Feedback on Final Update on Progress Implementing
A Framework to Foster Diversity at Penn State: 2004-09
Division of Development and Alumni Relations
Spring 2010

The Division of Development and Alumni Relations (DDAR) demonstrates commitment to diversity through the numerous initiatives that are listed throughout the DDAR 2004-09 *Framework* final update. Useful measures are noted under Challenges 4 and 5 that demonstrate initiative effectiveness; however no measureable outcomes are indicated for more than half of the Challenges (i.e., 1, 2, 3 and 6). DDAR is strongly encouraged to develop appropriate outcome measures, including benchmarks to assess the progress and impact of diversity strategies and activities.

DDAR is congratulated for efforts in student recruitment and retention and in creating a welcoming campus climate. DDAR's broad definition of diversity is noteworthy. The Division is encouraged to investigate data gathering methods regarding diversity in the workplace; in addition to the race and gender metrics currently utilized. Noted are the Unit challenges, such as increasing diversity representation in staff (beyond gender and ethnicity). The review team acknowledges DDAR's achievements in diversifying the volunteers on the campaign committee; DDAR is encouraged to commit to continuous improvement.

The review team commends the Division on its visible diversity efforts and urges persistence. Additional metrics to gauge programmatic and overall success and mentoring current staff from underrepresented groups in leadership and management skills--noted in Ch. 6--are encouraged. To strengthen future reporting, the review team recommends identifying appropriate outcome measures to enable ongoing assessment.

Campus Climate and Intergroup Relations
Challenge 1: Developing a Shared and Inclusive Understanding of Diversity
- ❖ DDAR's focus on promoting diversity beyond appearances is commendable.
- ❖ Presentations, discussions and other diversity programming are proactive in fostering a wide definition of diversity that includes such topics as income, first generation students, disability, migrant workers, and LGBT issues.
- ❖ Targeting alumni from underrepresented constituent groups is a positive and effective means of promoting a shared definition of diversity.
- ❖ DDAR should continue to develop and expand a program of diversity training for its workforce.
- ❖ No measureable outcomes to assess progress and impact of initiatives are provided.
- ❖ Potential best practices: The Diversity Committee provides guidance and oversight, and thus, plays a leadership role within DDAR. The Committee's programming efforts and inclusion of members from various campuses contribute to this being a "potential best practice."

Challenge 2: Creating a Welcoming Campus Climate
- ❖ Development of targeted programs to welcome diverse constituents who have had little involvement with the University after commencement is a positive step to engaging alumni from diverse backgrounds.
- ❖ Conducting Division-wide focus groups to assess climate concerns in collaboration with the Office of Educational Equity is a constructive method to identify campus climate issues.
- ❖ Implementing an internal system to report and address climate issues, and having staff serve on all three Commissions is an admirable achievement.
- ❖ No measurable outcomes to assess progress and impact of initiatives are provided.
- ❖ Potential best practice: Adding diversity-focused talking points to the Lion Ambassador tour scripts.

Representation (Access and Success)
Challenge 3: Recruiting and Retaining a Diverse Student Body
- ❖ DDAR is commended for its activities in raising funds to provide scholarships and other financial support for both students from underrepresented groups and programs that foster diversity at Penn State.

- ❖ Identifying alumni from underrepresented groups and seeking to re-engage them with the University is a positive step to diversifying Penn State's future pool of engaged alumni.
- ❖ No measureable outcomes to assess progress and impact of strategic initiatives are provided.
- ❖ Potential best practice: A development position partnered with the Office of Educational Equity to raise funds for scholarships for underrepresented student groups and diversity programs.

Challenge 4: Recruiting and Retaining a Diverse Workforce
- ❖ DDAR's workforce consists of 4.4% ethnic minorities. The Division is commended for recognizing the need to increase this percentage and is encouraged to take proactive actions to do so. The update refers to a national average (CASE) of 5.8%. The review team encourages DDAR to explore other benchmarks to determine goals; aspiring to reach a higher percentage of underrepresented employees is admirable.
- ❖ DDAR correctly identifies diversification of initial candidate pools as a necessary step towards increasing the diversity of the workplace. Continued and intensified efforts are recommended.
- ❖ Advertising open positions to a broader pool to attract diverse candidates is positive.

Education and Scholarship
Challenge 5: Developing a Curriculum That Fosters Intercultural and International Competencies
- ❖ This Challenge was not addressed in the update because it falls outside of the mission of the Division of Development and Alumni Relations.

Institutional Viability and Vitality
Challenge 6: Diversifying University Leadership and Management
- ❖ Identifying the need to diversify senior management and administration is a positive step toward doing so. Increased efforts in this area are recommended.
- ❖ DDAR should implement its plan to identify staff from underrepresented groups with an interest in administration and mentor them in developing leadership and management skills.
- ❖ New and current managers are encouraged to continue participation in diversity programming.
- ❖ DDAR is praised for integrating diversity issues into the job interview process by asking applicants diversity related questions.
- ❖ No measureable outcomes to assess progress and impact of strategic initiatives are provided.

Challenge 7: Coordinating Organizational Change to Support Our Diversity Goals
- ❖ DDAR is in a unique position to foster change throughout Penn State through its efforts such as involving alumni from underrepresented groups in University activities, and raising funds to support a diverse student body and diversity in the curriculum.
- ❖ The review team applauds DDAR's programming activities such as Brown Bag sessions and communications through LaunchPad.
- ❖ Establishment of a Division-wide Diversity Committee to take leadership in issues of affirmative action, valuing differences, and managing and leveraging diversity is a laudable proactive means of including diversity in organizational climate.
- ❖ Potential best practice: Inclusion of staff from a variety of positions, units, and campus locations within DDAR in the division's diversity planning.