

Penn State Mont Alto
Framework to Foster Diversity Plan 2010-2015

Challenge 1: Developing a Shared and Inclusive Understanding of Diversity

Goals	Action Items	Projected Outcomes	Completion Date	Metrics
<p>1. Use multiple communication formats with a combination of traditional and cutting-edge technologies to share diversity information, goals, and A Framework to Foster Diversity at Penn State: 2010–15 accomplishments to all Penn State Mont Alto stakeholders.</p>	<p>A. Review the Mont Alto web site which reaches the PSU community and external constituents.</p> <p>B. Create a presence in social networking sites (e.g., Facebook) as a safe place for students, faculty, and staff to discuss sensitive issues.</p> <p>C. Continue using traditional communication tools, such as printed materials and web content, to communicate that the campus values diversity.</p> <p>D. Utilize Adobe Connect to assist with continued dialogue among all constituents (diversity club members, diversity committee, and any other special interest groups) for synchronous and asynchronous dialogue. Record sessions for future access.</p>	<p>A new video-based recruitment feature on the campus homepage will accurately depict and celebrate our diverse campus community.</p> <p>A diversity landing page will be created and added to our webpage to communicate our diversity statement, information about services, contacts, forums, and avenues for reporting problems. Links will be provided to the new diversity page from the landing pages of other departments.</p> <p>All media (text, pictures, and videos) will depict accurately our diverse community.</p> <p>Safe places for open dialogue about sensitive issues will be available to members of the campus community. Social networking will be possible for campus communities.</p> <p>Stories will be placed in <i>The Bridge</i> (alumni publication) demonstrating Mont Alto’s commitment to diversity.</p> <p>All major campus publications will depict with accuracy and celebrate diversity</p>	<p>By the Mid-Point Review in 2012</p>	<p>All traditional and cutting-edge technologies for sharing diversity information and engaging in dialogue will be in place.</p>

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		<p>A new diversity poster will be created to communicate our diversity statement, information about services, contacts, forums, and avenues for reporting problems.</p> <p>Academic Support Center will engage campus students and employees to learn more about diverse segments of the campus (adult learners, learning and physical disabilities, etc.)</p> <p>Continued ability of diversity clubs, groups, and committees to meet in the event of a campus closure.</p>		
<p>2. Increase the influence of the Campus Climate Committee and Senate Diversity Committee in promoting a shared and inclusive understanding of diversity. Ensure that they have an open line of communication established with the Chancellor for making appropriate policy recommendations, and use a variety of approaches in their work and communication. Where appropriate,</p>	<p>A. Execute the charge of the Campus Climate Committee which has broad membership (administration, staff, and 2 faculty members from the Senate Diversity Committee, students). The Campus Climate Committee “is charged with developing strategies that will foster an open and inclusive campus environment where curricular and co-curricular educational experiences prepare students from various backgrounds to become citizen leaders and creative employees equipped to meet the economic, social, and</p>	<p>At least 65 percent of the respondents of the campus community surveyed will agree or strongly agree that both the Campus Climate Committee and Senate Diversity Committee have successfully promoted a shared and inclusive understanding of diversity.</p>	<p>By the Mid-Point Review in 2012</p>	<p>Campus survey completed</p>

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<p>ensure that membership of campus committees that deal with diversity is representative of all stakeholders, including students, senior faculty, administration, and staff and that the committees receive appropriate resources and recognition for their work.</p>	<p>political needs in the global century.”</p> <p>B. Execute the charge of the Senate Diversity Committee, the membership of which includes faculty and academic staff. It “is charged with reviewing campus issues having to do with diversity including, but not limited to, issues relating to ethnic diversity, sexual orientation, and religious diversity. The committee seeks to ensure that the Mont Alto campus is a welcoming and secure environment for all people and that no groups or individuals feel unwelcome, marginalized, or threatened. The committee sends two representatives to the campus diversity committee that is now called the Campus Climate Committee.”</p>			
<p>3. Align all diversity initiatives with the campus' shared and inclusive understanding of diversity.</p>	<p>Continue to offer programming that supports the broad definition of diversity.</p>	<p>At least 65 percent of the respondents of the campus community surveyed will agree or strongly agree that programming on diversity has reinforced the campus' shared and inclusive understanding of diversity.</p>	<p>By the Mid-Point Review in 2012</p>	<p>Campus survey completed</p>

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Goals	Action Items	Projected Outcomes	Completion Date	Metrics
<p>4. Actively demonstrate support of and adherence to Penn State's nondiscrimination policy.</p>	<p>Review and rework all campus media to reflect diversity and reinforce our welcoming environment.</p>	<p>A new video-based recruitment feature on the campus homepage will accurately depict and celebrate our diverse campus community.</p> <p>A diversity landing page will be created and added to our webpage to communicate our diversity statement, information about services, contacts, forums, and avenues for reporting problems. Links will be provided to the new diversity page from the landing pages of other departments.</p> <p>All media (text, pictures, and videos) will depict accurately our diverse community.</p> <p>Stories will be placed in <i>The Bridge</i> (alumni publication) demonstrating our campus commitment to diversity.</p> <p>All major campus publications will depict with accuracy and celebrate diversity (new Viewbook, new Veterans Brochure, etc.)</p> <p>A new diversity poster will be created to communicate our diversity statement, information about services, contacts, forums, and avenues for reporting problems.</p>	<p>By the Mid-Point Review in 2012</p>	<p>All media (web, print, posters) will be in place</p>

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Challenge 2: Creating a Welcoming Campus Climate

Goals	Action Items	Projected Outcomes	Completion Date	Metric
<p>1. Continue to promote an atmosphere where differing strengths can be recognized and valued.</p>	<p>A. Establish on-boarding protocols that recognize the importance of diversity within the campus.</p>	<p>At least 75 percent of the respondents to the 2012 Faculty/Staff Satisfaction Survey will respond that the campus welcomes employees from underrepresented groups.</p>	<p>January 2012</p>	<p>Results of the 2012 Faculty/Staff Survey</p>
	<p>B. Provide training for supervisors on cross-cultural communication.</p>	<p>At least 70 percent of the respondents to the 2012 Faculty/Staff Satisfaction Survey will respond that their department provides visible leadership to foster diversity.</p>		
	<p>C. Maintain the Campus Climate Committee, vested with authority, financial support, and operational guidelines for programming.</p>	<p>At least 75 percent of the respondents will achieve specified learning outcomes for each program that is assessed.</p>	<p>January 2012 and January 2015</p>	<p>Results of program effectiveness surveys</p>
	<p>D. Increase PAWS (FYE) and other programs on topics related to disabilities, diverse religions, sexual orientation, and the Penn State Principles.</p>	<p>E. Implement intentional programs that focus on respect and civility.</p>		
	<p>F. Implement programs that highlight the universal human experiences that all members of our community share.</p>	<p>G. Investigate all formal complaints that potentially affect the perception of any group that the campus climate is not welcoming.</p>	<p>Ongoing</p>	<p>Percent of formal complaints investigated</p>
	<p>G. Investigate all formal complaints that potentially affect the perception of any group that the campus climate is not welcoming.</p>	<p>There will be 100% follow through with all such complaints.</p>		
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Goals	Action Items	Projected Outcomes	Completion Date	Metric
<p>2. Maintain high visibility of diversity resources</p>	<p>A. Implement additional means of marketing and promoting curricular and co-curricular programs that promote diversity.</p> <p>B. Use the SGA General Assembly to introduce more students to the work of the Campus Climate Committee and Faculty Diversity Committee.</p>	<p>There will be a 15% increase over the baseline established in spring 2010, of students and employees who indicate they are aware of diversity resources on campus.</p>	<p>January 2012 and 2015</p>	<p>Baseline and 2012 and 2015 surveys of students and employees regarding awareness of diversity resources</p> <p>Number of students, faculty and staff who join the Penn State networks</p>
	<p>C. Create a link from Penn State Mont Alto website to the University's LGBT and Zero Tolerance for Hate membership lists.</p>	<p>There will be an increase in the number of students, faculty and staff who join Penn State's LGBT and Zero Tolerance for Hate Networks because of greater awareness.</p>	<p>January 2012</p>	<p>The link is created</p>
<p>3. Promote involvement of all sectors of the campus community in championing diversity.</p>	<p>A. Charge the Campus Climate Committee (CCC) to develop strategies to foster an open and inclusive campus environment where educational experiences prepare students from various backgrounds to become citizen leaders and employees equipped to meet the needs in the global century.</p> <p>B. Establish connections between the newly established Faculty Senate Diversity Committee and CCC.</p> <p>C. Conduct professional development workshops focused on diversity.</p>	<p>At least 75 percent of the respondents to the 2012 Faculty/Staff Satisfaction Survey will respond that the campus welcomes employees from underrepresented groups.</p> <p>At least 70 percent of the respondents to the 2012 Faculty/Staff Satisfaction Survey will respond that their department provides visible leadership to foster diversity.</p>	<p>January 2012</p>	<p>Ratings on the 2012 Faculty/Staff Survey</p> <p>Number of workshops offered</p>

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Goals	Action Items	Projected Outcomes	Completion Date	Metric
	D. Review the faculty/staff satisfaction survey and conduct follow-up focus group sessions following the 2012 survey. E. Conduct focus groups with students from underrepresented populations to identify challenges they are facing.	Appropriate follow up on recommendations from student focus groups	2012	Number of focus groups conducted Number of recommendations implemented

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Challenge 3: Recruiting and Retaining a Diverse Student Body

Goals	Action Items	Projected Outcomes	Completion Date	Metrics
<p>1. Recruit students from underrepresented / underserved populations to Penn State Mont Alto.</p>	<p>A. Expand recruitment initiatives both in and outside of the Mont Alto service area; target underrepresented / underserved populations in specific high schools and geographic regions.</p> <ol style="list-style-type: none"> 1. Work closely with the Penn State Community Recruitment Centers in Philadelphia and Pittsburgh to provide opportunities for students from those respective cities to visit campus and learn more about academic, co-curricular, and residential opportunities at Mont Alto. 2. Coordinate with Penn State's regional recruiters to expand Mont Alto's presence in New York (city and state), New Jersey, Delaware, Maryland, Washington, DC, and Virginia. Attend additional out-of-state offer and prospect receptions in these regions. 3. There is a new University initiative to coordinate efforts with Penn State Lehigh Valley 	<p>Increased number of students from underrepresented/underserved populations identified by high schools and geographic regions.</p>	<p>Review 2012 and 2015</p>	<p>Percent of underrepresented/underserved students in the incoming class</p>

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Goals	Action Items	Projected Outcomes	Completion Date	Metrics
	<p>and Undergraduate Admissions to recruit additional Hispanic / Latino students in the Lehigh Valley service area. Implement strategies that are currently being discussed with a limited number of campuses including York, Harrisburg, Berks, Lehigh Valley, Schuylkill, Hazelton, and Mont Alto to better serve the students in this region.</p> <p>4. Leverage opportunities for athletics department recruiter to seek out athletes from underrepresented groups.</p> <p>B. Complete the necessary requirements to become designated as an international campus for undergraduate students coming to Penn State from outside of the United States.</p> <p>C. Continue ongoing University initiatives to recruit women into fields that are historically dominated by men (i.e. Engineering).</p> <p>D. Proactively recruit a diverse group of students for the Lion Ambassador program to give campus tours and attend</p>	<p>The campus response to the "Guidelines" are completed and forwarded to the appropriate University offices.</p> <p>Membership in the Lion Ambassador organization will reflect the diversity of the student body.</p>	<p>January 2010</p> <p>2011 and ongoing</p>	<p>Campus is approved to admit international students</p> <p>Number of Lion Ambassador from underrepresented groups</p>

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Goals	Action Items	Projected Outcomes	Completion Date	Metrics
	<p>admissions-sponsored events.</p> <p>E. Expand campus marketing of Workforce Investment Act (WIA) and Trade Adjustment Act (TAA) approved programs to bring more adult students to the campus.</p> <p>F. Explore opportunities to add more baccalaureate programs to meet the needs of adults in the region.</p>	<p>The number of adult learners will increase to more than 300.</p>		
<p>2. Increase commitment to financial aid.</p>	<p>A. Increase the trustee scholarship endowment to allow greater financial support of low-income students.</p> <p>B. Increase merit-based student aid.</p>	<p>Increase aid to low-income students by 100%.</p>	<p>Review 2012 and 2015</p>	<p>Increase need-based and merit-based scholarship endowments by 100%.</p>
<p>3. Increase commitment to retention and success of students from underrepresented groups, ensuring appropriate progress toward degree, and timely graduation.</p>	<p>A. Enhance and improve the Jump Start program administered by the Academic Support Center. Program is targeted at providing learning support for first generation students and students from underrepresented groups who test into English 4 and Math 4.</p> <p>B. Submit proposal to be identified as a campus that admits international students.</p>	<p>Higher retention rates and average GPA's for Jump Start participants compared to control group.</p>	<p>Review 2012 and 2015</p>	<p>Retention rates and average GPA's</p>

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Goals	Action Item	Projected Outcomes	Completion Date	Metrics
4. Identify and address intergroup disparities between underrepresented / underserved student populations and the general student body in areas such as retention rates, graduation rates, and other indicators.	A. The Student Success Committee will monitor the six-year graduation rates on a yearly basis. B. The Student Success Committee will monitor the retention rate from semester 2 to semester 3 for various cohorts every two years and survey leavers to determine why they left.	The six-year graduation rate for students from underrepresented groups will be 54% and the retention rate from semester 2 to semester 3 will be 76% for all cohorts.	Review in 2013	Six-year graduation rates Retention rates from semester 2 to semester 3

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Challenge 4: Recruiting and Retaining a Diverse Workforce

Goals	Action Items	Projected Outcomes	Completion Date	Metrics
<p>1. Increase the diversity profile of all faculty and staff when hiring opportunities present themselves.</p>	<p>A. To the extent possible, search committees will have appropriate representation within the campus ranks to reflect the cultural diversity of our students.</p> <p>B. Ensure training is provided to each search committee on the importance of candidate diversity experiences and diversity expertise, as expressed in Penn State's Guidelines for Recruiting a Diverse Workforce.</p> <p>C. Broaden the pool of underrepresented groups by targeting specific groups within our service area and nationally as appropriate.</p>	<p>Increase the diversity base of the campus employees by 2015.</p>	<p>2015</p>	<p>Increase in the number of employees from under-represented groups</p>
<p>2. Create a campus wide on-boarding experience for all external hires.</p>	<p>A. Create an on-boarding or orientation committee on campus to analyze best practices for recruiting, hiring, and retaining new employees.</p> <p>B. Create strategies to make the employment experience more welcoming for all new hires.</p>	<p>At least 65% of respondents among faculty, staff, and tech service employees will indicate satisfaction with Mont Alto as a place to work in the Faculty/ Staff Satisfaction Survey.</p>	<p>2012</p>	<p>A formalized on-boarding and mentoring program in place</p>

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Goals	Action Items	Projected Outcomes	Completion Date	Metrics
	<p>C. Provide mentors for all new employees to acclimate them to Mont Alto and how the campus fits into the University's overall mission.</p> <p>D. Provide all new candidates and employees a consistent on-boarding experience.</p> <p>E. Establish a campus employee handbook.</p>			
<p>3. Create a collegial environment in which faculty, staff, and tech service employees feel supported and appreciated.</p>	<p>A. Create opportunities for collaboration and interaction among all categories of campus employees.</p> <p>B. Recognize "team effort" formally such as "good news" emails, end-of year luncheons, etc.</p> <p>C. Provide professional development training for all staff and faculty emphasizing collaboration, teamwork and diversity.</p> <p>D. Provide an employee handbook for easy reference to employee benefits including those that promote work-life balance.</p>	<p>At least 65 percent of faculty, staff, and tech service employees will agree or strongly agree that Mont Alto is supportive of them and promotes their professional development.</p>	<p>2012</p>	<p>Results of the Faculty/Staff Satisfaction Survey</p>

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Goals	Action Items	Projected Outcomes	Completion Date	Metrics
	E. Create opportunities for employees to socialize. F. Look for ways of having some "fun" while at work. G. Look at staffing from a strategic level and see where we can possibly cross-train and look for ways to promote internally.		ongoing	Number of yearly events scheduled
4. Emphasize the value and importance of continual training on diversity issues through the Staff Review and Development Plans.	A. Diversity programming will be a part of the annual review process for staff and faculty along with appropriate recognition. B. Continue to provide diversity training to all staff through HRDC or CE and set higher-attendance expectations	A greater percentage of staff will participate in diversity training. All employees will demonstrate a commitment to diversity, as reflected in their annual reviews.	2012 Ongoing	Percent of staff participating in diversity training compared to past participation

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

Goals	Action Items	Projected Outcomes	Completion Date	Metrics
<p>1. To enhance students' knowledge of U.S. cultures other than their own so that they effectively work on or lead culturally-diverse teams</p>	<p>A. Establish collaborations among faculty teaching U.S. courses to assign projects to cross-cultural teams of students and assess how effectively they work together.</p>	<p>At least 80% of students enrolled in U.S. courses will demonstrate competency in embedded assessments that test for knowledge and understanding of U.S. cultures other than their own.</p>	<p>December 2012 and 2015</p>	<p>Student performance on embedded assignments</p>
	<p>B. Establish collaborations among faculty teaching U.S. courses to embed assessments in the evaluative instruments in their courses that test for knowledge and understanding of U.S. cultures.</p>	<p>Data Warehouse reports will show that at least 80% of students enrolled in U.S courses passed with a grade of C or better.</p>	<p>December 2012 and 2015</p>	<p>Grade distribution in U.S. courses</p>
		<p>At least 80% of students who participate in group class projects in U.S. courses will agree or strongly agree that the class enhanced their ability to work on diverse teams.</p>	<p>December 2012 and 2015</p>	<p>Results of surveys of students' experiences</p>
		<p>At least 80% of randomly surveyed employers of graduates of selected Mont Alto baccalaureate programs will agree or strongly agree that graduates are able to work effectively on diverse teams.</p>	<p>December 2012 and 2015</p>	<p>Results of employer surveys</p>

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Goals	Action Items	Projected Outcomes	Completion Date	Metrics
<p>2. To enhance students' knowledge of international cultures so that they can effectively work on or lead teams that cut across different nationalities.</p>	<p>A. Establish collaborations among faculty teaching IL courses and those infused with international topics and issues to assign projects to cross-national teams of students and assess how effectively they work together.</p>	<p>At least 80% of students enrolled in IL courses will demonstrate competency in embedded assessments that test for knowledge and understanding of IL cultures.</p>	<p>December 2012 and 2015</p>	<p>Student performance on embedded assessments</p>
	<p>B. Establish collaborations among faculty teaching IL courses to embed assessments in their courses that test for knowledge of and understanding of IL cultures.</p>	<p>Data warehouse reports will show that at least 80% of students enrolled in IL courses passed with a grade of C or better.</p>	<p>December 2012 and 2015</p>	<p>Grade distribution in IL courses</p>
	<p>C. Encourage more faculty and students to participate in short-term embedded study-abroad programs by sharing information on funding opportunities.</p>	<p>At least 80% of randomly surveyed employers of graduates of selected Mont Alto baccalaureate programs will agree or strongly agree that graduates are able to work effectively on teams that cut across different nationalities.</p>	<p>December 2012 and 2015</p>	<p>Results of employer surveys</p>
		<p>Higher number of students and faculty participating in study abroad</p>	<p>December 2012 and 2015</p>	<p>Increase in the number of faculty and students participating in study abroad</p>

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Challenge 6: Diversifying University Leadership and Management

Goals	Action Items	Projected Outcomes	Completion date	Metrics
1. Increase the underrepresented group composition of all appointed leadership committees such as Policy & Planning, Student Success, Campus Climate and MAFS standing committees, etc.	The MAFS chair and the campus Chancellor will encourage greater diversity in the composition of leadership committees.	Campus leadership committees will reflect greater diversity.	ongoing	Percentage change in diverse representation on committees
2. Increase the number of employees from underrepresented groups participating in University-wide initiatives	Nominate and encourage members of diverse groups and underrepresented faculty to seek involvement in University-wide opportunities such as workshops or professional development activities.	Increase involvement of underrepresented group members in University-wide initiatives.	2014	Number of individuals from underrepresented groups involved in University-wide initiatives.

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Goals	Action Items	Projected Outcomes	Completion Date	Metrics
3. Work with search committees to refine search committee procedures.	Initiate post-search review to determine what improvements can be effected.	Improve the search process based on previous experience.	ongoing	Number of improvements implemented.
4. Provide opportunities for individuals from diverse groups to increase leadership abilities.	Look internally for qualified candidates from diverse groups to fill Interim positions and participate in shadowing opportunities with campus directors or the Chancellor.	Availability of increased number of opportunities to diverse groups to enhance leadership abilities.	2015	Number of interim positions filled by members of underrepresented groups. Numbers of individuals from underrepresented populations who shadow a campus director or Chancellor.

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Challenge 7: Coordinate Organizational Change to Support Our Diversity Goals

Goals	Action Items	Projected Outcomes	Completion Date	Metrics
1. Extend diversity initiatives to the Campus Advisory Board and professional program advisory boards.	Increase the number of individuals from underrepresented groups on the Campus' Advisory Board and professional program advisory boards.	The Campus Advisory Board and professional program advisory boards will become more diverse.	September 2013	Number of individuals from underrepresented groups on the campus boards
2. Ensure that diversity is a featured goal in the campus Strategic Plan. Each objective will be assigned to a particular campus officer or campus committee.	<p>A. The mid-term status review of the campus Strategic Plan will include an evaluation of the tactics and metrics detailed in goal 3 of the campus Strategic Plan (which deals with diversity).</p> <p>B. Include the objectives listed in goal 3 of the Strategic Plan in the annual evaluation of campus administrators as appropriate.</p>	The campus leadership team will continue to focus on diversity issues.	January 2012 and June 2015	<p>Number of objectives accomplished</p> <p>Number of tactics implemented</p>
3. Ensure that diversity is included in the assessment of the campus statement of student learning outcomes.	Appoint an assessment committee charged to develop strategies to assess students' appreciation of diversity.	Penn State Mont Alto will have a plan to assess our effectiveness in helping students develop an appreciation for diversity.	September 2013	An assessment plan is implemented