Lion Ambassadors recruited and retained – 30% of Lion Ambassadors are from underrepresented groups.
- Volunteers from diverse student population represented up to 40% of campus Orientation leaders since midpoint.
- Approximately 40% of the campus Student Activity Fee Board represents students of diverse backgrounds.

The Campus Chorale and Jazz Band, under the support and direction of our Music Instructor, have created a wealth of musical events, utilizing selections from many ethnic and diverse backgrounds. From Convocation to Commencement, our campus celebrates with music.

Action E: Develop formal and informal methods to identify climate issues and establish a formal evaluation of successes (A.2.a)*

Following the 2008 Faculty/Staff Survey, a professional development plan was prepared to address the issues. We will need to find an assessment tool to determine the level of effectiveness of our plan.

The Student Government Association, through its weekly agenda and ongoing slate of campus activities, strives to measure the level of effectiveness that its programs and opportunities have on the student body, as well as on faculty and staff. This has been done through surveys, committee reports, Advisory Board presentations and informal discussions among the campus' student leaders.

Action F: *Ensure a Communication, Public Relations and Marketing Plan, through Enrollment Management and alumni media strategies, which support a welcoming environment*

Creation of a Marketing Council and Web Team has led to a variety of media efforts, resulting in expanded awareness of diverse population programs and services at Penn State Worthington Scranton. Website and other marketing materials are designed to promote diverse student involvement, resulting in a feeling of appreciation and inclusiveness. This development was supported by the NSSE and Student Satisfaction Survey results.

Action G: *Utilize a Master Plan to identify improvements in campus accessibility*

Coupling a Master Plan with the Teaching, Learning and Technology Advisory Committee (TLTAC) and coordinating with University Committee on Instructional Facilities (UCIF), Integrated Planning, major maintenance and Campus Exterior Architecture Plan (CEAP) results, we have prepared an Annual Report on campus facilities improvements. We are continuously renovating our campus to ensure access. We recently dedicated our \$6 Million Corporate Community Center/ Business Building, which is ADA accessible.

Our Science Suite renovation will have a lab area accessible to students with physical disabilities. We are in the design and development phase of a new and accessible Student Success Center.

Representation (Access and Success)

Challenge 3 Recruiting and Retaining a Diverse Student Body

Efforts to recruit a diverse student body are commendable. As these efforts meet with success, the campus will be challenged to meet the needs of students for whom English is a second language. Addressing the unique needs of these students will be a key factor to retention of ESL students, most especially in areas such as reading comprehension and writing skills. Students may struggle with the language proficiency necessary to succeed academically and may need additional academic support.

Action A: Develop a peer extended orientation team

Student and Enrollment Services extend its offerings through the campus' Lion Ambassador Program, Student Government Association, as well as various clubs and organizations of the campus. Orientation Advisors are comprised of peers from all dimensions of diversity, who envelop a feeling of inclusiveness among our students and create an outreach approach in gaining mutual understanding of the various issues of diversity. The Associate Director of Enrollment Management dedicated an Admissions Counselor to speak with the growing Hispanic population.

We inaugurated a Student Leadership Development Certificate Program partially funded by our campus donors. Approximately 30% of participants were students of diverse backgrounds.

Action B: Consider weekend multicultural open house

Specific details are in our Enrollment Management Plan and are being implemented. Other weekend events where Admissions tables have been present, such as African-American church sponsored Unity Day, the local first annual Hispanic Fair, along with producing Admissions and Financial Aid brochures in Spanish, are samples of our pilots.

Action C:

- ***Find external funding, such as Federal TRIO programs with Wilkes-Barre and Hazleton for retention and recruitment programming***
- ***Utilize retention and graduation rate data to measure success in improving disparities with white students***

This is an ongoing item and may encompass many academic areas. Currently, the Learning Center Coordinator is working with faculty and students to improve retention through improved testing skills that address diversity in learning styles of our traditional and adult students. Analysis of our retention and graduation data will be used to this point in identifying workshop topics, although national research, as well as student survey results, have been used to guide the development of these efforts.

Action D: Create a column in the newspaper for students of color

Our campus newspaper production is in full swing and we actively pursue web-page pictures and news events which emphasize the strengths of our growing diverse community of faculty, staff and students.

Action E: Continue to participate in regional programs designed to reverse the regional “brain drain” by attracting and retaining companies to our region

Our campus actively participates in numerous community organizations, partnerships and collaborations to indicate and support Penn State’s commitment to foster diversity. In addition, Northeastern Pennsylvania college presidents and administrators network with local and regional organizations to develop an alliance to attract and retain corporations, who in turn will attract and retain a diverse employee base, and their families will pursue education and training at our colleges. A recent successful example is the Great Valley Technology Alliance (GVTA), which recently received \$15 Million of funding for “Wall Street West” or WIRED Initiative, with our campus leadership involvement.

Ongoing regional collaborations exist among Penn State campuses. The regional Penn State campuses are active members of Northeastern Pennsylvania Colleges and Universities (NEPACU), Great Valley Technology Alliance (GVTA) and Northeast Pennsylvania Technology Institute (NPTI).

Continuing Education’s contribution to stopping “brain drain” includes membership and participation in the following groups and initiatives:

- NEPA Electronic Industry Partnership
- WIRED Initiative
- WEDCO & NEPA Alliance (economic development agencies)
- Lackawanna County Economic Development-Implementation Committee/Education
- Six PA Workforce Development Industry Cluster Partnerships
- NEPA Continuing Higher Education Council
- Great Valley Technology Alliance/STARS Initiative
- Scranton Chamber Computer Contest
- CareerLink Credentialing and Training
- Northeast PA Industrial Resource Center partner
- Tobyhanna programs

Internship Coordinators for Business, HDFS and Nursing seek hospitals, field placements and businesses which promote diversity, in conjunction with complementary activities and services from our Career Services.

Our Advisory Board actively seeks new board members whose businesses and community service enhances diversity.

Continuing Education, Development and Alumni Relations are working as a team to assess training needs to enhance economic impact and scholarship development to support employees. This type of partnership enhances our diversity goals and those of our corporate/government partners.

Challenge 4 Recruiting and Retaining a Diverse Workforce

Action A: *Continue to utilize sources to under-represented candidates. Continue to utilize informal sources (CAAC & churches) and expand outreach efforts into the Pocono region (A.2.b)***

Continued and increasing efforts are being made in developing contacts with the local minority population. This has included sending position openings to minority institutions announcing local vacancies. Additional emphasis will be placed on developing local contacts with the growing Hispanic population. The campus human resource representative works closely with the campus admissions staff in recruitment activities associated with creating a diverse workforce.

Action B: *Participate in initiatives for search committees (Search Chair viewing video) and continue to assign diversity advocate to each search committee (A.2.g)***

The campus follows guidelines for advertising in diverse outlets (Black Issues, Hispanic Outlook, diverse list-serves, etc.) to attract faculty and staff from under-represented groups. Campus administrators continue to utilize the Provost's Incentive Fund to secure funding to attract outstanding new faculty and staff from under-represented groups. The challenge, at this point in time, is retention. A welcoming and inclusive environment is absolutely critical to this task.

Action C: *Encourage faculty attending conferences to participate in recruiting efforts*

Many professional conferences, such as those of the Modern Language Association (MLA), provide opportunities to recruit faculty from a broader base. Having our campus recruiting representatives at these meetings is further recognition, at the national level, that we seek an excellent diverse faculty.

Action D: *Establish a student worker diversity training program*

This was discussed under Challenge 2.C.

Action E:

- **Formalize faculty mentoring programs, including two mentors (social and discipline)**
- **Extend mentoring program to staff**

This is an active element of the redesign of Academic Affairs. Each director's area has developed a formal staff training and orientation program.

Action F: *Continue social events to foster sense of community*

The SGA annually thanks the Faculty and Staff. Our Convocation and Commencement Programs are well attended by our campus and celebrate our new academic year and the beginning of a career, respectively. The Chancellor holds an annual Holiday Reception.

Even our recognized alumni organizations support many activities on our campus. Events are posted on our website to involve, as appropriate and within budget constraints, our larger community. We have established numerous partnerships with our community: Santa Parade, service opportunities for clubs, guest speakers program, Advisory Board mentoring, business breakfasts, business card exchanges.

Action G: Send campus representative to Diversity Conference (SHRM-Society for Human Resource Management)

Budget constraints have precluded sending campus representatives to national conferences, unless they are participants. However, all cabinet members engage in campus and regional diversity events and training. Faculty, keeping current in their disciplines, and learn ways to include diversity in their courses. Staff are involved in several training sessions per year where diversity is a critical elements. Challenge 2.A.

Action H: Continue to actively seek and use Provost Diversity Funds when hiring diverse faculty from under-represented areas

See Challenge 4.B.

Education and Scholarship

Challenge 5 Developing a Curriculum that Fosters Intercultural and International Competencies

Action A: Package courses for a multicultural certificate or minor

The campus added two new majors, LAS and American Studies, with the additional support of two faculty with specialties in African American Literature and Women's Studies. We have named a program coordinator for International Programs and our students have remarkably improved opportunity for trips. Last year, we developed a trip to Spain and are currently planning a trip to Italy.

Continuing Education has offered the following opportunities for diverse populations:

- Youth Camps
 - Exploring the Spanish World
- Teacher Education
 - Ethnic Minorities & Schools in the United States
 - Students with Autism in Inclusive Setting
 - Celebrating Classroom Diversity
- Professional Development
 - Hispanic Culture Awareness for Managers
 - Working in Pennsylvania: American Culture Awareness
 - Spanish for Human Resource Managers

Action B: Develop minors

As discussed above, we have focused on developing new academic programs. The Continuing Education program has developed certificate programs in Adult Aging and English As A Second Language. The Faculty Senate Curricular Affairs Committee is charged with testing the feasibility of minors.

Action C: Review national research on success with diversity studies in classroom

The campus participates in the Newspaper Readership Program, which exposes students to national and world news and raises cultural awareness. A number of faculty incorporate this material into their courses, and this has resulted in several programs and events dealing with global issues.

We focused on recruitment of under-represented and international faculty experts, which resulted in a remarkable increase in international editorships, in development of distance-delivered language and culture in Chinese and Spanish and in undergraduate research with an international focus.

Action D: Continue research seminars by inviting faculty and students to present their research on topics that involve diversity

The Campus Faculty Research Seminar Program presented on diversity related topics. Our research seminars have continued, with at least two or three occurring per semester. Participation by faculty, staff and students, has also increased. The campus continues support for the the growing annual Undergraduate Research Symposium.

Since 2005, approximately twenty thousand dollars has been available for faculty research seed money from our campus. Slightly less than 50% of grants funded were for diversity and international study. Examples are; "Latin Literature in the United States" and "Examining the Controversial Link Between Diversity and Corporate Performance". The Matthews Research Award and Greater Scranton Penn State Chapter research funds are to be used as seed money for our campus faculty and staff.

Action E: Create more opportunities for diversity-related field trips

The International Programs, Honors Programs and the Student Government Association often sponsor field trips. Examples include study trips to Madrid and Rome.

Action F: Continue "Best Practices in Classroom" Diversity Luncheon

A greater variety of discussion continues.

Action G: Academic Support Areas

Within the recent re-design of Academic Affairs, the academic support area coordinators are now part of the leadership/management team within Academic Affairs.

The new Director of the Library has demonstrated a commitment to ideas, programs, events and displays that will reflect our diversity initiatives.

We will continue to identify diversity-related projects, ideas, programs, events and displays that will reflect our diversity intentions that are applicable to the Academic Support areas.

Institutional Viability and Vitality

Challenge 6 Diversifying University Leadership and Management

Action A: Recruit diverse candidates to fill Advisory Board positions held for that purpose

The campus has developed a stewardship program for potential Advisory Board members, beginning with research and identification of community leaders from under-represented groups. These prospects may well be alumni from Penn State University and our campus. They are invited for participation in our Open Houses and as invited speakers in our classes. They may become mentors for our Honors students, with the goal of increasing their engagement with our campus. Representation of women on our Advisory Board has increased over the years. We will continue identifying Hispanic leaders and alumni in our community.

We are grateful to our Advisory Board Nominations Committee and to our campus community for actively developing good guidelines for Board membership and for continuously identifying professionals and alumni from diverse backgrounds. This enhances campus excellence and is vital to our success. Advisory Boards to our academic programs also support our commitment to diversity.

Action B: Continue successful efforts to diversify Campus Executive Committee

The Cabinet currently maintains an approximately 50/50 ratio of women to men. Professional development of management and leadership remains at 100% and exceeds the Penn State average professional development hours. It is especially important that the Cabinet focus on moving the campus from "Us vs. Them" mind frame to one that supports our students' success.

Action C: Increase diversity of Academic and non-Academic Program Coordinators

With the increase in the number of four-year programs and retirements, we now have more women as program coordinators at this point. By instituting the practice of co-chairs for some programs and committees, we can provide leadership opportunities and mentors for senior and junior faculty.

Action D: Publicize and encourage participation in PSU leadership programs

The ability to access and deliver programs and workshops regionally and through the videoconferencing system has greatly enhanced our campus opportunities for a broader access to diversity. Our goals remain to provide and encourage a fuller understanding of our commitment to diversity among our employees and our students.

We are grateful to Penn State for offering matching funds for leadership training, as well as video conferencing programs and regional workshops. The Northeast Penn State campuses collaborate to make this a successful undertaking.

We continue to support “Mastering Supervision” by nominating our women in new leadership roles. We send our new employees in leadership roles to a variety of programs within Leadership Lackawanna.

Continued attendance and participation of campus employees in university, regional and national conferences on issues involving diversity is strongly encouraged.

Challenge 7 Coordinating Organizational Change to Support Our Diversity Goal

Action A: Implement the campus Strategic Plan, which reflects the importance of diversity, specifically within the diversity section, and embedded throughout the entire document

The Chancellor's Cabinet is the leadership team on our campus. Each year, during our annual Strategic Planning Retreat, we address our Cabinet and unit diversity needs. We identified three goals:

1. Build a Sense of Community
2. Build a Leadership Team
3. Understand the Meaning of a Student-Focused University

To move from awareness to accommodation and ultimately integration, we continue to utilize FARs and SRDPs to monitor involvement in diversity programs, workshops, etc.

Action B: Continue to reorganize departments in order to support Strategic Plan as it relates to diversity

We have been able to recruit and retain Student Affairs professionals from diverse backgrounds in key positions after a restructuring effort. They will act as mentors and have strong expertise in diversity programming.

We are grateful for Penn State matching funds for the development of an Admissions Counselor for Adult Learners and Hispanic population, as well as for pre-college students with disabilities (PAWS).

The redesign of Academic Affairs is yet another example that has brought accountability and responsibility for diverse initiatives closer to the academic arena.

Action C:

- ***The campus will actively seek support from companies and individuals who actively promote diversity***
 - We recently raised \$6 Million from public and private sources for a Corporate Community Center/Business Building.
 - Completion of an ADA accessible Science Suite and a Student Success Center with donor support will demonstrate regional commitment to our diverse students.
- ***Continue to disperse student activity fee to support individuals who actively support diversity***
 - The Student Activity allotment program has offered numerous diverse program initiatives to be funded.
- ***Continue to earmark specific funds that support campus efforts whose primary focus is on diverse populations, specifically Commission for Women, NEPDEC, Faculty and Staff diversity initiatives***
 - See Challenge 6.B.

- **The primary focus has been to identify and steward potential Advisory Board members**
 - See Challenge 6.A.

However, with the additions of diverse faculty and staff, we have learned of leaders in our community and events that focus on active participation of our campus in community-sponsored events. Examples include: Unity Day, Interdependence Day, United Nations Day, and the Hispanic Festival.

In addition, we have worked with our three recognized alumni groups to find Penn State graduates from diverse backgrounds who are willing to share their ideas and time. A successful example is Jorge Coronel, originally from Mexico, who is a 1992 graduate of our campus, and who also is an active public speaker on leadership and Hispanic diversity topics.

Action D:

- **Pursue funding to create endowment to recognize, reward campus diversity effort**
- **Develop departmental accountability standards as they relate to diversity issues, as outlined in the Strategic Plan**

We continue to use climate surveys, Faculty Activities Reports and Staff Review and Development Plans, as well as student satisfaction surveys, to carefully monitor the campus climate. We also utilize outcomes development of outcomes assessment analysis and CQI techniques developed following the recent Middle States Review.

Action E:

- **Continue current internal/external partnerships that advance the University goals; specifically membership in NEPACU, GVTA, and participation in NAACP and NEPDEC**
- **Future Ongoing plans: meet and develop relationships with Jewish League and other local group**
- **Continue to meet the requirements of the University's Human Resources Department**
- **Internal campus departments will work more closely to integrate diversity goals**

As discussed in Challenge 7.D., academic and campus departments will need to measure their successes based on structured outcomes. Work needs to continue and develop in this area.

Action F:

- **Increase/develop the role of the campus Diversity Committee to assist/monitor diversity efforts and networking between faculty and campus leadership**

The Diversity Committee is one of the most active committees of our Faculty Senate. They meet regularly and report their activities faithfully, while seeking input from the campus through the Senate. They hold themselves accountable by matching their events with the current campus diversity plan. Preparation of our Diversity Plans and Mid-Point and Final Reports has always been a joint effort between the Faculty Senate Diversity Committee and our Cabinet.

- **Review club activities for inclusion of diverse groups**

The Director of Student and Enrollment Services, the Student Activities Director and the Campus Athletics Director continue to train, monitor and report diversity within their areas.

Action G: Continually monitor staff, faculty, students and Board for diversity composition

Each Cabinet unit develops a strategic and operational plan and area reports are submitted on a monthly basis, showing progress and outcomes for each initiative focusing on diversity projects.

APPENDIX A

OUTCOMES FROM OUR STRATEGIC PLAN

At the beginning of the strategic planning process, outcomes from this process were identified. Within each document will be the strategies, responsible people, costs, timeline and evaluation measures specific to this plan.

Document	Status	Position Responsible
Implementation Plan	Ongoing	Chancellor
Master Facilities Plan • ISES • CEAP	Completed	Director of Business
Technology Plan	Completed	Director of Information Technology
Enrollment Management Plan	Completed	Director of Students & Enrollment Services, Assist. Director of Enrollment Mgmt
Marketing Plan	In Development	Marketing Council
Fundraising Plan	Completed	Director of Development
Human Resource Plan • Faculty Development Plan • Student Advancement Plan • Staff Development • Administrative/Leadership Enhancement	Ongoing	Director of Business
Annual Planning & Budget Process	Completed	Chancellor, Finance Officer
Assessment Plan • Definition • Guiding Principles • Assessment Method • Communication Plan • Feedback into Institutional Annual Planning & Budget Process	Completed	Director of Academic Affairs, Instructional Designer
Communication Plan	In Development	Marketing Council