

Penn State New Kensington Framework for Diversity Strategic Plan 2010 – 2015

Overview

Over the past eighteen months, Penn State New Kensington has been striving to improve its future through aggressive pursuit of three strategic goals toward our vision.

Our vision is to be known as a leader for the ways in which we bring Penn State University to our students and community.

Specifically we will be a campus that:

- Provides students with a Penn State quality education built on personal attention, engaged learning, and preparation for careers in a competitive, global environment.
- Collaborates with colleagues across the University to provide world class educational opportunities that honor Penn State traditions and enhance personal growth.
- Uses partnerships, engagement, and the resources of Penn State to enhance the quality of life and economic development of the region.

Diversity, broadly defined, is inextricably linked to the successful achievement of our vision. Learning how to interact and be productive with people of various backgrounds is essential to getting an education that allows students to be competitive in a global environment. Collaboration with colleagues to provide world class educational opportunities that enhance personal growth necessitates having the ability to see past differences and develop meaningful relationships with people across various racial, national origins, sexual preference, socio-economic, and ethnic lines.

Studies indicate that the most prosperous economic regions in the country are those that attract people of diverse backgrounds and interests. Therefore, our final goal of working with the region toward greater economic development can only happen if Penn State New Kensington and the community can develop an environment that welcomes and celebrates diversity.

However, there is a large gap between where we would like to be demographically and the population with which we work on a daily basis. Penn State New Kensington faces many obstacles in meeting the challenges laid out in the Framework for Diversity. Our primary recruitment areas are Westmoreland, Butler and Allegheny counties. According to the Census Bureau's 2005 American Community Survey, the racial population of these counties is 96.1%, 97.5%, and 83.3% white respectively. All of these percentages are well above the national average of 74.7%. Of the 45 school districts we service, only 4 have any significant minority population. These percentages affect not only our ability to recruit a diverse student body, but also create a significant challenge in affecting perceptions of our recruitment area students toward diversity. Most have been born and raised in overwhelmingly white areas. Addressing issues associated with the lack of experience in dealing with diversity is made more difficult by the absence of significant students of color or diverse views on the campus.

Yet, even given these significant challenges, PSNK has managed to find creative ways to prepare our students for a different world. We offer a more diverse faculty (18% of the 42 full-time faculty and 13% of adjuncts are minority) and staff (14%) than the overall population. Our faculty chooses a country to study each year and introduce students to that region of the world by incorporating aspects of the country into their courses across the curriculum. We hold a relatively large number of multi-cultural activities throughout the year to introduce students to the tremendous variety of peoples, perceptions, and backgrounds that share this world with us.

Our Diversity Strategic plan 2010 – 2015 builds on the best practices that have worked for us and more systematically enhances our ability to attract and retain students, faculty, and staff of differing backgrounds. We intend to strengthen the role of the diversity committee and to formally and consistently introduce diversity as a consideration into deliberations of our administrators and faculty. We also intend to do a better job of “closing the loop” in assessing the success of our diversity initiatives and making improvements based on the outcomes of more substantive analyses.

We are actively overcoming housing issues to pursue initiatives to attract international students from China and India, and African American students from more urban areas in order to provide a more robust learning environment for our students and to help address enrollment issues. We are going to examine new ways to increase the presence of minorities in candidate pools for faculty and staff positions. We hope to reach out to institutions and geographic areas that have greater diversity to develop meaningful experiences for our population that has limited experience in this area.

Finally, a key component in the plan is to find ways to increase community awareness of the value and necessity for diversity to be welcomed and embraced. This plan encourages us to expand our current programming so that it includes greater community participation. In addition, we seek ways to work with other PSU campuses to bring new programming and awareness initiatives to the area through our community engagement and regional planning efforts. Our hope in this endeavor is to begin the long and difficult process of enhancing understanding and acceptance of diversity as a valued and lauded aspect of our community. This goal, though great in scope and difficult in achievement, is vital to creating a more vibrant economic future for our service area and for achieving the diverse campus that is truly needed to prepare students for a more intricate world that will dominate the professional landscape for most of our graduates.

Our new plan was developed from an assessment of our 2004-09 goals as well as from ideas and issues raised during a campus town meeting held earlier in the Fall 2009 semester. That voluntary event attracted nearly 50% of our campus faculty and staff along with student representatives. This resulted in a report that identified ways in which the campus community felt we could provide a more diverse environment and achieve our vision’s goals. Comments from this event were compiled and shared with the campus community for comment, revision, and addition online. The results of these efforts were then turned into initiatives and the implementation plan shown on the accompanying matrix.

It is our intent to never leave this plan sitting on a shelf. We intend to revisit our goals and progress at strategic points throughout each of the five years and to use it as a general map in helping us determine how best to get to our goal of developing a campus and community that not only recognizes diversity but thrives in its implementation and achievement.

Dr. Kevin Snider
Chancellor

**Penn State New Kensington
Framework for Diversity
Strategic Plan Matrix
2010-2015**

**A Framework to Foster Diversity at Penn State
New Kensington Campus Strategic Plan Matrix 2010-2015**

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Challenge 1: Developing a Shared and Inclusive Understanding of Diversity

| <i>PSNK Goal 1. Through the use of technology, the campus community will increase their understanding and knowledge of diversity issues.</i> | | | | | | | | | |
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| Actions | <i>Person(s)/Office(s) Responsible for Accountability</i> | <i>Person(s)/Office(s) Involved in Implementation</i> | Cost* | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | Outcome Assessment |
| 1. Create a diversity website that lists resources, initiatives, and events. Site should highlight the importance of diversity for potential and current students and secondarily serve as a hub for campus communication. | Marketing for development, Campus Diversity Team (CDT) for Content | CDT responsible for maintaining content and currency | n/a | Site up by Fall 2010 | | | | | Revised Diversity Site up and used by potential & current students, faculty, and staff as a resource. |
| 2. Improve utilization of the diversity discussion board in ANGEL through e-mails, posters, and announcements to the Campus community. | Campus Diversity Team (CDT) | Co-Chairs CDT | n/a | Assess website utilization and content. Set baseline usage. Experiment with new format to try and increase usage | Increase usage 20% over SP 2010 baseline | Increase usage 25% over SP 2010 baseline | Increase usage 35% over SP 2010 baseline | Increase usage 50% over SP 2010 baseline | Increase utilization by 50% |

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| 3. Raise current events and/or other diversity topics on diversity discussion board. | CDT Faculty Senate | DAA, Student Government Association (SGA) | n/a | Questions will be posted every two months, discussion is unprompted on site. Design implementation program. | Two questions will be posted each semester. | | | Each posting will be assessed and necessary changes made. |
| 4. Diversity professional development activity offered annually for staff/faculty. | Human Resources | DBF, First Line Staff (FLS) CDT to advise | \$300.00 | 50% faculty/staff participation | Increase in faculty/staff participation. | 75% of faculty/staff participation | 100% faculty/staff participation | Faculty/staff participation will be at 100%. |
| 5. Conduct overall review of the use of the discussion board annually. | CDT First Line Staff | Co-Chairs CDT, Program and Department Coordinators and supervisors | n/a | CDT designs and tests annual report form for departments | Annual reports used to revise use of technology each year. | | | Departmental annual reports are used to feed into diversity annual assessment. |

PSNK Goal 2.

Open dialogue will be encouraged and supported as the campus community collectively redefines diversity.

| Actions | Person(s)/ Office(s) Responsible for Accountability | Person(s)/ Office(s) Involved in Implementation | Cost* | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | Outcome Assessment |
|---|--|--|--------------|--|-------------------|--|----------------------------|------------------|---|
| 1. Develop a Year of Diversity, focusing on different aspects of diversity such as: gender, race, ethnicity, country of origin, sexual orientation, religion, socio-economic status, racial intolerance, subconscious racism, symbols & intolerance, global competence, etc. Use this format to broad the definition of diversity | Diversity Chair, International Chair | FLS, Diversity & International Committees | \$2000 | Diversity Chair & International Committees recommend programming plan. Align interests and develop program. | Implement program | Assess & revise programming to determine where additional education or focus is needed | Implement revised program. | | Participation in discussion boards increases. Attendance at events is monitored. |

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| <p>2. Develop a means to determine incoming new student attitudes on diversity.</p> | <p>CDT, DSA First Year Experience (FYE) Faculty</p> | <p>DSA/Faculty</p> | <p>N/A</p> | <p>Develop tools to assess attitudes</p> | <p>Initiate program.</p> | <p>Diversity programming is refined to increase understanding in areas shown to be lacking.</p> |
| <p>3. Analyze data gathered from actions under Goals 1 & 2, post new information to discussion board and formulate operating definition of diversity.</p> | <p>CDT, Campus Community</p> | <p>Deborah Sillman, Co-Chairs CDT, Kevin Snider</p> | <p>N/A</p> | <p>Definition receives broad input and is posted to campus web.</p> | <p>Definition refined through input posted on campus web.</p> | <p>A final operating definition of diversity for the campus will be developed.</p> |

Challenge 2: Creating a Welcoming Campus Climate

PSNK Goal 1.

Assess and address area in which the campus climate is not welcoming.

| Actions | Person(s)/ Office(s) Responsible for Accountability | Person(s)/ Office(s) Involved in Implementation | Cost* | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | Outcome Assessment |
|---|--|--|--------|---|------------------------------|-----------|-----------|----------------------|---|
| 1. Widely disseminate and present data generated from the 2008 PSU Faculty/Staff Climate Survey as it pertains to diversity issues. | DSA, Chancellor | FLS | N/A | Presentations to faculty and staff senates. | | | | | Issues are presented and discussed with established groups, awareness increases. |
| 2. Based on current data and feedback from community, an annual evaluation will be developed to assess the extent to which we are welcoming underrepresented populations that include: race, ethnicity, national origin, gender, religion, ability, and sexual orientation. | DSA, Chancellor | FLS, CDT, Program Coordinators | \$1500 | DSA/CDT review instruments and make recommendations. Survey is administered, results analyzed, & proposal for action submitted to the Chancellor | Administration of programs | | | | Survey is administered every other year to assess progress on perception and used to inform next planning module. |
| 3. Initiate interdisciplinary teams to discuss approaches to the integration of diversity into the curriculum | DAA, Faculty Senate Academic Committee | CDT, Program Coordinators, FLS | N/A | Develop curriculum integration plan | Diversity integration begins | | | Team reviews efforts | Team will oversee the integration of diversity into the curriculum using learning outcomes. |

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| 4. Initiate focus groups to check perceptions found in survey results and help develop campus response. In addition, use these to determine effectiveness of intervention. | CDT, DAA, DSA, Chancellor | Program and Department Coordinators | N/A | Focus groups will convene to review results of survey | Focus groups held in Spring to help assess campus response. | Focus groups are used to validate the survey, provide input to the response plan, and help assess plan implementation. |
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PSNK Goal 2.

Promote collaborative opportunities to explore commonalities among diverse groups.

| Actions | Person(s)/ Office(s) Responsible for Accountability | Person(s)/ Office(s) Involved in Implementation | Cost* | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | Outcome Assessment |
|---|--|--|--------------|--|--|--|-------------------------------------|---|---|
| 1. Initiate program to encourage faculty, staff, and student to do joint projects with students from areas around the world. | Chancellor, Chair, DAA, Faculty Senate | DAA | \$2000 | Plan a dual enrolled course to be taught at PSNK and in China | Implement one or two projects each year | | | Conduct review of project(s) progress. Maintain successful projects and share best practices. | PSNK will be involved in at least one collaborative project annually. |
| 2. Develop programming and cultural activities that satisfy criteria for ensuring a welcoming environment for International students. | Chair, International Committee, Chancellor, FLS | FLS, Faculty | TBD | Complete application survey and determine programming for areas in need of attention. Continue to work on programs. | First international students arrive from India consortia | Chinese students expected from 2+2 programming | Pursue other international students | Develop international welcoming center | PSNK is approved to receive international students by the end of Summer 2010. |

PSNK Goal 3.

Increase culturally diverse program offerings and encourage culturally diverse practices on campus.

| Actions | Person(s)/ Office(s) Responsible for Accountability | Person(s)/ Office(s) Involved in Implementation | Cost* | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | Outcome Assessment |
|--|--|--|--------------------------------|---|---|------------------|---------------------------------------|--|---|
| 1. Provide appropriate support to Student Life programs that reflect a diverse world and highlight local cultural community. | DSA | Vanessa Myers | \$10,000 | Cultural/diversity event is offered monthly. Magnetic swipe card system is implemented to track participation by students. | | | | | Students will participate in a cultural event at least once annually. |
| 2. An enhanced cultural series that targets off-campus community will be developed and implemented during the evenings. | DSA, Chancellor, DIA | Vanessa Myers Bill Mitas Theresa Bonk | \$20,000 | 4 programs, Online ticket system developed | 4 programs, Program series endowed | 6 programs | 6 programs and summer institute | Annual assessment | Audience established and community perceives PSNK as a cultural center. |
| 3. Highlight diversity on campus and in community by partnering with local region leaders to develop unity events that celebrate Martin Luther King, Jr.'s birthday. | CDT, DSA, DAA | Co-Chairs CDT, Theresa Bonk, Kevin Snider | \$2000 Corporate sponsor | Partnerships formed with local organizations and businesses | Annual funding is established and secured through sponsorships. | | | | "Unity Day" serves as an annual event that enhances diversity, broadly defined. |
| 4. Host a community-wide symposium on cultural and diversity related issues. | CDT, Chancellor | CDT, SGA, Kevin Snider | | Symposiums held | | | | At least two symposiums will be offered by 2015. | Symposiums will be held. |
| 5. Offer more culturally diverse cuisine at periodic intervals in the cafeteria. | CDT, Cafeteria | Co-Chairs CDT, Department Supervisor | | At least two culturally diverse meals will be offered monthly. Cuisine from country of focus will be highlighted. | | | | Increase in sales of international cuisine demonstrates students growing interest in international community. | |

PSNK Goal 4.

Create a campus environment that offers multiple diversity resources.

| Actions | Person(s)/ Office(s) Responsible for Accountability | Person(s)/ Office(s) Involved in Implementation | Cost* | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | Outcome Assessment |
|--|--|--|-------------------|--|------------------|------------------|------------------|------------------|--|
| 1. Provide one section of ENGL 005 each semester for international students. | DAA | DAA, Registrar | \$600/ section | Sources for other language assistance will be identified and posted in ANGEL | | | | | Course offered as international population increases. |
| 2. Empower the campus ombudsperson to assume responsibility for any diversity related issues or challenges that occurs involving faculty | DAA, Chancellor | Arlene Hall, Kevin Snider | N/A | The campus ombudsperson is trained on diversity challenges and collaborates with appropriate University resources and personnel. | | | | | Climate survey reflects progress in addressing diversity related issues. |
| 3. Identify and publicize places on campus where materials related to culture and diversity may be accessed. | CDT, Academic Affairs, Student Affairs, Library | Co-Chairs CDT, DAA, Theresa Bonk, Jennifer Gilley | N/A | Ongoing | | | | | Culture and diversity materials are develop and placed in accessible areas |

PSNK Goal 5.

Provide educational and leadership opportunities related to diversity issues.

| Actions | Person(s)/ Office(s) Responsible for Accountability | Person(s)/ Office(s) Involved in Implementation | Cost* | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | Outcome Assessment |
|---|--|--|--------------|--|------------------|------------------|------------------|--|-------------------------------|
| 1. Encourage and support, by rotation, campus faculty and staff to attend diversity conferences at University Park and locally, and share the information from these conferences with the campus community as is appropriate. | DAA, Chancellor | Arlene Hall, Kevin Snider | | Faculty report on activities and share conference information by semester. | | | | At least one faculty will attend at least one diversity conference annually. | |

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| 2. Maintain quality of diversity general session during new student orientation. | DSA | DSA | \$3000 | Program is sponsored in August annually. | Evaluate program annually. Keynote speaker at orientation is nationally recognized expert on diversity. |
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Challenge 3: Recruiting and Retaining a Diverse Student Body

PSNK Goal 1.

Increase the diversity of the student body by 15% over the next 5 years.

| Actions | Person(s)/ Office(s) Responsible for Accountability | Person(s)/ Office(s) Involved in Implementation | Cost* | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | Outcome Assessment |
|---|--|--|--------------|------------------------|------------------------|------------------------|------------------------|-------------------------|--|
| 1. Increase number of African Americans on campus through targeted recruiting in New Kensington and participating in the Pittsburgh Promise program | Director of Admissions | Admissions Office, Chancellor, Athletics, Honor's Faculty | \$8000 | 2% increase over 2009. | 4% increase over 2009. | 6% increase over 2009. | 8% increase over 2009. | 10% increase over 2009. | Number of African Americans students from local areas and Pittsburgh experience a 10% increase by 2015 |
| 2. Attract culturally and racially diverse students eligible for participation in the Honors program. | Director of Admissions, FLS | Admissions Office, Chancellor | | Ongoing | | | | | Enrollment of students who are from culturally diverse populations will show a 10% increase annually. |

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| 3. Expand and increase international recruitment efforts. | Director of Admissions, Chancellor | Student Affairs, DAA, Budget and Finance | \$2500 | Gain approval for developing climate conducive to international students Finalize approval for 2+2 program with Liaoning University in China. Finalize housing options for Chinese students. | Receive four students from India as part of the India initiative | Receive six additional Indian students. Gain two students from China. | Receive eight additional Indian students=14 total. First China cohort = six students Two other international students | Receive eight Indian students = 22 total. Receive six Chinese students = 12 total. Eight students from other sources = 32 total. | Increase International student enrollment to 30 students by 2015. |
| 4. Develop an academic based scholarship to recruit international students. | Institutional Development, Chancellor | Donna Speer, Kevin Snider | TBD | Scour Alumni database for international students who started at PSNK | Continue cultivating contacts | | | Achieve scholarship for international students at PSNK. | An academic based scholarship will be developed and supported |
| 5. Establish mentoring program specifically for international students | DAA, Chancellor | Arlene Hall, Kevin Snider | \$500 | Establish mentoring program | | Select faculty to serve as mentors at least twice in five years | | Program established by 2012. Retention rate of international students in positive. | |
| 6. Investigate the options for improved student housing and resources to attract international students | Chancellor | Kevin Snider | | Continue discussions for an international house and explore other options | Plans for housing solidified and marketing brochures developed. | TBD | | Options for improved students housing and resources will be identified. | |

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| 7. Diversify and increase the language offerings of the campus | DAA, Faculty, Academic Committee | Arlene Hall, Program Coordinators, Chair of Academic Committee | \$9600 | Ongoing | | | | An additional foreign language will be added to the schedule. | |
| 8. Expand the focus of the general education classes to include multicultural and diversity-based issues | DAA, Faculty, Academic Committee | Arlene Hall, Chair of Academic Committee | N/A | Ongoing | | | | All general education classes will address multicultural/global perspectives | |
| 9. Continue to encourage students from all local school districts to use the Kids in College scholarship program, if qualified. | Continuing Education (CE) | Joy Bruno Nancy Miller | | Continue as planned | Assess the amount of scholarship monies used in the previous summer, secure funding to accommodate upcoming Kids in College scholarship program. | | | Ensure future grants funding so that we never turn an interested child away. | |
| 10. STEM 4 Success Program will target 8 th grade students in lower math classes. Students are taken on field trips to modern technologically advanced manufacturing facilities. | CE | CE | Grant is funded through 2015. | 3 local school districts participate in program. | Continue with current schools and add New Ken-Arnold and/or Apollo Ridge districts | Add interested school districts | Track students from first year program trips | Track long term impact of program | Average level students, regardless of their background, ethnicity, or socioeconomic status increase their understanding that achievements in their current math, science, and computer classes greatly affects their future successes. |

Challenge 4: Recruiting and Retaining a Diverse Workforce

PSNK Goal 1.

Develop more aggressive strategies for recruiting and retaining faculty and staff from underrepresented populations.

| Actions | Person(s)/ Office(s) Responsible for Accountability | Person(s)/ Office(s) Involved in Implementation | Cost* | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | Outcome Assessment |
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| 1. Ensure all search committees are made aware of the importance of diversity in hiring candidates, as well as policies and procedures. Train CDT committee members to be able to brief search committees on diversity considerations. | DBF DAA | HR, DAA Administrative Affairs committee of the faculty senate | | Review policies and recruitment efforts and provide chancellor report for improvement. Search committee will begin with formal presentation of the importance of diversity. | Policy is reviewed and candidate pools examined to determine if diversity pool has increased. | TBD | | | Chancellor receives annual report on progress in this area. Faculty will be 25% non-white and staff at 15% respectively by the year 2015. |
| 2. All search committees pools examined before interviews are granted to ensure interviewee pool matches the diversity of the candidate pool. | DBF, DAA | HR, DAA, Administrative Affairs committee of the faculty senate | | TBD | | | | | Additional minority recruitment resources identified to try and fill candidate pools |
| 3. Develop a Recruitment Guide to acclimate faculty and staff candidates to area. Highlight cultural | DBF | Patty Brady, Arlene Hall, CDT | \$1500 | Committee creates resource list. | Applications tracked to determine increase in pool percentages. | | | Brochure or website is created and lists | |

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| and diversity assets (e.g., international foods, strip district, and other areas of interest in Pittsburgh) | | | | | | quality of life assets in our area, including those of interest to potential candidates of diverse backgrounds. |
| 4. Staff searches will have an appointed member of the search committee to serve as the diversity advocate to be modeled after the diversity advocate position description found in faculty searches. | DBF | FLS | N/A | Ongoing | | Diversity Advocates identified for each search committee. Documentation is recorded in Human Resources. |

PSNK Goal 2.
Strengthen existing faculty recruitment by providing opportunities for international collaboration.

| Actions | Person(s)/ Office(s) Responsible for Accountability | Person(s)/ Office(s) Involved in Implementation | Cost* | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | Outcome Assessment |
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| 1. Use resource, such as the Visiting Fulbright Scholar grants to support international dialogue. | Chancellor, DAA | DAA, Chancellor | | Implement the China discussion Work on developing a visiting scholar | Work with University Park to develop another visiting scholar | TBD | | | At least one international dialogue process will be developed. |

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

PSNK Goal 1.

Continue to maintain high quality of the “country of focus” international series program.

| Actions | Person(s)/ Office(s) Responsible for Accountability | Person(s)/ Office(s) Involved in Implementation | Cost* | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | Outcome Assessment |
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| 1. Increase faculty participation in these endeavors and provide incentives for those who participate. | DAA, International Committee, CDT, Chancellor | Arlene Hall, Co-Chairs CDT, Kevin Snider | N/A | Participation reported on annually. | | | | | 80% of faculty integrates international perspective from the country of focus into their course curriculum. |
| 2. Develop a systematic process for determining country of focus annually that seeks input from faculty, staff, and students | DAA, International Committee, Chancellor | International Committee, Arlene Hall, Co-Chairs CDT, Kevin Snider | N/A | Process will be identified and stakeholders informed. | | | | | Increased participation of campus community in related country of focus programs and activities. Student knowledge of country studied is reflected on in a pre- and post-program survey annually. |

PSNK Goal 2.

Enhance understanding of, and interest in, the diversity of local and surrounding communities.

| Actions | Person(s)/ Office(s) | Person(s)/ Office(s) | Cost* | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | Outcome Assessment |
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| | Responsible for Accountability | Involved in Implementation | | | | | | | |
| 1. Develop a community day of service and understanding around MLK Day | DAA, Chancellor, DSA | Arlene Hall, Kevin Snider, Theresa Bonk | N/A | Assign a committee to plan MLK Day of Service | First Community-wide MLK Day will be held. | 2 nd Annual Community MLK Day | Continue to hold annual MLK Day of Service. | | At least one service project will be identified. |
| 2. Maintain level of cultural programs of interest to a variety of generations and disciplines. | CDT, Chancellor | Co-Chairs CDT, Kevin Snider, Vanessa Myers | | Begin planning | One specific event will be held | Two specific events will be held | Three specific events will be held | | At least three cultural programs will be offered annually. |
| 3. Encourage faculty to be innovative in introducing cultural and diversity topics in their classes | DAA, Academic Committee | Arlene Hall, Chair of Academic Committee | N/A | Ongoing | | | | | Cultural and diversity topics will increase by at least 20% |

PSNK Goal 3.

Enhance global understanding and competency of the academic community.

| Actions | Person(s)/ Office(s) Responsible for Accountability | Person(s)/ Office(s) Involved in Implementation | Cost* | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | Outcome Assessment |
|--|--|---|--------------|------------------|------------------|------------------|------------------|------------------|--|
| 1. Incorporate international internships into the curriculum | DAA, Chancellor | Arlene Hall, Kevin Snider, Jim Shields, Program Coordinators | | Ongoing | | | | | At least two international internships will be available to all students |
| 2. Continue to highlight the study abroad program during orientation programs and encourage all students to participate in study abroad. | DAA, Faculty, Chancellor, DSA | Arlene Hall, Kevin Snider, Theresa Bonk | | Ongoing | | | | | Student participation in study abroad program will increase by 10%. |
| 3. Discuss similarities and differences between the U.S. and select countries as part of classroom activities | DAA, Faculty, Academic Committee | Arlene Hall, Chair of the Academic Committee | N/A | Ongoing | | | | | Discuss similarities and differences between the U.S. and select countries as part |

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| | | | | | of classroom activities, will increase by 20% |
| 4. Use technology to facilitate international scholars speaking to students remotely in the classroom. | IT Department, DAA, Chancellor, Faculty | Jeff Overman, Arlene Hall, Kevin Snider, Deborah Sillman | | Ongoing | At least two presentations by international scholars will be delivered through the use of technology. |
| 5. Encourage students to include foreign language study in all programs. | DAA, Academic Committee, Learning Resource Center, Faculty | Arlene Hall, Chair of Academic Committee, Jim Shields | N/A | Ongoing | Foreign language study in all programs will increase by 10% |
| 6. Provide travel support to faculty to present at international venues | DAA, Chancellor | Arlene Hall, Kevin Snider | | Ongoing | Faculty presentations at international venues will be supported by at least 50% |

Challenge 6: Diversifying University Leadership and Management

PSNK Goal 1.

Increase recruitment and retention of diverse faculty in leadership positions.

| Actions | Person(s)/ Office(s) Responsible for Accountability | Person(s)/ Office(s) Involved in Implementation | Cost* | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | Outcome Assessment |
|--|--|---|--------------|------------------|------------------|------------------|------------------|------------------|--|
| 1. Promote an image of a campus that embrace diversity through membership in diverse community and county groups, participation in cultural community events, and inclusion of representatives from diverse groups on advisory boards. | Campus Community, DAA, Chancellor, DSA, CDT | Arlene Hall, Kevin Snider, Theresa Bonk, Program Coordinators, Faculty, CO-Chairs CDT | N/A | Ongoing | | | | | Membership from underrepresented populations (specifically people of color) in diverse community events will increase by 5%. Participation in cultural community events will increase by 10%. Inclusion of representatives from diverse groups on advisory boards will increase by 5%. |
| 2. Promote an image of leadership diversity by encouraging and supporting | DAA, Program Coordinators, Chancellor, | Arlene Hall, Program Coordinators, | N/A | Ongoing | | | | | Participation in local, regional, and state |

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| faculty and staff to share their expertise in culture and diversity with the local, regional, and state communities through speaking engagements, committee work on all levels, and community outreach activities. | Academic Committee, Administrative Committee, FLS | Kevin Snider, Chair of Academic Committee, Chair of Administrative Committee, Patty Brady | | | community speaking engagements, committee work, and community outreach will increase by at least 10%. |
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Challenge 7: Coordinating Organizational Change to Support our Diversity Goals

| PSNK Goal 1. | | | | | | | | | |
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| Intensify campus efforts to facilitate change. | | | | | | | | | |
| Actions | Person(s)/ Office(s) Responsible for Accountability | Person(s)/ Office(s) Involved in Implementation | Cost* | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | Outcome Assessment |
| 1. Promote open dialogues, diverse programs, networks, and resources to support this goal. | DAA, Chancellor, Faculty, Library, IST, FLS | Arlene Hall, Kevin Snider, Program Coordinators, Jennifer Gilley, Jeff Overman, Patty Brady | N/A | Ongoing | | | | | Campus supports discussions, diversity-focused programs, networks, and resources to facilitate change will increase by 15%. |
| 2. Encourage campus community to bring PSU University-wide Diversity Resources such as conferences, workshops, and activities into the campus, hence helping to increase awareness throughout the region. | Chancellor, FLS | FLS | TBD | Campus hosts at least one event per year such as a CORED full commission meeting or coordinates western region Diversity workshop utilizing multicultural resources from University Park. | | | | | Knowledge of Diversity resources within University grows. |

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|--|------------------------------------|---|--|--|-----|--|--|--|--|
| 3. Develop list of alumni of color and increase number of underrepresented membership in the local chapter of the alumni association (AKS) | Bill Woodard Alle-Kiski Society | Donna Speer, Theresa Bonk, Kevin Snider | | Develop plan and mail letters to develop active list | TBD | | | | Alle-Kiski Alumni Society increases membership of underrepresented populations by 5. |
|--|------------------------------------|---|--|--|-----|--|--|--|--|

PSNK Goal 2.

Initiate a University-wide change in terms of how diversity is viewed, addressed, and promoted.

| Actions | Person(s)/ Office(s) Responsible for Accountability | Person(s)/ Office(s) Involved in Implementation | Cost* | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | Outcome Assessment |
|--|--|--|--------------|------------------|------------------|---------------------------------------|--------------------------------|------------------|---|
| 1. Include diversity as an activity on the Annual Faculty Activity Report so that faculty who enlist in such endeavors can be encouraged. Identify specific reportable activities related to diversity, so that faculty could better plan to engage in these activities. | DAA | Arlene Hall | N/A | | | Diversity criteria established in FAR | | | An assessment of the value of diversity activities in the P&T process will be initiated. |
| 2. Institute annual diversity awards for faculty and staff activities. | DAA, CDT | Arlene Hall, Co-Chairs CDT | N/A | | | Award established for faculty/staff | Award established for students | | An annual diversity award will be awarded to one faculty and one staff. An assessment of the inclusion of a diversity award for students will be initiated. |
| 3. Conduct diversity audits to assess hiring, promotions, and review campus policies related to diversity | CDT, DAA, Chancellor | Co-Chairs CDT, Arlene Hall, Kevin Snider | N/A | Ongoing | | | | | A diversity audit will be conducted annually. |
| 4. Lead international recruitment initiatives that Intensify University-wide efforts to recruit international students at all colleges and campuses. | CDT, DAA, Chancellor, Faculty | Co-Chairs CDT, Arlene Hall, Kevin Snider, Program Coordinators | N/A | Ongoing | | | | | A dialogue about University-wide recruitment of international students will be initiated. |