A Framework to Foster Diversity Update

2004-2006

Penn State Delaware County

Submitted:
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Challenge One - Developing a Shared and Inclusive Understanding of Diversity
Assessment Questions

1. How does your unit define or describe diversity?
How is this understanding demonstrated in areas of emphasis within your unit?

The campus has adopted the University of Oregon's statement on diversity as our own. Although the Commonwealth College had developed their definition of diversity, we believe that the following best describes our collective understanding:

> The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. It is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual.

Our campus community manifests this understanding in the diversity of students, faculty, and staff; in the courses we offer; and in the extra-curricular activities available for students, including clubs and organizations representing diverse areas, such as the Black Student League, Muslim Student Association, Asian Student Association, Jewish Student League, Nittany Christian Fellowship, Gay Straight Alliance, and the Adult Student Organization. A complete listing of courses that show an emphasis on diversity are in Appendices A, B and C. Campus-wide activities that celebrate diversity include Multi-Cultural Day, Iftar Dinner, National Coming Out Day, and the Women's Commission Luncheon. Members of the campus community participate in the university-wide LGBTA Support Network, Women's Commission and the Network Against Hate. Perhaps life on this campus is best summed up in a recent article in the campus' student newspaper, *The Lion's Eye*: "At PSU Delco's campus you don't have to assume [facts] about a culture; there's a student who was born there who could tell you the facts…"

2. How has your unit distributed information to students about the University's diversity initiatives? Does your unit have formal mechanisms for discussion of diversity initiatives with students? If so, please describe.

Students from many backgrounds participate in admissions programs for prospective students. During FTCAP/Orientation, students are shown the "PSU Diversity" video and then led in small group discussions by trained orientation leaders.   Diversity initiatives are integrated into the curricular and co-curricular fabric of the campus (see Appendix C). One example among many of the more informal examples of our commitment to diversity is a poster advertising our Writing Center: "No Matter What Language You Speak, The Writing Center Will Listen".

3. How has your unit distributed information to faculty and staff about the University's diversity initiatives?
The Staff Handbook and Faculty Handbook are online on our campus website. New hires are informed about the university formal policy regarding Affirmative Action, Equal Opportunity Employment.
Describe your unit's formal mechanisms for discussion of diversity initiatives.
The Staff Review and Development Process (SRDP) is used for discussing our diversity initiatives. All managers emphasize to their staffs the importance of diversity to the campus community; they ask employees to create development plans that include a commitment to diversity. This process is part of a campus-wide focus on addressing diversity issues. We are confident that every employee of the campus understands our commitment to diversity. That commitment is embedded in everything we do. For example, every year we hold a "campus-wide read"—a book that is read and discussed by students, faculty, and staff. In 2005 the book was *The Bone Woman*; in 2006, *Tortilla Curtain*.

4. What is the role of your diversity committee? What is its composition?
Delaware County's previous chancellor (CEO) saw himself as the sole campus advocate for diversity; and although the Social Equity Committee was formed, the work of the committee was limited. Under the new Chancellor, the Social Equity Committee has not yet been convened. Past committee members included faculty, students and staff. The current Chancellor has, over the past year, been reviewing all campus committees and has reconstituted the Committee. Its job will include oversight of this Diversity Plan and the review of diversity issues; it will also fill an advisory role to the Chancellor on the campus climate.

5. Which strategies have been most successful in addressing this Challenge? Which have been least successful? Which could be termed 'best practices'?
The most successful strategies—our "best practices"—have been the development of coursework and co-curricular programming that support the diversity that exists on

campus (see Appendices A and C)—especially the immersion of diversity issues in the curriculum.

6. What measures of success have you identified to gauge your progress in this Challenge? Include data demonstrating outcomes.
All managers emphasize the diversity component of the SRDP when evaluating their staff. All staff regularly includes diversity initiatives in their development plans. The campus-wide support by faculty and staff for multicultural day activities is also a testament to our shared and inclusive understanding of diversity.

Challenge Two: Creating a Welcoming Campus Climate Assessment Questions

1. How does your unit's leadership demonstrate support for diversity?
The change in leadership on campus has moved from a diversity-focused CEO who saw his job as the sole diversity officer for the campus to a chancellor who utilizes a more collaborative and community-building approach. The Social Equity Committee has been reconstituted to infuse this support for diversity throughout the campus community.

2. How does your unit identify climate issues?
In addition to formal mechanisms for complaints and incidents, we have an unofficial network of faculty and staff who address issues related to race, LGBT, and gender concerns. We have identified campus people with whom students, faculty, and staff can feel comfortable discussing their concerns. This provides an informal channel for discussing climate before they become irresolvable issues. Consequently, these issues rarely rise to the level of official complaints. In addition, division heads review climate studies (performed in 2003), staff surveys and student satisfaction surveys.

3. How does your unit monitor climate?
We monitor our diversity climate through both formal and informal mechanisms. All division heads respond immediately to any incident or accusation. Any incident, depending on severity, is handled either by judicial affairs or by affirmative action, or on an informal basis. We immediately address every issue as it becomes known known.

4. How does your unit respond to climate issues?
As mentioned above, the campus has both formal and informal approaches to climate issues. It is our belief that many issues can be identified through our informal network of faculty and staff who have been identified as "safe havens." As issues are brought to the attention of the management team on campus (Chancellor, Director of Academic Affairs, Director of Student and Enrollment Services, Director of Development, Director

of Business Services, Director of IT Services, Finance Officer), decisions are made to rectify, clarify, or communicate.

5. What unit-wide and individualized approaches have you developed to enhance overall climate and individual's satisfaction with the environment?
Members of the management team have been a part of the Women's Commission, the Adult Learner's Commission, the LGBT Network and the Network Against Hate.   Staff and faculty have also been encouraged to participate in university-wide networks that support diversity. In addition, faculty has been encouraged to undertake research topics in non-western areas and have been supported by the campus to allow their participation in conferences and/or teaching in Africa, Brazil, and Eastern Europe. For example, our most recent Fulbright faculty scholars have been in Slovakia and Serbia; two faculty members have participated in Hayes Fulbright summer travel to Ghana; three campus faculty members participated in an NSF sponsored conference in Brazil on "Methods for Studying Human Development in Culturally Diverse Contexts," jointly organized by Cynthia Lightfoot, Professor of Human Development and Family Studies and Program Coordinator of the campus HDFS program, and the University of Pernambuco.

6. Which strategies for creating a welcoming campus climate for diversity have been most successful? Which have been least successful? Which could be termed 'best practices'.
The campus displays its pride in its diverse community by displaying flags throughout the campus representing the countries of origin of our students, faculty and staff. In addition, pictures of faculty, staff and students grace the walls of all of our campus buildings.   This visual representation of our very diverse community makes clear to visitors that ours is a diverse and welcoming community.   In addition, we target diverse populations to serve as student tutors, peer mentors, and peer assistants, all of whom are trained in diversity issues. Our American Studies Cluster for Generation 1.5 students provides an educational experience for students, their peers, faculty and staff. Although our F-1 international population remains between five and ten students per year, we have over 60 countries of origin represented on our campus; many of these students are not native speakers of English.

7. What measures of success have you identified to gauge your progress in this Challenge? Include data demonstrating outcomes.
We continue to be one of the most diverse campuses in the Penn State system in terms of our student body (see Appendix D).

Challenge Three: Recruiting and Retaining a Diverse Student Body Assessment Questions

1. Describe specific initiatives your unit may have that are intended to contribute to recruiting or retaining undergraduate and/or graduate students from underrepresented groups.

The Admissions Office works closely with the Philadelphia Community Recruitment Center to recruit from Philadelphia public, parochial, and charter high schools in our service area. Admission representatives from the campus accompany counselors from the community recruitment center to these high schools. In addition, we recruit from suburban high schools such as Chester High School, Penn Wood High School and Upper Darby High School, where there are high proportions of underrepresented groups (see Appendix E).

In addition, the campus hosts bus tours from disadvantaged high schools in our service area as well as works with community organizations such as the Philadelphia Academies, College Access Centers, and Philadelphia Futures. We have an active EOP recruitment program and then engage these students in academic and cultural experiences that introduce them to activities and events that enrich the cultural awareness and appreciation.   For example, a recent trip for EOP students included a visit to Harlem so that they could experience the cultural renaissance now occurring there.

The admissions office also actively recruits veterans. We have identified two staff members (one in financial aid and one in admissions) who work with veterans to assist them in realizing the opportunities at Penn State Delaware County.

Retention efforts include pre-college programs such as SOAR, "Get a Jump on College," for high school juniors as well as pre-enrollment Learning Center initiatives that include PREP, Tracking and 30- Hour Program. The American Studies Cluster for ESL and Generation 1.5 students, and EOP for academically and economically disadvantaged students also include intensive interventions by advising and learning center staff. Students in these specially designed programs have both an academic advisor as well as an advisor from either the learning center or advising center.

2. Describe specific initiatives your unit may have that are intended to reduce intergroup disparities in enrollment, retention and graduation rates

Students are identified in the admissions process through SAT test scores, high school performance, and FTCAP test scores for additional support. Two summer programs are available - PREP and Tracking that provides for 30 hours of peer tutoring in math and English over the summer. Fees for this program are waived for financial reasons. In addition, the campus offers the American Studies cluster designed for ESL students who need additional support. In addition, our Career and Advising Center have been

combined to provide more comprehensive services to our students.   Since this change, our first-year retention rate for multicultural students improved from 59.7 percent to 68.1 percent(see Appendix D).

3. What mechanisms for collaboration has your unit established?
The admissions staff meets three times each year with the members of the admissions team at Abington and the Philadelphia Community Recruitment Center to coordinate efforts.   We host a yearly school counselor program that includes all high schools from our service area.   We work closely with Philadelphia Futures and Philadelphia Academies in hosting bus trips to our campus for their students. We host the PACAC Delaware County Regional College Fair on our campus. We participate in the Philadelphia NACAC College Fair each year.

4. Which recruitment and retention initiatives have been most successful" Which have been least successful? Which could be termed 'best practices'?
The diverse representation of our staff mirrors the diversity of the students we seek to attract and retain: We have bilingual admissions and financial aid counselors as well as a diverse enrollment and student life staff in terms of race/ethnicity, age, gender, and sexual orientation.

Although providing access is an important component of our admissions process, we are concerned that we admit only those students who can be successful on our campus. We interview students with SATs below 700 prior to making an admission decision to ensure that they are prepared for college-level work. We bring students to the campus who might otherwise not have access. We also personally interview students for our provisional program and require that any student admitted provisionally must complete our 30-Hour summer program.

Certainly high on the list of our 'best practices' is our partnership with such community organizations as the Chester Education Foundation, Philadelphia Academies, and Philadelphia Futures to identify and provide access to underrepresented groups. We are working with students starting in eighth grade to raise their awareness of the opportunities in higher education.

5. What measures of success have you identified to gauge your progress in this Challenge? Include data demonstrating outcomes.
We look at newly enrolled student numbers as well as retention numbers to gauge our progress in this Challenge. From Fall 2003 to Fall 2006, we have increased our minority new admits from 26 percent of our entering class to 30 percent of our entering class. In

Fall 2005, we also saw the retention of our multicultural students exceed our majority students by .4 percent (see Appendix D).

Challenge Four: Recruiting and Retaining a Diverse Workforce Assessment Questions

1. How has your unit actively and successfully engaged in locating and recruiting faculty and/or staff from underrepresented groups?
The campus advertises nationally for all of its full-time staff and faculty positions through discipline-specific journals, national publications, websites, and list-serves. And when possible, discipline-based minority databases and list-serves are utilized (this is often done through the Office of the University's Senior Faculty Mentor). Also, where appropriate, faculty members have been sent to recruit at professional meetings. For example, a faculty member in our English department was asked to recruit potential diverse English faculty at the College Language Association in Washington D.C.   The University's Diversity Talent Bank has also been utilized on an as-needed basis to enrich and diversify our candidate pools for staff positions.

2. What strategies have been implemented to improve identification and assessment of credentials for purposes of hiring and promotion?
When staff search committees are charged, members are given the University's Affirmative Action Office publication, "Guidelines for Recruiting." The search chair and/or the Director of Business Services reviews and discusses this publication with search committee members to ensure the proper assessments of credentials.

3. What retention strategies have you implemented in your unit to retain and promote the success of faculty and/or staff from underrepresented groups?
All faculty have two mentors assigned, one in the discipline and one from the campus. In addition, Dr. James B. Stewart, Senior Faculty Mentor comes to campus at the request of the Director of Academic Affairs approximately every two years. In addition, Susan Ware has been appointed by Dr. Stewart as a campus-based faculty mentor for underrepresented groups. She has been appointed to the Senior Faculty Mentor Network for junior faculty from underrepresented racial/ethnic groups. In addition, she serves a liaison role from the campus to his office to provide direct support as needed. Ivan Esparagozza, faculty member in Engineering, is involved in Latin American engineering through the Latin American Caribbean Consortium of Engineering Institutions (LACCEI).
We currently do not have any specific retention strategies in place for staff members from underrepresented groups.

4. Which recruitment and retention strategies have been most successful? Which have been least successful? Which could be termed 'best practices'?

The additional support provided to underrepresented faculty through the Senior Faculty Mentoring Network. The lack of a similar program for staff has been noted.

5. What measures of success have you identified to gauge your progress in this Challenge? Include data demonstrating outcomes.

We measure our success in the recruitment and retention of tenured faculty and staff from underrepresented groups (see Appendices F and G).

Challenge Five: Developing a Curriculum That Fosters Intercultural and International Competencies
Assessment Questions

1. Does your unit contribute to a curriculum that supports the diversity goals of the University. If so, how? What practices have been most successful? Least successful? Which could be termed "best practices"?

The Director of Academic Affairs and the faculty consciously schedule courses every semester that are based on curricular issues relate to diversity resulting in over 900 enrollments for 2006 (see Appendix A). In addition, faculty consistently provides diversity in courses that have not been designated IL.   The campus also offers the only Elementary Education program within the university with a multicultural emphasis. The campus offers a Women 's Studies minor, an International Studies minor, and a minor in Community and Civic Engagement. In addition, short-term travel-abroad courses have been the hallmark of the campus with opportunities for students who might not have the resources to experience a semester-long travel-abroad program. Our program was developed with a threefold purpose:

- To broaden a student's world view and cultural horizons to meet new job market demands;
- To support the University's goal of students engaging in a significant international experience as part of their undergraduate years; and
- To accommodate students' limited financial resources and time constraints.

In 2006-2007, students, faculty, and staff will travel to Peru, Russia, Guatemala, and France.

2. How is diversity integrated into the curriculum?

As evidenced in Appendices A and B , diversity courses and topics are imbedded in our curriculum. In addition to coursework and our international trips each year, we also provide a special program for Generation 1.5 students (American Studies Cluster). This program provides students whose native language is not English the opportunity to build their English skills, learn about American culture, and share their culture with others. The campus also supports faculty research and interest in diversity initiatives. For example, Dr. Laura Guertin is a co-PI for two NSF grants designed to encourage and enhance diversity in engineering and science education.   In addition, Dr. Guertin teaches Earth 105, which explores the connection between the physical environment and human interactions. Through a grant from the Schreyer Institute of Teaching Excellence, Dr. Guertin has been able to assess student perceptions and performance in JiTT (Just –in-Time Teaching) and early data indicate that African-American students will perform significantly better on JiTT assignments when the topic relates to environments of Africa or on the topic of diversity rather than a similar course on dinosaurs. We are also developing international service-learning projects such as a spring break trip to Guatemala, where students work with Peace Corps volunteers in a Guatemalan village.

3. What measures of success have you identified to gauge your progress in this Challenge?   Include data demonstrating outcomes.

We continue to expand our offerings that contain a multicultural component (see Appendix A). Although budgetary constraints have reduced the number of sections of courses that we offer, we have not and do not intend to reduce our multicultural offerings.

Challenge Six: Diversifying University Leadership and Management Assessment Questions

1. How are unit leaders actively involved in diversity efforts?

Our Chancellor is actively involved in assisting the superintendent of Chester-Upland School District in the city of Chester to improve the educational system there. Our Director of Academic Affairs has created partnerships with Upper Darby School District, William Penn School District, and the Philadelphia School District in support of our Elementary Education program in Multicultural Settings. Our Director of Student and Enrollment Services is a member of the LGBT Network and the Network Against Hate; she also serves as staff advisor to the Gay Straight Alliance and Jewish Student League on campus.   Our Director of Information Technology works with the City of Chester in an after-school program.   Our Director of Development has participated in Diversity Training activities provided by the university. Our Director of Business Services served on the University-wide Diversity Plan Review Committee.

2. What is the diversity profile of the unit's administrative and executive levels?

The management team at PSU Delaware County includes four females and three males including one underrepresented individual and one member of the LGBT community.

3. Describe the procedures followed to create both diverse applicant pools and search committees for administrative searches. How is information about expectation regarding candidates' skills and experience with managing diversity communicated to the committee and to the candidates?

The Chancellor and the Division Head of the hiring unit are responsible for determining the composition of staff search committees in consultation with the Director of Business Services (DBS). Diversity is reflected in all staff search committees, and as referenced earlier, the "Guidelines for Recruiting" publication is distributed and discussed at every staff charge meeting. The vacancy's job description, as well as minimum qualifications, is also reviewed at this time. For every staff search, the Division Head presents the results of the committee's resume review and its top 10 (or so) candidates to be interviewed for the position to the Director of Business Services (DBS). The DBS then checks the job management system to determine if the interview pool reflects diversity. If it does not, the DBS will consult with the Division Head, review the candidate pool, and suggest further review of certain candidates who meet the minimum qualifications and enhance the diversity of the pool, discuss additional advertising options, and/or match search criteria to applicants in the University's Diversity Talent Bank, and suggest further review of these candidates to the Division Head.

With regard to testing candidates' knowledge, management, and support of diversity, the DBS and/or search chair requests, at the time of the charge meeting, that all interviews include at least one question that relates to diversity to demonstrate the University's—and particularly this campus's—commitment to diversity.

4. How does your unit identify staff and faculty from underrepresented groups who have administrative aspirations and potential, as well as assist them in developing leadership and management skills? How are such individuals supported in identifying opportunities for advancement?

We currently do not have a formal mechanism in place to identify staff and faculty from underrepresented groups who have administrative aspirations and potential nor a process in place to help them develop leadership and management skills. Staff members in underrepresented groups have been sent to a variety of management training programs; faculty members have been encouraged to attend administrative workshops.

Challenge Seven: Coordinating Organizational Change to Support Our Diversity Goals
Assessment Questions

1. How does your unit's strategic plan reflect the importance of diversity for meeting your goals and objectives?
The Strategic Plan submitted by the Commonwealth College identified several diversity goals.   However, with the reorganization/restructuring of the commonwealth campuses, we have established a Strategic Priorities committee to review the plan and build a plan that more closely aligns with the needs of our campus. The continued importance of diversity to our campus community will be incorporated into our new plan.

2. What organizational realignments, systems of accountability, resource mobilization and allocation strategies, and long-term planning strategies have been implemented by your unit to ensure the realization of the University's diversity goals?
Our Strategic Priorities Committee has the responsibility to review resource allocation and long-term planning as it relates to all aspects of the campus, including the meeting of our campus diversity goals.

3. What budget and development approaches have been implemented by your unit to ensure financial stability of diversity priorities?
Although we have protected existing diversity activities in recruitment, student life, outreach and curricular programming, this is the first year that the campus has had discretionary funds for any new initiatives.   The Strategic Priorities committee and the campus Management Team will be identifying and funding new initiatives that meet our strategic goals.

4. Describe the systems of accountability and reward that support the achievement of diversity goals.
All staff is judged in their SRDP's for their commitment to diversity; it is one of the factors considered for merit increases in salary.

5. What partnerships, with internal or external units and/or constituencies, have you created to advance the University's diversity goals?
The chancellor meets monthly with the presidents of Cheyney University, Swarthmore University, Widener University, Neumann College and Delaware County Community College with a primary goal to support the Chester-Upland school district and the city of Chester. The chancellor is also a member of the Chamber of Commerce sub-committee on the city of Chester.   Our Campus Advisory Board includes diverse representation. Faculty member Cynthia Lightfoot is collaborating with PSU Delaware County

Extension Agents and the Director of the PSU Nutrition Education Program and Nutrition Education Network to launch a project focused on the access of Chester residents to healthy food.   Faculty member Aaron Gresson and Director of ITS, Jim Morgan work with Lighthouse Academy, an after school program for the Chester-Upland School District. Students in our America READS program have been participating in after-school programs in our local communities of Chester, Philadelphia and Upper Darby. The Admissions Office has worked closely with the Philadelphia Academies to provide support for Philadelphia students in job readiness skills and college preparedness.

6. Which strategies to coordinate organizational change in support of diversity goals have been most successful? Which have been least successful? Which could be termed 'best practices'?
The most successful strategy has been to align our diversity goals with our strategic priorities.   In addition, the campus has turned its focus from an inward approach to a more outward-focused approach. Outreach by faculty, staff, administrators, and students—as evidenced by our increased community service, board memberships and partnerships with community agencies—will serve the campus in extending our reach to underrepresented populations and will support our continued desire to promote and celebrate diversity in its many-faceted ways.

7. What measures of success have you identified to gauge your progress in this Challenge? Include data demonstrating outcomes.
It is the intent of the campus to have our faculty and staffs mirror the diversity of our student body.   Although we have not yet successfully met that goal, we continue to pursue that through thoughtful hires, expanded searches, and community outreach. Attached in Appendices F and G are the current and 2003 ethnic and gender breakdowns for our campus faculty and staff.

NOTE: A mid-term update on the Diversity matrix that was included as an Appendix in the Commonwealth College's Diversity plan can be found in Appendix H.

Diversity Courses Offered by Semester

Fall 2004

GI (Intercultural & International Diversity)/

Course		Enrollment	
AAA S	100	13	
ANTH	45	34	*Other Cultures
ART H	120	65	*
CMLIT	153	10	*Prague/Vienna
COMM	205	13	
EARTH	105	50	
EARTH	105H	14	
ENGL	182	11	
ENGL	194	13	
FR	139	1	
HD FS	487X	17	
HD FS	315W	19	
I B	303	59	
MUSIC	7	90	
MUSIC	9	50	
PHIL	7	66	*Other Cultures
SOC	110	32	
WMNST	1	17	
WMNST	205	4	

DF (Diversity focused)

Course		Enrollment	
EDTHP	411	15	
RL ST	101	72	*Other Cultures

Other (Diversity Elements)

Course		Enrollment	
ART H	100	4	*Prague/Vienna
AM ST	83S	20	
COMM	100	12	*Prague/Vienna
ENGL	4	16	*ESL
ENGL	100	17	
ENGL	200	10	
INART	1	5	*Prague/Vienna
INTST	496	1	*Prague/Vienna

Total Enrollment   750

Spring 2005

GI (Intercultural & International Diversity)

Course		Enrollment	
AM ST	105	58	
ANTH	45	40	*
CAMS	45H	20	
CAS	200	18	
CMLIT	153	7	*Guatemala
FR	139	4	*Nice
HD FS	287W	14	*Madrid
HD FS	315W	8	
HIST	154	32	
I B	303	55	
MUSIC	7	47	
MUSIC	9	49	*
RL ST	1	73	
WMNST	3	35	
WMNST	400	1	

*Other Cultures

Other (Diversity Elements)

Course		Enrollment	
ART H	100	10	*Madrid
ART H	100	6	*Nice
C I	296A	6	*Guatemala
ENGL	4	11	*ESL
ENGL	487W	8	
INART	1	2	*Nice
INTST	496	2	*Madrid
SPAN	130	8	*Madrid
THEA	105	2	*Madrid

Total Enrollment   516

Fall 2005

US

Course		Enrollment	
AAA S	146	21	
AM ST	105	30	
CAS	422	6	
HD FS	315W	13	
L I R	136	3	
MUSIC	7	47	
RL ST	146	8	
SOC	110	38	

IL

Course		Enrollment	
I B	303	66	
MUSIC	9	99	
SPAN	131	8	*Buenos Aires

USI

Course		Enrollment	
ANTH	45	41	
ART H	100	1	*Buenos Aires
RL ST	1	65	
THEA	208	1	*Buenos Aires
WMNST	1	27	

Other (Diversity Elements)

Course		Enrollment	
AM ST	83S	23	
ENGL	4	20	*ESL
ENGL	100	16	
ENGL	200	12	
INTST	496	2	*Buenos Aires

Total Enrollment   547

Spr

US

Course
AAA S
AM ST
AM ST
AM ST
CAS
EDTHP
HD FS
HD FS
HIST
HIST
HIST
HIST
HIST
MUSIC

IL

ART H
ART H
CAMS
CAMS
CMLIT
EARTH
FR
FR
HIST
I B
IT
MUSIC
PHIL
RL ST

USI

ANTH
THEA
WMNST
WMNST

Other (Div

C I
ENGL
ENGL

Total En

16

ring 2006

	Enrollment	
100	14	
100	20	
100Y	7	
105	27	*Rome (9)
455	10	
115A	11	
287W	7	*Rome
315Y	26	
20	69	
21	86	
154	32	
445	12	
7	68	
100	3	*Paris/London
120	55	
45	1	*Rome
45H	4	*Rome
153	9	*Guatemala (4)/Rome (5)
105	20	
139	13	*Paris/London
141	4	
2	38	
303	43	
130/130H	8	*Rome
9	50	
7	35	
101	69	
45	45	
208	9	
3	38	
400	8	

ersity Elements)

296A	4	*Guatemala
4	14	*ESL
50	1	*Paris/London
rollment	**860**	

Fall 2006*
*Semester In Progress

US

Course		Enrollment	
AM ST	100	26	
AM ST	100Y	3	
COMM	205	14	
EARTH	101	21	
EDTHP	115	22	
EDTHP	411	30	
ENGL	139	11	
HD FS	315Y	32	
HD FS	416	39	
HIST	20	84	
HIST	21	65	
HIST	442	12	
MUSIC	7	87	
SOC	110	29	
WMNST	205	9	

IL

Course		Enrollment	
ART H	100	2	*Peru
ART H	111	52	
CMLIT	153	1	*Peru
EARTH	105	13	
HIST	1	25	
HIST	2	29	
I B	303	46	
MUSIC	9	48	
SPAN	131	4	

USI

Course		Enrollment	
ANTH	45	44	
CAS	471	4	
GEOG	20	24	
RL ST	1	51	
THEA	208	21	
WMNST	1	25	*Peru (1)

Other (Diversity Elements)

Course		Enrollment	
Total Enrollment		**873**	

APPENDIX B

Sample of Courses that Infuse Diversity in the Curriculum

Literature

English 487W: Senior Seminar "Postcolonial Perspectives on Twentieth Century Conflicts"
This course focuses on post-colonial writing about conflict in places that were once part of the British and French Empires. Students are also introduced to theoretical texts relevant to our literary texts. This course will ask students to reconsider representation in canonical literature they have read in other courses. Since this course is also the capstone course for the English major, writing expectations are significantly higher than in other classes. The course concludes with a substantial critical essay on both literary and theoretical issues. Texts include *When Heaven & Earth Changed Places* by Le Ly Hayslip, *Baumgartner's Bombay* by Anita Desai, *Ceremony* by Leslie Marmon Silko, *The English Patient* by Michael Ondaatje. *The Hurt World: Short Stories of the Troubles* ed. Michael Parker and attendance at the play *In the Heart of America* and a reading by Anita Desai.

English 487W: Senior Seminar "Research Methods in British Literature"
In this senior capstone seminar, students are introduced to a variety of research methods involved in critical and editorial work in English fiction of the 18th and 19th centuries.   Readings are regularly drawn from the British political novel of the later eighteenth and early nineteenth centuries, and include works by radical thinkers arguing for political revolution, for leveling the class system, for women's rights, for the abolition of slavery and the slave trade, and for the more humane treatment of the disenfranchised, including Jews in Britain and the indigenous peoples of countries colonized by Britain during these periods.

English 490: Women Writers: "Imagining Africa"
This course focuses on African, American, and European women's writing about Africa. Students read a variety of texts by canonical, unheard, and emerging writers including *July's People* by Nadine Gordimer, *Living, Loving, and Lying Awake at Night* bySindiwe Magona, *Out of Africa* by Isak Dinesen, *When Rain Clouds Gather* by Bessie Head, and *Woman at Point Zero* by Nawal El Saadawi. There is a course pack which includes songs, letters, journals, and stories by 19th and early 20th century African women and Afrikkaner and British women living in Africa, as well as short stories and poems by modern African, American, and British writers.

English 145: Irish Renaissance
Students read the literature produced during the Irish Renaissance (end of the 19th century through 1940). This course focuses on the interplay of political, social, and cultural forces on literature. The extraordinary renaissance in Irish literature that took place in the late nineteenth century was part of the cultural rebirth of the nation that included nationalist politics, the revival of the Irish language and Gaelic games, and new directions in arts and crafts. We study the significant figures of that rebirth: W.B. Yeats, Lady Augusta Gregory,

James Joyce, Sean O'Casey, and John Synge.

English 222: British Literature from 1798
This course introduces students to the literary history of England from the Romantic period through the Victoria age, and into the early decades of twentieth century of Modernism. Our discussion of British culture in these periods include concentrated study of the issues of slavery, colonialism, and imperialism and its effects on indigenous peoples in the Americas, Africa, and India.

English 184: The Short Story (international studies course includes trip to Ireland)
This course introduces students to storytelling and the short story in Ireland. Students will learn the principles of storytelling, the history of the short story, the major short story writers in Ireland, their major influences, and background on Irish history, geography, culture, and politics. Texts will include *The Oxford Book of Short Stories* ed. William Trevor, *The Dubliners* by James Joyce, and *The Hurt World: Short Stories of the Troubles* ed. Michael Parker.

English 182: Literature and Empire
This course involves the study of major literary texts in the English language from countries, which were once colonized by Britain. Texts include *Heart of Darkness* by Joseph Conrad, *Things Fall Apart* by Chinua Achebe, *A Grain of Wheat* by Ngugi wa Thiong'o, *Nectar in a Sieve* by Kamala Markandaya, *Crick Crack Monkey* by Merle Hodge, *Wide Sargasso Sea* by Jean Rhys

English 404: Mapping, Identity, Difference, and Place/Comparative Literature 406: Women and World Literature
In this course students read literature written by women from different parts of the world. These authors create characters ranging from madwomen to prostitutes to Vietnam veterans who must deal with racial difference, dislocation, loss of language, exploitation, and gender oppression. We will examine the ways that these authors address issues of identity, difference, and place. Texts include *Paradise of the Blind* by Duong Thu Huong, *In Custody* by Anita Desai, *Question of Power* by Bessie Head, *No Telephone to Heaven* by Michelle Cliff, and *Woman at Point Zero* by Nawal El Saadawi.

English 200: Introduction to Critical Reading
This course is designed to introduce students to new ways of reading and interpreting literary texts. We experiment with approaching a variety of literary works from the perspectives of Psychoanalytic, Marxist, Feminist, Cultural Studies, Gender Studies, New Historicist, and Reader Response critics, among others. The course also includes a major focus on postcolonial theory. We discuss cultural diversity and racial tension/integration in the cultures of the Americas and elsewhere by reading works that range from 19th century slave narratives to contemporary novels by African American writers.

Writing

English 419: Advanced Business Writing
In this course students will build on skills acquired in English 202D. As in that class students will practice the forms of applied writing appropriate to business, industry, and various other organizations

(e.g., reports, proposals, newsletter articles, instructions, memorandums, and letters).   There will be two main requirements: a service learning project where their writing will actually be used by a nonprofit agency, and a research report on an international business problem.   This report will focus on intercultural communications issues, as well as research methods, report writing mechanics, and language.

English 202D: Effective Writing: Business Writing
In this course students will practice the forms of applied writing appropriate to business, industry, and various other organizations (e.g., reports, proposals, memorandums, and letters).   Students will also learn how to give informal and formal presentations, analyze audiences and clarify purpose, gather data, generate and organize ideas, peer edit each others' work, revise work based on feedback, collaborate in group projects, explore cross-cultural communication, and prepare resumes and cover letters.

English 15: Rhetoric and Composition
In this course we will work on improving written expression. We will read a variety of pieces about the relationships of race, gender, sexuality, ethnicity, and class to language, power, and the construction of knowledge, and we will respond to these pieces. We will try to answer the following questions: How is language constructed? How does language construct us?
Most importantly we will try to compose ourselves; that is we will write about what we know, about our experiences, our knowledges, our beliefs, our languages, our lives. In conjunction with this, we will address a range of areas related to academic writing: structure, argument, grammar, punctuation, drafting, editing, reviewing, revising, and research. We will write in a variety of forms and learn how to support our ideas.

WOMEN'S STUDIES

Women's Studies 001: Introduction to Women's Studies
This course focuses on women's experiences and the institutionalization of sex/gender systems. It asks how women's behavior, activities, accomplishments, roles, sexuality and status have been shaped by experiences based on their racial, class, ethnic, and sexual identities. Topics range from the history of feminism to way the media shapes standards of beauty to third world women's work. The course is interdisciplinary (drawing information and readings from history, psychology, sociology, literature, and the natural sciences) and broadly inclusive (addressing the relationship between gender, race, class, ethnicity, and sexual orientation).

Women's Studies 003: Introduction to Women, the Humanities, and the Arts
In this course we will learn about the impact of patriarchy, colonialism, and imperialism on women in many countries through the study of works that deals with these issues. We will learn about the history, politics and cultures of colonized and colonizing countries as well as those still affected by imperialism. We will look at works from Africa, the Caribbean, Asia, and the U.S. We will examine the ways in which artists and writers present their lived experiences and the ways masculinity and femininity are constructed in various times and places.

Appendix C

Co-Curricular Diversity Offerings Sponsored by the Office of Student Life

Speakers/Information Sessions

Disability Awareness Day

Preacher Moss (End of Racism Comedy and Lecture Tour)

Bernie McGrenahan (Alcohol Awareness Program)

Music

Charles Bowen (Jazz Concert)

Peter Tang's Chinese Ensemble (Traditional Chinese Music)

Spirit Wing (Traditional and Contemporary Native American Music)

Civil War Musicians

Gospel Choir Concert

Dominic Gaudious (Australian / Spanish music)

Mutlu (Turkey)

Javier Mendoza (Spain)

Stonehaven Minstrels (Irish)

Performers

Shindana (performer: "Martin's Story")

Komplex (spoken word artist)

The Healing Force (performers: Traditional African Music and Story Telling)

USA Breakdancers (performers: modern dance)

Films

"Get on the Bus"

"Boycott"

"United 93"

Readings

James McBride (author: "The Color of Water")

Lidija Dimkovska (poet: "Do Not Awaken Them With Hammers")

Clea Koff (authoer: "The Bone Woman")

Tess Gallagher (poet: "Dear Ghosts,")

Panel Discussions

"Student's Journey to America" (forum on immigration)

Displays

"Take Back the Night" (domestic violence program)

"The Beat Museum"

National Coming Out Day

Celebrations

Soul Food Fest

Chinese New Year

Iftar Dinner

Hanukkah Luncheon

Martin Luther King Jr. Day of Service

Annual Multicultural Day Celebration

Organizations

Black Student League

Gay-Straight Alliance

Jewish Student League

Asian American Association

Gospel Choir

Nittany Christian Fellowship

Muslim Student Association

Appendix D
Enrollments, Retention and Graduation Rates

Census Enrollments for Delaware County, 2001 - 2006

	Student Count as values	Fall 2006	%	Fall 2005	%	Fall 2004	%	Fall 2003	%
Delaware	**Declined to Report**	109	7%	107	7%	132	8%	141	8%
	American Indian / Alaskan Native	2	0%	1	0%	2	0%	2	0%
	Black / African American	249	15%	240	15%	214	13%	218	13%
	Asian / Pacific American	116	7%	112	7%	126	8%	142	8%
	Latino / Hispanic American / Puerto Rican	35	2%	29	2%	38	2%	30	2%
	White	1111	68%	1093	69%	1117	68%	1191	69%
	International	9	1%	7	0%	7	0%	10	1%
	TOTAL	1631		1589		1636		1734	

Retention and Graduation Rates, 1997-2004, Penn State Delaware County

The following tables provide retention and graduation rates for successive cohorts of baccalaureate regular admit students for each fall semester from fall 1997 through fall 2004. The data are for 1) multicultural students (African/Black American, Americ

Multicultural Students

ADMIT SEMESTER	FA97	FA98	FA99	FA00	FA01	FA02	FA03	FA04
NUMBER OF STUDENTS	58	103	117	87	100	120	114	113

% RETAINED

	FA97	FA98	FA99	FA00	FA01	FA02	FA03	FA04
AFTER 1 YEAR	67.2	72.8	67.5	67.8	77.0	72.5	58.7	68.1
AFTER 2 YEARS	46.5	55.3	47.8	49.4	51.0	47.5	42.1	
AFTER 3 YEARS	34.4	44.6	41.8	43.6	38.0	38.3		

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% GRADUATED
AFTER 4 YEARS          12.0   13.5   16.2   18.3   15.0
AFTER 5 YEARS          20.6   28.1   31.6   35.6
AFTER 6 YEARS          22.4   33.9   35.0
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White Students

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ADMIT SEMESTER         FA97   FA98   FA99   FA00   FA01   FA02   FA03   FA04
NUMBER OF STUDENTS      324    387    339    330    304    300    303    285


% RETAINED
AFTER 1 YEAR           75.3   73.1   71.3   73.3   72.3   67.0   67.9   67.7
AFTER 2 YEARS          52.1   51.6   53.9   51.5   50.6   48.0   48.5
AFTER 3 YEARS          47.2   45.4   46.6   45.7   42.7   45.6


% GRADUATED
AFTER 4 YEARS          20.9   21.7   21.5   23.9   24.6
AFTER 5 YEARS          39.5   35.4   35.3   34.8
AFTER 6 YEARS          42.9   39.5   40.1
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[*]These data are taken from the University database using the AIDAE-RPM utility. Retention data for students admitted in fall 2005 are not available at this point in the data cycle; graduation data are available through the fall 2001 cohort. "Regular admission"

APPENDIX E

High School Visits at Schools with Underrepresented Students

Academy Park High School
Archbishop Prendergast High School
Central High School
Chester High School
Community Academy of Philadelphia
Charter School
Coatesville High School
Franklin Learning Center
Furness High School
Girl's High School
John Bartram High School
Lamberton High School
Mariana Bracetti Academy Charter School
Maritime Academy Charter School
Math Civics and Sciences Charter School
Monsignor Bonner High School
Multi-Cultural Academy Charter School
Murrell Dobbins Vo-Tech School
Nueva Esperanza Academy Charter
Octavius V. Catto High School
Overbrook High School
Parkway Program - Center City
Parkway Program - Gamma
Penn Wood High School
Phoenixville High School
Prep Charter High School
Roxborough High School
Ss. John Neumann and Maria Goretti HS
University City High School
Upper Darby High School
West Philadelphia High School
West Catholic High School
Wm. W. Bodine H. S. - International Affairs

APPENDIX F

Faculty by Gender and Ethnicity - Fall 2003/Fall 2005

Fall 2003 Faculty, Delaware County by Gender

	Delaware County									
	Professor		Associate Professor		Assistant Professor		Instructor		Totals	
	#	%	#	%	#	%	#	%	#	%
Female	5	38.5%	6	46.2%	15	65.2%	14	60.9%	40	55.6%
Male	8	61.5%	7	53.8%	8	34.8%	9	39.1%	32	44.4%
Totals	13	100%	13	100%	23	100%	23	100%	72	100%

Fall 2005 Faculty, Delaware County by Gender

	Delaware County									
	Professor		Associate Professor		Assistant Professor		Instructor		Totals	
	#	%	#	%	#	%	#	%	#	%
Female	5	38.5%	6	46.2%	11	64.7%	19	65.5%	41	56.9%
Male	8	61.5%	7	53.8%	6	35.3%	10	34.5%	31	43.1%
Totals	13	100%	13	100%	17	100%	29	100%	72	100%

Faculty by Gender and Ethnicity - Fall 2003/Fall 2005

Fall 2003 Faculty, Delaware County by Ethnicity

	Delaware County									
	Professor		Associate Professor		Assistant Professor		Instructor		Totals	
	#	%	#	%	#	%	#	%	#	%
Am Ind	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Af Am	1	7.7%	2	14.3%	3	13.0%	2	6.7%	8	9.8%
As Am	0	0.0%	0	0.0%	1	4.3%	0	0.0%	1	1.2%
Hisp	1	7.7%	0	0.0%	1	4.3%	1	3.3%	3	3.7%
SbT	1	7.7%	2	14.3%	5	21.7%	2	6.7%	10	12.2%
White	10	76.9%	12	85.7%	13	56.5%	25	83.3%	60	73.2%
Totals	13	100%	14	100%	23	100%	30	100%	82	100%

Fall 2005 Faculty, Delaware County by Ethnicity

	Delaware County									
	Professor		Associate Professor		Assistant Professor		Instructor		Totals	
	#	%	#	%	#	%	#	%	#	%
Am Ind	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Af Am	2	15.4%	1	7.7%	2	11.8%	3	10.3%	8	11.1%
As Am	0	0.0%	0	0.0%	1	5.9%	0	0.0%	1	1.4%
Hisp	1	7.7%	0	0.0%	1	5.9%	1	3.4%	3	4.2%
SbT	3	23.1%	1	7.7%	4	23.5%	4	13.8%	12	16.7%
White	10	76.9%	12	92.3%	13	76.5%	25	86.2%	60	83.3%
Totals	13	100%	13	100%	17	100%	29	100%	72	100%

APPENDIX G
Administrators/Staff by Ethnicity and Gender

Delaware County - Executives, Administrators, Academic Administrators, Staff, and Tech Service By Ethnicity Fall 2005

Campus	Class	Grd	Am Ind/ Ala Nat		Blk/ Af Am		As/Pac Am		Hisp		Multicultural Subtotal		White		Totals
			#	%	#	%	#	%	#	%	#	%	#	%	s
Delaware	ADMR					0.0%				0.0%	0	0.0%	1	100.0%	1
	ADMR SbT					*0.0%*				*0.0%*	*0*	*0.0%*	*1*	*100.0%*	*1*
	ACAM					0.0%				0.0%	0	0.0%	1	100.0%	1
	ACAM SbT					*0.0%*				*0.0%*	*0*	*0.0%*	*1*	*100.0%*	*1*
	STAFF	26-32				0.0%				0.0%	0	0.0%	1	100.0%	1
		20-25				0.0%			1	8.3%	1	8.3%	11	91.7%	12
		11-19			3	11.5%			1	3.8%	4	15.4%	22	84.6%	26
		Comp			2	40.0%				0.0%	2	40.0%	3	60.0%	5
	STAFF SbT				*5*	*11.4%*			*2*	*4.5%*	*7*	*15.9%*	*37*	*84.1%*	*44*
	TECH	8-12			5	38.5%			1	7.7%	6	46.2%	7	53.8%	13
		1-7			1	16.7%				0.0%	1	16.7%	5	83.3%	6
	TECH SbT				*6*	*31.6%*			*1*	*5.3%*	*7*	*36.8%*	*12*	*63.2%*	*19*
Totals			0	0.0%	11	16.9%	0	0.0%	3	4.6%	14	21.5%	51	78.5%	65

By Gender Fall 2005

Campus	Class	Grd	Female		Male		Totals
			#	%	#	%	
Delaware	ADMR		1	100.0%		0.0%	1
	ADMR SbT		*1*	*100.0%*		*0.0%*	*1*
	ACAM			0.0%	1	100.0%	1
	ACAM SbT			*0.0%*	*1*	*100.0%*	*1*
	STAFF	26-32	1	100.0%		0.0%	1
		20-25	6	50.0%	6	50.0%	12
		11-19	23	88.5%	3	11.5%	26
		Comp		0.0%	5	100.0%	5
	STAFF SbT		*30*	*68.2%*	*14*	*31.8%*	*44*
	TECH	8-12	4	30.8%	9	69.2%	13
		1-7	1	16.7%	5	83.3%	6
	TECH SbT		*5*	*26.3%*	*14*	*73.7%*	*19*
Totals			36	55.4%	29	44.6%	65

APPENDIX H
Diversity Response Matrix

Delaware County
Previously of the COMMONWEALTH COLLEGE
STRATEGIC PLANNING FOR
A Framework to Foster Diversity at Penn State: 2004-09

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
Simplify the Campus's Administrative Units into more cohesive and responsive structures and promote the value of diversity into our daily operations *Mid-term review:* Completed. The Division of Student and Enrollment Services and the Division of Business Services was established. The DSES has responsibility for students and the DBS has responsibility for staff.	Campus Executive Officer	Enrollment Management, Academic Affairs, Student Life, Business Services		Staff diversity-satisfaction survey; student diversity-satisfaction survey	2004
Establish a twelve member Social Equity Committee *Mid-term review:* Completed but not functional. Chancellor is reappointing new committee.	Campus Executive officer	Campus Executive Officer			2003

Distribute broadly the results of the Campus Climate survey and discuss the meanings of "diversity" regularly *Mid-term review:* Town meeting was held to discuss the climate survey. Continuing efforts did not occur with change of leadership	Campus Executive Office, Student Government Association	Social Equity committee, Executive Office, SGA, Business Services		Measure community attitudes	2004
Provide for the continuation of the 12-member Social Equity Committee and refresh its membership regularly *Mid-term review:* New chancellor has made a commitment to reconstituting committee and to assign specific responsibility for this plan and to serve as a liaison to the Strategic Priorities Committee	Campus Executive Officer, President of the SGA	Executive Office, SGA, Campus Faculty Senate	$400/y	Biennial campus climate survey	2004 - 2009

*Other than employee salaries

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

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
Appoint "The First Year Committee" *Mid-term review:* Completed. First Year Committee included one admissions counselor, Associate Director of Student Life and faculty member	Executive Officer, Chair Campus Faculty Senate	Executive Officer			2003
Develop a revised and inclusive process of student intake from the point of admissions to the end of the first academic year *Mid-term review:* Completed. An entirely new program for FTCAP/Orientation was created that extended through the first year with the use of Peer Mentors and First Year Seminars.	Campus Executive Officer, Academic Officer, Enrollment Management Officer	The First Year Committee	$500/y	First year student satisfaction	Sp. 2004

Continue "The First Year Process" *Mid-term review:* This has evolved into the OPT – a team of student life, admissions, advising, registrar and career services who plan all orientation and first year activities.	Enrollment Management and the Academic Affairs Offices	CEO, DAA, DEM		An improvement in the retention of students	2004-2009
Expect the Social Equity Committee to meet regularly with various students and various staff *Mid-term review:* The Social Equity Committee has not met with the change in leadership at the campus. Chancellor plans to reconvene this committee with new membership.	Executive Officer, SGA	CEO, President of SGA, DAA, DEM	$1000/y	Listen to the cares and concerns of students and act on these responses	2004-009
Expand the role of the Multi-cultural student club *Mid-term review:* We are not clear as to this goal. Multi-cultural clubs on campus continue to be supported.	Student Life Group	Student Activities coordinator and SGA	$500/y	Measure the quality of multi-cultural life on campus	AY2004
Continue the expression of the Multi-cultural nature of the campus community *Mid-term review:* This goal continues to happen. In 2006, student government placed flags representing the countries of origin of our students, faculty and staff throughout campus.	DAA, DEM, Student Life Group	Student Life group, Business Services	$500/y	Measure the diversity of the campus community	2004-2009

*Other than employee salaries

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

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
Continue and expand our current relationships with various schools and organizations *Mid-term review:* Chancellor has established new relationships in the community. Continuing Education has not been in existence on campus for two years. Enrollment Management continues to recruit a diverse student body.	DEM, Continuing Education	Admissions, continuing Education, Student Life Group		Has the student diversity of the campus changed and if so in what direction?	2004-2009

Present to the student "recruit' and to the current student a diverse faculty, student body, and staff *Mid-term review:* The 'faces' on our website reflect our campus diversity. Prospective student programs always include diverse faculty, students and staff	DAA, DBS	DAA, DBS, various faculty		Has the faculty and staff diversity changed and if so in what direction?	2004-2009
Be "present" in the community of under-represented people *Mid-term review:* There are both formal and informal mechanisms for underrepresented individuals to seek support. One notable fact, the number of faculty and staff who joined the LGBT network tripled in 2006 after placing information on the campus homepage. Posters from the Network Against Hate are displayed throughout campus with contact numbers. Penn State Principles are visible throughout campus.	Campus Executive Officer	CEO, DAA, DEM, Campus Faculty		Determine if people see PSUDE as a resource	2004-2009
Define the role of a "student success center", which ultimately redefines the role of advising and counseling services on campus *Mid-term review:* Done; Advising and career counseling have been combined into one office.	CEO, DAA, DEM, DBS	DAA, Student Life group, Faculty		Is the retention rate affected?	2004-2009
Structure the "student success center" to "look like" the student population *Mid-term review:* This area has had resignations and hires over the past 3 years. With each open position, diversity is sought.	CEO, DAA, DEM, Continuing Education	DAA, DEM, DBS		What is the usage rate in the 'student success center"? Are students successful?	2004-2009

*Other than employee salaries

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

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
Expect that faculty identify potential candidates for a visiting professorship, as a possible faculty candidate for the campus *Mid-term review:* All faculty searches require a diverse pool.	DAA	DAA, faculty	High	Is the faculty being diversified?	2—0-2009
Expect that the professional staff identify potential candidates for staff positions on the campus *Mid-term review:* All staff searches require a diverse pool.	DAA, DEM, DBS, Continuing Education	DBS		Is the staff being diversified?	2004-2009
Continue participation in minority job fairs, posting on targeted listserves, attend professional meetings, etc. *Mid-term review:* Ongoing	DBS and other staff	DBS		Are we becoming a more diverse community?	2004-2009

*Other than employee salaries

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

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
Continue to provide course work with a significant diversity component *Mid-term review:* Ongoing – See appendix A	DAA, Registrar	DAA, Registrar, faculty		Enrollment data on diversity enhanced coursework	2004-2009
Expect that the campus's International Program offerings are not totally Euro-centric *Mid-term review:* Offered trip to Japan, Peru and Guatemala	DAA	DAA			2004-2009
Identify potential visiting faculty members from non-Western countries, *Mid-term review:* Not undertaken due to budget constraints.	DAA	DAA, faculty	High	Are we attracting visiting faculty?	2004-2009
Establish connections to agencies which support visiting faculty members *Mid-term review:* Did not occur due to staffing changes	CEO, DAA	DAA		Are we attracting visiting faculty?	2004-2009

*Other than employee salaries

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

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
Continue the Faculty Mentoring Program *Mid-term review:* Ongoing. Added campus faculty member to Faculty Mentoring Network.	DAA	DAA, Faculty		Do we retain a diverse faculty?	2004-2009

Provide opportunity to develop faculty and staff from under-represented groups into leadership positions *Mid-term review:* Support faculty member participation in LACCEI. Provided opportunities for workshop participation in management and supervision topics	CEO	DAA, DEM, DBS		Do we retain a diverse faculty and staff and do wee develop "leaders" for the University?	2004-2009
Recruit management positions and faculty positions from organizations which represent under-represented people *Mid-term review:* Woman replaced male chancellor. All position searches had adequately diverse pools.	CEO	DAA, DBS		Do we have diverse faculty and staff?	2004-2009

*Other than employee salaries

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

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
Being geographically contiguous to Philadelphia, and its diverse suburbs continue to develop the campus as a multi-cultural "point-of-entry" to Penn State	CEO	Staff and faculty		Measure the diversity of the institution resulting from connection to Philadelphia	2004-2009
Focus curricular and co-curricular resources on the programming related to the value of diversity *Mid-term review: See Appendix A,B and C*	DAA, DEM, Student Life group	Faculty and staff		Social Equity group survey	2004-2009

*Other than employee salaries