

Feedback on the Diversity Strategic Plan
A Framework to Foster Diversity at Penn State: 2010-15
Penn State Fayette, The Eberly Campus
Spring 2010

Penn State Fayette, The Eberly Campus, has created a positive and practical *Framework* plan to foster diversity. The review team applauds the Campus' programmatic approach and commends its action items promoting diversity initiatives.

The review team approves of the format used by the Campus in its *2010-2015 Framework*. The table format allows the reader to determine clearly the goals, action items, projected outcomes, and status of each initiative. This format could be strengthened by including the following: 1) a column for metrics and assessment for each goal, thereby enabling the Campus and future reviewers to determine progress toward projected outcomes; and 2) an introductory narrative to provide the reader with an overall Eberly Campus diversity vision and a context for the individual *Framework* goals and initiatives in the Plan. (The latter can also be accomplished by including brief introductions to each Challenge.) The review team recommends Penn State Fayette identify and implement tracking methods and assessment metrics throughout its plan.

Campus Climate and Intergroup Relations

Challenge 1: Developing a Shared and Inclusive Understanding of Diversity

- Using technology to increase communications regarding diversity issues and increasing the responsibilities and visibility of The Inclusion Group is a positive step.
- Increasing the number of course offerings related to diversity and increasing faculty involvement in diversity initiatives are worthy action items.
- The Campus should identify metrics to assess programmatic impact; consider tracking increased course offerings and enrollments with diversity components. ***RESPONSE: The Campus will determine how many US, IL, and diversity-infused courses were offered in 2009 as a baseline and track the number of offerings as well as enrollments in these courses in 2010-15 to gauge growth. Surveys will be administered to faculty, staff, and students who attend diversity programs to determine impact on their understanding of diversity.***

Challenge 2: Creating a Welcoming Campus Climate

- Systematic assessment of climate is praiseworthy. The Campus should target specific goals and identify metrics to measure success. ***RESPONSE: In the 2008 Faculty/Staff Survey, 84% of respondents felt that Penn State Fayette was welcoming to employees from underrepresented groups. Using that as a baseline, the Campus' goal is that 90% of respondents in the 2012 Faculty/Staff Survey will find the Campus to be welcoming of employees from underrepresented groups. Also, in the 2008 Survey, 47% of respondents agreed or strongly agreed that acceptance of diversity had improved in the previous three years. The Campus' goal is to increase this by 10% to have 57% of respondents agree or strongly agree in the 2012 Survey that acceptance of diversity has improved in the last three years.***
- Promoting diversity services and ideals through the Web, displays, and faculty, staff and student training is admirable.
- Assessment measures to determine success in creating a welcoming climate will be necessary. ***RESPONSE: In the 2007 Student Satisfaction Survey, 72% of students were satisfied with faculty integration of diversity resources. The Campus will aim to increase this by 3% to 75% in the 2010 Student Satisfaction Survey.***

Representation (Access and Success)

Challenge 3: Recruiting and Retaining a Diverse Student Body

- Increasing underrepresented student enrollment and retention through the Bridge Program, Dual Enrollment, Early Progress Advising, and other programs is constructive.
- Boosting student participation in Study Abroad initiatives and enrollment of international students are beneficial steps toward increasing both diversity of students and awareness of diversity.

- The Campus should determine specific goals and devise measures to track success in enrollment and retention of underrepresented student groups. **RESPONSE: The multicultural student population at Penn State Fayette was 8.4% in 2008 and 7.5% in 2009. The Campus will aim to increase this percentage to 10% by 2015. The average first-year retention rate for the Fayette Campus' 2006, 2007, and 2008 student cohorts was 74.8%. However, it was 65.6% for minority students. The Campus' goal for the 2010-15 planning period is to have the first-year retention rate for minority students mirror that of the general student population.**
- No retention data are provided; while recruitment is essential, retention also merits attention. **RESPONSE: Please see response to bullet three above.**

Challenge 4: Recruiting and Retaining a Diverse Workforce

- Highlighting the importance of diversity in faculty and staff hiring is positive.
- Promoting diversity through workforce programming and inclusion of diversity awareness in evaluations is beneficial.
- The Campus could develop specific workforce targets for diversity recruitment and retention, and devise metrics to track success. **RESPONSE: In 2008, faculty members from underrepresented groups were 3.4% of total faculty. The Campus' goal for 2010-15 is to increase this to 5%. Also, staff members from underrepresented groups were 6.7% of total staff in 2008. The Campus' goal for 2010-15 is to increase this to 10%. Also, 100% of search committees will have a member serving as a diversity advocate. Faculty and staff from underrepresented groups will be retained at rates no lower than those for the majority population.**
- Establishing and strengthening mentoring programs is a potential best practice.

Education and Scholarship

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

- Enhancing internationalization of the curriculum and including diversity content in current courses are excellent objectives. The Campus should identify specific courses and measure both the number of offerings and enrollment in these courses. **RESPONSE: The Campus will identify the number of US, IL, and diversity-infused courses that were offered in 2009 and track the number of offerings as well as enrollments in those courses in 2010-15 to gauge growth.**
- Offering incentives to faculty who include national and international community engagement in the curriculum is an affirmative means to diversification. Assessment metrics will be useful. **RESPONSE: The Campus will track growth in the number of faculty teaching diversity-related courses or incorporating diversity content in their courses, as well as growth in the number of community engagement initiatives, study-abroad trips, new or revised courses, and the diversity of students enrolled in interdisciplinary and community engagement courses.**
- Monitoring intergroup disparities in course enrollments and final grades for diversity-related courses is an interesting idea and potential best practice.

Institutional Viability and Vitality

Challenge 6: Diversifying University Leadership and Management

- Increasing department level participation in diversity planning, implementation and reporting are positive efforts.
- Increasing the membership of underrepresented groups in the administration, advisory board, and management bodies is praiseworthy.
- Identifying metrics to assess levels of success in diversification of leadership and management will be needed. **RESPONSE: The Campus will aim to increase the number of first-line administrators who are members of underrepresented groups by 2015 compared to 2009. The Campus will also aim to increase the numbers of women and minorities who assume leadership roles as chairs of committees compared to 2009.**

Challenge 7: Coordinating Organizational Change to Support Our Diversity Goals

- Fostering and enhancing interdepartmental collaboration to promote a broad and inclusive diversity agenda at Fayette is laudable. Consider measures to assess collaboration efforts. **RESPONSE: The**

number of co-sponsored activities per year (such as the CEO Conversations Program, training sessions, and courses) will grow compared to 2009.

- Revising campus climate assessment tools and issuing timely reports regarding climate issues will help the Campus track success in this area.
- Increasing resources and infrastructure that support fostering diversity is an excellent goal. Specific objectives in this area, as well as metrics to measure levels of success towards these targets, would be useful. ***RESPONSE: The Campus's goal is to build on-campus student housing to increase out-of-state and international student recruitment. The Campus has already approved a Student Affairs position to work on providing increased evening and weekend activities, including activities that cater to international students.***