

**A Framework to Foster Diversity at Penn State 2004-2009  
Capital College**

**2004 - 2009**

A Framework to Foster Diversity at Penn State Capital College

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# A Framework to Foster Diversity at Penn State 2004-2009 Capital College

## CAMPUS CLIMATE AND INTERGROUP RELATIONS

### **Challenge 1: Developing a Shared and Inclusive Understanding of Diversity**

Penn State Capital College recognizes that diversity and respect for human differences are key sources of intellectual vitality and innovation. The College is committed to enriching the lives of students, faculty, and staff by providing a diverse academic community where the exchange of cultures, beliefs, ideas, knowledge, and perspectives becomes an active part of living and learning.

The College promotes diversity as an expression of its commitment to an inclusive campus community, enriched by persons of different races, genders, ethnicities, nationalities, economic backgrounds, ages, disabilities, and sexual orientations. The principal goal for enhancing diversity is to ensure equal opportunities for all who learn, teach, or work within the College.

#### *Definition of Diversity*

In its broadest sense, the College defines diversity as follows: The strength and resilience of a living community is a reflection of its diversity. The exclusion or removal of any group or individual from the community disrupts the dynamic interrelationships essential to the community, diminishing the community's integrity and well-being. Only communities rich in diversity are able to respond to a changing environment.

Diversity initiatives refer to efforts directed at inclusion and acceptance of under-represented groups within the College. They include:

- Balanced representation that is inclusive of both domestic, international, ethnic, and racial groups;
- Representation from countries and cultures;
- Balance of gender representation.

In addition to continued efforts aimed at the under-represented groups described above, the College has broadened the scope of diversity to include other groups such as individuals with disabilities, military veterans, returning adult students, and persons of all sexual orientations.

The Schuylkill campus has a full array of LGBT programming. The Harrisburg campus has had limited programming success with its largely non-traditional part-time evening students. As the Harrisburg campus admits a critical mass of traditional-age, full-time day students, successful Schuylkill programs will be replicated.

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### *Diversity and Educational Equity Committee*

The College has an active Diversity and Educational Equity Committee (DEEC) with participation from both campuses. The Committee, comprised of faculty, staff, students, and administrators, is funded by the Office of the Provost and Dean and reports directly to that office as an advisory group.

The DEEC oversees periodic campus climate assessments and works with senior administration, faculty governance, and human resources personnel to advise and recommend activities/programs to improve the College environment. Based on these assessments, the DEEC organizes and sponsors training, workshops, outreach initiatives, and seminars with the goal of improving the climate of the College. In addition, it sponsors educational activities such as lectures and performances for the College community as well as the broader public. In 2004, the DEEC reorganized its operational structure into working subcommittees with the following focuses—Programs, Training, Outreach, Climate Assessment, Awards, Public Relations/Communications, and Web Page Oversight.

An additional function of the DEEC is to identify and facilitate linkages across academic disciplines within the College and University diversity-focused committees (e.g. Commission on Racial/Ethnic Diversity [CORED] and the Commission on Lesbian, Gay, Bisexual and Transgender Equity [CLGBTE]). These linkages serve to facilitate greater participation in collaborative leadership, policy making and information sharing.

A subgroup of the DEEC is the Community Assessment and Response Team (CART). Appointed by the Provost and Dean, the CART gathers immediately upon the report of an act of intolerance. The team collects information from those adversely affected by the incident and establishes support systems when appropriate. The Team assembles College professionals with expertise in communications, psychological counseling, law enforcement, and intercultural affairs and counsels senior administration on appropriate responses.

The DEEC is co-chaired by the Director of Student Support Services and Intercultural Affairs and a senior faculty member. The Director is the budget administrator for the Committee's operating funds.

### *Director of Student Support Services and Intercultural Affairs*

In addition to serving as co-chair and budget administrator for the DEEC, The Director of Student Support Services and Intercultural Affairs provides direction and supervision of programs and services for special student populations including:

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- Under-represented minorities
- International students
- Non-traditional students
- Students with disabilities
- Adult learners

A robust schedule of annual programming supports key areas of co-curricular student development. These include: student retention (e.g., Minority Academic Excellence Program [MAEP], The Bridge Peer Mentoring Program, EOP Programming, ADA support services, adult learner support services), cultural programming (e.g., Feast of the Holidays, monthly featured cultures programming, Multicultural Play Series, Heritage Film Festival), international programming (e.g., lunch with an international flavor, international festival, international student support socials), educational programming (e.g., College-wide diversity training, Multicultural Lecture Series, Women's Lecture Series, Religious and Philosophical Forum, diversity training for student leaders), and social programming (e.g., Black Student Union activities, Latino Student Union activities, trips to various community-sponsored diversity events, social mixers).

### *Established Channels for Discussion of Diversity: Students*

The College has well-established formal mechanisms for students to discuss diversity initiatives. In addition to programming and training sponsored by the DEEC, the Office of Student Support Services and Intercultural Affairs sponsors a series of programs and services throughout the academic year to heighten awareness and appreciation for a wide range of diversity-related issues and the Director of Student Support Services and Intercultural Affairs facilitates MAEP, a peer tutorial and student leadership development support group, where skill building and networking programs are scheduled weekly.

The College regularly communicates University diversity initiatives to students through a series of academic and cultural programs including:

- Summer Reading Program – in its fourth year of implementation, the program facilitates intellectual interaction among entering first-year, first-time students and professors prior to students' first semester of study with the College. Each student attending a summer session of the First-Year Testing, Counseling and Advising Program (FTCAP) receives a complimentary copy of that year's selected reading. Selected readings are book-length and focus on a particular diversity theme. An established web site for student and faculty use promotes online discussion throughout the summer. Related events the subsequent fall semester include a writing contest and film series. Selected readings have included: *The Color of Water*, *The Sunflower*, *The Souvenir: A Daughter Discovers Her Father's War*, and *The Pact*;
- First-Year Seminar – the Seminar facilitates successful transition of first-year, first-time students into a collegiate environment. Seminar students are introduced to key University and College resources and engage with members of the campus community. Diversity topics are included in the Seminar;

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- Intercultural and international competency-focused coursework – a complete list of College diversity-related courses, at undergraduate and graduate levels, appear in Appendix A;
- Pre-professional teacher education programs – the School of Behavioral Sciences and Education requires intensive urban field experiences for pre-service teachers;
- Weekly co-curricular programming – a variety of cultural, international, educational, social and retention-assistance events, programs, and services open to the campus community, sponsored by the Office of Student Services;
- Student leadership diversity training – a diversity-training program designed for student government leaders and resident assistants (RAs) staffing the student housing.

### *Established Channels for Discussion of Diversity: Faculty and Staff*

The College has well-established formal mechanisms for faculty and staff to discuss diversity initiatives. Formal discussions on College initiatives and issues are conducted in the following forums: the DEEC, the College Faculty Senate's Human Resources and Business Committee, and the Capital College Strategic Planning Steering Group.

Diversity is directly addressed as part of the College's hiring practices. The Office of Human Resources staffs the various search and screen committees and guides the process to assure consistency with affirmative action principles. Diversity-related accomplishments, experiences, and perspectives of candidates are evaluated in the screening and interview processes for all supervisory and leadership positions in the College. Candidates' references are asked to speak to candidates' demonstrated commitment and contributions to advancing diversity.

New Employee and New Faculty Orientations include information on the University's and College's commitment to the diversity of its workforce (e.g., *The Penn State Principles* and the University's and College's Strategic Planning Mission Statements, Strategic Plans, and Diversity Plans).

### *Communication Mechanisms*

The College uses a variety of mechanisms to communicate University diversity objectives to students, faculty, and staff including:

- Posting *The Penn State Principles* in prominent public areas;
- Web calendar listings of diversity-focused events;
- Announcements of diversity-focused events in College publications including *Weekly* and *Insighter*;

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- Presentation of diversity-based information on the Penn State Capital College Diversity web site ([www.cl.psu.edu/diversity/](http://www.cl.psu.edu/diversity/));
- The Capital College Strategic Plan, 2002-2005, *One University, One College*, ([www.hbg.psu.edu/hbg/stratplan.pdf](http://www.hbg.psu.edu/hbg/stratplan.pdf)) which includes a theme on diversity (pages 31-35);
- The Student Handbook, which is distributed to all students, lists information on diversity-focused activities;
- Distribution of specialized brochures articulating available services for students with disabilities, including a general brochure on disability services and individualized brochures on services for students with learning disabilities; mobility, visual, and hearing impairments; and health-related disabilities.

### **Targeted Areas for Improvement Include:**

**Continue campus community involvement in programming opportunities with the aim of increasing participation across diverse groups of stakeholders.**

In addition to the study of diversity topics in the curriculum and classroom, the College provides a wide variety of diversity-based programming to the campus community and the surrounding regional community. Examples of ongoing initiatives include on-campus programming:

- *Griot Lecture Series* – a partnership with the African American Museum of Harrisburg offering the campus and community six weeks of genealogy research exploring ethnic backgrounds;
- *Martin Luther King, Jr. Commemorative Programming* – an annual presentation of an original theatrical production focusing on Black history and an annual musical celebration of the life of Dr. King. Each event draws considerable campus and community participation;
- *Multicultural Noon Time Series* – a year-long, noon time program series of lectures and panel discussions, and the visual and performing arts highlighting diverse cultures, ethnicity, and religions;
- *Staff and Faculty Diversity Partnership Program* – a partnership between Capital College faculty who teach diversity-related courses and staff who coordinate related co-curricular programming. The partners collaborate in planning in- and out-of-class learning experiences.

To date, one of the most successful programs on campus in terms of attendance has been the Multicultural Noon Time Series. The introduction of the Griot Lecture Series has also been well received by the campus and surrounding community.

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With the recent reorganization of the DEEC into functional subcommittees, the College will be better able to routinize the evaluation of its programs and, in turn, identify additional or new programming needs and interests with the ongoing aim of increasing College and community involvement.

***Performance Indicators***

1. Increase community participation in block book and cultural/arts programming in the current planning period by 5% annually, using 2003 as a baseline (430 community attendees).
2. Increase traffic to the diversity web site by over 10% in the current planning period from 1,800 hits per year to 2,000 hits per year.
3. Create links to the College events calendars on community-based web sites.
4. Increase the column inches of publicity generated for diversity-based programming by 10% in the current planning period, from 650 inches per year to 715 inches per year.

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### Challenge 2: Creating a Welcoming Campus Climate

The College recognizes the value of a proactive approach to creating a welcoming climate for individuals within the College community. The numerous diversity-related initiatives outlined in this plan collectively demonstrate the College's commitment to creating a welcoming climate on both of its campuses.

#### *Climate Measurement Channels*

The College takes a proactive approach to climate assessment. For example:

- Student support staff at both locations of the College offer a series of programs and services throughout the academic year to heighten awareness and appreciation for a wide range of diversity-related issues;
- The DEEC organizes and sponsors training, workshops, and seminars with the goal of improving the climate of the College. In addition, it sponsors educational activities such as lectures and performances for the College community and broader public;
- CART, a subgroup of the DEEC, gathers immediately upon report of an act of intolerance. The team is appointed by the Provost and Dean. Members of the team collect information from those adversely affected by the incident and establish support systems when appropriate. The Team assembles College professionals with expertise in communications, psychological counseling, law enforcement, and intercultural affairs and counsels senior administration on appropriate responses.

Capital College engages in periodic assessments of faculty, student, and staff perceptions of the teaching, learning, and working environment of both campuses. These assessments use survey methodology and/or focus group discussions. The data from these assessments are provided to the members of the DEEC, the administration, the Faculty Senate, and the Office of Student Affairs for use in identifying areas in need of attention and continuous improvement and to inform goal setting and future programming.

Formal assessment mechanisms include regular administrations of the Noel/Levitz Center's *Student Satisfaction Inventory* and *The Capital College Climate Assessment*.

#### *Noel/Levitz Center's Student Satisfaction Inventory*

The Office of Student Services has administered the Noel/Levitz Center's *Student Satisfaction Inventory* annually, since 1990. This inventory measures students' satisfaction with a wide range of college experiences, including diversity topics.

Among other indicators, Capital College students are asked to rate their perception (i.e., level of satisfaction) of the College's commitment to: part-time students, evening

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students, older returning learners, under-represented groups, commuters, and students with disabilities. Since the College initiated the use of the Inventory, Capital College students continue to report higher satisfaction levels compared to national averages. 2003 survey results by student group for each campus follow.

	<u>Harrisburg</u>	<u>Schuylkill</u>	<u>National Mean</u>
Part-time students	5.30	5.36	4.95
Evening students	5.36	5.36	4.87
Older, returning students	5.34	5.43	5.04
Under-represented populations	5.20	5.40	4.91
Commuters	5.24	5.05	4.74
Students with disabilities	5.40	5.76	5.06

### *Capital College Climate Assessment*

#### *Students*

Over 500 (a 16% response rate) Capital College students participated in *The Capital College Climate Assessment – 2003*. The findings from the student survey indicate that students perceive Capital College as a teaching and learning environment that promotes civility and respect for all individuals. Some statistically significant differences in the responses of various student subgroups were found, including race/ethnicity, age, gender, enrollment status, resident/commuter, and campus location. (see Appendix B for item responses).

- Approximately 90% of surveyed students believe Capital College is accepting of diversity and that College personnel, faculty, and students on campus respect and accept diverse cultural traditions and practices.
- Over three-quarters (87%) of the students surveyed believe that Capital College provides equal opportunities for students regardless of their diverse backgrounds, that Capital College is a caring community (83%) characterized by encouraging service and a focus on the well-being of all individuals, and that Capital College promotes the development of interpersonal relationships.
- Surveyed students further perceive that on their campus, acts of intolerance will not be tolerated (87%) and that they have access to mentors/advisers who represent their particular race/ethnic background (86%).

#### *Faculty and Staff*

Faculty and staff also participated in *The Capital College Climate Assessment—2003*. This formal assessment was conducted to provide baseline data on the perceptions of the learning, teaching, and working environment as it relates to diversity issues.

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The highest rate of response was received from the faculty survey, with a combined response rate across the Harrisburg and Schuylkill campuses of 43% (N=91). The combined response rate from the staff survey was 33% (N=88).

Capital College faculty and staff report positive perceptions overall regarding campus climate. Findings, moreover, demonstrated no significant differences by age, gender, race/ethnicity, years of service, rank, or campus location. (See Appendix B for item responses.)

- The surveyed faculty (98%) and staff (99%) strongly agree that a learning institution must have an environment that includes the ideas of individuals from diverse backgrounds.
- Eighty-two percent of surveyed faculty and 92% of surveyed staff agree that the campuses currently exhibit a climate that is accepting of people who have diverse backgrounds.
- Eighty percent of the surveyed faculty and staff agree the College offers the same opportunities for individuals who come from diverse groups as for those who do not.
- Seventy-one percent of surveyed faculty agree the College promotes equal opportunities for promotion and tenure of its faculty.
- Seventy-eight percent of surveyed faculty and 91% of surveyed staff would recommend the College as a good place to work.
- Sixty-eight percent of surveyed faculty and 83% of surveyed staff agree the College offers an environment that allows for the development of interpersonal relationships among individuals from diverse backgrounds.
- Eighty-eight percent of surveyed faculty and 72% of surveyed staff self-reporting their perceptions of the frequency of observed remarks about members of diverse groups have never/not very often heard racist comments by others, 67% of faculty and 70% of staff have never/not very often heard sexist comments, and 80% of faculty and 79% of staff have never/not very often heard negative comments regarding sexual orientation.
- Eighty-nine percent of surveyed faculty and 86% of surveyed staff report they never/once felt singled out in a social setting on campus in a way that made them feel uncomfortable.
- Sixty-four percent of surveyed faculty and 81% of surveyed staff have never/once witnessed or experienced an act of intolerance.

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- Sixty-one percent of surveyed staff agree they are treated with the same amount of respect as faculty.

### *Informal Assessment Opportunities*

In addition to formal assessment, the College provides numerous opportunities for students, faculty, and staff to participate in informal assessment. Examples include:

- Monthly meetings of the administration and Faculty Senate Executive Committee;
- Bi-monthly meetings of the academic leadership (Academic Council) and administrative leadership (Provost Council);
- Regularly scheduled school meetings, with attendance by the Provost and Dean annually;
- Evening open house for students hosted by the Provost and Dean each semester, “*Meet the Provost and Dean*”;
- Individual academic school student open forums.

### **Targeted Areas for Improvement Include:**

**Review and disseminate findings of *The Capital College Climate Assessment - 2003* to the College community.**

Findings from *The Capital College Climate Assessment- 2003* provide:

- A baseline measure of stakeholder perceptions of the learning, instructional, and working climate of Capital College;
- A key reference in setting continuous improvement goals and identifying opportunities and strategies for meeting these goals.

The Executive Summary has been disseminated to members of the DEEC, academic and provost councils, and the Capital College Faculty Senate Human Resources and Business Committee. The Summary is also posted on the College diversity web site.

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***Performance Indicators***

1. Distribute climate assessment results;
2. Create and maintain a web site with climate assessment results;
3. Hold regularly scheduled faculty, staff and student forums to discuss findings, goals and strategies for meeting goals (a minimum of one per year at each campus).

**Use *The Capital College Climate Assessment - 2003* baseline for comparison with subsequent assessments to measure progress and set goals for continuous improvement.**

The Climate Assessment will be administered every three years. Goals will be identified by the Climate Assessment Committee of the DEEC, and progress toward goals established by the committee will be measured. The DEEC will have principal responsibility for leading this effort in consultation with the College Faculty Senate's Human Resources and Business Committee and the Office of the Provost and Dean.

***Performance Indicators***

1. Identify and communicate goals to the College community;
2. Establish measurement criteria for each of the goals;
3. Create and distribute an annual report on progress toward goals.

**Use *The Capital College Climate Assessment - 2003* results to assist in planning diversity-focused programming and initiatives.**

While the College climate assessment has revealed positive perceptions overall, concerns regarding faculty/staff relations, gender issues, and civility emerged and merit attention for continuous improvement. The DEEC Climate Assessment Committee will identify programming opportunities and strategies for improving the learning, teaching, and working climate for the College based on findings from *The Capital College Climate Assessment - 2003*.

***Performance Indicators***

The DEEC, in consultation with the College Faculty Senate's Human Resources and Business Committee and the Office of the Provost and Dean, will:

1. Identify programming opportunities and strategies for improving the learning, teaching and working climate for the College with regards to faculty/staff relations, gender issues and civility;

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2. Provide regular, monthly programming opportunities for faculty, staff and students.
3. Develop and implement feedback mechanisms designed to measure the success of the programming.

**Maintain higher satisfaction levels compared to national averages in *Noel/Levitz Center's Student Satisfaction Inventory*.**

Annually measure the satisfaction levels of the following student populations—part-time students, evening students, older returning students, under-represented populations, commuters and students with disabilities.

***Performance Indicator***

1. Maintain student satisfaction levels above the national mean for defined student populations. In 2003, all six student categories of the Noel Levitz Inventory demonstrated satisfaction levels above the national averages.

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### *REPRESENTATION (ACCESS AND SUCCESS)*

#### **Challenge 3: Recruiting and Retaining a Diverse Student Body**

The landscape of higher education is changing. The academy, as never before, is experiencing greater inter-institutional competition, demographic shifts narrowing the pipeline of college-going high school graduates, and increased demands and expectations for quality and cost containment among consumer-savvy prospective students and their families.

The challenge has never been greater, nor has the commitment to meeting these challenges, to realizing successful recruitment and retention of a diverse student population. The Capital College addresses this challenge by assuring, on behalf of its students, effective academic pathways and support to achieve educational, career, and personal goals. The College seeks to:

- Create learner-centered programs and services that foster student success;
- Create a learning-rich environment through collaborative partnerships with students and faculty and strategic development of the physical plant;
- Increase collaboration with other institutional agents and agencies to promote student learning and personal development;
- Continue to develop and share expertise to affect positively the teaching and learning enterprise;
- Promote understanding and appreciation of cultural diversity through various programmatic efforts, policy statements, and recruitment and hiring practices;
- Continue efforts to implement improvements to all processes associated with recruitment, admission, registration, financial assistance, and academic records that impact student retention.

#### *Retention*

Academic schools within the College have adopted informal mentoring programs, whereby faculty identify capable and interested undergraduate students from under-represented groups to encourage their pursuit of graduate studies. Faculty members assist these students in selecting and applying to graduate studies.

Considerable resources have been invested in the development of Learning Centers (see Challenge 5) and the Division of Undergraduate Studies (DUS) at both locations of the Capital College. DUS has raised the quality of point-of-entry academic advising for new students and serves as a point-of-contact for on-going or continuing academic advising.

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The College has a Director of Student Support Services and Intercultural Affairs and professional staff dedicated to multicultural programming and services at both the Harrisburg and Schuylkill campuses. Programs are developed at each location with the involvement of students of diverse backgrounds and are well subscribed.

A “best practice” retention program under the purview of the Director of Student Support Services and Intercultural Affairs is MAEP– a peer tutorial and leadership development support group designed to assist participants in developing the requisite skills to achieve success and campus-wide leadership positions. Program components include, but are not limited to, peer tutoring, study groups, study skills assessments, learning style inventories, personal counseling, career planning, leadership training, mentoring, and networking. The Provost and Dean, as well as other academic leaders, meets regularly with this group.

### *Recruitment*

The Harrisburg Community Recruitment Center (CRC) and the Office of Enrollment Services have merged recently to create a single professional Enrollment Management unit. The new arrangement allows for early outreach and smooth transitions for students moving from high school to the University. The Harrisburg campus also has a full-time Assistant Director of Admissions for Multicultural Recruitment, a position within the Office of Enrollment Services.

The Office of Enrollment Services at Penn State Harrisburg, in collaboration with the Harrisburg CRC, the Pennsylvania Higher Education Assistance Agency, and Harrisburg Area Community College, participates in a regional task force to prepare and assist minority students and their families in the Harrisburg area in the transition to post-secondary education.

To facilitate the transition of Penn State Harrisburg’s expanding culture to include first-year students and to assure that an accepting and supportive learning environment awaits these students, a First-Year Student Task Force was established in 2002. Representatives of each academic school and academic assistance support unit review all aspects of the College’s programs and services to prepare for first-year students. Panel discussions open to the College community (75 in attendance) have been held with excellent dialogue. In addition, the campus has developed a scheduling template to balance the breadth and depth of General Education and other lower-division pre-major courses to accommodate/provide access to increased numbers of undergraduate students attending full-time during the day.

Dual admission/dual advisement articulation agreements are in place with local community colleges where a number of under-represented students begin their college education. These agreements allow for seamless transfer from community college to upper-division baccalaureate study at Penn State Capital College. The most successful initiative for Penn State Harrisburg has been its long-standing agreement with Harrisburg Area Community College. This arrangement gives minority students an opportunity to

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start at a community college and develop essential skills before transferring to Penn State. The co-advising of students by the faculty and staff of the two institutions is a hallmark of the program and, as such, is a “best practice.”

Penn State Harrisburg is regularly represented at community affairs where the primary audience is comprised of under-represented groups. The Office of Enrollment Services maintains a mailing list of regionally-based minority-owned businesses and routinely sends recruitment event information to these business establishments. Targeted advertising campaigns are conducted several times a year to encourage prospective under-represented populations to attend graduate recruitment information nights at Penn State Harrisburg.

Penn State Schuylkill, in collaboration with the University Park Director of Minority Admissions, recruits in New York City, the District of Columbia, Philadelphia, and Baltimore. Focusing on communities of color, the Enrollment Services staff conducts high school visits and fairs and attends Penn State offer and prospect receptions. Additionally, the Financial Aid counselor conducts financial aid information nights. The recruitment inroads established in New York City, the District of Columbia, Philadelphia, and Baltimore have been the most successful initiatives for Penn State Schuylkill. The success Penn State Schuylkill has realized from these efforts has significantly diversified the student body.

To monitor the success and provide on-going support of newly recruited students from urban cities in- and out-of-state, the Schuylkill Office of Enrollment Services began this year hosting informal social gatherings, i.e., pizza parties for first-year, first-time Philadelphia, District of Columbia, New York City, and Baltimore students. Local experience indicates that successful and satisfied students recruit other students from their home neighborhood and school communities and serve as role models for prospective students.

### *Enrollment Data*

The principal gauge of progress realized from the College’s recruitment strategies is demonstrated by minority student enrollment at both campuses. The College continues to make progress in attracting students from under-represented groups, both at undergraduate and graduate levels.

Enrollment data are tracked each semester, and enrollment trends are closely monitored. The College uses University Park undergraduate enrollment data as benchmarks to gauge its progress and to set goals for recruitment. The University Park total minority undergraduate enrollments represent 13% of its student population for fall 2003.

Penn State Harrisburg minority enrollments are on par with University Park. At the Harrisburg campus, the percentage of minority undergraduates has remained fairly consistent in the past six years—from 11%-13% (see Table 1).

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Penn State Schuylkill exceeds University Park's percentage of minority enrollments. At the Schuylkill campus, the percentage of minority undergraduates has increased significantly in the past six years—from 16% in fall 1998 to 21% in fall 2003 (see Table 2).

**Table 1  
Official Undergraduate Enrollment by Ethnic Origin  
Penn State Harrisburg**

Ethnic Background	Fall 1998	%	Fall 1999	%	Fall 2000	%	Fall 2001	%	Fall 2002	%	Fall 2003	%
African American	95	5%	100	5%	88	5%	83	5%	84	5%	91	5%
Asian American	88	4%	99	5%	90	5%	85	5%	92	5%	87	5%
Hispanic American	30	1%	32	2%	33	2%	30	2%	23	1%	32	2%
Native American	8	0%	5	0%	3	0%	5	0%	4	0%	1	0%
<b>Total Minority</b>	<b>221</b>	<b>11%</b>	<b>236</b>	<b>13%</b>	<b>214</b>	<b>11%</b>	<b>203</b>	<b>12%</b>	<b>203</b>	<b>12%</b>	<b>211</b>	<b>12%</b>
International	5	0%	7	0%	15	1%	21	1%	17	1%	11	1%
White American	1613	80%	1503	80%	1507	81%	1389	79%	1319	77%	1392	80%
Unknown	181	9%	132	7%	129	7%	149	8%	171	10%	132	8%
<b>Total</b>	<b>2020</b>	<b>100%</b>	<b>1878</b>	<b>100%</b>	<b>1865</b>	<b>100%</b>	<b>1762</b>	<b>100%</b>	<b>1710</b>	<b>100%</b>	<b>1746</b>	<b>100%</b>

**Table 2  
Official Undergraduate Enrollment by Ethnic Origin  
Penn State Schuylkill**

Ethnic Background	Fall 1998	%	Fall 1999	%	Fall 2000	%	Fall 2001	%	Fall 2002	%	Fall 2003	%
African American	111	10%	107	11%	126	11%	118	11%	116	11%	143	15%
Asian American	39	4%	33	3%	44	4%	37	4%	39	4%	33	3%
Hispanic American	19	2%	22	2%	27	2%	25	2%	22	2%	28	3%
Native American	1	0%	1	0%	2	0%	2	0%	2	0%	2	0%
<b>Total Minority</b>	<b>170</b>	<b>16%</b>	<b>163</b>	<b>16%</b>	<b>199</b>	<b>18%</b>	<b>182</b>	<b>17%</b>	<b>179</b>	<b>17%</b>	<b>206</b>	<b>21%</b>
International	0	0%	2	0%	2	0%	1	0%	1	0%	2	0%
White American	856	80%	809	80%	872	78%	869	83%	829	78%	727	74%
Unknown	44	4%	41	4%	51	5%	0	0%	53	5%	42	4%
<b>Total</b>	<b>1070</b>	<b>100%</b>	<b>1015</b>	<b>100%</b>	<b>1124</b>	<b>100%</b>	<b>1052</b>	<b>100%</b>	<b>1062</b>	<b>100%</b>	<b>977</b>	<b>100%</b>

Minority graduate enrollments have increased in the past six years. The percentage of minority graduate student enrollment at Penn State Harrisburg has increased from 6% in 1998 to 9% in fall 2003—an increase of 63 students (see Table 3). In fall, 2003

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minority graduate student enrollment at University Park accounted for 8.2% of total graduate student enrollments.

**Table 3  
Official Graduate Enrollment By Ethnic Origin  
Penn State Harrisburg**

Ethnic Background	Fall 1998	%	Fall 1999	%	Fall 2000	%	Fall 2001	%	Fall 2002	%	Fall 2003	%
African American	44	3%	39	3%	40	3%	51	3%	63	4%	78	5%
Asian American	27	2%	36	3%	38	3%	34	2%	36	2%	38	2%
Hispanic American	15	1%	14	1%	20	1%	23	2%	22	1%	32	2%
Native American	5	0%	2	0%	2	0%	2	0%	5	0%	6	0%
Total Minority	91	6%	91	7%	100	7%	110	7%	126	8%	154	9%
International	33	2%	35	3%	41	3%	50	3%	53	3%	43	3%
White American	1286	89%	1209	89%	1226	88%	1291	87%	1329	86%	1445	85%
Unknown	27	2%	25	2%	26	2%	26	2%	40	3%	53	3%
Total	1437	100%	1360	100%	1393	100%	1477	100%	1548	100%	1695	100%

At the undergraduate level, there has been a shift in gender distribution. At Harrisburg, the distribution is currently 46% female/54% male (see Table 4). Six years ago the distribution was 52% female/48% male. At Schuylkill, the percentage of females has been increasing—from 55%-58% female (see Table 5).

**Table 4  
Official Undergraduate Enrollment by Gender, Penn State Harrisburg**

Gender	Fall 1998	%	Fall 1999	%	Fall 2000	%	Fall 2001	%	Fall 2002	%	Fall 2003	%
Female	1052	52%	977	52%	966	52%	890	51%	847	50%	807	46%
Male	968	48%	901	48%	899	48%	872	49%	863	50%	939	54%

**Table 5  
Official Undergraduate Enrollment by Gender, Penn State Schuylkill**

Gender	Fall 1998	%	Fall 1999	%	Fall 2000	%	Fall 2001	%	Fall 2002	%	Fall 2003	%
Female	593	55%	539	53%	613	55%	595	57%	594	59%	543	58%
Male	477	45%	476	47%	511	45%	457	43%	415	41%	392	42%

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At the graduate level, the distribution of females at Harrisburg has increased from 57% in fall 1998 to 60% in fall 2003 (see Table 6).

**Table 6  
Official Graduate Enrollment By Gender, Penn State Harrisburg**

Gender	Fall 1998	%	Fall 1999	%	Fall 2000	%	Fall 2001	%	Fall 2002	%	Fall 2003	%
Female	822	57%	759	56%	799	57%	855	58%	913	59%	1044	60%
Male	615	43%	601	44%	594	43%	622	42%	635	41%	691	40%

Penn State Harrisburg has also seen an increase in international students, at both the undergraduate and graduate levels, from 38 students in 1998 to 54 students in 2003 (see Table 7).

In fall 2002 the College Faculty Senate Intercultural and International Affairs Committee sponsored a study on "Psychosocial and academic adjustment issues experienced by international students studying at the Penn State Harrisburg campus." The study examined students' satisfaction with the services and programs from the offices of Psychological Services, International Students, and Student Activities.

Key variables examined in the study included acculturative stress, psychological adjustment and academic experiences. Responses were analyzed to reveal any differences attributable to selected variables, including time spent in the U. S., English proficiency, gender, age, and ethnicity. (The full report is available in the Capital College Faculty Senate Office and the Office of the Provost and Dean.) Forty-five international students participated in the survey portion of the study, and 15 students participated in the focus group discussions. Collective responses facilitated increased services and programming. For example, international students have been paired with faculty and staff mentors to provide personal support networks and with host families for inclusion in family gatherings at holidays.

**Table 7  
International Student Enrollment, Penn State Harrisburg**

	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003
Graduate	33	35	41	50	53	43
Undergraduate	5	7	15	21	17	11
Total	38	42	56	71	70	54

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### **Targeted Areas for Improvement Include:**

#### **Increase the number of Harrisburg area minority students that attend Penn State.**

Beginning fall 2004, Penn State Harrisburg will be admitting first-year, first-time undergraduate students to the Capital College and, for the first time in its history, will be a full participant in the University's recruitment and admissions processes. Faculty and staff are developing relationships with high schools within the campus's new service area. Representing the University to prospective students in a major urban center, i.e., greater Harrisburg, Penn State Harrisburg expects to play an important role in enhancing the number of minority students choosing a Penn State education.

Penn State Capital College and the Minority Admissions and Community Affairs unit of the central University Admissions Office agreed to merge the CRC and the Penn State Harrisburg Office of Enrollment Services. Effective late fall 2003, the merger has strengthened the support for minority student recruitment and early outreach to assure a successful transition from high school to the University. Combining the CRC and the Office of Enrollment Services into a single enrollment management unit enhances the College's overall ability to serve the greater Harrisburg region and accommodate first-year, first-time students with a broad array of programs and services.

#### ***Performance Indicators (for Penn State Harrisburg)***

1. Using fall 2003 data as a baseline, increase the percentage of minority undergraduate students (currently 12% of total undergraduate enrollments) in the current planning period at or above the University Park percentage (13%), as reported in the University Fact Book. Penn State Harrisburg exceeds the University Park percentage of minority graduate students (9% and 8.2%, respectively), as reported in the 2003 University Fact Book. In the current planning cycle, Penn State Harrisburg will sustain the percentage of minority graduate students.
2. Using three-year retention data from 2004 (the year the campus began admitting first-year students), achieve a retention rate for under-represented minorities at or above the University's average minority retention rate. Four- and five-year graduation rates will also be measured with the expectation that graduation rates for under-represented student cohorts will be at or exceed overall student graduation rates for the College and University Park.
3. Increase the percentage of minority undergraduate students being retained or transferring to upper-division programs in the current planning period. For example, in fall 2003 17% of those students transferring from HACC were from under-represented groups. Using fall 2003 HACC transfer rates as a benchmark, Penn State Harrisburg will increase the percentage of minority undergraduate students retained or transferring to upper-division in the current planning period to 20%.

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4. Implement a minimum of one summer outreach program for minority high school students to facilitate the transition from high school to college. For example, during summer 2004 the College hosted 20 participants from the Camp Curtin YMCA Black Achievers program and 135 participants (the entire rising senior class) from the Milton S. Hershey School for summer programming featuring college life and expectations.

### **Establish an ongoing monitoring system for adjustment and transition to Penn State Schuylkill.**

Penn State Schuylkill has a diverse student population. Minority students make up 20% of the campus's total enrollment and 69% of the campus's residential population. The diversity the campus enjoys is in direct contrast to the otherwise limited diversity of Schuylkill County (3.4% ethnicity).

To assure continued success in recruiting and retaining under-represented students, Penn State Schuylkill is conducting a series of focus group discussions scheduled for spring and fall 2004. Data from focus groups, especially the collective responses from out-of-region and out-of-state minority students, will enable the campus to monitor students' adjustment/transition to Penn State Schuylkill and to identify immediate problems for resolution. In addition, the campus is considering the feasibility of creating a corps of "lion scouts" to involve students in recruiting in their home communities/schools. Focus group data will indicate the campus's readiness for implementing such a program.

### ***Performance Indicators (for Penn State Schuylkill)***

1. Using fall 2003 data as a baseline, maintain the percentage of minority students (currently 20% of total enrollment), as reported in the University Fact Book.
2. Using three-year retention data from 2000, achieve a retention rate for under-represented minorities in the current planning period at or above the University average (65.5%).
3. Increase the percentage of minority undergraduate students being retained or transferring to upper-division programs with dual admission/dual advisement articulation agreements in the current planning period. Penn State Schuylkill will use fall 2003 HACC to Penn State Harrisburg minority student transfers (17%) as a benchmark.

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**Challenge 4: Recruiting and Retaining a Diverse Workforce**

The College's continued commitment to hiring minority and women tenure-track faculty has advanced its efforts and realized considerable progress in this area.

The recruitment and retention of faculty representing diverse cultures/ethnicity, sexual orientation, intellectual perspectives, and physical abilities remain ongoing strategic commitments of the College. These faculty serve as role models to students and to the broader community.

*Faculty*

In the past year, the College has added three new minority tenure-track faculty and nine tenure-track women faculty. The tables below provide the status of minority and women hires among faculty, staff and administrative/managerial positions as of fall 2002 and indicates that the College has been successful in attracting women and members of minority groups to its ranks.

**Table 8  
Utilization and Goals  
Faculty within College by Division, Fall 2002**

CAPITAL COLLEGE	Total	Minority		Women		Availability %		Goal**	
		N	%	N	%	Minority	Women	Minority	Women
<b>Tenured &amp; Tenure-Track</b>									
Behavioral Sciences and Education	32	5	15.6	19	59.3	15.9	54.3	15.9	
Business Administration	24	5	20.8	8	33.3	16.5	31.6		
Humanities	28	4	14.2	11	39.2	12.6	48.6		48.6
Library	6	1	16.6	1	16.6	23.4	74.0	23.4	74.0
Public Affairs	18	4	22.2	7	38.8	19	42.9		42.9
Science, Engineering & Technology	37	12	32.4	8	21.6	19.1	29.6		29.6
<b>Tenured &amp; Tenure-Track Total</b>	<b>145</b>	<b>31</b>	<b>21.3</b>	<b>54</b>	<b>37.2</b>	<b>*16.8</b>	<b>*42.6</b>		<b>42.6</b>
<b>Nontenure-Track Total</b>	<b>52</b>	<b>2</b>	<b>3.8</b>	<b>27</b>	<b>51.9</b>	<b>*16.8</b>	<b>*42.6</b>	<b>16.8</b>	

\* Weighted Availability

\*\* Based on goals established for 2002, Office of Affirmative Action

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The Capital College has 145 tenured and tenure-track faculty in its five academic schools and library. Of the 145 tenured and tenure-track faculty, 21.3% are minority and 37.2% are women. While the College has had ongoing success in the recruitment of minority and women faculty, efforts continue in all academic disciplines to draw closer to the national availability and goals data generated in consultation with the University's Affirmative Action Office.

The School of Behavioral Sciences and Education continues to exceed availability and goal (as defined in the University's Affirmative Action Report) in the hiring of women faculty and is at 15.6% of a 15.9% goal for the recruitment of minority faculty. The School of Business Administration continues to exceed availability and goals for the recruitment of minorities and women, with 20.8% minority faculty and 33.3% women faculty. The School of Humanities exceeds minority recruitment availability and goal at 14.2%, and is at 39.2% of a 48.6% goal for women faculty. The School of Public Affairs exceeds its availability and goal for recruiting minority faculty, and is at 38.8% of a 42.9% goal for women faculty. The School of Science, Engineering, and Technology exceeds its availability and goal for recruitment of minority faculty at 32.4%, and is at 21.6% of a 29.6% availability and goal for the recruitment of women faculty. Currently 16.6% of faculty librarians are minorities and women, below the availability and goals of 23.4% and 74%, respectively.

The number of nontenure-track faculty is declining by design. The goal of the College is to increase tenure-track appointments to meet quality demands, including compliance with accreditation. Given the availability and goal data, the College exceeds the identified availability and goal for nontenure-track women faculty hires and falls short of the goal for nontenure-track minority faculty hires. The College will continue aggressive efforts to increase the complement of minority employees at all levels of employment within the College, with an emphasis on tenure-track positions.

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**Table 9  
Utilization and Goals for Harrisburg Campus  
Administrative and Non-Faculty, Fall 2002**

CAPITAL COLLEGE HARRISBURG CAMPUS	Total	Minority		Women		Availability		Goal	
		N	%	N	%	Minority	Women	Minority	Women
EEO-6 Category		N	%	N	%	%	%	%	%
(01) Executive/Admin/Managerial	15	2*	13.3	7**	46.6	11.1	37.2		
(03) Professional Non-Faculty	60	6	10	36	60	9.3	54.0		
(04) Secretarial/Clerical	72	2	3.0	68	94.4	10.0	76.8	10.0	
(05) Technical/Paraprofessional	12	1	8.3	1	8.3	6.6	30.1		30.1
(06) Skilled Crafts	19	1	5.2	0	0	5.9	8.9	5.9	8.9
(07) Service/Maintenance	33	14	42.4	12	36.3	13.2	66.1		66.1
<b>Total</b>	<b>211</b>	<b>26</b>	<b>12.3</b>	<b>124</b>	<b>58.7</b>				

\*The two Harrisburg campus minority administrators have College-wide responsibilities.

\*\*Five of seven of the Harrisburg women administrators have College-wide responsibilities.

*Administrative and Non-Faculty*

*Harrisburg*

The Harrisburg campus exceeds the availability and goals for women and minorities in the Executive/Administrative/Managerial category. In addition, the Harrisburg campus exceeds the availability and goals for women and minorities in the Professional/Non-faculty category (Table 9).

The Harrisburg campus, at 94.4% women Secretarial/Clerical staff, significantly exceeds the 76.8% availability and goal for women recruitment in the category. Minority staff account for 3% of the staff in this category, short of the 10% availability and goal as per the 2002 Affirmative Action Office Report.

Technical/Paraprofessional staff availability and goal at the Harrisburg campus exceeds availability for minority recruitment, at 8.3% of a 6.6% availability and goal, and is at 8.3% of a 30.1% availability and goal for women in this category.

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Minority recruitment in the Skilled Crafts category is at 5.2% of a 5.9% availability and goal; there are no women currently employed in this category.

Minority staff account for 42.4% of the Service/Maintenance staff category, significantly exceeding the availability and goal of 13.2%. Recruitment of women in this category is at 36.3% of a 66.1% availability and goal.

**Table 10  
Utilization and Goals for the Schuylkill Campus  
Administrative and Non-Faculty, Fall 2002**

CAPITAL COLLEGE									
SCHUYLKILL CAMPUS	Total	Minority		Women		Availability		Goal	
EEO-6 Category		N	%	N	%	Minority %	Women %	Minority %	Women %
(01) Executive/Admin/Managerial	9	0	0	4	44	11.1	37.2	11.1	
(03) Professional Non-Faculty	19	1	5	14	74	9.3	54.0	9.3	
(04) Secretarial/Clerical	18	1	6	18	100	0.4	76.5		
(05) Technical/Paraprofessional	3	0	0	2	67	1.4	21.1	1.4	
(06) Skilled Crafts	6	0	0	0	0	0.7	7.8	0.7	7.8
(07) Service/Maintenance	9	0	0	1	11	1.3	68.0	1.3	68.0
<b>Total</b>	<b>64</b>	<b>2</b>	<b>3</b>	<b>37</b>	<b>58</b>				

*Schuylkill*

The Schuylkill campus exceeds the availability and goal for women in the Executive/Administrative/Managerial category (women administrators account for 44% of professionals in this category; the availability and goal was 37.2%). Currently there are no minorities in this category (Table 10).

Women Professional Non-Faculty account for 74% of the staff in this category, exceeding the identified goal of 54%. Professional Non-Faculty minority staff is at 5% of a 9.3% availability and goal.

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The Schuylkill campus exceeds the availability and goals for minority and women Secretarial/Clerical staff. At 100% women in this category, Schuylkill significantly exceeds the availability and goal of 76.5%.

The Schuylkill campus has no minority staff in the Technical/Paraprofessional, Skilled Crafts, and Service/Maintenance categories, while it exceeds the availability and goal for Technical/Paraprofessional women. Women account for 67% of Technical/Paraprofessional staff, exceeding the 21.1% availability and goal for that category. Women staff account for 11% of Service/Maintenance staff, significantly below the availability and goal of 68%. Currently there are no female Skilled Crafts staff.

### *Faculty and Staff Recruitment*

Capital College employs an array of faculty and staff search and screen diversity initiatives. Search and screen committee members are encouraged to use discipline-specific networks (in the case of faculty searches) and professional networks (in the case of staff searches) to contact minority colleagues, including leadership of minority caucuses of national organizations, discipline-specific web sites, and publications targeting minority professionals such as *Black Issues in Higher Education*, and *Hispanic Outlook in Higher Education*. *Minority/Women Doctoral Directory (MWDD)* is made available with accompanying mailing address labels to identify discipline-specific applicants for Capital College vacancies specifically targeting candidates for tenure-track assistant professor positions.

Faculty and staff vacancy announcements are distributed to Historically Black Colleges and Universities (HBCUs). Letters of announcement are sent to department chairs, deans of faculty and/or college/university presidents. This strategy heightens the name recognition of Penn State Capital College among master's and doctoral students from minority institutions. Additionally, the Office of Human Resources routinely reviews the Diversity Talent Bank to identify minority applicants for academic and staff positions.

The Office of Human Resources works with the school director to effect H1B status for foreign national applicants who apply for tenure-track positions and do not have U.S. citizenship status.

The College has accessed POF funds with concurrence of the Provost and Executive Vice President. Since 2002, the College secured partial funding for salary and start-up for six tenure-track hires: three women faculty in engineering and science and three minority faculty in the humanities and environmental and life sciences. The Central Office of Human Resources, through the Professional Entry Program (PEP), funds minorities in entry-level positions for a three-year period. Capital College uses this resource and has funded at least one key staff position at Penn State Schuylkill.

The Office of Human Resources supports search committees in their efforts to identify prospective minority candidates. The committee is further advised of minority applicants in the pool who have not advanced to the short list for comparative purposes and reconsideration. This process has resulted in a more inclusive list of finalists, and has

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resulted in minority hires. While charging staff search and screen committees, the Office of Human Resources distributes the University's Affirmative Action policy. The policy, as presented in the publication, *Getting Different Results*, is reviewed and discussed.

Overall, web-based advertising of vacant positions on professional and scholarly journal sites has been effective in increasing minority applicants for faculty positions. The use of journal web sites provides an opportunity to put discipline-specific vacancies in the fore of discipline-specific targeted readership. Web-based advertising also provides direct links to the College web site and a means by which prospective applicants familiarize themselves with the College. To date, the College has seen a limited number of applicants from diversity-specific publications (i.e., *Black Issues in Higher Education* and *Hispanic Outlook in Higher Education*).

### *Retention*

The College has developed a portfolio of retention programs designed to promote the success of faculty and/or staff from under-represented groups. All new tenure-track faculty are given a reduced teaching load during their first two years, and have priority in receiving funding from the College Research Council to support their individual research agendas. Funding for professional travel and research is provided by School Directors to new tenure-track faculty. Additional funding, beyond that provided by the schools, is available from the Office of the Provost and Dean.

The College has encouraged participation in "Roads Scholars," a bus tour guided by President Spanier, which provides recently hired faculty the opportunity to experience, first-hand, the extent of the University's teaching, research, and outreach across the Commonwealth and meet colleagues throughout the University. Eight faculty from the College have participated in the last two years.

School Directors provide mentoring and other guidance to all new tenure-track faculty. Additionally, senior peer colleagues initiate one-on-one dialogues with new faculty to provide a sense of community. Examples include invitations to lunch, accompanying new faculty members to College-sponsored events, etc. School-based mentoring programs also pair senior faculty and new faculty with similar research interests to assist probationary faculty in meeting scholarly teaching, research, and service expectations.

The Office of the Associate Provost/Senior Associate Dean for Academic Affairs conducts an extensive orientation series for new (first three years of service) full-time faculty. The Provost and Dean participates in these sessions. Faculty from under-represented groups are encouraged to contact the University's Senior Faculty Mentor and to participate in related professional development and informal activities sponsored by that office. The College's Office of Human Resources delivers orientation programming to all new employees.

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Participation on University-wide presidential diversity-focused commissions affords opportunity for interaction with central executive leadership. The College has enjoyed active participation in CORED. Two former chairs and the chair-elect of this Commission are members of the Capital College community. Participation in these commissions by members of the College community is a performance indicator in the College's Strategic Plan.

The College encourages participation in the Penn State Leader and Mastering SuperVision programs. These programs are designed to prepare staff and faculty for higher-level positions within the University. Within the last two years, more than 40 women (including two minority women) and more than ten men have completed the Penn State Leader program. Additionally, 11 Capital College employees participated in the Mastering SuperVision program.

The Staff Review and Development Plan (SRDP) process provides staff members with an opportunity to develop action plans for future professional development. This is an excellent opportunity for supervisors to encourage employees to identify diversity and cross-cultural training objectives. Since 2002 the College has had 100% participation in the SRDP process annually.

The College has successfully delivered University-wide professional development programs to Penn State campuses in the south-central and eastern regions of the state. The programs have included Penn State Leader, Mastering SuperVision, Office Professional Certificate Program, and diversity-related subjects that addressed topics identified in the College's climate assessment.

### **Targeted Areas for Improvement:**

#### **Continued diversification of tenure-track faculty.**

To maintain and increase the diversity of tenure-track appointments, the Office of Human Resources will regularly evaluate the effectiveness of programs targeted to increase the number of minority applicants for faculty and staff positions. Evaluation criteria will include the number of applicants from each source, the number of finalists each source produces, and number of hires each source generates. In this planning cycle, the College will continue to set goals and measure progress according to national availability and goals data generated in consultation with the University's Office of Affirmative Action (2002).

#### ***Performance Indicators***

1. Meet minority availability and goals for tenure-track faculty positions in the School of Behavioral Sciences and Education (from 15.6% to 15.9%) and the Library (from 16.6% to 23.4%).

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2. Meet women availability and goals for tenure-track faculty positions in the School of Humanities (from 39.2% to 48.6%), the Library (from 16.6% to 74%), the School of Public Affairs (from 38.8% to 42.9%), and the School of Science, Engineering, and Technology (from 21.6% to 29.6%).

**Progress toward goal in all staff employment categories where the availability and goals are unmet.**

For each employment category where availability goals have not been met, the College Office of Human Resources will evaluate the effectiveness of existing recruitment strategies. Evaluative criteria include the number of minority and women applicants.

***Performance Indicators***

1. Meet minority availability and goals for (04) Secretarial/Clerical (from 3% to 10%), and (06) Skilled Crafts (from 5.2% to 5.9%) at the Harrisburg campus.
2. Meet women availability and goals for (05) Technical/Paraprofessional (from 8.3% to 30.1%), (06) Skilled Crafts (from 0% to 8.9%), and (07) Service/Maintenance (from 36.3% to 66.1%) at the Harrisburg campus.
3. Meet minority availability and goals for (01) Executive/Admin/Managerial (from 0% to 11.1%), (03) Professional Non-Faculty (from 5% to 9.3%), (05) Technical/Paraprofessional (from 0% to 1.4%), (06) Skilled Crafts (from 0% to .7%), and (07) Service/Maintenance (from 0% to 1.3%) at the Schuylkill campus.
4. Meet women availability and goals for (06) Skilled Crafts (from 0% to 7.8%) and (07) Service/Maintenance (from 11% to 68%) at the Schuylkill campus.

**Improve minority and women retention of faculty and staff.**

The College has developed a portfolio of retention programs designed to promote the success of faculty and/or staff from under-represented groups. To quantify the success of these programs, the retention rates for women and minority faculty and staff will be generated to create a baseline for the College.

***Performance Indicators***

1. Meet or exceed overall University retention rates among women and minority faculty and staff. The College will use cohort retention rates reported from the Offices of the Provost (55% retention for faculty achieving tenure) and Human Resources as benchmarks.
2. Increase participation in the Penn State Leader and Mastering SuperVision programs by 10% among women and minority staff.

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3. In the current planning cycle, the College will have at least one representative participating on every University-level diversity-related commission/council (e.g. CORED, etc.).

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### EDUCATION AND SCHOLARSHIP

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

Capital College has engaged in curricular and research activities and ongoing development to diversify the undergraduate General Education curriculum in preparation for citizenship within a multicultural workplace and world. Undergraduate students must successfully complete GI courses for graduation, and diversity education has expanded into the graduate curriculum (see Appendix A).

The College has made considerable progress in diversity education, particularly in the availability of GI courses for undergraduate students and increased opportunities for graduate study in diversity. Progress is best measured by the extent to which diversity topics are integrated across the broader curriculum and the development of new programs during this planning cycle, such as the ESL certificate program and the International Business minor.

As described in Challenge 1, the College interprets “diversity” and “culture” in the broadest terms. Faculty infuse classes with racial, ethnic, religious, gender, sexual orientation, age, cultural, health and disability understanding through sound pedagogy and expand opportunities beyond the boundaries of the classroom through service learning, public scholarship and community outreach, supervised research, scholarly conferences, and study travel.

#### *Diversity Integration in the Curriculum*

Co-curricular activities advance the diversity agenda for graduate and undergraduate students by providing multiple opportunities to learn about individuals from diverse backgrounds and to study topics critical to understanding diversity within national and international contexts. Increased opportunities for international travel and study are also available to Capital College students.

Capital College hosts Hubert H. Humphrey Fellows, an annual program supported by the U. S. State Department, for selected mid-career professionals from Africa, Asia, Latin America, the Caribbean, and the Middle East to visit cooperating American universities. Capital College annually hosts visiting Fellows with career interests in public service, advanced graduate study, and professional training.

The College’s professional programs are accredited by or are in the process of seeking accreditation from national accrediting bodies, including AACSB, ABET, NASPAA, and NCATE. The standards of the professional boards of these accreditation agencies typically address diversity in content curriculum, co-curricular experiences, including clinical and field experiences where appropriate, and the profiles of faculty, professional staff, and students.

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### *Faculty Research*

The faculty of the College make significant contributions to diversity research and scholarship. Appendix C, Capital College Faculty Contributions to Diversity/Global/International Research and Scholarship, summarizes contributions to diversity/global/international research and scholarship by academic unit and faculty member. Annual reviews account for faculty contributions to diversity, including course development, teaching innovation, publications, presentations, and outreach. These are documented in Annual Faculty Activity Reports.

### *Assistive Technology*

Capital College has increased its capability in serving members of the campus community with disabilities. The College recognizes the critical importance of integrating instructional and other accommodations to maximize the learning and work environment of students and colleagues. A number of ADA renovation projects were completed at the Harrisburg campus in the past two years, including a new handicap-accessible entrance to the Olmsted Building (main classroom building) and the installation of automatic door-opening devices in buildings throughout the campus.

The College has increased the availability of assistive technology. Capital College Libraries offer screen magnifiers and the Harrisburg campus library offers screen readers and a text-to-speech software program for students with limited vision or reading disabilities. The Instructional and Information Technologies unit assists deaf and hearing-impaired students with the use of TypeWell, a speech-to-text transcription system for classroom application. The College uses sign language interpreters, oral interpreters, and other assistive listening devices to facilitate classroom communication as needed.

The College Disability Services Coordinators work closely with students, facilitating documentation and accommodations. The Disability Services Coordinators work with faculty, as appropriate, and the assistive technology staff in the library to facilitate use of needed learning support equipment and software.

Academic support units, including the Capital College Libraries and the Learning Centers, employ students from diverse backgrounds as peer tutors/educators. These student workers serve as role models as well as provide support services. Training for all peer educators includes multicultural components.

### *Academic Support Units*

The Learning Centers at both campuses support and coordinate the formation of study groups based on a collaborative learning model. The groups are diverse in membership, including adults displaced from their jobs, veterans attending college for the first time, as well as minority students. These groups are a principal out-of-class venue for students of diverse backgrounds to collaborate on common learning goals.

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The Learning Center at Harrisburg, for example, has been successful in its outreach to under-represented students. Minority students account for 27% of all students using the services and programs of the Learning Center.

### *International Students*

International Student Services at Penn State Harrisburg currently supports 59 international students from 24 countries. The International Student Affairs Office houses the International Student Adviser and provides support services for international students in matters relating to INS paperwork, social, and cultural issues. Requests for visa extensions, travel documents, and work permissions are processed through the office. Referrals to professionals in financial, legal, and other relevant fields are also provided.

### *Multicultural Curriculum Activities*

Capital College supports a number of initiatives related to multicultural curriculum efforts. The Academic Affairs Committee of the College Faculty Senate has expedited reviews of General Education (GE) course requirements (see Challenge 7).

Summer Reading Program selections are fully integrated into freshman writing courses (ENGL 004, 015, and 030) and First-Year Seminars (CAP 100S, 160S) using common assignments, and the College's First-Year Seminars (CAP 100S, 160S) contain a common requirement for coverage of diversity issues in the context of the *Penn State Principles*.

The College Honors Program curriculum is designed to foster student engagement in the development of scholar-citizenship regarding social issues, both local and global, and incorporates such topics as genocide, immigration, and philanthropy. Specifically, the program provides students with extracurricular learning opportunities on campus and in the community, special honors interdisciplinary seminars, and topical lectures, films, plays, and cultural events that relate to students' courses of study.

### **Targeted Areas for Improvement Include:**

#### **Increase opportunities for international travel.**

In the past year, there has been significant progress in this area (see Appendix D). Capital College students are actively involved in College- and University-sponsored Study Abroad and International Study Tours.

In 2002-2003, 52 students participated in international study programs including University Park semester abroad, Capital College Summer Abroad, and International Study Tours. An estimated 70 students will participate in these programs in 2003-2004 (see Appendix D).

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### ***Performance Indicators***

1. During the current planning cycle, the College will maintain or exceed the 2002-2003 number of students (52) participating in study abroad programs.
2. The College will increase the number of programs available for students. Each academic school will offer a minimum of one study abroad program annually.

### **Continue to increase the number of undergraduate international/intercultural focused courses offered each semester.**

The College's alignment with the broader University's General Education curriculum has resulted in the successful incorporation of these requirements into every undergraduate major offered at Penn State Harrisburg. To coincide with the increase in the number of courses available, the College will also set as a goal an increase in the percentage of undergraduate courses offered each semester with an international/intercultural component.

### ***Performance Indicator***

1. Meet or exceed University averages for the percentage of international/intercultural courses offered each semester using fall 2004 as a baseline (University-wide 6%, Harrisburg 6%, Schuylkill 3.5%).

### **Sustain the level of scholarly contributions in the scholarship of diversity.**

The College will continue to support faculty development to sustain the quality and level of scholarly contributions to the study of diversity. Faculty accomplishments in the scholarship of diversity are valued in recognizing and rewarding such accomplishments in the tenure, promotion, and annual review processes.

### ***Performance Indicators***

1. Publish an annual report of scholarly contributions in the study of diversity.
2. Using 2003/2004 as a baseline, maintain the percentage of faculty engaged in scholarly contributions in the study of diversity (20%).
3. Place select diversity courses from the College on the University's E-Learning Cooperative.

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*INSTITUTIONAL VIABILITY AND VITALITY*

**Challenge 6: Diversifying University Leadership and Management**

The College has made steady and demonstrable progress in diversifying its senior leadership and management. Since 2001, the College exceeded its utilization and goals for diversifying executive, administrative, and managerial ranks, using the University's affirmative action national availability and goals data. Recent hires joining the College in July 2004, while not reflected in this report, will further the College's progress in diversifying its leadership and management.

*Administration and Staff Utilization Goals*

In the past two years the College has added two administrative/executive women and exceeds the Executive/Administrative/Managerial availability goals at both locations. In addition, Penn State Harrisburg exceeds availability goals for minority Executive/Administrative/Managerial personnel (Table 11). One of the most successful initiatives to date has been the College's practice of reviewing all candidate short lists. The Office of Human Resources supports search committees in their efforts to identify prospective minority candidates. Committees are advised of minority applicants in the pool who have not advanced to the short list for comparative purposes. This process has resulted in a more inclusive list of finalists.

**Table 11  
Utilization and Goals for Capital College  
Administration and Professional Staff Fall 2002**

	Total	Minority		Women		Availability		Goal	
		N	%	N	%	Minority	Women	Minority	Women
EEO-6 Category		N	%	N	%	%	%	%	%
HARRISBURG CAMPUS									
(01) Executive/Admin/Managerial	15	2*	13.3	7**	46.6	11.1	37.2		
SCHUYLKILL CAMPUS									
(01) Executive/Admin/Managerial	9	0	0	4	44	11.1	37.2	11.1	

*Based on goals established for 2002, Office of Affirmative Action*

\*The two Harrisburg campus minority administrators have College-wide responsibilities.

\*\*Five of seven of the Harrisburg women administrators have College-wide responsibilities.

*College Leadership*

College administrative leadership supports the DEEC with both financial and human resources, and funds an ongoing series of multicultural lectures, music, arts and social

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programs, and events sponsored by the DEEC. These programs are open to the public and promote appreciation, understanding, and acceptance of diversity.

The University's commitment to creating a diverse body of faculty and staff is integrated into the processes of all faculty and professional staff searches within the College. The Provost and Dean charges all senior-level administrative search and screen committees, and the Director of Human Resources staffs each committee. Demonstrated experience with managing diversity appears in the statements of qualifications and expectations in all position announcements and is listed among the key criteria for committee members' review of applications.

Reference checks conducted by search and screen committee members on short-listed candidates include questions concerning the candidate's experience with managing diversity. Campus interviews of finalists include similar questions. Prior to extending an offer, the Provost and Dean and the Director of Human Resources conduct extensive additional reference checks to assess candidates' skills and experience in managing diversity; references outside the candidate's submitted list include peer colleagues, direct reports, administrative supervisors, and college/university executive officers.

The College encourages participation in the Penn State Leader and Mastering SuperVision programs. These programs are designed to prepare staff and faculty for higher-level positions within the University. Forty-three women (including two minority women) and 13 men have completed the Penn State Leader program. Additionally, nine women and two men (including one minority male) participated in the Mastering SuperVision program (see Challenge 4).

The College also holds expectations for its senior administrators to lead by example. Heads of administrative and academic units are actively involved in advancing the College's diversity initiatives. Diversity is a major theme in the College Strategic Plan, and diversity goals, objectives, action strategies, and performance assessments are included as a part of each College unit's strategic plan.

The College is also committed to increasing under-represented group participation in both campus advisory boards. Since 2001, the College has appointed four additional women and three additional minority members to its campus boards.

### **Targeted Areas for Improvement Include:**

**Continue efforts to diversify Executive/Administrative/Managerial ranks at both campuses.**

Currently the Harrisburg and Schuylkill campuses meet the availability and goals for women administrators and professional staff. While the Harrisburg campus meets the availability for minority representation, the Schuylkill campus does not meet goals based on the Office of Affirmative Action national availability data. The Office of Human

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Resources will perform an analysis of recent searches to identify impediments to recruiting a diverse pool.

***Performance Indicator***

1. Increase minority representation at the Schuylkill campus to availability and goals data, from zero percent to 11 percent.

**Increase representation of women and minorities on campus advisory boards.**

While the College has had modest success in diversifying advisory boards, the College will develop a database of women and minority community and business leaders for use in identifying candidates for future board openings.

***Performance Indicators***

1. Develop a database of women and minority community leaders;
2. Increase the percentage of women and minorities on College advisory boards by five percent in the current planning cycle. Currently women and minorities account for 25% of total board membership (20% women, 5% minorities).

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### **Challenge 7: Coordinating Organizational Change to Support Our Diversity Goals**

A commitment to the values of diversity is key to creating an organizational culture characterized by an awareness and appreciation of differences and respect for individuals representing different cultures and social groups. That commitment is expressed in the College's programs, organizational structure, and expectations for its personnel, all of which serve to communicate diversity values and establish behaviors and practices that enact these values.

#### *Strategic Plan*

Capital College's Strategic Plan, 2002 – 2005, *One University, One College*, was organized around five major themes: educational excellence, technology, diversity, alliances and partnerships within the University, and alliances and partnerships with the community. The College's Strategic Planning Steering Group in consultation with the College's Provost and Dean, who also serves as a member of the Steering Group, made a deliberate decision to include diversity as a major theme of the Plan to indicate the importance of diversity to the strategic direction and well-being of the College.

Thirteen diversity-related initiatives, each with objectives, action strategies, and performance indicators were identified in the 2002-2005 Strategic Plan. (See Appendix E for a list of initiatives.) A strategic planning database, established to monitor and report the status of each initiative, is periodically reviewed by the Strategic Planning Steering Group and the DEEC (see Appendix F).

#### *Completed Strategic Planning Goals*

Eleven of the College Strategic Plan's Diversity Theme initiatives address issues of organizational realignment, accountability, resource mobilization, and action strategies. Following are representative actions taken or underway:

- A DEEC has been established College-wide (see Challenge 1);
- First Response Teams to Acts of Intolerance have been established (see Challenge 1);
- Retention Working Groups have been established at both campuses, consisting of faculty, the Assistant Dean for Academic Affairs, the Multicultural Coordinator, the Residence Life Coordinator, the Assistant Director of Student Activities, the Harrisburg campus Registrar (who supplies retention data), Admissions and Financial Aid counselors, the Learning Center Coordinator, and the First-Year Seminar Coordinator. The Working Group meets quarterly to identify, develop, and promote policies and practices designed to support student educational success, particularly at the first year. It also serves as a cross-functional, campus-wide coordinating body for activities and particular venues intended to promote student involvement in campus life, a critical component of retention, e.g., FTCAP, Summer Reading Program, New Student Orientation, First-Year Seminar. While the Retention Working Group

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considers retention of the student body as a whole, it focuses attention on the retention of special populations, including under-represented minorities, adult learners, residential and commuter students, etc.;

- The School of Behavioral Sciences and Education is near completion of an interdisciplinary Diversity Certificate Program intended for resident and continuing education offerings;
- Discussion of diversity issues has been included in the FTCAP and Academic Advising and Registration Program for all new Capital College students;
- In the past year, additional international student groups have emerged, including the Chinese Student Association and an informal Korean social group. Monthly socials for all international students have been initiated;
- A series of educational programs have been offered to the campus community in American Sign Language and SQ4R study methods. These programs are intended to increase the College's capability in assisting persons with disabilities;
- MAEP has increased its outreach and programming activity. In fall 2003, MAEP held 11 sessions, initiated a new mentoring program, and realized a 29% increase in minority student participation;
- The Academic Affairs Committee of the College Faculty Senate initiated a curriculum program review to expedite the proposal and review of GI courses (see Appendix A for list of courses);
- Capital College Libraries has enhanced diversity-related collections, acquiring an additional 217 titles at Harrisburg and 86 at Schuylkill. Included is the expansion of Holocaust and Genocide collections, with 99 new titles acquired in 2002 and 34 additional titles in 2003. In addition, the Penn State Harrisburg Library has promoted its Alice Marshall Collection and realized increased usage by the College and broader community.

Inclusion of diversity as one of the five major themes in the Capital College Strategic Plan, 2002-2005, *One University, One College*, and its supporting database are "best practices." As such, the Strategic Plan keeps the implementation of diversity initiatives in the fore of the College's activity and attention, and the strategic planning database assists in monitoring each of the College's strategic initiatives.

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### *Funding*

The College continues to allocate substantial human and financial resources to support its diversity goals. The College DEEC is provided with base funding beginning at \$20,000 annually. The College created a Diversity Award in 2003, with a \$500 cash reward, to recognize full-time faculty or staff members who demonstrate a commitment to celebrating diversity. The DEEC budget administrator also participates in the College budget review and planning processes.

One of the Strategic Planning Diversity Theme Initiatives commits to increased resources for faculty development, especially in support of new and provisional minority faculty and diversity-related research and scholarship. In addition to school-funded faculty development, funds for internal seed grants administered by the Office of Research and Graduate Studies were increased 50% in 2003, with plans for continued increases in each of the next two years.

The Office of Development, in consultation with the Provost and Dean, developed a case statement for the new “Investing in People” campaign, with priority funding for Holocaust and Genocide Studies. The campaign includes the expansion of library collections, a named Holocaust Studies Reading Room, international study tours, summer institutes for in-service teachers, scholarships for teacher participation, and an endowed professorship to lead the academic component. Additionally, the Penn State Harrisburg Library maintains the Alice Marshall Collection for College and broader community use.

Diversity activities are documented in Faculty Activity Reports in conjunction with HR-40 Annual Faculty Reviews and in SRDPs.

The College established a database to monitor and report the status and progress of the implementation of the College’s Strategic Plan. The database provides a system of accountability and identifies units responsible for each action (see Appendix F). The College Strategic Planning Steering Group routinely schedules updates/reviews of the strategic initiatives, allowing for goal revision as appropriate.

### *Partnerships*

The College has a rich array of partnerships that advance the University’s diversity goals. The student internship is a cornerstone of the College’s commitment to bridging theory and practice. In the last year, the number of internship opportunities has increased with revisions/additions to academic programs.

All baccalaureate engineering programs require both a pre-major and junior-level internship with local industry. The Harrisburg Semester, a signature program in the School of Public Affairs, was launched with fifteen students in summer 2003. Penn State students from across the Commonwealth intern with legislative, state, and local government offices and agencies, and community, business, and economic development organizations. More than 90 inquiries for summer 2004 were received.

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Undergraduate pre-service teacher education students majoring in Elementary Education (including graduate students in the Elementary Education certification program) participate in urban city school settings in conjunction with supervised student teaching.

The School of Behavioral Sciences and Education partners with Harrisburg and Steelton-Highspire school districts to offer the intensive ten-week field experience for education majors.

Social and Behavioral Sciences faculty at Penn State Schuylkill regularly involve undergraduate students in supervised research and service learning in partnership with local community-based social and human service organizations. Many of the studies conducted in the past several years have an outreach component and afford active participation in community human service agencies, such as Child Development, Area Agency on Aging, Center for Independent Living, and Women in Crisis.

The College partners with Messiah College, Shippensburg University, Temple University and the Harrisburg School District on a three-year federal Teacher Quality Enhancement (TQE) grant. The grant focuses on instructional quality improvement. Goals include: continued involvement with the P-16 Council; professional development opportunities for teachers in literacy, math, and technology; middle level education for elementary teachers assigned to middle grades; stronger collaborations between school district placement locations and institutions of higher education; and the creation of “professional development schools” in the district with an emphasis on partnerships among faculty in higher and K-12 education.

An English as a Second Language certification program (ESL), under the direction of the School of Behavioral Sciences and Education, provides an additional endorsement by the Pennsylvania Department of Education for in-service teachers who complete the program. The first group of 80 teachers completed the English as a Second Language certification program in December 2003. Currently, 125 teachers are participating. Initially a Penn State Harrisburg partnership with York, Lancaster, and Harrisburg city school districts, it has now expanded to include other districts.

The Penn State Downtown Center in Harrisburg provides programming expertise in partnership with the community-based Leadership Development Institute Advisory Committee for the Urban Leadership Development Institute, a social change leadership-training program. The initiative is dedicated to developing a diverse cadre of emerging urban leaders. Fifteen Institute Fellows completed the program in 2003; currently nine Fellows are participating in the Institute.

The College partners with local community groups on the United Way of the Capital Region Community Initiatives Task Force to provide ongoing professional and technical assistance in the development of the Healthy Community Indicators Study. Findings report the status of regional health and related issues and generate the basis for community-wide dialogue.

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College faculty participate in the Pennsylvania Program to Improve State and Local Government, a local network of public, private, and nonprofit sector organizations seeking to improve policy-making and service delivery within the state through research and training, especially in rural populations.

Capital College is home to the Women's Enrichment Center, which offers a comprehensive literary tutorial program for incarcerated women in the Dauphin County Prison and the Program for Female Offenders, funded in part by the Greater Harrisburg Foundation. The Center houses the Women's Legislative Exchange of Greater Harrisburg, conducting regularly scheduled public meetings at the Penn State Downtown Center in Harrisburg.

The International House is a partnership with Harristown Development Corporation, a downtown redevelopment and revitalization entity affiliated with the city and the region and owner of this center-city Harrisburg residence for international and U.S. students, scholars, and interns, to provide international and diversity-focused programming. Examples include: receptions for an international Latin American theater and dance scholar, Urban Leadership Institute participants, interns, and Hubert H. Humphrey Fellows, as well as a performance by a Latin American dance troupe.

Capital College is active in the New Baldwin Corridor Coalition, an alliance of education, business, government, nonprofits, and labor staffed by the College to improve the economic vitality and quality of life in the economically and racially diverse Route 230 corridor from Harrisburg to Middletown.

A Penn State Harrisburg Alumni Society Alumni Mentoring Program pairs current students with alumni volunteers. To date, over 90 alumni have volunteered to serve as mentors. Minority students are well represented as mentees, currently accounting for 25% of the total participants in the program.

A new program, the Griot Lecture Series is a partnership with the African American Museum of Harrisburg offering the campus and community six weeks of genealogy research exploring ethnic backgrounds.

Penn State Harrisburg is collaborating with Capital Area Transit and the Modern Transit Partnership to develop a ground transportation loop from the soon-to-be-constructed multi-modal transportation center at Harrisburg International Airport through campus. If achieved, the campus will be accessible by light rail and bus to students and staff from the cities of Harrisburg and Lancaster.

Penn State Schuylkill and the Schuylkill Transportation System are collaborating to generate a student bus pass system to facilitate increased access to the surrounding Schuylkill community on weekends and evenings for out-of-region and out-of-state resident students. Brochures and schedules list fees, time schedules, and departure locations and are distributed to all resident students. Residence Life personnel are working with Capitol Trailways representatives to improve student access to ticket

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purchase. In addition, a University fleet van is available through Business Services for Residence Life activities.

### **Targeted Areas for Improvement Include:**

#### **Complete the diversity initiatives identified in the College Strategic Plan.**

To assure full subscription to the strategic planning database, the College will assign persons/units responsible for completing each diversity initiative and will include representatives from the DEEC on the College's Strategic Planning Steering Committee who will provide periodic updates. The database provides a mechanism for the College to monitor and report progress of its strategic commitments; DEEC participation in the activities of the College's Strategic Planning Steering Committee further elevates the visibility and integrates the work of the group into the core activities of the College.

#### ***Performance Indicators***

1. Complete the 13 diversity initiatives, supported by 21 objectives and 58 action items in the database. Currently the College has achieved 80% of its diversity planning. (See Appendix E.)
2. Present/distribute periodic updates of diversity planning and progress at faculty forums, strategic planning steering group meetings (open to the broader college community), and the DEEC.

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<http://www.cl.psu.edu/diversity/CapitalCollege2004DiversityPlan.pdf>

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