

PENNSSTATE



York

**UNIVERSITY COLLEGE
YORK CAMPUS**

**STRATEGIC PLAN
2008-2013**

JULY 1, 2008

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FOR 2007-08**

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34. Sue Werner Financial Officer
35. Dixie Winters Instructor in Education

TABLE OF CONTENTS

OVERVIEW.....	1
Appendix A Penn State York Strategic Plan 2008-2013.....	4
GOAL 1.....	4
<i>Strengthen our academic excellence and reputation</i>	
GOAL 2.....	10
<i>Renew our commitment to be learner-centered</i>	
GOAL 3.....	14
<i>Strengthen our financial situation</i>	
GOAL 4.....	17
<i>Given our land grant mission, strengthen our commitment to our local communities</i>	
Appendix B First Phase: Initiatives in Learning Outcomes Assessment.....	20
Appendix C Diversity Planning.....	24

Penn State York Strategic Plan
July 1, 2008

Overview

Penn State York is committed to achieving regional, national, and international prominence as a high-quality, two-year and baccalaureate institution within the contextual land-grant framework of The Pennsylvania State University. We strive to create a vibrant learning environment through our teaching excellence, research accomplishments, and civic, social, and cultural contributions. In order to thoroughly engage our students in their pursuits of excellence, we encourage them to assume responsibility for their learning and actions. We serve as a source of intellectual and developmental exchange within our diverse communities integrated across generational, disciplinary, and cultural dimensions. We embrace collaboration, diversity, inclusion, civility, and mutual respect.

In line with that vision, Penn State York plans to be a stand-alone campus with an enrollment of 2500. Much of this enrollment will be made up of students who choose Penn State York because it serves their specific needs as members of our regional or local community. The associate and baccalaureate degrees we offer will be evaluated and courses may be revised as needed to meet the needs of those communities. We anticipate continued work with online and blended courses as well as traditional classes. Local advisory groups will be part of program evaluation when appropriate. Traditionally, the degrees we offer have been chosen because there is a community need and a market for them, and we will continue to be responsive to our communities. In looking at trends, we anticipate the need for the M.B.A. degree and look to collaboration with Penn State Harrisburg to offer a path for our students to work toward certification in early childhood education. We also anticipate working with Penn State Mont Alto to extend offerings of other baccalaureate degrees, similar to what has been developed for nursing.

In addition, some of our students come to us from the international community. We will continue to meet their needs, and expect to expand those programs that are attractive to international students so that in five to ten years, we will be serving 50 students from other countries. Some of this will be accomplished in two-plus-two programs. We will also expand the opportunities for our students to study in other countries.

Another group of students of major importance to Penn State York is the group that comes to us intending to change locations within The Pennsylvania State University. Those students come to us for several reasons. They may begin here because they are from the area and, for economic reasons, wish to be close to home for the first year or two of their university careers. They may begin here because they feel more comfortable beginning college at a smaller campus with smaller introductory courses than they might find at University Park. They also come to us from neighboring states because we are a first-rate educational institution close to their borders—we represent their chance to be part of the great Penn State University family. We anticipate having 100 students from bordering school districts.

In order to realize our vision, we must meet the following goals:

Goal 1: Strengthen our academic excellence and reputation.

Goal 2: Renew our commitment to be learner centered.

Goal 3: Strengthen our financial situation.

Goal 4: Given our land grant mission, strengthen our commitment to our local communities

Appendix A has a complete listing of the campus's goals, strategies, and indicators.

Penn State York is committed to evaluating its programs to ensure quality and value to the learner. It is collaborating with other University units to develop program learning outcomes that will be used across all campuses which hold those programs. Over the next academic year, each of Penn State York's programs will map selected syllabi against the outcomes, select indicators for determining the student's success in meeting those outcomes, and begin gathering data. By the end of the academic year, accumulated data will be used to change courses, if necessary, to promote better student achievement of the program's learning outcomes. Each year, there will be more courses added to the data gathering process until all core courses have been addressed.

Appendix B provides examples of the first phase of this evaluation process.

Penn State York whole heartedly and actively promotes the University's plans to increase the diversity of our campus and our curriculum. The campus continues to make strides in the recruitment and retention of faculty, staff, and students of diversity including race, culture, religion, age, gender, and ability. The campus is welcoming in terms of appearance, faculty and staff who first meet and greet visitors, courses and academic programs offered, and co-curricular opportunities and activities.

A complete report of diversity initiatives can be found in Appendix C.

Penn State York understands the need to be fiscally responsible and is committed to operating in a cost effective manner. In the next five years, if we were forced to recycle 1% of our campus budget annually, we would do so from our non-standing dollars. The effect of this would be to preclude any meaningful growth of programs.

If we were to receive half of our recycling "tax" we would use it to reduce our dependence on part-time faculty members in critical areas by converting these positions to full-time status. This would allow us to develop and implement collaborative programs with other campuses as we have with Mont Alto.

The return of our full 1% “tax” would enable the campus to meet all the projected costs of moving to collegiate status without having to take funds away from an already tightly stretched operating budget.

Other programs being considered by the campus that would require funding beyond the full return of our recycled dollars are, in collaboration with Harrisburg, extending the B.S. in early childhood education and the M.B.A. to Penn State York.

The strategic investments discussed above are those that will have the greatest impact in helping us to achieve our articulated vision. They can be jump-started by a centrally funded strategic investment in equipment, faculty, and support staff. Mature programs will be sustained through the enhanced enrollment they provide, but current budget constraints will not allow us to begin new programs even when we anticipate strong future enrollments. The greatest help to all strategic goals would be to increase central funding for Chancellor Scholarships, and for the current pilot out-of-state tuition reduction program to be made permanent and to be extended to additional high schools. The use of central funds to support on-campus housing would permit us to both serve and expand our student population.

The following appendices support this strategic planning overview.

Appendix A: Goals, Objectives, Strategies, and Indicators

Appendix B: Learning Outcomes Assessment

Appendix C: Diversity Planning

Appendix A

Penn State York Strategic Plan 2008-2013 (June 30, 2008)

Vision

Penn State York is committed to achieving regional, national, and international prominence as a high-quality, two-year and baccalaureate institution within the contextual land-grant framework of The Pennsylvania State University. We strive to create a vibrant learning environment through our teaching excellence, research accomplishments, and civic, social, and cultural contributions. In order to thoroughly engage our students in their pursuits of excellence, we encourage them to assume responsibility for their learning and actions. We serve as a source of intellectual and developmental exchange within our diverse communities integrated across generational, disciplinary, and cultural dimensions. We embrace collaboration, diversity, inclusion, civility, and mutual respect.

Goal 1: Strengthen our academic excellence and reputation.

OBJ a. Achieve collegiate status

STRATEGIES

1. Work through the process with the University

STRATEGIC INDICATORS

1. Achievement of collegiate status

OBJ b. Continue to engage faculty to achieve excellence in teaching, research, scholarship, community outreach, campus involvement, and advising

STRATEGIES

1. Develop additional sources including restricted endowments for faculty development and program improvement (to include: enhanced regional, national, and international travel opportunities, acquisition of software, research materials, and technical support; Teaching and Research Development Grants)
2. Involve faculty in applied industrial research through the Keystone Innovation Zone
3. Foster the Community University Partnership program as vehicle for involving faculty (and students) across disciplines in community issues-based research
4. Foster faculty outreach activities through the Office of Outreach and Workforce Education and the Office of Outreach and Continuing Education at Penn State York
5. Involve more faculty in First-Year Counseling and Advising Program, New Student Orientation, first-year programming
6. Foster involvement in regional, national, and international opportunities for faculty professional development
7. Increase emeriti involvement
8. Develop cadre of experienced faculty research and service mentors (including emeriti) for new faculty
9. Take a more aggressive stance in nominating faculty for awards at the University level
10. Create campus-based research and service awards for faculty (to include: contributions to diversity and practices focused on student-centered pedagogy)
11. Publicize faculty and staff publications and creative accomplishments on and off campus

STRATEGIC INDICATORS

1. Increased amount of restricted endowment funding for faculty development
2. Number of faculty involved, increase in number of research opportunities
3. Number of faculty and students involved in community issues-based research
4. Increased number of faculty outreach activities
5. Increased number of faculty involved in First-Year Counseling and Advising Program, New Student Orientation, and first-year programming
6. Increased number of faculty involved in professional development opportunities
7. Number of activities involving emeriti
8. Number of contacts between mentors and new faculty
9. Increased number of nominations/awards
10. Number of new research and service awards
11. Number of publicity pieces

OBJ c. Continue to ensure that all students receive a high-quality Penn State education by working to maximize curricular consistency and excellence

STRATEGIES

1. Consider developing and implementing a common year theme
2. Develop a First-Year Engagement plan with University Senate guidance
3. Assure curricular consistency where appropriate by encouraging campus divisional faculty to work together
4. Create more awareness of prerequisites
5. Enforce prerequisite requirements more effectively

STRATEGIC INDICATORS

1. An implemented common year theme
2. A documented First-Year Engagement Plan
3. More consistency in multi-section courses, when appropriate; increased communication among disciplinary faculty
4. Decreased number of students signing up for courses w/o completing prerequisites
5. Decreased number of prerequisites waived

OBJ d. Enhance cross-unit and multi-disciplinary collaborations

STRATEGIES

1. Make use of course sharing to enhance York offerings
2. Make use of course sharing to promote York offerings at other locations
3. Encourage minors and certificate programs across disciplines
4. Bring new graduate/undergraduate programs by creating in collaboration with other Penn State units
5. Strengthen the Link First-Year Counseling and Advising Program, New Student Orientation, and First-Year Engagement Plan

STRATEGIC INDICATORS

1. Increased number of course offerings being brought into York
2. Increased number of course offerings being delivered by York
3. Increased number of programs tailored to student's specific needs, e.g. Women's Studies minor and Civic Engagement minor, Human Development and Family Studies Minor, Theatre minor
4. Increased number of program offerings to the community
5. Increased retention of first-year students

OBJ e. Expand public and private connections to improve academic programs and the development of faculty and academic support staff

STRATEGIES

1. Work with the Office of Outreach and Continuing Education at PSY to develop new and strengthen existing connections with government agencies and corporations in the region
2. Develop new and strengthen existing advisory councils for academic programs
3. Promote alliances with local and regional institutions of higher learning
4. Develop alliances with international institutions of higher learning
5. Develop alliances with international businesses and industries through Outreach and Continuing Education

STRATEGIC INDICATORS

1. Contract training
2. Increased number of advisory councils
3. Increased number of opportunities for faculty and academic support staff to interact with other institutions of higher learning
4. Increased number of opportunities for faculty and academic support staff to interact with other international institutions of higher learning
5. Programs and funds from alliances with international businesses and industries

- OBJ** f. Support and encourage the use of existing University resources to help faculty improve teaching effectiveness

STRATEGIES

1. Increase faculty involvement when and where appropriate in providing online and blended courses.
2. Develop cadre of experienced faculty teaching mentors (including emeriti) for new faculty
3. Develop a program to increase adjunct faculty awareness of campus, college, and University resources

STRATEGIC INDICATORS

1. Increased number of faculty involved in an increased number of online and blended courses.
2. Increased number of faculty mentors.
3. Increased use of resources by adjunct faculty

- OBJ** g. Foster, share, and reward research and publications, as well as practices focused on student-centered pedagogy

STRATEGIES

1. Promote the sharing of pedagogical best practices among faculty and staff through periodic colloquia
2. Publicize faculty and staff publications and creative accomplishments on and off campus
3. Develop campus award for outstanding research into student-centered pedagogy
4. Increase monetary faculty awards for research, publications, contributions to diversity, and practices focused on student-centered pedagogy
5. Develop regional, national, and international opportunities for staff professional development on student-centered pedagogy (practices) and awards for contributions to diversity

STRATEGIC INDICATORS

1. Increased number of faculty colloquia
2. Increased number of publicity pieces
3. Develop and present award(s)
4. Increased number of monetary awards for faculty

5. Increased number of staff involved in professional development opportunities; increase in award opportunities

OBJ h. Continue to improve our learning environments through appropriate capital projects and renovations

STRATEGIES

1. Renovate the Elias Science Building
2. Renovate engineering facilities
3. Renovate/relocate administrative offices to be more welcoming and “user friendly”
4. Repair heating and cooling problems in buildings
5. Continue class and lab modernization
6. Continue upkeep and repair of indoor and outdoor athletic facilities including tennis courts renovation and locker room refurbishing

STRATEGIC INDICATORS

1. Completed renovation of the Elias Science Building
2. Completed renovation of the engineering facilities
3. Completed renovation/relocation of administrative offices
4. Decrease in heating and cooling complaints; cost savings
5. Increase in number of state-of-the-art classrooms and labs
6. Completed renovation of tennis courts and locker rooms

OBJ i. Continually assess campus and regional policies and processes and make appropriate adjustments to promote academic excellence and student achievement

STRATEGIES

1. Link First-Year Counseling and Advising Program, New Student Orientation, and First-Year Engagement Plan.
2. Review campus policies and processes to ensure academic excellence and student achievement
3. Work toward bringing adjunct compensation to competitive levels with other area institutions
4. Increase full time faculty hiring when and where feasible
5. Increase full time staff hiring (e.g., Marketing/PR, Grant Writer, Minority Counselor, CUP positions)
6. Assess campus governance and organizational structure

STRATEGIC INDICATORS

1. Increased retention of first year students
2. Increase in student achievement
3. Increase in adjunct compensation
4. Increased numbers of full time faculty
5. Increased numbers of full time staff
6. Efficient governance and administration

OBJ j. Strengthen the B.S.B. program in residence and online, with plans to achieve accreditation from AACSB

STRATEGIES

1. Ensure the availability of faculty resources
2. Provide professional development, training, and support for faculty planning to teach in blended or online environments and the time and resources to plan, design, create, and deliver the courses
3. Develop aggressive promotion/publicity campaign to increase awareness
4. Provide incentives for faculty to teach online and blended courses as well as on campus
5. Increase the number of students in our baccalaureate business program

STRATEGIC INDICATORS

1. Increased number of full-time faculty
2. Number of faculty developing blended or online courses
3. Number of on- and off-campus promotional sessions
4. Increased number of faculty teaching online, blended and on campus to enhance B.S.B.
5. Increased B.S.B. enrollments

OBJ k. Recruit and retain more students, traditional and nontraditional

STRATEGIES

1. Determine the best mix of campus programs to ensure healthy enrollments and a firm niche in the community
2. Maintain core courses to ensure access to all academic programs
3. Develop enrollment plans for specific groups of students – students of color, educationally disadvantaged, adults, women in nontraditional majors, students with disabilities

STRATEGIC INDICATORS

1. Completed needs analysis to determine best match between community needs and campus resources
2. Offering appropriate core courses
3. Completed enrollment plans for specific groups of students

OBJ l. Work with other University units to improve the University and campus funding model

STRATEGIES

1. Cooperate with Mont Alto in sharing faculty and staff positions
2. Maintain collaborative program with Penn State Harrisburg
3. Utilize Lancaster Center to offer collaborative programs with Penn State Harrisburg and Penn State Great Valley

STRATEGIC INDICATORS

1. Increased number of shared faculty and staff
2. Continuation of Penn State Harrisburg program
3. Increased number of collaborative programs

OBJ m. Build on existing campus curricular and faculty strengths to achieve excellence and efficiency while offering a carefully selected range of degree programs

STRATEGIES

1. Determine the best mix of campus programs to ensure a firm niche in the community
2. Review viability of all existing degree programs
3. Determine the best way to deliver campus programs
4. Review adequacy of faculty for supporting disciplines; continue full-time and tenure-line faculty hirings
5. Review adequacy of course offerings

STRATEGIC INDICATORS

1. Completed needs analysis to determine best match between community needs and campus resources
2. Completed review and reassurance of viability of campus majors
3. Balanced use of online, blended, and traditional courses based on student needs

4. Rationalized staffing in supporting disciplines; maintenance/increase of full-time and tenure-line faculty hirings
5. Reviewed/revised/focused course offerings

OBJ n. Create, modify, or eliminate programs based upon enrollment trends, quality, and market demand

STRATEGIES

1. Survey market to determine interest in new and current programs
2. Review existing programs to determine viability
3. Achieve ABET accreditation for EMET (due 9/09)

STRATEGIC INDICATORS

1. Completed needs analysis of community
2. Completed program reviews
3. ABET accreditation

OBJ o. Bring new courses and programs to market efficiently to meet local and regional needs

STRATEGIES

1. Explore bringing Penn State M.B.A. to York
2. Explore adding baccalaureate education and teacher certification courses
3. Explore principal certification programs with Penn State Harrisburg graduate program

STRATEGIC INDICATORS

1. Make a decision about the M.B.A.
2. Make a decision about education programs
3. Make a decision about the principal certification program

OBJ p. Implement innovative approaches to improve efficiency and enhance work-life balance for College employees

STRATEGIES

1. Review need for campus receptionist
2. Explore flex-timing for administrative offices
3. Explore in-house training opportunities for support staff
4. Increase all-campus social activities for faculty and staff

STRATEGIC INDICATORS

1. Determination of need for campus receptionist
2. Determination of appropriateness of flex-timing
3. Increased number of in-house training opportunities
4. Increased number of all-campus social activities

OBJ q. Creatively and aggressively market the unique strengths of the campus

STRATEGIES

1. Promote the small campus feel with major university resources
2. Promote the diversity of our faculty, staff, and students
3. Promote appropriate facilities
4. Promote our connection to the community
5. Promote the value of a Penn State degree in general and of a Penn State York degree specifically
6. Promote the integrity of our curriculum
7. Promote the flexibility of Penn State – stay here or continue elsewhere

STRATEGIC INDICATORS

1. Promotion of concept in all communications
2. Increase in articles, features, publicity, web site emphasizing campus diversity
3. Increase in community use/visiting of campus facilities
4. Increase in number of faculty, students and staff in the community
5. Increased publicity-increased enrollment concerning economic benefits of a Penn State education
6. Increased awareness of the caliber of Penn State academics
7. Number of students enrolling in Penn State York majors and changing location to other campuses

OBJ r. Expand the strategic use of articulation agreements with other educational institutions

STRATEGIES

1. Expedite articulation agreements with Harrisburg Area Community College (HACC)
2. Pursue dual admission with Harrisburg Area Community College
3. Expedite articulation agreements with Stevens College of Technology

STRATEGIC INDICATORS

1. Increased number of Harrisburg Area Community College students attending Penn State York
2. Development of dual admission policy
3. Increased number of Stevens Institute of Technology students attending Penn State York

Goal 2: Renew our commitment to be learner centered.

OBJ a. Implement a coordinated set of priority activities focused on supporting student success and encouraging students to take responsibility for their learning and actions from first contact to alumni/ae status

STRATEGIES

1. Reduce intergroup disparities in undergraduate enrollment, retention, and graduation rates through improvements in recruitment processes and retention initiatives.
2. Working with faculty, integrate the First-Year Counseling and Advising Program, New Student Orientation, First-Year Engagement Plan and first year programming
3. Using the *Commonwealth College Student Timeline with Intervention Opportunities* develop an action plan appropriate for PSY to support student success from prospect to baccalaureate graduation
4. Development and use of assessment tools for each stage of the *Commonwealth College Student Timeline with Intervention Opportunities* to assure a “seamless” experience for students
5. Enhance Learning Center: visibility, increased staff, and involvement of regular and emeritus faculty
6. Adopt the College Retention Plan as appropriate for PSY
7. Periodically assess the effectiveness of the On-line Progress Reporting system as a tool for improving retention and academic performance
8. Enhance the accurate and timely dissemination of college- and major-specific academic information to faculty, staff, and students
9. Enhance Library Programming and Services: extend library programming, increase instructional equipment, and continue to expand collections for students, faculty, and community borrowers.
10. Create a welcoming campus climate by promoting sensitivity and support for international students

STRATEGIC INDICATORS

1. Increased intergroup equity in enrollment, retention, and graduation rates
2. Increased retention rates
3. Increased number of students making progress towards academic objective

4. Development and utilization of assessment tools
5. Increased number of students making progress towards academic objective
6. Increased retention rates
7. Decrease in number of students with grade point averages below 2.0
8. Increased number of students moving into majors in a timely manner
9. Increased collections, instructional equipment, number of programs; increased usage of these resources
10. Increased retention rates

OBJ b. Emphasize intellectually challenging experiences for all students in and out of the classroom

STRATEGIES

1. Integrate Performing Arts Center programming with curriculum, including student internships/work study positions
2. Explore the development of annual Scholarship Days conference whereby all students involved in research do poster presentations/displays
3. Encourage more service learning opportunities
4. Explore collaborations with other institutions and organizations to improve English as a Second Language support
5. Expand the Honors Program
6. Assess programs for at-risk students including the former PREP
7. Assess course offerings and increase as appropriate
8. Develop a Student Academic Enrichment Series (e.g., representative lectures and/or book/film series in all disciplines, diversity issues, and technology enrichment programming)
9. Increase opportunities for teachable moments in the area of diversity
10. Expand and enhance programming for youth - Dual Enrollment, weekend and summer camps, Lincoln Intermediate Unit opportunities

STRATEGIC INDICATORS

1. Increased number of Performing Arts Center programs attended by classes and individual students; number of active internships and work-study assignments
2. Implementation of Scholarship Days conference
3. Increased number of service learning opportunities
4. Increased number of ESL collaborations
5. Increased number of students and/or number of faculty participants
6. Decreased number of students with grade point averages below 2.0
7. Streamlined and focused course offerings within our baccalaureate majors and other Penn State majors
8. Existence of Series; number of students participating
9. Increase number of opportunities in and out of class
10. Increased number of programs per age group

OBJ c. Maintain our leadership in the use of assessments of student needs and satisfaction levels

STRATEGIES

1. Continue to use University assessment of student needs, study habits and satisfaction levels
2. Develop campus follow-up to focus on areas of concern
3. Share information across campus
4. Respond to student needs and satisfaction level

STRATEGIC INDICATORS

1. Documented evidence of assessments of student needs, study habits, and satisfaction levels
2. Documented evidence of campus follow-up survey and focus groups
3. Number of campus-wide information sessions

4. Documented improvement in student satisfaction levels in subsequent assessments

OBJ d. Foster, share, and reward research, publications, and practices focused on student-centered pedagogy

STRATEGIES

1. Promote the sharing of pedagogical best practices among faculty and staff through periodic colloquia
2. Publicize faculty and staff publications and creative accomplishments on and off campus
3. Develop campus award for outstanding research into student-centered pedagogy
4. Increase monetary faculty awards for research, publications, contributions to diversity, and practices focused on student-centered pedagogy
5. Develop regional, national, and international opportunities for staff professional development on student-centered pedagogy (practices) and awards for contributions to diversity

STRATEGIC INDICATORS

1. Number of colloquia
2. Number of publicity pieces
3. Number of awards
4. Number of new awards for faculty
5. Increased number of staff involved in professional development opportunities; increased number of awards

OBJ e. Enhance campus environments for adult learners

STRATEGIES

1. Increase visibility of Alpha Sigma Lambda (adult honor society), University Outstanding Adult Student Award, child care subsidy, monthly adult meetings
2. Assess adult student satisfaction
3. Increase part-time scholarships
4. Grow the Osher Lifelong Learning Institute (OLLI)

STRATEGIC INDICATORS

1. Increased number of ASL activities, award nominations, and child care subsidy applications
2. Increased number of surveys and focus-group interviews
3. Increased number of part-time scholarships
4. Increased number of participants in OLLI

OBJ f. Foster meaningful, professional engagements for students with faculty, staff, alumni/ae, and appropriate individuals in the community

STRATEGIES

1. Have a Homecoming, using the Performing Arts Center as the centerpiece
2. Involve alumni as classroom speakers, mentors, admissions presenters, commencement speakers and as providers of job shadowing opportunities
3. Expand the "Take a Student to Lunch" program to include "Take a Student to a Meaningful Professional Engagement" program
4. Involve more faculty in First-Year Counseling and Advising Program, New Student Orientation, first-year programming

STRATEGIC INDICATORS

1. Sponsored Homecoming program
2. Increased number of alumni participating in campus sponsored programs
3. Increased number of faculty, staff, students, and alumni attending programs

4. Increased number of faculty involved in First-Year Counseling and Advising Program, New Student Orientation, and first-year programming

OBJ g. Increase students' engagement in campus committees, task forces, teams, student government, and student activities

STRATEGIES

1. Ensure that students are on every appropriate campus committee, task force, and team
2. Broaden the base of student involvement beyond Student Government Association
3. Promote benefits of involvement and existence of rewards to students
4. Develop (or increase) student awards for academic success, service, and contributions to diversity

STRATEGIC INDICATORS

1. Increased number of students on campus groups
2. Increased number of non-Student Government Association students involved in campus life
3. Increased number of students involved in co-curricular activities
4. Increased number of student awards for academic success, service, and contributions to diversity

OBJ h. Increase faculty and staff involvement in curricular and co-curricular student activities and programs

STRATEGIES

1. Increase co-curricular opportunities for faculty/staff & student interaction by promoting the utilization of Performing Arts Center, athletic events, and club activities
2. Schedule activities and programs to maximize participation
3. Faculty incorporation of events into classroom activities where appropriate
4. Increase awareness of opportunities/events
5. Revive production of a student-produced campus Yearbook (print or non-print) and campus archive

STRATEGIC INDICATORS

1. Increased number of co-curricular opportunities with an increased number of faculty and staff participating
2. Increased number of participants
3. Increased number of classes attending activities and programs
4. Increased number of faculty, staff, and students attending events
5. Production of a student-produced campus Yearbook and campus archive

OBJ i. Improve quality of student engagement in academic-related activities such as undergraduate research projects, internships, public scholarship and leadership development, and study abroad placements

STRATEGIES

1. Develop funding source for students to attend professional conferences and publish their work
2. Promote more effectively the benefits of student-faculty activities to students and faculty
3. Extend learning beyond the classroom and into the community
4. Provide structured time for students to present and discuss their research experience
5. Sponsor a Non-Profit Organization Fair to acquaint students with what is available in the community for volunteer opportunities and leadership placements
6. Promote courses related study abroad trips
7. Promote participation in university and external long term study abroad programs

STRATEGIC INDICATORS

1. Increased funding leading to increased number of students attending conferences
2. Increased number of student-faculty activities

3. Increased number of service learning opportunities through class projects and development of campus-based centers (such as Community University Partnership) promoting community participation
4. Increased number of student research presentations/demonstrations on/off campus
5. Increased number of student placements in non-profit organizations
6. Increased number of students enrolling in courses
7. Increased number of students participating in study abroad programs

Goal 3: Strengthen our financial situation.

- OBJ** a. Enhance recruitment and retention by pursuing innovative approaches to financing a Penn State education

STRATEGIES

1. Pursue grants to recruit and retain underrepresented populations
2. Work with parents of middle and high school students to encourage investment in the Tuition Assistance Program
3. Promote use of employee tuition assistance programs for working students
4. Aggressive marketing of “Get a Jump” and Dual Enrollment programs
5. Aggressive marketing of Honors scholarships
6. Pursue increased scholarship endowment

STRATEGIC INDICATORS

1. Increased number of grants
2. Increased number of students with Tuition Assistance Program funding
3. Increased number of students supported by employee tuition assistance programs
4. Increased enrollments by “Get a Jump” students
5. Increased number of Honors students
6. Increased number of scholarships awarded

- OBJ** b. Enhance recruitment and retention through innovative credit and noncredit programming, including additional summer programming

STRATEGIES

1. Find the resources to effectively implement programs needed for establishment of a firm niche in the community through external funding and internal reallocation of resources
2. Integrate Performing Arts Center programs with curriculum
3. Aggressively market the revised Step-Up Programs for working students
4. Expand on-site credit programs in York and Lancaster
5. Explore development of accelerated, i.e. 7-week sequential course offerings in all majors
6. Explore development of Weekend College
7. Explore “winterim” offerings between fall and spring semesters
8. Explore 4-week summer session
9. Better utilize campus facilities, faculty, and resources to attract potential students through summer noncredit offerings
10. Explore offering summer teacher workshops

STRATEGIC INDICATORS

1. Increased number of programs
2. Increased number of programs tied into courses
3. Increased number of students enrolling in the revised Step-Up Programs
4. Increased number of on-site credit programs
5. Decision about 7-week course offerings
6. Decision about development of Weekend College
7. Decision about development of “winterim” program

8. Decision about development of 4-week summer session
9. Increased in number of summer noncredit programs
10. Decision about offering summer teacher workshops

OBJ c. Enhance recruitment and retention of out-of-state and international students

STRATEGIES

1. Expand in-state tuition for neighboring school districts in Maryland
2. Work with the Office of Undergraduate Admission to pursue strategic alliances with selected International Baccalaureate diploma granting secondary schools
3. Increase alliances with international universities to promote 2+2 articulations
4. Promote sensitivity and support for the needs of international students

STRATEGIC INDICATORS

1. Increased numbers of Maryland high schools participating in the in-state tuition program
2. Increased numbers of alliances
3. Increased numbers of agreements
4. Increased number of activities and number of staff and faculty involved in supporting international students

OBJ d. Build the campus's base of benefactors

STRATEGIES

1. Participate in national Penn State volunteer assessment network
2. Develop alumni support
3. Develop corporate sponsoring partners
4. Enhance existing planned giving and estate planning programs
5. Develop culture of employee estate planning
6. Develop comprehensive program for raising campus endowment

STRATEGIC INDICATORS

1. Increased number of volunteers involved in fund raising
2. Increased number of alumni involved in fund raising
3. Increased number of corporate sponsors
4. Increased number of major estate gifts
5. Increased number of major employee estate gifts
6. Increase in campus endowment funds

OBJ e. Promote grant writing and continue to pursue multi-campus proposals to governmental and private funding sources

STRATEGIES

1. Work with divisional faculty to develop discipline-based government and private foundation grants on a regional and college-wide basis
2. Work with functional staff areas regionally and across the college to develop public and private grants
3. Enhance communication about available resources to the campus community
4. Add staff to assist in management of grants

STRATEGIC INDICATORS

1. Increased number of grant applications
2. Increased number of grant applications
3. Increased number of grant applications
4. Staff added

OBJ f. Increase our endowment level

STRATEGIES

1. Develop systematic base of alumni support
2. Develop corporate sponsoring partners
3. Enhance existing planned giving and estate planning programs
4. Develop culture of employee estate planning

STRATEGIC INDICATORS

1. Increased number of alumni contributions
2. Increased number of corporate sponsors
3. Increased number of major estate gifts
4. Increased number of employee estate gifts

OBJ g. Continue to seek out and develop ways to reduce costs and improve efficiencies through creative approaches, including the greater use of technology and coordination among campuses

STRATEGIES

1. Cooperate with Mont Alto in sharing faculty and staff positions
2. Cooperate with Mont Alto in course sharing
3. Use technology to enhance campus curriculum; utilize different delivery models
4. Maintain collaborative program with Penn State Harrisburg
5. Utilize Lancaster Center to offer collaborative programs with Penn State Harrisburg and Penn State Great Valley

STRATEGIC INDICATORS

1. Increased number of shared faculty and staff positions
2. Increased number of shared courses
3. A balanced use of traditional courses with blended and on line courses
4. Maintenance of successful program
5. Increased number of collaborative programs

OBJ i. Recycle one percent of funds to meet York's priorities: recruitment and retention activities, academic program stability, and faculty excellence

STRATEGIES

1. Priorities determined by Strategic Planning Committee, Budget/Steering Committee

STRATEGIC INDICATORS

1. Meeting budget needs with funds recycled

OBJ j. Coordinate recruiting and marketing initiatives among campuses to capture economies of scale and scope

STRATEGIES

1. Develop cooperative marketing with Penn State Mont Alto to encourage their 2-year degree students to pursue 4-year degrees at Penn State York
2. Continue to utilize cooperative marketing campaigns with Penn State Mont Alto and Penn State Harrisburg

STRATEGIC INDICATORS

1. Number of students completing baccalaureate degrees at Penn State York
2. Number of cooperative campaigns

Goal 4: Given our land grant mission, strengthen our commitment to our local communities

OBJ a. Continue to strengthen relationships with our constituent communities

STRATEGIES

1. Strengthen campus ties to area high schools including Dual Enrollments
2. Strengthen ties to the business community
3. Strengthen ties with local government units
4. Strengthen ties with organizations and agencies that work with specific groups of students – students of color, educationally disadvantaged, adults, women in nontraditional majors, students with disabilities – to increase awareness of what PSY has to offer
5. Develop ties with non-profit sector
6. Develop ties with cultural and performing arts organizations
7. Strengthen ties with area higher education institutions
8. Strengthen ties with the Glatfelter Library and community libraries
9. Strengthen all constituent communities' reliance on PSY as a research resource
10. Develop new and strengthen existing connections with government agencies and corporations in the region through PSY's Office of Outreach and Continuing Education
11. Develop new and strengthen existing advisory councils for academic programs
12. Strengthen the Osher Lifelong Learning Institute
13. Expand/enhance weekend and summer youth camps
14. Promote the Pullo Family Performing Arts Center as the premier place for social and cultural activities

STRATEGIC INDICATORS

1. Number of high school contacts and/or partnerships
2. Number of business contacts and/or partnerships
3. Number of government contacts and/or partnerships
4. Number of contacts with said organizations and agencies
5. Number of interactions with non-profit organizations
6. Number of interactions with cultural organizations
7. Number of collaborative programs; more contacts with area higher education institutions
8. Increased library usage across the county
9. Increased number of contacts, grants, partnerships, and contracts
10. Increased number of contracts with new and existing CE business clients
11. Increased number of advisory councils
12. Increased membership and increased participation in OLLI events
13. Increased number of camps offered each year
14. Increased number of cultural programs offered with increasing participation from community

OBJ b. Extend the use of faculty and staff expertise to enrich the economic, educational, social, and cultural lives of our communities, from local to global

STRATEGIES

1. Promote use of faculty and staff as consultants in their respective areas of expertise
2. Promote faculty and staff participation on boards
3. Promote faculty and staff as speakers to local and regional organizations
4. Use the expertise of faculty and staff to assist local businesses and industries in their efforts to compete in a global market place
5. Use the Community University Partnership to enrich the community
6. Use Outreach and Continuing Education

STRATEGIC INDICATORS

1. Increased number of consulting jobs

2. Increased number of faculty and staff serving on boards
3. Increased number of speaking engagements
4. Increase in number of faculty and staff working with business and industry
5. Increased number of partnerships
6. Increased number of contract training programs

OBJ c. Extend the use of student expertise and undergraduate learning experiences to enrich the economic, educational, social, and cultural lives of our communities, from local to global

STRATEGIES

1. Through internships, promote use of students as consultants in their respective areas of study
2. Through internships, promote student participation on boards
3. Promote students as speakers to local and regional organizations
4. Through internships, use diversity of students to assist local businesses and industries in their efforts to compete in a global market place

STRATEGIC INDICATORS

1. Increased number of internship opportunities
2. Increased number of students serving on boards
3. Increased number of speaking engagements
4. Increased number of student internships

OBJ d. Collaborate with other University units in economic and workforce development efforts

STRATEGIES

1. Partnership with York College of Pennsylvania in the Keystone Innovation Zone for economic development
2. Involvement with Penn State College of Agriculture and Department of Food Science in Keystone Innovation Zone
3. Involvement with students and faculty of other campuses in Keystone Innovation Zone projects
4. Collaboration with Penn State Mont Alto and Penn State Harrisburg on South Central Pennsylvania Workforce Investment Bureau
5. Collaboration with Penn State Harrisburg in economic development efforts for Dauphin, Lancaster, and York counties
6. Strengthen ties with Penn State Cooperative Extension

STRATEGIC INDICATORS

1. Increased number of faculty/student research contracts/patents
2. Increased number of faculty/student research contracts/patents
3. Increased number of faculty/student research contracts/patents
4. Increased number of contacts with area businesses and industries
5. Create Susquehanna Valley “brand” to attract and retain area businesses and industries
6. Increased number of collaborative efforts

OBJ e. Promote and reward public scholarship and engagement that benefit campus communities

STRATEGIES

1. Consider adding minor in Civic and Community Engagement
2. Encourage development of public scholarship through course release
3. Integrate existing service learning programs into the framework of Civic and Community Engagement
4. Develop community partnerships to promote public scholarship
5. Make expertise in public scholarship a consideration in future hiring decisions
6. Make campus development funds available to support public scholarship

7. Reward public scholarship through inclusion in annual evaluations and as part of promotion and tenure criteria

STRATEGIC INDICATORS

1. Decision about adding the minor
2. Increased number of courses developed
3. Increased number of existing programs integrated
4. Increased number of partnerships developed
5. Increased number of faculty with expertise hired
6. Increased funding
7. Increase in public scholarship as evidenced in annual evaluations and promotion and tenure reviews

Appendix B

First Phase: Initiatives in Learning Outcomes Assessment

Penn State York currently offers a number of associate and baccalaureate programs that can be completed at the York campus. These programs include:

Business Administration (2BACC and BSB)
Communication Arts and Sciences (CASCC)
Electrical Engineering Technology (2EET)
English (ENGCC)
Electro-Mechanical Engineering Technology (EMET)
Human Development and Family Studies (2FSCC and HFSCC)
Information Sciences and Technology (2IST and IST)
Letters, Arts and Sciences (2LAS and LASCC)
Mechanical Engineering Technology (2MET)
Science (SCICC)

Some of these majors (2EET, 2MET, and EMET) are subject to national accreditation reviews; thus assessment plans are currently in place for these programs. At a joint meeting of the Coordinating Committee on University Assessment (CCUA) and the Chief Academic Officers, it was determined that the responsibility for beginning the development of assessment plans for other University College majors would be shared by inter-campus teams. Penn State York, along with Abington (SCICC), and Worthington Scranton (HFSCC) were responsible for coordinating the cross-University development of learning outcomes for Science and Human Development and Family Studies.

Science Program Goals

The curriculum in *Science* prepares students to enter professions requiring competence in biological science or for gaining an understanding of living things through a thorough grounding in scientific theory and practice.

The primary goals of this major are to:

- Impart in our graduates basic knowledge of the fundamental concepts in molecular, organismal, and population biology, and to instill an appreciation for the unity, diversity, and complexity of living systems.
- Develop in our graduates proficiency in current biological laboratory techniques, and develop skills for the collection, analysis and interpretation of natural data.
- Develop skills in both oral and written scientific communication.
- Use observation, experimentation, and deductive reasoning in the application of the scientific method and inquiry.
- Prepare students for career opportunities in:
 - Admission to schools of medicine, dentistry, pharmacy, podiatry, optometry, and veterinary medicine.
 - Admission to graduate programs in the biological sciences.
 - Biology research in pharmaceutical, biotechnical, chemical, medical, environmental sciences, and agricultural industries.
 - Non-traditional careers such as scientific writing

Learning Outcomes for Selected Science Courses

Course: BIOL 110

1. Master skills in the scientific method that include: observation, hypothesis formation and testing, data analysis, and problem-solving.
2. Provide an understanding of the structure and function of the macromolecules that build cells.
3. Understand cell structure and function.
4. Master fundamental biochemical processes involved in metabolism, cellular respiration, photosynthesis and other energy transformations.

5. Become familiar with DNA, RNA and chromosomal structure and basic genetic processes.
6. Understand the process of speciation through evolutionary processes.
7. Fully comprehend the phylogenetic relationships and biodiversity of animal and plant groups.

Course: MATH 140

1. Differentiate and integrate power functions, trigonometric functions, exponential functions, logarithmic functions and composite functions of them.
2. Use differentiation to: a) study the behavior of a function and sketch its graph, b) solve maximum and minimum problems, and c) solve related rates problems.
3. Use integration to find the area of a region and the volume of a solid of revolution

Course: PHYS 250

1. Understand the physical principles related to Newtonian mechanics, thermal physics, conservation of energy and linear and angular momentum, vibrational and wave motion.
2. Identify physical quantities involved with the topics above and know the units associated with them.
3. Solve practical problems involving the physical topics above and be able to calculate results using algebra and trigonometry.
4. Perform and analyze experiments involving the physical topics above.
5. Assess meaningful experimental error in their measurements.
6. Interpret and create graphical representation of physical quantities related to the topics above.

Human Development and Family Studies HDFS Program Goal (Mission Statement)

The Department of Human Development and Family studies is committed to preparing students to take their place in the human service and health services professions and in the community at large, as parents, counselors, teachers, social workers, administrators, and researchers.

Program Objectives: In addition to demonstrating competence in the General Education Skills mandated by the University, HDFS graduates will:

1. Demonstrate an understanding of the complexity of individual and family development across the life span in diverse contexts and changing environments.
2. Demonstrate the ability to evaluate and apply research and theory to practice, and policy.
3. Be able to analyze processes, policies, and contextual factors that affect the delivery of human services to individuals and families.
4. Demonstrate professional, ethical, and culturally sensitive standards of conduct.
5. Demonstrate knowledge and competence in helping, leadership, and administrative skills for human services.

Program and Course Outcomes Alignment Example

Courses: Internship Sequence, 311, 312W, 418, 301

COURSE: Internship Sequence (402, 495C)

PROGRAM OUTCOME	SPECIFIC STUDENT WORK (e.g. homework, exam questions, presentations)
1	Oral presentations (Satisfactory or higher); portfolio; student journals; policy analysis;
2	Oral presentations (Satisfactory or higher); portfolio ; student journals; policy analysis;
3	Oral presentations; (Satisfactory or higher); portfolio; student journals; policy analysis;
4	Oral presentations; satisfactory supervisor reports; student journals; policy analysis;
5	Oral presentations; satisfactory supervisor reports; student journals; policy analysis;

COURSE: HDFS 429 (as an example of our upper division required courses on individual development)

PROGRAM OUTCOME	SPECIFIC STUDENT WORK (e.g. homework, exam questions, presentations)
1	Term paper; research and policy analysis project; critical analysis of readings
2	Term paper; research and policy analysis project; critical analysis of readings
3	Term paper; research and policy analysis project; critical analysis of readings
4	
5	

COURSE: HDFS 418

PROGRAM OUTCOME	SPECIFIC STUDENT WORK (e.g. homework exam questions, presentations)
1	Class presentations, paper
2	Research presentation
3	
4	Project
5	

COURSE: HDFS 312W

PROGRAM OUTCOME	SPECIFIC STUDENT WORK (e.g. homework, exam questions, presentations)
1	
2	Design a research project; synthesis of existing research
3	
4	Do an IRB for the project
5	

COURSE: HDFS 311

PROGRAM OUTCOME	SPECIFIC STUDENT WORK (e.g. homework, exam questions, presentations)
1	Exams; papers
2	
3	
4	Group projects
5	

COURSE: HDFS 301

PROGRAM OUTCOME	SPECIFIC STUDENT WORK (e.g. homework, exam questions, presentations)
1	
2	
3	
4	Mastery of ethical principles, and ethical standards (tests, analyses of cases) Group projects; excellent attendance and punctuality
5	Ability to work with group and solve problems that arise among members; coordinate parts of a project, and get it all done on time

Penn State York HDFS is considering the use of a student portfolio to showcase the evidence of a student's having met learning outcomes. As the student assembles the portfolio throughout the baccalaureate program, HDFS faculty will continuously assess how each course might be improved so that the relationships between the courses and the learning outcomes are clear to the students and so that the desired outcomes are accomplished. As the next year progresses, we will bring all of our core courses into this system of evaluation.

Appendix C

Diversity Planning

Challenge One: “Developing a Shared and Inclusive Understanding of Diversity”

Penn State York supports the University's AD42 statement on nondiscrimination and harassment. Additionally, the strategic plan promotes campus collaboration, diversity, inclusion, civility, and mutual respect throughout the four goals. More specifically, the campus itself has endorsed a diversity statement, which appears in the Student Handbook and is posted on-line and in buildings throughout the campus. The campus's diversity initiatives are distributed through print, web, workshops, programs, courses and outreach activities to faculty, staff, and students. The Campus Senate Diversity Committee works to enhance intellectual and cultural opportunities and to develop a nurturing campus environment for all people. By addressing issues of concern to racial, ethnic, and other minority groups, the committee endeavors to make the campus more accessible to all people in the campus' service area.

Challenge Two: “Creating a Welcoming Campus Climate”

A partial list of initiatives that have been undertaken to create a welcoming campus climate includes:

- Dissemination of the campus diversity statement whenever and wherever possible,
- Workshop at student orientation
- Diversity Committee within Faculty Senate
- Funding and staff support for diverse student organizations
- Unity Day celebration
- International flags displayed on campus
- Support for the “Gay? Fine by me” T-shirt campaign
- Diversity Committee funded with \$10K budget
- Members registered in “Zero Tolerance for Hate” Network
- Members registered in University-wide GLBT Support Network
- 2+2 program with universities in India
- Diversity-focused courses
- International trips to Italy, France, Japan, Belize, Spain, Costa Rica, Guatemala
- Cultural events
- Women's History Month events
- GLBT safe zones
- Martin Luther King, Jr. commemoration
- Black History Month events
- Hispanic Heritage Month events
- Community service trip to University of the Sacred Heart in Puerto Rico
- International language courses offered through continuing education.

Challenge Three: “Recruiting and Retaining a Diverse Student Body”

York has a continuing challenge to recruit a diverse student body. Although our non-traditional student numbers are strong, students of color find it more beneficial to attend other institutions. Dual enrollment initiatives are producing some results as are Be a Penn State Student for a Day programs. An increase in Trustee Scholarships is also having an effect.

Retention programs include a team approach to the On-line Progress Reporting. A high percent of faculty participation allows staff to track students and email, calls, and counseling. Among the services offered by the Nittany Success Center are those for students with disabilities and include special equipment and software, a highly successful summer workshop which provides 1:1 opportunities to work with staff on study skills, time management, and organizational skills,

tutoring (by tutors trained in disability issues) and testing accommodations are available to students with disabilities. An additional retention tool is the offering of ESL 4, Academic Writing and ESL 5, English Tutorial as academic support for students who speak languages other than English in preparation for their coursework.

Challenge Four: "Recruiting and Retaining a Diverse Workforce"

The Office of Academic Affairs, under the leadership of its Director of Academic Affairs (DAA), has been actively engaged in locating and recruiting faculty from underrepresented groups since 2002-03. Each faculty search team at Penn State York has a diversity advocate whose responsibility is to remind the search committees of the University's commitment to diversifying both its faculty and staff. The DAA reminds each search committee of the responsibility of the diversity advocate when it is initially charged. The campus believes that interaction with experienced colleagues as mentors is very helpful retention mechanism for a new faculty member to integrate quickly and smoothly into the professional and academic life on campus. Mentors assist in the informal sharing of ideas, teaching techniques, and professional development. The goal of this mentoring process is to provide assistance to new faculty in a spirit of cooperation so that the campus may provide a supportive, collegial teaching environment. It may cover all areas of campus life including teaching, research and scholarship, student advising and counseling, and campus, university and community services.

Challenge Five: "Developing a Curriculum That Fosters Intercultural and International Competencies"

We have tried to offer and expand a varied program of diversity focused and other cultures course offerings for students. The establishment of the CAS major, with its component of intercultural communication, has dramatically increased the number of intercultural and other cultures courses in CAS. We have maintained offerings linked to short-term educational trips abroad. These trips have included travel to Spain, Costa Rica, Guatemala, France, Italy, Belize, and Japan. Additionally, a special topics course in South African history, culture, and literature (Eng 297), World Music (Music 9), and People, Plants, and Places (Bio 20) have been offered periodically. Diversity is integrated into the curriculum primarily through designated course offerings and course content, but also to some extent through co-curricular programming, such as special events, outside speakers who offer in-class seminars as well as public presentations, and field trips. At their discretion instructors may offer extra credit for attendance or short papers based on these activities or may integrate these events into their course syllabus.

Challenge Six: "Diversifying University Leadership and Management"

Diversity efforts in the Office of Academic Affairs are most closely linked to the faculty hiring process. Each search committee that is appointed for a full time faculty member has an appointed "diversity advocate." When the Director of Academic Affairs charges a search committee (which is appointed in consultation with the chair of the Campus Senate), he indicates the need for the committee to have a diversity advocate and the responsibilities of this individual. The Affirmative Action Office at Penn State has published a pamphlet entitled, *Guidelines for Recruiting a Diverse Workforce*. The chair of each search committee receives a copy of this document and is encouraged to give this document to the diversity advocate on the committee. The principle charge of the diversity advocate is to encourage the committee that each pool of applicants under final consideration for a full time faculty position contains "qualified women and minorities."

Diversity efforts in other departments include workshop attendance, mentoring students, and membership on campus, university, and community committees: Diversity Committee -York Campus Senate, Commission on Racial and Ethnic Diversity, Commission for Adult Learners, Commission on Lesbian,

Gay, Bisexual and Transgender Equity, A Framework to Foster Diversity at Penn State: 2004-09, Review Team, Educational Equity and Campus Environment Committee - University Faculty Senate, University Access Committee, York Community Coalition Against Racism, York Business Diversity Consortium, York Jewish Community Center, Crispus Attucks of York, For Site Vision, and the York Hispanic Coalition.

Challenge Seven: "Coordinating Organizational Change to Support Our Diversity Goals"

Organizational change *occurs through* maintaining and improving support systems to attract and retain faculty and staff from underrepresented groups, maintaining and improving support systems to attract and retain students from underrepresented groups, promoting a spirit of collegiality, collaboration, and mutual respect to achieve our vision of diversity, which is "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," encouraging campus cultures that respect, understand, and celebrate diversity, encouraging and rewarding the integration of academic goals with those of national and global citizenship to increase understanding, increasing the intercultural and international competence of students, and maintaining a year-round diversity team that is vested with authority, financial support, and operational guidelines for programming and response.