

**Feedback on Final Update on Progress Implementing
A Framework to Foster Diversity at Penn State: 2004-09
Penn State York
Spring 2010**

The Penn State York 2004-2009 update presents a plethora of initiatives to enhance diversity at the Campus. The update is quite extensive; however, it is important to point out that some elements do not appear to be diversity-related. It is also important to note that in some places throughout the update, the information presented is very well detailed and complete, and, in other places, the document is incomplete and vague. While strategies and actions are well enumerated, data and information gauging the effectiveness of outcomes is less apparent. It is important to complete the faculty/staff/student surveys which will provide more data about how well diversity is supported at the Campus.

Campus Climate and Intergroup Relations

Challenge 1: Developing a Shared and Inclusive Understanding of Diversity

- ❖ The Campus' distribution of diversity-related materials is extensive and several aspects of diversity are highlighted in the Web site.
- ❖ The Chancellor's active participation on the Diversity and Enrichment Committee demonstrates the Campus' commitment to fostering understanding of diversity.
- ❖ The Campus reviewed and upgraded the role of the Latino Counselor to that of Multicultural Programs Coordinator, which is a positive direction.
- ❖ New Student Orientation programming introducing the new students to diversity at the Campus is a very positive strategy. Information about why measuring the effect of such programming is problematic would be helpful.

Challenge 2: Creating a Welcoming Campus Climate

- ❖ Displaying international flags on campus, running photos of faculty, staff, and student events which illustrate diversity on a big screen TV, and other actions demonstrate the administration's dedication to diversity and promoting the community's participation.
- ❖ More information about "free speech zones" and "GLBT safe zones" and explanation of how they are implemented in support of a welcoming campus climate would be helpful.
- ❖ It is unclear how trick-o-treat on campus is related to diversity.
- ❖ Being 100% wheel chair accessible is laudable.
- ❖ It is positive that PSY provides a quiet place for noon prayers for the Muslim population.
- ❖ It is encouraging that funding and staff support for diverse student organizations are available.
- ❖ It is admirable that the number of diversity-related clubs is increasing.
- ❖ 75% of faculty/staff believe their workplace climate in their unit is welcoming for underrepresented employees, which is one percent higher than the overall University rating (2008).

Representation (Access and Success)

Challenge 3: Recruiting and Retaining a Diverse Student Body

- ❖ The EOP program's enrollment increased from 2 in Fall 2008 to 7 in Fall 2009. This enrollment increase demonstrates York's efforts to recruit and support those financially disadvantaged and academically challenged students.
- ❖ It is laudable that students from the Hispanic Student Association meet with students in the local community about careers.
- ❖ Efforts to actively recruit international students and letting those students with religious or family needs choose to be housed in 550 Loft is commendable.
- ❖ As part of integration in the local community, students prepare taxes for low-income community members. Information about training and resources for these student helpers and how this service learning opportunity supports diversity will be helpful.
- ❖ Being involved in the York Diversity Consortium is a positive strategy for recruiting diverse students.

Challenge 4: Recruiting and Retaining a Diverse Workforce

- ❖ A mentoring program for junior, non-tenured faculty and new staff aimed at retaining underrepresented faculty and staff is laudable.
- ❖ Having a diversity advocate in each faculty and staff search committee and the committee members being well informed of the diversity advocate's responsibility are very impressive.
- ❖ Having one of the most diverse front line staffs among the Commonwealth Campuses at PSY is commendable.
- ❖ It is admirable that the workforce of student workers and work study students are so diverse.

Education and Scholarship

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

- ❖ The establishment of the CAS and English majors has increased the number of diverse course offerings, which is positive.
- ❖ It is laudable that education majors are required to complete 40 hours of volunteer work with a diverse student population.
- ❖ The head librarian's support and advancement of curricular diversity through ordering new materials for the library is admirable.
- ❖ It is encouraging that the number of students enrolled in diversity-related courses has increased over the last few years.

Institutional Viability and Vitality

Challenge 6: Diversifying University Leadership and Management

- ❖ Diversity efforts across the Campus including workshop attendance, mentoring students, and membership on campus, university and community committees are impressive, as is the long list of those diverse committees.
- ❖ Services offered by faculty and staff members include advising diversity-related student organizations, which is commendable.

Challenge 7: Coordinating Organizational Change to Support Our Diversity Goals

- ❖ How additional student activity funds are used to respond to disability needs should be clarified.
- ❖ Participating in the Project Talent Connections with William Penn High School is very positive.
- ❖ It is laudable that administrators both encourage and attend diversity-related events at PSY.