

PENNSTATE



Worthington
Scranton

MID-POINT RESPONSE

“A FRAMEWORK TO FOSTER DIVERSITY AT PENN STATE: 2004 – 2009”

DECEMBER 2006

**PENN STATE WORTHINGTON SCRANTON
DIVERSITY PLANNING COMMITTEE**

MID-POINT RESPONSE

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DIVERSITY PLANNING PROCESS

This mid-point report was prepared by the Cabinet of Penn State Worthington Scranton, in collaboration with the Faculty Senate Diversity Committee.

Phase One: Review Previous Diversity Planning

Penn State Worthington Scranton maintains a Diversity web page, where prior Diversity Plans, mid-point responses and final reports are placed for the community to access. These were reviewed in preparation for the current mid-point update. The campus response to “A Framework to Foster Diversity at Penn State: 2004-2009” was selected as the basis for assessing our progress.

Phase Two: Develop a Responsive Committee

Utilizing a “best practice” developed for Diversity planning, our Cabinet had a joint meeting with our Faculty Senate Diversity Committee to plan our response. Since our original plan assigned responsibility, we used this to establish assignments for ensuring completion of our report and for developing common ground for continued implementation of our plan.

Phase Three: Gather Available Diversity Information

Penn State’s Diversity web page was reviewed at numerous points to match recommendations and questions with our campus goals. We used our campus Strategic Plan because it also contains diversity plans. Our Campus Climate Survey, Student Satisfaction Surveys and the Faculty/Staff Survey of 2004 were employed to ensure accountability for our responses.

We considered new knowledge of the demographics of Northeast Pennsylvania and observations and experiences of our Admissions, Continuing Education and Career Services staffs. Our campus Library consulted with University Libraries to determine hard-copy and on-line resources available for studying diversity.

Phase Four: Prepare the Response

Initial responses were collated into a draft. The draft was circulated to the Cabinet and the Diversity Committee. Interim and final reports were available to the campus by paper, email attachments and on our Diversity web page. Campus responses were incorporated into our draft. The result celebrates the work of our community, and is a source of pride.

Campus Climate and Intergroup Relations

Challenge 1 Developing a Shared and Inclusive Understanding of Diversity

Action A: Assist in developing a college-wide definition of diversity with appropriate purpose and measurable goals

We utilize and distribute the Penn State Principles, the University's non-discrimination policy, the Diversity Goals of our Campus Strategic Plan and our campus plan supporting "A Framework to Foster Diversity at Penn State", as our guideposts to create our richly diverse campus community.

Information concerning diversity is distributed to faculty and staff by the Faculty Senate Diversity Committee (a standing committee of Faculty Senate), various faculty and staff search committees, educational and professional development programs, institutional, faculty and staff participation in Northeast Pennsylvania Diversity Education Consortium (NEPDEC) and through the campus web page.

Cabinet Units and Departments continue to formulate and implement goals and objectives from within their strategic and operational plans. Re-activation of the campus diversity club, focus on LGBTQA initiatives, as well as mentoring identified EOP students, are examples of increasing the campus' level of awareness.

Our campus has found the inclusive nature of the Diversity Committee to be of great merit to insights gained about the needs and interests of our campus and its surrounding community. The work of the Committee is reported to the Faculty Senate. Membership includes faculty, the Chancellor, the Director of Student and Enrollment Services and students.

The Public Information Office establishes and maintains a working liaison with the Student Government Association and Student Activities Coordinator. In addition, the Public Information Assistant maintains active membership on the Diversity Committee. The major purpose of these relationships is the maintenance of a dialogue that guarantees intra-campus awareness of events, and further, that the Public Information Office itself learns of diversity-oriented events and activities. The Public Information Office will undertake utilization of all pertinent public relations actions to make the public aware of these events, thus promoting diversity awareness on our campus and throughout the Northeastern Pennsylvania community. These activities are ongoing.

Action B: Strengthen diversity-related efforts in First Year Seminar (FYS)

We distribute information concerning the University's diversity initiatives in the First-Year Seminar classes, incoming student orientation meetings, our campus website, courses, and in out-of-class discussions, posters on campus, student activities and student clubs. Diversity modules are part of many FYS classes. As a "best practice" one instructor is piloting the text, "Class Matters", which deals with class and diversity issues.

The Chancellor is one of a small number of campus leaders listed on the LGBTQA support website, along with key faculty and staff. There is an accompanying List Serve which provides up-to-date discussions of concerns, as well as educational and scholarship opportunities. This information is distributed to appropriate units regularly.

Action C:

- **Look at national research on the successes of diversity in the workplace and classroom.**
 - We are working with the agendas, strategic plans and campus representatives of the four Penn State Commissions; Women, LGBTQA, CORED and Adult Learners. We have also invited Dr. Ken Lehrman, Director of Affirmative Action, to be our Convocation Seminar Speaker, at least two times, in order to learn of national updates.
- **Integrate into broader approach to campus climate.**
 - The campus Nurse (Level 1) is our Disabilities Coordinator and receives ongoing training in many areas of diversity. Health Services has developed a wide variety of activities and presentations focusing on students with disabilities; Sexual Jeopardy for the LGBTQA population, Mental Health Awareness presentations for faculty, staff and students.
- **Consider the college need for a multi-cultural coordinator and consider regional approach**
 - Continuous training is provided to our Cabinet members, faculty and staff by University Park meetings, as well as at regional and local meetings. The number of reported discrimination concerns is growing, indicating awareness and trust in our responsiveness.

We continue to utilize the resources of Penn State, HRDC, and the Diversity Committee at minimal cost. Budget constraints precluded the ability to hire a multicultural coordinator, however, NAACP, NEPDEC, and resources in our growing Hispanic community, some of whom are our campus alumni, assist us in implementing and integrating diverse practices found successful at the national and local level for a broader approach to improving our campus climate.

Action D: Initiate awareness program for faculty, staff, students of diversity/multicultural programs**

The Diversity Committee of our campus Faculty Senate remains a remarkably active committee. Examples of their sponsorship to our campus community are:

- Ecumenical Program on Religion: "Religion, who needs it?" by Faith and Values Group (10/26/05)
- "Build the Dream" program Martin Luther King, Jr. (1/18/06)
- Campus membership in CORED (The Commission on Racial/Ethnic Diversity)
- "Politics and Culture in Nigeria", by Akin Fadahunsi, Assistant Professor, Business Administration, and Philip Mosley, Professor, English, (3/2/06)
- Fiji Dance and Music presentation, by the Music Club and Faith and Values Group (3/15/06)
- "Education in India", by Bagisa Mukherjee, Associate Professor of Mathematics
- "Women in Indian Society", by Parminder Parmar, Assistant Professor, HDFS
- Dr. Kenneth Lehrman, Director of Affirmative Action, Convocation Speaker, 8/31/06

For the last three years, the Chancellor's office has sponsored "Celebrating the Creative Spirit", showcasing the creative works of our faculty and staff artists, musicians, poets and authors. Our faculty are drawn from many diverse and international backgrounds.

At the same time, to remind us of our civic principles, the Chancellor has sponsored "Celebrating the Civic Spirit". The campus Student Government Association actively participated in planning Interdependence Day, associated with September 12th (2005 and 2006) by inviting local high school students to campus. Our students were recognized during the closing ceremonies and were invited to speak at the Constitution Day Program. A reflection from November 8, 2006 illustrates the involvement of faculty, including Dr. Chris Carney, Associate Professor of Political Science elected to the 10th Congressional District, SGA sponsored political forums, Advisory Board members who were elected and educated voters on the new electronic voting machines.

Various units continue to focus on awareness issues and apply them to their respective areas of responsibilities within Student and Enrollment Services. Admission begins with the recruitment process of those college-bound students with special needs through PAWS participation, prospective EOP students in offered status who are academically and financially in need, Sexual Jeopardy activity, conducted by Health Services, as well as Suicide Prevention presentation, Personality and Mood Disorder presentation, and LGBTA workshop participation.

Student Activities conducts programming in conjunction with the campus Diversity Committee. In addition, Martin Luther King Day activities will be conducted in conjunction with CCSG University Park initiative.

ADA registration at Worthington Scranton has had the following history

| | |
|------------------|--------------------------------------|
| 2000-01: | 12 students registered under the ADA |
| 2001-02: | 9 students registered under the ADA |
| 2002-03: | 13 students registered under the ADA |
| 2003-04: | 10 students registered under the ADA |
| 2004-05: | 11 students registered under the ADA |
| 2005-06: | 13 students registered under the ADA |
| Fall 06 to date: | 6 students registered under the ADA |

At this point, we recognize the need to move beyond awareness, to appreciation and accommodation.

**Faculty members are tenured/tenure track, FT1 and FT2 in Academic Affairs and Continuing Education

Action E: Diversity and multicultural-related workshops, seminars and extra-curricular activities

Diversity Committee sample:

- o Frankly Speaking Series – developed by the Schreyer Center. Case studies are used to help participants explore attitudes and biases toward minorities and other under-represented populations; two faculty members from the campus received training to facilitate; one session was conducted in the Spring of 2005.

Student and Enrollment Services staff has participated in the recent LGBTQA workshop/training program sponsored by the Chancellor and the LGBTQA Director, Allison Subasic. Health Services has addressed Psychologists and Counselors at Northeast Educational Intermediate Unit from various high schools, pertaining to Disability Services offered at Worthington Scranton.

Action F: *Develop and maintain a prominent and easily-accessible Diversity web site++, with announcements of events*

We accomplished our goal of developing a prominent and easily accessible Diversity website at <http://www.ws.psu.edu/FacultyStaff/16532.htm>. Our new goal will be to ensure all of our web pages integrate pictures, language and events that are responsive to our campus and community and indicate our commitment to an inclusive learning environment. These pages are reviewed with a focus group, as well as our Campus Web Team.

- The Events Calendar is a recent addition to our web page and with training, we have converted our Faculty, Staff and Students, as well as Alumni, Retirees and others to utilize our calendar for campus events.
- Along with Penn State Hazleton and Penn State Wilkes-Barre, we form the Penn State Region Northeast Live Newswire. Events surrounding diversity engage a broader audience on our campuses.
- Our Public Information Specialist maintains connections to the Diversity ListServe and posts our diversity news and events. Diversity events are published by the Public Information Specialist on the campus events web event calendar, as well as the University-wide diversity calendar.

A web page for diversity exists in the Faculty/Staff-Human Resources section of the website as per the design created in 2005 for all the websites of the former Commonwealth College. This website consists of pages for each individual challenge item in the Diversity Plan.

Future Action Items:

- Make the 2004-2009 plan and its progress the prominent information on the Diversity Web Site
- Add links to the diversity pages from other sections of the website; for example, the Future and Current Students sections, to highlight the campus's commitment to Diversity
- Include a Feed-back page

Challenge 2 Create a Welcoming Campus Climate

Action A: Conduct awareness and sensitivity training for faculty and staff

The campus administration reviewed the results of the Faculty/Staff Climate Survey of 2004, and concentrated on those areas where responses were below (negative) average. Based on these findings, a plan was then developed to incorporate seminars and/or course offerings through the Human Resources Development Center (HRDC) for campus employees to address these needs.

Recent seminars have been "The Art of Collegiality", and "Going with the Flow of Change". These are ongoing seminars offered throughout the academic year. A new suggestion has been made for developing a formal orientation committee to assist in the transition of new hires, both academic and staff. Recently, the Directors of Information Technology and of Business conducted a phone etiquette workshop for faculty and staff. Elements of the presentation were designed to be sensitive to diversity.

In Spring, 2004, the Diversity Committee hosted an information/training session for the campus community with the Director of Disabilities Services from University Park. In Fall, 2005, the Committee hosted ABLE, a program that demonstrates to participants the difficulties handicapped people experience with everyday tasks. Over 150 students and staff took part in the program.

We continue the practice that all search committees are charged to seek and support diverse candidates and to select a Diversity Advocate. Every committee is provided a copy of the appropriate questions and of the role of the Diversity Advocate.

Continuing Education will host Sexual Harassment training for students, staff and faculty in Spring 2007.

Action B: Consider creating a diversity response team (A.2.f)*

The Cabinet, coupled with the Diversity Committee, are the Diversity Response Team. We are deeply committed to the goals of Affirmative Action. We have a Director of Business and two Sexual Harassment Resource Persons (SHRP), each of whom undergo continuous training.

Each SHRP attends the Sexual Harassment Resource Annual Workshop in the fall at University Park. This is a full-day workshop which covers current topics and is presented by the Affirmative Action Office.

We also train our Level 1 Campus Nurse to respond rapidly to LGBT and disability concerns. We are piloting a collaboration with Penn State Wilkes-Barre to share a Campus Security Head. Training between both campuses is coordinated and included the Zero Tolerance for Hate Director, for training. We also sponsored a "Conflict Resolution" Workshop (2005) and an LGBT training workshop for the Cabinet (Summer, 2006)

Action C: Conduct programs for incoming and continuing students that stress diversity awareness (A.2.e.; A.3.h)

Student and Enrollment Services fosters opportunities for students, both incoming and continuing, which stress diversity awareness. Admissions incorporate students from diverse backgrounds and abilities to assist them with ongoing recruiting events, both on and off-campus. This is done through the Work Study program, the Lion Ambassador program, as well as numerous events coupled with other areas of the campus.

Student Activities conducts a Diversity Component to the annual FTCAP/Orientation program. Both these and other events are supported by Health Services throughout the academic year in the form of counseling, disability services and LGBTQA Commission awareness events.

The Library report in Appendix A indicates ongoing purchases in all areas of diversity. Our long-standing commitment to diversity resources is reflected in having among the largest expenditures regarding diversity.

The Diversity Committee indicates that:

- Diversity topics are embedded in many regular courses taught on campus (EdThp 115A, LL ED 580, EDUC 484, EdThp 412, NURS 211, HDFS 315, HIST 001, HIST 002, HIST 020, HIST 021, SPAN 001, SPAN 002, CM LIT 101, and HDFS 129
- A “Women in Science” series was presented at a local high school

Action D: Increase co-curricular activities attractive to students in general, and to under-represented groups in particular

Mental Health, LGBTQA, cultural events, as well as Student Union Board events are offered on a continued and programmatic path, geared to raise the level of awareness with anticipated desired outcomes.

The Campus Chorale and Jazz Band, under the support and direction of our Music Instructor, have created a wealth of musical events, utilizing selections from many ethnic and diverse backgrounds. From Convocation to Commencement, our campus celebrates with music.

Action E: Develop formal and informal methods to identify climate issues and establish a formal evaluation of successes (A.2.a)*

Following the 2004 Faculty/Staff Survey, a professional development plan was prepared to address the issues. We will need to find an assessment tool to determine the level of effectiveness of our plan.

The Student Government Association, through its weekly agenda and ongoing slate of campus activities, strives to measure the level of effectiveness that its programs and

opportunities have on the student body, as well as on faculty and staff. This has been done through surveys, committee reports, Advisory Board presentations and informal discussions among the campus' student leaders.

Action F: Ensure a Communication, Public Relations and Marketing Plan, through Enrollment Management and alumni media strategies, which support a welcoming environment

Following Commonwealth Campus reorganization, our campus developed a micro version of AD 61 by forming a Marketing Council with the Public Information Specialist in the lead. The Public Information Office endeavors to play an active part in ensuring that Penn State Worthington Scranton continues to be, in fact, and to be clearly seen by the community at large, as a welcoming, diverse environment. Activities include participating in the planning of such activities as needed, and aggressively promoting all special events. Where possible, the Public Information office, in conjunction with the Marketing Council, will counsel event planners to continue being inclusive. This extends to invitations to the general public to attend various campus special events. An example includes the recent Veterans' Day Breakfast that was opened to our local community and alumni of Penn State. Over 150 people attended, with an excellent response from local veterans' organizations.

Student and Enrollment Services is an active and contributing member of the campus' Marketing Council. Formulation of campus recruiting brochures offer a perspective of inclusion and diversity through its photos and content, as well as highlighting efforts on the campus' website. Application of these same principles is conducted by the various areas housed within the Student and Enrollment Services Department.

Action G: Utilize a Master Plan to identify improvements in campus accessibility

Coupling a Master Plan with the Teaching, Learning and Technology Advisory Committee (TLTAC) and coordinating with UCIF, ISIS and CEAP results, we have prepared an Annual Report on campus facilities improvements. We are continuously renovating our campus to ensure access. Recently our Library entrance was reconstructed to allow ADA accessibility. Rest rooms were renovated, as well. Approximately \$6.7 million for new and renovated facilities has been accomplished since 2004, including a Corporate Community Center/ Business Building for \$4.5 million, currently in the planning phases.

*Parentheses indicate reference to Penn State Worthington Scranton Strategic Plan

Representation (Access and Success)

Challenge 3 Recruiting and Retaining a Diverse Student Body

Action A: Develop a peer extended orientation team

Student and Enrollment Services extend its offerings through the campus' Lion Ambassador Program, Student Government Association, as well as various clubs and organizations of the campus. Orientation Advisors are comprised of peers from all dimensions of diversity, who envelop a feeling of inclusiveness among our students and create an outreach approach in gaining mutual understanding of the various issues of diversity. The Associate Director of Enrollment Management dedicated an Admissions Counselor to speak with the growing Hispanic population.

Action B: Consider weekend multicultural open house

Resources from various venues are offered through Student and Enrollment Services. Worthington Scranton is reimbursed 50% of its cost for disability services from University Park. Grant funding has been offered to the campus for its PAWS program, as well as budget dollars dedicated to recruiting underrepresented students. The most recent recruitment event occurred in Fall 2006, at a local Hispanic church service.

Other weekend events where Admissions tables have been present, such as African-American church sponsored Unity Day, the local first annual Hispanic Fair, along with producing Admissions and Financial Aid brochures in Spanish, are samples of our pilots.

Action C:

- ***Find external funding, such as Federal TRIO programs with Wilkes-Barre and Hazleton for retention and recruitment programming***
- ***Utilize retention and graduation rate data to measure success in improving disparities with white students***

This is an ongoing item and may encompass many academic areas. Currently, the Instructional Designer is working with faculty and students to improve retention through improved testing skills that address diversity in learning styles of our traditional and adult students. Analysis of our retention and graduation data has not been used to this point in identifying workshop topics, although national research has been used to guide the development of these efforts.

Future Action Items:

- Rely on retention and graduation data from Worthington Scranton, in addition to research to determine the content of academic workshops for students, with attention to diversity issues that may be identified through the analysis of the data.

Action D: Create a column in the newspaper for students of color

Creating a sustainable campus newspaper remains a challenge for us. However, we actively pursue web-page pictures and news events which emphasize the strengths of our growing diverse community of faculty and staff.

Action E: Continue to participate in regional programs designed to reverse the regional “brain drain” by attracting and retaining companies to our region

Our campus actively participates in numerous community organizations, partnerships and collaborations to indicate and support Penn State’s commitment to foster diversity. In addition, Northeastern Pennsylvania college presidents and administrators network with local and regional organizations to develop a regional alliance to attract and retain corporations, who in turn will attract and retain a diverse employee base, and their families will pursue education and training at our colleges. A recent successful example is the Great Valley Technology Alliance (GVTA), which recently received \$15 Million of funding for “Wall Street West” or WIRED Initiative, with our campus leadership involvement.

Ongoing regional collaborations exist among Penn State campuses. The regional Penn State campuses are active members of Northeastern Pennsylvania Colleges and Universities (NEPACU), Great Valley Technology Alliance (GVTA) and Northeast Pennsylvania Technology Institute (NPTI).

Penn State resources and expertise are continuously utilized and recognized to develop needs assessments for Industry Clusters. Examples of clusters are:

- Electronics
- Health
- Plastics
- Hospitality

These clusters have funds to assist in training adults for employment in existing and new industries.

Continuing Education’s contribution to stopping “brain drain” includes membership and participation in the following groups and initiatives:

- NEPA Electronic Industry Partnership
- WIRED Initiative
- Tourism/Hospitality Partnership
- WEDCO & NEPA Alliance (economic development agencies)
- Lackawanna County Economic Development-Implementation Committee/Education
- Six PA Workforce Development Industry Cluster Partnerships
- NEPA Continuing Higher Education Council
- Great Valley Technology Alliance/STARS Initiative
- Scranton Chamber Computer Contest
- CareerLink Credentialing and Training
- Northeast PA Industrial Resource Center partner

Internship Coordinators for Business, HDFS and Nursing seek hospitals, field placements and businesses which promote diversity, in conjunction with complementary activities and services from our Career Services.

Our Advisory Board actively seeks new board members whose businesses and community service enhances diversity.

Continuing Education, Development and Alumni Relations are working as a team to assess training needs to enhance economic impact and scholarship development to support employees. This type of partnership enhances our diversity goals and those of our corporate/government partners.

Challenge 4 Recruiting and Retaining a Diverse Workforce

Action A: Continue to utilize CWC sources to under-represented candidates. Continue to utilize informal sources (CAAC & churches) and expand outreach efforts into the Pocono region (A.2.b)**

Continued and increasing efforts are being made in developing contacts with the local minority population. This has included sending position openings to minority institutions announcing local vacancies. Additional emphasis will be placed on developing local contacts with the growing Hispanic population. It is suggested that the campus human resource representative will work closely with the campus admissions staff in recruitment activities associated with creating a diverse workforce.

Action B: Participate on CWC initiatives for search committees (Search Chair viewing video) and continue to assign diversity advocate to each search committee (A.2.g)**

The campus follows guidelines for advertising in diverse outlets (Black Issues, Hispanic Outlook, diverse list-serves, etc.) to attract faculty and staff from under-represented groups.

Two searches for Information Technology Specialist were conducted within the IT Department and the DIT served as chair of the Associate Director of Admissions Search. In all three searches, a diversity advocate was identified, the position was posted in publications that would reach a diverse audience, and all search committee members received the Human Resources publications, "Guidelines for Recruiting a Diverse Workforce / Getting Different Results".

Information Technology demonstrated its commitment to diversity through the hiring of an Asian/Pacific Islander student lab attendant.

Future Action Items:

- Continue to identify ways to support and bring diversity into the Information Technology environment
- We have used Provost's funds to attract a Native-American faculty member. We continue to use NAACP, local historically African American churches and to develop partnerships with synagogues and Hispanic churches.

Campus administrators continue to utilize the Provost's Incentive Fund to secure funding to attract outstanding new faculty and staff from under-represented groups. The challenge, at this point in time, is retention.

Action C: Encourage faculty attending conferences to participate in recruiting efforts

Many professional conferences, such as those of the Modern Language Association (MLA), provide opportunities to recruit faculty from a broader base. Having our campus

recruiting representatives at these meetings is further recognition, at the national level, that we seek an excellent diverse faculty.

Action D: *Establish a student worker diversity training program*

This was discussed under Challenge 2.C.

Action E:

- **Formalize faculty mentoring programs, including two mentors (social and discipline)**
- **Extend mentoring program to staff**

This is currently under development, initially as a staff orientation program.

Action F: *Continue social events to foster sense of community*

The SGA annually thanks the Faculty and Staff. Our Convocation and Commencement Programs are well attended by our campus and celebrate our new academic year and the beginning of a career, respectively. The Chancellor holds an annual Holiday Reception. Even our alumni organization supports food at a Faculty Senate meeting. With the recent passing of three campus employees, memorial services, including all campus constituents, alumni and retirees, focused on our sense of community.

Action G: *Send campus representative to Diversity Conference (SHRM-Society for Human Resource Management)*

Budget constraints have precluded sending campus representatives to national conferences, unless they are participants. However, all cabinet members engage in campus and regional diversity events and training. Faculty, keeping current in their disciplines, learn ways to include diversity in their courses. Staff are involved in several training sessions per year where diversity is a critical element. Challenge 2.A.

Action H: *Continue to actively seek and use Provost Diversity Funds when hiring diverse faculty from under-represented areas*

See Challenge 4.B.

**Refers to similar items in the Penn State Worthington Scranton Strategic Plan

Education and Scholarship

Challenge 5 Developing a Curriculum that Fosters Intercultural and International Competencies

Action A: Package courses for a multicultural certificate or minor

The campus added two new majors, LAS and American Studies, with the additional support of two faculty with specialties in African American Literature and Women's Studies. We have named a program coordinator for International Programs and our students have remarkably improved opportunity for trips. Last year, we developed a trip to Spain and are currently planning a trip to Dublin, Ireland.

Continuing Education has offered the following opportunities for diverse populations:

- Youth Camps
 - Exploring the Spanish World
- Teacher Education
 - Ethnic Minorities & Schools in the United States
 - Students with Autism in Inclusive Settings
 - Celebrating Classroom Diversity
 - The Holocaust
- Professional Development
 - Hispanic Culture Awareness for Managers
 - Working in Pennsylvania: American Culture Awareness
 - Spanish for Human Resource Managers

Action B: Develop minors

As discussed above, we have focused on developing new academic programs. The Continuing Education program has developed certificate programs in Adult Aging and English As A Second Language. The Faculty Senate Curricular Affairs Committee is collaborating with the Enrollment Management Council to test the feasibility of extending majors and minors, as needed.

Action C: Review national research on success with diversity studies in classroom

The campus participates in the Newspaper Readership Program, which exposes students to national and world news and raises cultural awareness. A number of faculty

incorporates this material into their courses, and this has resulted in several programs and events dealing with global issues.

Several structural changes and community fundraising support have made it possible to exceed our expectations. In order to gain more synergy between faculty and students, our Instructional Designer now reports to our Director of Information Technology, in parallel with the central Penn State organizational structure. We were able to pilot podcasting as a teaching tool and to develop an IST course with another campus.

We focused on recruitment of under-represented and international faculty experts with remarkable increase in international editorships, in securing Schreyer InSpire grants and in development of distance delivered language and culture in Chinese, Spanish, Finance and time studies.

Future:

More effort needs to be put into identifying and sharing this research on diversity with faculty. The instructional designer will be asked to share a key research item each semester.

Action D: Continue research seminars by inviting faculty and students to present their research on topics that involve diversity

The Campus Faculty Research Seminar Program presented on diversity related topics (Spanish Culture, Deaf Culture, Aging, the Holocaust, etc.). Our research seminars have continued, with at least two or three occurring per semester. Participation by faculty, staff and students has also increased. The campus supported the first annual Undergraduate Research Symposium.

Since 2005, approximately twenty thousand dollars has been available for faculty research seed money from our campus. Slightly less than 50% of grants funded were for diversity and international study. Examples are; "Latin Literature in the United States" and "Examining the Controversial Link Between Diversity and Corporate Performance". The Matthews Research Award and Greater Scranton Penn State Chapter research funds are to be used as seed money for our campus faculty and staff.

In Fall, 2004, the Diversity Committee hosted a session with the Humphrey Fellows, Internationals from third world countries, whose fellowships are located at University Park for the year. In Spring 2005, this Committee hosted a day-long program with the Humphrey Fellows, with more than 40 representatives from the community, and the campus; sessions included presentations by the internationals, personal exchange sessions, and round table discussions addressing particular themes with all participants.

Action E: Create more opportunities for diversity-related field trips

The International Program, Honors Program and the Student Government Association often sponsor field trips. Examples include study trips to Spain and France.

Creating a central topic, such as “Mexico” is in the planning stages for next year and will in all likelihood, lead to study trips, perhaps to Mexico or to enjoy Mexican culture.

Action F: Continue “Best Practices in Classroom” Diversity Luncheon

“Best Practices” Diversity Luncheon continues and remains well attended.

Action G: Academic Support Areas

Ensure that each academic support area undertake a diversity-related project which supports the Strategic Plan

The Instructional Designer is currently working with the Learning Center to develop an online writing center (the OWL) which can serve the entire campus population. The OWL allows students with various learning styles and time-related needs to access writing support in an alternative method.

Also, IT is working with the campus disability contact to address issues relating to appropriate furniture in the computer labs for physically disabled students. Funding from UP has been granted for the purchase of two electronic height-adjustable tables for the Computer Lab.

The Instructional Designer also consulted with faculty, Dr. Eva Tettenborn, Assistant Professor of American Studies, on incorporating a field trip experience to an African-American burial ground into her course content.

The Director of the Library is actively supporting Interdependence Day. Ongoing displays are presented in support of national holidays, observances and local interests. The recent “Tea With The Authors” demonstrated readings in Spanish culture, international film and American authors.

Future Action Items:

Continue to identify diversity-related projects that are applicable to the Academic Support areas.

Institutional Viability and Vitality

Challenge 6 Diversifying University Leadership and Management

Action A: Recruit diverse candidates to fill Advisory Board positions held for that purpose

The campus has developed a stewardship program for potential Advisory Board members, beginning with research and identification of community leaders from under-represented groups. These prospects may well be alumni from Penn State University and our campus. They are invited for participation in our Open Houses and as invited speakers in our classes. They may become mentors for our Honors students, with the goal of increasing their engagement with our campus. Representation of women on our Advisory Board has increased over the years. We will continue identifying Hispanic leaders and alumni in our community.

We are grateful to our Advisory Board Nominations Committee and to our campus community for actively developing good guidelines for Board membership and for continuously identifying professionals and alumni from diverse backgrounds. This enhances campus excellence and is vital to our success. Advisory Boards to our academic programs also support our commitment to diversity.

Action B: Continue successful efforts to diversify Campus Executive Committee

The Cabinet currently maintains a 60/40 ratio of women to men. Professional development of management and leadership remains at 100% and exceeds the Penn State average professional development hours. Topics such as affirmative action, sexual harassment, LGBTQA issues and conflict management remain at the forefront of ongoing development. Coupled with efforts of the Faculty Senate Diversity Committee, we can add understanding of disabilities, zero tolerance and international topics.

We are especially pleased that our Director of Development was selected to participate in the Administrative Fellow Program. This will help her and our campus gain broader perspectives on diversity.

Action C: Increase diversity of Program Coordinators

With the increase in the number of four-year programs and retirements, we now have more women as program coordinators at this midpoint. By instituting the practice of co-chairs for some programs and committees, we can provide leadership opportunities and mentors for senior and junior faculty.

For the first time in almost seven years, a woman leads our Faculty Senate.

Action D: Publicize and encourage participation in PSU leadership programs

The ability to access and deliver programs and workshops regionally and through the Polycom system has greatly enhanced our campus opportunities for a broader understanding

of diversity. Our goals remain to provide and encourage a fuller understanding of our commitment to diversity among our employees and our students.

We are grateful to Penn State for offering matching funds for leadership training, as well as Polycom-delivered programs and regional workshops. The Northeast Penn State campuses collaborate to make this a successful undertaking.

We continue to support "Mastering Supervision" by nominating our women in new leadership roles. We supported one of our staff assistants in gaining an office management certificate. We send our new employees in leadership roles to a variety of programs within Leadership Lackawanna.

Continued attendance and participation of campus employees in university, regional and national conferences on issues involving diversity is recommended. A suggestion has been made for local campus memberships on local diversity boards, which would help in the recruitment and retention of a more diverse student population and the attraction of a more diversified workforce. Membership of campus employees in under-represented groups should be considered.

Challenge 7 Coordinating Organizational Change to Support Our Diversity Goal

Action A: Implement the campus Strategic Plan, which reflects the importance of diversity, specifically within the diversity section, and embedded throughout the entire document

The Chancellor's Cabinet is the leadership team on our campus. Each year, during our annual Strategic Planning Retreat, we address our Cabinet and unit diversity needs. We identified three goals:

1. Build a Sense of Community
2. Build a Leadership Team
3. Understand the Meaning of a Student-Focused University

Student and Enrollment Services have supported this initiative through the implementation of the campus PAWS Program and outreach recruitment within the Hispanic community. The PAWS Program was developed recently by the Admissions staff, with grant support to address pre-college students with disabilities and special needs. We consider this a "best practice", since students and their families taste the college experience and we learn to improve our campus climate and accessibility.

Allison Subasic, Director, LGBT Student Resource Center, and Christian Matheis, Assistant Director, were invited to our campus in June, 2006 to improve our understanding of LGBT concerns and to assist us in providing a welcoming community for our students.

To move from awareness to accommodation and ultimately integration, we continue to utilize FARs and SRDPs to monitor involvement in diversity programs, workshops, etc.

Action B: Continue to reorganize departments in order to support Strategic Plan as it relates to diversity

We have been able to recruit and retain Student Affairs professionals from diverse backgrounds in key positions, who can act as mentors and who have strong expertise in diversity programming.

We converted to the Director of Student and Enrollment Services (DSES) model to focus on both recruitment and retention. For example, our Associate Director of Enrollment Management currently co-chairs the Enrollment Management Council with the DSES. Together, they have prepared a framework for an enrollment management plan with specific emphasis on underrepresented populations; women in science, adult learners, LGBT, and people with learning disabilities. The Marketing Council then discusses strategies to effectively engage these markets.

Demographic information is collected by the campus to compare the composition of our student body with that of the region. Please see Appendix B.

We are grateful for Penn State matching funds for the development of an Admissions Counselor for Adult Learners and Hispanic population, as well as for pre-college students with disabilities (PAWS).

Action C:

- **The campus will actively seek support from companies and individuals who actively promote diversity**
 - We recently raised \$4.5 Million from public and private sources for a Corporate Community Center/Business Building
 - We are confident that our networking efforts and our active participation in our local diverse community is leading to recognition of our campus commitment to educating a diverse student body.
- **Continue to disperse student activity fee to support individuals who actively support diversity**
 - The Student Activity allotment program has offered numerous diverse program initiatives to be funded.
- **Continue to earmark specific funds that support campus efforts whose primary focus is on diverse populations, specifically Commission for Women, NEPDEC, Faculty and Staff diversity initiatives**
 - See Challenge 6.B.
- **The primary focus has been to identify and steward potential Advisory Board members**
 - See Challenge 6.A.

However, with the additions of diverse faculty and staff, we have learned of leaders in our community and events that focus on active participation of our campus in community-sponsored events. Examples include: Unity Day, Interdependence Day, United Nations Day, and the Hispanic Festival.

In addition, we have worked with our three alumni groups to find Penn State graduates from diverse backgrounds who are willing to share their ideas and time. A successful example is Jorge Coronel, originally from Mexico, who is a 1992 graduate of our campus, and who also is an active public speaker on leadership and Hispanic diversity topics.

Action D:

- **Pursue funding to create endowment to recognize, reward campus diversity effort**

We continue to use climate surveys, Faculty Activities Reports and Staff Review and Development Plans, as well as student satisfaction surveys, to carefully monitor personnel matters for discrimination issues.

- **Develop departmental accountability standards as they relate to diversity issues, as outlined in the Strategic Plan**

We are currently awaiting development of outcomes assessment analysis followup of the recent Middle States Review.

Several of the academic programs, such as Business, Nursing and Architectural Engineering Technology have outcomes designed by their accrediting bodies. It will be important to align Penn State outcomes to those of various accrediting bodies.

Action E:

- **Continue current internal/external partnerships that advance the University goals; specifically membership in NEPACU, GVTA, and participation in NAACP and NEPDEC**
- **Future Ongoing plans: meet and develop relationships with Jewish League and other local groups**
- **Continue to meet the requirements of the University's Human Resources Department**
- **Internal campus departments will work more closely to integrate diversity goals**

As discussed in Challenge 7.D., academic and campus departments will need to measure their successes based on structured outcomes. Work needs to continue and develop in this area.

Action F:

- **Increase/develop the role of the campus Diversity Committee to assist/monitor diversity efforts and networking between faculty and campus leadership**

The Diversity Committee is one of the most active committees of our Faculty Senate. They meet regularly and report their activities faithfully, while seeking input from the campus through the Senate. They hold themselves accountable by matching their events with the current campus diversity plan. Preparation of our Diversity Plans and Mid-Point and Final Reports has always been a joint effort between the Faculty Senate Diversity Committee and our Cabinet.

- **Review club activities for inclusion of diverse groups**

The Director of Student and Enrollment Services, the Student Activities Director and the Campus Athletics Director continue to train, monitor and report diversity within their areas.

Action G: Continually monitor staff, faculty, students and Board for diversity composition

Student and Enrollment Services Department strategic/operational plan and area reports are submitted on a monthly basis, showing progress and outcomes for each initiative focusing on diversity projects. (See also charts provided for this report) (Appendix B)

APPENDIX A

November 22, 2006

Richard Fitzsimmons

Mary-Beth Krogh-Jespersen

DIVERSITY REPORT/LIBRARY

- I. This report covers acquisitions of monographs, databases, and other diversity-related initiatives from the 2003-2004 year-to-date.

The campus library tags all appropriate orders with diversity codes, established by the University Libraries. Thus, we can track order categories. These special codes are:

| | |
|----|---|
| AA | African-American |
| AD | Disabled/Challenged |
| AG | Ageism |
| AR | Arab-American |
| AS | Asian-American |
| CP | General, Multi-Cultural, Comp Perspect |
| GL | Gay/Lesbian |
| HA | Hispanic-American |
| JS | Jewish Studies |
| NA | Native American |
| OT | Other |
| WS | Women's Studies |

| <u>FY</u> | <u># of orders</u> | <u># Div. orders</u> | <u>\$ Div. Exp.</u> | <u>% Div. Exp.</u> |
|----------------------|--------------------|----------------------|---------------------|--------------------|
| 2003-04 | 1,402 | 288 | \$10,247. | 19.7% |
| 2004-05 | 1,325 | 270 | \$10,793. | 19.9% |
| 2005-06 | 1,664 | 376 | \$15,628. | 25.1% |
| 2006-07 (to-date) | 501 | 89 | \$ 2,274. | 17.8% |

I am sure you will find it of particular interest that Penn State Worthington Scranton campus library has continued its long-standing status of expending the greatest amount of money on diversity resources among the University Colleges and the College Campuses of Penn State.

Here are the statistics:

| | Campuses/Colleges Worthington Scranton excluding WS | |
|---------------|--|--------------------|
| | Range \$/% | \$/% |
| 2003-04 year | \$ 496. - \$ 8,652. 1.3% - 7.6% | \$10,247. 19.7% |
| 2004-05 year | \$ 516. -\$10,791. 2.2% - 7.6% | \$10,793. 19.9% |
| 2005-06 year | \$1,104.-\$13,343. 2.4%-9.1% | \$15,628. 25.1% |
| July 1, 2006- | ? ? | \$ 2,274. 17.8% |

II. The University Libraries currently subscribes to over 500 commercial databases. Money spent on these databases is prorated to the campus library budget (referred to by University Libraries' accounting office as "Attributed"), and is money "taken off the top of our allocation" before we are notified of "our budget." So, we pay for it!

A. Diversity databases (specific)

While I am unable, at this time, to give you the specific amount of money spent on Worthington Scranton's behalf for "diversity databases," I can report the following for "Attributed" expenses for all databases, including diversity-related ones, available to our students and faculty:

| | |
|---------|------------|
| 2003/04 | \$142,511. |
| 2004/05 | \$157,613. |
| 2005/06 | \$175,407 |
| 2006/07 | TBD |

All databases are mounted on the server and are available to all registered patrons 24/7, in-house and remotely. These databases are in a variety of formats: full text, abstract, citation only, etc.

-2-

B. General databases (including diversity)

The University Libraries has many general databases which would include diversity references. Examples of these general databases are: ProQuest Direct (5000+ journals and 150+ newspapers); ProQuest, Psychology, etc.

- III. The campus library frequently has timely and specific exhibits and displays centering on diversity issues: e.g., Martin Luther King, Jr. day, Gay/Lesbian, Holocaust, Native American, Disabled/Challenged, Ageism, etc.
- IV. The campus library routinely prepares subject bibliographies on diversity subjects. These listings supplement exhibits and displays. Other times, bibliographies are prepared for course-related library faculty instruction, class assignments/projects, or events, e.g., Black History Month, etc.
- V. Lastly, recall I said this report covers 2003-04 to-date. Clearly the collection acquired diversity materials from 1968-69 through 2002-03. Items from this period are not trackable, but certainly the library acquisitions in that 25-year span included diversity-related items!

**cc: M. Killian
File**

APPENDIX B

STUDENT ENROLLMENT



Worthington Scranton Fall Applications, Offers, Paids By Total Ethnicity

Week 55 October 16, 2006

| Ethnicity | Apps FA05 | APPS FA06 | APPS 06-05 | OFFERS 05 | OFFERS 06 | OFFERS 06-05 | PAIDS 06 | PAIDS 05 | PAIDS 06-05 |
|------------------|----------------------|----------------------|-----------------------|----------------------|----------------------|-------------------------|---------------------|---------------------|------------------------|
| Alaskan Native | | 1 | | | 1 | | | | |
| American Indian | 1 | 3 | 2 | 1 | 3 | 2 | 1 | 2 | 1 |
| Asian | 17 | 21 | 4 | 28 | 26 | -2 | 6 | 9 | 3 |
| Black American | 19 | 28 | 9 | 15 | 19 | 4 | 6 | 9 | 3 |
| Foreign Visa | 1 | 4 | 3 | 1 | 2 | 1 | 1 | 2 | 1 |
| Hispanic | 15 | 17 | 2 | 15 | 14 | -1 | 6 | 5 | -1 |
| Puerto Rican | 15 | 15 | 0 | 13 | 13 | 0 | 6 | 7 | 1 |
| White American | 629 | 729 | 100 | 619 | 799 | 180 | 378 | 470 | 92 |