

**PENN STATE DUBOIS MIDPOINT RESPONSE TO  
A FRAMEWORK TO FOSTER DIVERSITY  
AT PENN STATE 2004-2009**

***CAMPUS CLIMATE AND INTERGROUP RELATIONS***

**Challenge 1: 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 Penn State DuBois Strategic Plan defines its “vision of diversity” as “understanding, accepting and respecting the array of human differences including gender, age, race, ethnic background, sexual orientation, mental and physical ability, socio-economic background, geographic experience, nationality, religion, veterans status, and other observable and non-observable differences among people.”

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

The campus distributes diversity initiative information at Student Orientation; during Freshman Testing, Counseling, and Placement (FTCAP); via e-mail list serves; on the web; through Continuing Education; and at campus diversity events. In addition, the campus hosts a diversity focus group to discuss ways to enhance diversity initiatives on campus. Cultural brochures are sent to the coordinator of the St Marys Outreach Center on a regular basis. Faculty and staff contribute diversity activities to the Student Life Office Calendar.

Faculty members remain well involved with International Travel through research and student-focused trips. At least one faculty member a year travels abroad during a sabbatical, and several travel abroad for conference attendance each year. Annually, the Study Abroad Coordinator, who is also the World Cultures Club Advisor, conducts a trip to a region of Spain. The Honors Program Coordinator has conducted trips to London, England and the Yucatan, Mexico in alternating years. The following table shows the number of students who have participated in Study Abroad Experiences.

<b>International Study Abroad Experiences</b>		
<b>Summer, Spring, Fall</b>		
<b>Year</b>	<b>Duration</b>	<b>Number of Students</b>
2003	4-week Summer in Spain	18
	Spring Break Honors Trip to the Yucatan	16
2004	4-week Summer in Spain	12
	Spring Break Honors Trip to London, England	14
2005	Spring Break Honors Trip to the Yucatan, Mexico	8
	Spring Break Trip to Barcelona, Spain	34
	Semester abroad in England	3
2006	Spring Break Honors Trip to London, England	10
	Spring Break Trip to Madrid, Spain	30

**3) How has your unit distributed information to the faculty and staff about the University’s diversity initiatives? Describe your unit’s formal mechanisms for discussion of diversity initiatives.**

Diversity information is distributed at Faculty Orientation via e-mail and campus publications. Diversity initiatives and goals are included in the campus strategic plan which was developed and shared with all faculty and staff. Diversity initiatives are discussed at campus leadership team Meetings and Diversity Committee meetings.

**4) What is the role of your diversity committee? What is its composition?**

The diversity team oversees implementation of diversity programming on campus and works to establish more coordination and collaboration of diversity activities to enhance the multicultural education of students. The committee plans to become more active in assessing climate issues and effectiveness of diversity programming. The committee membership includes 9 individuals: 3 faculty members, 4 staff members, and 2 students.

**5) What is the role of your multicultural coordinator?**

The campus does not currently have a multicultural coordinator.

**6) Which strategies have been most successful in addressing this Challenge? Which have been least successful? Which could be termed “best practices”?**

The campus Cultural Events Series provides many options for students, faculty, staff, and the public to learn about other cultures. First-year student orientation allows the campus to provide all incoming students with access to and information about diversity events.

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

In the planning stages of diversity events, Student Affairs personnel ask the faculty what programs or events would be helpful to tie in with their classes. Events are planned accordingly. Collaborating with faculty who send students to these events has increased event attendance. In

2004-2005, 392 students attended 28 events. In 2005-2006, 517 students attended 34 events. In Fall 2006 so far, 389 students have attended 12 events.

Five of 18 student organizations focused on diversity initiatives in 2004-2005, and six of 20 did so in 2005-2006. Eleven students attended the campus' first Diversity Focus Group in Fall 2005; in Spring 2006, seven students attended. In 2004-2005, the campus sponsored 25 collaborative programs with 255 students in attendance, and in 2005-2006, 24 collaborative events with 272 students in attendance.

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

Assessment Questions:

### **1) How does your unit's leadership demonstrate support for diversity?**

Campus Leadership provides financial support to various diversity initiatives. Examples include, student International trips, sponsoring the Fall kick-off luncheon for the Liaison Committee of the Women's Commission as well as sponsoring a table at the Annual Commission dinner inviting students and faculty as guests.

Campus leadership has proactively identified talented women for visible leadership roles and promotions as appropriate.

Campus leadership attends and promotes diversity events.

Campus leadership encourages diversity activity through student clubs, all campus events for the community, workforce development initiatives, and free professional development programs for all campus personnel.

### **2) How does your unit identify climate issues?**

Campus climate issues are identified by student and faculty/staff surveys, student focus groups or by an individual. The students participated in the 2004 University Student Satisfaction Survey. The survey will occur again in 2007. The faculty/staff participated in the University faculty/staff satisfaction survey administered in 2004.

The campus has a very active Liaison Committee to the Penn State Commission for Women. This group brings issues of concern to campus women to the attention of the Chancellor and other appropriate personnel. The campus recently conducted a student satisfaction survey, part of which was designed to identify climate issues.

Climate issues may also be identified through performance management reviews, regularly scheduled staff meetings, coaching sessions and lunch gatherings.

### **3) How does your unit monitor climate?**

Student satisfaction survey results from the first year were compared to the second year's results. The 2007 data will be collected during the last week of March and first week of April.

Based upon survey results, areas of concern are identified and strategies to improve the situation are developed. In addition, all employees are expected to seek understanding and exhibit respect for all people with respect to ethnicity, age, disability, race, gender, sexual orientation or socio-economic status. Individuals who experience any discomfort in the workplace are encouraged to speak with the HR Representative, the campus Ombudsman or the Chancellor.

**4) How does your unit respond to climate issues?**

Once an issue(s) are identified, they are discussed at a meeting of the campus leadership. Strategies are identified and appropriate advocates are assigned responsibility to implement strategy and monitor progress. We have been fortunate that no major climate issues have occurred and we believe this is the case because we work hard to maintain a welcoming and inclusive environment for all.

**5) What unit-wide and individualized approaches have you developed to enhance overall climate and individuals' satisfaction with the environment?**

Individualized approaches include mentoring, coaching and facilitation of discussions addressing diversity. The annual faculty and staff reviews also provide an opportunity to discuss and encourage participation in diversity related activities. This involvement increases individual satisfaction and leads to increased sensitivity, which is the basis for an enhanced overall climate. Keeping staff and faculty informed and demonstrating encouragement and appreciation to all staff also support a positive campus climate.

**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"?**

By reinforcing the fact that individuals are part of a team environment that focuses on acceptable processes and results based on integrity, openness and honesty. Empowerment is the key.

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

Results of the 2004 Student Satisfaction Survey can be found at <http://www.sa.psu.edu/sara/satisfaction.shtml>

Research suggests that there is a causal relationship between climate and performance. Over the past several years, Penn State DuBois CE has been one of the top performing CE units in the state, having exceeded goals in credit and professional development programming. Therefore, these results in large part can be attributed to a strong climate within the CE unit.

## *REPRESENTATION (ACCESS AND SUCCESS)*

### **Challenge 3: 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 campus has established a working relationship with the Pittsburgh Recruitment Center (PRC). Members of the PRC staff visited the campus in November 2005. The campus admissions staff plans to visit the PRC in late fall 2006. The campus admissions staff hopes to host a group of students from the PRC in March 2007. The Advising Center has offered to become involved with recruitment activities related to the Pittsburgh and Harrisburg Recruitment Centers.

The campus has a World Cultures Club devoted to promoting understanding among cultures, as well as an All Come Together (ACT) club, devoted to examining and promoting minority issues.

**2) Describe specific initiatives your unit may have that are intended to reduce inter-group disparities in enrollment, retention, and graduation rates.**

The location of the campus and the lack of University student housing makes it very difficult to attract students of color. In spite of that we are attempting two initiatives. First, we are working more closely with the Pittsburgh Recruitment Center. Second, the campus Advisory Board plans to host a meeting of current landlords of student housing and real estate agents. The purpose is to explain the potential and economic impact of bringing more students to the campus with their help.

If a minority student is from the regional area, we have a good chance of retaining the student through graduation. However, since 2004 we have had only one African American student from the area attend the campus for a four-year degree. It took him 10 years to complete the degree. Most minority students come to the campus with the intention of transitioning to University Park or another campus. This will continue to be a challenge. However, a joint effort should occur between the sending and receiving campus to bring students to the new campus and connect them with a staff/faculty member who will assist with the change.

**3) What mechanisms for collaboration has your unit established?**

The Admissions Office has established Dual Enrollment agreements with four service area high schools. Students from six area high schools take PSU classes. The Admissions Office also works with the Adult Learners Coordinator in scheduling on-campus Adult Student Recruiting activities and covering off-campus adult recruiting opportunities. The Admissions Office provides the staff at the Outreach sites of St Marys and Clearfield with support in the Admissions and Financial Aid process and collaborates in scheduling events to get the most from marketing dollars.

The Advising Center, Learning Center, and Disabilities Services Office work closely together and with the faculty to meet the needs of a diverse student body including ethnic/racial minorities, LGBT individuals, adult learners, and disabled students. Some of our disabled students require testing and special accommodations, handled by the Disabilities Services Office in collaboration with the Learning Center and faculty. Academic Affairs collaborates with Student Affairs in their multi-faceted approach to orientation that starts in the summer and proceeds well into the first semester. The extended orientation includes panels that answer questions not only on academics but also provide a perspective on the campus community and facts about the surrounding local community for any student not aware of local culture and social climate.

See also Challenge 7, Question 5.

**4) Which recruitment and retention initiatives have been most successful? Which have been least successful? Which could be termed “best practices”?**

In working with high schools, a best practice involves targeting additional high schools to partner with in Dual Enrollment and contacting the superintendents and principals to prepare dual enrollment grant submissions. In working with high school students, the Admissions Staff travels to high schools to hold information sessions, meet individually with students, and schedule students for their PSU classes.

In recruiting underrepresented students, the campus is at a disadvantage because it does not have the residence halls that may attract underrepresented students to the campus, which is located in a predominately white community. Our best practice is to provide individual attention to all underrepresented students from their first contact with Admissions, FTCAP, and orientation through to their involvement in the classroom and extracurricular activities.

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

In the high school student program, students’ grades are monitored each semester to assess student success in the classroom. Students are also tracked to see if they enroll at PSU DuBois upon graduation from high school.

See the attached breakdown of enrollments and graduation by ethnicity in Appendix A.

## **Challenge 4: 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 maintains the practice of naming a Diversity Advocate for each faculty and staff search committee. The Diversity Advocate challenges the Committee to expand the search process to attract more minority and female candidates. Academic Affairs hired its first African American academic adviser in the Advising Center. This individual also serves as the Learning Center Coordinator.

**2) What strategies have been implemented to improve identification and assessment of credentials for purposes of hiring and promotion?**

The charge to each search committee is to examine the entire potential of each candidate, including their capacity and capability to help with the campus' diversity challenges, and not simply rely on the components of the job description.

**3) What retention strategies have you implemented in your unit to retain and promote the success of faculty and/or staff from underrepresented groups?**

New full-time faculty members are assigned mentors. Retention of new hires is 100% in at least the first two years. Special effort is made to link underrepresented faculty and staff to mentors and others on campus or in the community who will help them feel welcome and part of campus and community life. For example, our African American adviser is participating in a leadership program that was established for individuals in the DuBois community who show leadership potential. In this program, she will establish contacts with those who are active in community and civic affairs in the DuBois area.

**4) Which recruitment and retention strategies have been most successful? Which have been least successful? Which could be termed "best practices"?**

Diversity advocates are the key to successful searches, in regard to minority and female candidate recruitment, for the DuBois campus. Advertising in journals and newspapers with wide readership by women and/or minorities has been successful.

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

**Recruitment:**

Success is measured by the increase in women and minority faculty or staff and/or promotions.

**Retention:**

Women and/or minority faculty and staff take advantage of professional development opportunities.

The campus provided 11 professional development programs in 2005-2006 with a total enrollment of 148; 110 women, 2 minorities. Four professional development programs were offered in 2006-2007 with a total enrollment of 153; 121 women, 7 minorities.

## *EDUCATION AND SCHOLARSHIP*

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

Assessment Questions:

For Colleges:

#### **1) What initiatives has your college taken in supporting multicultural curriculum efforts?**

The campus maintains a rich suite of diversity courses, including both “IL” and “US” courses, which encompasses virtually all of the general education areas and majors offered at the campus (see Appendix B, for a complete list).

The Gerontology Minor was implemented in 2004. Four students have graduated with the minor (see Appendix C for student names). Since students typically do not declare a minor until close to graduation, it is difficult to assess the number of students in the minor.

The campus has offered a minor in Women’s Studies since 2000, offering three to four Women’s Studies courses each semester, including WMNST 003, 005, 137, 194, 301, 412, 420, 424, 455, 462, and 490, among others. Since many students pursuing the minor leave this campus to finish their degrees at University Park, Behrend, or Altoona, an exact figure for the number of students in the minor isn’t available.

Continuing Education offered Japanese, Origami and Games as a Kids in College course during the summer. In addition, CE offered a non-credit program involving learning vacations for adults. The vacations were to take place in a variety of countries and the intent was for the students to learn about the existing and former cultures in countries like Greece, Costa Rica, Spain, Italy and Egypt.

Many faculty incorporate multicultural projects and material into their courses at Penn State DuBois. A sampling follows.

#### **BIOLOGICAL SCIENCE**

In BISCI 003 (Environmental Science), two of the six major case studies in the course specifically focus on international/global issues. Each of the environmental problems discussed is explored on a local (i.e., PA or US) level and global level. These include climate change, water quality, air pollution, pesticide use, etc. The course includes a discussion of the relationship between poverty, the status of women, reproductive freedom, and the environment.

#### **COMPARATIVE LITERATURE**

In Comparative Literature 108 (Myths and Mythologies), students study stories from tribal cultures and write mythic interpretations; study Eastern religions, such as Hinduism, Buddhism, Taoism, and Zen; and learn about the major Western religions (Judasim, Christianity, and Islam).

## ENGLISH/WOMEN'S STUDIES

Students in English 135, 139, and 194 complete campus-wide diversity projects as part of the course; for example, students in English 139 presented a reading of African-American writers during Black History Month. English 194 students presented a reading of banned books by women during the American Library Association's Banned Books Week in September 2006. English/Women's Studies 490 students presented information about women in Victorian England, and students in Women's Studies 301 present feminist theory projects during Women's History Month in March.

In Women's Studies 137 (Women and Religion), students learn about the role of women throughout the entire history of the Judaic-Christian culture and compare and contrast those roles with those of women in Islam and also in major Eastern religions.

Creative writing courses (English 050) include a diverse range of authors: minority, women, etc., and creative writing faculty bring in authors for campus readings, the majority of whom are minority and/or women writers. In the fall 2006, English 050 students attended a reading/performance by the performance poet E-baby and completed a related written assignment.

English 202D students are required to attend campus events, most of which are diversity-related, and write evaluative memos. English 419 (Advanced Business Writing) students study Affirmative Action through class discussion of readings, and writing a position paper; many students also pursue discrimination topics for their formal reports and presentations, researching such topics as workplace discrimination against people of color, obese people, gays and lesbians, single parents, Muslims, and others.

## HUMAN DEVELOPMENT AND FAMILY STUDIES

A service-learning project for HDFS 249 students is designed to have students commit themselves to at least 12 hours of service to a community agency that is related to the elderly population.

In HDFS 497, students write a paper with a comparative focus on death and dying in a cross-cultural perspective; students choose a topic such as mourning rituals or funeral practices in two different cultures.

Students in HDFS 315 read articles on African-American, Latino, Asian, and gay/lesbian families and discuss the diversity of family forms.

In such courses as HDFS 249, 315, and 447, students also explore differences between the United States and Asian society regarding social policy toward the aged. In particular, the norm of "filial obligation" practiced largely in Asia has been a great interest to many students who usually ask why the United States has not been able to subscribe to such norm.

Students in HDFS 301 engage in role playing, read and discuss case studies, and watch films on cultural issues in counseling in an effort to develop multicultural competence and acquire multicultural counseling skills.

A Spanish faculty member held a workshop at an international conference in 2004 on "Teaching Language and Culture Through Culture Walks" and presented a paper entitled "Encouraging

Collaboration” which focused on encouraging collaboration between Hispanic countries and the United States. This faculty member also published a paper, “Using Culture Walks to Enhance Hispanic Culture in The Second Language Classroom” in 2006.

## OCCUPATIONAL THERAPY

OT faculty members incorporate diversity activities throughout all four academic semesters. In the first year, besides talking about issues of diversity, students are required to chose and attend events that expose them to new diverse populations and write a reflection paper. Some examples include attending a religious services different from their own, volunteering at a homeless shelter or soup kitchen, or attending a different cultural event. Also, in that first year, students are required to complete observations/job shadowing where they are exposed to the different disability populations/ages that community OTs will have experiences with.

In the second year, the students are required to assume a disability for a day and complete a typical 24-hour experience which must involve at least some time in the community; the limitations can be mental or motor. Case studies used in 200-level courses reflect diverse populations and settings. In the last 4 months of the program, full-time fieldwork is completed in hospitals, nursing homes, various school settings, home health, rehab centers, etc. where the students are exposed to a diverse population.

In OT 103 (Activity Analysis: Occupational Performance Across the Lifespan) students responded in writing to a guest lecture on the vastness of diversity in our culture, examining how they may have changed their understanding of diversity, and how this will affect them as occupational therapists. Students also read a biography/autobiography on an individual who has experienced a major life change (usually, a physical or mental disability) and how this life change affects them (i.e., whether their culture accepts or rejects them, whether they have access to necessary treatment and medications, etc.). In addition, students complete developmental observations of individuals from children through older adults. They analyze how the person's occupations change as they age, the support they may or may not get from society at various ages, and so on.

Students in OT 107 (Activity Analysis: Assistive Technologies and Methods of Adaptation) "role play" a person with a disability on their own time (a total of 3 hours both in their homes and on a community outing). The students write a reflection paper on their feelings of "living" with a disability, how they were viewed by others in their homes and in the community, and what they learned about what it must be like to have to live with a disability. Students complete an interview with an individual who uses some sort of adaptive equipment (i.e., wheelchair, adaptive dressing aids, etc.) on a daily basis. They gain insight as to what obstacles the person encounters, how the person overcomes the obstacles, how easy or difficulty it is to use adaptive equipment in our society, etc. In addition, students complete an ADA (Americans with Disabilities Act) assessment of a public place. They determine if the facility is accessible to individuals with both mental and/or physical disabilities and make recommendations regarding changes. Students enrolled in the honors option contact OTs in another country and find out how disabilities, health care, aging issues, and so on, are dealt with in other countries compared to the US.

When the OTA program celebrated its 10-year anniversary, a guest speaker addressed the global impact that OT can have in other countries. She spoke about the needs in African and other countries and how OTs could use their skills to assist these individuals.

## WILDLIFE TECHNOLOGY

In Wildlife 204 (Wildlife Mensuration), students are introduced to real case studies and research outside of wildlife in order to enhance their critical thinking skills. For example, one topic of discussion focused on the complex relationship between diamond mining, healthy life expectancy, AIDS, and civil war in sub-Saharan Africa. Students also discovered (themselves) the many lurking variables that confound the long-held belief that breastfeeding is positively associated with IQ.

Wildlife 208W (Terrestrial Wildlife Management) students discuss Native American influence on North American ecosystems. International examples further illustrate basic concepts in the course; for example, contrasting the relative infertility of the tropical rainforest soil with the ecosystem's diversity.

### **2) What research and teaching in your college has advanced the University's diversity agenda?**

Faculty members remain well involved with International Travel through research and student-focused trips. At least one faculty member a year travels abroad during a sabbatical, and several travel abroad for conference attendance each year. Annually, the Study Abroad Coordinator, who is also the World Cultures Club Advisor, conducts a trip to a region of Spain. The Honors Program Coordinator has conducted trips to London, England and the Yucatan, Mexico in alternating years.

In addition to offering over 30 diversity courses each academic year (recently expanded to more than 40 with the increase in the designation of diversity courses), many faculty have research agendas that involve international studies. For example, a Sociology faculty member returned from a year-long sabbatical in Germany where he was conducting research and teaching diversity-related University courses. A Business professor is currently on sabbatical conducting research and teaching in Chile.

An English faculty member has an essay coming out in a book on the Italian-American poet Maria Mazziotti Gillan. Another conducted conference presentations on Grace MacGowan Cooke and Toni Morrison. A third English faculty member is researching the role of female rabbis in modern Judaism as compared to female ministers/priests in several branches of Christianity; she is primarily conducting interviews since little is available in print. All three of these faculty members constantly research other minority, women, and/or working class authors to incorporate into their classes.

The campus is offering ENGL/WMNST 462 (Reading Black, Reading Feminist) for the first time in the spring 2007 semester.

An HDFS faculty member published a paper, "Intergenerational Conflict, Identity Development, and Assimilation of Children of Korean Immigrants" in 2005, and presented a paper, "National Culture and Global Voices: Can Local Diversity Survive in the Face of Globalization?" at an international conference in 2006.

A Spanish faculty member held a workshop at an international conference in 2004 on "Teaching Language and Culture Through Culture Walks" and presented a paper entitled "Encouraging

Collaboration” which focused on encouraging collaboration between Hispanic countries and the United States. This faculty member also published a paper, “Using Culture Walks to Enhance Hispanic Culture in The Second Language Classroom” in 2006.

### **3) How is diversity integrated into the curriculum of your college?**

For a small campus of approximately 800 students, the curriculum displays a wide range of diversity-related courses, including Women’s Studies (9 courses will be offered in 2006-2007); Black American Literature; Religion and Literature; Mythology; Plants, Places, and People; France and the French Speaking World; Biology of Aging; Women, Science, Technology & Engineering; and Race and Ethnic Relations, among others.

Faculty members provide opportunities for the Student Life Office to take advantage of the visiting scholars program. The University’s Humphrey Scholars program is incorporated into Education courses, usually in the spring semester. This campus tradition of inviting Humphrey Scholars to address classes will continue.

Since religion, race, gender, etc. are such sensitive issues, several faculty members teaching diversity-related subject matter establish guidelines for class discussion involving showing respect for the values of others. Standards for classroom behavior are incorporated into faculty syllabi.

### **4) Which strategies for developing a curriculum that fosters intercultural and international competencies have been most successful? Which have been least successful? Which could be termed “best practices”?**

The campus has focused on minors which embrace diversity, particularly Gerontology and Women’s Studies. One “best practice” among the co-curricular activities is the campus International Education Week. The program provides a number of short lectures, exhibits, presentation, and information sessions to students to encourage international study and understanding, and complements the multicultural curriculum.

English faculty agree that “fair representation” is a best practice—incorporating a fair representation of authors who have made a contribution to American and other literatures.

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

The following shows Diversity Courses offered by Academic Year:

<b>Totals by Year</b>	<b>AY03/04</b>	<b>AY04/05</b>	<b>AY05/06</b>
	32	31	42

The increase in the number of diversity courses is related to more courses being designated as diversity courses by the University in Spring 2006. See pages 15-16 for the entire course offerings table.

The recent expansion of Intercultural and International diversity courses has enabled an increase in the breadth of student experiences of Campus Liberal Arts Baccalaureate students.

Diversity issues must be addressed within the Occupational Therapy program’s accreditation guidelines. In the future, faculty in OT will have to show the actual lecture/activity/assignment and grading rubric that demonstrates the students’ competency. Cultural diversity is one of 25 areas that students receive written feedback on from their clinical supervisors.

A post-presentation survey in ENGL 419 shows 75% of students are impressed by the diversity information shared in class.

**For Academic Support Units:**

**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”?**

Each September, the campus library presents a “Library Fiesta,” featuring food and celebrating Hispanic Heritage Month.

Peer Mentor Program

The DuBois campus actively supports the Peer Mentor Program, which was put into place in order to (1) aid in recruitment and retention efforts, (2) promote a teaching and learning environment that celebrates diversity and is hospitable to all, and (3) provide the “strong network of encouragement”. The program, as shown below, has shown a positive impact in these areas.

Retention Rates for Students in Peer Mentored Courses			
Semester	Students enrolled	Students retained to next semester	Percentage retained to next semester
Fall 2003	361	321	88.9%
Spring 2004	207	165	79.7%
Summer 2004	14	11	78.6%
Fall 2004	257	240	93.4%
		<b>Average</b>	<b>85.2%</b>

(Data from the “*DuBois Campus Proposal for Undergraduate Education Retention Funds, 2005-2006 Academic Year*”)

Hispanic Heritage Month

Each year, from September 15 through October 15, the Penn State DuBois campus holds events on a weekly basis to celebrate Hispanic peoples and culture in the United States. These events include information scavenger hunts, culture presentations, films, art exhibits, to name a few.

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

## *INSTITUTIONAL VIABILITY AND VITALITY*

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

Assessment Questions:

#### **1) How are unit leaders actively involved in diversity efforts?**

Leaders participate in campus and University Diversity activities/committees. They support campus hiring goals and try to ensure that women and minorities are in the final interview phase of all searches. Leaders are expected to nurture the professional growth of their staff and help them develop to their full potential. Woman and minorities are encouraged to participate in the campus Professional Development series.

#### **2) What is the diversity profile of the unit's administrative and executive levels?**

See Appendix D.

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

The campus advertises positions with high potential to attract women and minorities in newspapers in urban areas (i.e. Pittsburgh, Altoona), specialized newsletters and professional journals. If women or minorities are not in the initial top list of candidates, a review of the applicant pool occurs and candidates are brought forward as appropriate.

Search committees are expected to have broad campus representation (including faculty searches) and reflect diversity such as race, ethnicity and gender.

The DAA/Academic Program Leader in a faculty search and the Human Resource Representative for staff searches provide expectations regarding candidate skills. The DAA, Academic Program Leader and HR Representative direct each committee to identify a Diversity Advocate. Packets are prepared for candidates that provide information about the Diversity Activities and organizations on the campus and address the campus commitment to Diversity.

The Chancellor also attends presentations by candidates and makes a special effort to meet all candidates, but especially those who are from an underrepresented group.

#### **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?**

The size of the campus permits the Chancellor to get to know all full-time faculty and staff. In observing their work on committees or special assignments, talented individuals have been identified. They have been given increased responsibility on committees or in their job to help develop their leadership and management skills. The Chancellor mentors these individuals and

ask that campus leadership also mentor and encourage their staff to prepare for and consider new opportunities. Individuals who convey administrative aspirations to their supervisor are then encouraged and mentored with regard to identification of appropriate skill sets and an educational path to access these skills sets.

**5) Which strategies for diversifying your unit's leadership and management have been most successful? Which have been least successful? Which could be termed "best practices"?**

The campus leadership has remained stable for the past eight or more years, therefore diversifying the leadership has not been possible. However, the departure of two directors in the past year have allowed the Chancellor to restructure the Leadership Team such that two females and one male have now been added. The females were identified and mentored internally to assume new roles and the male was hired from outside the University system. The most successful strategy has been to identify internal talent.

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

We have two measures of success; creating and maintaining a diverse Leadership Team and demonstrating support for women and minorities through promotions and professional development.

## **Challenge 7: 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 campus Strategic Plan reflects the importance of diversity for meeting goals and objectives in two ways. First, the DuBois Strategic Plan, Goal 3 focuses completely on nurturing a community that embraces collaboration, diversity, inclusion, civility and mutual respect. The strategies for this goal involve action, accountability and celebration. It encourages teamwork and collaboration that allows individuals to work across areas and get to know one another. With this interaction comes an appreciation, understanding and respect of others as individuals. Secondly, throughout the Strategic Plan, there are threads regarding the importance of diversity in every aspect of the campus from student recruitment and retention, faculty and staff hiring, curriculum development to outreach and budget. Basically, it reflects our desire to be a welcoming environment for all.

**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?**

The Enrollment Management Team and Marketing Team are expected to develop effective strategies to recruit more students of color to the campus and to monitor the success they have in doing so.

The campus Human Resources representative is expected to ensure that the composition of all search committees is diverse and that every Diversity Advocate understands their specific role on the committee.

The Chancellor is apprised of all final selections for all searches and authorizes additional funds for advertising to reach a broader audience, if necessary.

The Diversity Committee will continue to serve in a planning and assessment role for campus diversity initiatives.

Diversity Advocates are involved in all Academic Affairs searches.

**3) What budget and development approaches have been implemented by your unit to ensure financial stability of diversity priorities?**

The campus budget provides support to each campus unit and it includes funding for diversity initiatives. The budget also provides support for staff development, an important component to professional growth and opportunity. Development efforts are focused on scholarships, which can be used to attract diverse students and faculty development support necessary to attract and retain a diverse faculty.

**4) Describe the systems of accountability and reward that support the achievement of diversity goals.**

All full-time faculty and staff are annually reviewed for involvement in diversity activities. The Janette M. Burns Award is given each year to a campus faculty, staff, student, or organization that has encouraged, supported, or mentored women and thus enhanced the climate for women at Penn State DuBois.

**5) What partnerships, with internal or external units and/or constituencies, have you created to advance the University's diversity goals?**

The Student Activities office works with certain artist agencies that specifically represent artists who provide diversity education/entertainment. In addition, Student Activities personnel work with all of the Penn State locations as part of the block booking initiative to provide diversity and cultural programming at all the campuses. Finally, Student Activities specifically utilizes many of the diversity resources that are available at University Park, bringing faculty and staff from University Park to DuBois. The campus has hosted programs from Shavers Creek five times, as well as the United Soul Ensemble Choir, Dr. Thomas Poole, and Simple Gifts. Student Affairs is currently planning to use a program from the Robeson Center. Groups of campus students have also traveled to University Park for events happening there. The campus will continue to invite Humphrey Scholars to address classes and community each spring.

**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 strategies have been the establishment of the Enrollment Management Team and the Marketing Team. Providing an on-campus Professional Development Program for faculty and staff has also had a positive impact and is considered a “best practice.”

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

Seven events with 332 students in attendance were organized through the block booking initiative in 2004. In 2005, six events (315 students in attendance) took place through this initiative, and so far in Fall 2006, the block booking initiative has helped the campus sponsor four events with 128 students in attendance.

**APPENDIX A: PSU/DuBois Breakdown of Enrollments and Graduation by Ethnicity**

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
AM INDN OR ALSKN NTV	2	2	3	3	2	0
ASIAN AM/PACIFIC ISL	4	8	9	5	5	4
BLCK AM(NOT HISPNIC)	6	5	8	9	7	7
FRN(ON STD/TMP VISA)	1	1	0	1	0	1
HSPANIC AM OR PT RCN	1	1	3	2	2	4
<b>SUBTOTAL</b>	<b>14</b>	<b>17</b>	<b>23</b>	<b>20</b>	<b>16</b>	<b>16</b>
WHT AM NT PT RCN	946	883	834	769	727	766
UNKNOWN	43	55	65	59	61	29
<b>Total Number</b>	<b>1003</b>	<b>955</b>	<b>922</b>	<b>848</b>	<b>804</b>	<b>811</b>

Graduates by Ethnicity

Graduates by Academic Year (And Ethnicity)	2001/2002	2002/2003	2003/2004	2004/2005	2005/2007	Fall 2006
AM INDN OR ALSKN NTV	0	0	0	1	2	0
ASIAN AM/PACIFIC ISL	0	0	0	0	2	0
BLCK AM(NOT HISPNIC)	2	0	0	2	0	0
FRN(ON STD/TMP VISA)	0	0	0	1	0	1
HSPANIC AM OR PT RCN	1	0	1	0	0	0
Official Fall Count (By Ethnicity)	<b>3</b>	<b>0</b>	<b>1</b>	<b>4</b>	<b>4</b>	<b>1</b>
WHT AM NT PT RCN	161	173	140	130	114	53
UNKNOWN	4	3	7	2	3	1
<b>Total Number</b>	<b>168</b>	<b>176</b>	<b>148</b>	<b>136</b>	<b>121</b>	<b>55</b>
Graduates as Percent of Total Enrollment	16.7	18.4	16.0	16.0	15.0	
Underrepresented Graduates as Percent of Total Enrollment	1.7	0.0	1.0	1.4	3.3	

## APPENDIX B: Diversity Course Sections

<b>*Diversity Course Sections offered at Penn State DuBois</b>										
<b>Fall 2003 through Summer 2006</b>										
<i>*excludes honors sections or writing sections that were "stacked" with a regular section</i>										
<b>Course</b>	<b>FA03</b>	<b>SP04</b>	<b>SU04</b>	<b>FA04</b>	<b>SP05</b>	<b>SU05</b>	<b>FA05</b>	<b>SP06</b>	<b>SU06</b>	<b>Total</b>
AAA S192		1								1
ANTH 001						1	1			2
BIOL 020		1			1					2
BIOL 020A								1		1
CAMS 110					1					1
CAS 455				1						1
CEDEV420								1		1
CMLIT010	1									1
CMLIT108	2		1	3			2			8
CMLIT141		1								1
EARTH105								1		1
EDTHP115S								1		1
EDTHP412		1								1
ENGL 135		1						1		2
ENGL 135S								1		1
ENGL 139		1			1					2
ENGL 194	1			1	1		1			4
ENGL 426				1						1
ENGL 490					1		1			2
FR 137							1			1
FR 139				1		1		1		3
GEOG 020								1		1
HD FS315	1	1	1	1	1		1			6
HD FS315Y								1		1
HIST 001								1		1
HIST 011				1			1			2
HIST 012								1		1
HIST 020								1		1
HIST 153						1			1	2
HIST 192		1								1
I B 303		1			1		1	1		4
L I R136								1		1
MUSIC007		1			2	1		2	1	7
MUSIC009								1		1
NURS 464							1		1	2
O T 103							1			1
R SOC420	1				1			1		3

<b>Appendix B (cont'd.)</b>										
RL ST110					1					1
RL ST137		1								1
S T S005	1							1		2
SOC 119		1						1		2
SPAN 099			1							1
SPAN 130			1							1
SPAN 131W			1			1	1			3
SPAN 131Y									1	1
SPAN 231						1				1
SPAN 399A			1							1
WMNST001	1			1			1			3
WMNST003		1			1			1	1	4
WMNST005	1							1		2
WMNST137		1								1
WMNST194	1			1			1			3
WMNST412		1								1
WMNST420	1							1		2
WMNST455				1						1
WMNST490					1					1
										0
<b>Totals</b>	<b>11</b>	<b>15</b>	<b>6</b>	<b>12</b>	<b>13</b>	<b>6</b>	<b>14</b>	<b>23</b>	<b>5</b>	<b>105</b>
<b>Totals by Year</b>			<b>AY03/04</b>			<b>AY04/05</b>			<b>AY05/06</b>	
			<b>32</b>			<b>31</b>			<b>42</b>	
Note Spring 2006 is when many courses became designated as Diversity courses.										

**APPENDIX C: Gerontology minors (minor established in Fall 2004)**

<b>Student</b>	<b>Major</b>	<b>Semester</b>
Tanya Buchanan	HFSCC	Fall 2005
Rochelle Ames	LASCC	Spring 2006
Jennifer Dickerson	LASCC	Spring 2006
Annette Shutters	HFSCC	Spring 2006

**APPENDIX D: Penn State DuBois Leadership Team Diversity Profile**

<b>Position</b>	<b>Gender</b>	<b>Race/Ethnicity</b>	<b>Spring 2004</b>	<b>Fall 2006</b>
Chancellor	F	African American	X	X
Director of Academic Affairs	M	Hispanic	X	X
Director of IT	M	Caucasian	X	X
Director of Continuing Education	M	Caucasian	X	X
Director of Development	M	Caucasian		X
Director of University Relations	M	Caucasian	X	
Director of Student and Enrollment Services	M	Caucasian	X	
Assoc. Director of Student Life	F	Caucasian		X
Ass't. Director of Admissions	F	Caucasian		X

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**CHALLENGE 1**

**Developing a Shared and Inclusive Understanding of Diversity**

<b>ACTIONS</b>	<b>Midpoint Status-December 2006</b>	<b>Cost*</b>	<b>Outcome assessment</b>	<b>Time frame</b>
Diversity Team will work with Student Life Office to Coordinate Program schedule /calendar for access Via web by students, faculty and staff	Master Calendar is online and updated daily by the Student Life office. We also send out reminders once per month to ask for any information for the calendar and include club activities, etc on the calendar. Faculty are encouraged to place dates of classroom diversity activities on the website.	None	Functionality of Calendar	Fall 2004 and Ongoing
Develop Evaluative Measure for all Diversity Activities	In Student Affairs, no matter what the event (Diversity or other), it is assessed by using the Student Life Survey (copy can be provided).	Copy Costs	Implementation of Tool	Fall 2004 and Onward
Conduct Extended Orientation, Six Week Theme Program with one week being for diversity and diversity related activities	Extended orientation does occur and has occurred since 2004. The week's events have included diverse musical events, speakers, diversity focus groups, diversity poster contest, etc over the years.	\$2000	General Diversity Assessment Tool. Pre/Post First Year Assessment Followed by Statistical Analysis	Fall 2005 and Onward
Continue US and IL offering and increase breadth of offerings as appropriate	56 Courses and 105 Sections have been offered between Fall 2003 and Summer 2006	None	Number of Courses Number of Sections	Ongoing
Increase Student Participation in Diversity Programming	In the planning stages of diversity events, Student Affairs ask the Faculty what programs or events would be helpful to tie in with their classes. Then the events are planned accordingly. By collaborating with Faculty, and using these topics in their classes, we have increased attendance because they are asking students to attend as part of an assignment or as extra credit. In 2004 - 2005 we had 28 events with 392 students in attendance. In 2005-2006 we had 34 events with 517 students in attendance. In the Fall 06 so far we've had 12 events with 389 students in attendance.	Approx. \$20K/YR	Number of Students at Programs Number of Programs Offered	Ongoing

\*Other than employee salaries

**CHALLENGE 2**  
**Creating a Welcoming Campus Climate**

<b>ACTIONS</b>	<b>Midpoint Status – December 2006</b>	<b>Cost*</b>	<b>Outcome assessment</b>	<b>Time frame</b>
Participate in Campus Climate Survey	No survey conducted during the first half of this plan period.	None	Review and Comparison of Reports of Analysis by Vice Provost of Educational Equity Staff	2005
Participate in University Student Satisfaction Survey	The campus participated in 2004. Results are available at <a href="http://www.sa.psu.edu/sara/satisfaction.shtml">http://www.sa.psu.edu/sara/satisfaction.shtml</a> . The 2007 data will be collected during the last week of March and first week of April.	\$100	Comparison of Results with Previous Years	2004 2006 2008
Schedule Use of University Park Resources for Diversity Programs (i.e. Humphrey Scholars and Cultural Programs)	We in Student Affairs participate in the Block Booking program (7 events and 332 students in attendance in 2004 and 6 events and 315 students in attendance in 2005 and so far in Fall 06 4 events with 128 students). In addition, we make information available regarding the programs at UP that students can attend. We've also hosted programs here that are UP resources i.e. Shavers Creek (5 X), United Soul Ensemble Choir, Dr. Thomas Poole, Simple Gifts. In addition, we are in the process of utilizing a program from the Robeson center. We invite the Humphrey Scholars to campus each spring.	\$5K/ YR	Number of Programs Accessed Student Participation Numbers	Ongoing
Review Accessibility of Campus Facilities	The campus is inspected annually for accessibility issues by the Director of Business Services and the University Facility Accessibility Coordinator. The only area of the campus that is open to the public which is not accessible is the stage in the MultiPurpose Building Gym. The only time this is an issue is during Graduation and we bring in a portable chair lift for that event. Other areas that are not accessible are the second floor of some of the houses that we use for offices. The accommodations we make at these locations are to provide meeting space on the first floor or in other building if it is required. We have also noted all of these areas to be made accessible when renovations are made to them.	None	Provide Report to Campus Administration	2005
Inform Continuing Education Clients of Diversity Events	The campus Marketing Coordinator provides CE students with the Cultural Brochure on a regular basis	Copying Costs	Number of Programs Receiving Announcements	Ongoing

\*Other than employee salaries

### CHALLENGE 3

#### Recruiting and Retaining a Diverse Student Body

<b>ACTIONS</b>	<b>Midpoint Status – December 2006</b>	<b>Cost*</b>	<b>Outcome assessment</b>	<b>Time frame</b>
Establish Working Relationships with Pittsburgh and Harrisburg Recruitment Centers and Coordinate visits to the campus for students from these areas.	<p>Staff members from the Pittsburgh Recruitment Center visited PSU DuBois in November '05.</p> <p>Scheduled a bus trip from Pittsburgh Recruitment Center to PSU DuBois for July '06. The Pittsburgh CRC cancelled trip with promise to reschedule.</p> <p>PSU DuBois Admissions staff participated in Counselor Workshop at the Pittsburgh CRC in Dec '06.</p> <p>Bus trip from CRC rescheduled for March 2007.</p>	\$3k/Yr	Number of Visits Number of Students Enrolled	2004-2005 and Ongoing
Utilize new shared recruiter to recruit students from diverse populations	The DuBois Campus no longer shares a recruiter with the Shenago campus. DuBois hired a full-time recruiter in Fall 2005 to serve as the Adult Student Coordinator.	None	Enrollment numbers from diverse populations	2004-2005 and Ongoing
Enhance Diversity Activities in Student Clubs and Organizations	We had 5 out of 18 clubs focused on Diversity initiatives in 2004 – 2005 and 6 out of 20 in 2005-2006	\$5k/Yr	Number of Organizations programming to diversity education	Ongoing
Explore the possibility of coordinating off-campus housing base for minority students	This goal has not been addressed. Minority students have utilized the off-campus housing list prepared by student life to find housing and generally stay within walking distance of the campus.	None	Student satisfaction of housing	2004-2005 and Ongoing
Establish Minority Student Network to meet with Campus Administration on a regularly scheduled basis.	<p>The Associate Director of Student Life and the Chancellor established a Diversity Focus Group in Fall 2005 – 11 students attended; Spring 2006 – 7 students attended; Fall 2006 – 2 students attended.</p> <p>After the first meeting, the group decided to form a new club they named A.C.T.(All Come Together. The club has maintained an average participation of 7 -9 minority and non-minority students. The Chancellor, an African American female, serves as the club advisor.</p>	\$1K/Yr	Student Attendance	2004-2005 and Ongoing

\*Other than employee salaries

**CHALLENGE 4**  
**Recruiting and Retaining a Diverse Workforce**

<b>ACTIONS</b>	<b>Midpoint Status – December 2006</b>	<b>Cost*</b>	<b>Outcome assessment</b>	<b>Time frame</b>
Survey Employees from Underrepresented Groups concerning workplace environment	The survey has not been conducted. The campus should develop and conduct this survey in the Spring 2007.	\$1K/Yr	Produce Analysis for Administration and Diversity Team	2004-2005 and Onward
Conduct Exit Interviews for Minority Employees	The campus has had no minority employees leave the campus. Some thought will be given to including women in this proposed action.	None	Produce Report for Administration and Diversity Team	2004-2005 and Onward
Expand Mentoring Program to Entire Campus	New faculty and staff in academic affairs have been assigned mentors. Mentors will be assigned to all staff hired in other areas during the '06-'07AY.	None	Retention Rate of Participants	2004-2005 and Onward
Expand Procedure of Bringing Forward Top Female and Minority Candidates in "First Cut" Group	The Diversity Advocate Initiative began with faculty searches in 2004 and expanded to staff searches in fall 2005. This procedure is expected to help improve the probability of minority and female candidates appearing in the "first cut" group.	None	Number of Female and Minority Candidates in "First Cut" Group	2004-2005 and Onward
Develop and Provide On-campus Professional Development Opportunities for Women and Minorities	The campus provided 11 professional development programs in 2005-2006 with a total enrollment of 148; 110 women, 2 minorities 4 professional development programs were offered in 2006-2007 with a total enrollment of 153; 121 women, 7 minorities. Liaison Committee of Commission for Women Roundtables & Kick-off Luncheon. Chancellor invites female & male faculty and staff to attend the annual Athena Awards Luncheon that honors individuals who mentor women.	\$1K/Yr	Number of Participants	2004-2005 and Onward

\*Other than employee salaries

## CHALLENGE 5

### Developing a Curriculum that Fosters Intercultural and International Competencies

<b>ACTIONS</b>	<b>Midpoint Status – December 2006</b>	<b>Cost*</b>	<b>Outcome assessment</b>	<b>Time frame</b>
Implement Gerontology Minor if Approved by University	The Gerontology Minor was implemented in 2004. Four students have graduated with a minor. Students typically declare a minor close to graduation, so it is difficult to assess the number of students in the minor.		Number of students enrolled in minor	2004-2005
Continue to provide opportunities for international travel through Study Abroad, Honors program, and club-sponsored travel	Trips taken; See assessment question #2, Challenge 2 for more details. 2004 – Spain; London, England (26 students) 2005 – Yucatan, Mexico; Barcelona, Spain; England (45 students) 2006-London, England; Madrid, Spain (40 students)	\$40K/Yr	Number of students participating in programs	Ongoing
Coordinate connection between in-class and co-curricular programming efforts	In 2004-2005 we had 25 programs that were collaborative programs with 255 students in attendance and in 2005-2006 we had 24 collaborative events with 272 students in attendance.	None	Number of Collaborative Programs and Number of Students Participating	Ongoing
Continue US and IL offerings and increase breadth of offerings as appropriate	See Appendix B	None	Number of Courses Number of Sections	Ongoing
Enhance Intercultural and International Competence of Campus Liberal Arts Baccalaureate Degree Students	See Appendix B	\$1K/Yr	Breadth of Intercultural and International Experiences of Campus Liberal Arts Baccalaureate Degree Students	Ongoing

\*Other than employee salaries

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**CHALLENGE 6**  
**Diversifying University Leadership and Management**

<b>ACTIONS</b>	<b>Midpoint Status – December 2006</b>	<b>Cost*</b>	<b>Outcome assessment</b>	<b>Time frame</b>
Expand Procedure of Bringing Forward Top Female and Minority Candidates in “First Cut” Group	The Diversity Advocate Initiative began with faculty searches in 2004 and expanded to staff searches in fall 2005. This procedure is expected to help improve the probability of minority and female candidates appearing in the “first cut” group. In 2005/06 we interviewed 25 candidates to fill 4 positions. 21 of these interviews were women and 6 of these candidates were minorities. To this point in 2006/07 we have filled 3 positions. We interviewed 11 candidates; 7 of these interviewees were women and none of them were minorities.	None	Number of Female and Minority Candidates in “First Cut” Group	2004-2005 and Onward
Develop and Provide On-campus Professional Development Opportunities for Women and Minorities	****See Challenge 4 for Response	\$1K/Yr	Number of Participants	2004-2005 and Onward

\*Other than employee salaries

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**CHALLENGE 7**

**Coordinating Organizational Change to Support Our Diversity Goals**

<b>ACTIONS</b>	<b>Midpoint Status – December 2006</b>	<b>Cost*</b>	<b>Outcome assessment</b>	<b>Time frame</b>
Expand the charge of the Diversity Team to take on an advocacy role	In Spring 2007, the team will review current charge and define advocacy role.	None	Level of Involvement of Diversity Team in Campus Governance	2004-2005 and Ongoing
Expand use of Diversity Advocates to all campus searches	Diversity Advocates have been assigned to all faculty searches since Fall 2004 and to all staff searches since Fall 2005. The number of searches with advocates in; <b>2004-2005:</b> Diversity advocate used in 1 faculty search; no staff searches <b>2005-2006:</b> Diversity advocates used in 2 of 4 staff searches; no faculty searches <b>2006-2007:</b> Diversity advocated used all 3 staff searches; used in all 4 faculty searches.	None	Number of Searches with Diversity Advocates	2004-2005 and Ongoing
Assure that diversity plans remain central in future Campus Mission Statements and Strategic Plans	The campus Diversity Plan is articulated in the campus 2005-2008 Strategic Plan	None	Place of Diversity in Campus Mission Statement and Strategic Plan	2004-2005 and Ongoing
Seek Endowed Funding for Scholarship to Enhance Population of Students from Underrepresented Groups	The campus hired its first Director of Development in September 2006. A focus on scholarships for underrepresented groups and adults is a major priority. The campus will increase the number and amount of scholarships in each year.	None	Funding Available for Scholarship to Enhance Population of Students from Underrepresented Groups	2004-2005 and Ongoing
Monitor the Assessment of Diversity in annual personnel reviews (SRDP's and FAR's)	Diversity initiatives have been discussed during reviews but percentage data not kept. Data will be obtained with the 2006-07 reviews.	None	Percentage of Personnel Reviewed for Diversity Activities	2004-2005 and Ongoing

\*Other than employee salaries