Penn State New Kensington’s 2010–15 Diversity Plan recorded numerous specific approaches and activities for promoting diversity and inclusiveness, some of which were considered potential best practices. A matrix was used to highlight responses to each of the challenges noting who was responsible for implementation, and for some of the responses, completion timelines. As noted in the feedback provided for the 2010–15 Diversity Plan, measurable outcomes were sometimes lacking and the number of underrepresented/underserved groups targeted were limited, but the plan did have numerous goals, for example, the development of a diversity website, that were laudable. Unfortunately, it is unclear whether these goals were achieved.

RESPONSE: The New Kensington campus has accomplished approximately 80% of the Framework goals for the 2010-2015 planning cycle. It was a difficult task in 2014 to respond with a comprehensive report regarding our completion of the 2009-10 thru 2014-2015 PSNK diversity goals at the same time as the campus was requested to develop a new strategic plan that would incorporate the Framework Challenges. Attachment A provides ample evidence of what the campus has accomplished in the implementation of the 2010-15 plan. Highlights of the document will include information on the following; a report on the significant increase in minority and international student populations, the establishment of a shuttle service for students residing in the nearby off campus housing complex, the re-organization of the continuing education department, improvement in our services/programs serving veterans and returning adults and establishment of several community partnerships that directly support diversity initiatives. In addition, in our new plan, the anticipated improvements in the internationalization of the curriculum under the leadership of our new Director of Academic Affairs are clearly defined in our response below under Challenge 5.

The campus has undergone a change of leadership. However, from a diversity perspective, the current plan reads more as a list of goals to be achieved without any strategies for measurement, time frames or listing of person(s) responsible for making them happen. Additionally, several of the goals are very similar to those set in the previous plan, raising concern that these previously set goals were not accomplished over the last five year planning period. For example, creating a diversity website, increasing development opportunities related to diversity for faculty and staff, and the use of focus groups are all among the previous Diversity Plan. Additionally, most of the initiatives seem to target specific underrepresented/underserved populations, rather than issues of diversity more broadly speaking.

RESPONSE: The retirement of our Director of Academic Affairs and of key longtime faculty who championed diversity efforts has left gaps that we are struggling to fill. Campus leadership is working with the Diversity and International Committees to develop metrics and assessments to measure each of our new goals, establish time frames for completion and identify persons/departments responsible for each strategy. It should be noted that in the new strategic plan (2014-2019) several important goals support the Framework Challenges, for example; PSNK Goal 1, Strategies 1.1, 1.2, 1.6, the campus is “realigning Continuing Education offerings and programming to enhance academic quality and increase accessibility by non-traditional groups.” These initiatives will include a STEM Academy, the establishment of a “Homework hotline” for grades 9-12 and funding to support the programs. Outcomes have been defined and metrics are in place to measure our progress during year one of the planning cycle.

RESPONSE: While several of the new diversity related goals are similar to those in previous plans, the new plan builds upon past successes that had included numerous ongoing diversity initiatives implemented during the 2004-2009 planning cycle, built upon and enhanced by new programs/services in the last planning cycle, 2009-2010 through 2014-2015, and have been thoroughly integrated into annual programs and services. For example, since 2004 the campus has sponsored numerous short term trips abroad and increased the international faculty on campus. International faculty have been retained and additional international faculty continue to be hired.
The country of focus initiative, established in 2007, provided opportunities for our students that could not travel abroad to explore those regions of the world out of their reach and still have firsthand knowledge of non-US countries through the shared experiences of faculty and students that traveled abroad. Our campus is an active member in Global Pittsburgh (2012), an organization that encourages and supports international students’ enrollment in institutions of higher education in the Pittsburgh region and in 2012 we became a member of the PSU India Consortium. All of these initiatives provided the building blocks needed for us to be approved to formally receive international students in 2013-2014 and continue to expand programs supporting the internationalization of the curriculum. Without this expansion, given our student population and the demographics of our service area, we could not begin to have larger conversations regarding the meaning of diversity and global engagement or improve the intercultural competencies of the campus community.

**Campus Climate and Intergroup Relations**

**Challenge 1: Developing a Shared and Inclusive Understanding of Diversity**
- Workshops given by Human Resources for faculty and staff that demonstrate and encourage understanding and respect are a worthwhile enterprise, as are forums and other events aimed at promoting diversity.
- Using some form of evaluation or assessment that demonstrates how similarly (or dissimilarly) the Penn State New Kensington campus community understands diversity is recommended.

**Challenge 2: Creating a Welcoming Campus Climate**
- Penn State New Kensington is commended for targeting the veteran population. Development of an interactive website for veterans also has the potential to serve as a great resource for other underrepresented/underserved populations. However, use of this interactive website should be the result of an already welcoming climate rather than relying on the website to initiate this culture. The usefulness of the website could be assessed using software that tracks the number of times the website is accessed.
- Promoting a welcoming climate for all underrepresented/underserved populations other than veteran and international students is not clearly delineated.
- Forming a definition of diversity is a first step in guiding diversity initiatives.
- Creating an annual diversity evaluation assessing the climate of the campus is applauded. The team recommends exploring currently available instruments developed specifically for this purpose.

**RESPONSE:** The campus has initiated the process of being approved to be officially designated as a “military friendly” campus. We have identified a student veteran as a liaison to the University’s new Veteran’s Task Force and renamed our Adult resource lounge “The Adult Learner and Veterans Resource Center and Lounge”. In addition, we annually offer a special orientation program in support of adult learners and veterans. Our enrollment management team continues to sponsor special open houses and receptions for veteran students and families of active service personnel. In addition, in June of 2012, we hosted the first Veterans Career and Job Fair; 57 businesses participated and 120 veterans attended the event. Visit the news article at [http://nk.psu.edu/Information/News/44687.htm](http://nk.psu.edu/Information/News/44687.htm).

In the last planning cycle we evaluated accessibility issues in our learning center and addressed the need for a private testing room to accommodate students with learning disabilities and provide a space for private counseling. These are just a few examples of our commitment to serving and providing a more welcoming climate for all underrepresented/underserved populations.

The campus Diversity team will work with our webmaster using Google Analytics to track number of times the website is accessed and analyze usage.
RESPONSE: In September of 2014 the Campus Diversity team met with Dr. Moses Davis, Director of the PSU Multi-cultural Center to learn more about the types of assessment models available and discuss the best method to evaluate faculty/staff cultural competence and general understanding of diversity given our current challenges.

Representation (Access and Success)

Challenge 3: Recruiting and Retaining a Diverse Student Body

- Penn State New Kensington has a nicely articulated plan for supporting international students through the use of focus groups, monitoring of difficulties, and a faculty and staff workshop aimed at identifying potential problem areas for this population. With defined metrics and assessment, this initiative could become a best practice.
- For underrepresented students, using an already established early alert system to identify students who need assistance is positive.

RESPONSE: In April 2015, the campus sponsored a drive in workshop on “providing services for international students” for the western region campuses’ faculty, staff and international students. Information generated from the focused discussions at this (soon to be) annual workshop will be widely shared within the campus and through the new on-line University-wide discussion forum established by Global programs. By year 2016-2017 many of the international students accepted when we became a designated campus in 2012 will have graduated. We will have more reliable retention data and a much clearer insight into the student experiences of these earlier cohorts to assist us in the process of developing a more useful evaluation of our support international programs and services. It is of special note that our international student cohorts are very small each year and therefore it is difficult to determine if our successes are unique to an individual and due to our individualized service or can be applied to all students.

Challenge 4: Recruiting and Retaining a Diverse Workforce

- Using diversity recruitment tools/sites for faculty and administration searches is commendable. Evaluation to monitor whether these recruitment tools are actually being used and are effective is recommended.
- Dissemination of diversity-related resources at orientation for new employees is notable.
- Proactive recruitment and assessment metrics for retention activities are lacking.

RESPONSE: In 2013 the campus established a designated human resource position. This was a positive step in standardizing the employee recruitment practices at the campus and enabled the campus to provide more comprehensive services to new employees. Campus leadership will work with human resources to review recruitment practices and develop metrics for retention activities.

RESPONSE: Metrics have already been defined for many of the diversity related goals within Goals 1-5 of the New Kensington campus strategic plan (2014-2019). Specific metrics and assessments for Goal 7 (PSNK Strategic Plan 2014-2019), our primary overarching diversity goal, will be developed and reviewed annually by campus leadership, human resources, the International Committee and the Campus Diversity Team as yearly goals and strategies are implemented according to the plan.

Education and Scholarship

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

- Penn State New Kensington’s “Country of Focus” initiative introduces students to the concept of diversity. The plan to integrate this across the academic curriculum is praiseworthy. Using this as a stepping stone
to discuss broader diversity issues would be a good strategy. With defined metrics and assessment, this initiative could become a best practice.

- Increasing students’ participation in international study abroad is a good tactic; it may be advantageous, however, to seek alternative strategies including non-travel global experiences to enhance this goal. Consider creating a partnership with the University Office of Global Programs to assist in travel/non-travel experiential learning outcomes. Student conference presentations on diversity is another good approach acknowledging that under the best of conditions, the number of students participating in these two initiatives will likely be a small percentage of the overall student population.

**RESPONSE:** Global curriculum beyond embedded courses will continue to be harnessed to our Country of Focus initiative. The Academic Affairs and Chancellor’s offices have recently approved an annual budget for this initiative to further secure our program and invest in the range of related programming (speakers, workshops, field trips) that will allow more student participation in the program in and outside of the classroom. We expect to see increased activity (20%) across the curriculum in 2018-19 from the baseline level of curricular integration of 2013-14. We expect to see an increase in students’ global awareness over that same period of time as evidenced by the student experience survey. We will develop through our International Committee a clear set of additional metrics, including learning outcomes, to bring this strong practice to the level of best practice. We are bringing a visiting Chinese scholar to teach a course in fall 2015, and we will continue to seek out and support additional visiting international scholars as/when appropriate. The course that will be offered in Fall 2015 is a general education course (ARTH 320), and increased integration of global awareness is important at that level in order to provide a foundation for internationalization across upper-level courses within the majors at our campus—this is also a priority of our Teaching Consortium (FYE committee) in conjunction with our International Committee. This emphasis on building competency at the pre-major level will also dovetail with the new University requirement for an additional international requirement to enhance students’ global competencies, which has been approved as a component of the new revisions to general education. As well, new programs that we are expecting to launch within the next two years—Bio behavioral Health and Project and Supply Chain Management—include significant internationalized components and curricular emphases. We also support and promote the International Studies certificate and will continue to do so in order to allow our students to highlight for employers their global competency. Together with our plans to increase our students’ abilities to undertake travel that is embedded in courses, our curriculum will continue to develop in a way that is increasingly internationalized.

- Goals that include developing a curriculum that fosters U.S. Cultural Competencies are not outlined.

**RESPONSE:** US competencies: Our curricular offerings that surpass the basic US requirement in the University Bulletin will continue to be strengthened throughout the duration of this strategic plan. We have historically rotated HIST 152 (African American History) and COMM 205 (Gender, Diversity, and the Media) through our gen-ed offerings on a regular basis and will continue to do so. We also regularly offer CRIMJ 451 (Race, Crime, and Justice) for our AOJ majors, which is one of two required courses (the other is a gender-based course, and we offer each in rotation). We have begun to offer a more regular span of general education courses that foster understandings of US cultural diversity including WMST 100 and, for the first time in Fall 2015, AF AM 110 (Intro to African American Studies). As with our attempts to expand internationalization of our curriculum, we feel that providing students with courses at the foundational level is of primary importance so that students who will not have the opportunity for upper-level courses on diversity issues will be armed with at least a broad understanding of some of the topics.
Our portfolio of majors is small and consists of some programs (EMET, BET & RADSCI for example) whose heavily prescribed curriculum requirements inhibit program flexibility. We are enhancing majors that do allow for such offerings. Our initial tenure-line hire for Bio behavioral Health will for instance have a research focus on sociological issues related to gender and race studies, thus providing our students (and students at Greater Allegheny in this consortia program) a range of BBH courses in public health and health promotion related to diverse communities. We are also increasing our community-based and engaged-scholarship activities, many of which lend themselves to a thoughtful consideration of local social problems, some of which overlap with considerations of diversity in our communities. We will support the CIVCOM minor beginning in 2015-16, and we will offer CIVCM 211 for the first time in the fall of 2015. Additional courses that have formed community partnerships for curricular enhancement have included multiple majors (psychology, business, communications), and those efforts are driving a new ability to embed the issues of our local communities with the disciplinary skills and theories that cut across our curricular portfolio. We will continue to seek out ways to make our curriculum dynamic and relevant for our students who will be working and living in increasingly diverse settings after their time at Penn State.

Institutional Viability and Vitality

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

- Targeting underrepresented/underserved groups for support and leadership opportunities at Penn State New Kensington is encouraging. The use of the President’s Commissions for Equity is a good starting point. Investigating other specific strategies for providing support in diversifying leadership and management are urged.
- A plan for increasing diversity in hiring faculty is mentioned but it is not clear that any plan is in place for increasing diversity in hiring at the University leadership level. This should be specifically addressed.
- Retention assessment and data are absent.

**RESPONSE:** The campus utilizes all established University practices for creating more diverse pools of candidates for open positions, and as previously mentioned, we now have a human resource officer to support search committees and work with campus leadership to improve any deficiencies in this area.

Attachment A, page 14, delineates our retention assessment data of faculty hired and retained from 2008 to present. Overall, 30 of the 63 faculty members on campus are female; diverse (including International) and under-represented populations accounting for nearly 50% of our faculty members. The underrepresented groups that our new hires represent include Asian Chemistry adjunct (female), Asian Mathematics faculty (female), Asian English adjunct (female), Asian IET adjunct, Asian Art adjunct (female), Hispanic Anthropology adjunct (female), Asian Mathematics adjunct (female), Hispanic Spanish adjunct (female), Hawaiian Communications adjunct (male). Overall, twelve percent of our new hires since 2009 have been minorities and thirty nine percent of our new hires since 2009 have been females.

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

- Identifying ways to assess the diversity climate for faculty and staff, as well as incorporating at least one discussion each semester with staff on diversity are applauded. A task force is recommended to develop an assessment plan and create consistency within this initiative.
- The development of a five-year budget plan to address the needs of international students is laudable. However, the budget plan does not explain how the needs of other underrepresented/underserved populations will be addressed.
RESPONSE: The committee’s recommendation to establish a task force to develop an assessment plan and create consistency to assess the diversity climate for faculty and staff will be incorporated into the new strategic plan 2014-2019.

RESPONSE: The campus has had an annual diversity budget in place for many years. The budget, which given available resources at the campus, is a significant commitment, provides funding to the many established campus programs and services that support underrepresented populations. This budget provides funding for an LGBTQ resource library and related special events, direct support to the multicultural student organization and students attending the PA Black Higher Education student leadership conference, annual membership in a community arts consortium with five local school districts, and direct support for special programs that bring together successful business men and women from the local region from underrepresented populations to meet with minority students on campus. This budget provides funding for professional development activities of student affairs staff responsible for providing these services and programs. In addition, there are special scholarships dedicated to supporting underrepresented populations; new in 2014-2015 a budget was established to support initiatives sponsored by the international committee. Funding is provided from the Chancellor to support employee training and there are designated funds provided by donors in support of student leadership training and study abroad.

RESPONSE: The PSNK 2015-2019 Strategic plan has embedded initiatives within our plan that directly support the 7 Framework Challenges. Included in those strategies we address the issue of poverty in the New Kensington area as one of our strategic goals. We have also applied for and received a SEED grant (2014-2015) and are intent on putting an Entrepreneurial center in New Kensington. Two of our partners in this endeavor focus on social enterprise initiatives and supporting start-ups of women, minorities, and veterans. PSNK is driving this effort. These are just a few examples of the programs that will be implemented in the next 5 years that directly serve the needs of the varied underrepresented/underserved populations within our purview.

RESPONSE: See below for Attachment A and Appendices A & B.
Challenge 1: Developing a Shared and Inclusive Understanding of Diversity

A. Taking into account the unit’s and University’s history with this Challenge, the targeted areas for improvement as they apply to your unit, and your unit’s diversity and general strategic planning to date, what progress have you made toward this Challenge during the reporting period?

Our Campus Strategic Plans holds that “Penn State New Kensington is committed to creating and supporting an open and welcoming campus environment, promoting a diverse learning community and expanding student knowledge of global issues.” Penn State New Kensington has made considerable progress towards developing a shared, inclusive understanding of diversity that extends to students, staff, faculty, and the broader Alle-Kiski Valley community that our campus serves. Participation in developing a shared and inclusive understanding of diversity by various groups and units on campus has allowed us to develop an understanding and practice of diversity that is broad, active, ongoing, changing, and inclusive.

Diversity initiatives covering a myriad of topics are regularly sponsored and coordinated by many campus units including the Campus Diversity Team, The International Committee, Student Affairs, Student Life, Human Resources, Academic Programs, Academic Affairs, Admissions, Honors Program, the Campus Library, international students, and community partners.

During the 2010-2014 reporting cycle these units sponsored a variety of activities that included cultural and musical performances, film series, rotating art exhibits, library displays, hallway displays, scholarly presentations that include lectures and roundtable discussions drawing on faculty and experts from the Pittsburgh region, receptions, professional development opportunities for faculty and staff, organizational and information fairs, ethnic and cultural dinners, cultural food workshops, faculty publications, visiting international scholars, focus group
discussions, the inclusion of diversity issues in classes, and off-campus trips (local, regional, national, and international). Appendix A – PSNK Cultural Series Brochure.

Importantly, Admissions has aggressively expanded our recruitment activities to include underrepresented and diverse groups in western Pennsylvania while also expanding recruitment of international students.

In our efforts to develop a shared and inclusive understanding of diversity and its practices, we have also reached out to diverse groups in the Alle-Kiski Valley, highlighted by our annual Martin Luther King, Jr., Day celebration, which includes a Regional Day of Caring, Unity Day Celebration, a speaker panel, volunteer fair, cultural performances, and the Unity Day Dinner. Our annual Unity Day, initiated in 2010, exemplifies the ways in which our campus has created and widely shared inclusive understandings and practices of diversity. Our 2012 and 2013 Unity Day panel discussions included Valerie McDonald, (African American female and Manager, Dept. of Real Estate, Allegheny County); Dana Brown, (Director, Center for Women & Politics, Chatham University); Mr. Thom King, (African American, Former Director, New Kensington-Arnold School District Board); and Dr. Mitchel Nickols, (African American, Host and Producer, “A Nickols’ Worth”, Senior Pastor, Bibleway Church). In 2012, ten local non-profit organizations participated in the on campus volunteer fair attended by students, while seven local churches participated in the potluck dinner, which was attended by eighty people. Diversity initiatives are frequently (daily/weekly) highlighted through our campus newswire. An example can be found for the 2012 Unity Day celebration at http://www.nk.psu.edu/Information/News/44212.htm.

Our 2013 Unity Day Celebration saw eighteen organizations participate in the volunteer fair. Our panel discussion on "Hunger, Homelessness, and Education" was attended by thirty-five people; 80 people attended the pot-luck dinner, and forty-five people attended the Pittsburgh based August Wilson Center Dance ensemble performance, “Diversity of Dance.” These activities and programs have promoted an open and active dialogue about the meanings, practices, and challenges of diversity on our campus, at Penn State, in the immediate Alle-Kiski Valley, and in the Pittsburgh region and western Pennsylvania. These activities and initiatives have also promoted greater global awareness and competencies with our students.

In our commitment to meeting this challenge, we use multiple communication formats to share our diversity goals and information about diversity at PSNK, and to communicate our common, inclusive understanding and practices of diversity. For example, our “Country of Focus” committee, consisting of faculty, staff, and students solicits nominations for the “country of focus from faculty, staff, and students via email and posted news stories on our homepage. In fall 2010 all new students were asked to submit a country that they wish to study. Information was widely shared with international committee, faculty senate, and Campus Diversity team. Our Campus Diversity team prominently displays our statement of commitment to diversity on the front of our Diversity brochure. The campus diversity brochure is then given to every
new student, posted on-line, and widely disseminated on campus. LGBT and country of focus resources are easily accessed via the campus Global Programs Library website. In addition, “country of focus” resources are shared by faculty through a special group in ANGEL. Appendix B – Campus Diversity Team brochure 2010.

Our community partnerships have been especially extensive and useful in developing a shared, inclusive understanding and practice of diversity that extends to the broader Alle-Kiski Valley and western Pennsylvania. Our establishment of Unity Day is one example. Another is the Alle-Kiski Arts Consortium, an organization that represents Penn State New Kensington and five school districts. It’s mission is to promote arts and cultural education to students in grades K-12. This organization provides annual grants to each member, which includes district funding for two buses to bring high school students to PSNK to attend cultural performances. Approximately 3,000 high school students from the Alle-Kiski Valley have participated in these programs since 2007. Many of these students are from relatively homogenous communities, have never traveled out of the state, and have little experience in engaging with diverse groups of people. Their experiences at PSNK expose them to the realities of a diverse and global world. Our partnership with Hightower Scholars has been especially productive. Hightower Scholars, Inc. partners with PSNK to implement the annual Unity Day Celebration. In addition, Hightower Scholars assists students with their preparation for a postsecondary education and provides scholarships to first-year African-American, Hispanic or American-Indian college students at PSNK.

Finally, PSNK is also an active member of Global Pittsburgh, an organization that brings together globally-minded people and institutions in the Pittsburgh region through membership activities and hosting programs. Along with Global Pittsburgh, PSNK seeks to attract more international students, and Global Pittsburgh assists our campus in coordinating campus visits from international delegations as well as providing additional support for international students residing in the greater Pittsburgh area.

B. What measures of success or strategic indicators gauge your progress toward this Challenge? What specific data in relation to these measures and indicators demonstrate your progress?

Our three most important methods of measuring our success in implementing an active and inclusive understanding of diversity are our pre- and post-surveys on the Country of Focus; measurements of student participation; pre- and post- First Year Experience Surveys; Orientation Program Surveys; and Student Satisfaction Surveys†. Equally important, we rely on measurements of our ability to recruit and retain, and promote or graduate, diverse faculty, staff, and students. With these measurements we have accumulated a robust body of data that allows us to identify both our strengths and weaknesses in developing and implementing shared, inclusive understandings and practices of diversity.

However, some patterns are clear; our non-PA population has increased 255% from 9 in 2010 to 32 in 2014. Our non-white population has increased from 7% of the student population in 2010 to 10.5% in 2014. Further, our growth is due to significant gains in
several ethnic categories; Asian, Hispanic and international. This has greatly added to the “diversity” of our diverse populations.

An analysis of data relating to the recruitment, retention, graduation rates or promotion of diverse faculty, staff, and students respectively indicates that PSNK has made good progress towards developing an inclusive understanding and practice of diversity. We have significantly increased the number of underrepresented and international student applications, offers, and enrollees, and our campus is a much more diverse place than it was in 2009. Our faculty is diverse and over the reporting cycle many faculty from underrepresented populations have occupied and currently occupy a significant number of leadership positions on campus. However, our data from informal student surveys and focus groups suggests that we need to foster greater student interactions with students who differ from themselves and greater student attendance and participation in cultural events.

C. Among the strategies you have employed to make progress with this Challenge, which specific approaches are considered your “signature” initiatives and which could be considered “best practices”? Describe these signature and/or best practice initiatives, the metrics by which their success is gauged, and the measurable outcomes.

Penn State New Kensington’s signature initiative is our annual “Country of Focus” and our best practice is our Student Surveys on diversity issues. Since 2007, our “Country of Focus” has included China (2007-2008, included travel abroad); Ecuador (2008-2009, included travel abroad); India (2009-2010); Spain (2010-2011, included travel abroad); Kenya and Tanzania (2011-2012); Ireland and the United Kingdom (2012-2013, included travel abroad); and Canada (2013-2014). In our “Country of Focus” program, campus units examine a single nation in depth through a wide variety of curricular and co-curricular programs. When practical, the “Country of Focus” program has also included a travel abroad component. Importantly, the “Country of Focus” initiative also consists of programs and events that include the Alle-Kiski Valley.

Our “Country of Focus” program includes important curricular components. Faculty frequently include units on the country of focus in their classes. Examples include Biology Professor William Hamilton’s focus on the role of the Galapagos Islands in the development of Darwin’s Theory of Evolution in his biology class; Professor Charles Gibbons inclusion of Chinese art in his Introduction to Visual Art Class; HDFS Professor Josi Kalavar has students write reaction papers on the Country of Focus in HDFS 129; History Professor John Craig Hammond’s focus on Spain and the Spanish American Empire in his World History class; Conflict between China and Tibet in Jennifer Wood’s CAS class; Engineering Professor Nick Pertrucci’s focus on China’s Three Gorges Dam; a unit comparing population and GDP of China with other nations in Frank Santimauro’s Business class; a unit on Confucian Philosophy in Irene Wolfe’s Philosophy class; and a unit on educational practices in China in Linda McGuire’s EDUC class. When feasible, faculty members have also offered courses with a direct examination of a country of focus. Thus, in 2012 Biology Professor Bill Hamilton’s
The “Country of Focus” initiative also includes important co-curricular components with an academic focus. The co-curricular components include lectures delivered by Penn State faculty, faculty from other colleges and universities, and independent scholars. Lectures on Ecuador featured Dr. Scott Shalaway (Independent Scholar, “Ecology of the Galapagos”) and Dr. Marc Becker (Professor of History, Truman State University, “From political instability to stability in Correa’s Ecuador”). Lectures on Spain included Patricia Document, (Assistant Professor, Behavioral and Community Health Sciences, Graduate School of Public Health, University of Pittsburgh, “The Role of the Latino/Hispanic Family in Health and Health Care”), Dr. Charlotte Houghton (Associate Professor of Art History, Penn State University, “The Art of Spain”), and Dr. Olga Bush, Vassar College, “The Islamic Art of Spain”). Subsequent Country of Focus talk and lectures have drawn on the expertise of faculty from Penn State, as well as local and national colleges and universities. These lectures have been well-attended, typically including between 30 and 50 people, with several speakers attracting 80 to over 100 people.

Since 2009, we have incorporated our First Year Summer Reading Program into our Country of Focus. Incoming First Year students have been assigned Dai Sijie, *Balzac and the Little Chinese Seamstress*; Robin Wiszowaty *My Maasai Life: From Suburbia to Savannah*, and Tony Hawk, *Round Ireland with a Fridge*. In addition to having incoming students read and discuss these books at orientation, Student Affairs has brought authors Robin Wiszowaty and Tony Hawks to campus for presentations, both of which were very well attended. First year diversity initiatives had very high attendance rates for new students: participation in the Orientation book discussion led by faculty averages 90% of incoming new students; author events average about 70% attendance for first-year students. Attendance is taken and all first year students are expected to participate. Other co-curricular components with an academic focus include expanding our library holdings and materials on the country of focus and creating library resource guides.

Finally, the Country of Focus initiative has included a wide array of co-curricular and cultural activities that include students, faculty, staff, and the Alle-Kiski community. For example, in 2010-2011, the “Year of Spain,” included live Latin music and a Spanish carnival at the Student Orientation/Convocation/All Pride’s Day Annual Picnic; a Spanish film series that included screenings of the Spanish and Latino films *Pan’s Labyrinth*, *Vicky Cristina Barcelona*, *Goya in Bourdeux*, *Carmen*, and *Butterfly*; three scholarly lectures; a noontime performance of Flamenco Spanish dancing followed by instruction; and finally, a short term study abroad trip to Spain over spring break. Other countries of focus have included a similar mix of co-curricular and cultural activities, including concerts, meals and food festivals, cultural foods and activities workshops.

Overall, the Country of Focus initiative has produced a more shared and inclusive understanding of diversity. It has allowed our students, faculty, and staff to broaden their
diversity practices, and it has furthered our students awareness of global issues. The success of "Country of Focus" initiative in fostering an inclusive understanding of diversity and global issues is measured by a variety of methods including pre- and post-surveys on the Country of Focus; measurements of student participation; pre- and post-First Year Experience Surveys; Orientation Program Surveys; and Student Satisfaction Surveys. Findings from the assessments suggest that students demonstrated a significant difference in their understanding of the issues under consideration. (The results of these surveys are presented and analyzed in the next section on student surveys).

**Student Surveys:** In order to measure our progress towards creating shared, inclusive understandings and practices of diversity, the Director of Student Affairs, the Diversity Committee, and the International Committee have implemented a series of student surveys. These surveys begin at Orientation and continue throughout the academic year, and include surveys conducted when students leave our campus. These surveys have been instrumental in that allowing us to gauge the effectiveness of our many diversity initiatives and to identify and to address our shortcomings.

PSNK has received accolades for our unique orientation programs that are tailored to special populations including nursing students, returning adult learners, transfer students, and dual-enrollment high school students. These programs are held each fall and spring and are offered in addition to our full day traditional new student orientation programs. Program evaluations and student surveys are disseminated at the close of each orientation day (every fall) that includes diversity and climate questions. Below is one example of the type of questions asked and responses received during our orientation program that targets incoming traditional age students.

Our Orientation Diversity Survey allows us to capture baseline data to determine how successful we are at creating shared, inclusive understandings of and practices of diversity, and in creating a welcoming, diverse campus environment. Fall 2010 (1st one). For our Fall 2010 Orientation (first survey), 188 students attended the diversity presentation and Paper survey: 76 students responded to the diversity survey. Students were asked to respond to questions related to PSNK providing a welcoming climate; their knowledge of diversity; attitudes related to, interaction with and understanding of race/ethnicity, age, gender, language, disabilities, religion; and, to define diversity. Average responses on a five-point scale regarding their belief that PSNK provides a welcoming climate ranged from 4.5 for age to 4.7 for race/ethnicity. Students were also asked to rate on a scale of 1 (being the least important) to 5 (most important) how important each category of diversity is to them. The average response was 2.89 with no significant differences between any one category. Responses to the question of how much contact you have had with persons of various backgrounds including categories of different races, sexual orientation, religious backgrounds, military, persons with disabilities, and persons from another country, ranged from slight contact to frequent contact: 2.20 average response for non-native English speakers; 2.30 for American Indian; 3.72 persons with religious backgrounds different from their own; 4.18 for persons of ages different than your own 4.61 for Caucasians/Whites. Students were
also asked to define diversity. The most frequent response was “differences between people.”

The Orientation Diversity Survey is followed by surveys related to our “Country of Focus” programs. Our 2010 pre- and post-Year of India surveys demonstrate that students have gained considerable knowledge about the culture and history of India, along with its place in the world. Along with the pre/post country of focus surveys, we also track attendance at all cultural events, disseminate short evaluations to participants at the closing of each of our First Year engagement programs. The results of these surveys have been especially useful. For example, in our 2010 post-country of focus review, of the students responding, 33% were aware of the international events, 32.7% participated in one or more than one event and nearly 60% had participated in at least one cultural event. These results, while less than satisfactory, allowed us to recognize the need to foster greater student attendance at cultural events and engagement with activities related to our country of focus. Working from these results, we more closely integrated our First Year Experience with the Country of Focus, and encouraged faculty to recognize and reward student attendance and participation in cultural and “Year of” events. Finally, the results of the student surveys suggested that while students gained some factual knowledge concerning the “Country of Focus,” we needed to host events that promoted a deeper understanding of that nation’s culture and history. As a result, in 2012, the First-Year Reading Program included Robin Wiszowaty, *My Maasai Life: From Suburbia to Savannah*, and First-year students were required to attend Wiszowaty’s on-campus presentation, while one faculty member offered a course directly related to the “Country of Focus”.

The annual PSU University-wide Student Satisfaction Survey (SSS) further allows us to gauge our effectiveness at creating shared, inclusive understandings and practices of diversity, at fostering greater global awareness and competencies in our students, and in creating a welcoming campus environment. We average nearly 25% response rate to the Student Satisfaction Surveys (SSS). All students who are enrolled in 6 credits or more are invited to participate through an on-line survey. We compared results between the 2007 and 2010 SSS responses to the questions related to structured co-curricular programs. These include cultural and country of focus activities. Student responses indicated a higher satisfaction from 2007 to 2010 with the extent to which faculty included diversity/multi-cultural perspectives in their class presentations, assignments, and discussions. Student responses also indicate an increase in student awareness of opportunities to participate in a short or long term study abroad program.

![Chart](chart.png)
Challenge 2: Creating a Welcoming Campus Climate

A. Taking into account the unit’s and University’s history with this Challenge, the targeted areas for improvement as they apply to your unit, and your unit’s diversity and general strategic planning to date, what progress have you made toward this Challenge during the reporting period?

Penn State New Kensington has made considerable progress towards creating a welcoming campus climate. As previously mentioned, the campus annually offers a rich variety of cultural programs that all students are invited and encouraged to attend, utilize, or participate in. These include performances, speakers, ethnic food festivals, library resources, awareness weeks and public displays. In addition, each year the campus community highlights a region of the world under our “Country of Focus” initiative. Our campus has also created a Campus Diversity Team and an International Committee that specifically works toward creating a campus climate that supports and empowers diverse groups of people.

The Campus Diversity Team identifies and publicizes places on campus where materials related to culture and diversity may be readily accessed. The study lounge is now used to display monthly, semester, and academic year diversity awareness topics including GLBTQ, women’s history month displays, African American History Month, displays, and “Country of Focus” displays. The Campus Diversity team also provides a diversity brochure that describes campus services and programs, along with information and how to access them. To increase academic support for these initiatives, the library annually purchases materials and resources in support of the country of focus program and other under-represented groups. These materials and resources are regularly displayed and advertised to the campus community.

Library Materials purchased and displayed include:

<table>
<thead>
<tr>
<th>Year</th>
<th>Country</th>
<th>Total Purchased</th>
<th>Amount $</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>Kenya Tanzania</td>
<td>5</td>
<td>167.00</td>
</tr>
<tr>
<td>2012</td>
<td>Ireland</td>
<td>39</td>
<td>330.00</td>
</tr>
<tr>
<td>2013</td>
<td>Canada</td>
<td>68</td>
<td>873.80</td>
</tr>
<tr>
<td>2014</td>
<td>Turkey</td>
<td>29</td>
<td>720.60</td>
</tr>
<tr>
<td></td>
<td>LGBT</td>
<td>26</td>
<td>540.22</td>
</tr>
</tbody>
</table>

141   2091.40
The Campus library has developed other diversity resources including a resource guide for LGBTQ populations; Health & Wellness Displays that included AIDS Awareness Day; Country of Focus resources for each year that included displays of books, CD’s and DVD’s relevant to the country of focus.

Other important activities and resources sponsored by various campus units include the “Mean Girls” display in the Art gallery as part of Women’s History Month. In addition to hosting a traveling exhibit on women’s issues and bullying, “Mean Girls” activities included the “Wear Orange Campaign” in which individuals were encouraged to wear orange for awareness of bullying; an open discussion related to women’s issues during Women’s History Month; a Victorian Tea with a speaker on women’s fashions through history; a discussion on Politics and Women; ongoing, annual presentations by individuals who lived through the Holocaust.

B. What measures of success or strategic indicators gauge your progress toward this Challenge? What specific data in relation to these measures and indicators demonstrate your progress?

We have sought to assess and address areas in which the campus climate is not welcoming by using data generated from the 2008 PSU Faculty/Staff Climate Survey as it pertains to diversity issues. As previously discussed various evaluations are used to assess the extent to which we are welcoming underrepresented populations that include: race, ethnicity, national origin, gender, religion, ability, and sexual orientation. Our indicator of success include the increase of students of color (Diversity table, page 11, Challenge 3), the retention of our full-time international faculty from the previous/current planning cycle (discussed on page 14, Challenge 4) and as will be noted in the PSNK 2015-2020 strategic plan, numerous overarching strategies and initiatives that address poverty and access in our local community amongst other diversity related issues. Information on the changes to programs and services that have resulted from review of the various program assessments and related demographic data is reported as part of our response to the first question under Challenge One and reflected throughout this report; however, we recognize that more work needs to be done in this area.

C. Among the strategies you have employed to make progress with this Challenge, which specific approaches are considered your “signature” initiatives and which could be considered “best practices”? Describe these signature and/or best practice initiatives, the metrics by which their success is gauged, and the measurable outcomes.

Our best practice has been to increase the enrollment of international students and to provide the institutional support and infrastructure necessary to support an increasing number of international students. This initiative involves multiple campus units. We have also developed programming and cultural activities that satisfy criteria for ensuring a welcoming environment for International students. In 2012 the campus submitted a formal proposal for Admitting and Hosting International students to the University office of global programs and was granted approval. In the fall of 2009 we had 2 official
international students on campus and in fall of 2014 we had 11. While the numbers are small the impact of these few students has been incredible. The greatest increase occurred following our approval to officially host international students.

Enrollment Management Services has developed protocols for assiting international students. Enrollment sends regular emails to all prospective, offered, and paid accept international students on a regular basis. These emails include offers to provide individual assistance to each student with the complicated processes and forms they must complete both before and during their enrollment at PSNK. This responsibility is assigned to the Assistant Director of Enrollment Management in order to provide consistency and establish a campus connection to one person.

The Office of Student Affairs coordinates a comprehensive International New Student Orientation. The International New Student Orientation includes information on maintaining VISA status, logistics of University processes, scheduling and registering for classes, advising, transportation support, student and campus services, student life, and other aspects of getting acclimated to the campus and the Pittsburgh region. In addition, once on campus a faculty mentor has been identified to work closely with the student on acclimating them to University academic expectations. Numerous other contacts are made throughout the year.

The Office of Student Affairs and the Radiological Science student club provide “Welcome Baskets” for new international students. The basket contains items that students would need immediately upon arrival in their new apartments, but may not have had an opportunity to purchase, including welcome messages, linens, toiletries, snacks, and easy to prepare meals. International students also meet with representatives from the Student Government Association during orientation, and several International students participate in varsity sports, are executive officers in student clubs and organizations and serve in other leadership roles. Annually, the campus hosts a multi-cultural reception for all minority and international students, faculty and staff. In 2012 the International committee and Student Affairs initiated a new student/faculty mixer with international students.

Challenge 3: Recruiting and Retaining a Diverse Student Body

A. Taking into account the unit's and University's history with this Challenge, the targeted areas for improvement as they apply to your unit, and your unit’s diversity and general strategic planning to date, what progress have you made toward this Challenge during the reporting period?

Our campus is a much more diverse place than it was in 2009 in terms of student population. We have significantly increased the number of underrepresented and international student applications, offers, and enrollees.

In addition to the numerous programs and services that we have put into place to support the anticipated growth of our international student population, the campus
initiated several new student services and many new co-curricular activities that were developed to increase the recruitment and retention of these students.

Many of our first year, first time, African American students are residing in the adjacent privately owned apartment complex. As we recruited more students from out of our local service area we anticipated that we would have a growing need to provide additional transportation services for these students as public transportation is limited during the week and is not available on weekends. It should be noted that on average, from 2012 – 2014, 50% of the student population in the apartments are from underrepresented or international student populations. In 2012 the campus started a weekend shuttle service program that provided rides for students to local shopping malls, businesses, the Pittsburgh region and connections to other modes of public transportation. Since it’s inception the use of the shuttle has increased dramatically. With 61 students residing in the apartments in the fall of 2014, approximately 2/3rds take advantage of the program.

While our focus in this planning cycle has been to increase minority and international student populations we have not disregarded opportunities to improve programs and services that would positively impact the retention of women, adult learners, the GLBT community or students with disabilities. Our focus in these areas has been to provide opportunities for professional development in programs that will help us to better serve these populations and encourage faculty and staff to take advantage of them. Staff in enrollment services, academic support services, continuing education and student affairs have attended numerous conferences and workshops in support of veterans and adult learners. The Hendricks conference for adult learners is attended annually by numerous staff and faculty.

In addition, in 2012-2013 the campus formed a committee to review evening and weekend services with the intent to assess services provided to adult learners and part-time evening students. As a result, in the spring of 2013 the campus established office hours until 7:00 p.m. for all student services each Monday during the fall and spring semesters. All staff have participated in providing this service.

**What measures of success or strategic indicators gauge your progress toward this Challenge? What specific data in relation to these measures and indicators demonstrate your progress?**

The metrics that best gauge our progress toward recruiting and retaining a diverse student body include the number of applicants, offers, and enrollees from underrepresented groups and international students, and our ability to retain those students once they enroll on our campus. The table below shows headcount by ethnicity between Fall 2009 and Fall 2014.

<table>
<thead>
<tr>
<th>Year</th>
<th>African American</th>
<th>Asian</th>
<th>Hispanic</th>
<th>International</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>18</td>
<td>30</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>2010</td>
<td>22</td>
<td>35</td>
<td>15</td>
<td>6</td>
</tr>
<tr>
<td>2011</td>
<td>26</td>
<td>40</td>
<td>18</td>
<td>8</td>
</tr>
<tr>
<td>2012</td>
<td>30</td>
<td>45</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>2013</td>
<td>35</td>
<td>50</td>
<td>25</td>
<td>12</td>
</tr>
<tr>
<td>2014</td>
<td>40</td>
<td>55</td>
<td>30</td>
<td>15</td>
</tr>
</tbody>
</table>

Enrollment of African American students has increased significantly since 2008, and we have far exceeded the Framework for Diversity target of a 10% increase in the number of enrolled African American students. In 2009, a total of 18 African American students were enrolled. Since then, the number of African American students on campus has
ranged from a low of 29 in 2012 to a high of 40 in 2011 for an average of 35 African American students enrolled per year. In percentage terms, we have moved from a baseline of 2.1% to a high of 4.9% in 2011 and a low of 4.0% in 2012 with an average of 4.5%. The number of international students on campus has increased from a 2009 baseline of 2 to 13 in 2013. In addition, we have significantly increased the number of Indian, Asian, and Hispanic students enrolled.

Our male headcount of adult learners in 2009 was approximately 2 males for every one female. However, although our adult learner total population has decreased overall since 2009, in 2014 the ratio of female to male is 57(F) to 76 (M). In addition, our veteran population and students with immigrant status has also increased.

As previously mentioned the campus formed a committee to examine services that could be provided to our evening students, with a large percentage of our adult learners taking classes in the evening. The committee surveyed staff and faculty and reviewed the results of the Student Satisfaction Survey information. Specific questions had been posed regarding evening services during the 2010 and 2013 surveys. We have been unable to assess the impact evening services have made due to the nature of the open door policy, but anecdotally our students have responded positively to being able to speak in person to staff in enrollment services and have valued the opportunity to grab a lite meal at our coffee bar.

C. Among the strategies you have employed to make progress with this Challenge, which specific approaches are considered your "signature" initiatives and which could be considered "best practices"? (Best practices are processes, programs, and procedures that most successfully lead to the unit's ability to reach the University's diversity goals and can be validated through measurable outcomes.) Describe these signature and/or best practice initiatives, the metrics by which their success is gauged, and the measurable outcomes.

Our signature initiatives include extensive efforts to recruit and retain under-represented groups at PSNK – particularly African American students – and international students. We gauge the success of these efforts through the increasing number of underrepresented and international students on campus.

Admissions office has undertaken numerous, ongoing initiatives and partnerships that have successfully increased the number of African American students on our campus. Furthermore, we expect these efforts to yield a greater number of applicants, offers, and admissions of African American students in future years.

These ongoing initiatives include establishing a close, working relationship with the Pittsburgh Community Recruitment Center (CRC). PSNK hosts CRC bus trips where, in cooperation with the CRC, we bring students from the Pittsburgh Public Schools and
from Penn Hills School District to the campus for the day. We discuss information about career choices, making the transition from high school to college, admissions requirements, and making fiscally responsible decisions. We also arrange a presentation or mock lecture from a professor and a campus tour.

The Admissions Office has promoted the Pittsburgh Promise initiative to those students who may be eligible and automatically award additional scholarship money to recipients of Pittsburgh Promise scholarships who enroll at PSNK. The Admissions Office participates in College Success 101, a program for under-served high school students from the Pittsburgh Public held at Carnegie Mellon University. At this event, we recruit students through our partnership with the Pittsburgh Promise organization.

More recently, in 2013 the Admissions Office attended the Infinite Scholars Program, a college fair for high school students from schools with significant minority populations. At this event we recruited high school students from a variety of high schools, networked with counselors, and promoted out partnership with the Pittsburgh Promise organization. As indicated in part B of Challenge 3, we have significantly increased the number of applicants and offers to African American students in western Pennsylvania, and we have significantly increased the overall number of African American students on campus.

The admissions office has successfully undertaken several initiatives to increase the number of international students on our campus. In 2009, the NK campus enrolled 2 international students; in 2013 we enrolled 13. As with our initiatives to increase the number African American students on campus, we expect these efforts to yield a steadily increasing number of applicants, offers, and admissions in future years.

The initiatives undertaken by the Admissions Office include recruiting trips to Canada in November of 2011 and November 2012, and Puerto Rico in August 2012 and March and August 2013. The admissions office has created a communications plan and liaison to recruit, inform, and keep in touch with international students - both prospective and offered: The liaison emails new international applicants, newly offered international students, and new paid accept international students to encourage connection whenever needed. The liaison remains in continuous contact via email with all students on the international BQL list that we receive from February - May. The admissions office also acts a liaison between international students and University Park Office of Global Programs.

Complementing the Admissions Office efforts to recruit international students and led by the Office of Student Affairs various other initiatives have been put into place to assist new international students in becoming acclimated to US culture and Penn State as well as providing specific services to support academic and career success. An international faculty member is a part of the international new student orientation program and meets with all incoming new foreign students. The faculty international student mentor connects with all international students periodically throughout the year via email and regular office hours. Since 2012, an annual mixer event for international students with
members of the campus International and Diversity committee members have been held in late fall. In 2013 a picnic event was established hosted by the campus Chancellor at his home during the week before classes start. International faculty, new international students, and returning international students were invited to attend. In addition to these activities and initiatives, the Office of Student Affairs has created a comprehensive set of practices to assist international students once they have arrived on campus. Overall, we have created a welcoming environment for international students at Penn State New Kensington.

Challenge 4: Recruiting and Retaining a Diverse Workforce

A. Taking into account the unit’s and University's history with this Challenge, the targeted areas for improvement as they apply to your unit, and your unit’s diversity and general strategic planning to date, what progress have you made toward this Challenge during the reporting period?

As part of our effort to develop shared, inclusive understandings of diversity and its practices, we have recruited and retained a diverse faculty. Just as our student population is significantly more diverse than it was in 2008, so are our faculty.

B. What measures of success or strategic indicators gauge your progress toward this Challenge? What specific data in relation to these measures and indicators demonstrate your progress?

In the baseline year of 2008 we had seven full-time faculty and staff from underrepresented groups as active employees. Since 2009, we have hired two new full-time faculty and nine part-time faculty from underrepresented groups. Six of those new hires have been retained, which include the two full-time faculty and four part-time faculty. Twelve percent of our new hires since 2009 have been minorities. Thirty-nine percent of our new hires since 2009 have been females. Overall, 30 of the 63 faculty members on campus are female; diverse (including International) and under-represented populations accounting for nearly 50% of our faculty members.

The underrepresented groups that our new hires represent include Asian Chemistry adjunct (female), Asian Mathematics faculty (female), Asian English adjunct (female), Asian IET adjunct, Asian Art adjunct (female), Hispanic Anthropology adjunct (female), Asian Mathematics adjunct (female), Hispanic Spanish adjunct (female), Hawaiian Communications adjunct (male). Overall, twelve percent of our new hires since 2009 have been minorities and thirty nine percent of our new hires since 2009 have been females.

Importantly, our campus has excelled at recruiting, hiring, retaining, and promoting female and underrepresented groups for FT1, FTM, tenure-track positions, and leadership positions. Since 2009, PSNK has hired two tenure track faculty members: a female professor in Administration of Justice Program and an Asian professor of
Mathematics. In that time PSNK has hired four professors at the instructor rank. Those four professors include an Asian female who serves as an FTM Math instructor; a Latina FTM instructor in Spanish; and a female FTM instructor in nursing. In addition, since 2009, one female, Asian professor of Business was awarded tenure, and a female instructor in Philosophy was promoted to the rank of senior instructor. In our single leadership search since 2009, we hired a female candidate as our campus DAA. In 2012, Xu Shenyu, Associate Professor, College of Fine Arts, Northeastern University, Shenyang, China, a female Chinese national served as an instructor-in-residence of art.

C. Among the strategies you have employed to make progress with this Challenge, which specific approaches are considered your "signature" initiatives and which could be considered "best practices"? Describe these signature and/or best practice initiatives, the metrics by which their success is gauged, and the measurable outcomes.

Our campus has not taken on any unique initiatives to increase the number of diverse and under-represented faculty on campus. Instead, we have extensively utilized the University’s initiatives and best practices for creating a diverse workforce. For example, all search and hiring committees are made aware of the importance of diversity in identifying and hiring candidates from diverse and underrepresented groups, and every search committee appoints a diversity advocate.

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

A. Taking into account the unit’s and University’s history with this Challenge, the targeted areas for improvement as they apply to your unit, and your unit’s diversity and general strategic planning to date, what progress have you made toward this Challenge during the reporting period.

Beyond the Country of focus initiatives, described extensively in the 2004-2009 PSNK Framework final report and above under Challenge 1, Part C., we have several examples of the various ways in which we have further developed our General Education curriculum to foster U.S. and International cultural competencies. We offer World History rather than Western Civilization as our GH:IL; African American History has been offered twice since 2008; Civil War America is offered every year by Dr. Craig Hammond, Assistant Professor, History, and that course is taught as race and slavery in the United States through 1865, with a significant component of the class devoted to contemporary memories and meanings of race, slavery, and the Civil War in the United States. Dr. Lois Rubin, Associate Professor, English, teaches classes on women’s literature and a class on “marginalized voices”. Bud Gibbons, Professor of Art, devotes a significant portion of his Introduction to Art class to topics that can be grouped under diversity, as does Dr. Josi Kalavar, Associate Professor of Health and Human Development.
We cannot emphasize enough the incredible positive impact that the increase in International students, Veterans and students from underrepresented populations has had in the classroom, out of the classroom and throughout the campus community. As these populations grow, Global perspectives have been expanded, interpersonal communications between faculty, staff, students and the larger campus community are more complex, and inter-cultural information exchanges between all members of the campus community have increased exponentially.

B. What measures of success or strategic indicators gauge your progress toward this Challenge? What specific data in relation to these measures and indicators demonstrate your progress?

C. Among the strategies you have employed to make progress with this Challenge, which specific approaches are considered your "signature" initiatives and which could be considered "best practices"? Describe these signature and/or best practice initiatives, the metrics by which their success is gauged, and the measurable outcomes.

Responses to B. and C. above have been thoroughly discussed above in Challenge 1 and Challenge 2 as they refer to the country of focus initiative and the internalization of the curriculum.

Challenge 6: Diversifying University Leadership and Management

A. Taking into account the unit's and University's history with this Challenge, the targeted areas for improvement as they apply to your unit, and your unit's diversity and general strategic planning to date, what progress have you made toward this Challenge during the reporting period?

PSNK has made significant progress towards this goal; our diverse faculty, staff, and administrators occupy a number of leadership positions. Our campus Chancellor in an effort to better understand the needs of our faculty and staff in 2013 initiated a series of small group meetings (in March, April and May) in which 22 employees participated (8 names are drawn for each meeting randomly). Employees are asked to bring questions and concerns with them for open discussion with the Chancellor. We call it “Coffee and Conversation with the Chancellor.” All full-time staff, faculty and tech service employee names are put into a random drawing to receive an invitation but those who have attended before are excluded from that drawing.

First line staff, a team consisting of 6 females and 3 males, encourages their departments to bring PSU University-wide Diversity resources such as conferences, workshops and activities into the campus, hence helping to increase awareness throughout the region.
An award for service to campus was developed for faculty in 2013-2014 (the Arlene Hall service award) and in the fall of 2014 the Chancellor announced that 2 new staff awards honoring service to students and the campus would be given in the spring of 2015.

B. What measures of success or strategic indicators gauge your progress toward this Challenge? What specific data in relation to these measures and indicators demonstrate your progress?

PSNK gauges its success in this area by noting the number of individuals who are members of diverse and underrepresented groups who serve in leadership positions both on-campus and in outside organizations.

Members of diverse and underrepresented groups occupy important leadership positions on campus. Dr. Josi Kalavar serves on the UP Faculty Senate and the University College P&T Committee. Dr. Rujirutana Mandhachitara is the University Faculty Senate alternate. Dr. Yang XU, served as the NK Faculty Senate Chair (2010-11). Debra Majetic serves as the Radiation Science Program Coordinator. Jennifer Gilley is our Library Director. Javier Gomez-Calderon served as the Discipline Coordinator for Mathematics, University College. Patricia Brady is Director of Enrollment. Theresa Bonk directs the Office of Student Affairs. Mary Therese Dubbink serves as campus Registrar. Finally, our immediate past and present Director of Academic Affairs are female.

Our diverse faculty and staff also occupy leadership positions in external organizations. Abhinav Aima serves as head of Internships and Careers Interest Group, Association for Education in Journalism and Mass Communication (AEJMC). Angie Fisher, staff assistant in the Office of Student Affairs, is an active member of FOBA (Forum on Black Affairs). Theresa Bonk, Director of Student Affairs, served as Co-Chair of PSU CORED 2011-2012 and is the Assistant District Governor for Rotary District 7300.

Challenge 7: Coordinating Organizational Change to Support Diversity Goals

A. Taking into account the unit's and University's history with this Challenge, the targeted areas for improvement as they apply to your unit, and your unit's diversity and general strategic planning to date, what progress have you made toward this Challenge during the reporting period?

We have continued to support the annual Unity Day Celebration which brings representatives from a diverse population in the area to the campus to celebrate and honor the legacy of Dr. Martin Luther King, Jr. and commit to addressing issues of diversity.

We have established strong working relationships with our sister campuses in the West to bring students from campuses into Pittsburgh for learning and social events to
expose them to more diverse environments. This initiative has been named “Penn State in Pittsburgh”. Our effort to connect international students across campus will now be integrated into these efforts.

Dr. Kevin Snider, Chancellor at PSNK has taken active roles in initiatives and programs that would directly increase our international and underrepresented student populations as well as initiatives that will support recruitment and retention of a diverse workforce. These activities have included: our membership in the Penn State India initiative, active membership in Global Pittsburgh, participation in the Allegheny Conference’s subcommittee of the Pennsylvania Economy League of Greater Pittsburgh. The PA Economy League is beginning to examine ways in which to import and retain greater diversity in the Pittsburgh area to meet workforce needs. In addition, Dr. Snider and Corinne Coulson, Admissions Counselor, are founding members of a county led effort to increase diversity across Westmoreland. Corinne worked with a county representative to develop a report and website highlighting data and initiatives that is being shared with chambers of commerce and economic development groups across the county.

During 2010-2011 the campus was approved to admit and host international students. A comprehensive report was submitted by the campus to the Office of the Vice-President for Commonwealth Campuses outlining the numerous current initiatives and new support programs and services to be provided to incoming new international students based on the recommended guidelines set by the University. Enrollment Services and Student Affairs budgets were augmented and monies reallocated to provide the necessary support needed to admit these students. The process was widely discussed with campus administrative leadership, the Campus Diversity team and International committee. Complete information delineating the details can be found in Appendix C.

Our efforts to increase diversity through out-of-state and international recruiting has been successful and this success has had a significant impact on providing faculty, staff, and students opportunities to interact with students of differing backgrounds.

B. What measures of success or strategic indicators gauge your progress toward this Challenge? What specific data in relation to these measures and indicators demonstrate your progress?

Indicators:
The campus was approved to enroll International students and accepted our first student under the new guidelines in 2012-2013. The International student population while small has increased each year.
Shuttle services initiated under this plan since 2012 have been a great success. Our ridership has increased by 30% between the years of 2012-2013 and 2013-2014.

We have had an increase in numbers/participation the following campus initiatives:

- campus faculty and staff participation in Unity Day
- the number of campus-wide discussions involving faculty, staff, and students when significant events occur concerning race, ethnicity, sexual preference, etc.
- number of minorities in applicant pools for open positions
- number of minority students on campus
- number of minority faculty teaching courses as adjuncts

C. Among the strategies you have employed to make progress with this Challenge (#7), which specific approaches are considered your "signature" initiatives and which could be considered "best practices"?

We have not identified any best practices under Challenge 7.

*Updated July 1, 2015*

---

i Penn State Student Satisfaction Survey 2010  
Penn State Student Engagement Survey 2014  
“Fostering Student Competency through a Curriculum of International Engagement” Program Evaluation Report 2010-2011; Jyotsna Mirle Kalavar, Associate Professor, HDFS, Penn State New Kensington
## Penn State New Kensington
### Cultural and Special Event Series
#### 2012–2013

<table>
<thead>
<tr>
<th>Festivals</th>
<th>Lecture</th>
<th>Music</th>
<th>Art Exhibits</th>
</tr>
</thead>
</table>
| **September 19th**  
Irish Festival  
12:00-1:00 PM Courtyard  
Experience the traditions and culture of our 2012-2013 country of focus, Ireland. Enjoy food, games, and the music of the Screaming Orphans; a pop-rock musical group of four sisters from Ireland.  
**September 29th**  
Penn State New Kensington Fall Festival  
11:00 AM-7:00 PM  
Enjoy great food, a craft show, the kid zone & bounce house, motorcycle run, and so much more! The four band concert series includes performances throughout the day by Three Dudes Chillin’, Dimwit, Chris Higbee, and Gene the Werewolf.  
**January 22nd**  
Unity Day Celebration  
2:00-6:30 PM  
Celebrate the life of Martin Luther King Jr. and the message of “unity.” Get involved in the community during the volunteer fair, mingle with fellow community members during the pot-luck dinner, and experience the message of “unity” through a panel discussion on diversity, music, and the lighting of the unity candle.  
**September 18th**  
Tony Hawks, Author  
2:00-3:00 PM Forum Theatre  
Tony’s book, “Round Ireland with a Fridge” sold over 500,000 copies worldwide and was on the top 10 Sunday Times Bestseller list. Tony discusses his book and reflects on his experiences and the people he met during his quest to hitch around the circumference of Ireland with a fridge.  
**October 11th**  
Ron Poppalardo  
Suicide Prevention Speaker  
2:00 PM Forum Theatre  
Author and publisher of “Reconciled by the Light,” Ron recounts his experience and the lessons he learned regarding healing from grief, overcoming depression, and the power of forgiveness.  
**March 26th**  
Katie Wirsing, Spoken Word Artist/Poet  
2:00 PM Café 780  
The Denver city slam champ in 2007, and representative for the city at the Women of the World Poetry Competition. Katie uses her unique brand of storytelling to dissect life in ways we all find funny, but ultimately true.  
**November 7th**  
Road to the Isles  
12:00-1:00 PM Forum Theatre  
Performing the pipe and fiddle music, dance, and folksong traditions of Scotland & Ireland. Road to the Isles transports you to the lochs and glens of the Celtic lands of old.  
**January 9th**  
Jared Mahone, Musician  
12:00 PM Forum Theatre  
A groove-driven, blue-eyed soul machine out of Columbus, Ohio. With gospel/folk/blues/rock undertones, this group offers strong vocals, and an intense rhythm section.  
**February 20th**  
Mahajibee Blues Band  
12:00 PM Forum Theatre  
The Mahajibee Blues Band is an unique blues band out of Pittsburgh. They have been preforming at blues festivals across the country since 2000 and opening for acts such as BB King and Johnny Angel and the Halos.  
**November 5th**  
Jay Black, Comedian  
12:00-1:00 PM Café 780  
Jay has headlined at nearly 300 colleges, scoring three nominations and one win as the nation’s top college comedian.  
**February 6th**  
Preacher Moss, Comedian & Diversity Speaker  
12:00 PM Café 780  
Armed with sincerity, intellect and rare comedic ability, Preacher Moss presents his “End of Racism” Comedy and Lecture Tour.

---

For more information, and group reservations, please contact the office of Student Affairs at 724-334-6062 or visit www.uk.psu.edu. Penn State is committed to affirmative action, equal opportunity, and the diversity of its workforce. U. Ed. NR 12-41.
At Penn State New Kensington, we believe cultural events are an essential ingredient to a well-rounded individual and community. For that reason, I am delighted to introduce you to the 2012-2013 Cultural and Special Event Series. These programs and performances promise to be entertaining and fascinating; and they will open your eyes to various forms of music and culture from across the world.

The series is supported by the Student Activity Fee and sponsored by the Offices of Student Affairs and Student Life, the International Committee, and the Office of Academic Affairs. This sponsorship allows us to offer all of the listed events free of charge, with the exception of some theatre productions.

We want to extend a special invitation to both the campus and surrounding community to attend all of our events. School and community groups are especially welcome; please call ahead in order for us to make appropriate accommodations. Inquiries about the events and free admission tickets can be directed to 724-334-6062.

On behalf of the Penn State New Kensington campus, I invite you to enjoy these terrific events and performances occurring right here in your community. I think you’ll be delighted at the experience.

Dr. Kevin Snider
Chancellor
DIVERSITY COMMITTEE

Theresa Bonk *
Director of Student Affairs

Yesenia Figueroa-Lifschitz
Library Assistant

Melissa Gemballa
Student Representative
Bachelor of Science in Business

Alana Keister
Admissions Counselor

Debra Majetic
Program Coordinator, Radiological Sciences

Dr. Rujrutana Mandhachitara (Dr. A)
Associate Professor, Business Administration

Vanessa Myers
Assistant to the Director of Student Affairs

Dr. Dolores O’Hara *
Instructor, Nursing

Deborah Sillman
Committee Technical Advisor
Instructor in Biology

Dr. Kevin Snider
Chancellor, Penn State New Kensington

* Committee Co-Chairs 2008-2010

Penn State is committed to affirmative action, equal opportunity, and the diversity of its workforce.

U.Ed. NK 10-58
COMMITTEE GOALS

- Foster and support ongoing campus-wide dialogues about diversity.
- Increase recruitment and retention efforts toward underrepresented populations: students, faculty, and staff.
- Strengthen and enhance curricular and co-curricular programs that develop intercultural and global competencies.
- Develop and implement a system to assess the progress of achieving diversity goals.

DISCUSSION BOARD

The Penn State New Kensington Diversity Forum is a group in ANGEL that students, faculty, and staff can join.

Group members are free to discuss topics that relate to diversity. Each member has the ability to post a question or a comment on the discussion board with the option of being anonymous.

The goal of the discussion board is to educate each other in a collaborative manner and to provide a place that will facilitate discussion about diversity.

DIVERSITY COURSES & INTERNATIONAL YEAR OF STUDY

Penn State New Kensington offers a wide variety of diversity courses and chooses one country of study each academic year. Students can fulfill their diversity requirements through over 25 U.S. Cultures and International Cultures Courses including the following:

- History
- American Studies
- Anthropology
- Music
- Art
- Language
- Philosophy
- Sociology
- Women’s Studies
- International Business
- World Religions
- Linguistics
- And more!

To complement these courses, a committee annually designates a new country of focus. Students, faculty, and staff explore and reflect on various aspects of the country’s history, culture, and economic, social, and political reality.

GLOBAL INITIATIVES

As part of Penn State’s International Studies Programs, the campus provides students with a variety of opportunities to study in foreign countries for varying periods of time—a week, a summer, a semester, or a full year. Our objective is to offer our students a broader education than can be obtained through classroom experiences. To help foster this mindset, the campus sponsors international trips each year which are open to the entire campus community. Destinations have included Spain, China, Greece, Italy, France, and more. In addition, we have developed a number of international minors that will guide interested students toward the achievement of their academic goals with a focus on the larger global community.

International Programs Coordinators:
Ms. Maria Franco-DeGomez
Email: mxd37@psu.edu

Dr. William Hamilton
Email: hw7@psu.edu

CULTURAL EVENTS

Each semester the campus offers cultural events that include a variety of musicians, art exhibits, speakers, and theatrical presentations. These programs represent a myriad of international and American cultures and have included performances by:
- Taikoza, a traditional Japanese drum group
- Dr. Mary Lightfine, founder of “Nurses without Boundaries” an international volunteer nurses organization,
- Art exhibits by students from Northeastern University in Shenyang, China
- Performances by world renowned cellist and Professor of Music at PSU, Kim Cook

Students, their families, and all members of the local community are invited to join us for such events. All shows are free and open to the public unless otherwise noted.

UNIVERSITY RESOURCES

Penn State New Kensington
www.nk.psu.edu

PSU Educational Equity Offices and Services
www.equity.psu.edu
- The Penn State Framework for Diversity
- Educational Opportunity Center
- Southwestern Pennsylvania
- Commission on Race/Ethnic Diversity
- Commission for Women
- Equal Opportunity Planning Committee
- Report Hate
- Zero Tolerance for Hate Support Network

Academic Resources
http://ets.tlt.psu.edu/scola/

International Programs & Education Abroad
www.international.psu.edu