The Diversity Strategic Plan 2010-15 for Penn State Schuylkill (PSS) lists a number of assessment measures to help the Campus to determine the success of its plan. However, many of the action items appear to be goals or objectives. Providing more detailed strategies, including means of assessing and responding to issues, would greatly strengthen this plan. In general, goals such as these should be SMART: Specific, Measurable, and Achievable, and should include Resources/Responsibilities and Timelines.

Campus Climate and Intergroup Relations

Challenge 1: Developing a Shared and Inclusive Understanding of Diversity

- It is not clear in what forums the definition of diversity will be discussed, nor who will be responsible for the final definition of diversity. **RESPONSE:**
  - Diversity is discussed in the context of “Diversity within Community” from the initial visit to campus, FTCAP, New Student Orientation, throughout publications such as calendars and handbooks, and during many programs and classes.
  - The Diversity Committee has provided a working definition of diversity in the document. We will continue our ongoing conversation about “diversity within community” throughout the campus because we believe these two constructs are interdependent.

- It is difficult to find any reference to diversity on Schuylkill’s Web site. The library’s definition is easily accessed, although it uses a 1993 statement from a former provost. The Campus is encouraged to structure the Web site in order to share the definition with the Campus community and beyond. **RESPONSE:** This is true and is being addressed.

- Creating a Diversity Commons area in the library and locating diversity-related resources there is a positive step.

Challenge 2: Creating a Welcoming Campus Climate

- The plan gives the impression that the Campus is more concerned with avoiding problems than accentuating the positive aspects of having a diverse student population. **RESPONSE:** We will reexamine the document and be more cautious of our language because we are committed to focusing on the 95% plus of our students who are the silent majority and helping them to find their voice in setting the norm for the campus.

- Projected outcomes appear difficult to measure, e.g. “increased levels of respect and civility,” “supportive environment,” and “students feel safe.” These must be defined in terms that allow measurement. **RESPONSE:** We will be sure to work on this in the coming year.

- More specific information about how PSS plans to support organizations for students of various cultures, as well as the types of organizations the Campus envisions supporting, would be helpful. **RESPONSE:** Some of the clubs/organizations that will benefit from our efforts are:
  - Interfaith – A multi-faith group that discusses and celebrates similarities
  - NAACP – A local chapter of the National Association of the Advancement of Colored People
  - The Alliance – A Gay, Lesbian, Bi-Sexual, Transgendered, Questioning, and Ally group
  - Men’s Group – A discussion and programming group for faculty, staff, and student males
  - Adult Student Organization – A programming and support group for the connection of adult learners at the campus

- PSS intends to develop an assessment plan to measure the success of efforts to create a welcoming climate. This is positive. **RESPONSE:** We will be sure to work on this in the coming year.

- Focusing on the Penn State Principles is an excellent idea. The Campus may want to consider additional ways by which to insure that all students read and truly understand the Penn State Principles. **RESPONSE:** Some of the methods currently being used include:
  - A Matriculation Pledge
  - Integration into New Student Orientation
- Banners displaying the PSU Principles in the Library, Mall Walk, Auditorium, and in other key locations including every classroom and office
- Integration into publications (calendars, handbook/planners)
- Integration into Student Government Association
- Brown Bag – Civility lunch series

Representation (Access and Success)

Challenge 3: Recruiting and Retaining a Diverse Student Body

- As a projected outcome, “Continue to be the most diverse campus in the Penn State system” is somewhat problematic. Other campuses may increase diversity, even such that those campuses become more diverse than Schuylkill, without negatively impacting Schuylkill’s successes. Indeed, Penn State Schuylkill’s recruiting practices, which have doubled the number of African-American students on the Campus, may be best practices to share with other campuses, if details were provided. RESPONSE: Agreed.
- Existing data on the enrollment of various demographic groups would provide a helpful snapshot of the student body at PSS. While Schuylkill currently has a high percentage of African American students enrolled, efforts may be called for to recruit and retain students from other underrepresented groups. RESPONSE: Please see Appendix A [attached] for specific demographic numbers as outlined by the Director of Enrollment Services, Tammie Durham. As indicated by these data, both our African American and Hispanic numbers have increased significantly in the past five years. We believe this is attributable to a number of new and expanded recruitment strategies, primarily in out-of-state, urban locations.
- No strategies are provided to recruit adult learners or veterans. No new strategies are described to improve the yield of out-of-area and out-of-state diverse students. RESPONSE:
  - Our Adult Enrollment Coordinator (AEC) is a staff member in our Continuing Education office and is directly responsible for adult student recruitment. However, the AEC works closely with the Office of Enrollment Services on adult student recruitment.
  - The AEC co-advises our new Adult Student Organization which was created last year as a retention strategy for adult students.
  - We have a veteran student worker in Enrollment Services who assists in supporting student veterans.
  - We have instituted the 30 Plus program which provides a financial award incentive for new adult students. In the first year 23 new adult students took advantage of this program.
  - We piloted a new college prep program in Spring 2010 for prospective adult students. Of the six prospects who participated in the pilot, four are projected to enroll.
- Retention strategies for diverse student populations are not described in this plan. RESPONSE: There are several retention related initiatives occurring at Schuylkill.
  - The Retention Management Team meets every-other week to discuss strategies, review data, improve systems, and act on specific student issues when necessary. There is a subgroup of the RMT that works as an early alert team to intervene with at risk students. The campus has also instituted the Noel Levitz – College Student Inventory, a pre-test inventory that provides both aggregate and specific data on the class and individual students to advisors.
  - Our Center for Academic Achievement (CAA) is very important in supporting academic success for all students. The Schuylkill CAA is second only to University Park in the degree of student participation.
  - Beyond the tutoring services which the CAA offers, it is now developing Supplemental Instruction (SI) whereby students who have successfully taken difficult courses in math or science are available to assist others students. The CAA has also made ALEKS (computer-based, self-managed math tutoring) available to our students.
- The Lion Scouts program was cited as a potential best practice by the 2004-09 mid-point review team. An update on this program would be helpful. RESPONSE: This was a Capital College Program and no longer exists at the Schuylkill Campus.
Challenge 4: Recruiting and Retaining a Diverse Workforce

- Given the fact that minority representation within the workforce is extremely low, more concrete recruitment strategies are necessary. It would be helpful to know specifically which affirmative action efforts PSS plans to continue using, as continuing to do what has always been done is not likely to yield better results. For example, continuing to advertise through diverse media may not be advisable, given that the final update indicates that the Campus has seen very few applicants from diversity-specific publications. New strategies are warranted in order to achieve greater diversity in the workforce. RESPONSE:
  - We are making progress in this area but will continue to work on it.
  - We currently use the annual review period, professional development geared toward the individual’s needs, as well as, formal and informal contact with mentors and the supervisor to retain faculty and staff.
  - Both our Human Resources Manager and Director of Academic Affairs monitor staff and faculty search pools and engage with search chairs to ensure applicants from diverse populations are not overlooked. Our DAA communicates with the Vice President for Commonwealth Campuses’ office for assistance in identifying diverse applicants for faculty positions.

- It is unclear how PSS intends to support minority workforce needs or how these needs will be assessed. RESPONSE: Our Manager of Human Resources/University Relations Manager participated as a mentor in the Intercultural Staff Mentoring Program during the 2009-10 academic year along with our Coordinator of the Center for Academic Achievement. Based upon their positive experience, we will encourage additional staff to participate in this program.

Education and Scholarship

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

- The projected outcome is admirable, but no assessment tools are mentioned to help the Campus determine if it is reaching this outcome. RESPONSE: We will be sure to work on this in the coming year.

- The Campus is applauded for its efforts to increase the number of course offerings providing international experiences.

Institutional Viability and Vitality

Challenge 6: Diversifying University Leadership and Management

- Similar comments as provided in Challenge 4 apply here. Clarifying which specific action steps PSS is currently taking to address this Challenge would be helpful, including how their effectiveness is being measured. What additional steps does the Campus plan to take to develop a more diverse campus leadership team? RESPONSE:
  - Currently the majority of our Campus Cabinet members are women (five of nine), one of whom is Hispanic. This is the leadership team of the campus.
  - As indicated by our campus teaching theme and by the diversity of our student body, diversity is important to our community. We will continue to charge search committees to seek diverse pools and where needed intervene to ensure that diverse applicants are not being overlooked.

- It is unclear what is meant by “support and respond to” minority leadership needs, or how these needs will be assessed. RESPONSE:
  - We currently use the annual review period, professional development geared toward the individual’s needs, as well as, formal and informal contact with mentors and the supervisor to retain faculty and staff.
  - As noted above, we have also participated in the Intercultural Staff Mentoring Program and will continue to do so.
**Challenge 7: Coordinating Organizational Change to Support Our Diversity Goals**

- It is unclear how the Campus intends to enhance coordination and communication among the various diversity-related groups. **RESPONSE:**
  - The Schuylkill Campus has a decentralized structure to address diversity initiatives and to support diversity-related topics. This system is highlighted by two main positions and the Diversity Committee.
  - The Coordinator of Residence Life and Diversity Initiatives will continue to focus on student initiatives, while Dr. Charles Law’s, Academic Program Coordinator for Diversity, position will focus on faculty initiatives, and the Diversity Committee, which will include these two staff members, will address staff and broader diversity initiatives.
  - We have also created a Penn State Principles Team which oversees the integration of the PSU Principles into all aspects of campus life. The Principles are critical because they convey the connections of the campus to the values of Penn State and because they speak directly to our campus teaching theme, Diversity within Community.
  - This decentralized system works very well on campus, due in large part to the overall commitment of the administration, faculty, and staff to infuse diversity awareness, acceptance, and support into all aspects of campus life.
## Appendix A

**Penn State Schuylkill**  
**Degree-seeking Undergraduate Enrollment by Racial/Ethnic Category 2004-2009**  
([All data is based on the campus's official fall reporting data]

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaskan Native</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>26</td>
<td>19</td>
<td>18</td>
<td>20</td>
<td>24</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Black or African American [non-Hispanic]</td>
<td>133</td>
<td>160</td>
<td>234</td>
<td>239</td>
<td>296</td>
<td>257</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>32</td>
<td>25</td>
<td>23</td>
<td>22</td>
<td>28</td>
<td>41</td>
<td></td>
</tr>
<tr>
<td>International or Non-Resident Aliens</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Race/Ethnicity Unknown</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>37</td>
<td></td>
</tr>
<tr>
<td>Two or More Races</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>577</td>
<td>571</td>
<td>513</td>
<td>544</td>
<td>557</td>
<td>533</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>774</td>
<td>778</td>
<td>790</td>
<td>827</td>
<td>905</td>
<td>908</td>
<td></td>
</tr>
</tbody>
</table>