

A Framework to Foster Diversity at Penn State: 2010-2015 The Pennsylvania State University – Hazleton campus

Deriving its mission, vision and goals from the existing Dimensions of Diversity Framework and Strategic Plan of Penn State University, the Diversity Affairs Committee of Penn State Hazleton has taken on a deeper broad-based perspective of diversity concerns on campus during each of their Fall 2009 deliberations.

With an analytical focus on the challenges that go with the Diversity Framework of the University, the Diversity Affairs Committee at Penn State Hazleton envisions a synergistic and holistic approach to our diversity concerns. Based on challenges to diversity, the committee identified plans and courses of action that address these challenges.

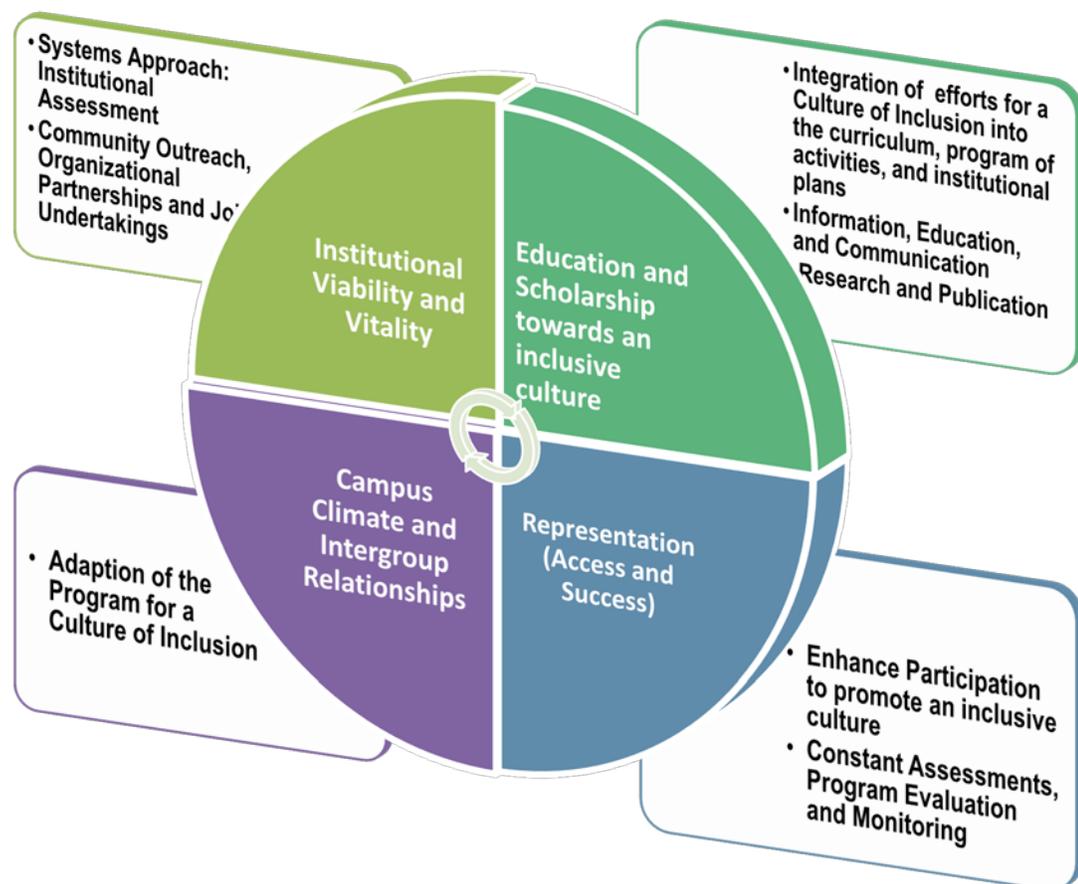


Figure 1: A synergistic look at each dimension of the Diversity Framework and planned course of actions

Through a more synergistic vision to the framework, our Diversity Affairs Committee at Penn State Hazleton intends to take a more focused, systemic and highly pro-active approach towards our Diversity Affairs Committee's mission, vision, and goals. The principle of synergy -- the working together of two or more people, organizations, or things, to achieve results that could be greater than the sum of their individual effects or capabilities—is practical and strategic. Thus, our goals and efforts must come together in a synergistic fashion so we can achieve results far greater than each of the individual plans, efforts or goals within the framework.

Campus Climate and Intergroup Relations

Challenge 1: Developing a Shared and Inclusive Understanding of Diversity

The initiatives which were established in accordance with the 2004 - 2009 framework have provided a significant baseline from which new and enhanced initiatives can be developed. Although a definition of diversity for the Campus was developed, clarified and promoted, it is now understood that a university-wide definition for diversity is being developed. This new universal definition must be incorporated into the campus vernacular. Diversity programming has expanded and become more deliberate and purposeful. It has become incorporated into the fabric of programming initiatives at multiple levels. Connections now need to be made to synthesize programming between curricular and co-curricular environments. The campus Diversity Affairs Committee has become a functional group which has impact on campus planning at pragmatic and strategic levels. The committee must now take time to re-examine its structure and goals to ensure that it is still meeting the enhanced needs of the campus. Communication at many levels needs to be reviewed to make sure that information is being clearly and effectively conveyed to target audiences. The incorporation of new communication technologies needs to be an integral part of this review.

The Hazleton Campus continues to increase and expand its diverse population. Currently over 30% of the student body chooses to identify themselves as being from a diverse heritage. The campus needs to continue its overt and operational initiatives to ensure that the campus is viewed as a safe, welcoming and supportive learning environment for current and future students, faculty and staff. The following enhancements to the existing Framework will help ensure that this occurs:

- Incorporate the new universal definition of diversity into all means of communication at the campus. Ensure that it is visible and easily located in all relevant delivery mechanisms.

- Similarly, nondiscrimination statements and the process of reporting acts of intolerance need to be effectively communicated and visible on all sources of communication.
- The *Framework to Foster Diversity*, other diversity initiatives and the purpose and activity of the Diversity Affairs Committee need to be linked to the Campus home page, Angel and other means of communication.
- Linkages between curricular and co-curricular programs need to be developed and synthesized so that diversity initiatives are seamlessly incorporated into the collegiate experience at the campus.
- Topical information regarding diversity and diversity initiatives needs to be readily accessible and linked to the campus home page.
- The diversity committee should enter a period of self examination to ensure that it has a clear purpose, consistent goals and is poised to meet the strategic needs of the campus.
- The development by the Diversity Affairs Committee of an extended program centered around the theme of a *culture of inclusion*.
- The need, purpose and role of a “multicultural officer” need to be assessed and if appropriate, expanded. Additionally, we need to make sure that the responsibilities of this type of position are being effectively met at the campus.
- Review campus programming at all levels to ensure that it is broad-based, inclusive and attentive to the needs of all campus constituencies.

Challenge 2: Creating a Welcoming Campus Climate

The *Penn State Hazleton Experience* is designed to create a welcoming campus climate for *all* students, faculty, administration, staff and guests who come to the campus. In order for the campus to continue its mission and build upon the Hazleton Experience we must always seek ways to improve the climate on the campus.

With a goal of creating a welcoming campus climate, we propose the following:

- Conduct a campus climate diversity assessment during the 2010 fall semester.
- Diversity Affairs Committee will work on developing a comprehensive plan to initiate unit wide approaches for proactively addressing climate concerns.
- Create an interactive website where issues and topics can be addressed and discussed among students, staff, faculty and administration.
- Conduct student focus groups addressing campus climate.
- Review Environmental Progress Reports for comparison and benchmarks.
- Develop a “Campus Climate/Diversity” website.
- Expand the academic and curricular offerings addressing diversity.
- Maintain a library of resource books, films, events (both on and off campus) pertaining to diversity. Maintain the list on the Campus Climate/Diversity website.

- Maintain a Diversity calendar on the website announcing programs, etc.

In order to continue to strengthen and promote an atmosphere where differing strengths can be recognized and valued, we propose the following:

- The Director of Business Services recognizes the value of having a member of the Diversity Affairs Committee or other member of the campus participate in campus search committees.
- The Director of Business Services conducts diversity-related programs for all members of the campus community during the year.
- Staff are encouraged to attend Diversity Programs throughout the year.

For there to be a strong sense of welcoming related to diversity, we will continue to promote ideals that regard diversity as a strength, and a necessity for campus success. Specifically:

- We will assess the role of Multicultural Coordinator and expand if appropriate.
- The coordinator will evaluate the current diverse programs and initiatives which currently exist under the umbrella of diversity.
- The coordinator will make recommendations/suggestions for new programming to promote diversity throughout the campus community.
- The Diversity Affairs Committee will conduct more focus groups among staff, faculty, administrators and students to talk about the ideals of diversity and the strength of diversity and its role on the campus.
- The administration will recognize members of the PSU campus family when they promote diversity in their classes, offices, work or volunteer initiative.

Representation (Access and Success)

Challenge 3: Recruiting and Retaining a Diverse Student Body

Historically, Penn State Hazleton has been proactively working to improve the balance of a diverse student body and sought ways to provide greater access and ensure the success of students from underrepresented groups. Penn State Hazleton has developed and implemented numerous efforts directed toward recruitment and retention of a diverse student body and actively strives to increase the number of enrolled students from sub populations that are identified as having variations with respect to race, ethnicity, gender, disability, sexual orientation, religion, national origin, veteran and adult learner status. The campus has experienced success that is exemplified by analysis of enrollment statistics for Fall 2009. In particular, from 2005 to 2009 the Hazleton campus experienced a 27.5% increase in underrepresented populations or 57 additional students; a 22.2% increase in female students or 94 additional students, and

a 40.8% increase in adult students or 29 additional students. The Hazleton campus is committed to continuing and expanding strategic efforts to further increase the population of enrolled students from diverse backgrounds and to improve the retention and graduation rates for these students.

The current retention and graduation data supports our contention that Penn State Hazleton is providing a climate that supports students of diversity and that the campus has achieved some increases in these rates. There still remains some inconsistency in the retention and graduation rates comparing minority to majority students and the campus will continue to monitor these rates. We will plan future initiatives to further reduce disparity between the populations.

In addition to the ongoing recruitment and retention strategies that were outlined in the Campus 2004 – 2009 Framework final update report, the following additional strategies have been incorporated in support of improving and advancing campus diversity as it relates to recruitment and retention:

- As part of the strategic plan, the campus created a new position, Bilingual (Spanish) Admissions Counselor. The position was filled in early May, 2009. This counselor will provide more focused efforts directed toward recruitment of the Latino population both within the local community and throughout targeted market areas that Hazleton campus serves. This counselor will also serve as a resource for currently enrolled Latino students and will support and participate in various on-campus programming aimed toward retention of minority students.
- The campus has established a Trustee Scholarship Leveraging program that is targeted to improving access for low income students by timing the offer of need-based campus scholarship dollars to potential students very close to the time they receive their admissions acceptance notification. The Financial Aid sub-committee of the campus Enrollment Management Team will analyze the effectiveness of the awarding criteria and seek opportunities to both expand this effort and to have a greater focus on making additional awards to students from underrepresented groups.
- A strategic goal for the campus is to explore opportunities to attract and retain additional international students. Efforts directed toward achieving this goal include:
 - The campus participates in the Penn State Campuses India Initiative program that is designed to attract international students from Universities in India to the Baccalaureate IST programs at various Penn State Campus locations. The first cohort of students is expected to enroll at Hazleton campus in Fall 2011. The campus administration is actively participating in the collaboration with additional universities throughout India to expand this opportunity to attract additional international students to campus.

- Fulbright Scholar, Dr. Sherry Robinson, Associate Professor of Business, spent a year at Buskerud University College (HIBU) in Norway. She began collaboration with Hans Anton Stubberud, Dean of the School of Business and Social Sciences at HIBU and has developed an exchange program between our two institutions slated to begin in Summer, 2010. The campus Chancellor will travel to Norway in November 2009 to help foster continued relationships with the university in Norway to offer our students an opportunity to experience and conduct research on a global perspective.
- The campus does have an International Student liaison, however, the position has not been formally defined. The campus will more clearly define the role of the liaison to encompass the benchmarks set by University Office of Global Program's policies on admitting and hosting international students as the campus pursues the desire to be recognized as an approved international campus.
- The campus received grant funding from the University Future Fund Initiative to pilot a program entitled *Bridge to Engineering*. This program will enhance strategic efforts to recruit and retain minority and female students in our Engineering Degree Program. Specifically this project includes: the utilization of the Hazleton Campus Engineering Summer Camp and the ACEIT Program to recruit minority and female students into the Engineering Degree Program, the expansion of the *Bridge to Academic Success Retention Program* to include first year Engineering students, the creation of blocked student class schedules in order to aid the formation of study groups, the implementation of Supplemental Study Instruction groups (SSI), the development of a math mini-course which covers algebra skills, the creation of an Engineering peer mentor program utilizing mentors from upper level engineering classes, and an assessment of the overall effectiveness of the project. Assuming that the assessed outcomes of the project (specifically focusing on retention, support, and diversity) are successful, the campus would then incorporate the successful efforts into the regular budget as part of the services provided to first year Engineering students.
- The campus Enrollment Management Team will analyze the outcomes of currently existing initiatives to increase in number and improve the quality of the student experience of the adult student population. Adult service initiatives will be evaluated and future recommendations will be made to the campus administration. The targeted outcome will be to construct a more focused and enhanced plan that will incorporate the development and implementation of programming that may prove to have a greater impact on achieving the campus strategic goal of increasing and retaining adults.

Recruiting and retaining a diverse student body remains an important strategic priority for the campus. The above initiatives have been planned to further diversify the student population of the campus and to enhance the retention and graduation rates of underrepresented student populations. These efforts, if successful, will help the

campus achieve strategic goals outlined in the 2008-2013 Campus Strategic Plan document.

Challenge 4: Recruiting and Retaining a Diverse Workforce

As opportunities present themselves through general turnover and retirement, we will look to increase our composition of qualified diverse employees on campus. In addition to building upon the success and progress we've made during the last Framework for Diversity period, we also intend to address the following "targeted areas of improvement" identified within the 2010-2015 Framework to Foster Diversity at Penn State University.

In order to approach hiring as an opportunity to augment the diversity profile of the campus and consider diversity expertise and credentials as important job criterion, the campus action items include:

- The campus will continue to emphasize the importance and value of diversity within the workplace. We will continue to utilize employees on search committees who have completed the "HIRE POWER: Strategies for Hiring Key Employee Talent." In addition, we will continue to involve members from our Diversity Affairs Committee as part of search committee teams.
- One of the challenges noted in our previous Framework was that we have experienced a relatively low turnover in the past at our Hazleton campus. However, given the potential for an increase in future employee retirements, we will be in a position to consider more diverse candidates as these positions become available on campus.
- Our Director of Business Services will continue to serve as an active member of the Office of Human Resources "Succession Planning Learning Community" which was created to develop and recommend succession planning program opportunities for the University. As Penn State begins to settle on a common approach to succession planning, the Director of Business Services' personal involvement with this effort will serve to benefit the campus.

The campus will utilize the Affirmative Action Office and the Office of Human Resources to facilitate search and hiring processes that will attract talented and diverse pools for faculty and staff at all levels. Additionally, we will continue to develop professional networks, community connections, targeted advertising strategies, and other avenues that facilitate recruitment of diverse applicants. To this end we propose specifically that:

- The Director of Business Services and Director of Academic Affairs will seek to engage the services of the Affirmative Action Office and Office of Human Resources for future hires. The Affirmative Action Offices publication "Guidelines for Recruiting a Diverse Workforce" will continue to serve as our primary guidebook for ensuring this focus on diversity.

- We will continue to follow protocols established by HIRE POWER and the formal faculty search process.
- The Director of Business Services will continue to promote the use of diversity-focused recruiting sources. In addition, we will consult with and solicit recommendations from NAS Recruitment to determine the most appropriate sources to use for diversity recruiting.
- The Director of Business Services will continue to recommend viewing candidates who have voluntarily registered to participate in Penn State University's Diversity Pool.
- We will continue to partner with and build upon the efforts of the campus Diversity Affairs Committee.
- The campus Human Resources office will continue to partner with the Human Resources Development Center in order to bring diversity-related programming to the campus.

At the Hazleton campus, we greatly value the three bastions of the land grant mission: teaching, research, and service. In order to further emphasize new approaches to evaluating the merit of diversity scholarship and research, encourage respect for intellectual diversity, and promote a holistic approach to scholarship that strikes an appropriate balance among research, teaching, and service within the faculty tenure and promotion process, our action items include:

- The campus will determine the interest level and support needed to establish diversity learning and research communities at Hazleton that will actively engage students, faculty, and staff.
- We will explore how to incorporate additional volunteer service opportunities that include participation of diverse faculty and staff.
- In partnership with our Development Office we will strive to increase the number of diversity related articles celebrating faculty achievements and success stories which appear in campus publications and newsletters.

While the Hazleton campus has valued diversity on a holistic basis, we need to further expand the consciousness of diversity. One avenue to accomplish this is to emphasize the value of diversity expertise and diversity professional development within the staff annual review process. Additionally, we will provide avenues for professional growth and advancement opportunities for faculty and staff from diverse groups at all levels. Specifically, we propose:

- Attendance at diversity-related programs either locally on campus or at University Park will be established as a standard performance requirement for staff and faculty. The Director of Business Services will be responsible for bringing such diversity-related training to the campus on an annual basis.
- The Diversity Affairs Committee will also hold responsibility for recommending diversity training programs to consider offering on campus. They will help to conduct a needs analysis and determine employee and student interests on campus.

- Senior campus leadership and department directors will be accountable to ensure that faculty and staff within their departments participate in campus diversity programs.
- As further support for this effort department directors will include the costs for participation in diversity-related programs within their annual operating budgets.
- We recognize that our relatively small size as a campus can limit exposure to diverse groups of employees. Therefore, in order to expand the diverse mix of employees we will attempt to offer regional training sessions to help tap into the diverse employee base of neighboring campuses and provide greater opportunities for networking with other Penn State employees.

As we welcome new diverse faculty and staff, it is important to establish and strengthen mentoring programs for them. The campus action items include:

- The Office of Human Resources has devoted significant time and energy for improving the “On-boarding” process for new Penn State employees. Our local HR office will attempt to model their best practice new employee orientation procedures.
- As part of this strategy we will also help to educate Directors and Managers about their vital role in the on-boarding and mentoring process by providing leadership training opportunities such as:
 - “The Supervisor’s Role in New Employee’s On-boarding Experience” (LDR 197)
 - “Retaining Your Best Employees” (LDR 157)
 - “How The World’s Greatest Managers Create the Best Places to Work” (LDR 158)
 - “Follow the Leader: Leading a Diverse Workforce” (Div 059)
- We will attempt to formalize a mentor program for new staff employees and will solicit volunteers who have an interest and desire in passing on their knowledge, experience, and insight to others.
- We will investigate the different types of reward and recognition programs that may be available to help encourage employees to support the mentoring process.
- The Director of Business Services and Director of Academic Affairs will be responsible for checking in with new staff and faculty employees on a quarterly basis during their first year of employment to determine how effectively each new employee is transitioning into the Penn State family.

In order to ensure that employees, new hires, and job candidates are made aware of work-life benefits available, including leave policies, child care resources, and options for modified duties, we propose:

- The Office of Human Resources will devote significant time and energy to improving the “On-boarding” process for new Penn State employees. Our local HR office will attempt to model their best practice new employee orientation procedures.

- The Director of Business Services will be responsible for providing access to information, workshops, and programs such as:
 - “Successful Life-Balance Strategies” (PER 215)
 - “What Every Employee Should Know About Penn State Policies, Guidelines, and Practices” (PRO 219)
 - General wellness and stress management program offerings
 - Employee Assistance Program Support
- To the extent possible, we will attempt to provide dual career employment opportunities for new faculty and staff who relocate to the area when following their spouse or significant other to Penn State.

It is important for the campus to monitor tenure success rates and turnover rates by cohort, gender, and ethnicity and take appropriate steps for improvement as a way of increasing retention and improving the diversity climate among employees. Our action items in this arena include:

- The Director of Academic Affairs will hold accountability for monitoring the faculty success rates and turnover rates on an annual basis. If areas of concern are identified, the Director of Academic Affairs will provide recommendations for how to address deficiencies.
- Informal discussions with faculty who are leaving the University will take place to determine if there were underlying factors influencing their decision to voluntarily leave the University.
- If possible, determine if the results of formal exit interviews can be shared with the campus.
- Use the results of the 2008 Faculty/Staff Survey to address specific diversity-related issues.
- Another tool that the campus plans to utilize to assess strengths and opportunities for improvement will be the internal campus climate survey scheduled for spring 2010.

While neither turbulence nor turnover are issues at the Hazleton campus, we will monitor rates for staff by gender and ethnicity and take appropriate steps for improvement as necessary. Specifically:

- The Director of Business Services will hold accountability for monitoring staff turbulence and turnover rates on an annual basis. If areas of concern are identified, the Director of Business Services will provide recommendations for how to address deficiencies through the Strategic Planning Council.
- Informal discussions with staff employees who are leaving the University will take place to determine if there were underlying factors influencing their decision to voluntarily leave the University.
- If possible, determine if the results of formal exit interviews can be shared with the campus.

Education and Scholarship

Challenge 5: Developing a Curriculum That Fosters United States and International Cultural Competencies

The reporting period 2004-2009 has witnessed increasing opportunities both in the academic curriculum and in programs to experience diversity. We have made a conscientious effort and responded to the challenges in several effective ways, and made measurable progress.

Below are some measures that we use to gauge success in developing an academic curriculum.

The campus has increased its diversity offerings in the curriculum during the most recent calendar year 2009. The list of courses represents a 60 percent increase in diversity offerings when compared to offerings available during the 2007 calendar year. The total sections offered per semester are 24 and 28, yielding a total of 52 courses.

Faculty have incorporated intercultural opportunities into the curriculum in the following examples:

- During the current semester, using email, Penn State students in the business program course BA 321 are working with students from many countries attending Buskerud University in Norway. Additionally, academic staff visitors from Buskerud will be on campus to speak in MGMT 301 and MKTG 330 classes.
- During the 2008/09 academic year, one of our students spent the year studying in Germany.
- In summer 2008, another student did a research project while visiting Norway on comparative pricing of goods between the US and Norway.
- The Honors Program experienced a growth in the diversity of its membership. In FA07, the entering freshmen class had 13% of membership identified as minority, whereas the FA09 class has 33% percent of students identified as minority. This growth reflects the increased effort in campus-wide minority recruiting.

The Hazleton campus has a diverse body of students, representing many cultures, socio-economic levels and ethnicities. We embrace and celebrate those differences. We recognize that these differences bring with them many challenges and opportunities. We see it as our responsibility to create an environment in which our entire student body can prosper academically, socially and emotionally. To that end, we have created programs and activities that are intentionally designed to address campus climate, academic success and emotional wellness for all of our students.

One major effort has been the Bridge to Academic Success Program which groups academically at-risk students into general education courses. This program resides as part of the Teaching and Learning Resource Center and is one of our “best practices” in promoting a healthy group alliance, and in introducing students to college survival skills such as note-taking, library research, test taking skills, and computer skills. It also introduces students to self-management skills. Data suggests that student Grade Point Averages (GPA) are increased for students in the program when compared to similar populations not in the program.

This program is a retention initiative that is directed towards improving the graduation rate of AT Risk populations (first generation college students, economically disadvantaged, and minority students who may be first generation or economically disadvantaged). The program’s initiatives take a holistic approach, addressing the social, academic and emotional needs of the students. Students enrolled in this program are representative of all ethnic groups present on campus. Students in this program are enrolled in a year-long Freshmen Year Experience course that provides a multicultural view of learning while addressing college survival skills.

Latino Outreach Program: The program was directed at Hispanic community leaders and professionals who would be willing to serve as a resource to our students and to create a forum to discuss issues that are relevant to the retention of Hispanic students. This program provided Penn State with an opportunity to be seen as a resource to the Hispanic community and to learn valuable strategies for improving the retention of Hispanic students.

Bridge to Academic Success, Bridge to Engineering: This is a program designed to increase the retention rate of women and minorities in engineering. This program is modeled after the Bridge to Academic Success Program and utilizes the same strategies proven to be successful in the Bridge to Academic Success Program. This is the first year for this initiative.

Cultural Expo: Students of the Bridge Program represent many cultures and ethnicities. As part of the Freshmen Year Experience assignment, students were charged with developing posters and displays that would educate the campus community about their culture. In addition to the poster displays, students, faculty and staff provided foods from their cultures to further enhance the learning experience.

Faculty/Staff Diversity Training: The Diversity Affairs Committee hosts a workshop every year that is designed to increase cultural competencies of Faculty and Staff on the Hazleton Campus. Workshop topics have included HIV/AIDS; Gay, Lesbian, Bisexual and Transgendered; Native American communities; disability etiquette, developing cultural competency skills and strategies for improving Latino student engagement.

We have offered Spanish language courses for many years as part of the curriculum and more recently support a Spanish Club. This club promotes conversation in Spanish, and an appreciation of customs and food. Two new faculty hires in Spanish are starting to reinvigorate this club. The Teaching and Learning Resource Center has responded to the need for more Spanish language tutors as interest in the language increases and has identified a need for ESL tutors as the Latino student population grows.

For a number of years during this reporting period, we have supported an Access to Careers in Engineering and Information Technology (ACEIT) program. This summer program brought junior high school students from the area together for a week-long program of workshops with faculty and field trips to nearby facilities. It's expected that this program may be reinstated for summer 2010.

Beginning in FA11, our campus joins a number of other PSU campuses in welcoming Indian IST students in what is being referred to as the India Initiative. We expect a potential enrollment of up to 8 students who will experience the everyday life of a student on our campus.

In sum, we have made noticeable progress in enhancing our appreciation of diversity as reflected in course offerings and academic programs. Future challenges include a broadening of opportunities we have already initiated with an eye to new possibilities. The Teaching and Learning Resource Center has led the move toward better opportunities for minority students and will continue along that path especially as university grant funding opportunities present themselves.

It's expected that the growth in diverse quality of curriculum and programs will continue well into the next reporting period and provide students with additional experiences. Some examples follow:

- A faculty member has submitted a campus Professional Development Grant proposal to conduct some research in a mining community in central Europe which will enhance the international component of the American Studies 50, Literature and Lore of Mining, course she offers. This project involves collecting oral history about the roles of women in mining culture and lore. It would allow students to explore humanist themes related to the traditional and nontraditional roles of women in mining communities.

The contacts potentially made within the mining communities in Central Europe research will allow students to use the oral histories and the folklore traditions that will be compiled into their own research projects. They will be able to conduct their own interviews via the internet with mining and forestry professionals, and the women who live in mining communities, and their children. Students will be afforded the opportunity to travel to Central Europe to explore

the folklore of mining communities as an active learning component of the Literature and Lore of Mining course.

- The Learning and Teaching Resource Center coordinator will submit a proposal for Equal Opportunity Planning funding for English Language Learners (ESL students) who are placed into English 4 classes. It would involve recruiting successful ESL students from our sophomore student population to serve as mentors, work closely with the English 4 instructor, and provide supplementary instruction in grammar skills across the entire academic year. Another component of the program would consist of four grammar and usage workshops for the English Language Learners presented by the English 4 instructor, and a Spanish instructor.
- A concerted effort to develop activities within Academic Affairs focused on information, education, and communication that will foster awareness, knowledge and understanding of the *culture of inclusion* on-campus and off-campus.
- For SP10, faculty members are planning an embedded learning trip to a university in Ireland in connection with the International Business 303 class.

Additionally, business faculty have successfully prepared a proposal for a two-week hybrid study abroad session in Norway in cooperation with the University of Quebec – Montreal. This program commences in the near future.

Penn State Hazleton will be offering two programs during Summer 2010. Both involve business courses at Buskerud University College in Honefoss, Norway, where students from all over Europe, the United States, and Canada will attend classes together and work cooperatively on group projects.

The Global Entrepreneurship course will be designed as a blended learning course in which students complete approximately one-third of their work online before attend two intensive weeks of classes in Norway. These classes will emphasize interaction and group work over lecturing. Students will then complete a final assignment after returning home. International Management and International Marketing will be offered as courses in a six-week program with traditional classes.

Four students from Penn State Hazleton plan to attend these programs, with two students traveling for two weeks and two students traveling for six weeks. All of these students have been encouraged to take International Business 303 in the Spring 2010 semester. While other students will choose other countries to study in depth, these students will learn about Norway in particular so that they are better prepared for the study abroad experience. Two students have also expressed interest in completing independent research projects involving Norway.

Further cooperation with Buskerud University College, such as an exchange student program, will likely ensue from a Chancellor visit to Norway to open curricular possibilities for the near future.

- Career Services is cooperating with the Multicultural Club in response to an identified need of our minority students. The Multicultural Club requested that an Etiquette Dinner be arranged as an opportunity for students to learn some valuable skills. This shows interdepartmental collaboration between Academic Affairs and Student Services. It provides a contribution to campus co-curricular activities.

In short, as these examples illustrate, there are opportunities for growth in our understanding of the diversity of cultures in the academic curriculum and programs.

Institutional Viability and Vitality

Challenge 6: Diversifying University Leadership and Management

At Penn State Hazleton progress has been made in creating a more diverse campus community and a welcoming environment for underrepresented groups. While the campus has continued to have difficulty in the area of recruiting a more diverse workforce given the few openings that occur, student body numbers have soared to 30% of the population being diverse. In the 2008 Faculty/Staff survey for Hazleton the results for “My department provides visible leadership to foster diversity” increased to 64% (even with the University as a whole) from 58% in 2004. Additionally, “The workplace climate in my department/unit is welcoming for employees from underrepresented groups” increased to 76% from 63% in 2004. “Acceptance of diversity in the workplace has improved on my campus” in the past three years rose 3% to 50% (compared to the overall University value of 45%).

With this progress comes a continued commitment by campus leadership to be highly engaged and proactive regarding diversity issues. That commitment will be modeled by the Chancellor and senior leadership at the campus to be highly visible on campus, in the community, and regionally within Northeastern Pennsylvania. Through involvement in campus, area, and regional diversity groups we will help to raise awareness of the importance of diversity, the commitment of the University to diversity, and our willingness to partner and host diversity events on campus for our students, staff, and the community at large.

Specifically, the Chancellor will continue to be directly involved on the board of directors for the Concerned Parents of Hazleton Area, a member of the executive board of the Northeast Pennsylvania Diversity Education Consortium, and a regularly attending member of the Diversity Affairs Committee of the campus. The senior leadership of the

campus (members of Campus Council) will also continue to support diversity efforts through their continued involvement relative to their individual roles.

In an attempt to increase the articulation between campus efforts in diversity and departmental diversity planning, implementation, and reporting, a direct effort will be made surrounding the question: What is your department doing to enhance diversity? This effort will be made in two specific ways. Each year a joint meeting of Campus Council and the Diversity Affairs Committee will be held in which department heads will present their answer to the above question. Members of the Diversity Affairs Committee will then be able to make further suggestions regarding departmental integration relative to the larger campus and university efforts. Specifically in larger departments (such as Academic Affairs and Student Services), the Chancellor will charge the directors of those areas to discuss the same question with each of the areas in their departments. Additionally, the same question will be used within the Strategic Planning Council in the yearly update of the Action Plans discussion to be sure that all departments are working toward a more inclusive and welcoming environment. An audit will be completed each year of the Action Plans by the Chancellor to be sure that all departments are actively engaged and working towards the goals set forth in this Framework.

All search committees at Penn State Hazleton, including those for leadership positions, will be charged with consideration for diversity. This will be accomplished in two ways. First, through the inclusion in each committee of a diversity representative there will be a heightened awareness and active discussion regarding diversity of underrepresented groups within the search process. As a second measure, the Director of Business Services as our human resources agent will consult with all search committees regarding the formation of a diverse pool of candidates and that diverse candidates are represented within the interview process.

The Penn State Hazleton campus will continue to promote diverse composition of leadership teams relative to the campus in order to assure that underrepresented groups are present at the table and within decision-making scenarios. Currently, that is in place for most teams including Strategic Planning and the Enrollment Management Team. Through leadership searches as they occur, and through more diverse hires we will be able to further diversify the Campus Council beyond simple gender equity. The Chancellor will work directly with the leadership of the Hazleton Educational Council (HEC) to promote more diverse candidates for this important advisory group. Currently, the only diversity amongst the group is in regards to gender with 32% of the council being women. Given the demographics of the Hazleton region, there is a need for this group to be more diverse in order to more accurately reflect both the face and the needs of the region.

We have and continue to support pathways for all individuals from diverse groups to demonstrate and gain experience in leadership opportunities. As evidence of this commitment, we have in the last three years supported three individuals financially and through course release. These individuals have shown leadership potential through their regular work for the campus and were brought forward in two cases by the senior leadership at the campus at the request of the chancellor at Campus Council. These two individuals, one female staff assistant and one African American male, were nominated and paid for by the campus to attend Leadership Hazleton. Leadership Hazleton is a year-long program intended to develop leadership skills in order to advance within their organization. The third individual self-selected herself for a leadership role within the Commission for Women at Penn State. As a faculty member, her responsibilities were lessened on campus by a course release as she assumed a larger role within the organization allowing her to focus on the development of additional leadership skills. Beyond these three examples, other faculty and staff have responded to announcements on campus regarding smaller opportunities through professional development at University Park. The campus will continue to recruit individuals from underrepresented groups to expand their leadership skills.

Challenge 7: Coordinating Organizational Change to Support Our Diversity Goals

The strategic plan of the Hazleton Campus for 2008-2013 directly reflects the campus commitment to diversity. Of the five strategic goals, Goal #3 states:

Create the Hazleton Experience for students and staff, and model the Hazleton campus as welcoming and accepting by developing opportunities to expand and integrate diversity throughout the campus as a response to the *Framework for Diversity*.

Following the statement of the goal are supporting strategies to accomplish the goal by 2013. In order to facilitate these accomplishments, each year the campus writes an Action Plan with specific accountability and a timeline. Measurement of progress on each strategic goal is assessed through the use of key performance indicators. For example, new Hispanic enrollment has increased from 15 students in 2004 to 26 students in 2008 with a goal of 50 for 2013.

Through the strategic planning process accountability and resource mobilization have been utilized. Each item generated within the strategic plan is tied to an individual area of responsibility and also identifies a timeline. Incorporation within the strategic plan guarantees a priority standing relative to resource allocation during the budget hearings on campus. The chancellor is ultimately responsible for directing funds and human capital in regards to strategic initiatives. The yearly update and reports of accomplishments illustrate and confirm this intention. With its inclusion within the

Strategic Plan of the campus, diversity and diversity-related activities continue to be conceptually and financially supported by the leadership and constituency of the campus.

As mentioned earlier in this document, to further foster synergies collaborative meetings will be scheduled between Campus Council and Diversity Affairs. In these meetings reports on diversity related activities will be shared with an eye for expansion and replication.

During the 2009-2010 academic year the role of the multicultural coordinator will be assessed and expanded to include more integration into the governance structure of the campus. Following the analysis, efforts including a possible organizational alignment will be in place for the Fall 2010 semester. In this way, there will be a stronger presence of the officer to champion and suggest further diversity initiatives and to add a further multicultural perspective to decision making. In a similar vein, the Director of Academic Affairs will be charged with engaging senior faculty in additional diversity related events.

Over the time related to the previous Framework, meaningful linkages have been made with several underrepresented groups. One such linkage has been the campus commitment to the Women's Symposium. This annual event has expanded and engages young women from campus, campus staff, and regional women as a forum for empowerment. The Hazleton campus also has a long-standing relationship with the regional Summer Migrant Worker school which is hosted on campus each summer. In the past year we have begun hosting additional events related to the school which has opened the campus to more experiences with young Hispanic children from across the Commonwealth. We plan to further nurture this relationship to expand its reach. The campus also has a growing linkage to the Concerned Parents of Hazleton Area. In the near future we will begin to host a town meeting for the group who reaches out to new immigrant children for which English is not their native language in the area as a way to help ensure their success. This group has become far more visible in the Hazleton region and their effectiveness continues to grow. This linkage will further support their mission and place Penn State Hazleton in the forefront of changing the community culture to one that is more welcoming.

The specific inclusion of diversity within our strategic plan and the resulting action plans for the campus continue to make a solid connection between the departmental and executive planning and implementation. Each semester all directors report on progress, including diversity, on each of the strategic goals. By carefully and deliberately linking the functions of the Strategic Planning Council and the Diversity Affairs Committee we will be able to effectively align all activities and most importantly create and maintain a dialogue that keeps diversity at the forefront of thinking and decision making. We will

accomplish this through direct reporting and collaborative joint meetings of the respective groups.

In further supporting organizational change, Penn State Hazleton will explore key performance indicators related to diversity as part of the annual update of action plans. While several exist and are informative, the inclusion of several more including the diversity graduation rate and diversity retention rate will further explain and validate diversity efforts. Further disaggregation of data will continue to shed light on advances in diversity and suggest new opportunities for improvement.

As described in this document, the emphasis on collaborative discussions centered around increased diversity will help to integrate diversity throughout campus planning and decision making. By making the voice of Diversity Affairs louder and more audible to the campus community, we will be able to solicit more ideas and direct financial support to those ideas. Similarly we have a parallel opportunity to engage the Hazleton Educational Council to come together on diversity related issues by having the Diversity Affairs group report to the Council during a regular meeting. At these meetings we regularly update the group on happenings on campus and diversity would be a further extension of that practice.

While diversity planning has been an important part of the campus strategic planning, the opportunity to amplify the synergies between the Strategic Planning Council, the Campus Council, the Diversity Affairs Committee, and the Hazleton Educational Council will bring with it an increased awareness of diversity and a focus that will be aligned with the University's intention and commitment to diversity at large.