

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

The review team acknowledges that this is the first time that Penn State Hazleton has independently completed a *Framework* update. The comments contained herein are meant to assist the campus in producing an update that more effectively addresses the concerns of the *Framework*.

The Hazleton update mentions numerous activities which indicate that efforts toward implementing diversity programming are occurring and are important to the campus. The reporting format used does not provide the level of specificity needed to demonstrate outcomes and assessment of these outcomes. Hazleton is strongly urged to adopt a format that answers the assessment questions in each of the seven Challenges with sufficient narrative detail. More details are needed throughout the update about diversity activities, including demographics of attendees, content, purpose, and metrics. Greater attention should be devoted to methods of assessing the effectiveness of diversity programming. More information on leadership initiatives on the Hazleton campus should be described, although it is clear that Hazleton leaders are involved in community activities and outreach.

The review team notes that much of the update is identical to the Hazleton section of the Commonwealth College 2004-09 diversity strategic plan. The absence of stated diversity goals in the update is a serious omission. The lack of substantive content and insufficient detail that characterize much of the update made it difficult for the review team to provide many specific recommendations.

Campus Climate and Intergroup Relations

Challenge 1: Developing a Shared and Inclusive Understanding of Diversity

- ❖ Hazleton's definition of diversity could be more inclusive; for example, issues of religion, race, and national origin are not mentioned. The definition discusses variation, but not respect or value for diversity.

RESPONSE: Hazleton's definition of diversity has been re-crafted and will come before the Diversity Affairs committee early in the Fall of 2007 for adoption. The revised definition is as follows: "Diversity is defined as variation with respect to race, ethnicity, gender, disability, sexual orientation, religion, national origin, veteran and adult learner status. At Hazleton we strive to provide an inclusive learning environment that respects and is tolerant of difference and promotes an international understanding. We value and celebrate the rich multicultural climate of our campus and endeavor to integrate diversity initiatives into our curricular, co-curricular and administrative environments."

- ❖ It is a positive step that Hazleton includes students in the multicultural and diversity affairs committees; an explanation of the students' roles in these groups would be beneficial.
RESPONSE: The Multicultural Council is a student organization that proactively works to enhance the climate on campus. The Council sponsors and supports diversity programs on campus and actively collaborates with campus administration to ensure that the climate on campus is well understood. The council also identifies issues and serves as a conduit for bring these issues forward to be addressed.

Student representation on Diversity Affairs has a twofold responsibility: first, when an act of intolerance is reported, student members are active participants in the investigation, review, and resolution of the matter. Students on the committee also participate in the educational planning, student/faculty/staff training initiatives and programming aspects of the Diversity Committee.

- ❖ The review team encourages the inclusion of full descriptions of the roles of the diversity committee and the multicultural coordinator.

RESPONSE: The Diversity Affairs committee at Hazleton evolved from two previous committees; the Diversity Environment Response Team and the Diversity Committee. The Diversity

Environment Response Team was the group that assembled whenever there was a report of an act of intolerance. The committee actively investigated the report, determined how to deal with the incident, and reported the incident to appropriate authorities within and outside of the University. The campus also had a Diversity Committee which promoted diversity initiatives on the campus. These initiatives involved the development and implementation of programs and training for students, faculty and staff, keeping a proactive understanding of the diversity climate on campus, and actively partnering with the community off-campus to ensure that our students were treated with respect and tolerance. Since the same people essentially served on both committees and more importantly there was a campus commitment to foster and integrate diversity, they were merged together. The committee will meet on a monthly basis beginning in the Fall of 2007 to ensure that the total campus environment maintains a robust level of diversity sensitivity and programming.

Challenge 2: Creating a Welcoming Campus Climate

- ❖ It is positive that the Environmental Response Team/Diversity Committee meets to review the state of campus and community several times a year and climate issues are identified and monitored through formal and informal discussions. A description of the committee's response to climate issues would strengthen the update.

RESPONSE: With due reflection, the climate at the Hazleton seems to be very positive which is certainly supported by graduation rate data. The Diversity Affairs committee has a broad-based representation which is in touch with the diversity pulse of the campus. There are very few reported incidents which come to the committee's attention. When issues do arise, they are investigated to determine if there are any underlying larger problems. The climate of the campus seems to be very tolerant and accepting. To provide a few examples: Hazleton had one of the largest Gay Pride Week events in the system, more students from Hazleton attended the CCSG Diversity Summit than any other campus, and the campus student leadership (SGA, Lion Ambassadors, RA's, etc.) has an exceptionally diverse representation. A student led initiative to convert our major classroom building into a multicultural center is well underway. We have recently completed a student satisfaction survey and are currently analyzing data. The data regarding climate and specifically diversity-related issues will be directly shared with the Diversity Affairs committee early in the Fall of 2007 for follow-up.

- ❖ Student groups and activities are mentioned but no details are provided regarding measures of success, program content, or attendance. Reporting of such information is encouraged.

RESPONSE: The campus does compile and report on all student activities and programs. We have a "Student Life Programming Report" which identifies the type of program, the category (social, diversity, educational, etc.), location, number of participants, and comments regarding the success of the program. These reports are reviewed and used within the context of planning for future events both in Student Life and within the Diversity Affairs committee.

- ❖ It is unclear how the actions reported under this Challenge collectively contribute to creating a welcoming campus climate. They support diversity in general but not climate in particular. More specific attention to climate is necessary.

RESPONSE: As noted earlier, Hazleton is currently in the process of analyzing student satisfaction data in order to establish a baseline and potential goal. While the current belief is that diversity efforts on campus do in fact support both diversity and overall climate, the data will either support that belief or will present the challenges that will be directly attacked by the Diversity Affairs committee in the Fall. At that time, we will be benchmarking data and with other units and comparing to the Commonwealth College survey conducted five years ago in an effort to set key performance indicator goals for the immediate future.

- ❖ The review team suggests that Hazleton conduct a formal climate assessment and benchmark with other units regarding actions taken to improve climate. The Commonwealth College climate survey conducted five years ago could provide useful baseline data.

RESPONSE: The Diversity Affairs committee will review data already mentioned regarding student satisfaction for diversity content and will decide if additional climate research is warranted. As already mentioned, we will be benchmarking data and with other units and comparing to the Commonwealth College survey conducted five years ago in an effort to set key performance indicator goals for the immediate future.

Representation (Access and Success)

Challenge 3: Recruiting and Retaining a Diverse Student Body

- ❖ The review team recommends a reexamination of the five- and six-year graduation rates for students from diverse racial/ethnic groups and majority students. Specifically, the data in appendix B should be reexamined for accuracy. Acquisition of updated data on retention and graduation is encouraged.

RESPONSE: Using data taken from the University database using the AIDAE-RPM utility, retention and graduation rates (1997 – 2004) for Penn State Hazleton are as follows:

<i>Graduation & Retention</i>	<i>African/Black American & Hispanic/Latino students</i>			<i>White students</i>		
	<i>FA97</i>	<i>FA98</i>	<i>FA99</i>	<i>FA97</i>	<i>FA98</i>	<i>FA99</i>
<i>% Retained</i>						
<i>After 1 year</i>	<i>84.2</i>	<i>80.5</i>	<i>95.8</i>	<i>81.5</i>	<i>82.6</i>	<i>82.2</i>
<i>After 2 years</i>	<i>63.1</i>	<i>75.0</i>	<i>75.0</i>	<i>67.6</i>	<i>67.3</i>	<i>67.1</i>
<i>After 3 years</i>	<i>63.1</i>	<i>66.6</i>	<i>66.6</i>	<i>62.9</i>	<i>58.8</i>	<i>61.3</i>
<i>% Graduated</i>						
<i>After 4 years</i>	<i>52.6</i>	<i>27.7</i>	<i>29.1</i>	<i>37.2</i>	<i>37.6</i>	<i>40.7</i>
<i>After 5 years</i>	<i>57.8</i>	<i>44.4</i>	<i>58.3</i>	<i>55.2</i>	<i>51.9</i>	<i>55.7</i>
<i>After 6 years</i>	<i>63.1</i>	<i>50.0</i>	<i>62.5</i>	<i>56.9</i>	<i>54.7</i>	<i>57.8</i>

As indicated, more often than not, retention and graduation numbers of minority students have been stronger than their white counterparts. In the FA99 cohort, for example, retention after one, two, and three years along with the five and six year graduation rates were stronger for minority students. These values will be continued to be tracked as we complete more cohorts through the sixth year. This data certainly supports our contention that Penn State Hazleton is providing a climate that supports students of diversity. As identified by our Registrar, the percentage of minority students on campus (based on the '06-'07 year) hovers at about 20%. During the upcoming academic year, we will compare those results to comparable other campuses within Penn State as we plan for the future.

- ❖ Enrollment of students from diverse racial/ethnic groups students has increased by 32% (78 students) since fall 2004, and Hazleton attributes this to multiple actions. The campus is encouraged to analyze these actions to ascertain which have been the most successful.

RESPONSE: The Diversity Affairs committee will discuss with Admissions current practices leading to higher yields with minority students.

- ❖ The review team commends Hazleton for its outreach efforts, in particular, its collaboration with the Hazleton Area Human Relations Coalition and Community Assessment Committee.

Challenge 4: Recruiting and Retaining a Diverse Workforce

- ❖ In Challenge three, it is noted that Hazleton is located in a growing Latino community. It appears, however, that only two Latino staff hires have been made, and no other new hires from underrepresented groups. Additionally, it is unclear from the update whether these data are from the 2004-2006 reporting period or from previous years. Faculty and staff demographic data should be reported and clarified.
RESPONSE: As indicated in the response there have been no new Latino staff hires recently at Penn State Hazleton. A major reason for this situation is that there have been almost no openings in the staff recently. The staff at Hazleton has remained very stable and so the opportunity to hire new diverse staff has been severely limited. There are avenues in place for when staff positions are available to reach out to minority populations.
- ❖ In this and previous updates, Hazleton indicates that it has been difficult to measure the success of mentoring programs. The review team suggests that Hazleton review best practices from other academic areas and develop a strategy for assessment and support of mentoring activities.
RESPONSE: A mentoring program for new minority faculty has been in place for some time. Given the small number of new faculty being hired in general, it has been difficult to reliably assess the program. That being said, the Diversity Affairs committee will develop a protocol for assessing our mentoring program.
- ❖ Reports on attempts to ensure diversity in faculty candidate pools have been completed; future reporting should include relevant data and the methodology used to collect such data.
RESPONSE: The Diversity Hiring Plan for Faculty Searches for Penn State Hazleton was most recently updated in October of 2006. It contains guidelines for advertising, timelines, the search committee composition along with the duties of the group.
- ❖ Faculty data were not included in the update. Data provided by the Office of the Vice Provost for Educational Equity show very little racial/ethnic diversity among the Hazleton faculty. Hazleton is encouraged to position the increase of the racial/ethnic diversity of its faculty among its highest priorities, especially in light of the demographic composition of the region.
RESPONSE: As Penn State Hazleton begins its' next round of Strategic Planning, certainly the issue of diversity will be a major priority within the plan.
- ❖ Potential best practice: Hazleton is networking with 14 regional colleges and universities/campuses through NEPACU to share resumes. The development of assessment strategies to measure the effectiveness of recruitment strategies would support identification of this initiative as a best practice.

Education and Scholarship

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

- ❖ More information describing courses being taught and the incorporation of diversity into the existing curriculum should be supplied, including data on number and type of diversity-focused courses.
RESPONSE: There were twenty-two sections of courses that were directly diversity-related during the Fall of 2006 and twenty sections during the Spring of 2007 as an example. The following chart lists the offerings along with the area of focus:

Diversity Offerings at Penn State Hazleton

<i>Course</i>	<i>Name</i>	<i>No. of Sect.</i>	<i>Diversity code</i>
<i>AAA S 100</i>	<i>Blks in 20th Cent</i>	<i>2</i>	<i>US</i>
<i>AAA S 146</i>	<i>Life of ML King</i>	<i>2</i>	<i>US</i>
<i>Art H 111</i>	<i>Anc to Med Art</i>	<i>1</i>	<i>IL</i>
<i>Art H 112</i>	<i>Ren to Modern Art</i>	<i>2</i>	<i>IL</i>
<i>Earth 105</i>	<i>Environmt Africa</i>	<i>1</i>	<i>IL</i>
<i>EDTHP 115</i>	<i>Ed In Am Society</i>	<i>2</i>	<i>US</i>

<i>Engl 194</i>	<i>Women Writers</i>	<i>1</i>	<i>USI</i>
<i>Engl 196</i>	<i>Intro to Am Folk</i>	<i>1</i>	<i>US</i>
<i>Hist 001</i>	<i>Western Heritage I</i>	<i>1</i>	<i>IL</i>
<i>Hist 020</i>	<i>Amer Civ to 1877</i>	<i>2</i>	<i>US</i>
<i>Hist 021</i>	<i>Amer Civ From 1877</i>	<i>1</i>	<i>US</i>
<i>Kines 141</i>	<i>Phys Act: Cultural</i>	<i>1</i>	<i>USI</i>
<i>Music 007</i>	<i>Evolution of Jazz</i>	<i>2</i>	<i>US</i>
<i>RI St 001</i>	<i>World Religions</i>	<i>1</i>	<i>USI</i>
<i>STS 150</i>	<i>Fiery Furnace</i>	<i>1</i>	<i>IL</i>
<i>Wmnst 003</i>	<i>Wmn, Hmnts & Arts</i>	<i>1</i>	<i>USI</i>

Spring 2007

<i>AAA S 147</i>	<i>Malcolm X</i>	<i>2</i>	<i>US</i>
<i>Art H 111</i>	<i>Anc to Med Art</i>	<i>2</i>	<i>IL</i>
<i>Art H 112</i>	<i>Ren to Modern Art</i>	<i>2</i>	<i>IL</i>
<i>CMLIT 108</i>	<i>Mythology</i>	<i>1</i>	<i>IL</i>
<i>Engl 135</i>	<i>Alt Voices Am Lit</i>	<i>1</i>	<i>US</i>
<i>Hist 001</i>	<i>Western Heritage I</i>	<i>1</i>	<i>IL</i>
<i>Hist 010</i>	<i>World History I</i>	<i>1</i>	<i>IL</i>
<i>Hist 021</i>	<i>Amer Civ From 1877</i>	<i>2</i>	<i>US</i>
<i>Hist 121</i>	<i>The Holocaust</i>	<i>1</i>	<i>IL</i>
<i>Hist 152</i>	<i>African Amer Hist</i>	<i>2</i>	<i>USI</i>
<i>IB 303</i>	<i>Intnatl Bus Oper</i>	<i>1</i>	<i>IL</i>
<i>Ling 001</i>	<i>Study of Language</i>	<i>1</i>	<i>USI</i>
<i>MATSE 081</i>	<i>Materials Today</i>	<i>1</i>	<i>IL</i>
<i>RI St 001</i>	<i>World Religions</i>	<i>1</i>	<i>USI</i>
<i>STS 150</i>	<i>Fiery Furnace</i>	<i>1</i>	<i>IL</i>

****Legend**

*US= United States focus IL =
 International focus USI = both*

- ❖ International programming efforts should be documented and assessed.
RESPONSE: International programming at Penn State Hazleton is a valued part of our offerings. Future efforts will be assessed and documented in terms of their contribution to a climate of diversity.

Institutional Viability and Vitality

Challenge 6: Diversifying University Leadership and Management

- ❖ The update acknowledges that campus leadership is diverse only with respect to gender. A description of recruitment and search practices, including details regarding turnover and outcomes, should be supplied.
RESPONSE: The amount of turnover at Penn State Hazleton has been small. Recruitment and search practices have followed the same guidelines as mentioned above for faculty but have not yielded any minority hires. These guidelines will be reviewed by the Diversity Affairs committee for recommendations to improve the process.

- ❖ Specifics regarding professional development opportunities available for underrepresented and women faculty and staff should be provided. An assessment of the effectiveness of such opportunities would be beneficial.

RESPONSE: Professional development activities in the past year have been a strong focus of our new Director of Business Services who also functions as the human resources officer. While there were multiple programs centering on human resources, a number were scheduled to focus on diversity. During '06/'07 our Hazleton campus partnered with the Office of Affirmative Action to conduct an on-site program entitled "Understanding and Valuing Diversity" (Course #DIV008). All members of the campus community were invited to attend via an email invitation that was distributed through the list serve HN-All@lists.psu.edu. This training opportunity was also reviewed with the Campus Council Leadership team and published within the March 21, 2007 meeting minutes which are distributed to everyone on campus. This program serves as the foundational prerequisite course and is the first step that is required to offer future diversity programs at our campus. It was conducted on April 20th by Beth McGlaughlin of the Affirmative Action Office. Additionally, the Office of Affirmative Action conducted another on-site training program for faculty and staff focused on the topic of Sexual Harassment. This program was conducted on September 11th by Ken Lehrman, Director of the Affirmative Action Office. A third example occurred when all interested female employees were encouraged to participate in the Women's Leadership Conference conducted at the Penn Stater Conference Center Hotel on April 16th & April 17th. All members of the campus community were invited to attend via an email invitation that was distributed through the list serve HN-All@lists.psu.edu. This program was discussed with the Campus Council Leadership team and published within the March 21, 2007 meeting minutes. However, due to severe winter weather a number of individuals who had registered were unable to make the trip to University Park which had an impact on scheduled attendance. Other highlights include:

- *On April 11, 2007, the campus sponsored an on-site luncheon program entitled "Women in Islam". We invited a presenter of the Islamic faith to conduct a session for faculty and staff regarding the practice of Islam and the role of women of this faith.*
- *The Hazleton Campus volunteered to serve as a regional training site to conduct a Career Enhancement and Skill Building Workshop that took place on April 24, 2007. All members of the campus community were invited to attend via an email invitation that was distributed through the list serve HN-All@lists.psu.edu. This course offering was also reviewed with the Campus Council Leadership team and published within the March 21, 2007 meeting minutes.*

The Diversity Affairs committee will recommend to the DBS some areas of professional development that would benefit specifically women and underrepresented populations.

- ❖ A description of how diverse faculty and staff with administrative potential are identified, and how Hazleton assists in their development of leadership and management skills should be given.
RESPONSE: There is currently not a protocol or guidelines for identifying diverse faculty and staff with management potential. When reviewing the diversity hiring guidelines, the Diversity Affairs committee will develop and incorporate such guidelines into the diversity hiring guidelines. As a first step, a program entitled "Career Enhancement and Skill Building Workshop" was brought to campus in April of 2007. The intent of offering this program on site was to give our employees an opportunity to reflect on a potential career path for themselves and develop a plan to achieve the goal.

- ❖ The Hazleton leadership is actively involved in Latino community issues. The update states that the DAA and DBS are involved in promoting diversity and recruiting a diverse workforce. More details are needed on these activities and their effectiveness.

RESPONSE: *Within the Hazleton leadership, the previous DBS was directly involved with issues promoting diversity within the community. He had begun to establish a network of recruiters that involved the following individuals or groups with diverse backgrounds:*

- *Alfredo Jimenez (PS Hazleton Faculty Member)*
- *Jackie Walters (PS Hazleton Staff Member)*
- *Priest at St. Gabriel's Church in Hazleton*
- *Pastor at Buenos Nuevos Baptist Church in West Hazleton*
- *The HR Office at Keystone Job Corps in Drums.*

The Director of Business Services would send a letter with an announcement whenever a job would open and ask these individuals to encourage qualified minorities to apply for the position. The new Director of Business Services will be working on establishing a network of minority contacts within the local community. As part of this effort he will be participating in the Leadership Hazleton program which is a 9-month program that begins to introduce the individual to the Greater Hazleton Area and other individuals of the community with diverse backgrounds.

As mentioned, there have been few staff openings so the effectiveness of this strategy has yet to be definitively tested. The leadership at Hazleton is committed to being involved in Latino community issues. Most recently, we hosted a town meeting with Lou Dobbs and CNN that was a large event. The Chancellor maintains ties with city government directly through the mayor in order to be abreast of the most recent developments within Hazleton. Another example of a diversity initiative is Hazleton's Migrant Worker Summer Youth Camps. For the past nine years, Penn State Hazleton, through Continuing Education, has provided facilities to house and accommodate one of the Migrant Education Programs offered in the Northeast. The current Migrant Education School provides summer programs related to "No Child Left Behind" and concentrates on math, reading and English language development. These migrant students, who come from a variety of Latino backgrounds, include those from Mexico, Puerto Rico, El Salvador, Brazil and the Dominican Republic. These students are generally new to the area and in many cases new to the United States. The program is offered during the month of July; Monday thru Friday, 9 a.m. to 3 p.m. The program includes classroom academic activities, computer skills workshops, swimming classes, and also two meals (breakfast and lunch). To date approx 1300 migrant students have been enrolled in the summer program. Students range from pre-school to K-12. The program is a federally funded program and as such faculty salaries, tutors, meals, etc. are covered by the grant.

- ❖ It is positive that the chancellor chairs the Hazleton Civic Partnership Community Assessment Committee, which addresses issues of the growing Latino population.

Challenge 7: Coordinating Organizational Change to Support Our Diversity Goals

- ❖ The review team strongly recommends that Hazelton explicitly define its diversity goals.
RESPONSE: *As part of their charge for the 2007-2008 academic year, the Diversity Affairs committee will explicitly define diversity goals. These goals will become a basis for and be connected to the diversity section of the new Strategic Plan for the campus.*
- ❖ Reporting on this Challenge was previously done by the Commonwealth College of which Penn State Hazleton was a part. In the future, Hazelton is encouraged to benchmark its efforts on this Challenge with comparable Commonwealth Campuses.
RESPONSE: *Penn State Hazleton will begin to benchmark its effort on this challenge with comparable Commonwealth campuses. This process will be useful in establishing goals for a key performance indicator or indicators related to diversity.*