

Penn State Wilkes-Barre

Diversity Plan 2010-2015

Introduction

The Wilkes-Barre campus has made considerable progress on its 2004-2009 Diversity Plan. However, as discussed in the midterm and final reports on accomplishments, the plan had several weaknesses. In particular, it lacked definition of actions and measurement.

To that end, the 2010-2015 Diversity Plan is designed to take advantage of the changes at Penn State Wilkes-Barre since the creation of the earlier plan. They include:

- Changes in Administration including new Chancellor, Director of Academic Affairs, Director of Development, Director of Continuing Education, Director of Enrollment Management, and Chief Financial Officer
- Restructuring of administrative responsibilities, including the upgrading of the head of Campus Technology to Director Status, splitting the DSES into Directors of Student Affairs and Director of Enrollment Management, splitting the Campus Finances off from the DBS into a separate position
- Creating of a new campus Mission Statement, creating a campus Vision Statement, and creating a statement of campus Values
- Creating an integrated campus Strategic Plan that includes a Strategic Plan Oversight Team that periodically reviews progress on the plan and reports to the campus at large.

The Wilkes-Barre campus has worked to integrate diversity throughout – conceptually in the Mission, Vision, and Value statements and specifically in the Strategic Plan – so that diversity in its broadest definition becomes a part of the way the campus operates on a daily basis.

Conceptual Integration

The Penn State Wilkes-Barre Mission clearly states that the campus provides:

- ...“collaborative educational environment”...
- ...helps “students of all ages develop their potential”...
- ...”the broader community...cultural...resource”...

The Vision Statement states in part, “We will become the educational resource of choice for the region, by: ...Promoting personal and intellectual diversity....”

The campus statement of Values notes that Wilkes-Barre is:

- Student-Focused Environment: ...students are provided the opportunity for an excellent academic and personal growth experience.
- Excellence: ...foster intellectual curiosity, exploration, innovation and open inquiry.
- Community Service: ...value the opportunity to be a community partner supporting ... social development.
- Campus Community: We welcome all who desire to become part of a campus community in which all members treat others with respect, honesty and dignity.
- Ethics and Integrity: ...We commit to teaching students to become responsible, accountable, and ethical citizens. We commit to providing a campus community in which all members are expected to take responsibility for their actions and engage in ethical behavior at all times.

Measurable Integration

The Penn State Wilkes-Barre Strategic Plan uses many of the same, measurable goals, objectives, and activities that are included in the Campus Diversity Plan for 2010-2015 which follows.

Penn State Wilkes-Barre

Diversity Plan 2010-2015

Campus Climate and Intergroup Relations

Challenge 1: Developing a Shared and Inclusive Understanding of Diversity

Objective(s)	Activities/Tactics/Strategies	Measurable Outcomes
To increase visibility and integration of the campus mission, vision, and values (reflective of diversity)	Increase postings of the new, jointly created campus mission, vision, and value statements <ul style="list-style-type: none">• On campus• At campus meetings	Place poster size copies in each building on campus by Fall, 2011.
	Participate in NEPDEC training opportunities	Establish a baseline number of attendees in 2010-11. Increase number of persons attending non-university diversity training by 5 % per year.

Challenge 2: Creating a Welcoming Campus Climate

Objective(s)	Activities/Tactics/Strategies	Measurable Outcomes
To expand or enhance co-curricular and extra curricular program offerings to meet student expectations	<p>Increase student leadership opportunities and training by 2012 through activities such as Intercollegiate Leadership Wilkes-Barre and regional conferences for leadership</p> <p>Establish baseline participation numbers in 2010 for women and minority students</p>	<p># of students in leadership activities</p> <p># of opportunities for leadership</p> <p>Increase participation of women and minority students by 5%</p>
	Increase and enhance athletic and intramural activities	<p># of participants:</p> <ul style="list-style-type: none"> - athletic teams - intramural teams <p>Add women's softball</p>
To improve the rate of retention and persistence among all student groups	<p>Reduce attrition by 1% yearly from 22% to 16% by</p> <ul style="list-style-type: none"> • Early intervention of at-risk students • Counseling students identified as in danger of attrition • Increasing access to health/counseling services • Increasing Adult services • Increasing services for off-campus housed students 	<p>Current attrition rate 22%</p> <p>Attrition goals:</p> <p>FA08: 21%</p> <p>FA09: 20 %</p> <p>FA10: 19 %</p> <p>FA11: 18 %</p> <p>FA12: 17 %</p> <p># of hours/# of students</p> <p>Track diverse group participation rates by year.</p>
	<p>Enhance Scholarship opportunities by</p> <ul style="list-style-type: none"> • Increasing funds for scholarship pool by 10% yearly • Aggressively promoting scholarships for 1st and 2nd year students • Creating a website clearly explaining 	<p>\$ available for scholarships</p> <p># scholarships awarded</p> <p>Qualifications of students receiving scholarships</p> <p># of new scholarships developed annually</p>

	<p>application process for scholarships</p> <ul style="list-style-type: none">• Enhancing criteria for scholarship eligibility to maximize # given• Creating scholarship funds for dual-enrollment students	
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Representation (Access and Success)

Challenge 3: Recruiting and Retaining a Diverse Student Body

Objective(s)	Activities/Tactics/Strategies	Measurable Outcomes
To increase enrollment from untapped, underrepresented, and/or underserved groups	Increase female student enrollment from 35% of student head count by a minimum 3% each year to reach 50% mix by 2012 by <ul style="list-style-type: none"> • Focused recruiting • Developing WISE summer camps to expand awareness of opportunities 	Females as % of FT student headcount: FA08: 38%; 225 FA09: 41%; 267 FA10: 44%; 315 FA11: 47%; 480 FA12: 50%; 433 Females as % of Total student headcount: FA08: 38%; 291 FA09: 41%; 346 FA10: 44%; 408 FA11: 47%; 480 FA12: 50%; 561
	Diversify race/ethnicity of student population by 2012 to reach and maintain the university's benchmark of 13% in 2007 by <ul style="list-style-type: none"> • Making more consistent and productive use of broader PSU opportunities • Networking with community organizations • Focusing on socially useful careers 	# of students from underrepresented minority groups As a % of FT headcount: FA08: 9%; 53 FA09: 10%; 65 FA10: 11%; 79 FA11: 12%; 95 FA12: 13%; 113 As % of Total headcount: FA08: 9%; 69 FA09: 10%; 84 FA10: 11%; 102 FA11: 12%; 123 FA12: 13%; 146

Challenge 4: Recruiting and Retaining a Diverse Workforce

Objective(s)	Activities/Tactics/Strategies	Measurable Outcomes
To insure a diverse pool of applicants for tenure track positions	Promote searches in appropriate outlets: <ul style="list-style-type: none"> • National professional association sites • Chronicle of Higher Education • Minority registries 	Documented # of minority applicants with EEOC
To create a campus awareness of diversity	Schedule training opportunities that emphasize diversity	Establish baseline attendance in 2010-11 Increase attendance at diversity training 5% per year
	Support Campus Environment Team Activities	Establish baseline attendance in 2010-11 Increase attendance at campus diversity activities 5% per year

Education and Scholarship

Challenge 5: Developing a Curriculum That Fosters Intercultural and International Competencies

Objective(s)	Activities/Tactics/Strategies	Measurable Outcomes
Develop programs attractive to international students	Attract international student enrollment to reach a goal of 3% of our total traditional student population (20-33 by 2013) through programs eg: IST 2+2 India program	# of international students: FA11: 4 FA12: 12 FA13: 20
Develop additional international exchange programs and opportunities	Encourage campus international faculty to explore opportunities for international student and faculty exchanges	# of students studying abroad in embedded programs or on limited exchanges: FA12: 2 FA13-15: 4
Expand course coverage of international topics where appropriate	Select texts and review syllabi for international topic coverage	# of courses which have international components Establish baseline 2010.

Institutional Viability and Vitality

Challenge 6: Diversifying University Leadership and Management

Objective(s)	Activities/Tactics/Strategies	Measurable Outcomes
To insure a diverse pool of applicants for campus leadership positions	Promote searches in appropriate outlets: <ul style="list-style-type: none">• National professional association sites• Chronicle of Higher Education• Minority registries	Document # of minority applicants with EEOC

Challenge 7: Coordinating Organizational Change to Support Our Diversity Goals

Objective(s)	Activities/Tactics/Strategies	Measurable Outcomes
To increase coordination of campus diversity efforts with University goals	Have the campus represented on the University Commission Utilize campus daily electronic messageboard to publicize diversity activities	Increased communications about University diversity activities

Summary

It is the intention of this plan to provide a series of benchmarks to the campus as it actively embraces diversity as a part of its normal and daily operational life.