

**Progress Assessment of *A Framework to Foster Diversity at Penn State: 2004-2009***

**Penn State Schuylkill**

**Friday, December 15, 2006**

**Progress Assessment of *A Framework to Foster Diversity at Penn State: 2004-2009*  
Penn State Schuylkill**

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**CAMPUS CLIMATE AND INTERGROUP RELATIONS**

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

Penn State Schuylkill recognizes that diversity and respect for human difference is a key source of intellectual vitality and innovation. The Campus is committed to enriching the lives of students, faculty, and staff by providing a diverse academic community where the exchange of cultures, beliefs, ideas, knowledge, and perspectives becomes an active part of living and learning.

The Campus promotes diversity as an expression of its commitment to an inclusive campus community, enriched by persons of different races, genders, ethnicities, nationalities, economic backgrounds, ages, disabilities, and sexual orientations. The principal goal for enhancing diversity is to ensure equal opportunities for all who learn, teach, or work within the Campus.

***Assessment Questions:***

**1. How does your unit define or describe diversity?**

The current working definition of diversity was created by the Capital College. This definition will be reexamined and clarified in early spring 2007 by the new diversity committee at Penn State Schuylkill with the soon to be hired Coordinator of Student Support Services and Multicultural Affairs.

*(Capital College)* In its broadest sense, the campus defines diversity as: The strength and resilience of a living community is a reflection of its diversity. The exclusion or removal of any group or individual from the community disrupts the dynamic interrelationships essential to the community, diminishing the community's integrity and well-being. Only communities rich in diversity are able to respond to a changing environment.

**1a. How is this understanding demonstrated in areas of emphasis within your unit?**

Diversity initiatives refer to efforts directed at inclusion and acceptance of under-represented groups within the campus. They include:

- Balanced representation that is inclusive of domestic, international, ethnic, and racial groups; gender, sexual orientation, disability.
- Representation from countries and cultures;
- Balance of gender representation.

In addition to continued efforts aimed at the under-represented groups described above, the campus has broadened the scope of diversity to include other groups such as individuals with disabilities, military veterans, returning adult students, and persons of all sexual orientations.

As communities the campus serves become increasingly diverse, Penn State Schuylkill will take a leadership role by providing:

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- Increased access to educational and employment opportunities;
- Learning that fosters an environment of civility and respect;
- Graduates who are prepared to participate and succeed in an increasingly diverse society.
- The Campus strives to create a welcoming classroom environment that supports intellectual diversity and:
  - Promotes civility and an appreciation of difference;
  - Fosters opportunities where students and faculty can engage in a wide variety of cultural and international activities;
  - Includes the development of conscience, character, citizenship, respect for others, and social responsibility;
  - Removes institutional barriers and cultural indifference that can promote the seeds of discontent and conflict.

In addition to the study of diversity topics in the curriculum and classroom, the Campus provides diversity-based programming to the campus community and the surrounding regional community. Examples of ongoing initiatives include:

**Religious And Philosophic Forum (RAPF)** – a regular series that hosts area experts and practitioners to speak on various related topics. The forums draw a very diverse population from the local area, as well as, faculty, staff, and students;

**The Alliance** – a gay-straight student organization that plans and promotes programs and initiatives that support a safe environment for all students;

**Student Government Association (SGA)** – the governing body of the students who represent students’ interests and concerns to administration and to provide information and awareness for student issues;

**Multicultural Affairs** – the office that leads campus in advocacy and support for the acceptance and appreciation of diverse cultures through programming and day to day interaction;

**Lion Ambassadors** – a student organization that assist with student recruitment and are goodwill ambassadors for Penn State;

**Quiet Storm Step Team** – a student organization which competes and performs in many activities on campus. The team demonstrates and educates on the art of “stepping” to faculty, staff, and students;

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**National Association for the Advancement of Colored People (NAACP)** – a student organization that ensures the political, educational, social and economic equality of all citizens and works to achieve equality of rights and eliminate race prejudice among the community;

**United Minority Leaders (UML)** – an extremely diverse student organization which plans and promotes social and educational activities that add value and purpose to the campus community.

**Multicultural Academic Excellence Program (MAEP)** - a peer tutorial and leadership development support group designed to assist participants in developing the requisite skills to achieve success and campus-wide leadership positions;

**Sisters of Excellence** – a regular ongoing group, open to faculty, staff, and students, who discuss women’s issues and support one another around these and other topics;

**Brothers of Think Tank** – a regular ongoing group, open to faculty, staff, and students, who discuss men’s issues and support one another around these and other topics;

**Women’s History Panel** – a program which brought together three local prominent business women from various fields to talk about their live path and decisions along the way.

**Legacy of Lion Leaders** – a group of at risk students with budding potential. The group was mentored by several staff members in various different ways over the years;

**Commission for Women** – a regular ongoing group, open to faculty and staff, who discuss women’s issues and support one another around these and other topics;

**Cultural Events Series** – an ongoing series which brings cultural and diversity education events to campus for faculty, staff, students, and the community;

**International Festival** – a program which featured education, celebration, food, dance, and cultural programming for faculty, staff, students, and the community.

**Martin Luther King, Jr. Commemorative Programming** – an annual presentation of an original theatrical production focusing on Black history and an annual musical celebration of the life of Dr. King. Each event draws considerable campus and community participation;

**International Programs Advising Committee** – a committee of faculty and staff which advises the Chancellor on opportunities for creating international understanding.

**2. How has your unit distributed information to students about the University’s diversity initiatives?**

University diversity initiatives are communicated to students through the following programs:

- Summer Reading Program – 2004-2005, the program facilitated intellectual interaction among entering first-year, first-time students and professors prior to students’ first semester of study with the Campus. Each student who attended a summer session of the First-Year Testing, Counseling and Advising Program (FTCAP) received a complimentary copy of that year’s selected reading. Selected readings were book-length and focused on a particular diversity

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theme. An established website for student and faculty use promoted online discussion throughout the summer. Related events the subsequent fall semester included a writing contest and film series. Selected readings have included: *The Color of Water*, *The Sunflower*, and *The Souvenir: A Daughter Discovers Her Father's War*;

- First-Year Seminar – the Seminar facilitates successful transition of first-year, first-time students into a collegiate environment. Seminar students are introduced to key University and College resources and engage with members of the campus community. Diversity topics, including the Summer Reading selection are included in the Seminar;
- Weekly Co-curricular Programming – a variety of cultural, international, educational, social and retention-assistance events, programs, and services open to the campus community, sponsored by the Office of Student Services;
- Student Leadership Diversity Training – a diversity-training program designed for student government leaders and resident assistants (RAs) staffing the student housing.
- NSO Training – a several day training program which prepares orientation leaders (OLs) for New Student Orientation events.

Diversity programming and initiatives are communicated to students through:

- *The Penn State Principles* posted in prominent public areas;
- *ROAR Poster Campaign*
- Web calendar listings of diversity-focused events;
- Announcements of diversity-focused events in Campus publications including Newswire, and email.
- The Student Handbook, which is distributed to all students, lists information on diversity-focused activities;
- Distribution of specialized brochures articulating available services for students with disabilities, including a general brochure on disability services and individualized brochures on services for students with learning disabilities, mobility impairments, visual impairments, health-related disabilities, and deaf or hearing-impaired students;
- Student Leadership – UML-NAACP

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**2a. Does your unit have formal mechanisms in place for discussion of diversity initiatives with students? If so, please describe.**

Formal mechanisms for students to discuss diversity initiatives are located within:

- New Student Orientation (NSO) Small Group Discussions, which gather students into groups to more personally discuss educational aspects of orientation;
- Civility Series, which gathers students in a comfortable and personal discussion setting. Involves staff and faculty as discussion leaders;
- The Office of Student Support Services and Multicultural Affairs, which sponsors a series of programs and services throughout the academic year to heighten awareness and appreciation for a wide range of diversity-related issues;
- The Minority Academic Excellence Program (MAEP), a peer tutorial and leadership development support group, where skill building and networking;
- Student Activities, which holds regular discussions at various programs, events, trainings and with individual students on a day to day basis;
- The Alliance, a gay-straight student organization that plans and promotes programs and initiatives that support a safe environment for all students;
- National Association for the Advancement of Colored People (NAACP) – a student organization that ensures the political, educational, social and economic equality of all citizens and works to achieve equality of rights and eliminate race prejudice among the community;
- United Minority Leaders (UML) – an extremely diverse student organization which plans and promotes social and educational activities that add value and purpose to the campus community.
- Student Government Association (SGA) – the governing body of the students who represent students’ interests and concerns to administration and to provide information and awareness for student issues;
- Commission for Women - a regular ongoing group, open to faculty and staff, who discuss women’s issues and support one another around these and other topics;
- (*Capital College*) The programming subcommittee of the Campus Diversity and Educational Equity Committee (DEEC) which organizes/sponsors training workshops and seminars with the goal of improving the climate of the Campus, in addition to a full schedule of educational activities, such as lectures and performances, for the Campus community and the broader public.

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

University diversity initiatives are communicated to faculty and staff through:

- The hiring process that includes opportunities to address diversity issues before administrative positions are filled. Diversity-related accomplishments and views are evaluated in the screening and interview process for key positions on the campus.

Diversity programming and initiatives are communicated to faculty and staff through:

- *The Penn State Principles* posted in prominent public areas;
- Web calendar listings of diversity-focused events;
- Announcements of diversity-focused events in Campus publications.
- The Capital College Strategic Plan, 2002-2005, *One University, One College*, which includes a theme on diversity (pages 31-35).
- The Penn State Schuylkill Strategic Plan, 2006-2009, which is not yet complete and published.

**3a. Describe your unit's formal mechanisms for discussion of diversity initiatives.**

Formal discussions on Campus initiatives and issues are conducted in the following forums: the Campus Faculty Senate's Human Resources and Business Committee, or the Penn State Schuylkill Strategic Planning Steering Group.

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

The role and structure of the new diversity committee at Penn State Schuylkill will be clarified in early spring 2007 with the assistance of the working group from this document and the soon to be hired Coordinator of Student Support Services and Multicultural Affairs.

(*Capital College*) The Campus DEEC, with active participation, is comprised of faculty, staff, students, and administration. This Committee is funded through the Office of the Provost and Dean and reports directly to that office as an advisory group.

The DEEC oversees periodic campus climate assessments and works with senior administration, faculty governance, and human resources personnel to advise and recommend activities to improve the Campus environment.

Based on these assessments, the DEEC organizes and sponsors training, workshops, outreach initiatives, and seminars with the goal of improving the climate of the Campus. In addition, it sponsors educational activities such as lectures and performances for the Campus community as well as the broader public.

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Another function of the DEEC is to identify and facilitate linkages across academic disciplines within the Campus and University diversity-focused committees (e.g. Commission on Racial/Ethnic Diversity [CORED] and the Commission on Lesbian, Gay, Bisexual and Transgender Equity [CLGBTE]). These linkages serve to facilitate greater participation in collaborative leadership and policy making and information sharing.

A subgroup of the DEEC is the First Response Team to Acts of Intolerance. Appointed by the Provost and Dean, the First Response Team gathers immediately upon the report of an act of intolerance. The team collects information from those adversely affected by the incident and establishes support systems when appropriate. The Team assembles Campus employees with expertise in communications, psychological counseling, law enforcement, and intercultural affairs, and counsels senior administration on possible responses.

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

At, Penn State Schuylkill, the Coordinator of Student Support Services and Multicultural Affairs provides direction and supervision of programs and services for special student populations including:

- Multicultural Affairs Support, Education, and Programming Outreach - Develop some of the on-going programs into self-sustaining organizations while moving forward to develop new and creative approaches to reaching this population of student.
- International Affairs Support, Education on Internationalization, and Programming Outreach
- Adult Learner Support and Programming Outreach - Reestablish the Adult Student Organization; hold specific programs, and networking opportunities for this segment of the population.
- Commuter Student Support and Programming Outreach - Establish the Commuter Advisory Board from the preliminary work that began in SP06. Investigate ways to better support and communicate with this group. Also work to intentionally integrate the commuters with the residents through a sibling program and more deliberate programming.
- Spirituality Support, Education, and Programming Outreach - Work to create a support liaison for various faiths. These groups could establish themselves as clubs with co-advisors from off-campus or just use the local resources off-campus.
- Gay, Lesbian, Bisexual, Transgender, Questioning, and Allies (GLBTQA) Support, Education, and Programming Outreach - By adding some administrative support to The Alliance, this group would be a much more prevalent group on campus for our GLBTQ students as well as for allies of these students around their orientation.

The position would work to establish on-going support networks and systems for the following special populations. Many of these groups could be identified as at risk from a retention standpoint and others although in the majority on the Schuylkill campus and perhaps more safe need extra support and attention to succeed.

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This position will have the primary focus of promoting diversity, diversity programming, support of diversity-related groups, and the fostering of education, understanding, and tolerance among the entire campus community. The changes in this position will not hinder the multicultural affairs role in anyway, but will enhance it by making multicultural affairs and domestic diversity an integral part of the Penn State Schuylkill experience.

Areas of focus for programming and sample programs include:

Retention:

- MAEP
- FYS Peer Mentoring Program
- NAACP
- UML
- EOP Programming
- ADA support services
- Adult learner support services
- New Student Orientation

Cultural Programming:

- Lectures
- Feast of the Holidays
- Monthly featured cultures programming (Cultural Events Series)
- Multicultural Play Series
- International Film Festival
- Resident Assistant Program
- United Minority Leaders Student Organization
- National Association of the Advancement of Colored People (NAACP) Student Organization

International Programming:

- Lunch With an International Flavor
- International Festival
- International Student Support Socials

Educational Programming:

- College-wide Diversity Training
- Multicultural Lecture Series
- Women's Lecture Series
- Religious and Philosophical Forum
- Diversity Training for Student Leaders
- Metamorphosis "Strange Like Me" Performance

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Social Programming:

- NAACP/UML activities
- Social Entertainment
- Trips to various community-sponsored diversity events
- Social Mixers
- Step performance

**6. 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.)**

The strategy that has been most successful among students is:

- NAACP and UML – these student organizations have a major diversity component at the core of their bylaws. Both of these groups have very high membership and a large participation rate for their events.
- New Student Orientation – the fall 2006 orientation theme was centered on the Penn State Principles and creating a civil community on campus. This early introduction to respect, understanding, and responsibility has brought the topic of diversity to the forefront in many circles.
- Metamorphosis “Strange Like Me” Performance – a theater group performs during new student orientation on topics of difference, acceptance, tolerance, hate, and many others. The performers help the Schuylkill staff debrief and discuss thoughts and perspectives of students.
- MAEP – a peer tutorial and leadership development support group designed to assist participants in developing the requisite skills to achieve success and campus-wide leadership positions. Program components included, but were not limited to, peer tutoring, study groups, study skills assessments, learning style inventories, personal counseling, career planning, leadership training, mentoring, faculty, staff, and student networking, and academic achievement awards. The Provost and Dean, as well as other academic leaders, met regularly with this group during the Capital College years. The initiative is now being restructured under the new Schuylkill system.

**7. What measures of success have you identified to gauge your progress in this Challenge?**

*(Capital College) The Capital College Climate Assessment – 2003.* In spring 2003, Capital College conducted a comprehensive College-wide survey of students, faculty, and staff to establish baseline data on perceptions of the learning, teaching, and working environment relating to diversity issues (see Appendix B). The study was a joint effort overseen by members of the DEEC and the Human Resources and Business Committee of the College Faculty Senate, funded in full by the Office of the Provost and Dean.

Findings from *the Capital College Climate Assessment- 2003* will assist in quantifying/measuring the stated goals and objectives of the College’s 1998-2003 plan, *A Framework to Foster Diversity*.

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**Targeted Areas for Improvement Include:**

- Review and disseminate findings of *The Capital College Climate Assessment - 2003* to the College community;
- Develop goals, a timeline, and instrument to begin to assess the climate of the Penn State Schuylkill campus.
- Set goals for continuous climate improvement based on these findings;
- Identify programming opportunities and strategies for improving the learning, teaching, and working climate for the Campus based on findings from *The Capital College Climate Assessment - 2003*.
- Continue campus community involvement in programming opportunities with the aim of increasing participation across diverse groups of stakeholders.

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

The Campus recognizes the need for a proactive approach to creating a welcoming climate for individuals associated within the Campus community. The numerous diversity-related initiatives profiled in this report collectively demonstrate the Campus' commitment to creating a welcoming climate for both of its campuses.

***Assessment Questions:***

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

- Diversity is a major theme in the Campus' Strategic Plan, and diversity issues are included as a part of each Campus unit's strategic plan;
- The University's commitment to creating a diverse body of faculty and staff is integrated into all faculty and professional staff position searches within the Campus;
- The DEEC is supported with both financial and human resources.
- In addition, the Campus sponsors an ongoing series of multicultural lectures, music, arts and social programs. Programs are open to the public and promote appreciation, understanding, and acceptance of diversity. Program examples include:
  - Celebrations of Black History Month, Women's History Month, and Martin Luther King's Birthday;
  - Alliance organization films;
  - Cultural Events Series;
  - Lunch With an International Flavor;
  - Movie Series (Remember the Titans, Ray, Crash, Glory Road);
  - Topical lectures/speakers (e.g. Holocaust and genocide studies);
  - Take Your Daughter or Son to Work Day (programming in conjunction with the College's Liaison Committee to the University's Commission for Women);
  - Summer Reading Program;
  - Civility Series;
  - NSO. Principle in Action;
  - Convocation.

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**2. How does your unit identify climate issues?**

The College employs various formal and informal means of assessing climate. During the Capital College years there were formal measurements done on a regular basis. One of the current goals of the Schuylkill campus is to decide which survey tool we feel will most appropriately measure the climate and satisfaction of our campus. This will be completed by the Coordinator of Student Support Services and Multicultural Affairs in conjunction with the Diversity Committee during the spring 2007 semester.

*(Capital College)* Formal Climate Assessments include:

Student Surveys

- The Office of Student Affairs has administered the Noel/Levitz Center’s Student Satisfaction Inventory since 1990. This inventory measures students’ satisfaction with a wide range of college experiences, including diversity topics.
- Among other indicators, Capital College students are asked to rate their perception (i.e., level of satisfaction) of the College’s commitment to: part-time students, evening students, older returning learners, under-represented groups, commuters, and students with disabilities. Since the College initiated the use of the Inventory, Capital College students continue to report higher satisfaction levels compared to national averages. 2003 survey results by student group for each campus follow.

	<u>Harrisburg</u>	<u>Schuylkill</u>	<u>National Mean</u>
Part-time students	5.30	5.36	4.95
Evening students	5.36	5.36	4.87
Older, returning students	5.34	5.43	5.04
Under-represented populations	5.20	5.40	4.91
Commuters	5.24	5.05	4.74
Students with disabilities	5.40	5.76	5.06

- As discussed above, Capital College students participated in *The Capital College Climate Assessment – 2003*.

Informal assessment opportunities include:

- Monthly meetings of the administration and Faculty Senate Executive Committee;
- Bi-monthly meetings of the Chancellor’s Cabinet;
- Open Forum Discussions for students;
- Student Focus Group Discussions.

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**3. How does your unit monitor climate?**

As discussed above, the College engages in periodic assessments of faculty, student, and staff perceptions of the teaching, learning, and working environment of campus.

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

The College takes a proactive approach through the utilization of established climate measurement channels. For example:

- Student Support staff offer a series of programs and services throughout the academic year to heighten awareness and appreciation for a wide range of diversity-related issues;
- (*Capital College*) The DEEC oversees periodic campus climate assessments. The committee works with senior administration, faculty governance, and human resources personnel to provide advice and recommend activities to improve campus environments.
- (*Schuylkill*) This practice will continue with the establishment of a Diversity Committee at Schuylkill;
- (*Capital College*) Based on these assessments, the DEEC organizes and sponsors training, workshops, and seminars with the goal of improving the climate of the College. In addition, it sponsors educational activities such as lectures and performances for the College community and broader public.
- (*Schuylkill*) This practice will continue with the establishment of a Diversity Committee at Schuylkill;
- (*Capital College*) A subgroup of the DEEC is the First Response Team to Acts of Intolerance. Appointed by the Provost and Dean, the First Response Team gathers immediately upon report of an act of intolerance. It collects information from those adversely affected by the incident and establishes support systems when appropriate. The Team assembles College professionals with expertise in communications, psychological counseling, law enforcement, and intercultural affairs and counsels senior administration on possible responses.
- (*Schuylkill*) This practice will continue with the establishment of a Diversity Committee at Schuylkill.

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

- New Student Orientation
- Residence Life programming
- Ongoing series of multicultural lectures, music, arts and social programs, as well as culturally diverse art exhibits

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**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?” (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).**

- New Staff Orientation
- Recruitment/Retention programming
- MAEP

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

Penn State Schuylkill will undergo an examination of the climate assessment done by the Capital College and various other assessment measurements to identify the best instrument, timeline, and method for measurement on the campus. The campus will then move forward with a systematic plan to measure and track our progress in the area.

*(Capital College) The Capital College Climate Assessment - 2003* was administered using a web-based methodology. In order to increase the response rate for the study, three e-mail reminders were sent at approximately one-week intervals encouraging participation in the study.

**Targeted Areas for Improvement Include:**

- Assess the climate of the campus and progress toward continuous improvement by implementing *a climate survey on a regular basis*;
- Use *The Capital College Climate Assessment - 2003* baseline for comparison with subsequent assessments to measure progress and set goals for continuous improvement;
- Use *Assessment* results to assist in planning diversity-focused programming and initiatives (i.e., while the College climate assessment is perceived positively overall, concerns regarding faculty/staff relations, gender issues, and civility are apparent and merit attention for continuous improvement).

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**REPRESENTATION (ACCESS AND SUCCESS)**

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

The challenge has never been greater, nor has the commitment to meeting these challenges, to realizing successful recruitment and retention of a diverse student population. Penn State Schuylkill addresses this challenge by assuring, on behalf of its students, effective academic pathways and support to achieve educational, career, and personal goals.

The campus seeks to:

Create learner-centered programs and services that foster student success;

Create a learning-rich environment through collaborative partnerships with students and faculty and strategic development of the physical plant;

Increase collaboration with other institutional agents and agencies to promote student learning and personal development;

Continue to develop and share expertise to affect positively the teaching and learning enterprise;

Promote understanding and appreciation of cultural diversity through various programmatic efforts, policy statements, and recruitment and hiring practices;

Continue efforts to implement improvements to all processes associated with the recruitment, admission, registration, financial assistance and academic records that impact student and program effectiveness.

***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 under-represented groups.**

- Penn State Schuylkill, in collaboration with the University Park Director of Minority Admissions, recruits in New York City, the District of Columbia, Philadelphia, and Baltimore. Focusing on communities of color, the Enrollment Services staff conducts high school visits and fairs and attends Penn State offer and prospect receptions. Additionally, the Financial Aid Office conducts financial aid information nights.
- To monitor the success and provide on-going support of newly recruited students from urban cities in- and out-of-state, the Schuylkill Office of Enrollment Services hosts informal social gatherings for first-year, first-time Philadelphia, Washington D.C., New York City, and Baltimore students. Local experience indicates that successful and satisfied students recruit other students from their home neighborhood and school communities and serve as role models for prospective students.

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

Considerable resources have been invested in the development of Center for Academic Achievement (CAA). Penn State Schuylkill has established a full-time DUS Office on campus. This office has raised the quality of point-of-entry academic advising for new students and serves as a point-of-contact for on-going or continuing academic advising.

Professional staff dedicated to multicultural programming and services are located at the Schuylkill campus. Programs are developed with the involvement of students of diverse backgrounds and are well subscribed.

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

The Office of Enrollment Services at Penn State Schuylkill collaborates with the Office of Minority Admissions at University Park in the development and implementation of strategies for recruitment in New York, Washington D.C., and Delaware minority communities.

**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.)**

The most successful initiative for Penn State Schuylkill has been the recruitment in-roads in New York City, the District of Columbia, Philadelphia, and Baltimore. Focusing on communities of color, the Enrollment Services and Financial Aid staff conducts high school visits and fairs and attend Penn State offer and prospect receptions. The success Penn State Schuylkill has realized from these efforts has helped to diversify the student body considerably, and as such, is a “best practice.” The increase in admitted students increased from 23% in 1997 to 40% in 2004.

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

The principal gauge of progress realized from the campus recruitment strategies is demonstrated by minority student enrollment. The campus continues to make progress in attracting more students from under-represented groups at the undergraduate level.

Enrollment data are tracked each semester, and enrollment trends are closely monitored. The campus uses University Park undergraduate enrollment data as benchmarks to gauge its progress and to set goals for recruitment (*See Appendix A*).

**Targeted Areas for Improvement Include:**

- Penn State Schuylkill has a diverse student population. Minority students make up 20% of the campus’s total enrollment and 69% of the campus’s residential population. The diversity the campus enjoys is in direct contrast to the otherwise limited diversity of Schuylkill County (3.4% minority). The campus also enjoys one of the higher retention rates and is within the top five in

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graduation rate within the University. To assure continued success in recruiting and retaining under-represented students, Involvement in focus group activities will hopefully demonstrate the campus's continued interest in the success and well-being of these students beyond the PDACC stage. Additionally, it is hoped that these activities may lead to opportunities for students to work as "lion scouts" in their home communities/schools and recruit other students to Penn State Schuylkill.

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

The campus continues commitment to hiring minority and women tenure-track faculty has advanced its efforts and realized considerable progress in this area. In the past year, the Campus has added three new minority tenure-track faculty and nine tenure-track women faculty.

***Assessment Questions:***

**1. How has your unit actively and successfully engaged in locating and recruiting faculty and/or staff from under-represented groups?**

*Faculty Search and Screen Diversity Initiatives*

Search and screen committee members are encouraged to use discipline-specific networks to contact minority colleagues, including leadership of minority caucuses of national organizations, discipline-specific websites, and publications targeting minority professionals such as *Black Issues in Higher Education*, *Hispanic Outlook in Higher Education*. A sample letter from the current Director of Academic Affairs search is included in Appendix B.

*Minority/Women Doctoral Directory (MWDD)* is made available with accompanying mailing address labels to identify discipline-specific applicants for Capital College vacancies specifically targeting candidates for tenure-track assistant professor positions.

Tenure-track (and some Fixed-Term I) faculty announcements are distributed to Historically Black Colleges and Universities (HBCUs). Letters of announcement are sent to department chairs, deans of faculty and/or college/university presidents. This strategy heightens the name recognition of Penn State Schuylkill among master's and doctoral students from minority institutions.

The Office of Human Resources routinely reviews the Diversity Talent Bank to identify minority applicants for academic positions.

The Office of Human Resources attended a Diversity Fair during the fall 2006. This practice will continue whenever possible.

Foreign national applicants who apply for tenure-track positions and do not have U.S. citizenship status must be processed via H1B. The Office of Human Resources works with the candidate and the school director to effect H1B status for the candidate.

*Staff Search and Screen Diversity Initiatives*

While charging staff search and screen committees, the Office of Human Resources distributes the University's Affirmative Action policy. The policy, as presented in the publication, *Getting Different Results*, is reviewed and discussed.

Search and screen committee members are encouraged to use work and professional networks to contact minority colleagues including leadership of minority caucuses of national organizations, department-specific websites, and publications targeting minority professionals such as *Black Issues in Higher Education*, *Hispanic Outlook in Higher Education*.

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Standing and fixed-term staff vacancy announcements are distributed to HBCUs. Letters of announcement are sent to department chairs and/or college/university presidents.

The Office of Human Resources supports search committees in their efforts to identify prospective minority candidates. For reconsideration and comparative purposes, the committee is advised of minority applicants in the pool who have not advanced to the short list for reconsideration. This process has resulted in a more inclusive list of finalists. This strategy has resulted in minority hires.

The Office of Human Resources routinely reviews the Diversity Talent Bank to identify minority applicants for staff positions.

The Office of Human Resources, through the Professional Entry Program (PEP) funds minorities in entry-level positions for a three-year period. Capital College uses this resource. Funding is 50% the first year and 25% the next two years. At the end of the third year, funding by Central OHR ends, and the unit picks up 100% of the salary.

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

*Faculty/Academic Administrator*

The University has implemented *HR95 – Academic Appointment Background Checking* for the purpose of providing a formal process for background checks of finalists for academic appointments: academic administrators, regular faculty (including standing faculty and first-time fixed-term I and multi-year positions), and first-time fixed-term II positions.

Search and screen committees are empowered to conduct extensive background checks that verify all information submitted by the candidate. Checks include verification of publications, confirmation of grants received, employment history, teaching record, licensures and certifications (as appropriate), reported by the candidate.

Candidates for assistant professor positions are asked for verification of completion of doctoral requirements. Verification is linked to “Conditions of Hire.”

*Staff*

The Penn State Employment Application, completed by all applicants for staff vacancies, requires a response to the following question:

*Have you ever been convicted of any criminal offense other than minor traffic violations?  
[ ] Yes [ ] No If yes\*, please explain:*

*\*Note: A conviction will not necessarily bar you from employment. Each conviction is judged on its own merits with respect to time, circumstances and seriousness.*

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Search and screen committees conduct extensive reference checking for short-listed staff applicants to confirm credentials, experience, and all other self-reported information submitted by the applicant.

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

All new tenure-track faculty are given a reduced teaching load during their first two years.

All new tenure-track faculty have priority in receiving funding from the College Research Council to support their individual research agendas. Funding is also available from the Office of the Director of Academic Affairs to support travel beyond that provided by the schools. Funding for professional travel and research is provided by School Directors to new tenure-track faculty.

School Directors provide mentoring and other guidance to all new tenure-track faculty. Additionally, senior peer colleagues initiate one-on-one dialogues with new faculty to provide a sense of community and caring. Examples include invitations to lunch, accompanying new faculty member to College-sponsored events, etc. School-based mentoring programs also pair senior faculty to new and provisional faculty with similar research interests to assist them in meeting scholarly and research expectations.

The Office of the Director for Academic Affairs conducts an extensive orientation series for new (first three years of service) full-time faculty. Faculty from under-represented groups are encouraged to contact the University's Senior Faculty Mentor and to participate in related professional development and informal activities sponsored by that office.

**4. Which recruitment and retention strategies have been most successful? Which have been least successful?**

*Most Successful*

- The campus encourages participation in the Penn State Leader and Mastering SuperVision programs. These programs are designed to prepare staff and faculty for higher-level positions within the University.
- The Staff Review and Development Plan (SRDP) provides staff members an opportunity to develop action plans for future professional development. This is an excellent opportunity for supervisors to encourage employees to identify diversity and cross-cultural training objectives.
- The campus has successfully delivered University-wide professional development programs to Penn State campuses in the south-central and eastern regions of the state. The programs have included Penn State Leader, Mastering SuperVision, Office Professional Certificate Program, and diversity-related subjects that addressed topics identified in the College's climate assessment.
- Web-based advertising of vacant positions on professional and scholarly journal sites has been effective in increasing minority applicants for faculty positions. The use of journal websites provides an opportunity to put discipline-specific vacancies in the forefront of discipline-specific targeted readership.

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- Web-based advertising provides direct links to the campus website and a means by which prospective applicants familiarize themselves with the Penn State Schuylkill.

*Least Successful*

- The campus has seen very few applicants from diversity-specific publications (i.e., *Black Issues in Higher Education* and *Hispanic Outlook in Higher Education*).

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

The tables below provide the status of minority and women hires among faculty, staff and administrative/managerial positions as of fall 2002. In recent years the campus has been successful in attracting women and members of minority groups to its ranks.

*Schuylkill*

The Schuylkill campus exceeds the availability and goal for women in the Executive/Administrative/Managerial category (women administrators account for 44% of professionals in this category; the availability and goal was 37.2%). Currently there are no minorities in this category.

Women Professional Non-Faculty account for 74% of the staff in this category, exceeding the identified goal of 54%. Professional Non-Faculty minority staff is at 5% of a 9.3% availability and goal.

The Schuylkill campus exceeds the availability and goals for minority and women Secretarial/Clerical staff. At 100% women in this category, Schuylkill significantly exceeds the availability and goal of 76.5%.

The Schuylkill campus has no minority staff in the Technical/Paraprofessional, Skilled Crafts, and Service/Maintenance categories. The Schuylkill campus exceeds the availability and goal for Technical/Paraprofessional women. Women account for 67% of Technical/Paraprofessional staff, exceeding the 21.1% availability and goal for that category. Women staff account for 11% of Service/Maintenance staff, significantly below the availability and goal of 68%. Currently there are no women Skilled Crafts staff.

**Targeted Areas for Improvement:**

Continue success in diversifying tenure-track faculty and maintaining diversity of executive, administrative and managerial positions.

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**EDUCATION AND SCHOLARSHIP**

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

Penn State Schuylkill has initiated curricula and research activities that strengthen undergraduate General Education requirements in preparation for citizenship within a multicultural workplace and world. Undergraduate students must successfully complete GI courses for graduation, and diversity education has expanded into the graduate curriculum.

As described in Challenge 1, the Campus interprets “diversity” and “culture” in the broadest terms, and faculty infuse classes with racial, ethnic, religious, gender, sexual orientation, age, cultural, health and disability understanding through pedagogy, service learning, community outreach, research, conferences, and travel.

Co-curricular activities advance the diversity agenda for graduate and undergraduate students by providing multiple opportunities to learn about individuals from diverse backgrounds and to study topics critical to understanding diversity within national and international contexts. Opportunities for international travel and study are also available to Penn State Schuylkill students. International study will be an area to target for future growth.

The Campus has increased its capability in serving members of the campus community with disabilities. The Campus recognizes the critical importance of integrating instructional and other accommodations to maximize the learning and work environment of students and colleagues.

***Assessment Questions:***

**For Colleges:**

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

- Academic Affairs Committee of the Campus Faculty Senate has expedited reviews of General Education (GI) course requirements.
- Summer Reading Program for incoming Capital College freshmen features a diversity focus.
- The Campus supports faculty, staff, and student participation in key University-wide Commissions, including the Commission for Women. The College Strategic Plan identifies greater participation in these commissions as a strategic indicator.
- The campus continues to fund multicultural speakers series and events and continues to expand language and religious study classes.
- ADA renovation projects completed at the Schuylkill Campus include doors, ramp..
- The campus has increased the availability of assistive technology. Schuylkill Campus Libraries offer screen magnifiers and the offers screen readers and a text-to-speech software program for students with limited vision or reading disabilities. The Instructional and Information Technologies unit assists deaf and hearing-impaired students with the use of TypeWell, a speech

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to text transcription system for classroom application. The campus uses sign language interpreters, oral interpreters, and other assistive listening devices to facilitate classroom communication as needed.

- The campus is in the process of obtaining the International Studies Minor . Hopefully it will be available for Fall 2007.
- The CIVCOM minor is now offered at Schuylkill. The keystone course will be taught for the first time in Spring 2007.
- Schuylkill has formed a Schuylkill International Programs Committee this semester. The group has identified four major areas of interest:
  - To draw more on the rich ethnic background of Schuylkill County, e.g. different European nationalities as well different religious organizations (Islamic Society of Schuylkill County),
  - Contacts with various international colleagues to be brought on campus,
  - Investigate 1 week study abroad projects/courses that are within financial reach of our clientele,
  - Investigate bringing international students to this campus for a year or two to complete a degree.
- The Discovery Days programs have involved our culturally diverse faculty participation and drawing a culturally diverse group of students (e.g. women, African-Americans & Asians) to attend.

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

Penn State Schuylkill Faculty Contributions to Diversity/Global/International Research and Scholarship, summarizes contributions to diversity/global/international research and scholarship by academic unit and faculty member. Annual reviews account for faculty contributions to diversity, including course development, teaching innovation, publications, presentations, and outreach. These are documented in Annual Faculty Activity Reports.

The Office of Disability Services offered American Sign Language instruction in 2003 with 30 attendees from the Campus community. Support for participation in diversity-related scholarly, professional, and community conferences encourage faculty and student involvement in broader forums.

Undergraduate pre-service teacher education students majoring in Elementary Education (including graduate students in the Elementary Education certification program) participate in urban city school settings in conjunction with supervised student teaching. The School of Behavioral Sciences and Education partners with Harrisburg and Steelton-Highspire School Districts to offer the intensive ten-week field experience for education majors.

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An English as a Second Language certification program, under the direction of the School of Behavioral Sciences and Education, provides an additional endorsement by the Pennsylvania Department of Education for in-service teachers who complete the program. In 2003, the initial year, 80 teachers from York, Lancaster, and Harrisburg completed the certification. An additional 60 teachers are enrolled in the spring 2004 program.

**3. How is diversity integrated into the curriculum?**

Penn State Schuylkill Diversity-Related Undergraduate and Graduate Courses by School, summarizes diversity-related courses by academic unit.

The campus Honors Program curriculum is designed to foster student engagement in the development of scholar-citizenship regarding social issues, both local and global, and incorporates such topics as genocide, immigration, and philanthropy. Specifically the program provides students with extracurricular learning opportunities on campus and in the community, special honors seminars on enriched, interdisciplinary topics and special lectures, films, plays, and cultural events that relate to the student's course of study.

The recruitment and retention of faculty representing diverse cultures/ethnicity, sexual orientation, intellectual perspectives, and physical abilities remain ongoing strategic commitments of the campus. These faculty serve as role models to students and to the broader community.

The Campus' First-Year Seminars (PSU-008) contain a common requirement for coverage of diversity issues in the context of the *Penn State Principles*.

Summer Reading Program selections are fully integrated into freshman writing courses (ENGL 004, 015, and 030) and First-Year Seminars (PSU-008) using common assignments.

The Campus' professional programs are accredited by or are in the process of seeking accreditation from national accrediting bodies. The standards of the professional boards of these accreditation agencies typically include the infusion of diversity in content curriculum, co-curricular experiences, including clinical and field experiences where appropriate, and the profiles of faculty, professional staff, and students.

Selection of class texts, guest speakers, supplemental videos and case studies across syllabi of Penn State Schuylkill courses reflect a full spectrum of diversity-related topics of study.

A broad array of co-curricular activities, events, and out-of-class learning opportunities reflect a full spectrum of diversity-related topics of study.

The International Business Minor, under the direction of the School of Business Administration, requires students to be proficient in at least one foreign language and participate in study abroad programs.

In the 2003/2004 academic year, several academic schools have sponsored International/Intercultural Visiting Scholars, and the College has hosted nine Hubert H. Humphrey Fellows.

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- 4. Which strategies for developing a Curriculum That Fosters Multicultural and International Competencies 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*

The campus Honors Program fosters student engagement in the development of scholar-citizenship social issues. Additionally, the Program requires a global perspective in honors study.

The Summer Reading Program provides all first-year students at Penn State Schuylkill with a common, diversity-focused, academic experience prior to and over the course of their first semester. The selected book is distributed free at FTCAP to all new students, with introductory remarks and an overview of the program by the faculty advisor. Before the first day of class, students are expected to read the text, consider study questions and background materials on the Program website, and participate in on-line discussions. (The summer 2003 author of the selected reading participated in the on-line discussions.) Live, small-group discussion of the text is part of New Student Orientation. First-semester writing classes include a common assignment based on themes from the text, and the best essays become entrants in a campus contest. Wherever possible, authors visit campus to talk about their work with students, faculty, and staff, and other programs related to the text or its themes, such as talks and film series, are also conducted.

*(Capital College)* Study Abroad and International Study Tours continue to involve an increasing number of students. The campus has a strategic goal of offering a minimum of five study tours annually, one from each academic school.

The campus Faculty Senate Intercultural and International Affairs Committee conducted a comprehensive acculturation study of international student perspectives in 2002, which facilitated an increase in services and programming for the campus’s international student body (see Best Practices below).

Diversity is infused in the professional development annual programming for faculty and staff.

The campus continues to support participation in national- and discipline-specific organizations and conferences particularly directed toward diversity.

**Best Practices**

- The hiring and retention of a diverse faculty core committed to mentoring and teaching diversity.
- MAEP has structured small groups and teamwork in skill building for academic success.
- The campus has increased the representation of women in senior academic ranks and in academic administration.

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

The growth in globalization in the curriculum is best measured by the extent to which diversity topics are represented across the curriculum in general. Additionally, success is indicated by the development of new programs during this cycle, such as the ESL certificate program and the International Business minor.

The number of under-represented students in undergraduate and graduate programs has remained stable or increased; the number of under-represented students participating in the campus's programs and services has increased.

**Targeted Areas for Improvement Include:**

Continue progress toward ADA accessibility in light of the recent master planning at Capital College campuses;

Continue to strengthen diversity themes in graduate programs and courses;

Expand the College Honors Program internship, Fulbright, and international study opportunities and initiate Interdisciplinary Studies and an integrated undergraduate-graduate program option.

**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.)**

*Most Successful*

The Penn State Schuylkill Disability Services Coordinators work closely with students, identifying appropriate documentation and appropriate accommodations. The Disability Services Coordinators work with the assistive technology staff in the library to facilitate use of needed learning support equipment and software.

Academic support units, including the Libraries and the Center for Academic Achievement, employ students from diverse backgrounds as peer tutors/educators. These student workers serve as role models as well as provide support services. Training for all peer educators includes multi-cultural components.

The CAA supports and coordinates the formation of study groups based on a collaborative learning model. The groups are diverse in membership, including adults displaced from their jobs, veterans who are coming to college for the first time, as well as minority students (especially minority females). These groups are a principal out-of-class venue for students of diverse backgrounds to collaborate on common learning goals.

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**Best Practices**

The CAA employs students from under-represented groups as peer tutors and provides diversity training for all peer tutors. Student workers are more readily retained and serve as positive role models and mentors.

The campus offers continuing education diversity programming for all employees, full-time and wage, including student workers.

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**INSTITUTIONAL VIABILITY AND VITALITY**

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

The campus has made steady and demonstrable progress in diversifying its senior leadership and management. Since 2001, the campus exceeded its utilization and goals for diversifying executive, administrative, and managerial ranks, using the University’s affirmative action availability data. Recent hires joining the campus while not reflected in this report, will further the campus’ progress in diversifying its leadership and management.

The campus holds expectations for its senior administrators to lead by example. Heads of administrative and academic units are actively involved in advancing the campus diversity initiatives.

***Assessment Questions:***

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

Diversity goals, objectives, action strategies, and performance assessments are included as a part of each campus unit’s strategic plan.

The University’s commitment to creating a diverse body of faculty and staff is integrated into the processes of all faculty and professional staff searches within the campus.

In conjunction with the campus’ approach to faculty development, professional development resources and support, including mentoring, are earmarked for new and provisional faculty from under-represented groups.

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

**Administration and Professional Staff Fall 2006**

	<b>Total</b>	<b>Women</b>	<b>Minority Women</b>
SCHUYLKILL CAMPUS			
Executive/Admin/Managerial	9	4	1

**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 Office of Human Resources submits faculty and administrative position announcements to *Black Issues in Higher Education* and *Hispanic Outlook in Higher Education*. Committee members and peer colleagues use individual professional networks to disseminate and solicit interest to identify viable candidates.

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The Chancellor charges all senior-level administrative search and screen committees and the Director of Human Resources staffs each committee. Expectations, including identifying/assessing experience with managing diversity, are listed in the position announcement and among the key criteria for committee members' review of applications. Reference checks conducted by search and screen committee members on short-listed candidates include questions concerning the candidate's experience with managing diversity. Campus interviews of finalists include similar questions. Prior to extending an offer, the Chancellor and the Director of Human Resources conduct extensive additional "deep" reference checks to assess candidates' skills and experience managing diversity; references ("off" the candidate's submitted list) include peer colleagues, direct reports, administrative supervisors, and college/university executive officers.

**4. How does your unit identify staff and faculty from under-represented 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 Campus encourages participation in the Penn State Leader and Mastering SuperVision programs. These programs are designed to prepare staff and faculty for higher-level positions within the University. Forty-three women (including two minority women) and 13 men have completed the Penn State Leader program. Additionally, nine women and two men (including one minority male) participated in the Mastering SuperVision program.

**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.)**

HBCUs – A position announcement is sent to the complete or East Coast list to increase the minority applicant pool.

Short List Reviews – The Office of Human Resources supports search committees in their efforts to identify prospective minority candidates. Committees are advised of minority applicants in the pool who have not advanced to the short list for comparative purposes. This process has resulted in a more inclusive list of finalists.

Advertisements – The Office of Human Resources submits faculty and administrative position announcements to *Black Issues in Higher Education* and *Hispanic Outlook in Higher Education*.

Search Committee Charges – In charging each search and screen committee, a human resources representative advises committee members of professional organizations with minority caucuses and advises contact with those caucuses. In many cases, the Office of Human Resources prepares letters to the caucus and other sources identified by the search committee.

Job Fairs – The Office of Human Resources attends job fairs that target minorities.

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**6. What measures of success have you identified to gauge your progress in this Challenge?**

In the past years the Campus has added administrative/executive women and exceeds the Executive/Administrative/Managerial availability goals at both locations. In addition, Penn State Schuylkill exceeds availability goals for minority Executive/ Administrative/Managerial personnel.

**Targeted Areas for Improvement Include:**

- Retain women and minority Executive/Administrative/Managerial personnel at both campuses;
- Continue efforts to diversify Executive/Administrative/Managerial ranks at both campuses.

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

A commitment to the values of diversity is key to creating an organizational culture characterized by an awareness and appreciation of differences and respect for individuals representing different cultures and social groups. That commitment is expressed in the campus' programs, organizational structure, and expectations for its personnel, all of which serve to communicate diversity values and establish behaviors and practices that enact these values.

The campus continues to allocate significant human and financial resources to support its diversity goals.

***Assessment Questions:***

**1. How does your unit's strategic plan reflect the importance of diversity for meeting your goals and objectives?**

The Penn State Schuylkill Strategic Plan, 2006 – 2009, was organized around six strategic goals: academic excellence, student centeredness, diversity, need focus, service to society, and non-tuition revenue. The campus' Strategic Planning Steering Group in consultation with the Chancellor, who also serves as a member of the Steering Group, made a deliberate decision to include diversity as a major theme of the Plan to indicate the importance of diversity to the strategic direction and well-being of the campus and University.

**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?**

Eleven of the College Strategic Plan's Diversity Theme initiatives address issues of organizational realignment, accountability, resource mobilization, and allocation strategies. Following are specific actions taken or underway:

- A Diversity Committee will be re-established to continue to carryout and address A Framework to Foster Diversity at Penn State and the campus Strategic Plan 2006-2009.
- The Coordinator of Student Support Services and Multicultural Affairs provides direction and supervision of programs and services for special student populations including:
- A Retention Working Group has been established, consisting of faculty, the Director of Academic Affairs, the Multicultural Coordinator, the Residence Life Coordinator, the Assistant Director of Student Activities, the campus Registrar (who supplies retention data), Admissions, Financial Aid, and other key administrators.

The campus Working Group meets four to five times per academic year to identify, develop, and promote policies and practices designed to support student educational success, particularly at the first year. It also serves as a cross-functional, campus-wide, coordinating body for activities intended to promote student integration, a critical component of retention, e.g., FTCAP, Summer Reading Program, New Student Orientation, First-Year Seminar. While the Retention Working Group considers retention of the student body as a whole, it is also concerned with the retention

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of special populations, such as under-represented minorities, adult learners, residential and commuter students, etc.;

- Discussion of diversity issues has been included in the FTCAP and Academic Advising, New Student Orientation, and Registration Program for all new students;
- Over the years additional international student groups have emerged, including the United Minority Leaders, International Club.
- MAEP will be re-established in a slightly different format.
- The Academic Affairs Committee of the College Faculty Senate initiated a curriculum program review to expedite the proposal and review of GI courses;
- Penn State Schuylkill Library has enhanced diversity-related collections and realized increased usage by the College and broader community.

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

The continuation of the Coordinator of Student Services and Multicultural Affairs position within the Division of Student Affairs;

A refocused programming and outreach initiative within Student Affairs that capitalizes on multi-group collaboration and the best use of funding. This has cut down on conflicting events and repetitious events and programs;

The reestablishment of the game room in the Student Community Center to create a social and casual outlet for student interaction on a twenty-four hour basis. This is especially important for our residential population which is 69% students of color.

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

Diversity activities are documented in Faculty Activity Reports in conjunction with HR-40 Annual Faculty Reviews and in SRDPs.

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

- Social and Behavioral Sciences faculty at Penn State Schuylkill regularly involve undergraduate students in supervised research and service learning in partnership with local community-based social and human service organizations. Many of the studies conducted in the past several years have an outreach component and include the active participation of community human service agencies, such as Child Development, Area Agency on Aging, Center for Independent Living, and Women in Crisis.

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**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?”**

Inclusion of diversity as one of the five major themes in the Penn State Schuylkill Strategic Plan, 20026-2009, is a “best practice.” As such, the Strategic Plan keeps the implementation of diversity initiatives in the fore of the campus’ activity and attention.

**7. What measures of success have you identified to gauge your progress in this Challenge?**

The Campus’ Strategic Plan, 2006-2009, identifies diversity-related indicators which relate to the University’s Diversity Plan, *A Framework to Foster Diversity*.

**Targeted Areas for Improvement Include:**

- The campus continues to identify strategies for the systematic collection of data to update performance indicators that measure achievements in diversity-related initiatives;
- The Campus continues to monitor and revise its staffing patterns and practices to enhance the efficacy and effectiveness of organizational structures in advancing strategic commitments to diversity.

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**Appendix A**

**Retention and Graduation Rates, 1997-2004, Penn State Schuylkill**

The following tables provide retention and graduation rates for successive cohorts of baccalaureate regular admit students for each fall semester from fall 1997 through fall 2004. The data are for 1) multicultural students (African/Black American, American Indian/Alaskan Native, Asian and Pacific American, and Latino/Hispanic American) and 2) white students. Retention data indicate the percentage of students retained at any Penn State location within any Penn State college (excluding Penn College). Graduation data indicate the percentage of students who graduated from any Penn State location with any Penn State degree, including students who change to associate degree status and graduate with associate degrees (excluding Penn College).

Multicultural Students

ADMIT SEMESTER	FA97	FA98	FA99	FA00	FA01	FA02	FA03	FA04
NUMBER OF STUDENTS	51	65	56	81	51	71	89	80
% RETAINED								
AFTER 1 YEAR	82.3	76.9	87.5	85.1	86.2	80.2	78.6	73.7
AFTER 2 YEARS	70.5	69.2	82.1	65.4	68.6	56.3	65.1	
AFTER 3 YEARS	60.7	58.4	67.8	60.4	62.7	50.7		
% GRADUATED								
AFTER 4 YEARS	33.3	18.4	32.1	32.0	43.1			
AFTER 5 YEARS	54.9	35.3	53.5	48.1				
AFTER 6 YEARS	56.8	38.4	53.5					

White Students

ADMIT SEMESTER	FA97	FA98	FA99	FA00	FA01	FA02	FA03	FA04
NUMBER OF STUDENTS	169	171	152	117	151	158	139	122
% RETAINED								
AFTER 1 YEAR	79.8	80.1	83.5	78.6	81.4	75.9	74.1	86.0
AFTER 2 YEARS	64.4	67.2	69.0	64.1	69.5	59.4	61.1	
AFTER 3 YEARS	59.1	54.3	59.8	59.8	62.2	53.7		
AFTER 4 YEARS	24.8	18.1	20.3	19.6	20.5			
% GRADUATED								
AFTER 4 YEARS	35.5	40.9	42.1	47.0	41.0			
AFTER 5 YEARS	51.4	53.2	51.3	57.2				
AFTER 6 YEARS	55.0	56.1	55.2					

\*These data are taken from the University database using the AIDAE-RPM utility. Retention data for students admitted in fall 2005 are not available at this point in the data cycle; graduation data are available through the fall 2001 cohort. "Regular admit" excludes advanced standing, provisional, non-degree and non-degree to degree, readmit, and reinstate statuses.

**Progress Assessment of *A Framework to Foster Diversity at Penn State: 2004-2009*  
Penn State Schuylkill**

October 13, 2006

Dr. John Strassburger, President  
PO Box 1000  
601 East Main Street  
Ursinus College  
Collegeville, PA 19426

Dear President Strassburger:

I'm writing to solicit your assistance in sharing the enclosed announcement with colleagues at your institution and within your professional networks of an academic leadership opportunity at Penn State Schuylkill where we are searching for a Director of Academic Affairs. As the position announcement indicates, Penn State Schuylkill offers a small and supportive learning environment to approximately 1000 students. Our faculty and staff justifiably pride themselves on our rich history of more than seven decades of service to Penn State and east-central Pennsylvania.

Penn State Schuylkill is committed to providing a quality education in both the classroom and laboratory, as well as through our many co-curricular and community service opportunities. Also as the announcement indicates, Penn State Schuylkill is proud to educate and serve one of the most diverse student populations of Penn State University. We are encouraging applications from academic leaders who share our commitment to diversity.

Yours truly,

R. Keith Hillkirk

RKH:gs