

DATE: November 25, 2009

FROM: Chris Rizzo, Director of Student Affairs, Penn State Beaver

TO: W. Terrell Jones
framework@psu.edu

RE: A Framework to Foster Diversity at Penn State: 2010-15

Enclosed please find Penn State Beaver's strategic plan for A Framework to Foster Diversity at Penn State: 2010-15.

A Framework to Foster Diversity at Penn State
Penn State Beaver
2010-2015

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Penn State Beaver affirms its commitment to these efforts through several core values which will guide current and future endeavors:

Campus Vision and Mission Statements

Campus Vision Statement

Penn State Beaver will be a key community asset recognized as a premier student-centered teaching and research institution in the region providing personalized undergraduate education and life-long learning opportunities.

Campus Mission Statement

The instructional mission of Penn State Beaver, as a campus of The Pennsylvania State University system, is to serve both as an access point and provider of the array of degrees offered throughout the University. As a part of a public research institution, we are to provide the highest quality learning environment by facilitating student engagement supported through small classes, individual attention, and the opportunity to participate in undergraduate research, public service, and co-curricular activities and programs. Campus faculty members serve their profession and society through research, scholarship, and creative activities that promote economic development, the creation of knowledge, and enhanced quality of life. As a regional representative of Penn State, the campus also delivers high quality credit and non-credit programming for area businesses and individuals, thereby creating and supporting a well educated workforce positioned to assume leadership roles in the workplace and society. The campus serves as home to faculty, staff, and students from diverse backgrounds, and is committed to maintaining a welcoming environment which promotes cultural competency.

Campus Diversity Mission Statement

Penn State Beaver is committed to providing a welcoming, equal opportunity environment for students, staff, and faculty. The campus will recruit a diverse student body and workforce and deliver academic and cultural programs that foster intercultural understanding and the free expression of practices and beliefs. The campus will not accept or ignore discriminating or harmful behavior or actions. The Beaver campus community will provide a peaceful, tolerant environment in which all members can live and work.

Introduction

The Penn State Beaver 2010-15 plan presented represents a more seamless and integrated approach to fully incorporate the Framework challenges with the Campus Strategic Plan. In this approach, core aspirations for success are not addendums, but milestones inseparable from the overall vision, mission and success of the campus. This intent is perhaps best clarified by this excerpt from the Campus Strategic Plan, which documents this process and intent.

(Excerpt from the final Beaver Campus Strategic Plan, July 2008, Page 12.)

Framework to Foster Diversity

The campus approach to incorporating elements of the Framework to Foster Diversity was to develop, detail, and integrate primary diversity goals within the planning process as they were developed during campus brainstorming sessions. As expected, they were consistent with many of the initiatives outlined in the existing Framework. This approach provides the means through which campus strategic and Framework goals for diversity merge to become top priorities and commitments within the campus community. Within the strategic plan, Goal 2: Support a more diverse and culturally competent community, outlines the actions and resources needed to ensure the core elements of the Framework are met.

While the primary elements meeting Framework challenges were defined primarily by Goal 2 of the Beaver Campus Strategic Plan, additional elements responding to the Framework were also located in other areas of the plan. Campus initiatives detailed here document and inform campus strategic goals, actions and aspirations developed thus far by Penn State Beaver in response to A Framework to Foster Diversity at Penn State 2010-2015.

Diversity Planning Process

As demonstrated within the Campus Strategic Plan, the Seven Challenges were proactively engaged in the discussions and actions of the campus during the strategic planning process. Published in 2008, the Campus Strategic Plan was positioned between the two Framework cycles. As a result, several milestones linked to the Framework and efforts on campus have already been launched and are reported in the 2004-09 Framework update. These action statements and items are shown within this plan to clarify goals and approaches underway which will continue to impact campus diversity efforts throughout the planning cycle.

Realizing that many of the primary goals developed for this Framework cycle were first conceptualized in 2008, the approach for ensuring response to the 2010-15 Challenges issued to the campus in July of 2009 involved another very significant campus-wide engagement and planning process. To accomplish this, the Chancellor charged the Campus Climate and Diversity Committee and the Director of Student Affairs with the process and response.

As a result, significant and formative campus dialogs/input processes were accomplished seeking feedback and input from the Beaver campus community. During October of 2009, a multi-pronged approach gathered campus input utilizing the Seven Challenges framework. Feedback and input from faculty, staff and students was harvested via a series of campus meetings and brainstorms, email conversations, and a Web-based format. All feedback developed within this process was consolidated to the corresponding Challenge areas and reviewed by the Campus Climate and Diversity Committee.

The Committee developed a series of themes and/or statements characterizing feedback, input and issues identified in the process as they related to each of the Seven Challenges. This information was then compared to the campus goal/action statements already developed within the Campus Strategic Plan 2008. As a result, those areas where the most significant gaps existed between the campus plan and the feedback developed during the fall 2009 campus feedback process were identified.

These gap areas and the feedback were presented to the Campus Executive Council for final goal development and campus adoption as action statements for incorporation in this strategic plan. This plan represents the significant diversity planning efforts and the resulting goals and actions Penn State Beaver believes will move the campus closer to the visions and aspirations posed by A Framework to Foster Diversity at Penn State: 2010-15.

Penn State Beaver will respond to the challenges posed by A Framework to Foster Diversity at Penn State: 2010-15 through the following strategic goals. The goals and actions presented here are framed within the corresponding Framework challenge reference.

Individual campus strategic planning items are indicated as they appear in the Campus Strategic Plan. Items developed as the result of the fall 2009 campus process are referenced here as Campus Executive Council Action Items, or CEC Action Items. All goal statements indicate responsibility centers along with targets and timelines associated with each goal. Progress and any significant actions related to each item will be documented two times per year as part of a reporting cycle established by the Campus Executive Council. The Strategic Indicator Baselines will be updated on a yearly basis.

Challenge 1- Developing a Shared and Inclusive Understanding of Diversity

Campus Strategic Plan Action Items:

- 2.A.1. Examine both the charge and appointments to the Campus Climate and Diversity Committee considering a faculty co-chair model to foster greater campus ownership. (Chancellor/DSA/DAA; Annually)
- 2.A.3. Develop a listing of campus intercultural learning competencies to be used in the development of campus programs and initiatives. (Diversity Comm.; F2009/ongoing)
- 2.A.4. Create integrated campus mediums featuring: resource references, content and intolerance contact points, as well as the campus diversity statement. (Diversity Comm; F2009/ongoing)
- 2.A.5. Utilize first-year contact points with new students (FTCAP/New Student Day/First Year Seminar) to expose students to diversity issues, topics, and opportunities. (DSA/DAA; ongoing)
- 6.B.5. Increase service learning opportunities through enhanced partnerships with schools, businesses, and organizations. (DCCR, DAA, faculty as needed, ongoing)
- 7.A.1. Encourage faculty and staff to take a more active role incorporating and encouraging student participation in educational and diversity programming offered on campus via links with the curriculum. (CEC; ongoing)

CEC Action Items:

- 1.1 Develop a reporting system for all diversity-related campus activity on a quarterly basis. (DCCR, CEC; ongoing)

Challenge 2 - Creating a Welcoming Campus Climate

Campus Strategic Plan Action Items:

- 1.B.12. Identify and make available a list of local childcare providers as a means of assisting adult students, faculty, and staff who have childcare issues. (DBF, 2012-13)
- 1.D.6. Expand academic opportunities that broaden the student experience (symposia, visiting lecturers, artists, trips to area events). (DAA, DSA, faculty, 2010/ongoing)
- 2.A.6. Provide opportunities and support for diverse student organizations. (Diversity Comm./DSA ; ongoing)

CEC Action Items:

- 2.1. Focus on diversity themes as opportunities to enhance staff and faculty development and facilitate curricular tie-ins. (CEC; ongoing)

Challenge 3 - Recruiting and Retaining a Diverse Student Body

Campus Strategic Plan Action Items:

- 1.B.1. Collaborate with local community colleges (CCBC, CCAC, BCCC) to determine certificate and noncredit programs of interest to adult learner graduates. (DAA, DCE, ongoing)
- 1.B.2. Assess 2+2 opportunities and scheduling preferences for adult community college graduates seeking baccalaureate degrees in applied psychology, business, communications, IST, and LAS. (DAA, faculty, 2009).
- 1.B.3. Support the development and use of the on-line business degree and/or its courses to accommodate adult students. (DCE, DAA, 2010)
- 1.B.4. Explore opportunities for enhancing adult learner enrollments through the Beaver/Shenango IST agreement. (DAA, faculty, 2009)
- 1.B.10. The DCE will collaborate with the DAA to identify community and business locations to offer on-site credit course or degrees to meet the professional development needs of adult learners. (DCE, DAA, Outreach, 2010)

- 2.A.2. Identify campus and community personnel, resources, and offices as support points and potential mentors for students. (CEC/Diversity Comm.; S2009/ongoing)
- 2.A.7. Charge a team to assess services needed to better support adult student needs using an established internal PSU or external framework. (DEM/DCE/DSA; F2009)
- 2.C.2. Develop a primary campus team supporting disabilities issues, needs, and resources on campus. (DSA; F2008)
- 2.C.3. Identify a campus liaison to work with University Park regarding international student resources and support. (DSA/DEM/DAA; F2009)
- 7.C.2. Research and adapt an intrusive academic advising model and provide relevant training for assigned academic advisors and staff. (DAA/DSA; F09/ongoing)
Intrusive advising framework resources:
http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Intrusive_advising.htm
- 7.C.12. Create a campus “early alert” team composed of campus personnel needed to create and drive critical processes/procedures/interventions related to the support of at-risk students. (CEC, campus personnel as needed, ongoing)
- 2.F.1. Define, collect, examine and act upon leading indicators regarding at-risk populations to enhance the recruitment and retention of students of color, female students, adult learners, first generation students, and low-income students. (DEM/EMG; ongoing)
- 2.F.3. Identify additional scholarship and financial aid resources supporting students from at-risk groups. (DOD/DEM; ongoing)
- 3.A.5. Continue to run University-approved Teen Campaign and Adult television commercials in the local cable market. (DEM, DAA, DCCR; ongoing)
- 3.A.6. Hire or designate an adult & transfer admissions recruiter with the primary responsibility of going into the community and encouraging eligible adults to apply for admission. (DEM; 2009)
- 3.B.6. Increase the number of academic competitions, contests and events hosted on campus (Math Competition, Communications Day, Forensics Competition, etc.) to bring high school and middle school groups to campus. A special emphasis will be placed on bringing in under-represented and disadvantaged groups. (DAA, DEM, faculty and other departments; ongoing)

- 3.A.9. Review the academic persistence rate of students admitted in the lower evaluation index (EI) range and adjust the admissions criteria accordingly, including the possible development of a review process for students with a low EI. (DEM, DAA, Chancellor; 2009-10)

CEC Action Items:

- 3.1. Increase the number of minority and low income and first generation students via formal prospective collaborations with E.O.C. (DEM, EOC; ongoing)
- 3.2. Provide annual training for faculty and staff to better support and assist in working with at risk students. (CEC, DSA, DAA; ongoing)
- 3.3. Assist DUS (primary campus at risk cohort) students in making earlier choices regarding majors utilizing advisory board mentoring program and FYS. (DAA, DSA; ongoing)

Challenge 4 Recruiting and Retaining a Diverse Workforce

Campus Strategic Plan Action Items:

- 2.D.4. Promote diversity as a campus unit-specific factor for demonstration on annual SRDP for staff members. (Chancellor; S2009/ongoing)
- 6.B.1. Encourage and reward faculty and staff for participating in partnerships and the community, e.g. volunteering, members of service and business boards, attending community events considering these when discussing / writing annual March Reviews with faculty. (Chancellor, DAA; 2009, ongoing)

CEC Action Items:

- 4.1. Establish a standardized approach within campus interview processes to incorporate diversity content. (DBF, CEC; ongoing)
- 4.2. Provide funding to support faculty/staff workshops on diversity topics. (Chancellor, DBF, Diversity Comm.; ongoing)

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

Campus Strategic Plan Action Items:

- 1.C.4. Host at least 1 campus based international trip for students per year. (DAA, faculty; 2010)
- 1.D.6. Expand academic opportunities that broaden the student experience (symposia, visiting lecturers, artists, trips to area events). (DAA, DSA, faculty; 2010)
- 1.D.7. Provide support for students to share their work with the campus community (literary magazine, art exhibition). (DAA, DSA, faculty; 2011)
- 2.B.1. Enhance opportunities for students and faculty to participate in the study abroad programs and trips, including those hosted by other campuses. (DAA; ongoing)
- 2.B.2. Facilitate faculty implementation of a course or sequence of courses focused on issues of internationalization and globalization. (DAA; 2009, ongoing)
- 2.C.4. Research area community resources and support programs for students. (Diversity Comm.; F2009/ongoing)
- 2.D.2. Expand and integrate intentional intercultural programming models linking co-curricular student events with First Year Seminar and other credit classes. (DSA, DAA; ongoing)
- 2.D.3. Develop diversity and language course offerings and promote student reading and discourse linked to existing university library diversity collections. (DAA, Library; ongoing)
- 2.E.1. Utilize the Civic and Community Engagement minor along with course service-learning assignments and campus activities to engage students in community service. (DAA/DSA; ongoing)
- 2.E.2. Enhance out-of-class offerings (speakers, films, displays, food menus, fairs, performances, bookstore products, etc.) on campus contributing to intercultural support and competency. (Diversity Comm., CEC; ongoing)

CEC Action Items:

- 5.1. Diversity best practices will be solicited by Academic Affairs for review and use by faculty for implementation in the classroom. (DAA, Faculty Congress; ongoing)
- 5.2. Faculty Congress will develop a list of cultural competencies students will demonstrate as a result of attending Penn State Beaver. (DAA, Faculty Congress; 2010)
- 5.3. Continue current service-learning and community service initiatives and assess potential for expansion. (DSA, DAA, DCCR, Faculty; ongoing)

Challenge 6 - Diversifying University Leadership and Management

Campus Strategic Plan Action Items:

- 2.C.1. Encourage faculty and staff participation in campus events featuring diversity content as vehicles for professional development when offered on campus. (CEC; ongoing)

CEC Action Items:

- 6.1. The campus will formalize SRDP diversity factors and staff diversity program attendance expectations for campus. (Chancellor, CEC; 2010)
- 6.2. The campus will incorporate and communicate the value of diversity program attendance and training among faculty via appropriate review/reward processes. (DAA, Chancellor; 2010, ongoing.)

Challenge 7 - Coordinating Organizational Change to Support our Diversity Goals

Campus Strategic Plan Action Items:

- 1.C.6. Host professional development workshops, seminars, and symposia for faculty at least semi-annually. (DAA; 2009, ongoing)
- 2.C.1. Encourage faculty and staff participation in campus events featuring diversity content as vehicles for professional development when offered on campus. (CEC; ongoing)

- 2.F.2. The campus will host workshops to educate faculty and staff on the student learning needs related to at-risk student groups. (DAA/DSA; ongoing)
- 6.B.5. Increase service learning opportunities through enhanced partnerships with schools, businesses, and organizations. (DCCR, DAA, faculty as needed: 2009-2013)

CEC Action Items:

- 7.1. Campus will explore the development of a multicultural resource center on campus. (DSA, DBF, DOD, Diversity Comm.; 2011)
- 7.2. The campus will work with the University Global Programs office to assess the viability of obtaining International Campus Status. (Chancellor, DAA, DEM, DSA; 2010)

Plan Responsibilities Key Index:

Campus Executive Council (CEC)
Chancellor
Director of Academic Affairs (DAA)
Director of Student Affairs (DSA)
Director of Campus and Community Relations (DCCR)
Director of Development (DOD)
Director of Continuing Education (DCE)
Director of Enrollment Management (DEM)
Director of Housing and Food Services (DH&FS)
Director of Business & Finance (DBF)
Campus Climate and Diversity Committee (Diversity Comm.)

Major Strategic Indicators and Base Line Values:

- Percentage of Underrepresented Students – 2008 = 13.2%
- Percentage of Multi cultural Faculty – 2008 =
- Percentage of Female Faculty – 2008 =
- Percentage of Underrepresented Tech. Service Staff – 2008 =
- Percentage of Underrepresented General Staff – 2008 =
- Student Satisfaction Survey Results, Global Diversity Question – 2006-07 = 64%
(How satisfied have you been with the extent to which faculty members have included diversity/multicultural/international resources)?
- Student Satisfaction Survey Results, Study Abroad Question 2006-07 = 30%
(How satisfied have you been with your ability to participate in a study abroad program?)
- Retention of At Risk Cohort identified by EMG - TBA

Appendix 1
Campus Climate and Diversity Committee

Campus Climate and Diversity Committee Members 2009-10

Dr. Joann Chirico – Co-Chair, Lecturer, Sociology

Dr. Rizzo, Chris – Co-Chair, Director of Student Affairs

Ms. Larissa Ciuca – Student Personal and Career Counselor

Mr. Marty Goldberg – Head Librarian

Ms. Corinthian Jones – Student, Member, Diversity Club

Ms. Amy Krebs – Director of Campus and Community Relations

Dr. Cassandra Miller-Butterworth – Assistant Prof. of Biology

Mr. Judson Sammons – Coordinator of Residence Life

Dr. Carol Schafer – Associate Professor of Theater and Women's Studies

Ms. Maria Shamsi – Student, RA, founding member, Diversity Club

Mr. Marcess Williams – Admissions Counselor, Men's Head Basketball Coach

Appendix 2
Campus Executive Council 2009-10

Campus Executive Council Members 2009-10

Dr. Gary Keefer, Chancellor (Chair)

Mr. Ted Froats – Manager, Information Technology Services

Ms. Amy Krebs, Director of Campus and Community Relations

Dr. Donna Kuga, Director of Academic Affairs

Mr. Jeremy Lindner, Director, Housing and Food Services

Ms. Diana Patterson, Director of Institutional Advancement

Mr. Dan Pinchot, Director of Enrollment Management

Dr. Chris Rizzo, Director of Student Affairs

Mr. Dan Smith, Chair, Faculty Congress

Mr. W. Luke Taiclet, Director of Business Services

Ms. Marian Vendemia, Director of Continuing Education