

DATE: December 7, 2006

FROM: Chris Rizzo, Director of Student Affairs

TO: W. Terrel Jones, Vice Provost for Educational Equity

RE: Beaver Campus Progress Assessment of a A Framework to Foster Diversity at Penn State
2004-09

Enclosed please find Penn State Beaver's mid-point progress update for the Diversity Strategic Plan as requested. Information contained within represents data submitted from across various campus reporting areas which were then summarized for this report.

Performance indicators are inserted within the Beaver Campus Response Matrix on pages 1 through 9 to provide quick reference information and snapshots of data where appropriate. This informs progress reporting for each of the seven challenge areas.

A corresponding narrative report is contained in pages 10 through 19 to describe the information presented for each component item appearing in the Campus Response Matrix. The narrative report provides more detail regarding the campus activities presented in the matrix to add meaning and appropriate context on progress for each of the seven challenges.

Cc: Gary B. Keefer, Chancellor

STRATEGIC PLANNING FOR
A Framework to Foster Diversity at Penn State: 2004-09

Mid-point Progress Update

Penn State Beaver

**COMMONWEALTH COLLEGE
STRATEGIC PLANNING FOR
A Framework to Foster Diversity at Penn State: 2004-09
Beaver Response Matrix**

CHALLENGE 1

Developing a Shared and Inclusive Understanding of Diversity

| ACTIONS | Person(s)/Office(s) Responsible for Accountability | Person(s)/ Office(s) Involved in Implementation | Cost* | Outcome assessment | Time frame |
|---|--|--|-------|--|---------------|
| To increase the number of faculty participating in the speaker series. | DAA/DSA | DAA/DSA/Faculty Diversity Committee | -0- | Increase the number of faculty participating in the speaker series by four. A. 2 Faculty in 2003-04 5 Faculty in 2005-06 B. Four Diversity courses were added to curriculum from 2004-06 | 2007 |
| Increase the number of faculty on the Diversity Committee. | DSA/DAA | DAA/DSA/Faculty Chair | -0- | Add 4 new faculty participants A. 4 faculty members appointed during planning period. | 2006 |
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*Other than employee salaries

CHALLENGE 2

Creating a Welcoming Campus Climate

| ACTIONS | Person(s)/Office(s) Responsible for Accountability | Person(s)/ Office(s) Involved in Implementation | Cost* | Outcome assessment | Time frame |
|---|--|--|------------|---|---------------|
| <p>The Diversity Committee will release to the campus the diversity survey results and suggest implementation strategies to improve campus climate.</p> | <p>DSA/CEO</p> | <p>Diversity Committee</p> | <p>TBD</p> | <p>Greater participation</p> <p>A. Climate Survey Results Released</p> <p>Number of new program implementations.</p> <p>B. Satellite speaker series initiated:</p> <p><u>2003-04</u> 2 events/55 participants</p> <p><u>2004-05</u> 5 events/80 participants</p> <p><u>2005-06</u> 4 events/56 participants</p> | |
| <p>Utilize our coordinated orientation process (FTCAP, orientation, FYS) to expose first year students to diversity issues, topics, and challenges.</p> | <p>DAA/DSA/FYS coordinators</p> | <p>Integrative Counseling Team</p> | <p>-0-</p> | <p>Increase number of diversity programs by 5%.</p> <p>A. Educational Equity video shown during FTCAP.</p> <p>Diversity content presented during new student orientation.</p> | |
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|--|------------------------|------------------------|----------------|--|------------------|
| <p>Continue and enhance current successful diversity programs, art exhibits, library displays, food programs, flags, products, etc.</p> | <p>Leadership team</p> | <p>Leadership team</p> | <p>\$9,000</p> | <p>Increase number of student attending events.</p> <p>A. 18 Cultural Food Events presented by Housing and Food Services from 2003-06</p> <p>B. Campus Student Activities Diversity Programs:</p> <ul style="list-style-type: none"> - <u>2003-04</u> 10 Events/226 Participants - <u>2004-05</u> 15 Events/339 Participants - <u>2005-06</u> 13 Events/258 Participants <p>C. 10 Library displays created and utilized.</p> <p>Reduce incidents of intolerance.</p> <p>(No acts of intolerance were reported during period.)</p> | <p>2004-2009</p> |
| <p>Significantly expand African American collection in the Library</p> | <p>Librarian/DIA</p> | <p>Librarian/DIA</p> | <p>\$3900.</p> | <p>Secure external funding</p> <p>A. Gifts from a donor continue to be received on an annual basis and the librarian identifies appropriate titles to be added to the collection.</p> | <p>Bequest</p> |
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CHALLENGE 3

Recruiting and Retaining a Diverse Student Body

| ACTIONS | Person(s)/Office(s) Responsible for Accountability | Person(s)/ Office(s) Involved in Implementation | Cost* | Outcome assessment | Time frame |
|---|--|--|------------------|--|--------------------------|
| <p>Establish and maintain a minority recruitment plan, which will include the development of a minority student scholarship.</p> | <p>Admissions Officer/DIA</p> | <p>Minority Recruitment Admissions Counselor/DIA</p> | <p>\$500</p> | <p>Increase minority enrollment, increased outreach to target high schools and acquiring minority scholarship dollars.</p> <p>A. New fresh. bacc. minority offers increased from 48 FA04 to 108 FA06, pdacc increased 14 FA04 to 35 FA06, yield increased from 29.5% FA04 to 32.5% FA06.</p> <p>B. Targeted HS offer/pdacc: Aliquippa 4/2 FA04, 12/5 FA06; Beaver Falls 2/1 FA04, 23/7 FA06; Rochester 13/5 FA04, 16/8 FA06.</p> <p>C. No new minority scholarships funded.</p> | <p>Beginning Jan. 04</p> |
| <p>College planning, search & selection programs for Aliquippa H.S. Talent Search participants and Beaver County Job Training Youth Outreach participants.</p> | <p>Admissions</p> | <p>Admissions</p> | <p>\$250/yr.</p> | <p>Increased enrollment of targeted population; increased awareness of college choices & PSB.</p> <p>A. Continue to conduct programming with Job Training, Talent Search, and Pitts. CRC. Offer application sessions with fee waivers and integration with PSU Student for a Day to have students attend classes. *See info above</p> | <p>Annually</p> |

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|---|-------------------|--|------------------|---|--------------------------|
| <p>Speaker Series outreach program to churches and community organizations promoted through established networks (i.e., Aliquippa Weed & Seed)</p> | <p>Admissions</p> | <p>Admissions</p> | <p>\$150/yr.</p> | <p>Increased requests for programs, greater awareness A. No New Groups – not successful, no longer an initiative.</p> | <p>Beginning Jan. 04</p> |
| <p>In-School Application Days targeted to high schools with large minority populations, held twice annually for regular and late applicants.</p> | <p>Admissions</p> | <p>Admissions</p> | <p>\$500/yr.</p> | <p>Increased minority enrollment A. (See results above.)</p> | <p>Beginning Jan. 04</p> |
| <p>Continue to use minority retention dollars to enhance diversity programs and learning center.</p> | <p>DAA/DSA</p> | <p>Learning Center/Diversity Committee</p> | <p>\$3000</p> | <p>Number of students using the learning center; number of students attending diversity activities. A. Center for Academic Achievement Number of student visits 2004-05 = 1786 Number of student visits 2005-06 = 2197 B. Number of students receiving ODS accommodations on campus: 2004-05 = 4 2005-06 = 16</p> | <p>Ongoing</p> |

*Other than employee salaries

**NOTE: Above initiatives may be targeted primarily at a minority audience but may also include recruitment of non-underrepresented students as well.

CHALLENGE 4

Recruiting and Retaining a Diverse Workforce

| ACTIONS | Person(s)/Office(s) Responsible for Accountability | Person(s)/ Office(s) Involved in Implementation | Cost* | Outcome assessment | Time frame |
|--|--|---|--------------------|---|------------|
| Actively seek out diverse applicant pool by sending job postings to African American churches and the local NAACP. | DBS | DBS | \$10.00 per search | Track the number of African American applicants. A. No applications resulting from action. | 2004 |
| Continue existing successful programs. | Leadership Team | Leadership team | 0 | Review statistics on workforce of all categories during the reporting period. A. Faculty (N=35) by Ethnicity -African Am. = 2 (5.7%) -Asian Am. = 5 (14.3%) -Hispanic = 1 (2.9%) -White = 27 (77.1%) B. Faculty (N=35) by Gender -Female = 18 (51.4%) -Male = 17 (48.6%) C. Exec, Admin., Staff & Tech. Serv. (N= 78) by Ethnicity - Am. Ind/Ala Nat = 1 (1.3%) - African Am. = 1 (1.3%) - White = 78 (97.4%) *1 FT Af. Am. staff member added - Fall 06. * PT Af. Am. staff member added - 2005 D. Exec, Admin., Staff & Tech. Serv. (N= 78) by Gender - Female = 46 (59%) - Male = 32 (41%) | |

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| Develop professional development programs to enhance the promotion of underrepresented employees either internal or external of the University | Leadership team | Leadership team | \$250 | Review promotion patterns A. 2 Females hired into Director level positions. B. Women on a Mission and Status of Women Conference hosted on campus. | 2004-2009 |
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*Other than employee salaries

CHALLENGE 5

Developing a Curriculum that Fosters Intercultural and International Competencies

| ACTIONS | Person(s)/Office(s) Responsible for Accountability | Person(s)/ Office(s) Involved in Implementation | Cost* | Outcome assessment | Time frame |
|--|--|---|--------|--|------------|
| Enhance the travel abroad program by having PSU Beaver faculty leading the efforts. | DAA | Faculty | \$7500 | Number of students and family on trip/Number of trips A. 2004 Turkey - 7 students 2005 Barcelona - 10 students 2006 Turkey - 7 students Singapore - 6 students | 2004-2006 |
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| <p>Create a campus office of student volunteers to promote exposing students to interface with underrepresented population.</p> | <p>CEO</p> | <p>Faculty</p> | | <p>Number of new courses</p> <p>A. <i>Reach Out</i>, Office of Volunteer Services created during the reporting period.</p> <p>6 faculty members formally incorporated Service-Learning within class curriculum via Reach Out.</p> <p>21 Beaver County community agencies serving underrepresented groups participated in Reach Out.</p> <p>8740 hours of student community service reported via Reach Out from Fall 2003-Fall 2006.</p> | <p>On going</p> |
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*Other than employee salaries

CHALLENGE 6

Diversifying University Leadership and Management

| ACTIONS | Person(s)/Office(s) Responsible for Accountability | Person(s)/ Office(s) Involved in Implementation | Cost* | Outcome assessment | Time frame |
|--|--|--|-------|---|---------------|
| Encourage faculty and staff from underrepresented groups to participate in management and professional development programs offered by the University | Leadership team | Leadership team | \$500 | Number of participants A. (No Information reported.) | On going |
| Support our underrepresented faculty and staff and encourage them to take advantage of Penn State educational opportunities. | Leadership team | Leadership team | -0- | Number of faculty & staff participating A. (No Information reported.) | On going |
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CHALLENGE 7

Coordinating Organizational Change to Support Our Diversity Goals

| ACTIONS | Person(s)/Office(s) Responsible for Accountability | Person(s)/ Office(s) Involved in Implementation | Cost* | Outcome assessment | Time frame |
|---|--|--|--------|---|---------------|
| Maintain current funding level for diversity program level and explore external funds. | CEO, DSA, DIA | CEO, DSA, DIA | 10,000 | Diversity Budget A. Campus allocation remained the same with no new external funding. | 2004- 2009 |
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*Other than employee salaries

A Framework to Foster Diversity at Penn State: 2004-09
Narrative Report

CHALLENGE 1

Developing a Shared and Inclusive Understanding of Diversity

Action: To increase the number of faculty participating in the speaker series.

Outcome Assessment: Increase the number of faculty participating in the speaker series by four.

- A. Over the last three years the number of faculty and staff speaking to community groups has increased slightly, going from two in 2003-04, to five in 2005-06.
- B. The following courses were added to the campus academic curriculum during the reporting period:
- Anth 11 - Intro to North American Archaeology
 - CAS 471 - Intercultural Communication
 - Engl 182 - Literature and Empire
 - Engl 194 - Women Writers
 - CmLit 11 - The Hero in World Literature
 - Comm 205 - Women, Minorities, and the Media

Action: Increase the number of faculty on the Diversity Committee.

Outcome Assessment: Add 4 new faculty participants.

- A. Three new faculty members were appointed to the Diversity Committee for 2006/07 for a total of 4 during the planning period.

Narrative of Progress on Challenge 1:

Discussion among campus leadership suggests that directions for future speaker events and campus strategies should focus on quality and not quantity as observed in best practice models. Faculty and staff continuity of the Diversity Committee has been noted

as a challenge given continuing staff turnover and length of faculty instructional appointments. While faculty and staff participation in committee was a challenge, new course offerings were a highlight and saw expansion and improvement during the reporting period.

Fewer events better integrated within coursework and across units defined as primary campus diversity engagements may present opportunities for increased collaboration. Event integrations as part of credit-bearing coursework and offered as opportunities for employee development are also potential approaches. Due to the significant and rising costs of entertainment and speakers fees this may require the identification of additional funding from University, Student Activity Fees and external sources. With the hire of a new Director of Student Affairs in 2006, the Chancellor appointed the DSA to chair of the Campus Diversity Committee. As recommended within central best practices, a new and shared definition of diversity on campus is currently under review.

CHALLENGE 2

Creating a Welcoming Campus Climate

Action: The Diversity Committee will release to the campus the diversity survey results and suggest implementation strategies to improve campus climate.

Outcome Assessment: Greater participation

A. The results of the campus climate survey of 55 employees and 325 students were made available to all campus employees and students on the campus web site. They were also presented to faculty/staff in a town meeting, including a question and answer period. One of the results of these activities was to move away from a diversity speaker series focusing solely on diversity topics to a speaker series which attempted to showcase major speakers from underrepresented groups speaking on a wide range of topics via satellite presentations displayed on campus.

Outcome Assessment: Number of new program implementations.

B. The creation of the Satellite Speaker Series was initiated as a result of the survey. It was an economical way to bring “big name” speakers to campus given limited campus resources. The initial response in 2003-04 showed 2 events with 55 participants. To increase potential student participation the series, the initiative created an added-value incentive for participation. A student organization entitled, “Society for Success”, was created to build in student participation as well as offering the series as a general campus program. Reported participant numbers from 2004 to 2006 showed limited additional campus participation beyond the student group.

Action: Utilize our coordinated orientation process (FTCAP, orientation, FYS) to expose first year students to diversity issues, topics, and challenges.

Outcome Assessment: Increase number of diversity programs by 5%.

- A. Educational Equity video was shown to the students with a question and answer session during FTCAP. Additionally, diversity content was introduced within the mandated Orientation sessions for all new students to achieve the target.

Action: Continue and enhance current successful diversity programs, art exhibits, library displays, food programs, flags, products, etc.

Outcome Assessment: Increase number of student attending events.

- A. The Office of Housing and Food Services introduced a Cultural/Ethnic menu with an average of six events per year. These special menus were offered during regular meal hours to expose students, faculty and staff to various and unique ethnic/cultural dishes. Best estimates of campus community members participating in each of the meals was 260 per menu.
- B. Campus Activities Programs reported events planned and executed on campus with diversity content and/or components. On average, 22 students attended per event over the reporting period.
- C. A total of ten library displays were offered during the reporting period with cycles occurring throughout the year. Individual displays and descriptions are listed.
- Women's History Month—books and photos about women who contributed to science, politics, literature, history.
 - Black History Month—books and photos of famous African-Americans.
 - Ramadan/Hanukkah/Christmas/Kwanzaa –display of information about the holidays.
 - Holocaust, 60th Anniversary –Photos and information about the 60th anniversary of the end of WWII and Holocaust.
 - Famous Hispanic Americans—Photos and books of famous Hispanic Americans.
 - International Travel Programs: Turkey, Barcelona, Singapore—Photos and artifacts from campus trips, including diversity of the cultures the students experienced through travel, food, historical sites, etc.

- Rosa Park’s death in 2005 and commemoration of her life—Photos and books about her life.
- Martin Luther King Day—Books, Photos and informational display.
- Coretta Scott King Memorial (died on 1/30/06)—Photos and books about her life.
- Survivors Quilt—Women’s Shelter of Beaver County—large quilt created by abused women and children, with informational display.

Outcome Assessment: Reduce incidents of intolerance.

No incidents reported during the period.

Action: Significantly expand African American collection in the Library

Outcome Assessment: Secure external funding

A. The **Brignano Afro-American Autobiography Collection** consists of approximately 400 autobiographies of African American scientists, political figures, artists, writers, and other influential people. It circulates throughout the University via interlibrary loan, and is often used in support of Black Studies, History and Literature courses. As to our **general collection**, when we order a book related to diversity (a book about a minority author, a history book about a minority, etc), it is assigned a diversity code which permits tracking material for collection and budgetary needs. The diversity of our book collection is contained in many of our collections, particularly in history, religion, political science, and sociology.

Narrative of Progress on Challenge 2:

While the Satellite Speaker Series was observed as an innovative response to feedback received from the diversity survey it was not continued in 2006-07 given limited impact. Additionally, a replacement for the staff member coordinating events has gone unfilled to this point. New programming strategies will be explored via the Campus Diversity Committee and additional campus connections. Strategies utilizing FTCAP and New Student Orientation are observed as good practices to ensure content presentation introducing students to Penn State values related to diversity. Expansion and consideration into areas of First Year Seminar may offer additional avenues to reinforce and educate on campus.

The H&FS Cultural/Ethnic Food program presents an approach to raise awareness and will be continued with opportunities for enhancement of educational content pursued. Given the Campus Student Activities reporting related to the average number of students exposed to diversity programming during the period, programming approaches will be discussed by the Campus Diversity Committee for future consideration, review and action.

CHALLENGE 3

Recruiting and Retaining a Diverse Student Body

Action: Establish and maintain a minority recruitment plan, which will include the development of a minority student scholarship.

Outcome Assessment: Increase minority enrollment, increased outreach to target high schools and acquiring minority scholarship dollars.

- A. Between FA04 and FA06, overall minority enrollment rose from 6.7% of the student population to 9.5%. Specific to new admits, minority offers and paid accepts more than doubled during this time. This increase is a result of the **successful development and implementation of a minority recruitment plan** that set minority enrollment as a priority, targeted areas with a larger percentage of minority students, and developed action items to follow. Most importantly, the plan identified a common barrier to PSU enrollment among area minority student – “PSU is out of reach financially and academically” – and laid out an arsenal of resources to counter that perception, including EOP, application fee waivers, and meeting students in their communities rather than waiting for them to come to campus.
- B. By targeting specific high schools with larger percentages of minority students and tailoring programs to those schools, offers and paid accepts increased significantly in each school.
- C. Though an attempt at endowing a minority scholarship was unsuccessful, the number of minority students receiving awards has significantly increased through the use of trustee awards.

Action: College planning, search & selection programs for Aliquippa H.S. Talent Search participants and Beaver County Job Training Youth Outreach participants.

Outcome Assessment: Increased enrollment of targeted population; increased awareness of college choices & PSB.

- A. The campus continued to offer programming to these and other minority-focused groups, enhancement of the program from brief presentations and tours to include sitting in on actual classes, enjoying a free lunch on campus, and conducting application sessions with fee waivers for seniors while they visit campus.

Action: Speaker Series outreach program to churches and community organizations promoted through established networks (i.e., Aliq. Weed & Seed)

Outcome Assessment: Increased requests for programs, greater awareness

- A. This initiative failed to catch hold, perhaps because education is only one of many foci for these groups. Other, more established, resources may already exist and be filling this need.

Action: In-School Application Days targeted to high schools with large minority populations, held twice annually for regular and late applicants.

Outcome Assessment: Increased minority enrollment

- A. In-School Application Sessions, where counselors visit the school, meet with students, collect their application to PSU, and waive the application fee, continued to be a very successful initiative among all students. However, with poorer school districts and high schools with a larger population of minority students, this initiative has proven to be a gateway through one of the initial hurdles students often encounter – paying the fee. Moreover, by coming to the school, counselors see many students who otherwise would have been too apprehensive to visit.

Action: Continue to use minority retention dollars to enhance diversity programs and learning center.

Outcome Assessment: Number of students using the learning center; number of students attending diversity activities.

- A. The Center for Academic Achievement (CAA) was reorganized and launched in January 2004 in a functionally designed space to facilitate student use and needs within the new Ross Administration Building. The Center for Academic Achievement (CAA) has responsibility for assisting at-risk students and those with disabilities, i.e., testing, tutoring, special equipment/aids to enhance learning opportunities. In addition, the CAA spent considerable time working with a few students in ESL (English as a 2nd language) training. Students formally accommodated for learning disabilities under ADA may receive regular support via the CAA.
- B. Support services needed for students with disabilities grew with the Campus Nurse assigned as the Campus Disabilities Liaison. Integrative approaches to accommodations are coordinated as partnerships with the Center for Academic Achievement and the ODS Liaison. Programs and support services for both areas were included as part of the Fall 2006 FTCAP information

process with services more aggressively marketed to parents/guardians and presented to all students during a general new student orientation session.

Narrative of Progress on Challenge 3:

Successful strategies developed and implemented will continue to be examined, improved and refined. The expansion and growth of students presenting physical and psychological disabilities and the need for ongoing academic and personal support significantly challenge personnel and resources. As access, academic preparation and the complexity related to physical and emotional needs grow among all at-risk students, campus strategies should evolve in response. Planning will focus on integrative approaches and seeking resources increasing counseling service levels in support of these students in their acclimation and success on campus.

CHALLENGE 4

Recruiting and Retaining a Diverse Workforce

Action: Actively seek out diverse applicant pool by sending job postings to African American churches and the local NAACP.

Outcome Assessment: Track the number of African American applicants.

- A. While targeted postings and information were focused and sent to African American churches and the local NAACP for every job, tracking indicated that no applications were received as a result of this action.

Action: Continue existing successful programs.

Outcome Assessment: Review statistics on workforce of all categories during the reporting period.

- A. During the reporting period two African-American faculty members (one Full-time Instructor and one Librarian) were recruited, hired and retained. These additions helped to diversify faculty ranks.
- B. By gender, the number of female faculty members now exceeds males on campus and is observed as the result of the proactive recruitment efforts conducted by Academic Affairs.
- C. Ethnicity among Executive, Administrative, Staff & Technical Service personnel reported few new additional underrepresented persons added in the numbers supplied via Educational Equity data tables. However, additional information not reflected in the report shows two important staff additions in Student Affairs. A full-time, female, African American, Coordinator of Residence

Life, was recruited and hired in F2006. Additionally, a part-time, male, African American Men's Basketball coach was added to staff in 2005.

- D. Gender reporting among Executive, Administrative, Staff & Technical Service observed more females than males employed on campus per the data snapshot.

Action: Develop professional development programs to enhance the promotion of underrepresented employees either internal or external of the University

Outcome Assessment: Review promotion patterns

- A. During the reporting period, two females were hired into Director positions on campus. The Director of Development was an external candidate. The Director of Continuing Education was the result of an internal promotion hire.
- B. Town hall meetings and groups were facilitated on campus by Dr. JoAnn Chirico, Penn State senior instructor in sociology, and Nancy Woods, director of Penn State Beaver Adult Literacy Action and chair of the Penn State Commission for Women at Beaver campus. These faculty members led several campus and Beaver County efforts related to gender equity issues. Meetings and events have engaged students, faculty and staff on campus in the Commission and its later renaming as "Women on a Mission".

Narrative of Progress on Challenge 4

The campus Leadership Team was originally envisioned as the accountability center for development of several action items for Challenge 4. The group underwent a change in focus during the reporting period. The group charge shifted from providing professional development to ensuring campus community development via team building opportunities. Professional development programs to enhance the promotion of underrepresented employees are now charged to appropriate supervisory personnel at the Director level for reporting. On going faculty development is supported via professional conference participation.

CHALLENGE 5

Developing a Curriculum that Fosters Intercultural and International Competencies

Action: Enhance the travel abroad program by having PSU Beaver faculty leading the efforts.

Outcome Assessment: Number of students and family on trip/Number of trips

- A. Travel Abroad as part of the curriculum has grown significantly during the reporting period. A total of four trips have been offered and facilitated by four different faculty members. The experiential learning associated with these activities has been noted by both the participating faculty and the students engaged in such programs.

Action: Create a campus office of student volunteers to promote exposing students to interface with underrepresented population.

Outcome Assessment: Number of new courses

- A. Penn State Reach Out, Office of Volunteer Services, was a hallmark project during the reporting period. The program is funded by a grant written by a faculty member, Dr. JoAnn Chirico, and sponsored by a PA State Representative. This faculty member receives appropriate course release time to administer the program. The office is housed within the Student Union Building and presents an innovative and integrated approach as a resource for students performing community service as part of service learning coursework. A significant number of participating community agencies serve underrepresented populations. These community engagements offer considerable experiential opportunities for the students to interface and learn first-hand about social justice issues as they participate in the program.

Narrative of Progress on Challenge 5:

Travel programs will continue to be pursued and reinforced among faculty and students as important experiential learning opportunities. Efforts conducted through Penn State Reach Out have been a campus highlight and the potential for these efforts continue to grow with envisioned adoption of the Public Scholarship minor at the campus. A significant threat facing the program is non-renewal of the grant funding the project. The State Representative supporting the effort was voted from office in November of 2006 and the grant is in its final year of funding. The future of the program is uncertain at this time.

CHALLENGE 6

Diversifying University Leadership and Management

Action: Encourage faculty and staff from underrepresented groups to participate in management and professional development programs offered by the University

Outcome Assessment: Number of participants

A. The Leadership Team referenced as the accountability center for this action changed in focus due to campus need.

Action: Support our underrepresented faculty and staff and encourage them to take advantage of Penn State educational opportunities.

Outcome Assessment: Number of faculty & staff participating

A. The Leadership Team referenced as the accountability center for this action changed in focus due to campus need. Accountability for this area has been charged to Directors on campus for future development and reporting.

Narrative of Progress on Challenge 6:

Limited progress was made on Challenge 6 due to changing campus needs. With environment challenges observed, the group efforts focused on team building and community development. The efforts may be facilitated through individual staff development plans and support at the faculty/staff reporting level by Directors in the future.

CHALLENGE 7

Coordinating Organizational Change to Support Our Diversity Goals

Action: Maintain current funding level for diversity program level and explore external funds.

Outcome Assessment: Diversity Budget

A. The Diversity budget remained intact at the same during the reporting period despite significant budget challenges observed on the campus.

Narrative of Progress on Challenge 7:

Although significant budgetary challenges were observed during the review period, funding remained intact to ensure support in this area. With the hire of a new Director of Development, efforts to identify external resources will continue. As the campus updates its strategic plan, opportunities to better define systems for rewarding and supporting initiatives may be examined.