

Feedback on Progress Implementing
A Framework to Foster Diversity at Penn State: 2004-09
Penn State Beaver
Mid-Term Progress Report
Spring 2007

Penn State Beaver (PSB) is commended for its attempts to move the campus forward in regards to the *Framework* despite financial barriers, demographic challenges, and new responsibility for addressing diversity issues as a stand alone unit. PSB is encouraged to review the Commonwealth College's 2004-09 *Framework* report and adopt measures that continue to make sense for PSB. Reliance on the Commonwealth College is understandable given that the Campus has not yet developed its own history in addressing a particular Challenge so long as PSB clearly identifies which programs are evolving initiatives and which are adopted interim programs. In addition, examining the best practices of other similarly situated campuses may help to enhance reporting in several of the Challenges.

Although the update is tailored to highlight the seven Challenges, the assessment questions are not specifically addressed; reviewers could not fully assess progress toward diversity goals.

RESPONSE: Penn State Beaver appreciates the thoughtful comments provided by the committee which reviewed the campus progress report. We recognize there are several significant issues that we will need to address in the next several years and extending into the next strategic planning cycle. As was noted, the plan for the campus was developed under the structure provided by the Commonwealth College. As such, many of the assessment questions were not directly addressed in the campus plan.

We firmly believe our campus embraces the concept of supporting diversity, but we can certainly do a better job of communicating that in an even more structured format. While it may appear the campus focused its diversity efforts solely on race and gender issues, a look at campus programming as seen later in this document demonstrates a broader approach. In particular, the campus Chancellor and Director of Student Affairs engage students in informal discussions about campus climate. Both agree that gay and minority students indicate they feel the campus provides them with a comfortable and welcoming environment.

Through the campus Center for Academic Excellence, students are able to receive help with virtually any subject. Faculty members are urged to direct their students to this facility, and the use of mid-term grades often provides the necessary incentive for students to seek help. One of the advantages of a small campus is the one on one attention faculty can provide to the students. While we recognize the need for a more formal retention program for our students, including those from under-represented groups, we also believe all students are provided the support to be successful academically if they are motivated.

Hand in hand with academic support is the need for emotional and psychological counseling. The campus has longed desired to dramatically improve the services we offer to our students. Budget constraints had made expanding counseling services for our students difficult in the past. However, the campus will be creating a personal/career counseling position late this summer and hopes to have it filled for the fall semester. This should have a positive impact on retention.

With regard to faculty and staff, the campus has a very high retention rate for all employees, including minorities. In fact, we believe that in the past ten years the campus has lost only one minority employee through resignation. That individual was approached for another position and received a significant pay increase. There were clearly no issues with the campus experience. Several other minority faculty and staff have retired over the years.

Over the last ten years great strides have been made in increasing the percentage of women faculty members, both overall and in the tenure ranks. In addition, several international faculty members have been hired, providing our students with exciting study abroad opportunities. The campus administration is now 50%

women. With several recruiting initiatives, the percentage of minority students has also increased. We are very proud of these changes. The greatest challenge faced by the campus is in recruiting minority candidates for staff positions. While Beaver is within the Pittsburgh metropolitan area, staff tends to be much more local. Beaver County has a minority population of approximately 10%, and searches often do not generate many minority applications.

Ultimately, one must look at the data to determine the success at improving the diversity of the campus. The table below provides snapshots from 1999, 2004, and 2006. It clearly shows significant gains in the diversity of campus faculty and students, while staff has remained relatively unchanged.

*Penn State Beaver
 Comparison of Minority Enrollment and Staffing*

<i>Year</i>	<i>1999</i>	<i>2004</i>	<i>2006</i>
<i>Faculty</i>			
<i>Female Faculty Total</i>	<i>27%</i>	<i>50%</i>	<i>53%</i>
<i>Female Tenure Track</i>	<i>9%</i>	<i>39%</i>	<i>47%</i>
<i>Multicultural Faculty</i>	<i>9%</i>	<i>17%</i>	<i>24%</i>
<i>Senior Administration</i>			
<i>Female</i>	<i>25%</i>	<i>63%</i>	<i>50%</i>
<i>Staff</i>			
<i>Minority General Staff</i>	<i>5%</i>	<i>4%</i>	<i>4%</i>
<i>Minority Tech Service Staff</i>	<i>7%</i>	<i>7%</i>	<i>8%</i>
<i>Students</i>			
<i>Minority Enrollment</i>	<i>6.5%</i>	<i>6.8%</i>	<i>9.3%</i>

As can be seen in the table above, the percentage of full time women faculty has increased from 27 to 53% since 1999, while even more importantly the percentage of women in the tenure track ranks has increased from 9 to 47%. In addition, 24% of the faculty members are now multicultural. The senior administration (Chancellor and Directors) has gone from 25 to 50% women. The staff continues to be composed of less than 10% minorities, which is a concern. Finally, the minority student population has increased from 6.5 to 9.3% since 1999. With the exception of the staff, there has been a significant improvement in the diversity of the campus.

In the following pages the campus response to the review committee’s report is given. Additional information is provided where appropriate and we hope it will help address some of the issues raised in the report.

While we are pleased with the direction the campus is heading in regard to diversity, there are still opportunities for growth. The review committee has provided many helpful suggestions which will be reviewed by the Campus Diversity Committee this coming fall.

Campus Climate and Intergroup Relations

Challenge 1: Developing a Shared and Inclusive Understanding of Diversity

- ❖ The newly appointed director of Student Affairs (DSA) chairs the Campus Diversity Committee. The review team would like more information about this role.
RESPONSE: Dr. Rizzo was appointed as the Director of Student Affairs in early 2006. He has demonstrated a strong commitment to diversity and also has excellent strategic planning skills. The Chancellor appointed him as Chair of the Diversity Committee for this reason. In this role, he sets the committee agenda in consultation with the Chancellor and schedules and conducts the meetings. Over the several years prior to his appointment, the Diversity Committee had evolved into a group which primarily focused on developing diversity programming for the students. Its charge is much broader than that, and under the leadership of Dr. Rizzo the committee has begun to expand its role in supporting campus diversity. Several examples include their support for student counseling and the development of a new Diversity Statement for the campus as given in a later response.
- ❖ The new DSA's role in reviewing the diversity definition is commendable. It is expected that the revised definition will be more inclusive and provide a catalyst for creating programming for all targeted groups (e.g., persons with disabilities; persons from low-income families, first-generation students; non-traditional learners; veterans; lesbian, gay, bisexual, and transgender persons; and others from underrepresented/underserved groups). To date, diversity efforts seem to be directed at impacting only gender and race/ethnicity.
RESPONSE: The new diversity definition was an ongoing Diversity Committee effort. The DSA brought the issue back to the table and the committee formally adopted the campus diversity mission statement as given below. This will be distributed to campus faculty/staff and students in the fall and discussed at meetings with all groups. As can be seen below, the statement is very broad based.

Penn State Beaver Campus Diversity Mission Statement

Penn State Beaver is committed to providing a welcoming, open environment and equal, balanced treatment and opportunities for all students, staff, and faculty, regardless of race, religion, ethnic background, sexual orientation, gender, age, physical capabilities, or beliefs. Free expression of practices and beliefs, within balanced reason, will be provided in all venues, including academic and cultural programming, in and out-of-classroom activities, and all extracurricular activities. Penn State Beaver does not condone, accept, disregard, or ignore any actions that discriminate or separate individuals in any negative or disparaging way. The campus community is committed to providing a peaceful, tolerant, accepting atmosphere in which all members of the campus can live and work.

- ❖ PSB's update would be strengthened by including discussion of how diversity is communicated to students, faculty, and staff.
RESPONSE: In regard to students, the Chancellor spends some time highlighting diversity issues as part of his welcome at the start of each FTCAP session. This dialog continues with a discussion of the issue as part of the Parent/Guardian session in FTCAP conducted by staff. We also provide information on disabilities services/support and resources.

Students are introduced to diversity content in small group sessions with student orientation leaders at FTCAP. The diversity video from Terrell Jones will be utilized as part of an overall dialog on student engagement and the Penn State Principles. These sessions are facilitated by peers and a student affairs staff member. Programming efforts continue within residence halls and via the ongoing programming offered on campus and in the classroom.

- ❖ PSB is commended for refocusing on “quality instead of quantity” when the Speaker Series was discontinued due to poor attendance and instead using limited funding for programs that are more successful (e.g., Satellite Speaker Series and Society for Success).

RESPONSE: The DSA sought a more strategic approach (and the Diversity Committee agreed with the strategy) to the incorporation of diversity programming. Since much of the programming and associated requirements fall within the scope of student activities, it made sense for student affairs to lead efforts in consultation with the Diversity Committee and Academic Affairs. One also needs to understand that to accomplish this effort; we had to entirely redesign the Student Activity Fee funding process to enable the allocation of funding in a timely manner to facilitate such. This way, a full slate of programs is developed by early June to enable appropriate time for faculty to incorporate programming within a syllabus for the fall semester. Per the initial discussion submitted in the report, a new programming model has been developed as a more holistic effort within the First Year Seminar for F07 and other courses through cooperation with the DAA. It represents broader issues and a more integrated approach. Additionally, faculty instructors outside FYS will be contacted to facilitate linkages based upon their course offerings and potential co-curricular links observed. Many programs which will be scheduled to be offered are either distinctly focused on diversity issues or weave such issues into the presentations. Other events focus on overcoming obstacles and improving student success factors which are extremely relevant to first-generation, non-traditional and students from underrepresented groups. That content format was developed through work with our FYS instructors to specifically target such issues.

A broad scope of programming has been expanding, starting with Spring 07

**Baryna (Russian music/dance and campus menu)*

**Black History Month – February observed educational post card campus campaign*

**Women’s History Month - Educational post card campus campaign*

**Elaine Pasqua -While this was a sex education program, it approached the issues from the perspective of all relationships, including GLBT.*

**Harry O’Donoghue (Irish culture and music) March*

**Human Race Machine – This image-morphing program focused on issues of race, gender, age and disability. Participants’ image was morphed via computer. Facts and information displayed by the program display educated students related to such issues.*

**Caribbean Steel Drum music and information was woven into our traditional spring Beaverfest program to add a cultural component to a traditionally social event.*

- ❖ It is commendable that PSB was able to increase faculty participation on the Campus Diversity Committee in spite of short-term faculty instructional appointments. More details are needed concerning the committee’s composition, duties, and programs to enable proper review of this Challenge.

RESPONSE:

Campus Climate and Diversity Committee:

Christopher Rizzo - Director of Student Affairs, Chair

Gary Keefer - Chancellor

Amy Krebs – Coordinator of Campus and Community Relations

Ryan English - Student

Matt Bundy - Student

Janelle Brewer – Student

Courtney Young – Ref. Librarian and Aff. Prof. of Women’s Studies

Julliete Storr – Assistant Professor

Amy Gartley – Assoc. Director of Student Affairs

Marty Goldberg – Associate Head Librarian

JoAnn Chirico – Senior Lecturer, Sociology
Jessica Jackson – Coordinator of Residence Life*

**serves as a member of the Faculty Senate Diversity Committee*

The committee makeup includes individuals representing both the minority and GLBT community. In the past, the committee was charged with reviewing the campus climate report and recommending programs to address the issues raised in that report. For the coming year, the committee will evaluate this report and recommend appropriate actions, including how to reformat the campus diversity plan to better address the assessment questions given in the Universities Framework for Diversity Report.

Challenge 2: Creating a Welcoming Campus Climate

- ❖ While fewer reported incidents of intolerance may be a good sign, PSB is encouraged to articulate a formal plan to address incidents of intolerance and to ensure that procedures are widely disseminated to students, faculty, staff, and administrators.
RESPONSE: Acts of intolerance are to be reported to Student Affairs and would be dealt with through the judicial affairs system. This information needs to be articulated to the campus faculty and staff. In serious cases, the campus environment team is called together to develop a strategy to deal with the situation.
- ❖ Additional information about services for persons with disabilities (both physical and mental/emotional) and how information is distributed to potential and current students would strengthen this Challenge.
RESPONSE: All students are provided with this information about campus support as they move through the admissions process with our admissions counselors. Additionally, all are provided information about support services during FTCAP sessions for Parents/Guardians and Students. Emails are sent out each semester to every student from our Disability Contact Liaison (DCL) requesting them to contact the office for any needs.

*-Resource information is provided via our Web site at
<http://www.br.psu.edu/StudentServices/disabled.htm>*

- Increasing support for students in the area of student mental/emotional counseling has been a top priority over the past year and a top priority for our counseling and retention committee. The current level has a counselor on campus ½ day once a week. A major outreach via posters and email to campus faculty, staff and students occurred in S07. A survey of all faculty and staff perceptions of student counseling issues/needs was conducted in S07. Discussion was conducted with faculty in both fall 06 and spring 07 regarding these issues as well. A Counseling and Psychological Services grant proposal was submitted in April 07, which seeks to create a full-time, split position counselor to service student personal and career counseling needs. This requires a considerable commitment of campus funding pooled with central student affairs funds to create a truly accessible resource to support students with mental/emotional concerns. This position will be advertised in late summer or early fall. Issues the counselor will be asked to address include acclimation concerns associated with at-risk students from many groups.*
- ❖ The creation of the Brignano Afro-American Autobiography Collection is a very positive initiative. Data concerning use of the collection both on campus and through Interlibrary Loan would help explain the impact of the initiative. Exploring sources for grants to expand collections featuring other underrepresented/underserved groups would further enhance PSB's diversity goals.
RESPONSE: The anecdotal report by the campus librarian notes campus usage is not strong while some use is observed among the interlibrary loan system. A possible approach for better utilization may be to offer some specific Black history and/or literature course offerings with the collection tied to

the syllabus. This has been discussed with the Director of Academic Affairs and she is supportive of pursuing this recommendation.

Several volumes have already been added to our general campus collection this year through donations from the GLBT center at University Park.

- ❖ The Satellite Speaker Series was greatly enhanced by involving the student group, “Society for Success,” and offering the series as a general campus program
- ❖ PSB is commended for discussing the results of the campus diversity survey via town meetings and the PSB website. The update would be more complete with discussion of future plans for monitoring climate.
RESPONSE: Given the opportunity to add a few additional questions to the University-wide student satisfaction survey conducted in S07, Penn State Beaver chose two climate items to provide more information. These questions are found below. These were benchmarked as indicators. While broad, they provide some base line for understanding the learning environment on the campus relative to diversity issues. The results will be discussed with the Diversity Committee as will the more general question of monitoring the campus climate. The Chancellor and Director of Student Affairs will continue to monitor climate issues through informal and formal discussions with students.

Assessment: Student Satisfaction Survey Questions

I have learned about people of different races and ethnic groups at Penn State Beaver.

I have met and experienced individuals whose family and/or economic background was different from mine while at Penn State Beaver.

- ❖ Potential best practice: the creation of an open dialogue with campus groups to identify new strategies to improve campus climate.
RESPONSE: This can be accomplished during the upcoming strategic planning process. The Chancellor will ask for input from the Strategic Planning Committee (which will have broad representation of campus groups), SGA, Faculty Congress, and staff in the form of a town meeting.

Representation (Access and Success)

Challenge 3: Recruiting and Retaining a Diverse Student Body

- ❖ PSB may wish to examine the best practices of other campuses with similar demographics in responding to this Challenge.
RESPONSE: The campus Enrollment Management Committee always seeks best practice information from other campuses. The Director of Enrollment Management meets on a regular basis with his counterparts from other southwestern PA campuses and can raise this issue with that group.
- ❖ Programs targeting specific high schools, providing on-site admission application sessions with fee waivers, and the outreach efforts with local churches and community groups may be a model for other campuses.
- ❖ While the update indicates an increase in minority applications and paid accepts, data should be provided for total applications and paid accepts to enable full understanding of all factors.

RESPONSE:

	<i>Fall 04</i>	<i>Fall 06</i>
<i>Bac. Minority Offers</i>	<i>48</i>	<i>108</i>
<i>Bac. Total Offers</i>	<i>435</i>	<i>568</i>
<i>% Minority Offers</i>	<i>11.0%</i>	<i>19.0%</i>
<i>Bac. Minority Pdaccs</i>	<i>14</i>	<i>35</i>
<i>Bac. Total Pdaccs</i>	<i>189</i>	<i>231</i>
<i>% Minority Pdaccs</i>	<i>7.4%</i>	<i>15.1%</i>

- ❖ PSB's current efforts have led to improvement in the recruitment and retention of African American students, but a comprehensive effort would focus initiatives more widely. Again, an examination of retention plans developed at other campuses and determined to be potential best practices may be helpful to PSB in focusing limited resources effectively.

RESPONSE: The Recruitment and Retention Committee will be developing a formal retention plan and should review other existing formal plans.

Challenge 4: Recruiting and Retaining a Diverse Workforce

- ❖ Attempted outreach to churches and the local NAACP in an effort to diversify the workforce is laudable. However, the update indicates efforts to recruit and retain employees based only on gender and race/ethnicity.

RESPONSE: The campus does not discriminate on the basis of sexual orientation, religious beliefs, age, etc. and believes that by virtue of having a diverse applicant pool ultimately generates a diverse workforce.

- ❖ Combining statistics for the executive, administrative, staff, and technical services employees into one category does not allow for the proper assessment of progress.

RESPONSE: Please see the table on page two.

- ❖ The role of the Director of Academic Affairs is not fully defined as recommended by the 2004 review team. This update would be strengthened by including discussion of coordinated search strategies, along with a set of formal procedures to support retention.

RESPONSE: The initial posting for tenure track and fixed term multiyear faculty is still done centrally in the VPCC office. The campus HR representative identifies minority applications for the committee. The committee is asked to closely review those applications. As noted in the table on page 2, the campus has dramatically increased the number of multicultural and women faculty on campus. This has been a goal of both the Chancellor and Director of Academic Affairs. Because of the small size of the campus, the DAA is able to meet with provisional faculty on a regular basis and provides them valuable mentoring.

Education and Scholarship

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

- ❖ Efforts to expand study abroad opportunities are recognized; however, PSB is encouraged to include participant demographics. An effective recruitment tool may be created by sponsoring a program to highlight the student and faculty experiences upon their return.

RESPONSE: This information will be collected in the future. Faculty have shared information with their study abroad trips with their classes, colleagues at faculty meetings, and the campus advisory board.

- ❖ The addition of four new courses to support the United States Cultures and International Cultures (US/IL) diversity requirement is very impressive for a small campus. An explanation of how the courses relate to diversity would be helpful.

RESPONSE: They are consistent with the initiatives to broaden the students perspectives on the global economy and cultural differences.

- ❖ Potential best practice: the Penn State Reach Out, Office of Volunteer Services program, with an impressive accumulation of 8,740 hours of student community service. Comprehensive data related to the participants and the community impact would be useful in determining the success of the program.

RESPONSE: Records are not detailed enough to provide this information. Much of the activity was in service to agencies which support a large number of individuals from underrepresented populations. An attempt will be made to improve record keeping if this program is continued.

Institutional Viability and Vitality

Challenge 6: Diversifying University Leadership and Management

- ❖ It is unclear how the campus leadership is involved in diversity efforts and how administrative support for diversity is translated to the campus community. In addition, the update fails to indicate the diversity profile of campus administrators. Although the reviewers acknowledge that much of the administrative responsibility fell to the Commonwealth College in the past, PSB's responses are weak.

RESPONSE: Prior comments indicate the role the Chancellor has and will play a central role in reinforcing diversity initiatives on campus. As noted on page 2, the campus administration is currently 50% women.

- ❖ No information is reported to illustrate who, or how many faculty and staff participated in management and professional development programs, which leads reviewers to question the priority given to these areas.

RESPONSE: All tenure track faculty are supported for at least one professional development conference per year. While budget constraints have severely limited funds available for staff professional development, many report over 100 hours of professional development for the year on their SRDP, much of which is training internal to Penn State.

Challenge 7: Coordinating Organizational Change to Support Our Diversity Goals

- ❖ While the review team acknowledges the budgetary constraints noted by PSB, the update fails to address this Challenge adequately and comprehensively. The College's identified action to "maintain current funding levels and explore external funds" was not addressed.

RESPONSE: The level of funding in the campus diversity budget has remained the same over the last three years. External funding secured through the PA Department of Economic Development Fund for the Office of Volunteer Services has totaled \$30,000.