

**Feedback on A Framework to Foster Diversity at Penn State: 2010–15 and  
2014–15 through 2018–19 Diversity Initiatives**  
Fall 2014  
**Penn State Greater Allegheny**

Penn State Greater Allegheny's mission includes offering "excellent and distinctive programs that serve a diverse student population," which guides various campus endeavors that focus on diversity and inclusion. Underrepresented/underserved students comprise a high percentage of the campus population, which presents many opportunities for amplifying the campus' diversity focus in an increasingly multicultural world.

The Greater Allegheny strategic plan includes numerous aspirations that point toward the realization of these opportunities, but structural shortcomings limit the plan from achieving its full promise. The campus' good intentions need to be consistently translated into the full constellation of effective planning components, including exploring relevant benchmarks (both internal and external to Penn State), establishing baselines, tracking outcomes data against concrete thresholds for success that are linked to strategic goals with targeted action plans, and reformulating goals based on the results attained. In those places where the plan appears to reach toward successful implementation, gaps immediately become evident. For example, Teaching International, now in its 10<sup>th</sup> year, is a high-visibility diversity program that focuses on learning about specific regions of the world along with a relevant theme (e.g., global health). The plan refers to the program as "successful," and the campus will continue it in collaboration with other curricular initiatives and key values, such as sustainability. Also, the campus hopes to expand the program into partnerships across the University and into general education. The review team does not doubt that the program has delivered high impact for students, faculty, staff, and other campus constituents, but what are the contours of this impact? The team could not identify any learning goals or outcomes, how the program has leveraged further interest in global affairs, such as by tracking participants who have gone on to study abroad, or even the overall number of participants down through the years. It was unclear from the unit report how the campus was defining success and how it was measuring the accomplishments of this program. Several other initiatives can be characterized in a similar manner. The team understands that not everything can be rigorously assessed, at least not all at once, but for such a long-standing and prominent program, assessment should clearly go beyond its current strategic indicator of "numbers of Teaching International partnerships" as it is expressed in the plan. Unfortunately, this approach is characteristic of much of the current plan.

Additionally, the current plan does not appear to build upon the campus' 2010–15 *Framework* diversity strategic planning cycle, which had some promising ideas, such as the Campus Cabinet for Diversity Engagement. Based on the current plan, this body apparently never came to fruition. On the Greater Allegheny *Framework* feedback report from spring 2010, the response items indicated that data collection on Teaching International had begun and that "additional classifications would be added" to broaden its planning, such as for LGBT equity but, again, follow up seems not to have occurred. Also, the plan does not engage the diversity section of the planning guidelines well. Some progress is noted for various *Framework* Challenges, but the plan contemplates little if any goals, actions, or thresholds for success for the upcoming cycle. Challenge 6 is skipped entirely, and no best practices/signature programs are proffered.

These factors, along with poor presentation of the document itself, contributed to the view among team members that the plan was generated in a rushed manner in order to satisfy an administrative obligation. The team recommends that Greater Allegheny revisit the plan with a view toward crafting it as a central guidepost for charting the campus' future. Positive structures exist in the plan, such as the convention of identifying strategic indicators at the end of various sections. This tactic could become a best practice if evidence demonstrated that it helped drive follow-up to the plan. However, even here, many of the indicators are weak, with terms like "numbers," "increases," and "success rates," which beg questions like how many, how much, and what constitutes success?

Higher education faces numerous pressures, and resources are constrained, especially at a small campus like Greater Allegheny. Diversity planning will only become a critical process if campus leadership makes it a priority and allocates sufficient resources toward the effort.

### **Campus Climate and Intergroup Relations**

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

- The plan states, “a broad definition of diversity has been embraced by the campus, and is present in teaching, research, and student activities.” Some evidence of this point overall may be found in the plan but, for example, no specific examples of diversity research appear.
- No planning appears to exist for LGBT individuals or those with disabilities.

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

- For the University’s recent climate survey that included about 100 Greater Allegheny students, “results appear positive,” but no actual results are included in the plan. Further assessment is planned, but the review team recommends taking stock of current efforts to ensure that the instrument, distribution, and analysis conform to the highest standards of survey protocols.

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

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

- International, out-of-state, and student athletes comprise the student recruiting focus of the plan. Why are these groups targeted, and how will their special needs be supported?

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

- The plan highlights the positive data profile for the campus’ workforce regarding race/ethnicity, which it also likens to its student profile. Are these positive results based on systems that have driven outcomes? If so, how? The percentage of women faculty is higher than the commonwealth campus average, but where are these faculty located? Have efforts succeeded in recruiting women into nontraditional disciplines? What are the results of those efforts? The review team got the sense that the campus may be satisfied with its progress on Challenges 3 and 4, but it was difficult to assess this impression given the lack of data and overall planning provided.

### **Education and Scholarship**

#### ***Challenge 5: Developing a Curriculum That Fosters U.S. and International Cultural Competencies***

- With positive outcomes garnered, Teaching International could become a best practice.
- More certificate programs are planned, but it appears that current certificates haven’t been well assessed, as was also the case for the *Without a Passport* conference.

### **Institutional Viability and Vitality**

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

- No planning occurred for this Challenge, though it did in the 2010–15 campus diversity plan.

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

- The expectation that every unit has a fundamental responsibility to support diversity efforts, with instructions to every director to be engaged and accountable to the chancellor, is impressive. The team recommends assigning a key director to be responsible to assess needs and facilitate change.

***Response: Attached is Penn State Greater Allegheny's 2010–15 Framework diversity strategic plan with new annotations in bold, italic, and blue font.***

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**A Framework to Foster Diversity at Penn State Greater Allegheny**

**2010-15 and 2014-15 through 2018-19**

**Executive Summary:**

*RESPONSE NEW SUMMARY: Penn State Greater Allegheny (PSUGA) is proud of its record of long standing support in its quest of developing and maintaining a diverse baccalaureate degree seeking student body (32% are non-white) and the rich cultural heritage brought to the campus learning environment by its diverse faculty, staff, and community that includes African American, Chilean, Chinese, Nepalese, Indian, and Koreans. In an effort to capitalize on the present bi-lingual strength in faculty who are Spanish and French speakers, two new employees, a registrar and an admissions counselor are also bilingual and will provide an even richer environmental mosaic for students in the future. The campus plans to capitalize on its present day strengths, and focus on the following nine strategic goals:*

- 1. Enhance customer service opportunities to all groups focusing on those groups most in need of help.*
- 2. Reach out to the fast growing immigrant communities settling in the Greater Pittsburgh Region that include, families from Nepal, India, Pakistan, Russia, Ukraine, South Africa, Syria Trinidad, and Viet Nam. Where personnel vacancies develop, as has been done this year, it will looked for faculty and staff with a bilingual skill set to assist in admissions actions, financial aid challenges, scholarship opportunities, career services opportunities, and DUS advising functions.*
- 3. Continue to improve on student enrollments from across the United States and Puerto Rico working to attract students from diverse racial and ethnic backgrounds.*
- 4. Pursue stronger and more diverse international recruitment efforts. PSUGA has been designated as an international campus and 7% of students already have an international designation.*
- 5. Enrich and enhance the already successful Teaching International Program– This academic program allows is structured to introduce and immerse students into various cultures and regions of the world beyond the existing curriculum.*
- 6. Use emerging new continuing education models, established Community Outreach Programs, and already existing regional campus partnerships, to reach out to the Pittsburgh region; build on the recent “Penn State in Pittsburgh” marketing campaign.*
- 7. Continue to strengthen Student Services initiatives especially those focused on gender equity, racial tolerance, and community/society challenges linked to urban and metropolitan communities.*
- 8. Use the fundamental building blocks of this diversity plan to build partnerships with local community and school districts to identify challenges provide for Penn State students an opportunity to work directly in local communities needing help and learn first-hand about*

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*societal problems in local neighborhoods that could benefit from academic teaching and learning.*

*9. Aggressively pursue funding opportunities that will support these initiatives.*

### Campus Climate and Intergroup Relations

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

##### Targeted Areas for Improvement:

- A. Use multiple communication formats with a combination of traditional and cutting-edge technologies to share diversity information, goals, and accomplishments throughout the unit and across all constituencies, including students, faculty, staff, administration, alumni, the wider Penn State community, and external constituents.
  - 1. **Expand weekly newswire articles that deal with diverse subject matter by including specific diversity tags for appropriate dissemination**
  - 2. **Compile annual publication of diversity articles and distribute to faculty, staff, students, and community through electronic technologies**
  - 3. **Create user group(s) on social networking sites for *Teaching International* website by posting articles and photos**
  - 4. **Enhance student-developed *Teaching International* website by posting articles and photos**
  - 5. **Promote stronger utilization of student-developed multimedia presentations using digital commons to showcase diverse topics**
  - 6. **Target international and domestic advocacy organizations in the Greater Pittsburgh region (i.e. the Pittsburgh NAACP), Global Pittsburgh, Silk Screen, The Pittsburgh Urban League, The African American and Hispanic Chambers of Commerce), develop a networking forum and exchange information**
  - 7. **Increase campus presence through local media by promoting diversity events to above mentioned groups**
  - 8. **The campus will host regional discussions on the vital elements of challenge and positive results inherent to an effective regional and local diversity framework**
- B. Increase the responsibility and influence of the unit diversity committee. Ensure that committees have a proactive, well-defined mission, with an open line of communication established with the budget executive for making appropriate policy recommendations, and use a variety of approaches in their work and communication. Ensure that committee membership is representative of all stakeholders, including students, senior faculty, unit administration, and staff and that committees receive appropriate resources and recognition for their work.
  - 1. **Develop a clear mission statement for the CCDE**
  - 2. **Include Chair of CCDE as a member of the Expanded Campus Director's Cabinet (EDCD)**



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- 2. Campus will establish an internal research capacity through the use of skilled faculty expertise in data development and assessment.**
- B. Maintain high visibility of diversity resources.
  - 1. Broadcast methods will be used on the campus to engage all segments in the diversity mission of the campus.**
  - 2. Published outcomes of the CCDE will be made available to the campus community and the internet community using modern e-communication methods.**
- C. Promote an atmosphere where differing strengths can be recognized and valued. Some examples of actions that support a positive climate for diversity and contribute to the success of the *Framework* are initiating training for diversity skill building among faculty, staff, and students; including diversity expertise as a criterion in search processes; and being mindful of implications for diversity and climate in all decision-making processes.
  - 1. The above methods will become the handiwork of the CCDE with the intention that this committee will devise a campus “Diversity Agenda” which combines skills-building, committing diversity expertise to all campus searches, and modeling an effective climate for diversity, both domestic and international.**
- D. Promote ideals that regard diversity as a strength and a necessity for unit success.
  - 1. Devise regular presentations through a variety of electronic means for the campus community to engage the “campus citizen”, both worker and students, in the value, strength, and effectiveness of diversity efforts and operations within a diverse campus climate.**
  - 2. Continue to promote international issues as part of the campus identity.**
  - 3. Develop “key methodologies” for further engaging the campus student community in the valued outcomes of a diverse community while avoiding the stereotypical messages and images which may not communicate such values.**

**Representation (Access and Success)**

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

**Targeted Areas for Improvement:**

- A. Assist students from underrepresented/underserved populations in gaining access to higher education and developing their academic, co-curricular, and societal skills for success.
  - 1. Expand pre-college, academic pipeline programs**
    - a. Work closely with high school guidance offices to bring groups of prospective students to the campus beginning during the first year of their high school careers (and earlier as appropriate)**
    - b. Science Technology Engineering Math (STEM)**
    - c. Summer Bridge**
    - d. TIF Grant working with YWCA**

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- e. **Expand collaboration with the Educational Opportunity Center to reach more first generation students.**
  - f. **Increase efforts with churches, community organizations, and other entities that are committed to fostering access to college for their youth.**
  - g. **Continue to work with the Community Recruitment Centers as well as out-of-state University Admissions Office (UAO) representatives to reach a diverse pool of students**
  - h. **Expand efforts to reach displaced workers through connections with Career Link as well as through involvement with those programs providing educational support such as Trade Adjustment Assistance (TAA).**
  - i. **Provide more opportunities to connect with veterans and expand the number enrolling on the campus**
2. **Increase adult enrollment**
- a. **Displaced workers**
  - b. **CLEP testing publicity/information**
  - c. **Robust portfolio assessment model**
3. **Expand international recruitment**
- a. **Continue model of hiring admissions counselors with generalist recruitment responsibilities, coupled with responsibility for a targeted population of students (African American, Hispanic/Latino, international, adults, and veterans, and foster children).**
4. **Focus on veterans with emphasis on visiting veteran's sites.**
- B. **Increase commitment to need-based aid and other means of support for low-income students to alleviate debt incurred while at Penn State,**
- 1. **Continue *All That's Jazz* to raise funds for Need-Based Scholarships**
  - 2. **Continue focus for major gifts as part of the *For the Future* campaign**
  - 3. **Increase aid focused on third and fourth year of four-year programs**
  - 4. **Increase support for summer classes to allow students to maintain academic progress**
- C. **Increase commitment to retention and student support to ensure student success, appropriate progress toward degree, and timely graduation.**
- 1. **Provide opportunities for classroom teachers to engage their students with the campus**
  - 2. **African American male mentoring program two-year retention, graduation attainment program**
  - 3. **Monitor and increase, if possible, Federal Trio Student Support Services Grant (ACE) support**
  - 4. **Monitor and increase, if possible, Educational Opportunity Center (EOC) support**

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**5. Monitor and increase, if possible, Penn State Educational Partnership Program (PEPP) support**

- D. Identify and address intergroup disparities between underrepresented/underserved student populations and the general student body in areas such as retention rates, graduation rates, and other indicators.
1. **Assign faculty member with an “institutional research” function to provide a data-based understanding of the challenges in the above arena.**
  2. **Generate periodic data-based reports which make it possible to address such disparities along the lines that the data might suggest.**
  3. **Expand learning center capabilities, generate “outreach” capability, imbed increased resources in the center, tie the efforts of the center closed to the residential and commuter populations through targeted methods which serve our diverse and bi-furcated student population.**
- E. Support initiatives to augment the internationalization of Penn State, including study abroad opportunities for domestic students; academic, co-curricular, and social support systems for international students; and efforts to utilize international students and faculty to enhance international exposure and interaction for domestic students.
1. **Continue the *Teaching International* focus**
  2. **Increase the number of international students and programs on campus**
  3. **Increase funding support for *Teaching International* initiatives**
    - a. **General funding support**
    - b. **Restricted funding support based on *For the Future* campaign**
  4. **Expand programs for language development; generate “short course” language methodologies which expose students to a variety of languages through residential instruction certificate programming.**
  5. **Tie into International Programs at University Park.**
  6. **Generate cross-cultural and joint institutional programs with international universities and other institutions which teach and serve international populations and which provide engagement opportunities for our students.**
    - a. **Developing funding support for students’ international engagement is critical**

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

**Targeted Areas for Improvement:**

- A. Approach hiring as an opportunity to augment the diversity profile of the unit and consider diversity expertise and credentials as an important job criterion.
1. **Chancellor will continue to personally charge each search committee and review final candidates.**

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- 2. Diversity questions will be posted by each search committee.**
- B. Utilize the Affirmative Action Office and the Office of Human Resources to facilitate search and hiring processes that will attract talented and diverse pools for faculty and staff at all levels. Continue to develop professional networks, community connections, targeted advertising strategies, and other avenues that facilitate recruitment of diverse applicants.
  - 1. All staff search committees are encouraged to use staff trained in *Hire Power*.**
  - 2. All faculty search committees will undergo training with the Affirmative Action Office.**
  - 3. Representative applicant pools will be reviewed. Alternate sources of advertising for positions are constantly being reviewed, especially focused on reaching a diverse applicant pool.**
- C. Emphasize new approaches to evaluating the merit of diversity scholarship and research, encourage respect for intellectual diversity, and promote a holistic approach to scholarship that strikes an appropriate balance among research, teaching, and service within the faculty tenure and promotion process.
  - 1. The Chief Academic Officer will explore new approaches for evaluating diversity scholarship and research.**
- D. Emphasize the value of diversity expertise and diversity professional development within the staff annual review process. Provide avenues for professional growth and advancement opportunities for faculty and staff from diverse groups at all levels.
  - 1. Diversity will be a required rated area on Staff Review and Development Plans (SRDP).**
- E. Establish and strengthen mentoring programs for diverse faculty and staff.
  - 1. The retirement of lead faculty member, Dr. Steward, created a setback to the mentoring program at Greater Allegheny. Use of the appointed senior faculty mentor will be encouraged.**
- F. Ensure that employees, new hires, and job candidates are made aware of work-like benefits available, including leave policies, child care resources, and options for modified duties.
  - 1. All employees receive a benefit briefing upon hire.**
- G. Monitor tenure success rates and turnover rates by cohort, gender, and ethnicity and take appropriate steps for improvement.
  - 1. Success rates will be monitored.**
- H. Monitor turbulence and turnover rates for staff by gender and ethnicity and take appropriate steps for improvement.
  - 1. Turnover rates for staff will be monitored by gender and ethnicity. Appropriate steps will be taken if required.**

## Education and Scholarship

### Challenge 5: Developing a Curriculum That Fosters U.S. and International Cultural Competencies

#### Targeted Areas for Improvement: (DAA will complete)

- A. Promote curricular and research initiatives that increase all students' capacity to understand domestic and international diversity issues and live and work effectively within multicultural and international workplaces along with diverse social environments.
  1. **As part of the campus' *Teaching International* program, students are afforded opportunities to learn about and research different cultures throughout the world. The campus will continue to dedicate resources to the program that will help to support student learning about multicultural and international-related issues.**
  2. **The campus will continue to incorporate multicultural focused courses into the general education and four-year degree curricula as the available expertise at the campus permits.**
  3. **The campus will continue to promote undergraduate research to promote diversity and greater understanding through its *Teaching International*, honors programs, and four-year degree programs.**
  4. **The campus will explore the addition of new foreign language options at the campus, including Japanese and Mandarin.**
  5. **The campus seeks to further diversify its curricular offerings that address cross-culture, international issues by developing faculty exchange agreements that would result in international faculty delivering courses to PSUGA students.**
- B. Infuse diversity issues, topics, and perspectives into undergraduate and graduate courses as relevant to the topic and scope of the course.
  1. **The campus has a protracted history of infusing issues related to diversity into the curriculum through the activities of its *Teaching International* program. The campus will continue to support and increase this infusion in manners that are commensurate with the annual geographic areas of focus and future themes of the *Teaching International* program.**
- C. Emphasize student capacity to understand contemporary U.S. diversity issues within national, international, and historical contexts.
  1. **The campus has historically incorporated curriculum designed to enhance student understanding of contemporary U.S. diversity issues within national, international, and historical contexts.**
  2. **The campus seeks to establish student-exchange programs with international institutions. These programs would further enhance the international**

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**diversity of its student body and, therefore, the frequency of interaction between native and international students.**

- D. Determine whether patterns of intergroup disparities exist in outcomes such as course enrollments and final grades for selected courses.
  - 1. **The campus will continue its practice of monitoring grade distributions for courses and evaluate patterns as they emerge.**
- E. Increase the capacity for diversity scholarship by providing opportunities and resources, such as access to research materials, conference participation, international study, service learning, workshops, speaker series, etc., that support curricular transformation.
  - 1. **The campus is pursuing the development and implementation of international service learning opportunities for its students that it expects will yield scholarship about diversity issues both through collaborations with international faculty and undergraduate research.**
  - 2. **The campus continues to dedicate resources to support professional international travel for its faculty to interface with colleagues in other countries through the participation in conferences.**
  - 3. **Through the campus' *Teaching International* program, continued scheduling of co-curricular lectures and events that support learning about issues of diversity will occur.**
- F. Support innovative teaching approaches such as service learning and embedded travel experiences, both in the U.S. and abroad, particularly to nontraditional destinations.
  - 1. **As previously mentioned, the campus is actively pursuing the development of embedded international service learning opportunities for its students. One such current effort is through a partnership with a university in Danang, Vietnam; another is our developing partnership with the University of Concepcion in Chile.**

### **Institutional Viability and Vitality**

#### **Challenge 6: Diversifying University Leadership and Management (DFB)**

##### **Targeted Areas for Improvement:**

- A. Active and visible support from executive leadership remains critical to continued progress at both the University and unit levels.
  - 1. **The Chancellor remains active in support of diversity issues. *RESPONSE: The strategy is designed to have the Chancellor identify diverse groups within the region and develop partnerships to support community projects from under-represented groups. Organizations with whom the campus is partnering include but is not limited to South Hills Interfaith Ministries (SHIM), assistance for the growing refugee population in the South Hills of Pittsburgh***

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*Silk Screen, supporting the Asian American Population in the Pittsburgh Region  
Mon Valley Initiative: specifically Braddock Clean-up Day in a distressed community  
Habitat for Humanity – three years of restoring homes in the region  
Nepal forum  
Black Student Union*

- B. Strengthen the articulation between unit-level and department-level diversity planning, implementation, and reporting and enhance department-level participation.
- 1. Diversity planning is a common area of discussion at CDC meetings where each department head is present.** *RESPONSE: Directors encourage their staff and campus faculty to participate in diversity training events that are held on campus both on campus and those offered through University video conferencing. Directors assure that all planning teams have representation from underrepresented groups and regularly work to strengthen programs that support diversity such as the Teaching International Program, LGTBA forums, and BSU activities.*
  - 2. Adding a campus-level CCDE will further strengthen diversity efforts.**
  - 3. CCDE will be authorized to recommend implementation modalities.**
- C. Ensure that search committees for leadership positions require expertise in fostering a diverse, inclusive, and equitable environment as a particularly desirable characteristic for leaders and that all appropriate efforts are made to ensure a diverse candidate pool.
- 1. Continue to train search committees in affirmative action issues and basic Penn State principles in hiring (Hire Power).** *RESPONSE: Search committees will regularly be composed of diverse members from the campus and will be charged by the chancellor to closely evaluate all candidates representing underrepresented and diverse groups. Employees will be required to attend “Hire Power” training prior to search committee selection or attend a brief in-service with the HR representative.*
- D. Promote diverse composition of leadership teams at all levels of the University, especially among administrative, advisory, strategic planning, governing, and management bodies.
- RESPONSE: Chancellor will work closely with the Campus Advisory Board to assure that they recruit a more diverse Board.  
Chancellor will charge all search committees to review resumes insure diversity in the pool of candidates.*
- 1. Campus leadership teams will be monitored for composition and inclusiveness.**
  - 2. Campus-wide engagement is sought through periodic Campus Town Meetings, wherein issues of diversity can be posited and discussed.**
- E. Provide pathways for individuals from diverse groups to demonstrate and increase their leadership abilities and opportunities.
- 1. Identify individuals that desire to be involved in a monitored career path program.** *RESPONSE: Investigate leadership development programs and their availability for individuals who are interested in advancing their careers. Encourage diverse employees to participate by communicating information. Ensure that those employees*

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*identified are offered the critical training necessary to become proficient and to compete for desirable positions.*

2. **When opportunities permit, we plan promotion of internal diverse individuals where appropriate in lieu of opening advertising for those positions.**

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

**Targeted Areas for Improvement:**

- A. Foster synergies among diversity, mission, and institutional viability and vitality and ensure that these relationships are highlighted in unit mission statements, planning documents, and development priorities.
  1. **The Chancellor will monitor all campus plans and program to foster synergy among diversity, missions, and institutional viability and vitality documents.**  
*RESPONSE: This includes planning documents, mission and vision statements, development proposals, program and event activities to assure inclusion of a diversity perspective.*
- B. Institute necessary organizational realignments, systems of accountability, resource mobilization and allocation strategies, long-term planning strategies, and inclusive metrics necessary to optimize the realization of the University's diversity goals.
  1. **Emphasis during this planning period will be placed on the development of the CCDE and the institutionalization of its mission at the campus.**
  2. **CCDE will function as a cabinet-level operation.**
- C. Enhance the role of the multicultural officer and/or diversity committee at the executive level in all planning and decision-making venues.
  1. **Absent the resources to hire leadership and staff for a fully capable multicultural office, the CCDE will be drawn into executive level planning and decision making venues, as per cabinet-level status.**
  2. **The CCDE will report to the Chancellor.**
- D. Promote the involvement of faculty, particularly senior faculty, in championing diversity realignments.
  1. **Senior faculty will be involved in the search process and will receive the charge from the Chancellor.** *RESPONSE: Encourage Campus Faculty Senate to participate in planning diverse campus events like the Teaching International Program, volunteer for diverse community projects and to consider being included in grant proposals an program development that foster diversity themes.*
  2. **The issue of diversity in hiring and promotion pathways will be a periodic issue on the Faculty Senate agenda inviting discussion and planning for championing diversity within the disciplines and divisions of the academic enterprise.**

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- E. Augment meaningful linkages and partnerships with underrepresented/underserved communities.
1. **The campus will establish student-exchange programs with international institutions.**
  2. **The campus has undertaken a “town-gown” effort which will develop linkages with regional underserved/underrepresented community entities.**
  3. **Increase efforts with churches, community organizations, and other organizations that are committed to fostering access to college for their youth. *RESPONSE: Campus will seek to establish student exchange programs with international institutions, and will increase efforts with churches, community organizations and other entities that are committed to fostering access to college for their youth. Involved will be the Offices of Admissions, Student Affairs, Multicultural Office and Academic Affairs.***
- F. Establish solid connections between executive-level and department-level planning and implementation.
1. **On a small campus, this is an ongoing process, it will be strengthened by the cabinet-level status of the CCDE. *RESPONSE: Scheduled Town Hall Meetings (3 per semester) provide a perfect forum for exchange between executive level and departmental level to discuss and engage issues, plans, programs, and updates.***
- G. Develop processes, including regular reports to executives that will help sustain momentum throughout the planning cycle.
1. **The Chancellor currently holds weekly CDC meetings and monthly updates with all directors.**
  2. **Diversity is often a topic of the weekly CDC.**
  3. **Diversity is an element of the campus strategic planning process. *RESPONSE: Chancellor will ensure that diversity issues and planning will be discussed at CDC and monthly meetings with directors and include updates from the multi-cultural officer.***
- H. Consistently disaggregate data across diverse demographics in all aspects of unit decision making so as to reveal areas of disparity that can be addressed. Identify and address intergroup disparities between underrepresented/underserved populations and the University and/or unit general population.
1. **The Chancellor has assigned a senior faculty member to establish an organizational data capacity which will allow for an accurate reflection of such disparities, should they exist.**
  2. **CCDE and Chancellor’s action plan will be based on such data as revealed.**
  3. **Methodologies will be determined to address relations as described above.**
  4. **These conversations take on a unique arrangement on a small campus, such nuances will be attended to by the CCDE and Chancellor efforts.**

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- I. Increase the collaboration, capacity, and utilization of resources and infrastructure that support the realization of diversity goals.
  - 1. **Establishing the CCDE as a campus cabin-level operation, working closely with the Faculty Senate, the CDC, periodic Diversity Town Meetings and the direct engagement of the Chancellor’s Office is expected to increase capacity for collaboration across all segments of the campus infrastructure to realize our diversity goals.**
- J. Amplify the synergies between general planning and diversity planning. Develop processes that place the unit’s diversity strategic plan along with the general strategic plan at the core of all major decisions.
  - 1. **As per above, the organization restructuring and refocusing on issues and concerns within the diversity field of operation will generate and amplify organization synergies to create a sustained and protracted effort and interest in operating a diverse campus operation. *RESPONSE: Strategy is to create a diversity planning committee and establish a foundation for a strategic diversity plan that can be shared across all departments on campus. This requires involvement of the Chancellor, DAA, HR representative and Student Affairs along with students, faculty and staff.***