

A Framework to Foster Diversity at Penn State: 1998-2003

**FINAL ASSESSMENT OF THE PROGRESS OF
COMMONWEALTH COLLEGE**

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FINAL ASSESSMENT OF THE PROGRESS OF COMMONWEALTH COLLEGE

February, 2004

The following pages provide the Commonwealth College's responses to the assessment questions associated with each Challenge in the *Framework for Diversity at Penn State: 1998-2003*. In many cases best practices are identified by italics in the lists of accomplishments for the Challenges. Because multiple initiatives have been implemented on multiple levels and at multiple locations during the past five years, it is not possible to identify least effective practices at this time.

With enrollment of about 14,000 students, Commonwealth College (CWC) is the largest college at Penn State. Also, the College is dispersed across thirteen locations—the Dean's Office at University Park and twelve campuses located in communities across Pennsylvania. Because of this unusual size and structure, this document includes several appendices to clarify the context for diversity planning:

- **Appendix A:** College administrative organization chart, College and campus functional organization chart, chart of primary diversity stakeholders, campus diversity committee functions and membership, and multicultural coordinator function.
- **Appendices B1 and B2:** Map of locations and service areas; listing of campus locations and names of Campus Executive Officers.
- **Appendices B3-B14** (for each campus): campus fact sheet, diversity framework worksheet, and campus service area socioeconomic trends.

This report was developed by a team of colleagues representing campuses, the Office of the Dean, and the Administrative Fellows Program, with contributions from across the College. Campus submissions for each of the seven Challenges (Appendices B3-B14) are the foundation for the overall document.

CHALLENGE #1. Developing a Shared and Inclusive Understanding of Diversity

1. How does the College define or describe diversity? How is this understanding demonstrated in areas of emphasis within the College?

As discussed in the mid-term report, each of the 12 campuses defines diversity individually to address the specific issues characteristic of the campus and surrounding local community. While these definitions address common themes, they also demonstrate different understandings of diversity. In addition, the recently completed climate assessment at all locations suggests that there may not be a shared understanding of diversity *within* campuses. Such differences among campus faculty, staff, and students

may be a result of the dissimilar delivery approaches used for each group (e.g., separate orientations for new faculty, new staff members, and new students).

Although some geographical and social differences among campuses are significant, we recognize now that this campus-specific approach to defining diversity may actually work against the unified College identity we seek. As a result, the College has now articulated a comprehensive definition of diversity:

Commonwealth College envisions diversity as both a motivating concept and an action-oriented goal:

- **Understanding, accepting, and respecting the array of human differences** including gender, age, race, ethnic background, sexual orientation, mental and physical ability, socio-economic background, geographic experience, nationality, religion, veteran's status, and other observable and non-observable differences among people.
- **Creating and maintaining a welcoming climate for all members of our campus communities** through a reasonable representation of differences; continuous pursuit of strategies to develop the multicultural competencies of all individuals; and the effectiveness of all constituents in communicating, problem solving, and decision making.

2. How has the College distributed and discussed information to students about the University's diversity initiatives?

Beginning with the First-Year Testing, Counseling, and Advising Program (FTCAP) and orientation programming, students at all locations are introduced to the value of diversity for the University and for the student experience. The diversity videotape provided by the Vice Provost's Office is a centerpiece of this introduction, along with discussion of the *Penn State Principles*. As specified in the strategic plan, College-wide guidelines for new student orientation programs are under development. These guidelines will outline the expectations for topical content to be delivered at each location, including standard components concerning diversity and globalization. During Fall Semester 2003 orientation, all campuses used the *World Population Data Sheet* to facilitate discussion with new students about worldwide social issues.

Exhibits, displays, and regular educational programming for campus communities are provided throughout the year on a range of diversity topics. Diversity programming addressing a broad array of diversity topics occurs regularly at all locations. Examples of this programming include diversity speaker series, multicultural exchange luncheons, Martin Luther King, Jr. Day programs, women's history programs, social justice training, and power and privilege workshops.

3. How has the College distributed and discussed information to faculty and staff about the University's diversity initiatives?

Important achievements in this area have been realized through the continued improvements in the faculty search process. Specifically, the *CWC Faculty Search Guidelines* include several definitions of diversity and guidelines for using diversity considerations in reviewing candidates' qualifications. Since the guidelines are provided to chairs of all search committees for faculty and Director of Academic Affairs vacancies (about 35 annually), this approach is an important aspect of continuing professional education for faculty. Also, the global/international aspect of diversity was the focus of the 2003 annual retreat for Directors of Academic Affairs and Directors of Student Affairs. Other venues for communicating diversity information to faculty and staff have included program and curriculum development workshops, diversity workshops, participation in regional diversity consortia such as Northeast Pennsylvania Diversity Education Consortium (NEPDEC), campus web pages, workshops at the College-wide faculty meeting held every two years, and educational programming available to everyone on campus.

4. What is the role of the College's multicultural coordinator?

Because Commonwealth College students are located at the 12 campuses outside University Park, there is not a multicultural coordinator at the College level. Rather, this function is performed by a variety of personnel on campus (See Appendix A5). At 11 campuses the functions are fulfilled by one or more individuals such as the campus diversity committee members, diversity committee chairs, Directors of Student Affairs, or other Student Affairs staff members. At five of these campuses up to 75 percent of a full-time commitment is devoted to the function, while at six campuses there is no specific time allocation. York Campus employs both a full-time Multicultural Coordinator and a part-time Diversity Counselor (0.33 FTE).

5. What is the role of the College's diversity committee?

At present ten campuses have formal diversity committees, with the Campus Executive Officer (CEO) serving as a committee member at seven locations and as chair on three campuses. At McKeesport this function is assigned to the Campus Directors' Cabinet, chaired by the CEO. Delaware County Campus has no formal diversity committee, as the CEO believes he is responsible for diversity, and he expects *all* search committees, course offerings, and programming initiatives to address diversity.

A review of the charges to the ten campus diversity committees (see Appendix A4) shows both differing understandings of diversity and varying approaches. While the local geographic and social needs may require such differences, having some College-wide guidelines as well will contribute positively to the College's identity. The first component of this effort involves the establishment of a College-level Diversity Committee, which is underway. The first charge to the committee will be to articulate College expectations for campus-level diversity committees and minimum standards for diversity programming.

As indicated in Appendix A3, the College Diversity Committee will include several appointed members and four key diversity stakeholders in the Dean's Office. As a team, these four individuals are responsible for developing a shared and inclusive understanding of diversity for the College, facilitating the development of a warm and welcoming College climate, and promoting change within the organization. The specific responsibilities (outlined below) for the four Dean's Office diversity stakeholders provide complementary contributions to the College's diversity agenda:

- **Director of Human Resources:** Climate surveys, staff professional development, staff recruitment and selection, staff searches
- **Associate Dean for Academic Programs:** Integration of diversity within the curriculum, international and multicultural programming, diversity outreach efforts, continuing education initiatives to serve local community needs
- **Associate Dean for Faculty:** Faculty professional development, faculty recruitment and retention, faculty mentoring programs, faculty searches
- **Associate Dean for Students and Academic Support:** Climate surveys, recruiting and retaining a diverse student body

6. Which strategies have been most successful and least successful in addressing this Challenge? Which could be termed “best practices”?

All of the following initiatives have been successful to some extent:

- Diversity, multicultural, and international workshops were offered at CWC faculty meetings.
- Campuses continued offering programs that appeal to multiple audiences (e.g., women, minorities, GLBT persons, and adult and traditional-aged students).
- Campus libraries have been involved in offering programming, displays, and other diversity activities.
- Diversity-focused programming is continuing in the residence halls.
- Programs on disability and sexual orientation issues are provided at most campuses.
- Involvement in Northeast Pennsylvania Diversity Education Consortium (NEPDEC) has been continued by Hazleton, Wilkes-Barre, and Worthington Scranton campuses.
- Work to foster diversity has continued to be included as a component in annual evaluations for Campus Executive Officers, Directors of Academic Affairs, and Directors of Student Affairs.

CHALLENGE #2. Creating a Welcoming Campus Climate

1. How does your college and department leadership demonstrate visible support for diversity?

Within this challenge, the most visible accomplishment for the Commonwealth College has been the completion of climate assessments for faculty, staff, and students at all twelve locations. Clearly a best practice, this project involved coordination by two members of the Dean's staff, the support and expertise of a senior diversity analyst (Office of the Vice Provost for Educational Equity), and leadership by climate survey committees at each location. This demonstrable support for diversity provided a systematic and objective method to determine appropriate climate enhancement initiatives for faculty, staff, and students in underrepresented groups, including individuals with disabilities. Support was also visible through the following initiatives (best practices noted by italics):

- *Official campus diversity statement is displayed at each building entrance (York).*
- *Foreign language classes in Spanish were offered for faculty and staff members to enhance their communication with non-native English speaking students (Delaware County).*
- Hall, room, and outside displays are devoted to artifacts reflecting faculty, staff, and student countries of origin.

2. How does your college identify climate issues? (best practices noted by italics)

- *Climate surveys were administered at all twelve campus locations.*
- Campus diversity team, response team, or similar group addresses issues of climate (including unusual conflicts and crisis situations that appear to be based on issues of difference).
- Open dialogue sessions are conducted for students and student focus groups.
- *Exit interviews are provided for faculty and staff members.*
- *Faculty ombudsman and the campus human resources office provide support to various individuals seeking assistance.*
- Facilitated sessions are offered for special student populations (including out-of-state students) to assess campus climate.
- Periodic campus "walk-throughs" are conducted by minority students to assess the extent to which they see others like themselves on campus

3. How does your college respond to climate issues? (best practices noted by italics)

- Identified issues are brought to the attention of the response teams, diversity teams, and the campus leadership.
- *Accessibility issues are addressed through the campus disability coordinator in collaboration with University offices; ADA audits have been conducted;*

- resources have been acquired for equipment, facility renovations and upgrades, and to respond to specific needs of disabled individuals.*
- *Dean's Office staff members provide consultation to ensure that appropriate University offices are involved.*

4. What college-wide and individualized approaches have you developed to enhance overall climate and satisfaction with the environment? (best practices noted by italics)

- Each campus dedicates resources to programming that anticipates potential conflicts and educates the community about different cultures and social justice issues.
- *Diversity programming is initiated during new student orientation and continued throughout the academic year.*
- *Campuses hosted Fulbright Scholars, Humphrey Scholars, and International Ensembles (DuBois).*
- *Foreign language training was offered to faculty and staff to enhance communication with students who are not native English speakers.*
- *Official campus diversity statement is displayed at each building entrance.*
- College personnel served on various University Commissions (Commission for Racial/Ethnic Diversity; Commission for Lesbian, Gay, Bisexual, and Transgender Equity; Commission on Adult Learners; Commission for Women; and Equal Opportunity Planning Commission).
- *Active involvement in diversity efforts within the local community occurred at many campuses, such as participation in the Northeast Pennsylvania Diversity Consortium (NEPDEC). (Hazleton, Wilkes-Barre, Worthington Scranton)*
- Multi-media programming was used to address diversity issues at both student and new faculty orientation.
- *Social programming such as "Family Night" was provided for the families of adult learners.*
- Buddy programs were provided for disabled students and others.
- *Faculty and staff members advised campus student diversity clubs and supported activities.*
- *Shenango Campus established a Minority Affairs Advisory Board comprised of community leaders and student.*
- *"I'll look out for you campaign" addressed issues relating to domestic violence against women (New Kensington).*

5. Which strategies have been most successful in addressing this Challenge? Which have been least successful? Which could be termed "best practices?"

All of the items listed above have been successful to some extent, but several are considered best practices (identified by italics in accomplishments lists above for questions one through four).

CHALLENGE #3. Recruiting and Retaining a Diverse Student Body

As presented in the data tables prepared by the University Budget Office for the Office of the Vice Provost for Educational Equity (Appendices C1 and C2), Commonwealth College's enrollment of students of color has increased from 785 in Fall 1997 (8 percent of total enrollment) to 1139 in Fall 2002 (10 percent of total enrollment). (Data tables provided by the Vice Provost of Educational Equity do not include non-degree students.)

Despite the College's relative success in recruiting a diverse student body, its success in retaining students of color has been mixed. Because some CWC students choose not to relocate to University Park for personal or academic reasons, and because the breadth of programmatic offerings available at CWC campuses does not meet the academic goals of all students, many CWC students transfer to other institutions for completion of a baccalaureate degree. For this reason, retention after two years remains a meaningful measure of CWC success in meeting the academic needs of both minority and majority students.

For the baccalaureate cohorts from 1994 through 2000, retention after two years was higher for students of color than for white students for five of these seven years. However, graduation rates from Penn State after five years were lower across all years for students of color. In short, the CWC has achieved more success in retaining students of color beyond two years than it has been in bringing students to graduation. (Note is made that statistical comparisons between these cohorts should be made with caution given differences in population sizes.)

For the associate cohort, both one year retention and graduation rates were below those of white students for all years measured. Large differences in population sizes of associate cohorts may explain some of the disparity.

In viewing the College's accomplishments during the past five years it is important to note that recruiting and retaining undergraduate students at CWC campus locations presents very different challenges than those faced at University Park. Particular constraints affect the College's efforts in this critical challenge:

- Declining numbers of high school graduates (minority and majority) in some service areas.
- Tuition increases that put CWC campuses at a significant competitive disadvantage vis a vis other post-secondary institutions in recruitment and retention of all students.
- Scholarship resources that are significantly below those available at competitor institutions, particularly those that discount their tuition by as much as 50 percent.
- Inability to attract out-of-state students because of the lack of residence halls.

In spite of these difficulties, many best practices (*identified in italics*) and themes emerge from an assessment of the CWC's success in implementing Challenge Three of the *Framework* and are outlined below in the responses to the assessment questions. Questions #2 and #4 are not addressed because graduate enrollment for the CWC is

limited to only a few programs targeted primarily to K-12 teacher educators. According to Fall 2003 census figures, only 442 students were enrolled at CWC campuses in any graduate classes.

1. How does the CWC contribute to locating and recruiting undergraduate students from underrepresented groups? (best practices noted by italics)

- Campuses target summer programming to diverse K-12 populations (e.g.; children of migrant workers, women in science and engineering, children with disabilities).
- Campuses target special recruitment events to high schools and community organizations with relatively large underrepresented populations.
- Campuses maintain links with University Community Recruitment Centers, Talent Search, and the Office of Minority Admissions and Community Affairs (MACA).
- Campuses maintain frequent communication and planning with community organizations including Human Relations Coalitions, Urban Leagues and others.
- Ongoing partnerships with regional Workforce Investment Boards are nurtured to support workforce development and training programs for unemployed adults.
- *Students at many campuses provide tutoring in the public schools, visit diversity clubs, and invite diversity students to special campus programs. York Campus students delivered a tutoring program through Project Connections.*
- *Hazleton's Martin Luther King Jr. Celebration includes sponsorship of an essay contest and special on-campus recognition for K-12 youth.*
- *Campuses continue to award scholarships to special populations including first-generation and students of color (recruitment and retention)*

3. What strategies have you implemented to retain undergraduate students from underrepresented groups? (Best practices noted by italics)

- Campuses provide academic support to first-generation college students through academic support centers and programs supported by TRIO Grants and EOPC.
- Campuses deliver a broad array of intercultural, international, and other cultures courses.
- Access to diverse co-curricular activities is provided through clubs and special activities
- Campuses host special on-campus welcome receptions for new and returning students of color.
- *The College has developed and implemented an Online Progress Reporting System (OPR) that enables faculty at all locations to report class attendance and academic progress to students and advisors, supporting timely interventions with at-risk students.*
- *The York Campus Diversity Committee sponsors a week-long series of events for the campus and community focused around Martin Luther King, Jr..*

- *Campus Environment Teams at many campuses offer numerous campus-sponsored activities focused on religious, ethnic, gender, and racial diversity. (Fayette and Wilkes-Barre)*
- *EOPC-sponsored programs, such as “Start Smart” at Mont Alto are provided for first-generation college students.*
- *All campuses provide international programming.*
- *The “World of Diversity Online Virtual Community” is provided by Deborah Gill, Assistant Professor of Spanish at DuBois Campus. Available at http://diversity.ds.psu.edu/World_of_Diversity/index.html, this virtual community supports national and international cultural exchanges and conferences for students and professionals on a variety of topics including women’s issues and interdisciplinary studies.*

5. Which strategies have been most successful in addressing this Challenge? Which have been least successful? Which could be termed “best practices?”

Best practices are identified by italics in accomplishments listed above for questions one and three.

CHALLENGE #4. Recruiting and Retaining a Diverse Workforce

CWC’s success in workforce diversification has been directly related to the scope of labor markets. For those positions requiring a national or large regional search, progress has been noteworthy. For occupations where recruitment is effectively limited to a local catchment area, progress has been limited by local diversity, as noted in the socioeconomic trends information provided for each campus service area (Appendices B3-B14). The data tables provided by the Office of the Vice Provost for Educational Equity (Appendices C3-C6) provide the context for this discussion.

With respect to full-time faculty, good progress has been achieved by stressing the importance of diversity during national searches. It also has been facilitated by the opportunity to increase the total number of faculty (from 538 to 619, a 15 percent increase) to deliver new four-year degree programs on the twelve campuses, as well as to refill vacancies created by retirements.

There has been particular success in increasing the diversity among the top administrative leadership (Campus Executive Officers, Directors of Academic Affairs, and Division Heads). Of these 33 positions, the College has achieved an increase of four women, two Black Americans, one Hispanic/Latino administrator, and two individuals with disabilities.

In contrast, while there have been gains in the numbers of women in staff grades 20 and higher, there is no significant progress to report in improving the representation of people of color in the general staff category. Staff diversity for people of color remains a challenge since many searches are tied with the demographics of local labor markets.

The faculty demographics indicate that progress has been made in improving the representation of women and minorities, particularly in the tenure system. The number of women increased significantly by 29 percent in total, including a 33 percent increase (27 women) in the tenure track. Although most of the increase in women is seen at the assistant professor rank (43 percent) and instructor rank (27 percent), three women were promoted to full professor (100 percent increase) and three, to associate professor (10 percent increase). Furthermore, the diversity of the faculty has increased as measured by ethnicity by 42 percent (43 to 61 faculty). The largest increase was for Asian Americans (31 percent) and Black Americans (129 percent). It also should be noted that diversity is provided by the approximately 80 faculty (12 percent) who are not native-born Americans of varying ethnicities.

The data for staff indicate that representation for women in staff grades 20 through 25 has increased by 8 percent over five years, while the number of women in staff grades 26 and higher has remained about the same. In addition, the number of women in the technical-service grades 8 and above has increased by seven employees. There has been no change in the representation of people of color in the staff or technical-service categories.

Responses to the assessment questions for colleges summarize specific strategies employed during 1998–2003, with *best practices identified by italics*.

1. How has your college actively engaged in locating and recruiting faculty and staff from underrepresented groups? (Best practices noted by italics)

- *Deans Strasser, Leathers and Disney clearly stated expectations for more inclusive search processes.*
- *CWC developed Faculty Search Guidelines and the Faculty Search Training program that served as the model for the video developed by the University's Affirmative Action Office.*
- *CWC developed a database of all presidents of Historically Black Colleges and Universities (HBCU) and of the governing board of the Hispanic Association of Colleges and Universities and sent them postings of College faculty positions and administrative positions.*
- *CWC initiated the CWC Faculty Mentoring Guidelines to provide a more comfortable environment and professional support for faculty (anticipated completion date April 2004).*
- The Affirmative Action Office search committee video has been used regularly in search committee training programs.
- The Dean's Office designated a Diversity Advocate on all faculty and Director of Academic Affairs search committees to ensure candidates' commitment to and interest in fostering diversity, as well as ensuring that demographic characteristics do not have a negative impact on selection.
- "Evaluating the 'Best Qualified Candidate' Holistically" is included as Appendix 8 of the Faculty Search Guidelines to encourage a broad perspective on a

candidate's background (including research and scholarly work) during the applicant review and finalist selection processes.

- The CWC English Division has initiated a targeted recruitment strategy for people of color in fields where there are relatively large numbers.
- Delaware County campus piloted attendance at local minority career fairs to seek staff applicants.
- Based on advice from the Affirmative Action Office about effective advertising venues, CWC employed multiple outlets to nationally advertise TT and FTM faculty positions (e.g., Chronicle of Higher Education, disciplinary journals and listservs, mailings to historically black and Hispanic colleges).
- Multiple venues were used to advertise staff vacancies, depending on the nature of the position and local labor market. At some locations, personal contacts were initiated with minority churches and community agencies.
- On some campuses Directors of Academic Affairs provided written charge letters to search committees stressing the importance of diversity.
- Several campuses provided clearly stated expectations from the Campus Executive Officer and Director of Academic Affairs that search committees will make special efforts to include in each final candidate pool at least one woman and one minority, or justify their absence when that occurs.

The College recognizes that all of the practices identified above have had a positive cumulative impact, but no single practice is sufficient to achieve needed progress in diversifying our workforce.

2. What retention strategies have you implemented in your college to retain members of underrepresented groups? (Best practices noted by italics)

- The CWC award for fostering diversity is included in the College awards program.
- The College and campuses have provided professional development support for non-tenured faculty (e.g., Professional Development Grants), as well as for tenure system faculty (e.g., Research Development Grants).
- All faculty members are provided opportunities to receive support for teaching improvement (e.g., Teaching Development Grants).
- A variety of professional development activities is provided for staff, as determined by individuals' Staff Development Plans.
- CWC continues to recognize diversity-related activities and efforts to foster diversity in annual faculty performance evaluations, Promotion & Tenure reviews, and promotions to senior instructor.
- CWC continues to recognize diversity-related activities and efforts in staff and administrator performance reviews
- CWC organized and implemented the annual convocation for staff assistants (predominantly women) from *all* campus college locations.

- In collaboration with the Office of the Vice Provost for Educational Equity, analyses of campus climate survey results have been completed and identification of any climate issues that may affect faculty and staff retention is in progress.

Again, the College recognizes that all of the practices identified above have had a positive cumulative impact, but no single practice is sufficient to achieve our goals.

3. Which strategies have been most successful in addressing this Challenge? Which have been least successful? Which could be termed “best practices?”

Best practices are identified by italics in accomplishments listed above for questions one and two.

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

1. Describe the initiatives your college has taken in supporting multicultural curriculum efforts.

In 1998-2003, the CWC campuses introduced a range of measures aimed at implementing the University’s *Framework to Foster Diversity*. These initiatives were in the form of courses that enhance diversity, study abroad programs, faculty and undergraduate research projects, international linkages, and co-curricular programs and community involvement that exposed faculty and students to diversity issues. Following are several examples (best practices noted by italics):

- The number of intercultural and international (GI) courses was increased. Diversity and international topics were integrated in many general education courses.
- New majors and minors with intercultural and international components were identified.
- All campuses made use of the Newspaper Readership Program and provided several intercultural events throughout the year (instead of simply concentrating activities during designated times such as Black History and Women’s History Months).
- *All twelve campuses introduced or enhanced existing Study Abroad Programs.*
- *Some campuses have developed and implemented Study Abroad programs to other English speaking countries such as Canada, England, and Belize.*
- *Some campuses have concentrated on Study Abroad programs to countries that expose students to a different language and culture, such as France, Italy, and Spain.*
- *Several campuses are broadening their Study Abroad programs beyond Western Europe in order to expose their students to a more diverse international and intercultural experience in such countries as Australia, New Zealand, and Japan.*

- *Some campuses use the winter break, while others use spring break and the summer session for their Study Abroad programs.*
- *An agreement has been signed to bring students from Woosong University in South Korea to the Penn State Beaver and Penn State McKeesport campuses to study IST.*
- Many campuses have formed international committees to explore institutional ties with foreign institutions to expose faculty and students to richer international educational experiences.
- CWC established the College International Program Fund (CIPF), a competitive funding opportunity for campuses to secure matching College and campus funds in support of study abroad experiences for students.
- *CWC established a new College Director of International Programs position to lead the College in creating international linkages.*
- Campuses developed co-curricular programs and community involvement activities to expose students and faculty to diversity issues. Examples of these activities include: Cultural activities (involving world music, foods, dress, and art; seminars on religious diversity; activities celebrating Black and Hispanic history; seminars in tolerance sponsored by LGBT groups) and Regional initiatives such as the Northeast Pennsylvania Diversity Education Consortium (NEPDEC) which aims to create a more inclusive culture and effectively prepare students and employees for diverse workplaces and communities.

2. Describe the research and teaching initiatives in your college that have advanced the University's diversity agenda.

Many CWC campuses are encouraging and supporting faculty research that contributes to improving our understanding and practice of diversity and international issues, as demonstrated by the following (best practices noted in italics):

- Faculty colloquia, research seminars, and brown bag lunches are designed to exchange ideas on how to incorporate diversity and global issues into the curriculum.
- *Students are involved in undergraduate research with a diversity focus. Some campuses have established an Undergraduate Research Committee for this purpose.*
- Independent study courses have been developed to introduce students to study abroad experiences and prepare them for courses delivered while in a foreign country
- *Independent study courses are offered to provide post-study abroad experiences that expand and capitalize on things learned while abroad.*
- Many campuses are encouraging and supporting faculty research that contributes to improving our understanding and practice of diversity and international issues through faculty colloquia, research seminars, and brown bag lunches designed to exchange ideas on how to incorporate diversity and global issues into the curriculum.

- Support is available for faculty to travel abroad to do research, share ideas, and work with foreign colleagues.
- *CWC established a new College Director of International Programs position to lead the College in creating international linkages.*
- *A database has been established summarizing information about the international experiences and interests of CWC faculty to bring together professors with common interests and expertise.*

3. How is diversity integrated into the curriculum of your college?

The College has realized important progress in integrating diversity into the curriculum through multiple approaches: course offerings and related activities, study abroad programs, international linkages, and co-curricular and community activities. Following are some representative examples of these initiatives (best practices noted by italics):

- The number of intercultural and international courses (GI) was increased, and diversity and international topics were integrated in many general education courses.
- Diversity issues were included in First Year Seminar.
- New majors and minors with intercultural and international components were identified.
- *Efforts were made to implement service learning initiatives with a diversity focus, as well as international service learning initiatives.*
- *Diversity and international issues were included in the curriculum through team-taught courses, guest speakers, art exhibits, and other special initiatives..*
- All campuses made use of the Newspaper Readership Program and provided several intercultural events throughout the year (instead of simply concentrating activities during designated times such as Black History and Women's History Months).
- *CWC established a new College Director of International Programs position to lead the College in creating international linkages.*
- *The College planned for and delivered a joint retreat for Directors of Academic Affairs, Directors of Student Affairs, and Division Heads focusing on internationalizing the curriculum.*
- All twelve campuses introduced or enhanced existing Study Abroad Programs in 1998-2003, including travels to Canada, England, Belize, France, Italy, Spain, Australia, New Zealand, and Japan.
- Many campuses have formed ad-hoc international committees to explore institutional ties with foreign institutions to expose faculty and students to richer international educational experiences.

4. Which strategies have been most successful in addressing this challenge? Which have been least successful? What could be termed "best practices"?

Best practices are identified by italics in accomplishments listed above for questions one through three.

CHALLENGE #6. Diversifying University Leadership and Management

1. How has your college assisted faculty and staff from underrepresented groups in developing leadership and management skills?

The College has made considerable strides since its formation in diversifying our leadership and management. Not only have we assisted faculty and staff from underrepresented groups to develop leadership and management skills, we have taken concerted action to recruit representatives of these groups to fill our most senior positions. This success is a result of increased emphasis on professional development for faculty and staff, inclusion of a diversity component in evaluations, and clarification of College-level responsibilities for diversity.

Perhaps most impressive is the College-wide effort to include diversity into every phase of the hiring process: from advertising, committee composition, screening, and interviews, to developing formal orientation and mentoring programs. In the past eighteen months, the College has hired three African-Americans for senior leadership positions and appointed two Hispanic individuals as Division Heads. Moreover, two of our new senior administrators are persons with disabilities. Their addition to our organization has created a new awareness of diversity issues and certainly helped enrich our organizational culture. Individual differences such as sexual orientation and disability status are not always self-evident, but when we have been made aware of these factors every effort is made to accommodate on a case-by-case basis.

Women are also well-represented in our organization. The Dean and three Associate Deans are women, as are 42 percent of our academic administrators and 47 percent of employees in positions graded 26 and above. Student Government Leadership also represents a diverse mix including persons of color, adult and traditional students, and several women.

Specific accomplishments include:

College level (best practices noted by italics)

- *A diversity component has been included in the newly-instituted College-wide training for faculty searches.*
- *Executive searches are coordinated through central offices, and the search coordinator also serves as the diversity advocate.* Diversity is considered in composition of the search committee and is discussed in detail during the Dean's charge. Advertisements, with a personal cover letter, are sent to Presidents of the Historically Black Colleges and Universities and Hispanic Association of Colleges and Universities.
- Campus Executive Officers are now involved in actively networking and recruiting minority candidates to broaden applicant pools.
- CWC now accepts electronic applications, and this process has nearly doubled the pools for each search.

- *After initial screening of candidates, a second review is conducted of known minority candidates to ensure a fair screening has occurred and that a non-traditional background may not have unduly influenced the process.*
- Advisory Board member involvement in executive searches has increased.
- CWC continues supporting the Administrative Fellows program. The College already employs four former fellows, and a female staff member has been selected for the 2004-2005 program.
- *A College-wide 360-degree review of all “Director and above” positions was conducted in 2003, with distribution of results to occur in February, 2004. Advocacy of diversity programs was included in this review.*
- CWC worked with the Provost’s Office to enable two University Park-based faculty members to transfer to campus locations (University’s Minority Faculty Advocate to the McKeesport Campus and an African American professor to the Delaware County Campus).

Campus level (best practices noted by italics)

- *CWC selected several faculty members from under-represented groups to serve in interim senior administration positions.*
- *A staff member was designated to serve as the diversity specialist at each campus.*
- A leadership team was empowered to oversee hiring, resulting in the promotion of several internal candidates.
- New faculty members were provided mentoring, and minority faculty and staff members were provided with networking opportunities.
- Faculty and staff participation in advanced education and certificate programs is encouraged.
- Numerous faculty/staff workshops to promote diversity were offered.
- Campuses co-sponsored conferences with other institutions of higher education on diversity issues. For example, Mont Alto collaborated with Shippensburg University and Wilson College on the Cumberland Valley Women’s Conference.
- Campuses funded attendance at conferences for professional development and also to network and encourage minority applicants to apply to Penn State.
- A diversity advocate has been appointed to every search committee.
- Campuses set expectations for minority faculty and staff member participation in University programs such as Administrative Fellows, mentoring opportunities through University commissions (mentoring), and minority faculty programs.
- *Many campuses have increased the involvement of under-represented groups on Advisory Boards through active recruitment.*

2. Which strategies have been most successful in addressing this Challenge? Which have been least successful? Which could be termed “best practices?”

The Commonwealth College has made a concerted effort to increase diversity in our senior leadership and management. The revamping of our executive search procedures could be termed a best practice, as this comprehensive program yielded impressive

results. Additional best practices are identified by italics in the accomplishments listed for question one above.

CHALLENGE # 7. Coordinating Organizational Change to Support Our Diversity Goals

1. What organizational realignments, systems of accountability, resource mobilization and allocation strategies, long-term planning strategies, etc. has your college implemented to ensure the realization of the University's diversity goals?

As suggested in the feedback to the 2001 mid-term report, the responsibilities of the Associate Deans and Director of Human Resources in providing diversity leadership for the College have been clarified. These shared responsibilities are outlined in the discussion of Challenge #1 in this report (page 15). Also, several organizational realignments have contributed to our progress in achieving College and University diversity goals.

- The College created and filled a Director of Marketing and Recruitment position and developed a new team approach to enrollment management focused on the “applicant to alumni” transition.
- Ongoing marketing campaigns target both traditional and non-traditional students and highlight the diversity of our campuses.
- The College also created a part-time position to coordinate international programs. A former Campus Executive Officer currently fills this role and has successfully created a College-wide approach to study abroad programs.
- Two new College Advisory Boards have been established, one for community leaders and one for campus student leadership. These boards create a venue between senior administrators and the campus community on a wide range of issues.

In addition to the leadership and organizational realignments indicated above, the College and campuses have taken other important steps to support diversity goals.

College level (best practices noted by italics)

- *Climate surveys have been administered at all campuses, and forums have been held at each location to discuss results. Follow-on action plans are being developed.*
- *An Advisory Board to the Dean (comprised of Campus Advisory Boards Chairs) has been established as a conduit for bringing issues of community concern, including diversity issues, to the forefront. In the past year, two women have been appointed as Chairs of their Campus Boards.*
- *A Student Advisory Board to the Dean (comprised of campus student government presidents) has been established as a means of exchanging information, sharing best practices, and creating a welcoming College climate.*

- *A diversity component has been included in all performance reviews. Performance in this component is factored into the final performance rating.*

Campus level (best practices noted by italics)

- *Through student action, increased amounts of the student activity fee dollars at many campuses have been reallocated to diversity programs.*
- Campuses continued funding and, in many cases increased funding, for diversity and multicultural programs in an austere fiscal climate where budget cuts are the norm.
- Campuses continued funding for minority retention despite declining budgets.
- *Many campuses realigned their diversity committees to include leadership of the campus diversity club.*
- A number of campuses encouraged curricular revision and course offerings to reflect diversity goals.
- Campuses strengthened the relationship between in-class and out-of-class diversity activities.
- All campuses incorporated diversity training into FTCAP.
- Diversity initiatives are incorporated into Campus strategic plans.
- *Several campuses established the role of International Programs Coordinator.*
- Campuses stressed and supported partnerships between faculty staff and students.
- *Worthington Scranton and York established new diversity specialist positions (Worthington Scranton and York).*
- *Increased representation on campus and program advisory boards has been achieved by Worthington Scranton.*
- *Worthington Scranton collaborated with local and regional diversity organizations to develop rapport and gain assistance in reaching diverse job candidates.*
- Several campuses have begun addressing accessibility issues identified in campus master plans.
- *York Campus challenged current students to develop diversity programs and activities, start more diversity-focused clubs, and recruit a more diversified membership.*
- York Campus strengthened the continuity of contact for prospective students by assigning responsibility for a youth program to Admissions. Also, the campus has established higher expectations for recruitment and retention from multicultural coordinators.

2. Which strategies have been most successful in addressing this Challenge? Which have been least successful? Which could be termed “best practices?”

The College faces many challenges to implementing the *Framework to Foster Diversity* including decreasing budgets, aging community populations, and low minority populations in campus service areas. Even so, we have managed to realign several positions in the organization to create a much more dynamic and workable approach to meeting our diversity challenges. Efforts to improve communications at the campuses

and College-wide are best practices. Clarifying diversity responsibilities, creating new diversity-related positions, empowering advisory boards, and adding diversity to our planning initiatives have not only improved our understanding of diversity issues but have also helped make diversity a College priority.

Additional best practices are identified by italics in the accomplishments listed for question one above.