

A Framework to Foster Diversity at Penn State Harrisburg



2010 - 2015

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

Penn State Harrisburg

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Introduction

Penn State Harrisburg has a long-standing commitment to enriching the lives of students, faculty, staff, and the broader community through the active exchange of cultures, beliefs, ideas, knowledge, and perspectives. Through nurturing a diverse academic community, inclusion and acceptance become an active part of living and learning.

The principles of inclusion and acceptance are at the core of all college activities, guiding strategic planning, faculty and staff hiring, student recruitment, and programming for the community.

The process of defining diversity and communicating expectations to the college community is deliberate and ongoing, respectful of the dynamic and complex nature of diversity as a construct. In doing so, the college is able to respond quickly to emerging program needs.

In the past five years, Penn State Harrisburg has experienced continued success in diversifying the student body, the recruitment of faculty and staff, and in providing a wide array of diversity-focused programming for the community.

Campus Climate and Intergroup Relations

Challenge 1: Develop a Shared and Inclusive Understanding of Diversity

The college continues to define diversity in its broadest sense: "The strength and resilience of a living community is a reflection of its diversity. The exclusion or removal of any group or individual from the community disrupts the dynamic interrelationships essential to the community, diminishing its integrity and well-being. Only communities rich in diversity are able to respond to a changing environment."

College diversity initiatives are comprehensive and directed toward inclusion and acceptance of underrepresented groups within the college community including gender, international, ethnic, and racial groups, individuals with disabilities, military veterans, returning adult students, and persons of all sexual orientations.

More recent examples of programming introduced at the college include:

- The Penn State Harrisburg Diversity and Educational Equity Committee Training Subcommittee sponsored panel discussions focused on "Classroom Inclusion: Support for LGBT Members of the Penn State Harrisburg Community." The panels consisted of students, faculty, and staff members that shared their experiences (good and bad) in the classroom and on campus.
- The Office of Disability Services utilizes "In Their Shoes," a web-based hands-on interactive format to help increase understanding of what it is like to experience functional limitations in areas such as learning, seeing, hearing, and socializing from the perspective of students.

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In the current strategic planning cycle, the college developed a *Statement of Values* to further define and articulate expectations for the college community regarding acceptance and inclusiveness.

Statement of Values

Embodied within Penn State Harrisburg's vision and mission statements is a commitment to the following:

- The Penn State Principles of respect, academic integrity, social and personal responsibility;
- Inclusiveness and diversity within the college community;
- Sensitivity to students' individual needs to ensure full participation in the collegiate experience;
- A supportive environment for the personal and professional growth of all members of the academic community;
- The success of graduates as productive citizens of a global, dynamic society.

Diversity initiatives are regularly communicated to constituency groups via the web, list serve messages, the newswire, press releases, student recruitment material, the student handbook, the annual Penn State Harrisburg fact sheet, and faculty, staff, and student forums.

In addition, for the last two strategic planning cycles, Penn State Harrisburg has included diversity as a central theme in the college Strategic Plan. The Strategic Plan enjoys broad distribution to all stakeholders. The integration of the college diversity plan into the Strategic Plan has become a college best practice. The goals and measurements identified in the diversity plan are incorporated into each unit plan, and progress toward goals is regularly communicated to the college community.

Penn State Harrisburg's Diversity and Educational Equity Committee (DEEC) provides leadership in diversity enhancement activities. The mission is to "create and engage in activities cultivating a safe and supportive campus community that values diversity and fosters good citizenship. The committee strives to improve communication and encourage respect within its interdependent campus communities by enhancing the development of relationship skills and providing opportunities to share experiences and diverse perspectives among members of the college community."

With broad membership from students, faculty, and staff, and with representation from the college's academic and administrative units, the DEEC oversees and reviews survey assessments, disseminates findings, and develops and coordinates college-wide programs on diversity topics, with particular attention to emerging and demonstrated issues of concern. The DEEC reports directly to the chancellor and receives an annual budget to support diversity programming and periodic assessment.

The functions of a multicultural officer are fulfilled by various units within the Student Affairs Division. In addition to serving as co-chair and budget administrator for the DEEC, the director of student affairs provides direction and supervision of programs and services for special student populations including:

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- Underrepresented groups;
- International students;
- Non-traditional students;
- Students with disabilities;
- Adult learners.

Reporting to the director is a full-time assistant director for campus life and intercultural affairs and a full-time coordinator of student activities and intercultural affairs.

Faculty and staff are served by the Office of Human Resources, the work of DEEC through diversity programming and training, and the Faculty Senate Committee on International and Intercultural Affairs.

Challenge1 Initiatives

1. Continue college community and public involvement in inclusiveness programming with the goal of increasing participation across diverse groups of stakeholders.
2. Using 2008/09 as the baseline, increase traffic to the diversity web site by more than 10% in the current planning period.
3. Create and distribute an assessment report of DEEC progress toward goals on an annual basis.
4. Increase web presence on subjects of interest for individuals with disabilities, military veterans, returning adult students, and sexual orientation.

Challenge 2: Creating a Welcoming Campus Climate

To appreciate continuing progress in creating a welcoming environment, the college routinely engages in periodic assessments of faculty, student, and staff perceptions of the teaching, learning, and working environment. Assessment data are provided to DEEC members, the administration, Faculty Senate, and the Office of Student Affairs for use in identifying areas for development and to inform goal setting and future programming.

In 2003, the college began administering the *Climate Assessment Survey*. Results of the survey identify continuous improvement goals and topics for focused programming. The survey is conducted every three years. In 2006, the *Climate Assessment* was again administered; comparative results from the 2003 survey were disseminated and guided program directions. (See Appendix A: *Climate Assessment Executive Summary*.) In this planning cycle, the college will conduct climate assessments in 2009¹ and 2012 to gauge progress toward diversity goals.

The DEEC has principal responsibility for leading this effort, including analyzing results, disseminating findings (www.hbg.psu.edu/diversity) and recommending programming for

¹ The 2009 *Climate Assessment Survey* was conducted Spring 2009-- the data are being analyzed and technical reports prepared.

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continuous improvement, in consultation with the college Faculty Senate's Human Resources and Business Committee and the Office of the Chancellor.

Results of the 2008 *Faculty/Staff Survey* (See Appendix B: 2008 *Faculty/Staff Survey Results*) differ somewhat from the college's climate assessment, the latter showing consistently more favorable attitudes compared to baseline data over time. Nevertheless, the college considers benchmarking against the University survey important to its continued progress.

For example, results from the 2008 *Faculty/Staff Survey* showed some significant differences in attitude on diversity measures between supervisory and non-supervisory employees, compared to their University counterparts. Employees without supervisory experience were less likely to have attended diversity training, and had lower levels of agreement with the four diversity questions on climate, support, leadership, and acceptance than peers throughout the University. These differences will inform program planning and training will be targeted to these employees.

Finally, the college is now participating in the National Survey of Student Engagement (NSSE), which provides information on attitudes toward diversity among the college's student population. These data will be used to guide educational programming in diversity for students. (See Appendix C: NSSE 2008 Survey Results.)

Challenge 2 Initiatives

1. Administer the college *Climate Assessment* every three years, with the goal of maintaining satisfaction levels at or above the previous survey.
2. Use the results from the *Climate Assessment 2009* to inform diversity-focused programming and strategic initiatives.
3. Using University percentages as a benchmark, implement programming and initiatives to improve overall attitudes about diversity and acceptance in the workplace.
4. Administer the NSSE student satisfaction survey, with the goal of achieving satisfaction levels at or above University and peer averages.

Challenge 3: Recruiting and Retaining a Diverse Student Body

Since Penn State Harrisburg began admitting first-year undergraduate students five years ago, the college has made significant gains in diversifying the student body.

While there is modest population diversity in the Commonwealth (14.3% underrepresented groups), the percentage of residents from underrepresented groups in Dauphin County is significantly greater than the rest of the state (22.6%). Penn State Harrisburg continues to make considerable progress in attracting students from underrepresented groups, both at undergraduate and graduate levels.

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Using fall 2004 as a baseline, the percentage of minority undergraduate students has increased by 37%, from 14.9% in 2004 to 20.4% in Fall 2009. (See Appendix D: Minority Enrollment Fall 2004-Fall 2009.) In the current freshman class, nearly one-third (31%) of the students are from underrepresented groups. At the graduate level, the percentage of minority students has remained constant at 10%. When compared to CIC Master's L peers, Penn State Harrisburg has a higher percentage of students from underrepresented groups. (See Appendix E: CIC Peer Group Enrollment Comparison.)

Penn State Harrisburg has made significant contributions to the recruitment of minority students from the greater Harrisburg area, the third largest urban center of the state. Building on its longstanding relationships with area schools, the college has been successful in a range of recruitment efforts.

The college's Office of Multicultural Recruitment and Community Affairs has increased the diversity of the Penn State Harrisburg applicant pool by cultivating a positive image of diversity and inclusion of members from all ethnic groups and cultural backgrounds. Several special programs from the office include:

- STEM (Science, Technology, Engineering, and Math) career program sessions are held with ninth grade students to expose them to STEM areas and business environments, and encourage them to understand course requirements early in their high school years. Faculty members are recruited to present hands-on classes.
- The High Achievers Academic Bowl is designed to highlight and reinforce the many achievements of Black Americans and help students learn about different cultures. The Bowl concept promotes the values and rewards of teamwork, studying for retention, and academic excellence. This program was implemented in 1990, and since that time, more than 1, 000 seventh and eighth grade students have participated.

Penn State Harrisburg offers a wide range of academic and student services to enhance the retention and progress of minority students, and actively seeks to connect students in need with these services.

For example, the Learning Center employs several recommended practices for promoting diversity outlined by J. Cuseo in the article *Capitalizing on Student Diversity to Promote Deeper Learning and Greater Appreciation of Individual Differences: Research-Based Teaching Strategies for College Faculty*². In Fall 2009, 34% of the Learning Center's student staff are from underrepresented groups. Students see many ethnicities in the role of "successful student" or "subject matter expert" when they use Learning Center services. Likewise, employment with the Learning Center provides peer mentors and tutors with opportunities that enhance their own academic achievement and sense of accomplishment.

² Paper presented at the concurrent session, "Diversity Education for First-Year Students: Why, What, and How." 26th Annual Conference on the First-Year Experience, Addison, TX. February, 2007.

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The peer tutor-training curriculum also includes “Tutoring Students from a Culture Different from Yours.” Approximately 30% of the individual students using the Learning Center are from underrepresented groups. Students who initially use the Learning Center return an average of 2.3 times throughout the semester per course.

Penn State Harrisburg’s well-established Multicultural Academic Excellence Program (MAEP) specifically provides opportunities for students to make an early connection with support services. MAEP provides an environment where participating students’ social and academic skills are assessed, and individualized tutorial and counseling services are offered. MAEP has been cited in prior diversity planning cycles as a best practice.

The college has also developed the Chancellor’s Leadership Access Student Program (C.L.A.S.P.) The goal of the C.L.A.S.P. is to create an inclusive environment to encourage first-year/first-generation student involvement in co-curricular leadership activities early in the academic career. Students engage in action learning projects related to problem solving, decision-making, leader dynamics systemic thinking, and social/organizational networking.

Preparing all students for a global economy is a key strategic initiative for the college. Additional study abroad experiences and increased internationalization of the student body will facilitate graduates who will be able to adjust, adapt, and be more tolerant of divergent points of view and diversity in the workplace. Penn State Harrisburg’s student profile is particularly challenging for conventional study abroad, typically semester-long programs. Over one-third of students are first-generation students. More than three-quarters of undergraduate students work full or part-time while attending college, two-thirds of students have some form of financial aid, and many have family obligations that prevent them from participating in a traditional, longer term study abroad program. Despite these barriers to international travel, studies have found that simply having an international experience is more important than the amount of time spent abroad. The college’s experience reinforces this finding.

In the past several years, Penn State Harrisburg has increased the number of international experiences available for students. In 2008 and 2009, more than 100 students participated each year in international study tours—nearly double the number who participated in previous years.

Penn State Harrisburg’s international student population has also increased. In Fall 2009, Penn State Harrisburg had 90 international students representing 32 countries. Among the international student body, half are first-time students. Students are supported through the Office of International Student Support (OISS), which provides the following:

- Orientation program;
- Employment seminars;
- Tax seminars;
- Assistance with PA driver’s license;
- Advising on immigration issues;
- Social programming;
- Off-campus trips.

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To measure the effectiveness of retention programs, Penn State Harrisburg will use overall GPA as a baseline to monitor the GPA of underrepresented groups for both overall GPA and GPA in entrance to major courses. (See Appendix F: GPA Analysis by Ethnicity, Appendix G: Milestone Course Average GPA Analysis by Ethnicity.)

Overall retention rates for underrepresented groups will be monitored as well. Fall 2009 data will be used (when available) as a baseline for tracking underrepresented group retention rates as compared to overall college retention rates.

Penn State Harrisburg continues to address the challenge of college costs. Among CIC Master's L peers, Penn State Harrisburg is about twice the cost—the average tuition among our peers is \$5,856 per year. Penn State Harrisburg students are much more likely to utilize federal and institutional grants, as well as loans as a funding source. More than one-quarter (26%) of Penn State Harrisburg students utilize institutional grants --twice the percentage of CIC peers.

In 2007/08 more than \$1.3 million in private scholarship aid was awarded to undergraduate students. Nearly \$370,000 (27%) was raised through college philanthropic efforts directed toward students with unmet financial aid needs. This year, the college also set aside an additional \$100,000 in student wages and \$50,000 in scholarships for needy students.

Finally, Penn State Harrisburg is an active participant in the Bunton-Waller scholarship program for undergraduate and graduate students, and the Bond-Hill Fellowships program for graduate students.

Challenge 3 Initiatives

1. Using Fall 2009 as a baseline, maintain underrepresented student population greater than or equal to Master's L CIC peers.
2. Achieve a retention rate for underrepresented student groups at or above the overall college retention rate.
3. Using the college's overall average GPA as a benchmark, monitor GPA for underrepresented groups.
4. Using the college's average GPA in milestone courses as a benchmark, monitor milestone course average GPA for underrepresented groups.

Challenge 4: Recruit and Retain a Diverse Workforce: Faculty, Staff, and Administration

Penn State Harrisburg employs an array of faculty and staff "search and screen" diversity initiatives. Search and screen committee members are encouraged to use discipline specific networks (in the case of faculty searches) and professional networks (in the case of staff searches) to contact minority colleagues, including leadership of minority caucuses of national organizations, discipline-specific web sites, and publications targeting minority professionals such as *Diverse Issues in Higher Education* and *Hispanic Outlook in Higher*

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Education.

Faculty and staff vacancy announcements are distributed to historically black colleges and universities (HBCUs). Announcement letters are sent to department chairs, deans of faculty and/or college/university presidents. This strategy heightens the name recognition of Penn State Harrisburg among master's and doctoral students from minority institutions. Additionally, the Office of Human Resources routinely reviews the *Diversity Talent Bank* to identify minority applicants for academic and staff positions.

The Office of Human Resources works with academic school directors to effect H1B visas for foreign national applicants who apply for tenure-track positions and do not have U.S. citizenship status.

The college has accessed POF funds with concurrence of the executive vice president and provost. Since 2002, the college has secured partial funding for salary and start-up costs for 11 tenure-track hires: four women faculty in engineering and science and seven minority faculty in the humanities and environmental and life sciences.

The Office of Human Resources supports search committees in their efforts to identify prospective minority candidates. The process has resulted in a more inclusive list of finalists, and contributes to the hiring of a diverse workforce.

The University's Affirmative Action policy is central to the search and screen process. The Office of Human Resources distributes and reviews the publication *Getting Different Results* in its charge to search and screen committees.

Overall, web-based advertising of vacant positions on professional and scholarly journal sites has been effective in increasing minority applicants for faculty positions. The use of journal web sites provides an opportunity to put discipline-specific vacancies in the forefront of discipline-specific targeted readership. Web-based advertising also provides direct links to the college web site and a means through which prospective applicants familiarize themselves with Penn State Harrisburg. To date, the college has seen a limited number of applicants from diversity-specific publications (i.e., *Diverse Issues in Higher Education* and *Hispanic Outlook in Higher Education*).

Penn State Harrisburg has developed a portfolio of retention programs designed to promote the success of faculty and/or staff from underrepresented groups. All new tenure-track faculty are given a reduced teaching load during their first two years, and have priority in receiving funding from the college Research Council to support their individual research agendas. Funding for professional travel and research is provided by academic school directors to new tenure-track faculty. Additional funding, beyond that provided by the schools, is available from the Office of the Chancellor.

School Directors provide mentoring and other guidance to all new tenure-track faculty. Additionally, senior peer colleagues initiate one-on-one dialogues with new faculty to provide a sense of community. Examples include invitations to lunch, accompanying new faculty members to college-sponsored events, etc. School-based mentoring programs also pair senior faculty and new faculty with similar research interests to assist probationary faculty in

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meeting scholarly teaching, research, and service expectations.

The Office of the Senior Associate Dean for Academic Affairs conducts an extensive orientation series for new (first three years of service) full-time faculty. The chancellor participates in these sessions. Faculty from underrepresented groups are encouraged to contact the University's Senior Faculty Mentor and to participate in related professional development and informal activities sponsored by that office.

Currently, the college meets the utilization and goals for administrative, professional, and maintenance staff categories. Two schools—Humanities and Behavioral Sciences and Education meet availability and goals.

In this planning cycle, the college will continue to set goals and measure progress according to national utilization and goals data. (See Appendix G: Utilization and Goals.) For each employment category where availability goals have not been met, the college Office of Human Resources will evaluate the effectiveness of existing recruitment strategies. Evaluative criteria include the number and yield of minority and women applicants.

Challenge 4 Initiatives

1. Continue to diversify faculty, staff, and administrative groups.
2. Identify employment categories where the availability and goals are unmet, (compiled by the University's Affirmative Action Office); implement necessary strategies.
3. Monitor tenure track success rates and turnover rates by cohort, gender, and ethnicity; implement necessary strategies.
4. Monitor turnover rates for staff by gender and ethnicity; implement necessary strategies.

Challenge 5: Develop a Curriculum that Fosters Intercultural and International Competencies

Penn State Harrisburg has engaged in significant curricular and research activities and ongoing development to diversify the undergraduate General Education curriculum. The college remains committed to offering a full complement of United States Cultures (US), International Cultures (IL), and United States and International Cultures (USI) courses each semester to accommodate growth in undergraduate enrollments, and, consistent with its statement of values, to prepare students as productive world citizens. In this planning cycle, the college will monitor US, IL and USI offerings as a percentage of undergraduate courses offered. Since Fall 2004, enrollment in US, IL, and USI courses has increased by 53%, from 855 students to 1,311 students in Fall 2009.

Penn State Harrisburg also will continue to support faculty to sustain the quality and extent of scholarly contributions to the study of diversity. Faculty accomplishments in the scholarship of diversity are valued and rewarded in tenure, promotion, and annual review processes. More than 20% of faculty scholarship in the social and behavioral sciences focuses on diversity topics. Faculty contributions to the study of diversity i.e., scholarly papers, publications, and sponsored projects, will be compiled annually and reported.

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In order to prepare students to succeed in the emerging global society, the college has embarked on a three-faceted approach to increase its international activities: international study tours and student exchanges (discussed in Challenge 3); scholar and faculty exchanges; and alliances with well-known universities from overseas. These efforts will pay particular attention to emerging countries, e.g., India, China, South Korea, and Brazil. To implement this ambitious agenda, the college has created an office for International Programs with the exclusive charge to stimulate international activities.

In this planning cycle, Penn State Harrisburg will elevate its involvement in global networks to establish institutional ties. The college is identifying institutional partners and developing programs with sustainable potential, tapping its critical mass of faculty with international expertise and the University Office of Global Programs. The college is also working with the Center for Trade Development in the Office of International Business Development of the Pennsylvania Department of Community and Economic Development (DCED) to develop specific international linkages and educational and exchange programs. Communication and programs with several provinces of South Korea and China are underway.

Penn State Harrisburg will pay particular attention to fast emerging countries of the world, e.g., China, India, Brazil, and South Korea. The college has a critical mass of faculty with scholarly networks and institutional ties to these countries. In this planning cycle, the college will strengthen these global connections; introduce students to history, culture, and language study for careers in government and the private sector in these countries; and assist regional organizations and industry in conducting business in these cultures.

Penn State Harrisburg received an EOPC grant to create a certificate program in World Cultures and Diversity. This certificate is designed to encourage undergraduates to pursue greater awareness and understanding of global connections and issues. Earning the certificate will be a way for students in many majors to enhance their international learning and demonstrate that learning to others.

The certificate program will thus enhance the college curriculum by establishing a formal program that links international offerings among programs and schools, draws students from varied majors together, promotes advanced study of foreign language, encourages participation in international study tours, and connects faculty across the college.

Finally, in addition to study abroad, Penn State Harrisburg has developed a well-subscribed program of high impact activities, including service learning, internships, undergraduate research, and capstone and problem-based learning experiences. In this planning cycle, the college is committed to sustaining these high impact activities and to expanding international education and global learning, intercollegiate and intramural athletics, and wellness programs.

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Challenge 5 Initiatives

1. Maintain a favorable offering of diversity topics courses (US, USI, and IL) as a percentage of General Education offerings; initiate studies of emerging countries.
2. Support contributions to the scholarship of diversity; disseminate results annually.
3. Continue development of international study tours, with the goal of increasing opportunities for student participation.
4. Expand study tour destinations to new geographic regions.
5. Develop and offer a certificate in World Cultures and Diversity.
6. Enrich the educational experience of all students by providing expanded co-curricular opportunities.

Challenge 6: Diversifying University Leadership and Management

Penn State Harrisburg has made steady and demonstrable progress in diversifying its senior leadership and management. Since 2001, the college exceeded its utilization and goals for diversifying executive, administrative, and managerial ranks, using the University's affirmative action national availability and goals data.

Penn State Harrisburg exceeds availability goals for minority executive/administrative/managerial personnel. One of the most successful initiatives to date has been the practice of reviewing all candidate short lists. The Office of Human Resources supports search committees in their efforts to identify prospective minority candidates. Committees are advised of minority applicants in the pool who have not advanced to the short list for comparative purposes. This process has resulted in a more inclusive list of finalists.

The University's commitment to creating a diverse body of faculty and staff is integrated into the processes of all faculty and professional staff searches within the college. The chancellor charges all senior-level administrative search and screen committees, and the director of human resources staffs each committee. Demonstrated experience with managing diversity appears in the statements of qualifications and expectations in all position announcements and is listed among the key criteria for committee members' review of applications.

Reference checks conducted by search and screen committee members on short-listed candidates include questions concerning the candidate's experience with managing diversity. Campus interviews of finalists include similar questions. Prior to extending an offer, the chancellor and the director of human resources conduct extensive additional reference checks to assess candidates' skills and experience in managing diversity; references outside the candidate's submitted list include peer colleagues, direct reports, administrative supervisors, and college/university executive officers.

Penn State Harrisburg also holds expectations for its senior administrators to lead by example. Heads of administrative and academic units are actively involved in advancing the

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college's diversity initiatives. Diversity is a major theme in the college Strategic Plan, and diversity goals, objectives, action strategies, and performance assessments are included as a part of each college unit's strategic plan.

The college is also committed to increasing underrepresented group participation in campus advisory boards. The composition of the college Advisory Board has been stable in its diversity in this reporting cycle; however, two women now serve on the Executive Committee of the Advisory Board: one as chair of the Development Committee, and the second as chair of the Board.

Challenge 6 Initiatives:

1. Develop a database of women and minority community leaders for use in recruitment for college advisory boards.
2. Increase the percentage of women and minorities on college advisory boards by 5% in the current planning cycle. Currently women and minorities account for 25% of total board membership (20% women, 5% minorities).

Challenge 7: Coordinating Organizational Change to Support Our Diversity Goals

A commitment to the values of diversity is key to creating an organizational culture characterized by an awareness and appreciation of differences and respect for individuals representing different cultures and social groups. That commitment is expressed in the college's programs, organizational structure, and expectations for its personnel, all of which serve to communicate diversity values and establish behaviors and practices that enact these values.

As a best practice, the college includes diversity as a strategic theme. Penn State Harrisburg's Strategic Planning Steering Group in consultation with the chancellor, who also serves as a member of the Steering Group, made a deliberate decision to include diversity as a major theme of the plan to indicate the importance of diversity to the strategic direction and well being of the college.

Eight diversity-related initiatives were identified in the 2008 Strategic Plan, which can be found at www.harrisburg.psu.edu/harrisburg/strategicplan/. Each unit of the college regularly reports the status of each initiative to the Strategic Planning Steering Group. In addition, within the five academic schools, diversity is a key ingredient in mission and vision statements.

Challenge 7 Initiatives:

1. Complete the diversity initiatives of the Strategic Plan.

Appendix A: Climate Assessment Executive Summary

Major Findings from the Student Survey

Attitudes Toward Diversity in General

A majority of student respondents agreed with the following statements:

"College graduates must be prepared to work in environments characterized by diversity." (94%)

"A learning institution must have a presence of people and ideas reflected by individuals from diverse backgrounds." (91%)

Perceptions of Campus Climate

"I usually feel that I am accepted by other people (food services, staff assistants, etc.) with whom I come in contact on campus." (95%)

"I usually feel that I am accepted by my professors." (94%)

"Penn State exhibits a campus climate that is accepting of people from diverse backgrounds." (93%)

"I usually feel that I am accepted by my fellow students." (92%)

Major Findings from the Faculty Survey

A clear majority of faculty agree with the statement, "A learning institution must have an environment that reflects the ideas of individuals from diverse backgrounds." Ninety-six percent (96%) of faculty respondents agree that, "College graduates must be prepared to work in environments characterized by diversity," and 75% of faculty respondents agree that, "Minority recruitment and retention programs facilitate academic excellence." No significant differences were found by background characteristics of faculty respondents and no significant changes were found between 2003 and 2006 responses.

Perceptions of the Campus Environment

A majority of faculty respondents agreed with three statements that inquired about their perceptions of the campus climate as:

- Accepting of people who have diverse backgrounds (91% of faculty respondents; up from 79% of faculty respondents in 2003);
- A caring community where service to others is encouraged and the well being of each individual is important (73% of faculty respondents; down from 81% of faculty respondents in 2003); and,
- Providing a welcoming environment that is supportive of intellectual diversity (70% of faculty respondents; no changes from the 2003 study).

Appendix A: Climate Assessment Executive Summary (cont'd)

Major Findings from the Staff Survey

Almost all staff agreed with the statements, "A learning institution must have a presence of people and ideas reflected by individuals from diverse backgrounds" (98%), and, "College graduates must be prepared to work in environments characterized by diversity" (99%). These findings remain unchanged from the 2003 study.

Perceptions of the Campus Environment

An overwhelming majority of staff respondents agreed with three statements that inquired about their perceptions of the campus climate as:

- Accepting of people who have diverse backgrounds (91%);
- A caring community where service to others is encouraged and the well being of each individual is important (86%); and,
- Providing a welcoming environment wherein all individuals are treated with civility and respect (84%).

In addition:

- 89% of staff respondents said they that they would recommend Penn State Harrisburg as a good place to work to a friend who was looking for a job;
- 85% of the staff respondents supported the statement that, "Penn State Harrisburg provides the same opportunities for all employees irrespective of any sociodemographic variables."
- A majority of staff respondents (88%) agreed with the statement, "Penn State offers an environment that is conducive to the development of strong interpersonal relationships among students from diverse backgrounds."

Seventy-five percent (75%) of staff respondents agreed with the statement, "Institutional barriers that can promote discontent and conflict are being (or have been) removed from this campus." Respondents who agree with this statement are more likely to have higher education (college degree and above) (86%) versus those with lower education levels (less than a college degree) (56% agree); in addition, minority employee respondents are less apt to agree (50%) as compared with white employee respondents (79%).

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Appendix B: 2008 Faculty/Staff Survey Results

Question	Harrisburg % Agree	University % Agree
"The workplace climate in my department/unit is welcoming for employees from underrepresented groups."	73.9%	76.9%
"My department/unit actively supports the development of a shared and inclusive understanding of diversity."	71.3%	77%
"My department provides visible leadership to foster diversity."	57%	63.9%
"Acceptance of diversity in the workplace has improved on my campus in the past three years."	40.3%	44.6%

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Appendix C: NSSE 2008 Survey Results: Seniors

Question	%
	Very often or Often
#1E - "In your experience at your institution during the current school year, about how often have you . . . included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments?" (all respondents)	
Penn State	46
Penn State Harrisburg	63
Competitive Peers	65
Aspirational Peers	53
#1U - "In your experience at your institution during the current school year, about how often have you . . . had serious conversations with students of a different race or ethnicity than your own?" (all respondents)	
Penn State	50
Penn State Harrisburg	47
Competitive Peers	41
Aspirational Peers	52
	Very much/Quite a bit
#10C - "To what extent does your institution emphasize . . . encouraging contact among students from different economic, social, and racial or ethnic backgrounds?" (all respondents)	
Penn State	58
Penn State Harrisburg	52
Competitive Peers	51
Aspirational Peers	58
#11L - "To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in . . . understanding people of other racial and ethnic backgrounds?" (all respondents)	
Penn State	51
Penn State Harrisburg	47
Competitive Peers	57
Aspirational Peers	46

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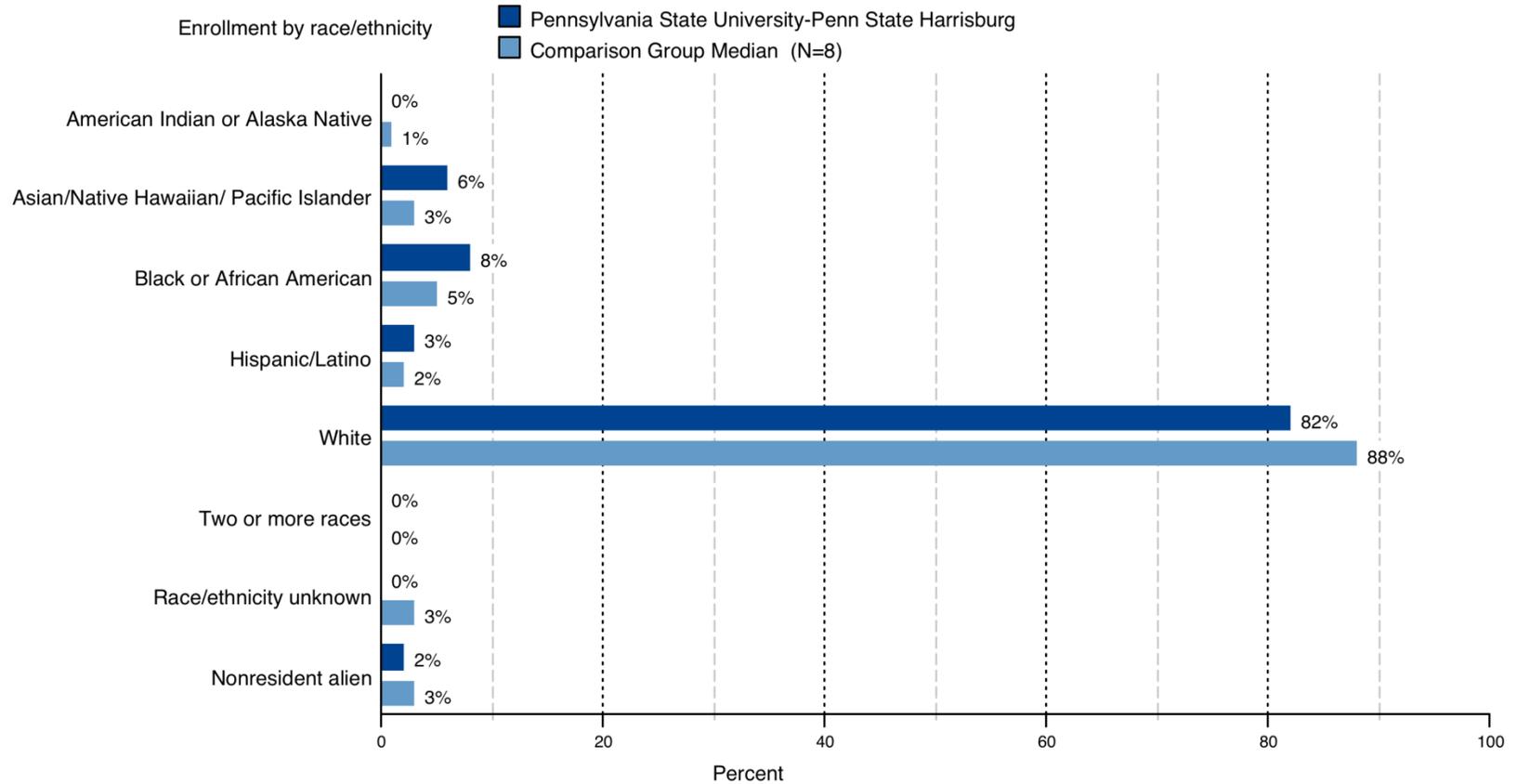
Appendix D: Minority Enrollment Fall 2004-Fall 2009

Student Count as values			Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Harrisburg	UG	Hispanic/Latino	44	61	86	89	92	106
		American Indian or Alaska Native	3	1	3	5	4	4
		Asian	127	139	156	160	185	174
		Black or African American	132	160	188	214	227	214
		Native Hawaiian or Other Pacific Islander	0	0	0	0	0	3
		Two or more races	0	0	0	0	0	51
		White	1727	1674	1790	1928	2010	1926
		Race/Ethnicity Unknown	0	0	0	0	0	151
		International	14	33	36	39	52	79
	*Race/Ethnicity	2047	2068	2259	2435	2570	2708	
	GR	Hispanic/Latino	26	20	25	29	25	37
		American Indian or Alaska Native	6	6	4	2	3	1
		Asian	42	41	31	42	37	34
		Black or African American	84	74	69	60	76	56
		Native Hawaiian or Other Pacific Islander	0	0	0	0	0	1
		Two or more races	0	0	0	0	0	9
		White	1473	1487	1373	1307	1205	1095
		Race/Ethnicity Unknown	0	0	0	0	0	53
		International	51	40	38	32	20	18
*Race/Ethnicity	1682	1668	1540	1472	1366	1304		
Total Enrollment			3729	3736	3799	3907	3936	4012

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Appendix E: CIC Peer Group³ Enrollment Comparison

Percent of all students enrolled, by race/ethnicity: Fall 2008



U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2009, Fall Enrollment component.

³ Indiana University-South Bend, Indiana University-Southeast, University of Illinois at Springfield, University of Michigan-Dearborn, University of Wisconsin-La Crosse, University of Wisconsin-Oshkosh, University of Wisconsin-Stout, University of Wisconsin-Whitewater

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Appendix F: Overall GPA Analysis by Ethnicity

Official Population Average Cumulative GPA	Overall Average Cumulative GPA	Fall 2009
ALL STUDENTS	3.36	2,984
African American	2.85	193
American Indian or Alaska Native	3.43	3
Asian	3.03	141
Caucasian	3.36	2,211
Hispanic	3.14	101
International	3.33	50
Native Hawaiian or Other Pacific Islander	3.01	4
Two or More Races	3.17	39
UNREPORTED	3.45	242

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Appendix G: Milestone Course⁴ Average GPA Analysis by Ethnicity

Official Milestone Course Enrollment Count by GPA Average	Course Average GPA	Fall 2008
ALL STUDENTS	2.75	803
African American	2.47	52
Asian	2.82	94
Hispanic	2.86	495
International	2.83	20
Two or More Races	3.47	24
UNREPORTED	2.97	7

⁴ MATH 110 (Business and IST majors), STAT 200 (Business, IST majors), Math 140 (Engineering, Science majors), MATH 141 (Engineering, Science majors), CHEM 110/CHEM012 (Engineering, some Science, some HHD majors), PHYS 211 (Engineering, some Science majors), ENGL 015 (all majors), CAS 100 (all majors), BIOL 129 (Nursing majors), BIOL 141 (Nursing majors), MATH 200 (El Ed majors)

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Appendix H: Utilization and Goals
 FACULTY WITHIN COLLEGE BY DIVISION
 SEPTEMBER 30, 2008

PENN STATE HARRISBURG	Total	Minority		Women		Availability %		Goal %	
		N	%	N	%	Minority	Women	Minority	Women
Tenured & Tenure Track									
Behavioral Sciences & Education	32	9	28.1%	23	71.9%	15.9	48.1		
Business Administration	23	6	26.1%	4	17.4%	17.6	28.3		28.3
Humanities	21	3	14.3%	9	42.9%	11.4	40.4		
Library	5	0	0.0%	2	40.0%	17.6	52.6	17.6	52.6
Public Affairs	15	2	13.3%	5	33.3%	22.6	31.4	22.6	
Science, Engineering & Technology	30	11	36.7%	5	16.7%	15.8	26.3		26.3
Tenured & Tenure Track Total	126	31	24.6%	48	38.1%	*16.3	*36.2		
Non-Tenure Track Total	51	10	19.6%	22	43.1%	*16.3	*36.2		
College Total	177	41	23.2%	70	39.5%	*16.3	*36.2		

*Availability weighted by comprising departments or divisions

Availability Sources:

Behavioral Sciences & Education

Humanities

Business Administration

Public Affairs

Science, Engineering & Technology

Library

Social Sciences & Psychology, Education

Humanities

Business & Management

Public Administration

Physical Sciences, Life Sciences, Engineering

Library Sciences

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Appendix H: Utilization and Goals (cont'd)

ADMINISTRATIVE NON-FACULTY

SEPTEMBER 30, 2008

HARRISBURG EEO-6 Category	TOTAL	Minority		Women		Availability %		Goal %	
		N	%	N	%	Minority	Women	Minority	Women
(01) Executive/Admin/Managerial	26	6	23.1%	12	46.2%	10.7	31.9		
(03) Professional Non-Faculty	84	11	13.1%	54	64.3%	9.4	43.0		
(04) Secretarial/Clerical	61	4	6.6%	61	100.0%	9.2	60.1	9.2	
(05) Technical/Paraprofessional	18	0	0.0%	7	38.9%	6.7	50.2	6.7	50.2
(06) Skilled Crafts	22	3	13.6%	0	0.0%	5.1	4.1		4.1
(07) Service/Maintenance	43	14	32.6%	20	46.5%	12.0	32.0		
Total	254	38	15.0%	154	60.6%				