

Feedback on Progress Implementing
A Framework to Foster Diversity at Penn State: 2004-2009
Penn State Worthington Scranton
Mid-Term Progress Report

Penn State Worthington Scranton is commended for its continued emphasis on diversity training among its staff, increased attention paid to access and accommodation for persons with disabilities, diversity-related library expenditures, diversity programming, adherence to Penn State principles and diversity goals, and its wide distribution and sharing of diversity related information. These initiatives and actions signal progress and commitment. Continuing to focus on ADA facility compliance and identifying climate concerns is recommended. A climate survey that would measure and assess outcomes on a regular basis is advisable. A stand alone diversity climate committee is also worth consideration.

Campus Climate and Intergroup Relations

Challenge 1: Developing a Shared and Inclusive Understanding of Diversity

- ❖ The use of the Web site to disseminate diversity related information is a key advance for the Campus.
- ❖ It is noteworthy that CFW is integrated into the Web site; however, the addition of CORED and CLBGTE would also compliment the Web site.
- ❖ Consider adding local, national, and international diversity news to the existing Web site. Frequent updates are desirable to keep content current.
- ❖ The Faculty Senate Diversity Committee's purpose or mission is unclear. A committee separate from the faculty committee (with student representation) devoted exclusively to examining and assessing the "Challenges" is recommended.
- ❖ The Campus's desire for a multicultural counselor position is acknowledged positively. The Campus could consider supporting a joint position of "Regional Multicultural Coordinator" with other area Penn State campuses.
- ❖ Campus efforts to increase minority numbers are important; however, a broader definition of diversity would benefit future plans.

Challenge 2: Creating a Welcoming Campus Climate

- ❖ It is commendable that the Campus utilizes diversity training; the campus might wish to consider incorporating supervisory and leadership skills into the diversity training program.
- ❖ While the review team acknowledges the Campus's efforts of using the additive approach (adding a diversity topic here and there), the Campus should consider dedicating more full courses to diversity related issues.
- ❖ The Campus's effort to understand diversity better by conducting the 2004 Climate Survey and other satisfaction surveys shows sincere interest in identifying diversity concerns. However, an explicit plan with a timeline for assessing and improving the climate for students, staff, and faculty is suggested. Assistance with development, distribution, and analysis of survey data is available through Office of Planning and Institutional Assessment, Survey Research Center, Office of Human Resources and the Center for the Study of Higher Education.
- ❖ The marketing and public information activities are very exciting.
- ❖ Potential best practice: a Diversity Response Team and diversity training.

Representation (Access and Success)

Challenge 3: Recruiting and Retaining a Diverse Student Body

- ❖ Recruitment of Hispanic students via multicultural open house activities is important and commendable. It is unclear whether other admission activities and outreach efforts are geared toward diverse groups. If not, allocation of resources toward a more inclusive diverse population should be considered.

Challenge 4: Recruiting and Retaining a Diverse Workforce

- ❖ The efforts to recruit faculty via advertisements and community visits are laudable. Establishing and maintaining relationships with HBCUs (Historically Black Colleges & Universities), HSIs (Hispanic Serving Institutions), Tribal Colleges, the Commissions, and other diverse organizations, is recommended.
- ❖ It was unclear how minority faculty or staff retention is addressed. The review team suggests collaboration with the senior faculty mentor as the faculty mentoring program is developed.

Education and Scholarship

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

- ❖ The research seminar series and international diversity study grants are positive.
- ❖ It is commendable that the Campus has allocated resources toward diversifying curriculum and accommodating special needs.
- ❖ Potential best practice: multicultural certificates and minors.

Institutional Viability and Vitality

Challenge 6: Diversifying University Leadership and Management

- ❖ Including women leaders in the Cabinet is laudable; participation from additional underrepresented groups is recommended in future development.
- ❖ The Campus is encouraged to identify and consider qualified leaders from various underrepresented groups to serve on the advisory board.
- ❖ Potential best practice: identification of diverse community leaders and the use of alumni as resources to students via classroom visits and mentoring.

Challenge 7: Coordinating Organizational Change to Support Our Diversity Goals

- ❖ While it is good to monitor students, faculty, staff and board composition, the review team suggests the following: assess outcomes of FARs and SRDPs, as well as diversity activities to develop a system of accountability.
- ❖ It is commendable that the Campus is using climate and satisfaction surveys to monitor personnel matters for discrimination issues. The Cabinet having a retreat that intensively focuses on diversity components to the Campus's overall strategic plan is important.
- ❖ As funds are earmarked for CFW, it is important to specifically include CORED and CLGBTE as part of this initiative.
- ❖ Potential best practice: coordinated efforts to seek support from companies that actively promote diversity.