

Penn State Berks-Lehigh Valley College

A Framework for Fostering Diversity At Penn State: 1998-2003 Final Report

February 2004

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Vision Statement on Diversity

The vision is for a Berks-Lehigh Valley College in which each faculty, staff, and student community member has been introduced to the people and traditions of a culture other than their own. The culture could be in this country, surrounding communities adjacent to the College, and/or in some other part of the world. The introduction to another culture and the ability to compare with one's own stimulates analytical thinking and learning at both a cognitive and affective level. The "experience" of another culture is a critically important dimension of education for global citizenship in the 21st century. Understanding and respecting the diverse characteristics of human beings allows us to add a new dimension to learning.

The operational definition of diversity, agreed upon and utilized throughout the Diversity Strategic Plan, is based on the Penn State non-discrimination statement and focuses on the multitudinal components listed below.

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| -Adult/Returning students | -Handicapped disabled |
| -Veterans | -International students |
| -Learning impairment | -English as a second language |
| -Sensory impairment | -Socio-economic background |
| -Physically challenged | -Race |
| -Religious practices | -Sexual orientation |
| -Family structures (single parent,
adoptive parent) | -Gender |
| -Urban vs. Rural vs. Suburban
geographic location | -Citizenship |
| -Composition of college faculty and staff | -Ethnicity |
| | -Age |

Penn State Policy AD42 Statement on Nondiscrimination and Harassment

The Pennsylvania State University is committed to the policy that all persons shall have equal access to programs, facilities, admission and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. It is the policy of the University to maintain an academic and work environment free of discrimination, including harassment. The Pennsylvania State University prohibits discrimination and harassment against any person because of age, ancestry, color, disability or handicap, national origin, race, religious creed, sex, sexual orientation or veteran status. Discrimination or harassment against faculty, staff or students will not be tolerated at The Pennsylvania State University.

Challenge 1. Developing a Shared and Inclusive Understanding of Diversity

The definition of diversity is stated above. In addition, Penn State Berks-Lehigh Valley College strives to:

- Recognize individual differences and contributions of every member of the college community.
- Commit ourselves to establishing a just community where the dignity of college community members is affirmed and valued.
- Commit ourselves to enhancing the diversity at the College.
- Commit ourselves to valuing and serving a diverse population in the nation and the world.

The University's diversity initiatives are distributed and discussed with students, faculty and staff through various means. Educational and cultural programming, new student orientation, diversity courses, FTCAP (Freshman Testing, Counseling and Advising Program), and faculty/staff diversity training are some of the ways information is disseminated. Climate surveys are also very beneficial in assisting the College with identifying needs and issues among the student body and within the faculty and staff.

A climate survey was distributed during the Spring 2003 semester (see appendix 1). The purpose of the survey was to explore how members of the campus community define diversity and their perceptions about the campus climate. Results from the survey and other diversity initiatives will be used to further future diversity efforts. Almost 1200 members of the college community were surveyed to include faculty, staff and students at both campuses. The college's Office of Institutional Research made adjustments to the 1995 satisfaction survey that was distributed to both students and faculty/staff. Information gathered from the survey was part of a "Town Forum" presentation to the college community lead by the Dean of the College with Dr. Terrell Jones as a guest speaker. Dr Jones shared his thoughts on "where we are now and where to go from here".

The general responsibilities of the multicultural coordinator (see appendix 2) are to develop programs and services for the Berks-Lehigh Valley College that foster the development of a culturally diverse college with particular focus upon supporting multicultural and international students with a range of academic, personal and related services. Specific responsibilities include:

- Develop and present campus-wide programs that sensitize the college community to the needs of underrepresented student populations.
- Serve as a primary resource person to monitor the academic progress of multicultural students and provide academic assistance as needed.
- Assist the admission office with the recruitment of multicultural students.
- Serve as a member of the College Diversity Committee and any other committees focusing on diversity.
- Provide educational and social programming for multicultural students.
- Maintain contact with University-wide offices such as Educational Equity, Student Affairs and Enrollment Management dealing with the concerns of underrepresented student populations.

- Develop and implement strategies for the retention of international and multicultural students.

The Penn State Berks-Lehigh Valley College Diversity Committee serves the college community by disseminating information regarding diversity, supporting diversity programming and assisting with the clarification and mediation of any issues or concerns pertaining to diversity that may arise.

Some of our most successful strategies were:

- The Division of Humanities, Arts and Social Sciences has established a diversity committee, the Committee on Human Differences, that will facilitate student focus groups at both campuses to increase our understanding of diversity issues at the College.
- The National Coalition Building Institute (NCBI) is invited to the Lehigh Valley campus to make presentations on campus every semester with diversity programming open to faculty, staff and students alike.
- Four members of the college staff were trained at NCBI “Trainer to Trainer” program held at Shippensburg University in August 2003.
- The Dean of the College has made a commitment to fostering diversity. She attends and participates in meetings held by the diversity committee, Rainbow Alliance Allies, Adult Learner Group and the Multicultural Dance Group.
- The multicultural/international coordinator held “A Feast of Holidays” program that was a celebration of various religious and ethnic holidays during December and January. It entailed educational information, games, crafts and ethnic foods from around the world.
- Beginning in the Fall 2002, the Berks-Lehigh Valley Diversity Committee and the Berks-Lehigh Valley College Senate created a new position: a liaison between the Diversity Committee and the Senate. The Diversity Liaison to the College Senate promotes communication between the Diversity Committee and the Senate by attending monthly Diversity Committee meetings and monthly Senate Council meetings. The liaison reports information, actions, and events to and from both bodies. Moreover, the liaison acts as a diversity advocate by ensuring that appropriate Senate committees address diversity issues reactively and proactively. For example, the Diversity Liaison recently brought a Diversity Committee report on the 2002 Diversity Climate Survey to the Senate Council, requesting that Council determine what, if any, actions to take based on the committee’s findings.
- The Berks-Lehigh Valley College Lecture Series mission is to provide an educational opportunity that will foster the union of formal learning in the classroom with the informal programming efforts of the college. The lecture series has a focus on diversity and contemporary issues facing our society as well as supporting concepts of community by Ernest Boyer (The Carnegie Foundation’s Campus Life: In Search of Community, 1990). Together we can create: A Just Community: A place where the sacredness of the person is honored and where diversity is aggressively pursued. Additionally, the events provide a forum of discussion between faculty, staff, and students on important issues in our community (see appendix 3).

Challenge 2. Creating a Welcoming Campus Climate

Visible support for diversity among leadership is demonstrated by:

- The Dean of the College is an active member of the College Diversity Committee.
- The College creates a welcoming campus climate through its efforts to incorporate topics related to diversity, multiculturalism, and internationalism into its courses and curricula; to expose students to the perspectives and insights of members of other cultures and countries; and to engage students in cross-cultural experiences and travel.
- The College's initiative to plan staff and offer diversity programming for all FTCAP sessions; diversity programs in new student and residence life orientation; diversity training for residence life staff; college-wide diversity programming including the Arts and Lecture Series; offer modules for first year seminars; develop and support student organizations that support and encourage diversity.
- Provide college-wide leadership for the development of EOPC grants and virtually all EOPC grants are developed and awarded to this Division.
- Created and staffed a full-time position to specifically address diversity needs and initiatives.
- Staff provides advising service to most diversity related student organizations.
- Emphasis on open search committee participation in hiring speakers and projects emphasizing diversity issues and involvement.
- Human Resources schedules several diversity focused professional development opportunities for faculty and staff.
- Involvement with community groups that emphasize diversity such as Casa Guadalupe, Sixth Street Shelter and Turning Point in the Lehigh Valley area. The Berks Campus was involved with the NAACP of Reading, Police Athletic League and the Latin American Community Center.
- Sponsoring of a partnership between the University of Turabo in Puerto Rico with a degree in ESL to assist in supporting local schools and businesses.
- Support for diversity programming on and off campus by college CEO and Deans.
- Student Organizations such as Student Government Association, A.N.T.S. (Adult Non-traditional Student Organization), Multi-cultural Dance, Dimensions, Step Team, Rainbow Alliance, Connections, International Student Organization, Student African American Brotherhood (S.A.A.B which was just introduced this past fall), Spiritual Praise Choir and Unity with programming. They provide the campus with programming that enhances the understanding of diverse backgrounds and cultures. Student organizations sponsor lectures, dance shows, unity building events, Black History Month programs, Culture Show, and assist with Unity Day (see appendix 4). The Leadership Development Series for all student leaders includes a focus on valuing diversity and engaging with our community.
- Residence Life staff frequently collaborated with multi-cultural and LGB clubs and organizations to sponsor programs and events. Additionally Residence Life professional staff members have served as advisors for PAW (Rainbow Alliance), Asian Student Club, Multi-cultural Dance, Dimensions, Unity Club, the Gospel Choir, and SAAB.

- Adult learners now number approximately 546 for the college as compared to 410 in 1998. They comprise 14.7 percent of the Berks enrollment and 24.9 percent of the Lehigh Valley enrollment. Due to the unique needs of the adult learner they are offered a special Fall Orientation Program specifically designed to address their needs, and allows them the opportunity to meet fellow adult learners; adult learner socials, and receptions; monthly newsletter (see appendix 5); adult learner website; Adult Non-Traditional Student Organization; commuter appreciation day; Alpha Sigma Lambda Honor Society; math tutoring session specifically for adult learners; field trips for the adult learners and their families.

Climate issues are identified by:

- Staying in close communication with all entities in the college community and taking swift action when problems arise. Many potentially negative events can be averted before they change the climate. The Student Affairs staff is significantly and directly involved with campus life issues, individual and student group needs and the related areas of the College that are of potential help or concern. If needed, there is an immediate ability to connect with appropriate administrative leadership, Senate leadership and any standing bodies of the College such as the Diversity Committee.
- Being good listeners. If we are purposeful in our intent to listen to student and community needs, engage in constructive dialogues and have the commitment to act when action is needed; this will go a long way to not necessarily eliminate climate issues, but rather place them in a context of openness and responsiveness.
- Formal and informal surveys. The College has utilized the Penn State Student Satisfaction Survey over a number of years and will again participate in this survey during Spring 2003. In addition, Noel-Levitz surveys have been utilized twice to again look at our student populations in a national context. These formal tools are useful, but somewhat sporadic, particularly given the transitory nature of both students and issues.
- The Diversity Committee is a primary and on-going method to identify climate issues. Significant staff involvement by members of the Student Affairs division has and continues to be characteristic and appropriate. The active involvement of all segments of the college community in this body is one of our best methods of addressing on-going climate needs and future direction.

Response to climate issues:

- Dependent upon the issue. There may be time for immediate action when a particular situation arises that may cause immediate concern for safety and welfare of students. Appropriate staff would be involved in any issue and that staff may include various members of the college community including other administrative personnel.
- Issues such as a change in direction of programming, offering of enhanced support services, hiring practices and the like require responses that depend upon the constituencies and who has the ability to change an outcome. Administrative channels, student organizations, College Senate, University staff and processes, the Diversity Committee and members of the Student Affairs division may be involved as appropriate.

College-wide and individualized approaches include:

- Activities and approaches already identified in the responses above.
- Those approaches that have been implemented within the past year include:
 - Employment of a full-time Multicultural and International Student Counselor.
 - Development of a tracking system and mentoring system to assist underrepresented students.
 - EOPC funded group visits to the campuses.
 - Development of Unity Day at both locations as a part of the University-wide celebration.

Successful strategies include the following:

- One of our most successful programs has been the early orientation for students of color (BAPFTS). Approximately 40 first time students to the campus spend 3days with overnight accommodations on campus prior to the first day of classes. The purpose is to introduce strategies and skills that will help the students become familiarized to a predominately white institution (See appendix 6).
- Service Learning experiences engage our students with individuals in our community which provides a new perspective on diverse backgrounds, cultures, and life experiences. Organizations such as the Opportunity House: Reading Emergency Shelter, Million Youth Chess Club, Police Athletic League, Big Brothers/Big Sisters, Olivet Boys and Girls Club, and Habitat for Humanity.
- A part time position is dedicated to supporting students engage in community service. In addition, all recognized student clubs must complete a community service project during each semester.
- Students at the college formed the “Rainbow Alliance Allies”, a group that helps promote awareness of Gay, Lesbian, Bisexual, Transgender and Allies issues college-wide. Funding was supplied by the Dean of the College. The group has representation on the Berks County Committee Foundation (formed to promote awareness on GLBT issues).

Challenge 3. Recruiting and Retaining a Diverse Student Body

The Berks-Lehigh Valley College has realized an increase in its minority student enrollments since the Fall of 2001. Penn State Berks realized a 5% increase in its minority student enrollment from the Fall 2001 (309), to the Fall 2003 (325). Similarly, Penn State Lehigh Valley has realized a 19% increase from the Fall 2001 (104) to the Fall 2003 (122). The minority student enrollment increase is very favorable for Berks given the enrollment controls that have been placed over the past two years. In addition the unstable international perspective has slightly reduced the number of international students attending the college as compared to 2002. Currently a total of 14 international students attended this fall as compared with 14 who attended in 2001.

From the Fall 1998 to Fall 2003 the Berks Campus has realized a 67% increase in its minority student enrollments or from a total of 194 in the first year to a total of 325 this year. From Fall 1998 to the Fall 2003 the Lehigh Valley Campus has realized a 52% increase in the number of minority students from a total of 80 in the first year to 122 in Fall 2003.

This significant enrollment growth can be attributed to structured and sustained initiatives on the part of the college's staff, University Park's MACA office, the Philadelphia CRC, an increase in the available housing spaces at Berks and University Park's Student Aid Office.

Three financial assistance programs that are committed to creating a diverse student body are available at the Berks- Lehigh Valley College. The three programs are: the Penn State Opportunity Grant, the Bunton Waller Scholarship Program, and the Bunton Waller Fellows Program. The Penn State Opportunity Grant is awarded to those students who have potential to succeed but whose economic or educational background poses a barrier to their college enrollment. In 2003, the Berks campus had 83 Penn State Opportunity Grant recipients totaling \$151, 381.00, while the Lehigh Valley campus has 25 Penn State Opportunity Grant recipients totaling \$45, 600.00. Penn State's Bunton Waller Scholarship is awarded to those students who could not enroll without support beyond federal and state student financial aid programs, and who show high academic performance. In 2003, the Berks campus had 69 BWS recipients totaling \$139, 250.00, while the Lehigh Valley campus had 17 BWS recipients totaling \$27, 150.00. Penn State's Bunton Waller Fellows program awards in combination with other scholarships and grants, resources that cover full time tuition and fees, room and board for Pennsylvania residents or full tuition for non-Pennsylvania residents. In 2003, the Berks campus has 2 BWF recipients, while the Lehigh Valley campus has 1 BWF recipient.

Some of the specific steps that are undertaken to recruit a diverse student body include:

- Both campuses are involved with programs for at-risk youth with school districts representing a high population of underrepresented groups.
- Admissions staff visits all public high schools in the college's service area.
- Admissions also works in concert with the Penn State Community Recruitment Centers located in Harrisburg and Philadelphia.
- In past years, and still today, many students of color and international students apply late in the admissions process. This has led to the Berks Campus reserving housing slots that enable these groups to enroll at the campus.
- Private Industry Counsel/Career Link Grant is an academic enrichment program for at risk youth that offers summer academic instruction at the Lehigh Valley Campus.
- Active involvement with community sponsored organizations and events, PEPP and Pre-College Programs to identify and support college access for underrepresented students.
- Preparation for Adult Life (special education adolescents) visits the campus and are taught computer skills by the OT students.
- Personal contact and interview with each prospective Educational Opportunity Program student.
- Participation of enrolled underrepresented students in Lion Ambassadors and various admission related activities.
- Cyber Sisters: a program at the Lehigh Valley campus for minority female adolescents.
- Continuing Education has a summer science program for inner city youth and has also developed a partnership with the Olivet Boys and Girls Club to offer summer camps for at risk middle school aged youth from Reading. In addition, a camp was offered for high school aged youth that focused on college preparation. CE also offers training programs and classes to companies that promote tolerance and appreciation for diversity. Professional development courses are also offered to teachers to identify teaching strategies for limited English proficiency students.

- The college was selected to receive the Youth Challenge Grant through the Workforce Involvement Board of Lehigh Valley and the PA. Department of Public Welfare to support year round education programs to low income families and youth. The programs provide academic enrichment and career awareness opportunities for over 300 students annually from the Allentown School District.
- Direct involvement of staff members related to EOP, Multicultural/International Advisor and Support Services in outreach and recruitment initiatives.

Although considerable efforts are directed toward the recruitment of a diverse student population, the retention efforts to support students are as important and include:

- Various programming initiatives to enhance the understanding and appreciation of diversity for all students including, but not limited to, Arts and Lecture Series; student club support that include the Cultural Diversity Club; the Asian Club; Dimensions; Unity Club; Multi-Cultural Dance; Penn Steppers; Unity Day; Martin Luther King Day and numerous programming throughout the year to celebrate and understand different cultures. Student Affairs staff currently serve as the primary advisors to virtually all of the student organizations.
- Various program initiatives to enhance understanding and appreciation of diversity for first year students including, but not limited to, FTCAP sessions for all admitted students; general orientation programming for all students and for residential students; a multi-day residential program “Be A Part From The Start” for new underrepresented students.
- Staff positions that directly support retention efforts including Education Opportunity Coordinator and Multicultural/International Counselor; positions that support students in their academic, personal and social needs.
- Support services that directly address student retention issues including campus intervention committees at each location; a tracking system for underrepresented students and mentoring program (Step-Ahead).
- Provide whatever support services are needed for students with physical and learning needs, including enlargement of reading materials, signing, etc. Automatic doors and a new elevator in the student center have also been added within the last year. The purchase of state of the art equipment for students with physical and learning disabilities.
- The establishment of a list-serve for veterans to notify them of any VA or related college needs and issues.
- The Division systematically attempts to assess student perceptions and needs through various surveying methods including participation in a system-wide student satisfaction survey; national surveys such as Noel-Levitz and College Board; and surveys directed at residential students.
- A structured and early FTCAP opportunity for new students who will participate in the EOP option that assists in offering students a more closely linked set of courses at an appropriate academic level.
- Between 1999 and 2003 the staff in residence life reflect membership from under-represented backgrounds between 37-61% of the staff. (These numbers include, African-American, Latino, International, Bi-racial, LGB, and Asian RAs) During this time, females represented 47-52% Resident Assistants.
- The College has hired a full-time Disability Specialist.
- The College has approved funding for a full-time ESL Specialist.

- The College has established a club for Adult Learners with a faculty advisor, which meets regularly to identify the special needs of non-traditional students.
- The College maintains an active chapter of WISE, which offers support and encouragement for young women interested in science and engineering.

For the recruitment and retention of graduate students:

- English as a Second Language (ESL) master's program in partnership with the University of Turabo in Puerto Rico.

Most successful recruitment/retention strategies:

- A successful Counselor Education course that is required of all entering EOP students. This course is structured to assist students in understanding and succeeding in the collegiate environment (see appendix 7).
- Intrusive tracking system to monitor student success. The EOP and Multicultural coordinators contact the instructors of each student 3 to 5 weeks into the semester for feedback on any student not making satisfactory progress. The coordinators attempt to meet with those having difficulty and direct the student to an appropriate support service on campus.
- Collaborative and mutually supportive efforts of Penn State entities, the College and community organizations and resources to address the needs of underrepresented students.
- The continuing emphasis that successful recruitment and retention of students is everyone's responsibility.

Challenge 4. Recruiting and Retaining a Diverse Workforce

For recruitment of faculty and staff from underrepresented groups:

- Advertising in publications that are targeted at underrepresented groups or whose readers are members of underrepresented groups.
- Submitting job openings to minority career banks nationwide.
- Networking with local corporations/businesses and community groups to advertise open positions among underrepresented populations.
- All faculty search chairs attend a training meeting stressing the importance of the diversity of the search pool; Ken Lehrman is invited to speak to the group when available; otherwise videotapes are distributed for the chairs to view.
- Letters go out to recent Ph.D.'s in underrepresented groups.
- Phone calls are made by chairs to colleagues at other institutions for recruitment purposes.
- As part of the staff vacancy process, the employment division at University Park enters information into the system when applicants choose to complete an affirmative action card. Also each search committee is addressed by the college human resource department regarding the University's policy and practices regarding diversity and the search process.
- We have found advertising in media with diverse readership to be successful for attracting diverse staff however just the opposite for faculty.

For retention of faculty and staff from underrepresented groups:

- Offering professional development opportunities specific to faculty and staff belonging to underrepresented groups.
- Organizing diversity training workshops for all faculty and staff to positively enhance work environment.

Challenge 5. Developing a Curriculum that Supports the Goals of our New General Education Plan.

Penn State Berks-Lehigh Valley College has taken the following curricular, pedagogical, and scholarly initiatives to promote diversity:

1. The College received approval to offer a baccalaureate degree in Global Studies. In addition to courses focusing on international and global topics, the curriculum emphasizes cross-cultural communication. The curriculum also requires study abroad and an international internship. In addition, faculty in the program support diversity initiatives in the following ways:
 - require attendance at area multi-cultural events
 - bring in speakers on multi-cultural and international topics
 - screen international films
2. The College received approval for a minor in Spanish to increase diversity on campus and provide an academic outreach to the Latino population of the Berks area.
3. The College hosted the Africa Peace Tour visits on the Berks campus and is preparing to host the National Collegiate Conference on Refugees.
4. The College is developing a proposal for an Elementary Education degree that will include partnerships with the racially diverse Reading School District, as well as a bilingual component.
5. The College maintains a fund to support international academic initiatives.
6. The College annually sponsors visits by Fulbright lecturers and researchers from other countries.
7. Faculty members regularly take groups of students on academically focused international trips, including annual international trips for honors students and for biology students. A College fund subsidizes a portion of the students' travel expenses.
8. In AY 2003-04, the College offered 45 "Diversity" courses.
9. Faculty members regularly incorporate multicultural and diversity content into courses, (e.g., module on culture in a course on negotiation; module on race and ethnicity in a sports psychology course; a module on diversity in a philosophy course, etc.).
10. A faculty member at the Lehigh Valley campus developed and taught a new continuing education course on "Valuing Diversity" (BKLV 6000) that examines the process of evolving from a monoculture to one that values and leverages diversity.
11. Several of our faculty members are active in international research and consulting, which promotes the integration of international content into courses.
12. Two of our faculty members received Fulbright scholarships for study abroad in 2003-04.
13. Students in our education courses complete field experiences in racially and ethnically diverse schools and they participate in PEPP, a tutoring program to assist minority school children.

14. Students in several courses took part in service learning projects with community organizations that serve predominantly minority populations.

Initiatives that support multicultural curriculum efforts:

- Besides the exposure to multicultural programs, the College has implemented a Community Building course.
- We have implemented community service learning projects in a variety of courses to expose students to multicultural opportunities. The college is exploring an International Studies and Urban Educations major. These curricula will include courses on cross-cultural communication and international understanding. We have a current job search for a Latin Amercanist.
- Next semester our prison project, which includes about eight different courses on both campuses, will create a community of learners exploring the American prison system from an emphatically multicultural perspective.

Research/Teaching that advances the University's diversity agenda:

- Laurie Grobman's forthcoming book is on contemporary American literature by women of color.
- Belen Rodriguez is conducting research on Cuban writers in exile.
- Weaver Santaniello's new book considers the position of Jews in Europe during the last century.

The integration of diversity into the curriculum:

- Biology 20 has a diversity focus embedded in a natural science general elective course.
- In BMB 001 students discuss homosexuality and show a video about the death of a homosexual patient with AIDS.
- Students in hotel/restaurant management are encouraged to attend cultural diversity programs and are rewarded with extra credit.
- Students in teacher certification programs are required to work a minimum of 40 hours with students of a background different than their own prior to the end of the 4th semester of college. Diversity topics are included in the education courses required for education majors.
- The following Diversity focused/Intercultural and International Competence courses on a regular basis (includes both campuses):
 - AAA S 110
 - Anth 45
 - Biol 20
 - Cmlit 10
 - Engl 182,194
 - Ger 100
 - HDFS 287X
 - Hist 121, 174, 175, 191, 192
 - INTST 100
 - Music 7
 - Rl St 1

- SOC 110
- Thea 207,208
- Wmnst 1

Challenge 6. Diversifying University Leadership and Management

- Mentorship program available for new faculty and staff. Also involvement supported for the Penn State Leadership programs.
- All faculty and staff also have access to the CEO for mentoring.
- These issues are also being addressed in the current Strategic Planning process.
- The Division of Engineering, Business, and Computing hired a Hispanic, Dr. Paul Esqueda, as its division head.
- Penn State's Human Resources Development Center offers a number of leadership and management development initiatives including The Penn State Leader, Mastering SuperVision, The Penn State Management Institute and Leadership Academy. All faculty and staff are notified of program availability and can select to be involved in any or all of these programs among other professional development offerings both at University Park and at local campus venues.
- The Dean of the College has agreed to serve as an administrative mentor for the Commission on Women. This is an opportunity for all who are interested in moving into administrative positions and includes opportunities for minorities. The Dean also meets informally with many minority faculty and staff to encourage and mentor.
- The Dean finances a group of minority students and staff to the program hosted by the African American Graduate students at University Park and will continue to do so as long as there is interest.

Challenge 7. Coordinating Organizational Change to Support Our Diversity Goals

- Aggressive advertising in minority journals/publications for applicants.
- Communicating with members of the local minority groups to assist in the locating of qualified applicants.
- Currently searching for a quality affirmative action video that all search committee members must view before they may serve on any search committee.
- It is a priority for Penn State Berks-Lehigh Valley College to improve the diversity pool of qualified applicants.