

**Feedback on Progress Implementing**  
***A Framework to Foster Diversity at Penn State: 2004-09***  
**Penn State Shenango**  
**Mid-Term Progress Report**  
**Spring 2007**

The review team acknowledges that within this *Framework* cycle, a University reorganization and a change in campus leadership have had a significant impact on Penn State Shenango. The campus is commended for its strength of community, its commitment to the diverse populations it serves, particularly adult learners, women, and LGBT students, and for recognizing and acknowledging opportunities for improvement. Given that the campus is still in the process of regrouping, developing a new diversity strategic plan for itself, and implementing its initiatives, the review team offers its suggestions in a spirit of providing broad and long-term direction as Shenango moves forward. The Campus is encouraged to seek additional assistance from central resources such as the offices of Educational Equity, Affirmative Action, Human Resources, Planning and Institutional Assessment, and the Schreyer Institute for Teaching Excellence. The campus may also be able to glean helpful ideas from the updates and feedback of other Penn State units that are available on the Educational Equity Web site.

While Shenango has indeed achieved much in relation to several of the *Framework* Challenges, establishing a strategic plan for diversity is necessary for developing long-term goals. The Shenango update includes a number of proposals that can be targeted as a comprehensive plan is developed. Attention should also be given to outcomes assessment and identifying metrics and performance indicators by which progress can be gauged. The review team recommends creating a formal definition of diversity which can then provide guidance in advancing initiatives, disseminating information about diversity planning and initiatives, and in evaluation efforts and reporting. Without a formal definition of diversity, it is difficult to evaluate Shenango's progress in addressing the Challenges. The review team especially appreciated the introduction and observations presented by the Chancellor, which provided an insightful overview. In future reporting, also would be useful to provide some description of the campus and its environment and service area, as well as a profile of faculty and staff that reflects their commitment, engagement and resources.

**Campus Climate and Intergroup Relations**

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

- ❖ Shenango is encouraged to develop an inclusive formal definition of diversity, expanding upon the working definitions evident in the update. Specific methods of disseminating the definition throughout the Campus and strategies for ongoing communications would help establish a shared sense of diversity.
- ❖ The proposed Diversity Committee should be formed to serve as an advisory group and monitor the implementation of diversity activities and outcomes.
- ❖ The enrollment data regarding age, gender, and race are positive and also relevant under Challenge 3.

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

- ❖ The support offered through Academic Affairs to the LGBT student organization and the adult learner population exemplifies the administration's commitment to create a welcoming campus. The professional counseling services and extended office hours are particularly noteworthy. Data demonstrating the impact of such support would be helpful.
- ❖ It is positive that the Student Satisfaction Survey was revised to add questions aimed at adult learners. Mention was made of developing a questionnaire aimed at students from diverse racial/ethnic backgrounds. Instead, a single student satisfaction survey should be developed in order to gather feedback from the entire community. Results should be cross-tabulated by demographics to support analysis by group. It would also be helpful to know how results of previous surveys have been used for positive change.
- ❖ The proposed diversification of the Campus Advisory Board should support identifying and implementing initiatives to address this Challenge.
- ❖ Potential best practice: the embedded tutor program. More details should be provided about this program.

### **Representation (Access and Success)**

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

- ❖ The Campus is commended for the extensive list of initiatives under this Challenge, many of which focus on adult learners.
- ❖ It is commendable that Student Affairs staff have joined the Zero Tolerance for Hate Network and that member symbols will be displayed outside of the offices. This action is also relevant under Challenge 2.
- ❖ The list of initiatives and activities appears to be focused around staff involvement. Recognition and evidence of faculty engagement in Campus activities and contribution to this Challenge would be appropriate.
- ❖ More explanation of how the actions listed support diverse populations would be appreciated. In a few cases the diversity relationship is not clear (game room, fitness center, tracking student group activities).
- ❖ The scholarship programs for adult learners, single mothers of color, and students with disabilities are a good practice and could be extended to other groups.

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

- ❖ The review team encourages follow through with the objective to enlist the aid of relevant University experts to examine and plan initiatives and activities to bring greater diversity into the workforce.
- ❖ While recognizing that vacancies do not occur often, it is still necessary to have processes in place that address attracting faculty and staff that would diversify the workforce. There is no real evidence of such in this update. It may be helpful to identify the causes of why the Unit has not had success in diversifying the workforce. Measurable objectives for this Challenge should be included in strategic planning.
- ❖ The review team commends the increase of women in faculty and administrative positions and appreciates that the Chancellor recognizes that it is not an acceptable situation that the Campus employs only two African-Americans (tech service workers).

### **Education and Scholarship**

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

- ❖ An overview of degrees offered would be helpful to provide context for the diversity-related courses. It appears that most of the work addressing this Challenge is done in HDFS. The Campus is encouraged to take a purposeful approach to explore embedding intercultural and international competencies across all disciplines. The Schreyer Institute for Teaching Excellence would be a helpful resource.
- ❖ Details regarding the study abroad opportunities would be helpful.
- ❖ More information should be given regarding the initiatives or action items of the Center for Family and Community Empowerment and what outcomes are expected and how they will be measured. The Schreyer Institute for Teaching Excellence would be a helpful resource.

### **Institutional Viability and Vitality**

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

- ❖ The Campus is commended for its success in hiring women in key leadership roles.
- ❖ When openings occur, the Campus is encouraged to have processes in place that address diversifying the leadership. Measurable objectives for this Challenge should be included in strategic planning.
- ❖ The Campus is commended for its support of women in the Administrative Fellows Program and for considering development of a similar local program.

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

- ❖ Given the spring 2005 reorganization, the Campus must pursue establishing its own diversity goals and is strongly encouraged to access University resources for assistance in doing so. Establishing formal organizational structures to support achieving these diversity goals will be necessary.
- ❖ A formal Diversity Committee should assist with the development of the diversity strategic plan as well as identifying and implementing actions to address the diversity needs of the Campus.