

# **Penn State New Kensington Update Report Framework to Foster Diversity 2004-2009**

## **Overview of report:**

1. Introduction
2. Response to the PSU Framework for Diversity Strategic Plan
3. Progress report on action items in the PSNK Diversity Strategic Plan Matrix
4. Appendices

## ***Introduction***

Penn State New Kensington is a rural commuter campus located 25 miles outside of Pittsburgh. Our campus community consists of 46 full-time faculty (16% minority), 54 adjunct faculty, 43 staff (9% minority), and 853 students (4% minority). 88% of our student population lives at home with family.

Penn State New Kensington faces many obstacles in meeting the challenges laid out in the Framework for Diversity. Our primary recruitment areas are Westmoreland, Butler and Allegheny counties. According to the Census Bureau's 2005 American Community Survey, the racial population of these counties is 96.1%, 97.5%, and 83.3% white. All of these percentages are well above the national average of 74.7%. Of the 45 school districts we service, only 4 have any significant minority population. Recruiting outside of our service area is not an option in the current budget climate and would be cost prohibitive given budget constraints and lack of on-campus housing.

Diversifying our faculty and staff has also been a challenge. We face nationwide competition for minority faculty and we are all competing for the same pool of qualified applicants. However, we have made inroads with faculty recruiting, gaining 4 full-time faculty members of minority status in the last 4 years.

In spite of our demographic and budgetary constraints, we decided to strategically focus on Framework for Diversity Challenges 1, 2 and 5 by setting the following goals: (1) develop a high level of multi-cultural competency in students, faculty and staff; (2) dramatically increase U.S. and International cultural courses that include opportunities for travel abroad; and (3) strengthen diversity education outreach efforts through partnerships with local school districts and community groups.

Best Practices that represent these efforts are highlighted throughout the report and are described below:

1. Professional development programs for faculty and staff that created an infrastructure of employees with skills in cultural sensitivity. This resulted in the implementation of the Safe Zone Program (Appendix A) which directly supports the campus GLBT community.
2. Diversity education embedded in the First Year Experience and coordinated by academic affairs, student affairs, and enrollment management first line staff.

3. Campus-wide support and focus on International programs which include several trips abroad each year. Enrollment in US and IL courses has increased 20% since 2003. Currently, 50% of our student population is enrolled in a diversity related course.
4. Multi-cultural competency series (Appendix B) developed for Burrell High School 11<sup>th</sup> grade classes which incorporates the personal cultural experiences of our minority students and faculty and highlights our international travel programs.

In summary, we have met many of our goals set out in the Framework for Diversity. We will continue to maintain and improve upon our best practices listed above. In the next phase (2007-2009) the campus will focus on addressing Challenges 6 and 7 of the Framework for Diversity Plan and in completing the actions outlined in the campus response matrix.

Submitted by,

Dr. Larry Pollock  
Chancellor  
Penn State New Kensington  
December 14, 2006

## **A Framework to Foster Diversity at Penn State 2004–09 Penn State New Kensington**

### **Report on Diversity Committee 2006**

**Dr. Larry Pollock, Chancellor**

**Theresa Bonk, Co-chair, Director** of Student Affairs

**Russ Hall, Co-chair, Reference Librarian, Chair of Faculty Senate**

**Maria Franco deGomez, Instructor, Spanish & Co-coordinator of International Programs**

**Alana Keister, Admissions Counselor**

**Barb Smith, Assistant Director of Business & Finance**

**Laurie Maxwell, Student**

### **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?
  - New Kensington defines diversity in a very broad sense – people of all descriptions depending on the context – for example male nurses, minority students, female engineers, etc.
  - Diversity acknowledges, accepts, and respects the array of human distinctions- including, but not limited to: gender, age, race, ethnic background, sexual orientation, mental and physical ability, socio-economic background, rural/urban experience, nationality, religious preference, or veteran's status.
  - Diversity values contributions of all cultures and beliefs and provides a supportive and sensitive environment for customs, concerns, and beliefs in a learning community.
  - Diversity creates a welcoming environment in which all people flourish not in spite of, but rather, because of their differences. This inclusiveness results in a greater respect for individuals from diverse cultural and racial backgrounds as well as gender, age and physical and mental ability.

How is this understanding demonstrated in areas of emphasis within your unit?

- Formerly, most diversity programs and initiatives were generated through the Division of Student Affairs or provided under academic offerings through specific classes. With the implementation of an international trip, an increase in diversity related course offerings and the hiring of several faculty with international background/ethnicity, the campus is abuzz with conversations on diversity that encompass a broader perspective. Faculty, staff and students who have traveled on international trips have been changed; their lives have been enriched through these experiences and this, in turn, has enriched the campus community. Funding has been redirected from academic and student affairs budgets to directly support international travel and related programs.
2. How has your unit distributed information to students about the University's diversity initiatives?

- Information is disseminated on the University's diversity policies. Special multicultural awareness workshops are presented to all new students and their families during formal orientation processes.

Some examples:

- a. All new students and their families are introduced to international travel opportunities and other cultural programs at FTCAP during a presentation by a campus administrator (usually a first line staff member).
  - b. Special session "Leading in a Diverse World" was presented by Dr. Don Gogniat to all freshmen during the 2006 formal orientation program. (166 attended)
  - c. The Penn State Principles are reviewed at FTCAP. The Safe Zone System is covered during a presentation on "What it Means to be A Penn State Citizen" at new student orientation. (Attendance 194 students)
  - d. The University CD on Diversity is shown to students' families during a "Families Only" session at FTCAP. Attended by 70% of families.
  - e. Evaluations were completed by both parents and students at sessions covering the aforementioned programs (#1-4). Responses were overwhelmingly positive.
- Numerous programs and multi cultural services are provided for the campus community including a cultural events and speaker series that covers a wide variety of ethnic and multi-cultural topics. For example: in Spring of 2005, a survivor of the Holocaust spoke on campus (125 attended) and a trip to the Holocaust museum was coordinated (42 participated); Fall 2006, "Calle Sur", a Latin American musical group performed to an audience of 250; a minority social is held each fall to welcome incoming new students (attended by current minority students, faculty and staff), etc.
  - Additionally, the FYS courses at PSNK integrate our diversity objectives via colloquium and staff presentations. Students are encouraged to participate in University programs and workshops that foster diversity. "Speaking Frankly in the Classroom about Diversity" was a video conference workshop conducted by Penn State faculty in April 2005. It used case studies to explore effective ways for students to have productive conversations about diversity issues as they relate to course objectives. The DAA, working in conjunction with faculty, supports two internationally focused courses that provide international travel opportunities each year. Additionally, faculty are encouraged and receive support (course release or a supplemental contract) for diversity-focused courses that enhance our curriculum.

3. Does your unit have formal mechanisms in place for discussion of diversity initiatives with students? **Yes.**

If so, please describe.

- The Safe Zone Program was implemented in the spring 2006. (See Appendix A)
- New student orientation programs incorporate diversity related topics into the program providing numerous opportunities for discussion. All students participate in a special game show called "The Wheel of Respect" created by student leaders.
- A multicultural social is held annually each fall for all minority students and is attended by approximately 50% of the minority population.
- Chancellor hosts luncheons for invited underrepresented student groups.
- There is student representation on campus diversity related committees.

- Every student receives a printed campus calendar that includes information on cultural and diversity initiatives.
- Diversity competency workshops are provided to faculty and staff to raise awareness and increase sensitivity to diversity issues.

4. How has your unit distributed information to faculty and staff about the University's diversity initiatives?

- All new faculty and staff participate in a formal orientation program through each department and in conjunction with human resources. Information is provided within these orientation programs/materials concerning diversity initiatives. If an individual status as an underrepresented population is known, specific information on University services available for the individual are provided.
- Information is disseminated through campus-wide e-mails as well as departmental and individual meetings with administration.

Describe your unit's formal mechanisms for discussion of diversity initiatives.

- Faculty and staff are recognized and rewarded for their participation in diversity programs through formal staff evaluations and in faculty reviews.
- Faculty and staff Senate organizations provide formal opportunities at monthly meetings for discussion of diversity related issues and initiatives.
- Updates on diversity initiatives are provided during monthly administrative team meetings.
- During faculty and staff orientation we provide information regarding University policies focused on diversity. Staff with direct responsibilities for diversity initiatives are given time on the Academic Affairs Orientation Schedule to address faculty. A diversity training workshop for faculty and staff was held in 2001.
- Each faculty search committee has an elected Diversity Advocate that insures that the University policies for affirmative action, equal opportunity, and non-discrimination are not violated.
- Raising awareness of, promoting and posting the "Penn State Principles" campus-wide.

5. What is the role of your diversity committee?

- The Diversity committee is a subcommittee under the campus Budget and Strategic Planning committee.
- The committee is responsible for creating and overseeing the implementation of the diversity plan.

What is its composition?

- The Diversity committee is being restructured to include better representation from all campus constituencies. The current committee structure includes; two faculty, three staff, one student and the Chancellor.

6. What is the role of your multicultural coordinator? (colleges) NA

7. Which strategies have been most successful in addressing this Challenge? Which have been least successful? Which could be termed “best practices”? (Best Practices are processes, programs, and procedures that most successfully lead to the unit’s ability to reach the University’s diversity goals and can be validated through measurable outcomes.)

Successful strategies:

- Support/implementation of international travel and related programs.
- Implementation of the Safe Zone Program. (Appendix A)
- Implementation of a multi-cultural competency series that is lead by staff, faculty and students at local school districts.
- Support for Global Funds for faculty development abroad.
- Annual formal orientation programs for students, faculty and staff that weave diversity information and discussion into the program.
- International travel provides students, faculty and staff who participate with an opportunity for a greater interpersonal understanding of world culture.
- Keeping diversity expenditures entwined in the comprehensive budget.
- Implementation of diversity focused courses. Enrollment is healthy in these courses.
- Keeping diversity broadly defined and thinking of it as inclusiveness helps us determine and implement realistic diversity strategic plan goals.

Least Successful Strategies:

- Trying to develop and maintain diversity related student organizations. For two years the staff, faculty and interested students tried unsuccessfully to organize a student run GLBT organization.

Best Practices:

- Campus wide consistent support for international travel and related programs. This is indicated by the increase in number and participation in travel abroad programs and related courses.
- Advocacy for and participation in the Safe Zone Program by faculty and staff.
- Definitive increase in faculty numbers of under represented populations.

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

- The increase in women and ethnically diverse faculty hired in the last six years. Since 2002 we have hired six full-time faculty/staff with an international and/or minority status. These increases in percentages are significant victories considering our small campus size.
- The numerous faculty and students who have traveled internationally enable us to consistently provide their experiences as part of the Diversity Competency Series (See Appendix B) developed for Burrell High School. This partnership has so positively affected the school district that they have established multi-cultural competency as a requirement for graduation. (450 eleventh grade students have participated.)
- Evaluations for diversity related professional development of faculty/staff and formal student orientation programs have been very positive.

## Challenge 2: Creating a Welcoming Campus Climate

### Assessment Questions:

1. How does your unit's leadership demonstrate support for diversity?
  - Permanent budget allocation for specific diversity initiatives (curricular and co-curricular).
  - Standing subcommittee for diversity under the Campus Budget and Strategic Planning Committee (representatives from faculty, staff, students).
  - Cultural Program Series that supports at least three ethnically diverse programs each semester to the campus and surrounding community.
  - First Year Experience – workshops highlighting diversity during formal orientation programs.
  - Encouraging and supporting professional development for women and minority staff and faculty. Specific details are outlined in Challenge #4.
  
2. How does your unit identify climate issues?
  - Campus leadership team meets twice monthly and brings issues for discussion and referral to appropriate departments for individual issues and discussion of more global issues occurs (team members are then assigned to address identified problems.)
  
3. How does your unit monitor climate?
  - Campus climate is monitored through formal mechanisms such as climate surveys, satisfaction surveys and number of formal complaints.
  - Focus groups of underrepresented populations such as out of state students, adult students, etc. meet with campus leadership annually.
  - Student Government Association leaders meet with the DAA, DSA and Chancellor on a weekly/monthly basis.
  
4. How does your unit respond to climate issues?
  - Responding quickly and appropriately to faculty, staff & student issues is the responsibility of first line staff. Once problems are identified, staff assigned report back to Chancellor and administration on progress.

For example:

After several incidents were reported to campus administration regarding GLBTA issues it was determined that a GLBT committee be formed. A formal committee was established in fall of 2003. The committee met monthly, established a mission statement and goals. The committee decided that its first role was to educate the faculty/staff about GLBTA. Programs were scheduled utilizing the expertise and resources of the Center for GLBT at University Park.
  
5. What unit-wide and individualized approaches have you developed to enhance overall climate and individual's satisfaction with the environment?
  - Nominating and supporting professional development for women and minority faculty and staff. For example; membership for two African American female staff members in the Forum on Black Affairs, nomination for an administrative fellowship targeting women in leadership roles for a staff member.

- Professional development workshops on inter cultural sensitivity and competency for faculty/staff (well attended).
  - Increased support to recruit a more diverse faculty thereby creating a more welcoming campus climate for students.
  - Increase diversity awareness programs at orientation for new students.
6. Which strategies for creating a welcoming campus climate for diversity have been most successful?
- Safe Zone Program (Appendix A)

Which have been least successful?

- Trying to organize a GLBT student organization on campus was unsuccessful.

Which could be termed “best practices”? (Best Practices are processes, programs, and procedures that most successfully lead to the unit’s ability to reach the University’s diversity goals and can be validated through measurable outcomes.)

### **BEST PRACTICE**

- Established a Safe Zone Program comprised of trained faculty/staff who have signed an agreement to uphold the mission of the safe zone program. (25 attended workshop, 19 agreed to become safe zone participants.)
7. What measures of success have you identified to gauge your progress in this Challenge? Include data demonstrating outcomes.
- In 2004 we held our first workshop on GLBT issues; at that time only 10 staff participated. We again held several programs during the 2004-2005 year and each time the participation increased. At the same time the GLBT steering committee continued to meet and advocate for change. In May of 2006 we had 25 faculty and staff attend the safe zone development workshop; 19 agreed to become safe zone participants. These participants have agreed to post safe zone signs and be identified as members of the safe zone program.

### **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.

##### **Recruitment**

- Educational Opportunity Program
- Penn Hills at Penn State (Host Penn Hill’s students at PSNK - Penn Hills is one of the most diverse high schools in NK service area – Program helps prepare students for post-secondary education)
- Adult Open House
- Present college information to Boyce Middle College (serves disengaged and disconnected students from surrounding school districts)
- Present college and career exploration information to Hightower Summer Academy Students (ethnicities other than Caucasian)

- Present college information at Mt. Alvernia High School (all girls school)
- F.I.R.S.T.E. program (Females Interested in Research, Science, Technology, and Engineering) Participants from local high schools in 10<sup>th</sup> & 11<sup>th</sup> grades
- Host the Talent Search (Talent Search serves students in 6<sup>th</sup> through 12<sup>th</sup> grades from Aliquippa, Clairton, Farrell, New Kensington – Arnold, and Sharon school districts. Talent Search services are designed to provide students with the information and skills they need to successfully graduate from high school and enroll in post-secondary education.)
- Specific scholarships targeting underrepresented populations are awarded each year: Adult Learning Scholarship (\$1,500 FT, \$750 PT), Mittie B. Hightower Memorial Scholarship (\$1,500 one student/year), Bunton-Waller Scholarship

#### Retention

- Scholarships awarded (see above)
- Minority social held each fall to welcome incoming minority students.
- Safe Zone Program established in support of GLBT student population
- Active student organizations that support diversity: Multicultural Club, Society of Women Engineers, Women in Science, Honorary Adult Society
- Cultural program series that highlights numerous ethnic and international cultures. For example: Presentation from Holocaust survivor and trip to the Holocaust Museum in Washington D.C. (attended by 42 students, faculty, staff)
- Annual ethnic food festival that gives minority students an opportunity to showcase their ethnicity and culture.

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

#### Enrollment & Retention

- Recruitment strategies that target underrepresented populations as listed in Question 1.
- Specific orientation programs that are designed for adult population.
- Host annual minority social that gives students an opportunity to learn about specific services and programs that support their needs as well as an opportunity to meet minority/international faculty and staff.
- Scholarships for underrepresented Populations: Adult Learning Scholarship (\$1,500 FT, \$750 PT), Mittie B. Hightower Memorial Scholarship (\$1,500 one student/year), Bunton-Waller Scholarship
- Safe Zone Program supporting GLBT students that is discussed with all new incoming students.
- Introduction of diversity initiatives and international programs throughout the first year experience. Special speaker on “Leading in a Global Society” presented at new student orientation.
- Active student organizations: multi-cultural club, Society of Women Engineers, Women in Science Club.
- Minority students are communicated with several times per semester by letter and e-mail to inform them of leadership opportunities. PSNK is represented by minority students each year at the Black Higher Education Conference and the Multi-cultural conference. The campus supports two staff members to sponsor the trip and attend with students.

- Specific career exploration and placement services and resources are provided to minorities, disabled, adult and other diverse populations. For example: “Job Choices Diversity Edition and the Black Collegian are distributed to students at the annual minority social as well as being available in several different departments on campus.

Graduation

- Nothing that isn’t provided to all students

3. What mechanisms for collaboration has your unit established?

- Coordinated programs with Pittsburgh Community Recruitment Center
- Articulation agreements with local Community Colleges
- Established programs for K-12 outreach utilizing the expertise/experiences of our students, staff and faculty.
  - a. Participation with Hightower Summer Academy
  - b. Multi-cultural Competency Series - established diversity program at Burrell High School in grades 9 and 11 where students and faculty present their personal perspectives on culture and international travel. (Appendix B)
  - c. Multi-cultural club members present at “A Day in the Arts” program for 3<sup>rd</sup> graders from New-Kensington Arnold School District, which serves a higher minority population (20%) than the majority of our other service area schools.
  - d. Active membership in the Alle-Kiski Arts Consortium serving 6 member school districts.

4. Which recruitment and retention initiatives have been most successful? Which have been least successful? Which could be termed “best practices”? (Best Practices are processes, programs, and procedures that most successfully lead to the unit’s ability to reach the University’s diversity goals and can be validated through measurable outcomes.)

Successful initiatives.

|                               | <b>FA 2003<br/>(PD)</b> | <b>FA 2004<br/>(PD)</b> | <b>FA 2005<br/>(PD)</b> | <b>FA 2006<br/>(PD)</b> |
|-------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| <b>Penn Hills High School</b> | 5 students              | 7 Students              | 3 Students              | 13 Students             |
| <b>Valley High School</b>     | 11 Students             | 12 Students             | 12 Students             | 13 Students             |

- The Penn Hills at Penn State program and the Valley Talent Search programs have been very successful. By exposing our campus to students at these high schools, and talking to them about how to prepare for post-secondary education while in high school, we have gained more students.

Least Successful:

- Strategies to recruit a more diverse student population are difficult due to the make up of the student population in the 45 schools that we recruit from. Only 4 high schools have any significant minority population. The majority of students are white.
- Students and staff tried unsuccessfully from 2003-2005 to create a GLBTA student organization.

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

Through the aforementioned recruitment and retention strategies we have had some success in maintaining our current minority numbers and have increased the number of females enrolled as indicated in the table below.

|                   | FA 2004 (PD) | FA 2005 (PD) | FA 2006 (PD) |
|-------------------|--------------|--------------|--------------|
| <b>Adults</b>     | 30.91%       | 29.36%       | 27.78%       |
| <b>Minorities</b> | 3.53%        | 3.63%        | 4.1%         |
| <b>Males</b>      | 59.39%       | 55.44%       | 52.52%       |
| <b>Females</b>    | 40.61%       | 44.56%       | 47.48%       |

**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?
  - Define search to receive broader pool of applicants
  - Advertise in minorities.com
  - Search nationally & internationally for faculty positions
  - Utilize current websites & list serves to African-American colleges & universities
  - Advertise in professional journals with higher readership of minorities
  - Affirmative action statement at end of all ads
  - Contact local universities with doctoral programs to locate minority candidates available in the needed discipline.
  - Make use of national databases
  - Utilize “woo zone” (National Society of Black Engineers) for engineering faculty searches
  - Work with University College to financially support advertising & use collective advertising with other campuses
  - Use financial support from President’s Fund for salary for minority faculty when criteria met
  - Word ads to attract minority applicants
  - Assign diversity advocate to each search committee responsible for determining that university policies concerning diversity are adhered to
  - Job vacancy notices are sent to minority churches in area
  - Utilize Affirmative Action Register to identify minority candidates
2. What strategies have been implemented to improve identification and assessment of credentials for purposes of hiring and promotion?
  - Search committee of peers
  - Sample of writing and publications
  - Background checks to verify highest degree and check for criminal record
  - Offer letter clearly states necessity to meet with business personnel in person to complete I-9 process
  - Search committee meets with HR representative to review EJMS (Electronic Job Management System) and consistently uses EJMS processing system for hiring staff and identifying minority candidates

3. What retention strategies have you implemented in your unit to retain and promote the success of faculty and/or staff from underrepresented groups?
  - Sponsor numerous professional development programs that address cultural sensitivity and competency. For example: GLBT issues presentation (10/2004), “Minority on Diversity” presentation by Dr. Jenkins (2003), Diversity speaker, Tom Segar, presented self-awareness workshop “Tolerance is Also a Verb” to faculty and staff (4/2005), and “Cultural Competency Workshop” presented to staff senate (1/2006) 85% of staff attended
  - Senior leadership management team (Chancellor & DSA) attended “Best Practice In Diversity Strategic Planning” (4/2006)
  - Several covered dish luncheons are held each semester inviting all employees that help everyone feel connected
  - Take candidates to dinner in Pittsburgh where population is more diverse
  - Assist new employees in locating areas to live near those of same culture
  - Library sponsors on campus lecture series which has highlighted faculty international and diversity related research
  - Minority faculty are invited to attend the annual multi-cultural luncheon sponsored by Student Affairs
  - New faculty assigned a campus mentor (someone in their discipline if possible) by DAA office
  - Supported Fulbright scholar through Global Funding to develop courses with international and intercultural components
  - Membership for two minority employees in FOBA (Forum on Black Affairs) at University Park supported by campus
  
4. Which recruitment and retention strategies have been most successful? Which have been least successful? Which could be termed “best practices”? (Best Practices are processes, programs, and procedures that most successfully lead to the unit’s ability to reach the University’s diversity goals and can be validated through measurable outcomes.)
 

**Most successful recruitment & retention strategies:**

  - Those searches that frame advertisement to match position by drafting position to net higher percentage of desired candidates
  - Bringing candidate to campus and sharing campus mission and mission of position

**Least successful:**

  - Those searches with low minority representation in the possible candidate pool to begin with (Example: Engineering faculty)

**Best Practices:**

  - Made concerted effort to hire from traditionally underrepresented population on our campus
  
5. What measures of success have you identified to gauge your progress in this Challenge? Include data demonstrating outcomes.
  - We were successful in recruiting an African-American professor to teach African American literature course by using a targeted ad, which resulted in a higher number of African-American applicants than previous ads

- Prior to 2002 we had six full-time faculty and staff from underrepresented groups and all have been retained
- Since 2002 six new full-time faculty and staff from underrepresented groups were hired and five out of six have been retained
- Hired numerous adjunct faculty representing several minority populations to add additional diversity to faculty ranks

## **Education and Scholarship**

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

*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”? (Best Practices are processes, programs, and procedures that most successfully lead to the unit’s ability to reach the University’s diversity goals and can be validated through measurable outcomes.)

The following initiatives have been instituted from 2004-2006:

- The encouragement of faculty leadership and student participation in planned international trips.
  - a. Increase in international trip offerings. In 2003 first trip went to Spain. We now schedule two trips abroad per year.
  - b. Increase in faculty participation in planning and implementation of trips abroad. We started with two faculty leaders and now we have eight faculty members and one staff member.
  - c. Increase in student, faculty and staff participation in travel abroad. We had forty two people for our first trip. Now, for the last two trips we have 67 people participating.
- Increased the number of courses that are connected to international trips. We offered one 3- credit course and one 1-credit course for our first trip in 2003. Now we offer two 3-credit courses and one 1-credit course.
- Multi-cultural Competency Series - established diversity program at Burrell High School in grades 9 and 11 where students and faculty present their personal perspectives on culture and international travel.
- Maintain current number of courses in international cultures.
  - a. We average 20 classes per semester in United States and International Cultures.
  - b. Some classes included trips to museums and galleries.
  - c. Some classes included a presentation with an international focus. Students will be addressing issues such as filial piety erosion in China, longevity in Japan etc.
  - d. Some classes also have extra credit assignments that usually have an international or cross cultural focus
- The recruitment of faculty from diverse ethnic and racial backgrounds to teach courses with international component.
  - a. During the last two years we hired 3 new full time faculty (one African American and two Asians).

- b. 10%-15% of our adjunct faculty is racially/ethnically diverse.
- Maintain foreign language programs to train students to enhance their understanding of the values of other cultures. In the near future we plan to add a Chinese conversation class.
- Interaction between our students and the Chinese students. During the trip to China, our students were paired with Chinese students.

### **Less successful**

- Students have demonstrated that they have less of an interest in participating in trips to non-European destinations. For example, only seven students went to China (spring '06) and we anticipate fewer than 10 students will travel on the scheduled Peru trip in the spring of 2007.

### **BEST PRACTICES:**

- The increase of our diversity course offerings from 2003 to 2006. As a result of the shift in focus to internationalizing the academic offerings, numerous in and out of class programs and interests have been planned and sponsored campus-wide. We are now discussing adopting a country each year as a theme across departments and integrated into the curriculum. There has been resurgence in the interest of increasing cultural competency in students, faculty and staff.
- Multi-cultural competency series developed for Burrell High School 11<sup>th</sup> grade classes. This series highlights the personal cultural experiences of our students and faculty. As a result of this partnership, Burrell High School has established cultural competency as a demonstrated requirement for graduation. (Appendix B)

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

- Having groups that are half faculty, staff and alumni, and half students.
- This mixed group also adds a great deal to the diversity and the quality of the travel experience (from both the students' and the faculty's points of view).
- Planning the trip to include multi-day and night stays in each place and making sure that there are as many "open" hours in the daily schedule as possible are important.
- Our trips are funded from a diverse array of sources including: the campus Honors Program (\$500.00 per student), the Student Activity Fee Committee. (annually \$4000), local University Development Funds (\$300.00-\$500.00 per faculty leader), Student Group Grant from the Office of International Programs.
- Travel Assignments for the courses that are connected to international trips.
  - a. Completed a Research project associated with the country visited.
  - b. Short presentation about the trip to the campus community.
  - c. Journals

## Institutional Viability and Vitality

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

#### **Questions:**

1. How are unit leaders actively involved in diversity efforts?
  - The Administrative Leadership Team participated in a Diversity Workshop.
  - Administration developed and coordinated diversity programming initiatives for K-12 which was presented to local school districts both on and off campus. (Burrell High School and Ft. Crawford Elementary)
  - PSNK is the coordinator of the Alle-Kiski Arts Consortium.
2. What is the diversity profile of the unit's administrative and executive levels?
  - Four of the seven members of the Administrative Leadership Team are from underrepresented groups.
  - The Campus Advisory Board has five members of the nineteen from underrepresented groups including one African American female and one female Engineer.
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?
  - All campus search committees for all campus positions include members from underrepresented groups.
  - Specific questions regarding knowledge and experience with diversity are addressed during the interview process as outlined in University procedures.
  - All open positions are advertised to encourage underrepresented individuals to apply.
  - The two most recent searches for staff on the Administrative Team resulted in hiring two staff from underrepresented groups.
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?
  - Faculty and staff from underrepresented groups are encouraged and supported to continue education, present at conferences, participate on diversity committees, and seek opportunities in positions of greater responsibilities.
  - Faculty and staff have applied for fellowships, participated at leadership conferences, and Community Leadership programs.
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"? (Best Practices are processes, programs, and procedures that most successfully lead to the unit's ability to reach the University's diversity goals and can be validated through measurable outcomes.)
  - The most success we have had over the passed several years is the hiring of underrepresented groups for the all campus positions in six out of the eight positions.

- We are proud of the efforts to encourage faculty and staff to participate in committees, programs, and services related to diversity.
  - Members of underrepresented groups have been promoted from staff assistants to staff.
6. What measures of success have you identified to gauge your progress in this Challenge? Include data demonstrating outcomes.
- An all campus effort in recruiting members from underrepresented groups resulting in increasing representation of faculty, staff and campus advisory board.

### **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 importance of diversity in the Penn State New Kensington 2005-2008 Strategic Plan can be found on pages 11 through 14.
  - Highlights include:
    1. Reactivate the campus Diversity Committee and expand the membership to reflect diversity in faculty and staff.
    2. Create guidelines for a proactive position regarding climate on campus, including documenting yearly diversity programs.
    3. Increase the number and percentage of applications for faculty and staff positions from under-represented groups.
    4. Make the Educational Opportunity Program a priority
    5. Collaborate with the Pittsburgh Community Recruitment Center to attract under-represented groups of students.
    6. Establish a working relationship with EOPC representatives at Penn State Beaver and Penn State McKeesport.
    7. Develop a discretionary fund for emergency financial assistance to students in order to help increase retention of students from under-represented groups.
    8. Develop a multi-cultural resource information center in the Office of Student Affairs.
    9. Increase the number of Student Life programs that include intercultural and international information and perspectives.
    10. Encourage faculty to integrate intercultural content into their courses.
    11. Provide access to more courses that include international competencies.
    12. Expand cultural programs offered to the campus and surrounding community.
  
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?
  - A Diversity Budget was established.
  - The Diversity Committee will be reactivated and expanded to reflect diversity in faculty and staff.

3. What budget and development approaches have been implemented by your unit to ensure financial stability of diversity priorities?
  - Despite pressures due to lower enrollment, the Diversity budget has been maintained at a steady level.
  - International travel programs for students have been funded through the Student Activity Fee and the Penn State New Kensington Honors Program.
  - We are seeking outside sourcing for diversity funds.
  - Library purchases have been made giving special consideration to diversity with over \$4500 spent on diversity purchases in the 2005/2006 fiscal year.
  - The campus is attempting to set up a summer “China Institute” where students and professors from Shenyang University would visit the New Kensington Campus and a reciprocal agreement would be established.
  
4. Describe the systems of accountability and reward that support the achievement of diversity goals.
  - Accountability is, as always, through the campus leadership group. The reinstated Diversity Committee would also hold accountability for keeping to the diversity goals outlined in the framework.
  - Rewards are given usually in the form of release time and funding for faculty and staff to attend diversity events/training.
  
5. What partnerships, with internal or external units and/or constituencies, have you created to advance the University’s diversity goals?
  - We offer donors the opportunity to provide scholarships based on diversity. An example of this is the Hightower Scholarship which is for nursing and science majors who are Asian, African-American, or Hispanic.
  - The campus also partners with the Hightower group to provide programs for middle-school aged children from under-represented groups.
  - We also work with Burrell High School to promote diversity by faculty presentations from under-represented groups and by faculty who have a wide variety of international experience.
  
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”? (Best Practices are processes, programs, and procedures that most successfully lead to the unit’s ability to reach the University’s diversity goals and can be validated through measurable outcomes.)
  - The Best Practice in this area is the international travel programs for students. We’ve had four international trips (Spain, France, Italy, and China). All were life-changing experiences for the students. They gained a much greater appreciation of other cultures and became better global citizens as a result.
  
7. What measures of success have you identified to gauge your progress in this Challenge? Include data demonstrating outcomes.
  - Largely, progress is gauged by an increased number of diversity programs, increased participation in diversity initiatives, and an increase in funding for specific diversity initiatives.

**Task #3**

**Progress Report (2004-2006)**

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

**Penn State New Kensington Response Matrix**

Note: writing in blue signifies campus responses to these actions during the 2004, 2005 & 2006 fiscal years.

**CHALLENGE 1**

**Contact: Dr. Larry Pollock, CHANCELLOR**

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

**724-334-6051**

| <b>ACTIONS</b>  | <b>Person(s)/Office(s) Responsible for Accountability</b> | <b>Person(s)/ Office(s) Involved in Implementation</b>                        | <b>Cost*</b>             | <b>Outcome assessment</b>  | <b>Time frame</b>      |
|---|---|---|--------------------------|--|------------------------|
| Restructure campus diversity committee to include a broader representation of staff, administration, faculty and students. Partner with campus climate committee to implement diversity plan 04-09. | Chancellor  | Chancellor, First line staff  | N/A                      | Restructure accomplished   | Spring 2004            |
| <i>Action revised</i><br>Campus climate committee will be eliminated to streamline process.   |   |   |                          | Campus climate committee has been combined with the diversity committee and will be restructured.  | 2006-2009              |
| Hold annual meeting with faculty and staff to update on the progress of the diversity plan and to seek input from campus community on future initiatives.   | Chancellor  | Chancellor, Diversity Committee   | 50.00                    | Update report  | 2004-2009              |
| <i>Action ongoing</i><br>Chancellor holds state of the campus meetings yearly which includes diversity updates.   |   | Chancellor, FLS   | \$100                    | Attendance at annual faculty orientation, quarterly advisory board meetings and Campus Development Day. Participation captured 60-85% of employees.  | Initiated 2004         |
| Use student focus groups to assess climate and general knowledge of diversity initiatives.  | First Line Staff  | DSA, Diversity Committee  |                          | Issues addressed   | 2004 -2006 by semester |
| <i>Action ongoing – bi- annually</i>  |   | Chancellor holds special luncheons with underrepresented student populations. |                          | Student discussions recorded and then reviewed by campus leadership team at monthly meetings.  | Fall 2005              |
| Implement strategies to address identified climate issues from completed Campus Climate Survey 2003   | First Line Staff (FLS)                                    | Chancellor, FLS, Diversity Committee  | Individual Program Costs | Disseminate new climate assessment survey and compare data.  | 2004 -2007             |
| <i>Action completed and ongoing</i><br>Strategy:<br>Increased professional development programs on campus to address diversity and climate issues.  |   |   |                          | Concentrated on interpersonal communications, relations and cultural competency. (addressing issues concerning gender, race and sexual orientation.) | 2004<br>2005<br>2006   |
|   |   |   |                          |  |                        |

|   |  |                      |         |  |           |
|---|--|----------------------|---------|--|-----------|
| <b>Provide clear and concise guidelines for promotions, raises, and recognition programs targeting women and minorities.</b>  |  | Continuing Education | minimal | Measure attrition of minority faculty and staff and track why they are leaving and where they are moving to. | 2004-2009 |
| <b>Action already defined by University Policy and procedures promotion, raises and tenure process.</b><br><i>Action revised</i> to read: Support retention of women and minority faculty and staff through recognition of accomplishments. |  |                      |         | Conducted exit interviews of all faculty and staff including minorities/women and revised action.            |           |

Task #3

## *A Framework to Foster Diversity at Penn State: 2004-09*

### Penn State New Kensington Response Matrix

#### CHALLENGE 2

#### Creating a Welcoming Campus Climate

| <b>ACTIONS</b>   | <b>Person(s)/Office(s) Responsible for Accountability</b> | <b>Person(s)/ Office(s) Involved in Implementation</b>              | <b>Cost*</b>          | <b>Outcome assessment</b>  | <b>Time frame</b> |
|--|---|---|-----------------------|--|-------------------|
| Offer by semester a campus climate award (much like the Spirit Award) to faculty, staff or a student who demonstrates a contribution to diversity issues.            | Student Affairs   | Diversity Committee<br>Student Affairs                              | N/A or minimal        | Increased participation in multi-cultural programming on campus.   | Spring 2005       |
| <i>Action being revised</i>  |   |   |                       | Diversity committee will be revising this action.  |                   |
| Create full marketing plans for diversity focus and campus climate issues (brochures that highlight climate diversity programming/ Services and presence on campus). | First Line Staff  | Diversity Committee<br>Student Affairs/Campus Marketing Coordinator | Minimal<br>\$1000/yr. | Public awareness as demonstrated on campus climate survey.<br>Enrollment numbers of under-represented populations. | Fall 2004         |
| <i>Action partially completed</i>  |   |   | \$325.00              | Safe Zone Brochure created and disseminated campus-wide.   | Fall 2006         |
| Create a diversity resource web page on Campus website, link to available diversity resources.   | Student Affairs   | Student Life Office   | Minimal               | Increase visits to website   | Fall 2005         |
| <i>Action completed</i>  |   |   |                       | Multi-cultural services page completed   | Summer 2005       |
| Implement a safe zone program; identify person (s), office responsible for providing information and initiating program.   | Student Affairs   | First Line Staff, Student Affairs                                   | N/A<br>Training       | Positive feedback regarding LGBT community.  | Fall 2005         |

|  |  |  |  |   |             |
|--|--|--|--|---|-------------|
| <p><i>Action completed</i><br/>BEST PRACTICE</p> |  |  |  | <p>*LGBT Steering committee established.<br/>         *Safe Zone Training attended by 25 faculty/staff.<br/>         *Safe Zone Program established. (19 faculty/staff become safe zone members/representing all campus departments).<br/>         *Safe Zone Brochure created and disseminated to campus community.<br/>         *Office of Student Affairs responsible for maintaining program.</p> | <p>2006</p> |
|--|--|--|--|---|-------------|

\*Other than employee salaries

**Task #3**

***A Framework to Foster Diversity at Penn State: 2004-09***  
**Penn State New Kensington Response Matrix**

**CHALLENGE 3**

**Recruiting and Retaining a Diverse Student Body**

| <b>ACTIONS</b>   | <b>Person(s)/Office(s) Responsible for Accountability</b> | <b>Person(s)/ Office(s) Involved in Implementation</b>                    | <b>Cost*</b>                  | <b>Outcome assessment</b>  | <b>Time frame</b>          |
|--|---|---|-------------------------------|--|----------------------------|
| Continue to develop and expand the partnerships we have with high schools with diverse populations (Valley, Penn Hills, Boyce Middle College, Pgh. Alternative High School, Summit Academy and Talent Search). Provide programming on preparing for college, career exploration and money management | Enrollment Management                                     | Enrollment Management<br>Career Services<br>Student Affairs               | bussing<br>lunch<br>giveaways | College preparation program provided for targeted students<br><br>Increased diverse student enrollment from targeted schools   | 2004-2009<br><br>2006-2009 |
| <i>Action completed and ongoing</i>  | Enrollment Management                                     | Enrollment Management staff   |                               | * Hosted Penn Hills at Penn State Day on annual basis.<br>* Partner with Boyce Middle College guidance dept. and present college information to students.<br><br>In 2005, we had 3 students from Penn Hills High School attend Penn State New Kensington. In 2006, we have 13 – an increase of 10 students (or 333%) |                            |
| Continue to collaborate with Pgh. Community Center to initiate campus visitation program with selected Pittsburgh High Schools to attract a diverse student population.  | Enrollment Management                                     | Enrollment Management<br>Pittsburgh Recruitment Center<br>Student Affairs | bussing<br>lunch<br>giveaways | College preparation program provided for targeted students<br><br>Increased diverse student enrollment from targeted schools   | 2005-2007<br><br>2006-2009 |
| <i>Action ongoing</i>  |   |   |                               | *Meetings are held regularly with Pgh. Recruitment center to collaborate on several projects including; support from the recruitment ctr. for a bus that brings Penn Hills stds. to the campus annually and working towards other projects involving the Pittsburgh city schools.<br>*Penn Hills partnership has     | 2004<br>2005<br>2006       |

|  |   |   |                                    |  |                       |
|--|---|---|------------------------------------|--|-----------------------|
|  |   |   |                                    | increased enrollment from Penn Hills High School.  |                       |
| Develop a proactive strategy to attract a diverse population by offering English as a Second Language (ESL) classes on campus and/or develop a partnership with community colleges offering ESL. | Enrollment Management                     | Continuing Education<br>Language Faculty  |                                    | ESL classes offered on campus<br><br>An increase in ESL students on campus and ESL students ( both no degree and degree status)  | 2005<br><br>2006-2009 |
| <b>Action not completed</b><br><b>Action is being eliminated</b>   |   |   |                                    | Competing institutions were contacted in regards to success of this initiative. Programs have been discontinued due to lack of enrollment. It was determined that this program would not have an impact on local community and plans were eliminated.  |                       |
| Continue to build and strengthen the partnership between Penn State New Kensington and the Hightower Summer Academy  | Continuing Education                      | Continuing Education<br>Student Affairs<br>Enrollment Management  | Use of campus facilities<br>Grants | Partnership continued<br><br>Increase in diverse student population on campus  | 2005<br><br>2006-2009 |
| <b>Action completed and ongoing</b>  |   |   |                                    | *College preparation and PSNK specific academic program information and presentations have been given at the 2004, 2005 & 2006 summer academies.<br><br>*Other support has been given in the form of attending and advertising (in program) at the annual scholarship dinner for the Hightower Foundation. |                       |
| Form focus group of graduates from underrepresented populations to discuss new recruitment and retention strategies.   | Enrollment Management and Student Affairs | Enrollment Management and Student Affairs   | Minimal                            | Increase in diverse student population and retention   | 2005-2006             |
| <b>Action ongoing</b>  |   | While we have not formed a focus group of graduates, we have surveyed our current underrepresented populations at various times in the year to ask their opinion/ideas on ways in which we can better recruit individuals from these populations. |                                    | Minority student population has remained steady.   |                       |

\*Other than employee salaries

**Task #3**

***A Framework to Foster Diversity at Penn State: 2004-09***  
**Penn State New Kensington Response Matrix**

**CHALLENGE 4**

**Recruiting and Retaining a Diverse Workforce**

| <b>ACTIONS</b>  | <b>Person(s)/Office(s) Responsible for Accountability</b> | <b>Person(s)/ Office(s) Involved in Implementation</b> | <b>Cost*</b>  | <b>Outcome assessment</b>  | <b>Time frame</b> |
|---|---|--|---------------|--|-------------------|
| Participation and support to insure representation of underrepresented populations on campus search committees.                                   | FLS   | FLS  | N/A           | Increased input in campus decision making process.   | 2004-05           |
| <b>Action completed and ongoing</b>   |   | FLS  |               | *On each search committee for faculty, administration and staff there has been representation from underrepresented populations including women and minorities.<br>*Faculty search committees have a specific Diversity Advocate member. |                   |
| Identify specific professional development opportunities for underrepresented groups and actively encourage their participation in such programs. | FLS   | Department Supervisors                                 | Program Costs | Measure growth participation for underrepresented groups in professional development.  | 2004-2009         |

|  |                                 |                               |           |   |             |
|--|---------------------------------|-------------------------------|-----------|---|-------------|
| <p><i>Action completed and ongoing</i></p>   | <p>FLS</p>                      | <p>Department Supervisors</p> |           | <p>*Opportunities for professional development that are related to both multicultural competency and leadership have been supported throughout departments.<br/>         * Application for Fellowship (for women) completed and candidate was in final interview pool.<br/>         * Membership and support for two African American women (support staff) in the Forum on Black Affairs at PSU.<br/>         * Support for 2 women in administration to attend leadership and management series provided.</p> |             |
| <p>Develop and utilize a contact list that includes minority educational institutions, local organizations and publications.</p> | <p>Business/Finance Officer</p> | <p>FLS</p>                    | <p>NA</p> | <p>Increased applicant pool.</p>  | <p>2004</p> |
| <p><i>Action ongoing</i></p>   |                                 |                               |           | <p>*Comprehensive list of local churches has been disseminated to human resources to include in job listings.<br/>         *Affirmative Action register is used as well as publications targeting minorities to advertise faculty and staff positions.</p>  | <p>2006</p> |

\*Other than employee salaries

**Task #3**

***A Framework to Foster Diversity at Penn State: 2004-09***  
**Penn State New Kensington Response Matrix**

**CHALLENGE 5**

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

| <b>ACTIONS</b>  | <b>Person(s)/Office(s) Responsible for Accountability</b> | <b>Person(s)/ Office(s) Involved in Implementation</b> | <b>Cost*</b>                          | <b>Outcome assessment</b>  | <b>Time frame</b> |
|---|---|--|---------------------------------------|--|-------------------|
| Conduct a faculty workshop to develop ideas and activities to enhance intercultural perspectives related to selected courses within each program or sector of general education | DAA   | DAA and Faculty  | \$500                                 | Each selected course has been enhanced with activities related to intercultural awareness  | 2004-2009         |
| <b>Action completed and ongoing</b><br><b>BEST PRACTICE</b>   |   | DAA, faculty, Student Affairs                          | \$250 For refreshments Support by SAF | *Faculty Workshop held @ fall orientation program.<br>Results: International travel has academic course attached.<br>*Faculty and students present their experience to campus community annually after trip. | 2003              |
| Hire faculty from diverse ethnic and racial backgrounds who are capable of teaching DF and GI courses   | DAA and Faculty   | DAA and Faculty  | Market Salary                         | Number of diversity courses taught by campus faculty are increased   | 2004-09           |
| <b>Action completed and ongoing</b>   |   |  |                                       | Both adjunct and tenure track faculty have been hired, from underrepresented populations, who are capable of teaching DF and GI courses.   |                   |

|  |                             |   |                                       |   |         |
|--|-----------------------------|---|---------------------------------------|---|---------|
| Conduct (1) International Trip per Academic Year that is connected to a DF or GI course (Short Course)   | DAA, International Programs | DAA, IP Faculty Representative, Honors Program Co-ordinator | Approx. \$10,000/ Course              | Number of courses with international travel increases   | 2004-09 |
| <i>Action completed and ongoing</i>  |                             |   |                                       | *Offered international trips to Spain, France, China, Italy. Participation more than expected; each trip had waiting lists.<br>*Student enrollment in related courses is up.  |         |
| Provide a forum for faculty with International research or International travel experience to share their experiences with students, faculty, staff and community  | DAA and Faculty             | Faculty, Student Affairs                                    | \$100/ program                        | The number of faculty presentations on international scholarship or travel has increased.   | 2004-09 |
| <i>Action completed and ongoing.</i><br><b>BEST PRACTICE</b><br>*Burrell H.S. Diversity Series developed.<br>*Faculty Lecture series.<br>*Faculty and student campus presentations.<br>*Student research fair participation & presentations. |                             | Faculty, Student Affairs                                    | Support from SAF, Diversity, & grants | * Partnered with Burrell H.S. and developed a Diversity Competency series for 11 <sup>th</sup> grade. Faculty, students and prof. staff present on multiculturalism.<br>* Faculty and students present annually to campus community on their international trip experiences.<br>* Faculty present during "faculty lecture series" on international study and research.<br>* Faculty presents global leadership theory at student emerging leader series.<br>*Over 1,000 participants have attended these programs since 2003. |         |
| Increase the number of DF and GI courses offered through the Campus Course Exchange  | DAA                         | DAA and Registrar   | Approx. \$2000/ Course                | The number of sections of DF/GI courses are increased   | 2004-09 |
| <i>Action revised and ongoing.</i><br>Campus Course Exchange is being eliminated as part of this action. We are strictly looking to increase the number of US and IL cultural courses offered at PSNK.                                       |                             |   |                                       | PSNK averages 20 US & IL culture courses per semester. This has increased 27% as compared to the previous strategic plan and is due to the increase in international travel and emphasis on internationalism.   |         |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  |  | * In spring 2003 we had 14 courses offered with 337 enrolled and in spring 2006 we offered 19 courses with 414 enrolled. |  |
|--|--|--|--|--|--|

\*Other than employee salaries

### Task #3

## *A Framework to Foster Diversity at Penn State: 2004-09* Penn State New Kensington Response Matrix

### CHALLENGE 6

#### Diversifying University Leadership and Management

| <b>ACTIONS</b>   | <b>Person(s)/Office(s) Responsible for Accountability</b> | <b>Person(s)/ Office(s) Involved in Implementation</b> | <b>Cost*</b>         | <b>Outcome assessment</b>   | <b>Time frame</b>              |
|--|---|--|----------------------|---|--------------------------------|
| Coordinate Sensitivity Training Program for all faculty and staff to attend. Utilize GLBT Center at University Park as a resource. | CHANCELLOR  | CE, Student Affairs                                    | Program cost         | Post-seminar evaluation   | July 2004                      |
| <i>Action completed</i>  |   |  | Travel For UP staff. | * GLBTA issues presentation and workshop. Oct. 2004<br>* GLBT safe zone workshop held May 2006.<br>* Post workshop evaluations were very positive and indicated ongoing workshops would be welcome. |                                |
| Host Training session on Guide-lines for Recruiting a Diverse Workforce for regional campuses                                      | CHANCELLOR, Academic Affairs, Finance Office              | CHANCELLOR, Academic Affairs, Finance Office           | \$50                 | Post seminar evaluation   | 1 day session by December 2004 |
| <i>Action completed</i>  |   |  |                      | Workshop was hosted and attended by regional PSU faculty and staff.   | December 2004                  |
| Require first line staff to participate in at least one diversity related training per year  | CHANCELLOR  | First Line Staff                                       | Program Cost         | Demonstrated understanding of diversity issues in key leadership positions  | 2005-2009                      |

|  |                        |                         |                            |  |                |
|--|------------------------|-------------------------|----------------------------|--|----------------|
| <p><i>Action ongoing.</i></p>  |                        |                         |                            | <p>* 50% of FLS have attended special workshops. Others are in the process.<br/> * FLS have played a key role in the implementation of diversity initiatives.<br/> For example:<br/> * DAA has insured a Diversity advocate on all faculty searches.<br/> * DSA developed and implemented the Diversity Competency series at local high school.<br/> * DEM has taken the lead in increasing partnerships for recruitment of minority students.</p> |                |
| <p>Continue to include and be supportive of members of underrepresented populations to take on leadership positions in campus governing organizations and standing committees.</p> | <p>CHANCELLOR, FLS</p> | <p>Campus Community</p> | <p>N/A</p>                 | <p>Identifiable participation of minority and women in the decision making processes of the campus.</p>  | <p>Ongoing</p> |
| <p><i>Action ongoing.</i></p>  |                        |                         | <p>Travel and support.</p> | <p>* Women hold key leadership roles on campus in administration and as chair of staff senate.<br/> * Diversity advocates named on faculty search committees have traditionally been a representative from a minority population.<br/> * Two staff members have active roles on committees of the Forum on Black Affairs at University Park.</p>   |                |

\*Other than employee salaries

**Task #3**

***A Framework to Foster Diversity at Penn State: 2004-09***  
**Penn State New Kensington Response Matrix**

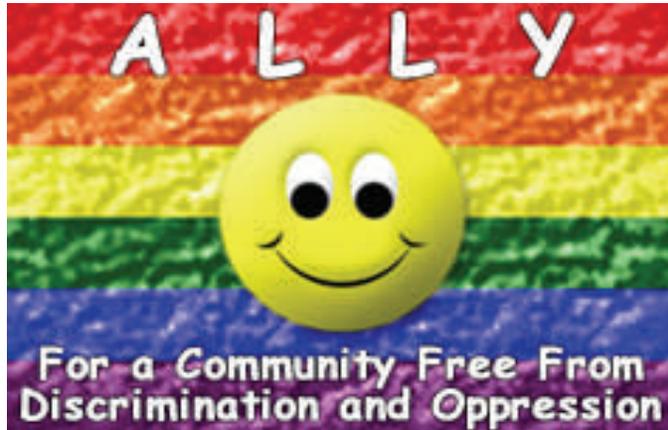
**CHALLENGE 7**

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

| <b>ACTIONS</b>   | <b>Person(s)/Office(s) Responsible for Accountability</b> | <b>Person(s)/ Office(s) Involved in Implementation</b> | <b>Cost*</b>       | <b>Outcome assessment</b>  | <b>Time frame</b> |
|--|---|--|--------------------|--|-------------------|
| Involvement of campus advisory board in the implementation of the diversity plans and insure representation of advisory board on campus diversity committee. | CHANCELLOR, DIA   | CHANCELLOR, DIA, Advisory Board                        | N/A                | Increased involvement of campus/community representatives in diversity initiatives   | Fall 2004         |
| <i>Action completed and ongoing</i>  |   |  |                    | Advisory board is aware of the diversity plans, and the newly revised diversity committee will include a member of the advisory board.   |                   |
| Increase specific funding for diversity initiatives and priorities.  | CHANCELLOR, FLS   | FLS  | Increase by \$5000 | Increase in programs   | 2004-07           |
| <i>Action not completed and ongoing</i>  |   |  |                    | Specific funding was increased for international travel through the campus honors program and the SAF. However, these are not part of the regular budget due to current budgetary constraints. |                   |
| Become actively involved with the New Kensington Weed & Seed Initiative and other community-based economic development programs.                             | CHANCELLOR  | Campus designated representatives                      | N/A                | Increase in community involvement  | Spring 2004       |

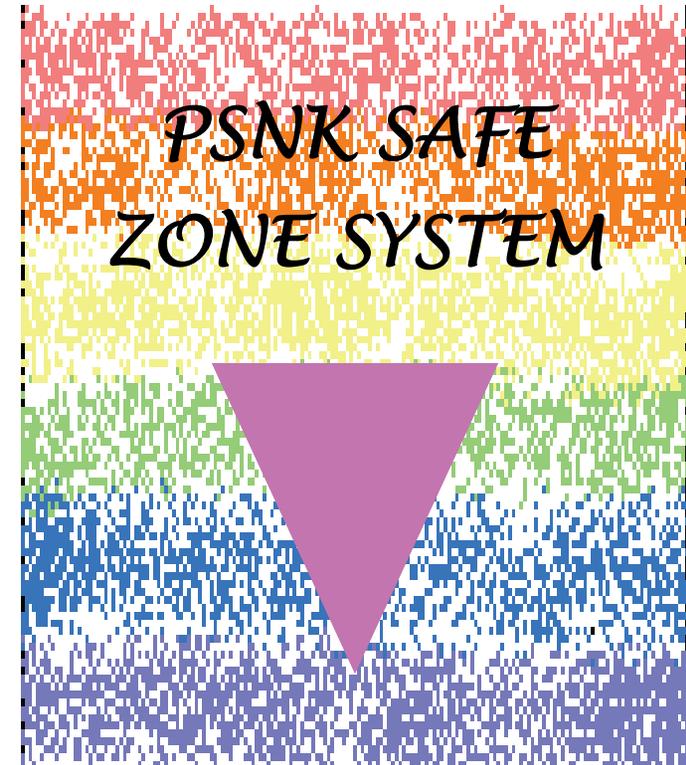
|  |                        |   |                                  |  |                  |
|--|------------------------|---|----------------------------------|--|------------------|
| <p><b>Action revised.</b><br/> <b>Maintain current and develop new partnerships with government and community organizations which have a broader economic impact on the campus service area.</b></p> |                        | <p>NOTE: We are no longer working with Weed &amp; Seed, but are working with other groups that have a broader economic impact on the campus service area.</p> |                                  | <p>Increased involvement with local area chambers of commerce and other area economic development organizations. These include (but are not limited to):<br/> *Alle-Kiski Chamber of Commerce<br/> *Strongland Chamber of Commerce (Butler, Armstrong, and Westmoreland Counties)<br/> *Burrell Area Rotary<br/> *Northern Westmoreland Foundation<br/> *Economic Growth Connection of Westmoreland County</p> |                  |
| <p>Identify new sources of funding for under-represented groups and adult students.</p>  | <p>CHANCELLOR, DIA</p> | <p>Enrollment Management</p>  |                                  | <p>Increase in opportunities to recruit and retain students</p>  | <p>2005-2009</p> |
| <p><b>Action not completed and ongoing</b></p>   |                        |   |                                  | <p>* Attempting to take advantage of EOP, but only have one student involved.<br/> * Utilizing grants from the PSU Center for Adult Learners to recruit and retain adult population.</p>   |                  |
| <p>Insure adequate and continued funding for diversity initiatives and campus minority programs budget.</p>  | <p>CHANCELLOR, FO</p>  | <p>Business and Finance<br/> First Line Staff</p>   | <p>Diversity Plan<br/> Costs</p> | <p>Insure program implementation and enable Long range diversity planning</p>  | <p>2004-2009</p> |
| <p><b>Action not completed and ongoing</b></p>   |                        |   |                                  | <p>Revamping the Diversity Committee will be a step in this direction. However, given the current budgetary constraints it is difficult to focus on specific funding for diversity.</p>  |                  |

\*Other than employee salaries



The Pennsylvania State University is committed to affirmative action, equal opportunity, and the diversity of its workforce. U.Ed. NK06-27

Penn State New Kensington  
GLBT Steering Committee  
The Division of Student Affairs  
Theresa Bonk, Director  
3550 Seventh St. Road  
New Kensington, PA 15068  
724-334-6062



This symbol identifies someone with information, sensitivity, and understanding towards lesbian, gay, bisexual and transgender issues.

## What is a Safe Zone System?

This System is comprised of Penn State New Kensington staff and faculty who have been trained in Gay, Lesbian, Bi-Sexual and Transgender (GLBT) issues. These individuals have an open door policy for GLBT students and their allies to provide support and referral information on a wide variety of issues including sexual orientation and gender identity which may affect personal and academic success.

For more information on the safe zone system contact Theresa Bonk, Office of Student Affairs at 724-334-6062.

### Penn State University

Penn State students, faculty and staff are encouraged to join the PSU LGBTQA Support Network.

<http://www.sa.psu.edu/lgbt/index.cfm>

Or visit

<http://www.sa.psu.edu/lgbt/index.cfm>

for more information and resources.

## Members of the Safe Zone System

**Janet Berry** - [jld258@psu.edu](mailto:jld258@psu.edu)  
Admissions Counselor

**Theresa Bonk** - [tab19@psu.edu](mailto:tab19@psu.edu)  
Director of Student Affairs

**Tracie Brockhoff** - [tzb1@psu.edu](mailto:tzb1@psu.edu)  
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Registrar

**Jennifer Gilley** - [jrg15@psu.edu](mailto:jrg15@psu.edu)  
Head Librarian

**Debbie Hoch** - [dlh53@psu.edu](mailto:dlh53@psu.edu)  
Student Life Staff Assistant

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Health Services

## Community Resources

### PERSAD Center, Inc.

5150 Penn Ave.  
Pittsburgh, PA 15224  
412-441-9786  
[www.persadcenter.org](http://www.persadcenter.org)

### Parents, Friends, and Families of Lesbians and Gays (PFLAG)

*Pittsburgh Chapter of an  
international Organization*  
P.O. Box 5406  
Pittsburgh, PA 15241  
412-833-4556  
[www.pflagpgh.org](http://www.pflagpgh.org)

### Metropolitan Community Church of Pittsburgh

Friend's Meeting House  
4836 Ellsworth Ave  
Pittsburgh, PA 15213  
412-683-2994  
[www.mccpittsburgh.com](http://www.mccpittsburgh.com)

### GLSEN

*Pittsburgh Chapter of a  
national Organization*  
P.O. Box 113244  
Pittsburgh, PA 15241  
412-361-6996  
[www.glsenpgh.org](http://www.glsenpgh.org)

### Gay and Lesbian Community Center

P.O. Box 5441  
Pittsburgh, PA, 15206  
412-422-0114  
[www.glccpgh.org](http://www.glccpgh.org)

## **Penn State New Kensington**

### **Burrell High School Multicultural competency Series 2005-06**

Penn State New Kensington is consulting with Burrell High School on a program for students in the eleventh grade. A Multicultural competency series will be presented to these students as part of their World Cultures Course curriculum. The series includes workshops which were based on the three stages of multicultural development: Awareness, Knowledge, Skills adapted from Paul Pedersen's *Handbook for Developing Multicultural Awareness*. We will also spend some time discussing the meaning of culture shock with the students. As a kick off to the series we are inviting a visiting faculty member from Penn State to present to the 11<sup>th</sup> grade class on Global Diversity on campus at Penn State New Kensington. Following this presentation, the World Cultures teachers at Burrell will begin the individual class workshops with a presentation on self-awareness. Both students and faculty from Penn State will visit the high school and share their personal and professional multi-cultural experiences. Following this, Theresa Bonk will facilitate a session where students will learn the attributes of a culturally competent individual, the stages of culture shock and participate in several human relations exercises. Series outline as follows:

#### **MODULE ONE (Introduction to the globalization of our world)**

Guest speaker at Penn State New Kensington – 11<sup>th</sup> grade class visits campus  
Keynote address by Dr. Don Gogniat, retired faculty, former Director of International Programs for the Commonwealth College, Penn State University  
“Yewande” Blues, soul and R&B solo artist performance - Theatre

#### **MODULE TWO (Self-Awareness)**

Students at Burrell High in the 11<sup>th</sup> grade World Cultures Classes  
Teachers will facilitate a class session on “Developing a Sense of my own Culture”

#### **MODULE THREE (Awareness and Knowledge)**

##### **Student to Student sharing of Cultures**

##### **PSNK students visit Burrell High School**

Thierry Kengne and Jennifer Sensor - students

Student introduces self, shares personal background, cultures they personally represent, family traditions as they relate to personal culture, and any related projects/personal achievements the student has experienced that have opened them up to other cultures.

#### **MODULE FOUR (Awareness and Knowledge)**

##### **PSNK faculty share multi-cultural personal and professional experiences**

Dr. Keith Mitchell, Assistant Professor, English

Senora Franco-deGomez, Instructor, Spanish

Dr. Josie Kalavar, Assistant Professor, Health and Human Development

#### **MODULE FIVE (Building Skills)**

Theresa Bonk, Director of Student Affairs

Developing Intercultural Sensitivity, skill building workshop

#### **MODULE SIX (Focus group)**

**11<sup>th</sup> grade students meet with Theresa Bonk in small focus group to review series**

**PSNK Contact: Theresa Bonk, Student Affairs**

**Burrell Contact: Tim Glasspoole, Vice-Principal**

*PSNK K-16 Initiatives*