

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

Penn State New Kensington appears to be making good efforts to diversify the faculty, increase student awareness of diversity issues, and enhance international programs. The update conveys an impression of significant actions in the areas of LGBT support and international programs, with less focus on programs in other areas. Given the context-dependent approach to diversity, which is positive, more specificity on which populations comprise “underrepresented groups” in relation to each Challenge and initiative should be provided. More detailed information about programs, including more quantitative data, would more adequately represent New Kensington’s progress. In general, bits of information about the same topic are scattered throughout the update rather than being gathered in a more coherent way; this approach was particularly noticeable in regard to topics such as the diversity committee and hiring. Some aspects of diversity progress are difficult to measure; the review team suggests that measurement and assessment aspects of programs, events, etc. be considered from the earliest planning stages. Emphasis on outcome assessment could be enhanced by adding a column to the Response Matrix to identify appropriate metrics. The chancellor’s introduction and campus overview was helpful. Information on academic programs and degrees offered would be illuminating. The chancellor’s introduction indicates that addressing Challenges 6 and 7 will be areas of focus. Attention needs to be given to incomplete items throughout the Matrix.

**Campus Climate and Intergroup Relations**

***Challenge 1: Developing a Shared and Inclusive Understanding of Diversity***

- ❖ The update provides a thoughtful statement about diversity.
- ❖ The increase in international experiences is good and appears to have provoked broader conversations.
- ❖ The update notes that “funding has been redirected from academic and student affairs budgets to directly support international travel and related programs.” A focus on international programs is positive, but this approach compromises the goal of a shared and inclusive understanding of diversity. The review team advises against shifting resources away from domestic diversity initiatives.

***RESPONSE: The campus has increased the budget for diversity initiatives by \$6,000.00 effective July 1, 2007. These funds will directly support minority recruitment and retention programs and the campus diversity committee’s efforts to assess multi-cultural programs and other diversity initiatives.***

- ❖ There appears to be an excellent set of programs relating to diversity for new students and their families.
- ❖ The speaker series, cultural events, and presentations in FYS courses are positive. However, it is not clear how frequently the typical student is exposed to information about diversity initiatives. Sending information via email and prominently displaying information about diversity initiatives on the Web would be good mechanisms to ensure that information is available to all students.

***RESPONSE: Numerous marketing techniques are used to inform students of diversity initiatives including but not limited to;***

- *a weekly email sent to the student listserv announcing cultural events and other related activities*
- *all students receive the campus calendar prominently displaying fall and spring cultural events*
- *activities are listed in a special cultural program calendar on the web site*
- *monthly newswire stories highlighting cultural events are placed on the front page of the website*
- *advertisement in local community newspapers*
- *all first year students are frequently exposed to international and multi-cultural program information through our first year programs*

***RESPONSE: The campus will be creating new web pages that will centralize information on our diversity programs and initiatives. To be completed Fall 2008.***

- ❖ It is not clear from the update if the Diversity Committee is active. If not, it should be restructured and activated as soon as possible. The role and purpose of the committee should also be specified.  
*RESPONSE: The Chancellor is formally reorganizing the campus diversity committee in the fall of 2007 as part of the campus strategic planning process for 2007-2012. The new Diversity Committee will be responsible for:*
  - *Establishing and maintaining collaboration between campus departments on diversity initiatives.*
  - *Confirming that learning outcomes and measures of assessment are in place for all campus diversity programs.*
  - *Reviewing the New Kensington Campus and PSU Framework for Diversity Strategic Plan on a bi-annual basis and updating the campus response matrix as action items are completed.*
  - *Advising human resources personnel on recruitment and retention of a diverse workforce.*
  - *Determining best instrument/mechanism for the assessment of campus climate and implementing evaluation process.*
  - *Advising student affairs/student life on co-curricular multi-cultural programs.*
- ❖ The frequency of emails and meetings regarding diversity initiatives is not clear. The update reports a diversity training workshop for faculty and staff in 2001. Without follow up workshops and ongoing conversations, it is difficult to imagine a continuing shared understanding of diversity.  
*RESPONSE: The table below lists the professional development programs offered to faculty and staff from 2002-2006. These programs were designed specifically to raise multi-cultural awareness and develop multi-cultural knowledge and skills.*

<i>Date of Program</i>	<i>Program</i>	<i>Attendance</i>
<i>November 2002</i>	<i>“Minority on Majority” Dr. Jenkins</i>	<i>15 fac. staff</i>
<i>October 2004</i>	<i>“Straight Talks” GLBT Center</i>	<i>20 fac., staff</i>
<i>April 2005</i>	<i>“Developing a Sense of your Own Culture”, Tom Seger</i>	<i>35 faculty/staff</i>
<i>October 2005</i>	<i>“Trekking Through Tibet”, Dr. Josie Kalavar</i>	<i>15 faculty/staff</i>
<i>January 2006</i>	<i>“Developing Cultural Competency”, Theresa Bonk</i>	<i>22 staff</i>
<i>May 2006</i>	<i>“Safe Zone Training”, Allison Subasic, Director GLBT Center</i>	<i>25 faculty/staff</i>

- ❖ Increased attention to outcomes and measurement would be helpful in addressing this Challenge.  
*RESPONSE: The newly formed campus diversity committee will be charged with ensuring appropriate outcomes and measurement are established for this Challenge.*
- ❖ Potential best practice: The Safe Zone Program. More information is needed to determine effectiveness.  
*RESPONSE: The Safe Zone Program will be evaluated for effectiveness during the 2007-2008 fiscal year and will be a part of a comprehensive assessment of the impact of diversity programs/initiatives on the campus community.*

**Challenge 2: Creating a Welcoming Campus Climate**

- ❖ Surveys are a good mechanism for monitoring climate. Information about the content of the surveys, the frequency of use, and the results should be reported.
- ❖ The response to LGBT issues is very positive.
- ❖ Although it is very commendable that there have been improvements in the climate for women and the LGBT community, it would be useful to know if similar student groups, committees, programs, etc are in place for other diverse groups, including those from diverse racial/ethnic groups.  
*RESPONSE: Membership in the multi-cultural student organization averages 15 students, the majority of which are African-American. Given that the campus average minority population is about 5% of total population representing our self-identified minority population, this club is the primary student support organization for our students of color. The club is advised by two campus staff, African American women, and receives direct funding support from the campus diversity budget. We also have*

*had consistent representation from our campus to the Black Higher Education Conference; 4-6 students of color and several staff attend the conference each year.*

- ❖ Convening focus groups of underrepresented/underserved populations to meet with the campus leadership annually is a good mechanism for monitoring climate. This effort would be complemented by creation of additional channels (drop box, blog, personal contacts, etc.) to encourage communication about issues or concerns that arise during the year, as well as openly publicized support resources for students if problems arise.
- ❖ Several programs described under Challenges 1 and 3, such as the multicultural social, chancellor's luncheons with underrepresented/underserved student groups, and the annual ethnic food festival, clearly contribute to a positive climate. Extending these kinds of programs beyond social aspects would be good.  
*RESPONSE: Student Affairs, the department responsible for minority services, is exploring the possibility of implementing the TRIO program in response to this feedback. A former graduate of the campus who is African American will participate as a mentor for this program.*

### **Representation (Access and Success)**

#### ***Challenge 3: Recruiting and Retaining a Diverse Student Body***

- ❖ The collaborations and recruitment initiatives appear positive. More information is necessary.
- ❖ More data (e.g., numbers of scholarships, numbers of students in organizations or attending events, etc.) and more information about programs (e.g., what is the PSNK role in the F.I.R.S.T.E. program, what is the Educational Opportunity Program, etc.) should be reported to present a more comprehensive picture of the efforts being made and their impact.

#### ***RESPONSE:***

- *Several student clubs co-sponsor cultural activities throughout the year, for example; GIG (Groups Investigating God) co-sponsored the Dr. Martin Luther King program in January 2007, attended by 30 students, faculty and staff, the multi-cultural club co-sponsored an art activity for 75 third graders in February 2006, where these children learned how to make African instruments (Shakers) from student members of the multi-cultural club. The Shakers were then used by the third graders and the club members during a special performance from "The Healing Force", an African dance and music ensemble.*
- *The Women in Science club was formed on campus in 2004. The club averages 10-14 female members each year and its primary mission is the professional development of women enrolled in the Eberly College of Science and the College of Agricultural Science, although all women are welcomed as members.*

*RESPONSE: Please see Appendix A for a complete review of the impact of the FIRSTE program at PSNK.*

*RESPONSE: Between six to ten cultural performances and programs are offered yearly on campus to students, faculty and staff as well as the local community. Attendance at these events averages from 60-325, throughout the year. For example, the Holocaust Program (April 2006) had 85 in attendance, the Russian Dancers "Barnya", held in January of 2007, attracted over 100 community members as well as over 60 students, faculty and staff. The campus activities staff keeps an attendance log of all campus events.*

- ❖ There has been a dramatic positive change in the number of female students. It is important for PSNK to understand the underlying causes (e.g. is it related to the number of women in sciences and engineering?)  
*RESPONSE: After a thorough analysis of female/male student registration from 2001-2006, we have determined that the primary reason for our increase in the female student population is directly due to the addition of our four year baccalaureate degrees and the Master's in Education program (Appendix B). The Applied Psychology, Business, OLEAD (Organizational Leadership) and Communications programs increased the female population by 65 students in a 5 year period from 2001-2006.*

*Specifically, the Applied Psychology program had 141 female students (total enrolled), compared to 71 male students (total enrolled) from 2002-2006.*

- ❖ Attention should be given to academic services and career counseling for enrolled students, in addition to the social support mechanisms featured, to reduce any disparities in retention and graduation rates.

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

- ❖ The update indicates a number of standard good practices for advertising job openings and making them known to a diverse pool of candidates. However, some of the responses (e.g., “Make use of national databases” and “Word ads to attract minority applicants”) are so vague that they are almost meaningless.
- ❖ Some of the hiring practices are mandatory and not necessarily related to enhancing diversity.  
***RESPONSE: The campus has strived to insure that a representative from our minority faculty population is present on all faculty position search teams. New faculty from underrepresented populations are assigned mentors and are personally introduced to places of interest and community resources including real estate agencies, churches, food markets, etc.***
- ❖ The hiring of six full-time faculty and staff from underrepresented groups is commended. Retention results are positive. Specification of “underrepresented groups” is necessary.  
***RESPONSE: The underrepresented groups that our new hires represent include; African American English faculty, Asian business faculty (female from Thailand), Asian business faculty (female from China), Health and Human Development faculty member from India (female), library research assistant from El Salvadore (female) and an African American staff assistant (female).***

### **Education and Scholarship**

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

- ❖ Penn State New Kensington should answer the set of college questions for this Challenge.
- ❖ The trips to Asia and South America are very good ideas. It would be good to build on this beginning and develop a plan for an increasing interest in non-European cultures, including African cultures. The proposed “China Institute” (Challenge 7) is promising; the Chinese student program may also be a resource.
- ❖ There appears to be little or no effort made to enhance aspects of the curriculum that foster intercultural and international competencies in addition to the international trips.  
***RESPONSE:***
  - *Appendix C lists the diversity courses offered at PSNK during the 2006-07 year.*
  - *An” International Year of Study” committee was formed by faculty in the spring of 2007.*
  - *This committee has chosen China as its first program of study. In order to maximize faculty participation in this initiative at the classroom level, the committee will develop a discipline-specific resource list that highlights significant topics, links, films, local speakers, etc. This resource list will be made available to all faculty in an ANGEL group. To kick off the program with students, the First year Summer Reading Program has chosen a book on Chinese culture for all incoming freshmen. There will be numerous events connected to this initiative.*
- ❖ The materials offered in the “measures of success” section are simply not measures of success. Appropriate metrics for gauging success in this Challenge should be developed.

### **Institutional Viability and Vitality**

#### ***Challenge 6: Diversifying University Leadership and Management***

- ❖ It is very positive that four of the seven members of the Administrative Leadership Team are from underrepresented groups. More information about which positions constitute the Administrative Leadership Team and which groups are represented on the team would be useful.  
***RESPONSE: The campus leadership team consists of the Directors of Enrollment Management, Academic Affairs, Development, Continuing Education, Student Affairs, Business/Finance and the Chancellor. Four of the seven members of this team are female.***

- ❖ Effective procedures appear to be in place for recruiting candidates from underrepresented groups. The recent hiring of two Administrative Team staff members from underrepresented groups is positive.

***Challenge 7: Coordinating Organizational Change to Support Our Diversity Goals***

- ❖ It is positive that goals and actions related to diversity are included in the PSNK strategic plan.
- ❖ The summer China Institute is an excellent idea and should be noted under other appropriate Challenges.
- ❖ The measures of success should include data to substantiate progress.

***Response: Three appendices follow as indicated in the responses above (respectively, Appendices A, B, and C are below).***

## Long Term Results of FIRSTE

For the past fifteen years, the FIRSTE Program has directed a considerable number of participants toward actually selecting engineering, science or technology as a career of choice. For others, these fields of study have at least become viable options.

This summer, all FIRSTE participants who have graduated from high school this year were surveyed by phone. Their responses, along with those from previous surveys, have been compiled into the statistics shown in the following table. Eight of the ten participants from the 2004-2006 FIRSTE Programs who have reached college age have been contacted. These contacts bring the total number reached to 146 out of a possible 152 for college-ready FIRSTE participants. Over seventy percent have selected a career in the engineering, engineering technology, or science area. This number accounts for almost three-quarters of all the eligible participants reached for comment. Less than twenty percent selected some other career choice while a mere seven and a half percent were undecided at the time of high school graduation.

Nearly one-third of eligible participants have committed to Penn State, with almost one-quarter of these Penn State students bound for the Penn State New Kensington location specifically. In particular, two of these graduates currently attend Penn State New Kensington. One of them is a senior in the BSEMET Program. The other one, while an agricultural science major, is employed as a work study in the biology department under the supervision of Tracie Brockhoff.

Regardless of the individual career choices made, it is evident that all FIRSTE participants found this exposure to the technical world with professional women to be exciting and encouraging, thereby removing some of the anxiety surrounding careers in the math and science fields.

Year	FIRSTE Program Year	Career Choice				Participants					
		Engineering/Engr Technology Science		Other		Undecided		PSU		Penn State New Kensington	
		No.	%	No.	%	No.	%	No.	%	No.	%
1993	12	7	7/12 = 58.3	5	5/12 = 41.7	0	0/12 = 0	2	2/12 = 16.7	1	1/2 = 50
1994	12	9	9/12 = 75	3	3/12 = 25	0	0/12 = 0	4	4/12 = 33.3	1	1/4 = 25
1995	12	9	9/12 = 75	3	3/12 = 25	0	0/12 = 0	4	4/12 = 33.3	1	1/3 = 33.3
1996	11* (use 10)**	4	4/10 = 40	6	6/10 = 60	0	0/10 = 0	2	2/10 = 20	1#	1/2 = 50
1997	12	10	10/12 = 83.3	2	2/9 = 22.2	0	0/10 = 0	6	6/12 = 50	2	2/6 = 33.3
1998	12	11	11/12 = 91.6	1	1/12 = 8.3	0	0/10 = 0	4	4/10 = 40	0	0/4 = 0
1999	12 (use 11)**	10	10/11 = 90.9	1	1/11 = 9	0	0/11 = 0	6	6/11 = 54.5	1	1/6 = 9
2000	12 (use 11)**	7	7/11 = 64	0	0/11 = 0	4	4/11 = 36	1	1/11 = 10	0	0/1 = 0
2001	11* (use 10)**	5	5/10 = 50	3	3/10 = 30	2	2/10 = 20	4	4/10 = 40	0	0/1 = 0
2002	12	9	9/12 = 75.0	2	2/12 = 16.7	1	1/12 = 8.3	4	4/12 = 33.3	2	2/4 = 50.0
2003	11*	11	11/11 = 100.0	0	0/11 = 0.00	0	0/11 = 0.00	4	4/11 = 36	1	1/4 = 25.0
2004	12 (use 11)**	6	6/11 = 54.5	2	2/11 = 18.2	3	3/11 = 27.3	2	2/11 = 18.2	0	0/2 = 0
2005	9* (use 8)	7	7/8 = 87.5	1	1/8 = 12.5	0	0/8 = 0	3	3/7 = 42.9	0	0/3 = 0
2006	2	1	1/2 = 50.0	0	0/2 = 0	1	1/2 = 50.0	1	1/2 = 50.0	0	0/1 = 0
2007											
<b>Totals</b>	<b>152 (use 146)</b>	<b>106</b>	<b>106/146 = 72.6</b>	<b>29</b>	<b>29/146 = 19.9</b>	<b>11</b>	<b>11/146 = 7.5</b>	<b>47</b>	<b>47/146 = 32.2</b>	<b>11</b>	<b>11/47 = 23.4</b>

\* Missing participant due to last minute cancellation.

\*\* Participant unable to be reached for comment

# Deceased Spring 1998

Appendix B		PSNK registration analysis of male/female ratio in New 4 Year Programs										Fall 2001 to Fall 2006													
		APSCC		BBACC		BSBCC		CCBUS		CCHSS		CCOMM		COMMCC		OLEAD		INFST/IST		CCSCN		TOTALS	TOTALS		
		FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE		
FA 01	Male						10						6						90				106		
	Female					23						8						25				56			
SPR 02	Male						20						6						97				123		
	Female					32						9						27				68			
FA 02	Male		1				30						7						103				141		
	Female	4				45						9						26				84			
SPR 03	Male		3				28						6						109				146		
	Female	7				41						11						22				81			
FA 03	Male		6				41						6	1					91				145		
	Female	15				38						14						21				88			
SPR 04	Male		7				39						5	1					80				132		
	Female	17				35						12						21				85			
FA 04	Male		13				47			?		?		?					87				147		
	Female	20				43												12				75			
SPR 05	Male		11				49	13			2		0	3					76				154		
	Female	20				43		8		8		1		2				8				90			
FA 05	Male		12				50	8		8	3			6		3			61				143		
	Female	18				46		8		15				8		5		8				108			
SPR 06	Male		9		10		32	7		7	4			6		4			53		1		126		
	Female	19		10		28		7		14				8		8		6		0		100			
FA 06	Male		9		5		37	10			7			9		5			50				132		
	Female	21		4		37		18		11				14		10		6				121			
		141	71	14	15	411	383	41	38	48	16	64	36	32	26	23	12	182	897	0	1				
Notes:																									
	Spring 2001	Each time we added a 4 yr. program our female enrollment was close to 50% more than our										IMPORTANT NOTE:													
	BA/ASSOC (ALL)	393 Males				male enrollment in that program (with exception of IST)										IST/INFST females numbers are increasingly declining.									
		260 Females				BSB 2001 (23 females) (10 males)				Most extreme decline in Fall 2004															
						CCOMM 2001 (8 females) (6 males)				Males increased by 7															
	Fall 2001					CCOMM 2003 (11 females) (6 males)				Females decreased by 9															
	BA/ASSOC (ALL)	501 Males				OLEAD 2006 (8 females) (5 males)										(almost half from the previous semester)									
		283 Females																							
	Increase of 23 Females directly related to				We have nearly doubled our female population in these new 4 year programs in 5 years.										OPPORTUNITY for recruitment of females into										
	introduction of the BSBCC - 23 females enrolled				Fall 2001 = 56 females total								this male dominated field.												
					Fall 2006 = 121 females total																				
													Report by:												
													Theresa Bonk												
													July 12, 2007												

NK Diversity Courses  
FA06 and SP07

Appendix C			New Kensington Campus Diversity Courses 2006-07		
<b>FALL 2006</b>			<b>SPRING 2007</b>		
COURSE	SECTION	DIVERSITY	COURSE	SECTION	DIVERSITY
ANTH 001	1	USI	AM ST 105	1	US
CMLIT 108	1	IL	ANTH 008	1	IL
CMLIT 184	1	IL	CAMS 045	1	IL
EDTHP 115	1	US	EARTH 101	1	US
EDTHP 115	2	US	ENGL 194	1	USI
ENGL 139	1	US	FR 139	30	IL
ENGL 184	1	IL	GEOG 020	1	USI
HIST 010	30	IL	HIST 011	30	IL
HIST 021	1	US	HIST 021	1	US
MKTG 445	30	IL	HIST 021	2	US
MUSIC 007	1	US	IB 303	1	IL
MUSIC 009	1	IL	MUSIC 007	1	US
MUSIC 009	30	IL	MUSIC 009	1	IL
RL ST 001	1	USI	MUSIC 009	30	IL
			NURS 390	30	US
Total of 14			NURS 417	30	USI
			RL ST 101	1	IL
			SPAN 131	1	IL
			SPAN 131Y	1	USI
			WMNST 194	1	USI
			Total of 20		