# Outreach Progress Assessment of
## *A Framework to Foster Diversity at Penn State: 2004–09*

PENN STATE

OUTREACH

**Implementing a Framework to Foster Diversity at Penn State: 2004–09**
**Penn State Outreach**
**Final Progress Report**
**December 2009**

**Table of Contents**

**Implementing a Framework to Foster Diversity at Penn State: 2004–09**
**Penn State Outreach**
**Final Progress Report**
**December 2009**

*Diversity is one of our Outreach core values. We are committed to creating a humane environment and to treating everyone—staff, faculty, students, and customers—with dignity and respect.*

<div align="right">Craig D. Weidemann, Vice President for Outreach</div>

The final review and assessment of progress for Penn State Outreach addresses the challenges set forth in the Framework to Foster Diversity 2004–09. (Please see Appendix A.) It extends and consolidates the initiatives reported in the interim review (2006), a copy of which may be found in Appendix B. Activities and results since the midterm report are detailed in a table found in Appendix D.

Penn State Outreach established an ambitious agenda in its 2004–09 Outreach Diversity Strategic Plan. In doing so, it attempted to integrate its delivery units, specialized teaching areas, and core services into the University-wide challenges outlined in the Framework. Penn State Outreach is structured to facilitate engagement, entrepreneurship, and innovation. As such, it has a more fluid structure and engages its constituents—students, faculty and staff, external partners, customers, and clients—in ways that vary significantly from the University's academic colleges. Additionally, Outreach works in tandem with academic units to present Penn State content (courses, workshops, noncredit seminars, and conferences) to local, national, and global constituencies. Outreach does not create content without involvement and approval of the academic colleges. As was reflected in the feedback received following the 2007 mid-term report (Appendix C), these differences may not have been widely understood by the University community. This report will attempt to explicate those differences and clarify how they relate to the diversity challenges.

In addition, the last five years have seen a number of structural changes in Outreach, some designed to increase responsiveness to our multiple audiences and our partners within the University, others mandated by external economic challenges and internal financial restrictions. Examples of these impacts will be noted in this report. It should also be noted that changes to the structure and focus of Outreach are expected to continue, with substantial changes being implemented as part of Outreach Reset during the years 2009 through 2012.

This report focuses on the Outreach units of Continuing and Distance Education, which includes the World Campus, Statewide Continuing Education, Continuing and Professional Education, Conferences and Institutes, IECP (Intensive English Communications Program), Shaver's Creek Environmental Center, and Continuing

Education at University Park; Penn State Public Broadcasting; the Office of Economic and Workforce Development, which includes PennTAP, and the Penn State Small Business Development Center; and Outreach central support units. Penn State Extension and Outreach work closely together, and many Extension programs are supported by Outreach units; however, Extension diversity efforts are reported through the College of Agricultural Sciences.

As a result of the interim review feedback and the results of the 2006 Diversity Climate survey, the Outreach Diversity Council revisited the original Outreach Diversity Framework proposed in 2004 and attempted to refocus efforts and concentrate on key priorities that aligned with the changing landscape of Outreach. Priorities included recruitment, diversifying upper-level management and expanding opportunities for Outreach leadership involvement in diversity-related issues, developing tracking systems for diverse programs and services, and expanded diversity professional development opportunities for Outreach faculty and staff. A detailed table of progress and results appears in Appendix D.

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

*1. How does your unit define or describe diversity? How is this understanding demonstrated in areas of emphasis within your unit?*

The definition of diversity articulated in the Penn State Outreach Interim Review (2006) has not been changed in the intervening years:

> *Diversity is the existence of a wide range of individual differences present within any group of people.*

That definition is at the core of the Outreach Diversity Value Statement:

> *Outreach is an organization where the individual differences that exist among our co-workers and peers and among the students, clients, and communities with whom we work are respected. It is through our differences that we gain the variety of perspectives and abilities that enhance our lives and benefit the common good.*

In addition to measures described in the midterm report, including developing a definition of diversity embraced by its leadership, communicated widely to and through its individual units, and integrated into performance measures through inclusion on all Outreach SRDP documents, Outreach has focused on three additional efforts (described below) to actualize the definition across the organization and to develop shared understanding. We will:

1. continue to expand the work of the Outreach Diversity Council (ODC)
2. integrate diversity into new (and retained) employee orientation
3. use the newly acquired Outreach intranet (http://our.outreach.psu.edu) for information dissemination

Moreover, the 2008 Faculty/Staff Survey results indicated that 82 percent of Outreach faculty/staff actively support the development of a shared and inclusive understanding of diversity. That expectation has been incorporated into employee performance appraisals through a mandated minimum eight hours of diversity professional development for each employee.

*2. How has your unit distributed information to students about the University's diversity initiatives? Does your unit have formal mechanisms in place for discussion of diversity initiatives with students? If so, please describe.*

Under the leadership of Vice President Craig Weidemann, Penn State Outreach serves as the University advocate for adult learners. These constituents include students 24 years of age or older, veterans of the armed services, or students returning to school after four or more years of employment, homemaking, or other activities, or a person who assumes multiple adult roles, such as parent, spouse/partner, or caregiver. While not all adult

students enroll in Outreach programs or through Outreach units, and while the mechanisms for enrollment, advising, and orientation are often those of the academic college in which the student is enrolled, trained advisers and support staff in Adult Learner Educational Services (ALES), and in the office of the Adult Learner Coordinator, are able to provide assistance and referrals to this substantial segment of Penn State students.

Of course, not all students enrolled through Outreach are classified as adults. The same high degree of training on the part of advising and support staff is maintained in community engagement initiatives, noncredit programming, academic and sport camps for young people, and courses that may attract undergraduate and graduate students who fall within traditional parameters of age and location. With teaching occurring in so many media, it is understandable that interactions may occur with students through means other than face-to-face. Therefore, one focus of Outreach's diversity efforts has been on establishing mechanisms to identify student demographics and equip staff members, through diversity education programs, to work with this population through a variety of media—from phone and e-mail to YouTube, Second Life, and Facebook.

### 3. How has your unit distributed information to faculty and staff about the University's diversity initiatives? Describe your unit's formal mechanisms for discussion of diversity initiatives.

In addition to all of the mechanisms described in the interim report, several areas of focus became important regarding information dissemination during the latter part of the plan. These are described in forthcoming sections.

    a. Dissemination through Employee Orientation

        Creating a shared vision of an organization at the beginning of an employee's tenure has been shown to clarify perceptions, enhance participation, and set performance expectations. Such has been the case with the inclusion of the definition of diversity and its centrality to performance in the Outreach New Employee Orientation (NEO). Held three times a year, NEO contains a segment on diversity presented by the Outreach Diversity Council. Council members share information, discuss diversity initiatives, and encourage new employees to become involved in diversity efforts. Approximately 120 new employees are trained each year.

        In addition to establishing a norm for entering employees, Outreach also offered a "refresher" for established employees who had joined the organization prior to the establishment of the NEO curriculum. This "refresher" is part of a new series of educational programming called "Learning Lunches," which covers a wide variety of topics including diversity-related and organizational initiatives. These lunches are offered monthly throughout the year, reaching approximately 600 participants annually.

b. <u>Dissemination through leadership training</u>

In the Outreach 2004-09 Framework, the development of a leadership program for Outreach managers, directors, and supervisors was proposed. Called "Inside Leadership—Exploring the Dimensions of People and Power," the program was a key strategy in disseminating diversity-related information, as well as in setting leadership's expectations concerning inclusion and respect in the workplace. The program was well received, and 121 of 161 current or potential supervisors attended Phase I. A second phase was developed for staff called "Inside Leadership—Examining the Current Landscape," and a pilot offering was completed. Unfortunately, due to staffing changes in the Office of Affirmative Action, the project was put on hold. Outreach's goal is to take what was developed and incorporate the key ideas into a new leadership development program for staff that integrates diversity throughout the curriculum. That initiative will be part of the 2010–15 Framework.

c. <u>Dissemination through the Outreach Intranet</u>

One of the major initiatives leading to a widespread dissemination and understanding of diversity within Penn State Outreach has been the development and use of the Outreach Intranet (our.outreach.psu.edu). Launched in January of 2009, the Intranet has become a centralized source for Outreach communications and has facilitated shared understanding of myriad complex issues, including the definition of diversity and the actualization of that definition.

Among the benefits the Intranet provides for diversity are:

- an accessible and central location where diversity information is shared
- immediate access to and contact information for Council members, resources, news, and events
- expanded communications by incorporating a blog to share diversity stories and by publishing RSS feeds from other diversity sites

Having general information, resources, news, events, and stories grouped together helps provide employees with an overview of what diversity is, why it's important in the workplace, its effect, and how diversity issues are related. Because this information is provided on the Intranet, employees can engage at a level they are comfortable with; if an employee is very comfortable, he/she can contribute or make comments, but if another employee is not comfortable, he/she can educate him-/herself, or ask for help, privately. The diversity space on the Intranet helps to raise awareness of real-time and real-life diversity issues in a manner that is nonthreatening and non-confrontational.

The Intranet has been in existence for less than a year, so data to establish baseline metrics have not yet been collected. Among the measures that will be considered in the 2010–15 Framework are the number of diversity-related posts,

the number of users, the number of "hits" on ODC pages, and usability feedback.

     d. <u>Other modes of formal diversity communication</u>

In addition to those mentioned above, mechanisms for dissemination of the Outreach definition of and support for diversity detailed in the interim review have been continued. They include unit-specific initiatives and communication channels, including face-to-face meetings with the Outreach Executive Team, unit management teams, reports to funding sources (EWD), e-mails and blogs targeted to adult learners (ALS), assessments of all Outreach Web sites to ensure that they comply with University and ADA guidelines, and oversight of marketing materials by a University editor to double-check appropriate and consistent use of underrepresented constituents.

## *4. What is the role of your diversity committee? What is its composition?*

<u>The Outreach Diversity Council</u>

*This council has my mandate to make waves. Do what needs to be done to fulfill the Outreach Strategic Framework for Diversity.*
<div align="right">Craig Weidemann, Vice President for Outreach</div>

In addition to developing an inclusive definition of diversity, as put forth in the interim report, Penn State Outreach acknowledged the centrality of diversity to its mission of education and engagement by creating and charging the Outreach Diversity Council with enhancing diversity. The Council's mandates were to provide leadership for policies, strategies, and action and—by focusing, stimulating, and assessing Outreach initiatives— to foster a welcoming working environment that promotes learning, and embraces student, customer, and client service. Throughout the year, Council members encourage diversity discussions; monitor climate issues; advocate for policies of openness and accessibility; foster community; and support recruitment, and retention of diverse staff.

Twenty-one volunteers and five ex-officio members from across Outreach serve on the ODC. They may be self-nominated or nominated by supervisors. Participation is completely voluntary. Attention is paid to the overall make-up of the ODC, which has included advocates for many different cultural groups, for people with special needs or disabilities, and for members of the LGBT community. The member's position within the Outreach organization is also considered, as is equitable unit representation.

Each member serves on at least one of six Diversity Council Committees:

- Climate Survey—creates, distributes, and analyzes surveys. Responsible for communicating survey results and suggesting action steps.

- Communications/Information Sharing—finds and reviews information resources and

distributes diversity information. Responsible for promoting professional development programs and creating opportunities for discussion in Outreach units.

- Employee Recruitment and Retention—recommends policy and strategy to support and enhance diversity. Responsible for monitoring diversity initiatives and working closely with Human Resources on retention programs.

- Outreach Programs and Services for Clients and Students—promotes inclusiveness in serving students, customers, and clients. Responsible for optimizing program content, marketing, and delivering programs to diverse audiences.

- Professional Development/Programs for Outreach Staff—arranges professional development programs. Responsible for monitoring available external diversity programs and communicating program information to Outreach staff.

- University/Community Networking—establishes communication with diversity groups within the University and external to the University. Responsible for benchmarking Web programs at other universities.

The Council promotes Making Outreach G.R.E.A.T.—Give Respect to Everyone All the Time as its theme. Among its most significant accomplishments are the development of specific diversity recruitment policies for Outreach (described under Challenge 4) and the administration and analysis of the Outreach Climate Survey (described under Challenge 4). Other metrics include direct meetings with the Outreach Vice President and members of the Executive Team (at least two per year) and participation of Outreach leadership in diversity-related or -enhanced programming for Outreach staff and faculty. As the Outreach Diversity Framework Summary (Appendix D) indicates, the Council has completed two major initiatives; semiannual meetings are now held with the entire Executive Team; and planning is underway to encourage Executive Team sponsorship of selected diversity initiatives and/or educational programming.

### 5. *What is the role of your multicultural coordinator?*

As was noted in the Framework, the position of multicultural coordinator is specific to academic colleges. However, in 2007, the title of Director of Planning and Administration for Outreach was changed to Senior Director of Planning, Human Resources, and Diversity, with appointment as co-chair of the ODC and a seat on the Outreach Executive Team. This change in role has resulted in a more direct involvement with the council and the ability to bring the Outreach business strategy into alignment with diversity initiatives.

One example of how this role has evolved can be found in the meetings that Vice President Weidemann and Senior Director of HR Cromwell held with members of underrepresented employees to discuss concerns and opportunities. The meetings were very open, and several key initiatives were started as a result of this input. One example is that employee resource groups will be started on the Intranet. Key concerns and

opportunities identified during these meetings will be integral to the 2010–15 planning process.

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

Certainly, the Outreach Diversity Council ranks among the most successful mechanisms used in addressing this Challenge. Not only is it seen as a strong voice to raise diversity issues to the notice of leadership with force and immediacy, but it also works effectively to advance diversity initiatives in a timely manner.

The development of the Intranet, while still in its formative stage, has been extremely successful in providing "space" for the dissemination of information about diversity-related events, professional development opportunities, and informal gatherings. Since its inception (less than a year), the Intranet has had more than 77,000 visits with 435,000 page views. Although not all visits or views were related to diversity issues *per se*, they indicate the extent to which the Outreach community uses the site.

The ODC has continued to make strides since its potential as a "best practice" was recognized in feedback at the time of the 2006 interim report. It is, perhaps, a bit early to view the Intranet as a "best practice"; however, as it is used and refined, it may reach that point during the next planning period.

Keeping better track of the ways in which students are routinely involved in diversity issues, and have access to diversity resources, is one area slated for improvement. In addition, the growth of the World Campus has seen an increase in students from all over the globe. Both providing resources and finding ways to engage those students in diversity efforts will be addressed in the 2010–15 Framework.

## Challenge 2: Creating a Welcoming Campus Climate

Whether delivering courses through the online World Campus, working with a regional hospital to help displaced workers earn a nursing degree, collaborating with the College of Agricultural Sciences on a new Metro Center in Pittsburgh, or reaching central Pennsylvania with diversity-enhanced television programming such as "Out in the Silence," Penn State Outreach has expanded the concept of "campus" to embrace students, constituents, and communities in face-to-face and virtual interactions.

*1. How does your unit's leadership demonstrate support for diversity?*

Penn State Outreach leadership continues to advance our definition of and commitment to diversity through active participation and a variety of communications. The media employed have transitioned from print-based to electronic. For instance, instead of a column in the traditional Outreach newsletter, *Inside Outreach,* Vice President Weidemann now has a blog on his Intranet page, which has strengthened the support for diversity, as well as provided a consistent message supporting diversity efforts.

In addition, our associate vice presidents and executive team members have considered and adopted recommendations from the ODC, including policy changes on recruitment practices and professional development. They have also supported the development of the Intranet, staff participation in diversity-related events, collaboration with University and community groups, and the transition of the traditional holiday party into a multicultural celebration. The participation of this group has evolved from very limited participation in 2004 (only the Vice President fully participated) to 100 percent participation by all AVPs and Executive Team members in 2009.

Among the performance measures of this area are the number of diversity-related communications from leadership, participation in ODC retreats and other activities, sponsorship of diversity-related issues, programming, and events.

One of the outcomes added to the action steps of the 2004–09 Framework was the development of a diversity site as part of the Outreach Employee Intranet. Development of the site was supported by leadership and was given an aggressive completion schedule, with planning by the ODC and the Outreach internal communications team beginning in 2007 and launch of the Intranet in January of 2009. The Intranet diversity site is home to various resources such as articles, stories, videos, podcasts, and information related to diversity. The site is open to contributions from all Outreach employees. Outreach Leadership is also using this site to reinforce efforts to Make Outreach G.R.E.A.T. ,through the use of social networking such as blogs, discussion forums, and videos.

Intensive English Communication Program (IECP): Welcoming International Students

One key area of support across Outreach's leadership team has been the IECP, which

provides quality language instruction to non-native speakers of English, with an emphasis on the language skills necessary for academic success.

Students in the program come from many different countries and are welcomed to Penn State and to the United States through dedicated and supportive teachers, enthusiastic conversation partners, opportunities to interact with the community, and trips to test their new-found linguistic skills. In addition, IECP partners with undergraduate faculty at University Park to provide diversity experiences for their students. A total of 2,209 students have attended IECP since fall 2005. Of these, 805 have gone on to enroll in Penn State credit courses, and 295 have received degrees, with 69 percent being graduate degrees.

## 2. How does your unit identify climate issues?

Our 2004–09 initiatives included conducting a diversity climate survey at approximately three-year intervals. Responsibility for this task is assigned to the ODC climate survey subcommittee, which worked with Diagnostics Plus to produce a Web-based survey administered in 2006. Results of the climate survey were delayed slightly by the need to recalculate some questions (by Diagnostics Plus). However, results were reported to the Outreach Executive Team, summarized, and presented to staff at the unit level via e-mail and unit meetings. As the Outreach Intranet was developed, the diversity climate survey results were transitioned to our.outreach in January 2009.

- Diversity climate survey 2006 results (Appendix E):
    - Results: 2006 (4.0) 76 percent vs. 2002 (3.8) 73 percent overall satisfaction
    - 85 percent of the respondents reported that they were very satisfied or satisfied with the climate for diversity within their work unit.
    - 82 percent indicated that the climate for diversity within their work unit was positive or very positive.
    - 77 percent indicated that the climate for diversity within Outreach was positive or very positive.
    - Sexual orientation and religions beliefs were the most frequently mentioned characteristics for negative experiences.

## 3. How does your unit monitor climate?

In addition to developing and designing the Diversity Climate Survey and reporting results, as listed in the interim report, several small-group and individual listening sessions have been held. The information shared from employees during these listening sessions has been used by the Council to monitor climate and develop solutions to address climate issues that may arise.

In addition, we consulted the 2008 Faculty Staff Survey and consider that its data support the Outreach climate survey results. Highlights of the 2008 Penn State Faculty/Staff Survey include:

- 79 percent agreed that the workplace climate in their department/unit is welcoming for employees from underrepresented groups.
- 66 percent of faculty/staff believe their department provides visible leadership to foster diversity
- 42 percent believe the acceptance of diversity in the workplace has improved in Outreach in the past three years, and only 6 percent believe it has not improved.
- Respondents within Outreach are less likely to agree that issues related to discrimination based on employment classification, socio-economic status, age, and religious beliefs are proactively addressed.
- Groups identified with highest levels of respect are Caucasians (93 percent), and lowest levels of respect are persons with mental disabilities (73 percent).

Both Outreach leadership and the ODC recognize that while the results of both surveys are positive, there is much work to be done to assure all employees are one hundred percent satisfied with the Outreach climate for diversity.

### *4. How does your unit respond to climate issues?*

In addition to the responses outlined in the interim report, all of which still continue, Outreach has begun development of an expanded network of staff members who are trained and empowered to deal with climate issues. Traditionally, Outreach has appointed one employee to work in collaboration with Outreach Human Resources to address issues related to sexual harassment. In 2008, Outreach Human Resources, working with the Penn State Affirmative Action Office, expanded this group to six employees spread across the organization, in addition to the twenty-one ODC members. The goal of this expanded team is to develop a network of staff members who are available to listen and respond to issues if and when they arise. The group has been in existence for approximately one year; further evaluation is needed to determine the impact of this approach.

We continue to expand organizational communications that underscore the importance of diversity for Outreach. Vice President Weidemann has made himself accessible to any staff member or student who may wish to raise any concern. Human Resources has been reorganized to provide depth of expertise in attending to diversity-related issues. And a consistent and pervasive emphasis on civility in the workplace has been added to performance expectations.

### *5. What unit-wide and individualized approaches have you developed to enhance overall climate and individual satisfaction with the environment?*

In addition to the approaches outlined in the interim report, as well as the expanded role of the sexual harassment coordinators across the organization, a key initiative—not specifically focused on diversity but on employee satisfaction and engagement—has been approved by Outreach Leadership: the Outreach Talent Management Initiative. In the fall of 2008, Vice President Weidemann charged a task force to explore talent management

and to develop a set of recommendations specific to Outreach, focusing on developing our talent, from recruitment and onboarding through development and engagement. As it is critical to Outreach's business strategy, diversity was at the core of this initiative, not in a separate box. The results of this initiative will frame our talent management efforts and diversity strategy in 2010–15.

**6. *Which strategies for creating a welcoming campus climate for diversity have been most successful? Which have been least successful? Which could be termed "best practices"?***

Dissemination and conversation about climate issues have been markedly successful, tracking from the first survey in 1995 through 2002, and 2006. While exact correlations were not possible due to changes in methodology, delivery, and scope, the surveys led to significant strategic initiatives in professional development, communications, and community-building efforts.

The support for IECP and its multiple community and University partners is echoed in the network of communications established through multiple media to link World Campus students to an authentic Penn State experience.

We believe our ability to disseminate information more quickly, due to the power of the Intranet and the focus on transparency, will continue to grow as a best practice.

And as we plan for the future, talent management has emerged as a significant strategic initiative and will be addressed in the 2010–15 Framework.

**7. *What measures of success have you identified to gauge your progress in this Challenge? Include data demonstrating outcomes.***

In addition to the figures offered above, we use the comparison data in the Diversity Climate survey (where measured) and in the Penn State Faculty/Staff Survey. A summary of the latest Outreach Climate Survey can be found in Appendix E.

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

Penn State Outreach holds a unique position in the University. Credit courses and degrees, developed through and with the approval of academic colleges and University campuses, are delivered through Continuing Education and the World Campus. However, the marketing for CE and WC is generated by Outreach. A significant and deliberate effort has been made to create marketing materials that communicate a welcoming atmosphere for all students, including those from other cultures and those who may face disabilities that can be ameliorated through the use of technologies available through online and blended programs and courses.

In addition, many noncredit programs—again developed and approved by academic and campus units—are delivered through teaching units, conferences, and other mechanisms, including Penn State Public Broadcasting, Economic and Workforce Development units, Shaver's Creek Environmental Center, academic and sport camps, and urban outreach, such as the Pittsburgh Metro Center.

*1. Describe specific initiatives your unit may have that are intended to contribute to recruiting or retaining undergraduate and/or graduate students from underrepresented groups.*

   a. Adult Learner Advocacy

   Craig Weidemann, vice president for Outreach, has been specifically charged to be the advocate for adult learners at Penn State. He has made responses to these sometimes-underserved students a priority, investing the Outreach Diversity Council and the Adult Learner Advocate with identifying needs and specifying appropriate programs to enhance the learning experience for these students. Among those given assistance are veterans, active serving members of the armed forces, single parents, international students, and others for whom asynchronous or flexible learning programs may provide better outcomes.

   The programs developed for adult students have, understandably, been useful to other learners who may need extended resources, though they are of traditional college age.

   One performance measure has been to increase the number of adult learners in Outreach programs. For a comparison of 2004 vs. 2009 results, please see Appendix F.

   Since 2007, Martha Jordan has served as Adult Learner Advocate and has reorganized multi-unit student supports into Adult Learner Services, which supports the work of Continuing Education and the World Campus in increasing enrollments, advising, and offering retention services for adult learners.

b. Marketing and Communication Initiatives

University marketing is built on the worth and recognition of the Penn State brand. Outreach marketing typically is directed at nontraditional audiences, including, but not confined to, adult learners, conference attendees, young people enrolling in precollege experiences, people in Pennsylvania's workforce, and business/community partners. As part of marketing efforts, individuals have been solicited for endorsements of Continuing Education, the World Campus, and other Outreach offerings. Attention has been paid to selecting exceptional representatives, thanks to the assistance of advisers and ALES staff. Among those highlighted have been a Native American grandmother, a Japanese citizen, a Marine veteran with 80 percent disability, and many others whose race or ethnicity are evident but incidental to their success at Penn State. That is, perhaps, the best means of recruitment—showing real students who are celebrating real success.

2. *Describe specific initiatives your unit may have that are intended to reduce intergroup disparities in enrollment, retention, and graduation rates.*

a. Diversity Framework for the World Campus

Initially (2004), it was deemed appropriate to develop a diversity framework for the World Campus. Due to the reorganization of the World Campus and Continuing and Distance Education, the World Campus diversity framework was not developed. World Campus is included in overall diversity plans for Outreach.

The recommendation that effort be put into understanding the dimensions of diversity in the online learning environment of adult students has been adopted. As part of this effort, we have established baseline data, identified goals and strategies, and established international marketing plans.

An additional outcome of this effort has been implementation of tracking the participation of diverse populations. (See Appendix F.) Several factors have led to a smaller than anticipated gain in diverse populations. One is that a large noncredit program, predominately male in enrollment but not aligned with the University's core mission, has been closed. There have been some modest gains in overall percentage of identified ethnic groups in the World Campus; however, the current figures for ethnically diverse enrollment do not yet align with University expectations.

b. Additional Support Personnel

A Career Services Counselor and an Adult Learner Recruiter have been added to the Continuing Education office at University Park to support the recruitment and retention of adult learners. In addition, multiple communication modes have been employed to enhance experiences of all students enrolled through an Outreach unit.

These include Facebook, Twitter, blogs, and a World Campus presence of the Penn State Second Life island, with weekly virtual visits by advisers.

c. <u>Job Fair</u>

Despite the downturn in the economy, Continuing Education has held two job fairs at the University Park campus. Designed to introduce graduating adult learners to local businesses, the fair has continued to grow, with enthusiastic reviews from vendors and participants.

d. <u>Scholarships for Part- and Full-time Adult Learners</u>

Outreach has undertaken a significant effort to raise scholarship funds in support of part-time adult learners, full-time adult learners, and active duty military personnel. One of the first initiatives involved establishing parameters for part-time adult learners, many of whom were not eligible for any scholarship assistance or funding in 2004. Now, there is support in the form of the FACES annual fund, the Charlene Harrison Fund, the Fischer Family Scholarship, the Tunno Nursing Scholarship, the Keller Scholarships, World Campus Trustee Scholarship, and the Osher Re-entry Scholarship, which is available to all Penn State adult learners. In addition, the first payment toward an endowed scholarship for active duty military students has been received.

Performance measure: Outreach Diversity Council began to monitor the progress of diverse recipients in 2007 as scholarship opportunities and funding increased.

- **University Scholarships Awarded under ISIS code CE:**

  - 2004–05: 12 awardees,
    1 Diverse recipient,
    Total $6,940
  - 2005–06: 12 awardees,
    1 Diverse recipient,
    Total $10,530
  - 2006–07: 24 awardees,
    4 Diverse recipients,
    21 Adult Learners (began to track in 2006–07)
    Total $ 49,760
  - 2007–08: 47 awardees,
    3 Diverse recipients
    44 Adult Learners
    Total $84,877

In the future, Outreach will embark on annual fund drives to build capacity for adult learners in CE, WC, and resident instruction.

### 3. *What mechanisms for collaboration has your unit established?*

a. <u>Optimizing Program Content, Marketing, and Delivery for Diverse Audiences</u>

The Intensive English Communication Program has a formal collaboration with the University Office of Global Programs, the College of the Liberal Arts, and other community and Penn State programs. It also uses Penn State and IECP alumni as resources. This noncredit program, which is currently seeking accreditation, has a worldwide audience and uses multiple channels to reach its international applicants.

As was explained above, Penn State Outreach shares curricular development with academic colleges and ties noncredit courses to the expertise of Penn State faculty. Appendix G lists diversity-related or -enhanced credit courses and the academic colleges that serve as the source of the content.

b. <u>Focusing on Adult Learner Efforts</u>

With the understanding that Outreach has a special mission in regard to adult learners, it was essential to establish process and procedures to collect data and report data on adult learner enrollments. These measures would allow us to determine:

- ✓ increase in adult learner enrollments
- ✓ increase in World Campus diverse enrollments

Outreach Market Research (OCM) established an adult data working-group. Currently data is being collected and summarized. In 2008 OMC designated a person as the Outreach liaison for institutional diversity metrics. In that same year the Outreach Diversity Council began working with Outreach Marketing and Communications to use data warehouse to track and monitor data regarding underrepresented student populations. (See Appendix F.)

c. <u>Collaborating to Address Autism</u>

One example may serve as an indication of Outreach's commitment to cross-unit/intra-University collaboration: Targeted response to specific societal concerns has been undertaken by the Outreach Conferences unit. One prime example is the ongoing growth and success of the Autism Conference. This conference has grown from a modest gathering of practitioners, drawn to the expertise offered by Penn State faculty and the endorsement of the state autism support organization, into a yearly opportunity for teachers, families, and people with autism to meet with experts from Penn State and from across the nation. The most recent conference drew more than 2,500, and presentations were captured through Twitter, streaming video, and other electronic media thanks to the efforts of PSPB. Over the past three years, in collaboration with the Pennsylvania Department of Education, the annual Autism Conference has provided

cutting-edge research to more than 6,000 participants.

The Conferences unit also supports the McNair Scholars, ORION, and other intra-University collaborations.

### 4. Which recruitment and retention initiatives have been most successful? Which have been least successful? Which could be termed "best practices"?

Overall World Campus marketing efforts have been successful in building a virtual portal to Penn State. One measure of this success can be seen in the increase in World Campus enrollments, another in the increase in percentage of World Campus students identified in underrepresented groups.

Not as successful, due to the reorganization in Outreach, have been specific plans to foster diversity in the World Campus; however, some of the measures instituted for that goal will continue to be helpful as we focus on the 2010–15 Framework.

A best practice might be seen in the development of the Autism Conference, which has involved partnering with advocacy groups, families, professionals in the field, and Penn State faculty. Specific information about the Autism Conference can be found in Appendix H.

### 5. What measures of success have you identified to gauge your progress in this Challenge? Include data demonstrating outcomes.

Baseline data on participation of diverse groups (obtained through the data warehouse), with processes in place to track the same data over time and evaluation of student aid and recipients from diverse groups, are among the key measures. In fall 2004, there were 25,136 credit and noncredit enrollments through Outreach. Of those, 46 percent were female, and 54 percent were male. Of that group, 6 percent indicated diverse race/ethnicity, with 53 percent unknown. In 2009, Outreach recorded 27,734 credit and noncredit enrollments, with 50 percent female and 50 percent male distribution. In that year, 14 percent reported diverse race/ethnicity, and 32 percent were unknown. Please see specifics in Appendix F.

## Challenge 4: Recruiting and Retaining a Diverse Workforce

### 1. How has your unit actively and successfully engaged in locating and recruiting faculty and/or staff from underrepresented groups?

Members of the Outreach leadership team, with the Recruitment and Retention committee of the Outreach Diversity Council and the staff of Outreach Human Resources, have made recruitment, talent management, professional development, and retention of a diverse workforce their priorities.

   a. New Recruitment Protocols

One of the key initiatives for the ODC was development of hiring procedures designed to locate and recruit qualified applicants. An extensive review of then-current procedures, listening sessions, and review of procedures used by other University hiring teams resulted in a suggested revision of recruitment protocols for Outreach. Presented by ODC representatives to the Outreach Executive Team, the new procedures were accepted and championed by Vice President Weidemann.

Among the policies designed to increase hiring of faculty and staff from underrepresented groups:

- All vacancy position descriptions have been strengthened to communicate Penn State's and Outreach's commitment to diversity and to include job-appropriate, diversity-related factors among stated position qualifications.
- Positions are not restricted to internal candidates but are advertised widely.
- Each position is matched with the University's diversity talent bank to discover additional qualified applicants.
- All members of interview teams must have completed Hire Power.
- While no questions designed to elicit information about the candidate's self-assessed inclusion in a diverse or underrepresented group are used in any interview, the candidate is presented with Outreach values (including diversity) and is asked questions that do elicit information on the candidate's attitudes toward, and acceptance of, diversity.
- The job interview protocol provides an assessment of diversity-related qualifications.

   b. Performance Measures:

- Trend data for searches – number of diverse applicants, candidates, offers, and hires for faculty and staff.
- Trend data on employees – number/percent of women and members of underrepresented groups in Outreach faculty and staff (excluding Extension, as they are reported through College of Ag. Sciences).
- Survey sent to all search chairs.

c. <u>Outcomes:</u>

- The ODC Recruitment and Retention committee, working with Outreach Human Resources, began to track search data in 2007–08 and 2008–09.
- The result of the initiatives has been an increase in the number of diverse hires per vacancy from 7.9 percent to 11 percent.
- Over the 2004–09 timeframe, the percentage of the total Outreach workforce consisting of racial/ethnic minorities increased from 3.6 percent to 7.2 percent.

This data will also be tracked in the 2010–2015 Framework.

## 2. *What strategies have been implemented to improve identification and assessment of credentials for purposes of hiring and promotion?*

a. <u>Expanding the Search Process</u>

When openings for Outreach faculty and staff positions occur, the positions are regularly reevaluated and, when necessary, restructured. As part of that process, the importance of a strong commitment to diversity is reiterated and reinforced. Outreach Human Resources and the ODC work with the hiring unit and chairs of all search committees to assure a strong and aggressive commitment to diversity in the search process.

In addition, every search committee is reviewed to assure, as far as possible, that it includes a significant level of diversity.

b. <u>Making Hire Power Mandatory</u>

Outreach leaders understand the importance of involving unit staff at all levels in the recruitment process. To assure consistent understanding of the hiring process and to train staff for involvement on hiring teams, Outreach leadership approved mandatory training for all search committee members. ODC members were among the first to receive Hire Power training. An ambitious training schedule ensured that, as searches were conducted, team members received training. Hire Power was made a priority for overall Outreach professional development.

In addition to offering opportunities for staff to meet candidates and, when appropriate, hear and respond to presentations, search committee leaders have enhanced the interview process by identifying staff members to meet with potential candidates and to help assimilate new hires into the organization.

<u>Performance measures</u> used to increase the number of qualified individuals in applicant pools, and to ensure that the hiring pool is inclusive of underrepresented groups, include:

- trend data on workforce demographics
- trend data on the workplace profile of underrepresented groups.
- number of staff trained in Hire Power.
- workforce demographic data (see Appendix I)

Outcomes

- Since implementation of mandatory Hire Power training for search committees, 400 employees (70 percent of Outreach workforce) have completed the program.
- Training will continue to be offered quarterly.

c. Modeling Internship and Mentoring Programs

One of the strategies suggested in the 2004–09 Framework was to explore creating an Outreach Internship program for diverse Penn State students and/or to partner with other institutions of higher education that have diverse student bodies. The goal was to provide experiences that might attract participants to future employment opportunities in Outreach. Outreach Human Resources benchmarked with other Penn State units and began to explore partnerships with other institutions in 2005–06.

Outcomes

- Internship opportunities have been implemented in Outreach Technology Services in 2007–08, and recruiting visits have been conducted with South Hills Business School, Penn College, and several other institutions.
- Penn State Public Broadcasting offers internships in a variety of areas, from on-air promotion and marketing to production and finance.

Continued work is needed to develop an Outreach-wide internship program.

However, the Continuing Education Peer Mentoring Program is up and running. It helps new students get acclimated to the college environment and connects them with experienced students, who can give them advice on how to juggle education with jobs and families, tips on choosing courses and professors, and other helpful information. Mentors agree to a one-semester commitment to their mentees and a minimum of four contacts throughout the semester through e-mail, telephone, or face-to-face. "Get-togethers," held throughout the semester, encourage students to get to know one another and to build their networks. The program has obvious benefits for new students, but current students have found the experience of mentoring and representing CE at recruitment events to be rewarding also. We currently have 15 mentors (one diverse) and 16 mentees (one diverse) in Lewistown and University Park.

d. Establishing Leadership Support for Diverse Hires

In 2004, as part of the 2004–09 Framework, the Outreach Executive Team established

a recruitment fund to support the hiring of diverse faculty and staff. Implemented in 2005, the fund supports and enhances the search and recruitment process for staff position and seeks to recruit and hire underrepresented minorities in order to develop a more diverse workforce in Outreach. Initial funding of $75,000 was increased in 2007–08 to $150,000.

Performance measures

- Percentage and amount of fund used
- Fund use comparison from 2005–06 to 2008–09

Outcomes

- 2005–06: Total Funds Spent $31,291
    - Total Number of Underrepresented FTEs = 21 (4.4 percent of workforce)
    - Total Number of FTEs supported: 1 (based on eligibility)
- 2008–09: Total Funds Spent $150,000:
    - Total Number of Underrepresented FTEs = 33 (5.6 percent of workforce)
    - Total Number of FTEs supported: 10 (based on eligibility)

## 3. What retention strategies have you implemented in your unit to retain and promote the success of faculty and/or staff from underrepresented groups?

a. Talent Task Force Established

In fall 2008 Outreach established a Talent Task Force to focus on overall Talent Management for Outreach. The Task Force will focus on diversity as well as other climate and career issues. An initial report was presented to and accepted by the Outreach Executive Team in February 2009. Data from the work of the Task Force will be used by the Outreach Diversity Council's Recruitment and Retention committee.

b. Faculty/staff Retention Efforts

One of the goals in the 2004–09 Plan was the establishment of a retention program for faculty and staff from underrepresented groups. This was to be a focus for HR and the ODC recruitment and retention committee. However, the extraordinary growth of the World Campus (which impacted additional areas in Outreach) required a significant reallocation of time for both HR and ODC, both focusing on instituting the hiring procedures, climate surveys, and communication methods referred to above. As a result, retention efforts are to be one of the areas of concentration in the 2010–15 Framework.

c. <u>Procedures in Place to Assure Equity</u>

Several actions have been taken to ensure equity in job grades and performance expectations:

- Outreach HR began an annual equity analysis in 2004/05.
- Desk job descriptions have been rewritten with emphasis on core competencies.
- Job grades and salary equity are monitored annually.
- Effective June 2009, a diversity question, "*Discuss the working environment in your department and/or Outreach in relation to diversity,*" was added to all exit interviews.

## 4. Which recruitment and retention strategies have been most successful? Which have been least successful? Which could be termed "best practices"?

Developing a recruitment policy to encourage and assist in diversifying the workforce and mandatory Hire Power training have begun to yield encouraging results. In addition, rollout of the ODC-recommended hiring procedures has been very smooth. Communications surrounding the Hire Power classes and encouragement by unit leaders have led to a vastly expanded competency across all levels of Outreach employees.

While several units have instituted mentoring or internship programs, additional exploration is needed on this topic and will be conducted as part of the 2010–15 Framework. Although several strategies are under consideration for talent management and retention, more work remains, and these issues will be continued in 2010–15.

The work of the ODC Recruitment and Retention committee might well be considered a "best practice."

## 5. What measures of success have you identified to gauge your progress in this Challenge? Include data demonstrating outcomes.

Changes in the structure of Outreach and the uncertainties of the economic landscape have led to only partial completion of this goal.

Progress has been made in recruiting a diverse workforce.

- Trend data on minority employees:
  2004–05 – 3.6 percent race/ethnicity
  7.8 percent women
  2008–09 – 5.4 percent race/ethnicity
  12.5 percent women

- Data on Outreach job searches
  2007–08: 89 vacancies, 429 diverse applicants, 51 diverse applicants interviewed, 7 diverse hires

2008–09: 54 vacancies, 279 diverse applicants, 27 diverse applicants interviewed, 6 diverse hires

The work of the ODC Recruitment and Retention Committee is to be commended. Progress is especially evident in the search process.

- The ODC, working with Outreach HR, developed a plan to reinforce diversity in the selection of the search committee, access to resources to support an aggressive diverse search, and support by Outreach leadership.
- HR closely monitors the search process for diversity of applicants, candidates, and hires in faculty and staff searches.
- The Recruitment and Retention committee of ODC has developed a recruitment proposal to strengthen the search process to expand the number of qualified diverse candidates.
- Hire Power training was made "mandatory" for all who serve on an Outreach search committee.

In addition, the Talent Task Force has begun work on long-term management of employee assets, including climate and diversity.

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

When the 2004–09 Framework was conceived, several areas of content/curriculum creation were in transition. That transition is by no means complete, and the Outreach Reset, currently underway, will see further changes in the ability of—or need for—Outreach to generate curricular modules. Whether through Continuing Education or the World Campus, or through the Justice and Safety Institute or the Intensive English Communication Program, curricular decisions are decided through the agency of academic colleges.

However, as will be noted below, Outreach has championed a number of programs and courses reflecting intercultural and international competencies. Penn State Public Broadcasting has provided leadership-level commitment to diversity programs—both nationally and locally produced. However, it is important to note that reduced funding for Penn State Public Broadcasting has recently led to layoffs and the elimination of well-regarded diversity programming, including the popular Lobby Talks. Financial support for nontraditional programming will continue to fade unless adequate funding sources can be identified.

*1. Does your unit contribute to a curriculum that supports the diversity goals of the University? If so, how?*

a. Courses Offered through CE and WC

Through its teaching units, Penn State Outreach has offered multiple sections of 187 diversity-enhanced or -related credit courses to 20,013 enrollees. Nine colleges and the School of Nursing have provided academic homes for those courses. A listing is provided in Appendix G.

b. Justice and Safety Institute

In conjunction with the College of the Liberal Arts, the Justice and Safety Institute has not only offered training, including diversity modules, for deputy sheriffs across Pennsylvania, but it has also provided contract training to the police force of Trinidad and Tobago. Many of the noncredit courses that JASI offers for police officers and supervisors also include sections dealing with diversity and community policing issues.

c. Intensive English Communication Program

As has been noted above, the IECP welcomes people from across the world—from Saudi Arabia to South Korea—to the University Park campus. In addition to learning English language skills that, in many cases, prepare them to become Penn State students, IECP encourages cross-cultural exchanges, informal conversations, and opportunities to share their experiences with other Penn State students.

d. <u>Penn State Public Broadcasting</u>

Since 2007 (previous efforts were captured in the interim report Appendix B), Penn State Public Broadcasting has produced or presented Common Ground Lobby Talks on *Islam in Europe; Where the Girls Are – Gender Equity in Education, Understanding Autism: Childhood to Adulthood,* and *A Conversation with Sonya French-Begay*— a representative from the Navajo Nation. In addition, *Out in the Silence*, a documentary on a small town's reaction to same-sex marriage, aired this September. WPSU radio featured ten diversity-focused programs and launched the *This I Believe* series. *Take Note,* the station's weekend public affairs program broadcast twelve diversity-themed programs.

e. <u>Conferences</u>

Of particular note for Penn State Conference offerings since 2007 is *Exploring the Indigenous Ways of Knowing of the Ojibwe*, an educational seminar designed to help students explore and understand the worldview of the Ojibwe, a North American aboriginal community. Participants spend two weeks immersed in the history, culture, and lifeways of the Red Lake, Leech Lake, and White Earth nations in northern Minnesota. This program won two 2008 awards for faculty member Dr. Bruce Martin, Adjunct Instructor, Center for Ethics and Religious Affairs, and conference planner Kathy Karchner:

- The Innovation in Outreach and Engagement Award given by the UCEA Outreach and Engagement Community of Practice

- The 2008 Rose Duhon-Sells Program award given by the Multicultural Program Awards Committee of the National Association for Multicultural Education (NAME)

In addition to the National Autism Conference, mentioned above, Conferences facilitated youth programming, Elderhostel, and many other diversity-enhanced programs, including the McNair Scholars program, study abroad programs, and intensive language courses.

f. <u>Thematic Initiative Funding</u>

Penn State Outreach provides support for collaboration with academic colleges though Thematic Initiative Funds (TIF). The fund is designed to support innovation that contributes to the sustained engagement of Penn State Outreach and academic units to address and have a positive impact on key areas in health, education (K–12), economic and workforce development, energy and sustainability, and international programs.

g. <u>Two examples of programs funded through the Education TIF</u>

Through Urban Teaching and Collaboration: Fostering Systemic Educational Change in an Urban School, ten Penn State students interned at Isaac Sheppard Elementary School, an urban K–4 Philadelphia school in a Puerto Rican community, to teach English-as-a-second-language. One intern requested that friends and family donate sports equipment to the school instead of purchasing birthday presents for her. A van loaded with soccer, baseball, and other sports equipment was donated to the school for recess. Despite being challenged with learning to teach and speak Spanish, the interns made as big an impact on the school's students and teachers as the school did on them. Each applied to teach in the Philadelphia inner city school system following their internship. This project also provided laptop computers for every fourth-grade student and computer learning classes for parents to enable them to assist their children with homework. In the near future, the project will expand to focus on behavior issues and family literacy.

Improving the Academic Achievement of Minority Adolescents at Penn State Berks provided consulting and staff development services in science education and technology integration for the Gateway School for Technology and the Reading Area High School. Penn State students worked closely with elementary education directors to improve science education at elementary schools. This project also created summer camp scholarships and helped teachers better meet the needs of students and parents whose first language is not English. In the near future, the project will expand to focus on reading skills and a science education certificate that could contribute to a master's degree at Penn State Great Valley.

These examples are just a fraction of the education outreach and research projects that Penn State Outreach has been involved with since 2005 through thematic initiative funding. They provide a snapshot of the extensive work Outreach has done with youth, high school students, traditional and non-traditional students in higher education, teachers, schools, and communities, in conjunction with academic colleges and Penn State campuses.

### 2. *What practices have been most successful? Least successful? Which could be termed "best practices"?*

The awards won by *Indigenous Ways of Knowing of the Ojibwe* attest to its endorsement by its peers. Immersion into the Ojibwe culture provides a model for other such programs.

Penn State Public Broadcasting has been a strong and vigorous voice for diversity in Central Pennsylvania. Its programming is balanced and remarkably cost-efficient. However, as media "noise" increases, finding a viable funding model for this important resource will be crucial.

Public Broadcasting is currently a "best practice." It will require the will and support of the University to retain its premier position.

### 3. *What measures of success have you identified to gauge your progress in this Challenge? Include data demonstrating outcomes.*

Course evaluation data is used to determine the impact of credit and noncredit courses.

The number of courses, participant counts, and academic colleges partnered with are also considered.

- In the time covered by this Framework, 187 diversity-related or -enhanced credit courses (more than 1,000 sections) were provided to 20,031 students.
- These courses represent offerings from nine academic colleges and the School of Nursing.
- In addition, 59 diversity related/enhanced noncredit courses were offered to 2,520 students.
- A listing of diversity-related/enhanced credit and noncredit courses offered through Outreach can be found in Appendix G.

PSPB uses audience feedback, rating numbers, and head counts at lobby events to assess impact.

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

*1. How are unit leaders actively involved in diversity efforts?*

In the years covered by this Framework, Outreach leaders have increased their participation with the Outreach Diversity Council, and they have provided numerous opportunities for all staff to participate in activities that emphasize our definition of diversity, the creative benefits of diversity, and its importance in our interactions with students, faculty, community partners, and co-workers. At least twice a year, the Outreach Executive Team meets with the ODC to hear their reports, engage in strategic discussions, and act on their recommendations.

Outreach leaders continue to provide encouragement and support for professional development opportunities for diverse staff members, including internship programs, participation in University leadership and management training programs, and membership on University committees and commissions. Faculty and staff members are encouraged to seek appointment to University commissions. Several Outreach staff have served on various University committees including the LGBT Commission, the Commission for Women, the Staff Advisory Committee, and CORED.

Supervisors are encouraged to complete the Penn State Leader program and Mastering Supervision. And executive-level (grade 24 and above) staff members are encouraged to complete the Penn State Management Institute.

 In addition, the executive team has supported financially and with staff resources the development of the Intranet, participation on and resources for the Outreach Diversity Council, and increasing support for critical diversity hires.  The Vice President for Outreach has served as a mentor for the Administrative Fellows program in 2005–06 and in 2009–10.

 Additionally, the Vice President and several of his direct reports have established diversity awards as part of the recognition given to Outreach staff.

*2. What is the diversity profile of the unit's administrative and executive levels?*

Of Vice President Craig Weidemann's direct reports, 40 percent are women. While not racially diverse, his team brings a wide range of experience, business acumen, cultural insight, and differing attitudes to the table. The team members reflect their commitment to diversity in volunteer activities (Special Olympics Pennsylvania, United Way, Global Connections) and in their support for University and community initiatives (e.g., Dr. "Lucky" Yapa's McGrath Award-winning Philadelphia Field Project: Rethinking Urban Poverty).

***3. Describe the procedures followed to create both diverse applicant pools and search committees for administrative searches. How is information about expectations regarding candidates' skills and experience with managing diversity communicated to the committee and to the candidates?***

All administrative staff positions, grade 24 and higher, require demonstrated skills in managing diversity as a position qualification. In addition, leadership is considered as a primary factor in annual performance reviews.

Human Resources, in collaboration with the Outreach Diversity Council, developed a series of questions to be used in the search process. ODC members have been included in the search process for all administrative positions since 2007. Specific diversity-related questions have been used in searches since 2005. Effective in 2007–08, any chair of a search committee was certified in Hire Power before leading the search. In addition, all position descriptions now include an appropriate statement on diversity. Outreach Human Resources has worked with a number of units to write job announcements and to expand search possibilities. Additionally, multiple media have been used to attract a more diverse pool of qualified candidates.

Diversity is also considered an important factor in the membership of external advisory groups. Since 2004, when it was first called into being, the Outreach Advisory Board has established and implemented an active recruiting effort to increase the diversity of its membership. Currently it consists of 37 members, of whom two are African American. The board consists of 25 males and 12 females, and the first female will head the board this year.

***4. How does your unit identify staff and faculty from underrepresented groups who have administrative aspirations and potential, as well as assist them in developing leadership and management skills? How are such individuals supported in identifying opportunities for advancement?***

As has been mentioned previously, Outreach shares development of faculty with the academic colleges that are their intellectual homes. However, through the use of targeted funds and the application of professional services, such as those provided by Penn State Public Broadcasting, Outreach has been able to advance the research and reputation of several faculty members from underrepresented groups.

Outreach uses the SRDP form to collect information about the interests and aspirations of all employees. Specific questions asked staff members to consider where they would like to be in five years, to express an interest in joining University-wide task forces and commissions, and to request consideration for professional development opportunities.

Vice President Weidemann and members of the executive team have not only supported participation in such programs as Mastering Supervision and the Management Institute,

but have also encouraged participation in Leadership Center County. Individuals taking part in such professional development opportunities are not only given release time, but are encouraged to report on their experiences and learning opportunities.

In addition, in 2007, listening groups were formed to capture qualitative data related to retention of different groups of people: 40+, under 40, women, and racial/ethnic minorities. Results were reported to the executive team and to the participants. Data from the listening groups will be used to inform the 2010–15 Fraamework.

In fiscal year 2008–09, Vice President Weidmann and the executive team established a task force to focus on talent management and succession planning. That task force has considered underrepresented groups and diversity as core to its mission.

*5. Which strategies for diversifying your unit's leadership and management have been most successful? Which have been least successful? Which could be termed "best practices"?*

The hiring procedures outlined previously, specific emphasis on diversity questions as part of the interview process, professional development at both the unit and University levels, listening groups, and encouragement from the vice president and executive team have all been successful strategies.

During the five years from 2004 to 2009, Outreach has seen many changes, some of which have impacted plans originally set out in the Framework. Thanks in large measure to the flexibility of its staff, Outreach has advanced diversity at all levels of the organization and will continue to do so in the future.

*6. What measures of success have you identified to gauge your progress in this Challenge? Include data demonstrating outcomes.*

Data gathered to assess progress include vacancies, diverse applicants, diverse applicants interviewed, and diverse applicants hired. Additionally, information is gathered on total number of employees, employees in underrepresented racial and ethnic groups, and the percentage of employees identified as diverse. It might be noted that the encouragement to self-identify on the ESSIC system has translated into a perceived increase in percentage of diverse employees.

 Minorities in leadership positions (with leadership defined as grade 24 and above SPEC grades and level three and four in CJC) was 5 of 585 employees, or .8 percent.

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

*1. How does your unit's strategic plan reflect the importance of diversity for meeting your goals and objectives?*

Diversity is central to Outreach. It is not only part of our Strategic Plan, but it is also at the heart of the way we operate every day. That dedication to diversity is evident in the following examples:

- *Outreach serves as a catalyst, collaborator, and connector to meet the needs of our various constituents and stakeholders with the programs, research, and services of Penn State.*
  ### *Outreach Mission*

- The interface of Outreach with the spectrum of Penn State's external constituents provides the organization with a broad and inclusive perspective on diversity. Outreach's audiences are youth and adult; male and female; local, national, and international; rural and urban; location-bound and mobile; racially, ethnically, culturally, and socio-economically diverse; differently-abled; and with diverse sexual orientations. The interaction of these constituents with Outreach reinforces the core values and strategic goals of the organization as well as the wide variety of programs offered and the broad scope of learners they involve.
  ### *Outreach Strategic Framework 2008–13*

- *Diversity is one of the ten core values of Outreach.  New Employee Orientation*

- Penn State Outreach embraces diversity and the unique potential that diverse personal backgrounds and viewpoints bring to work and learning experiences. Outreach integrates diversity in multiple dimensions, through staff and hiring procedures, programs, clientele, learners, and the communities served.
  ### *Outreach Strategic Framework 2008–13*

Outreach strives to create a humane environment in the workplace and in the classroom, treating all faculty, staff, students, and customers with dignity and respect, with sensitivity to the need for balance between one's work life and personal life.  Everyone in Outreach is urged to capture the strength that derives from honoring diverse people, perspectives, and programs—to think and act inclusively.

*2. What organizational realignments, systems of accountability, resource mobilization and allocation strategies, and long-term planning strategies have been implemented by your unit to ensure the realization of the University's diversity goals?*

The Outreach Strategic Plan for 2008–13 addresses the need to engage our people and to:

(1) enhance the climate for diversity within Outreach
(2) recruit and retain adult learners
(3) recruit and retain diverse faculty/staff
(4) enhance leadership for diversity

The plan also includes a continuation of efforts to serve diverse audiences and provide programming with multicultural content—both important parts of Outreach. The Outreach Strategic Plan 2008–13 includes a core diversity strategy of "developing a workplace that gives respect to everyone, all the time, and is diligent in efforts to create and celebrate a diverse workforce."

Several initiatives have been undertaken to actualize these strategies.

a. Annual update on diversity

The senior director of Planning, HR, and Diversity provides an annual update on diversity-related information for the staff and the Executive Team. Prior to 2009, this report was included in *Inside Outreach*. Since January 2009, the Outreach Intranet has been used to share diversity information year-round rather than on a once-a-year basis.

b. Diversity Climate Survey

In 2006, Outreach staff completed a diversity climate survey. The survey, in and of itself, increased employees' familiarity with the definition of diversity and with the diversity strategic plan. The increase in favorable responses went from 55 percent in 2002 to79 percent in 2006.

c. Researching underrepresented populations

Recently the Outreach Diversity Council began working with Outreach Marketing Research to use the data warehouse is a resource for information regarding under-represented populations. Financial and personnel resources have been made available for this initiative.

d. Centralized information

The diversity site on the Outreach Intranet includes centralized information on programs, resources, strategic plan information, reports, and updates.

e. Networking with other Penn State entities

Networking with others throughout the University and the community to share best practices and to pursue collaborative efforts to foster diversity is among the initiatives in the strategic plan. Among the efforts undertaken:

- Co-sponsoring an AAUW community workshop
- Participating in the State College community diversity group
- Participating in the Diversity Achievement Conference
- Inviting other University groups to present at ODC meetings
    - Director, Penn State Migrant Education
    - International Hospitality Council
    - Governor's Council on Asian-American Affairs
    - LGBT student resource center advisory board
    - EOPC review process
- Supporting financially
    - State College Native American Powwow
    - Global Connections
    - American Indian Leadership
    - African American Read-In (UP, Berks, and Altoona campuses)

In addition, the ODC chair will join the Penn State Diversity Council Chair Group when it is reconvened, and an ODC member is Chair-elect of the LGBT Commission.

### *3. What budget and development approaches have been implemented by your unit to ensure financial stability of diversity priorities?*

As described above, Penn State Outreach has initiated several programs to support and sustain diversity efforts. Among these are budgeted funds for recruitment and retention of diverse staff, professional development to help establish a career ladder for underrepresented groups, dedicated adult learners scholarships, line-item funding for the ODC, program initiative funds, and support for engagement efforts serving diverse audiences.

### *4. Describe the systems of accountability and reward that support the achievement of diversity goals.*

From the individual's SRDP to the allocation of funds for a diversity hire, Outreach is committed to achieving its diversity goals. All Outreach employees must be involved in a minimum of 8 hours of diversity-themed professional development as a measure of their success on the SRDP. Chairs of search committees are routinely surveyed, and hires are reviewed by HR. Tracking of diversity programming and enrollments will be enhanced by the C-VENT training-registration system. Data warehouse information is a ready source of information for trend analysis. And a commitment to diversity is evident in the Outreach business plan, even in this time of emphasis on resetting the Outreach organization.

### *5. What partnerships, with internal or external units and/or constituencies, have you created to advance the University's diversity goals?*

In addition to those listed in 7.2.e, Outreach has been a leader in having Penn State selected for the Carnegie Elective Classification in Community Engagement. (See

Appendix J.) With a focus on "interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.)," Outreach's engagement with communities in Pennsylvania and throughout the world provides true collaboration with underserved and underrepresented constituencies.

***6. Which strategies to coordinate organizational change in support of diversity goals have been most successful? Which have been least successful? Which could be termed "best practices"?***

Outreach is a very diffuse organization, in that it incorporates multiple ways of interacting with students, communities, and other constituents. From Penn State Public Broadcasting to the Justice and Safety Institute, and from the World Campus to conferences embracing autism, the ways of indigenous peoples, and intensive language study, the multiple programs impacting diversity needed to be aggregated in one place, available to all employees, and preserved as models for future programs. While still in its first year, the Outreach Intranet has served that purpose. More than a repository, it is an active, collaborative site that continues to grow and evolve. The guidance of the Outreach Diversity Council, the commitment of Outreach leadership, and the financial support that allowed the Intranet to become a single-source channel for news, policies, and much more are all responsible for its success.

Among the resources posted at the Diversity Intranet site are:

- 2008 Faculty Staff Survey
- LGBT—3 videos, 5 sources for additional information
- Link to domestic partner benefits for employees
- Sexual harassment information and representatives
- 16 links to external diversity Web sites
- Outreach Strategic Plan posted
- News and Events blog that features diversity stories from around world—22 posts from February 2009 to the present.
- "Thoughts & Stories" blog, featuring diversity topics to provoke thought or that resonate with the person who posts story—8 posts from February 2009 to the present.

While there are a number of areas where additional effort is necessary, Outreach is in the midst of a University-mandated restructuring. Many initiatives will be detailed in the 2010–15 Framework. However, as was the case in working through the goals and objectives of the 2004–09 Framework, changes in the structure, business model, or organization of Outreach may impact time lines, financial support, available personnel, and other success factors.

***7. What measures of success have you identified to gauge your progress in this
    Challenge? Include data demonstrating outcomes.***

Both qualitative and quantitative measures, identified above and throughout this report,
will carry through into the next Framework. One major change will be the adoption of a
tabular reporting format aligning goals with performance measures, progress, and results.

**Appendix A**

**Penn State Outreach
Strategic Plan for
Diversity2004-2009**

The mission of Penn State Outreach is to increase access to Penn State's educational resources through linking the expertise of faculty in the University with the needs and interests of external constituents. The interface of Outreach with the spectrum of Penn State's external constituents opens the organization up to a broad and inclusive perspective on diversity. Outreach's audiences are youth and adult; male and female; local, national, and international; rural and urban; location-bound and mobile; racially, ethnically, culturally, and socio-economically diverse; differently-abled; and with diverse sexual orientations. This experience reinforces that there are many kinds of differences that characterize human lives, both for Outreach customers/clients/students and in the University workplace, an understanding that is reflected in the core values and strategic goals of the organization as well as the wide variety of programs offered through Outreach and the wide variety of learners they involve.

Among its stated core values, Outreach seeks to be an organization that . . .

> Is committed to diversity and the unique potential that diverse cultural and ethnic backgrounds and viewpoints bring to our work and learning experience.

> Creates a humane environment in the workplace and in the classroom, treats all faculty, staff, students, and customers with dignity and respect, and is sensitive to the need for balance between work life and personal lives.

A commitment to diversity is further embraced within Outreach's strategic goals that include:

> Enhance Outreach's environment for work and learning in support of the contributions of individuals from diverse backgrounds.

To advance these core values and this strategic goal and to address the challenges identified within Penn State's *Framework to Foster Diversity*, the Outreach Diversity Strategic Plan for 2004-09 gives special priority to initiatives targeted to 1) enhancing the climate for diversity within Outreach; 2) recruiting and retaining adult learners; 3) recruiting and retaining diverse faculty/staff; and 4) enhancing leadership for diversity. The plan also includes continuation of efforts to serve diverse audiences and provide programming with multicultural content that currently are an important part of Outreach. These initiatives and activities include Continuing Education, World Campus, Penn State Public Broadcasting, and central Outreach support units in partnership with Cooperative Extension where appropriate; however, Cooperative Extension is included in the plan for the College of Agricultural Sciences.

**CAMPUS CLIMATE AND INTERGROUP RELATIONS**

**Challenge 1: Developing a Shared and Inclusive Understanding of Diversity**
**Challenge 2: Creating a Welcoming Campus Climate**

(These two challenges are highly inter-related and therefore are addressed together in this plan.)

The 2002 Outreach Diversity Climate Survey, which included Continuing Education, World Campus, Public Broadcasting, and central Outreach support units, spoke to both of these challenges. The survey indicated that, overall, there is a positive climate for diverse groups within Outreach and that commitment to diversity issues is widespread. Most staff are satisfied with the climate for diversity, feel that it is comfortable for underrepresented groups, and see fostering diversity as an important priority within the organization.

The survey also suggested that there could be greater awareness and supportive behavior related to diversity issues. Open-ended questions about barriers to creating a positive climate for diversity within Outreach and proposed efforts to enhance the climate for diversity suggested the need to clarify and promote an inclusive definition of diversity, to help staff and faculty understand what is acceptable and appropriate behavior in the workplace, to prepare managers and supervisors to lead proactively on diversity issues, and, more generally, to continue to communicate and educate broadly through a wide variety of forums.

Based on this assessment, Outreach has identified the following actions in response to Challenges 1 and 2 of the *Framework to Foster Diversity.*

1. **Charge the Outreach Diversity Council to expand leadership and strengthen accountability for diversity initiatives within the organization.**

   This represents a transition from the former Diversity Action Team within Outreach, to elevate the role of the group to focus, stimulate, and assess Outreach initiatives to foster a welcoming work and learning environment for individuals from diverse backgrounds; promote inclusivity in serving students, customers, and clients; and enhance diversity among Outreach faculty and staff. A copy of the charge for the Outreach Diversity Council may be found in Appendix A.

   This transition was completed in spring 2004. The Council will meet twice a year with the Vice President for Outreach to report progress and identify issues related to diversity within the Outreach organization.

   Responsibility: Vice President for Outreach supported by the Director of Planning and Administration.

2. **Articulate and communicate a definition of diversity for Outreach**.

   Despite the implicit definition of diversity expressed by Outreach's mission of access, staff feel a need for a clearer understanding of what diversity means, particularly in the workplace. As a priority for 2004, Outreach will develop a definition of diversity for the organization and communicate it to staff and faculty.

   Responsibility: Outreach Diversity Council.

3. **Prepare directors, managers, and supervisors through dedicated training to provide leadership for diversity and to respond to diversity issues.**

   To establish clear and common expectations for Outreach's leadership regarding their responsibility to promote and support diversity within the organization, Outreach will work with the Affirmative Action Office to provide training for all staff at the director and manager level and all other staff with supervisory responsibilities. An initial round of training will be held in 2004; additional opportunities will be made available as time goes on to reach all staff who move into these positions.

   Responsibility: Director of Outreach Human Resources.

4. **Provide a variety of program opportunities for all staff and faculty to increase awareness of diversity issues, foster community, and encourage involvement.**

   This is an ongoing commitment to continue and expand programming for employees that fosters diversity, including sessions at the annual Outreach Professional Development Conference, programs offered by the Outreach Diversity Council, and other professional development opportunities.

   Responsibility: Outreach Diversity Council, Director of Outreach Human Resources, and Director of Planning and Administration.

5. **Continue and expand organizational communications that underscore the importance of diversity for Outreach.**

   Ongoing communication from the Vice President and other Outreach leadership on diversity matters will be continued. New communication initiatives include the expansion of diversity information on the Outreach intranet and progress reports to all employees at regular intervals.

   Responsibility: Vice President for Outreach, Associate Vice Presidents for Outreach, and Director of Planning and Administration.

6. **Conduct a diversity climate survey at regular intervals.**

   Outreach has made a commitment to conduct a diversity climate survey approximately every three years to monitor the climate for diversity within the organization and identify related initiatives on an ongoing basis. A survey was conducted in 2002; it is anticipated future surveys will follow in fall 2005 and 2008.

   Responsibility: Outreach Diversity Council.

   Performance Measures:

   Trend data collected through the Outreach diversity survey, including the percent of Outreach employees who indicate they are satisfied with the climate for diversity. Inclusion of support for diversity in Staff Developmental Action Plans (SRDP data).

   Log of initiative-related activities/program evaluation results.

## REPRESENTATION (ACCESS AND SUCCESS)

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

Outreach is involved in addressing this challenge through its special commitment to serve adult part-time learners through continuing and distance education programs. World Campus and Continuing Education at University Park are major units within Outreach that recruit adult students to Penn State credit programs and require related strategies to attract and retain adult learners including program flexibility and availability of appropriate student services and financial aid. Outreach further contributes in the spirit of the challenge by supporting diversity in the University's extended informal learning community though a wide range of programs (including non-credit and public broadcasting programs) that serve specialized targeted audiences or the public at-large.

7. **Enhance the role of continuing education in increasing the number of adult learners at Penn State.**

   In keeping with its leadership and advocacy roles for adult learners at Penn State, Outreach will be responsive to the recommendations forthcoming this spring from the Task Force on Continuing Education to enhance the role of continuing education University-wide in attracting and retaining adult learners to Penn State. It is anticipated that the recommendations may involve organizational restructuring, policy enhancements, and programming and student services initiatives.

   Responsibility: Outreach leadership as appropriate to the recommendations.

8. **Establish scholarship funds for adult part-time learners.**

   Financial aid limitations can be a significant barrier to enrollment in higher education for the adult part-time learner. Establishing scholarship funds for adult part-time students is a development priority for Outreach, with the goal of raising $1 million in Trustee Scholarship funds over the next four years for World Campus students.

   Responsibility: Director of Outreach Development.

9. **Develop a diversity framework for the World Campus.**

   Online learning communities are open to all aspects of diversity -- geographic, life experience, gender, race, age, and culture among others. Penn State World Campus currently attracts a minority student population slightly higher than the case among adult learners generally, but lower than traditional university campuses. World Campus has established international market plans for the long-term and has entered into partnerships that encourage a more diverse student body (e.g., participation in eArmyU, an agreement with the Organization of American States to promote enrollment in World Campus programs from Latin America, and promotion of World Campus programs on the website of the American Distance Education Consortium which reaches students and faculty/staff at historically black and Hispanic land-grant institutions and Native American tribal colleges). However, during the start-up phase for World Campus, the primary focus has been on growing enrollments within the overall target audience of adult part-time learners. As these initial goals are reached, it is time to begin focusing more specifically on a balanced set of curricula, financial aid and other support services, and recruiting efforts that will enhance the diversity of audiences served, including understanding better the dimensions and impact of diversity in the on-line learning environment for adult students, establishing baseline data (relevant data are not currently uniformly available), and identifying goals and supporting strategies.

   Responsibility: Executive Director of Continuing and Distance Education.

10. **Optimize program content, marketing, and delivery for diverse audiences.**

    This represents the ongoing effort within Outreach to provide barrier-free access to offerings including geographical and physical accessibility, accommodation of diverse learning styles, responsiveness to age-related special needs, and bias-free language in published materials. The status of these efforts will be assessed and related initiatives developed and implemented as needed.

    Responsibility: Outreach Diversity Council

Performance measures:

Trend data on adult learner enrollments.
Trend data on World Campus enrollments.
Establishment of World Campus scholarship funds.

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

Outreach has made significant progress in the representation of women among senior staff positions; in fall 2003, 52 percent of grade 26 and above staff employees were women compared to 21 percent in fall 1997. Progress also has been made in the representation of racial/ethnic minorities across all staff levels; from fall 1997 to fall 2003, there was a 66 percent increase in minority Outreach staff. However, the percentage of staff from underrepresented groups remains small—5.5 percent of Outreach employees in staff positions in 2003. Among the three-dozen non-tenure track faculty currently employed by Outreach, 42 percent are women and none are racial/ethnic minorities. (It should be noted that 24 percent of the respondents to the 2002 Outreach Diversity Climate survey considered themselves a member of an underrepresented group based on sexual orientation, ethnicity/race, religion, gender, or physical or mental ability.)

Increasing faculty and staff from underrepresented groups is a priority for Outreach. Tracking of search data begun in FY03 shows that the pool of qualified applicants from underrepresented groups must be increased as an important step in recruiting diverse faculty and staff, particularly in those searches that are advertised regionally and nationally. In the past two years, an average of approximately 6 percent of applicants for Outreach positions were racial/ethnic minorities, disabled or handicapped, and members of these groups represented an average of 5 percent of candidates selected for interviews, leading ultimately to an average of 4 percent of the Outreach hires made in each of the years. We want to see increases at all of these stages.

Outreach already has in place affirmative action search procedures including a specific charge to search committees regarding diversity of candidate pools, advertising in appropriate venues, and networking within professional circles. In addition to continuing these procedures, Outreach will implement the following actions to support greater diversity in hiring.

11. **Strengthen all vacancy position descriptions to communicate Penn State's and Outreach's commitment to diversity and to include job-appropriate diversity-related factors among stated position qualifications. Include in job interview protocols assessment of the diversity-related qualifications.**

    Including language, as appropriate to a position, indicating a desire to work with a multi-cultural customer base and support for diversity as important job qualifications, reinforces the value of diversity for the organization and conveys a welcoming climate for diversity to job applicants.

    Responsibility: Director of Outreach Human Resources working with units.

12. **Establish a recruitment fund to support the hiring of diverse staff and faculty.**

    This fund will be modeled after similar programs at Penn State that provide matching funds in support of diverse hires. As an incentive to units to expand their searches for qualified diverse candidates, Outreach will contribute centrally a portion of the salary for newly hired individuals who contribute to the diversity of the Outreach workforce; these matching funds will be reduced over time for a given position to assure their ongoing availability across units. This funding has been put in place for FY05.

13. **Explore the creation of an Outreach internship program for diverse Penn State students and/or in partnership with other institutions of higher education with diverse student bodies to provide experiences that may attract participants to future employment opportunities in Outreach.**

    "Grow your own" internship programs appear to be a promising avenue for recruiting diverse staff. As a first step toward potentially creating such a program for Outreach, we want to learn from the experiences of others at Penn State including their return on investment in such programs, and also explore possibilities for partnering with other institutions, such as historically black colleges and universities, to provide internship experiences for students in fields related to work in Outreach. This exploratory work will take place during 2004-05, and if a decision is made to move forward, implementation will occur the following year.

    > Responsibility: Outreach Executive Team working with the Director of Finance, Facilities, and Technology and the Director of Planning and Administration.

    > Responsibility: Outreach Executive Team working with the Director of Human Resources and the Director of Planning and Administration.

14. **When openings for Outreach faculty positions occur, reiterate and reinforce the importance of a strong commitment to diversity in the search process through special attention to the composition of search committees, communication by the appropriate Outreach executive with the chair, and access to resources to support an aggressive search. Closely monitor diversity of applicants, candidates, and hires in faculty searches.**

    Recruiting faculty of color among the approximately three dozen non-tenure track positions within Outreach is a special priority. Every search opportunity will be used to address this priority through strategies that emphasize expanding the diversity of qualified individuals in applicant pools.

    Responsibility: Executive Director of Continuing and Distance Education.

15. **Establish a retention program for staff and faculty from underrepresented groups.**

    While professional development and other forms of career and workplace support are provided for all employees, Outreach currently does not have a focused retention program for individuals from underrepresented groups. Mentoring and networking opportunities will be developed and implemented to support Outreach employees from underrepresented groups.

    Responsibility: Director of Outreach Human Resources working with the Outreach Diversity Council and Outreach units.

    Performance measures;

    Trend data for searches—number of diverse applicants, candidates, offers, and hires for faculty and staff.

    Trend data on employees—number/percent women and members of underrepresented groups on Outreach faculty and staff.

    Assessment of specific initiatives, including implementation and outcome data.

## EDUCATION AND SCHOLARSHIP

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

Outreach does not contribute directly to addressing this challenge but is supportive of college curricular efforts in this area through the delivery of general education and other relevant courses via continuing and distance education. In addition, the broad portfolio of programs delivered through all Outreach units to the extended University learning community includes significant multicultural content reflecting the organization's role in support of academic interests across the university and interface with a wide variety of external audiences. Outreach is committed to continuing to work with its academic partners to provide programming that is reflective of and responsive to the diversity of our society.

16. **Review the Outreach program portfolio to identify opportunities and issues related to multicultural programming.**

    As many Outreach program offerings change from year to year, it is important to understand trends and challenges related to the inclusion of multicultural content within the Outreach portfolio. Outreach program offerings with diversity-related content will be monitored to inform the efforts of program development and delivery units in this area.

    Responsibility: Outreach Diversity Council working with Outreach units.

17. **Explore dedicating a portion of the Outreach Program Innovation Fund to diversity-related programming.**

    While much of Outreach's diversity-related programs are driven by academic partners, dedicated funding can serve as an incentive for development of programs in this area and also encourage the development of programming for underserved audiences. The Program Innovation Fund is currently being restructured; diversity will be considered as a potential criterion in the allocation of some of this funding.

    Responsibility: Outreach Executive Team.

18. **Collect assessment data on Outreach diversity-related educational programs to determine effectiveness, including information on audiences served and measures of program outcomes, to guide the ongoing investment of resources in this area.**

    Responsibility: Director of Planning and Administration working with Outreach program delivery units.

    Performance measures:

    Reviews of diversity-related programs. Development of new diversity-related programs. Program assessment data.

## INSTITUTIONAL VIABILITY AND VITALITY

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

Many of the concerns under this challenge have already been addressed in Outreach's response to the other challenges within the Framework to Foster Diversity. These include recruitment and retention initiatives including a special focus on positions for which regional and national searches are conducted (many of these are leadership positions), providing training for directors, managers, and supervisors, and enhancing the leadership role of the Outreach Diversity Council. The challenge is also addressed by ongoing efforts within Outreach to provide leadership and professional development opportunities for women and members of underrepresented groups.

19. **Continue to provide encouragement and support for professional development opportunities for diverse staff members, including the Outreach Internship Program, participation in University leadership and management development programs, and participation on University committees and commissions.**

    Outreach has used all of these avenues in the past to provide leadership development opportunities for diverse staff and will continue to do so. In addition, the Vice President for Outreach will serve a mentor for the

Administrative Fellows Program in 2005-06.

Responsibility: Outreach Executive Team working with unit leadership.

20. **For all administrative searches (staff grade 24 and above with managerial duties and all administrative appointments), require demonstrated skills in managing diversity as a position qualification. Include leadership for diversity as a factor in annual performance reviews for administrators.**

Demonstrated commitment from the leadership of Outreach is essential for meeting the challenges of the Framework to Foster Diversity at Penn State. This expectation will be clearly stated in position descriptions and individuals in leadership positions will be held accountable through the annual performance review process.

Responsibility: Vice President for Outreach and the Outreach Executive Team.

21. **Work with the chairs of all search committees for administrative positions (staff grade 24 with managerial duties and above and all administrative appointments) to assure a strong commitment to diversity in the search process and access to networks that promote diversity in the pool of qualified applicants.**

An aggressive approach that clearly and closely sets expectations for administrative search committees and works with committee chairs and members to identify diverse applicant pools can help to bring qualified diverse candidates forward for leadership positions. For all administrative position searches, an appropriate member of the Executive Team will meet with the search committee chair to discuss expectations and identify strategies for developing a diverse pool of candidates.

Responsibility: Executive Team members

22. **Consider diversity as an important factor for the membership of external advisory groups for Outreach.**

Outreach looks to individuals beyond the University for advice and relationship building to better connect Penn State with community and statewide educational needs. External advisory groups for Outreach must include diverse perspectives in order to fulfill these roles effectively.

Responsibility: Outreach Executive Team

Performance measures:

Implementation data for initiatives: Percent of position descriptions that include demonstrated skills in managing diversity and percent of administrative searches which are discussed with a member of the Executive Team.

Trend data on participation of members of underrepresented groups in Outreach leadership positions.

Trend data on participation of members of underrepresented groups in leadership development activities.

Outreach advisory board membership.

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

Outreach's diversity initiatives are coordinated through the Vice President's Office by the Director of Planning and Administration with a direct reporting line to the Vice President for Outreach. This coordination includes the Outreach Executive Team, the Vice President's Council, the Outreach Diversity Council, and others in the organization in efforts to foster diversity goal. Outreach's organizational commitment to diversity also includes financial investment including program development funds (from the Program Innovation Fund and the Outreach Partnership Fund) in support of programs with multicultural content or that reach under-served audiences, support for training for faculty and staff, development priority for adult learner scholarships, and the creation of an incentive fund to promote diversity in hiring. At the individual level, staff are held accountable through the Staff Review and Development Plan (SRDP) process (inclusion of Support for Diversity in the Developmental Action Plan will be monitored beginning in the 2004-05 performance review period). At the organizational level, accountability will be addressed through an annual assessment of progress in fostering diversity within Outreach. Under this challenge, Outreach also is very interested in networking with others at Penn State to share best practices and participate in collaborative efforts to build support for diversity.

23. **Prepare an annual update on diversity within Outreach and share with all staff.**

    This progress report will include the performance measures identified in this plan and recommend refinements to the Outreach Diversity Strategic Plan as appropriate.

    Responsibility: Outreach Diversity Council working with the Director of Planning and Administration.

24. **Network with others throughout the university to share best practices and pursue collaborative efforts to foster diversity.**

    Responsibility: Outreach Diversity Council.

    Performance measures:

    Decrease in the percent of Outreach staff who respond "don't know" to items on the Outreach diversity climate survey.

Updated September 2004

**Appendix B**

<p align="center">**Penn State Outreach**
**Interim Review**
**A Framework to Foster Diversity at Penn State: 2004-09**
**Assessment**
**December 2006**</p>

The interim review for Outreach for the Framework to Foster Diversity 2004-09 highlights the diversity-related efforts outlined in the Framework and the Outreach Diversity Strategic plan. This report focuses primarily on the Outreach units of Continuing and Professional Education, Conferences and Institutes, Statewide Continuing Education, World Campus, Penn State Public Broadcasting, Economic and Workforce Development, and Outreach central support units. Penn State Extension and Outreach work together in close partnership to leverage resources across units through joint programming and other collaborative efforts including the sharing of information, networks, and expertise. Penn State Extension's activities related to diversity are reported through the College of Agricultural Sciences.

**Campus Climate and Intergroup Relations**

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

1. *How does your unit define or describe diversity? How is this understanding demonstrated in areas of emphasis within your unit?*

   The promise of outreach is immeasurably enriched as it is brought to life by and for diverse individuals. Penn State Outreach values diversity and the unique potential that diverse personal backgrounds and viewpoints bring to our work and learning experiences. Outreach integrates diversity in multiple dimensions, through our staff, programs, clientele, and the communities it serves. Outreach is committed to creating inclusive learning and work communities and providing an environment that treats all faculty, staff, students, customers, and clients with dignity and respect. In the final review of the 2003 Framework report it was noted that this definition was being developed.

   ⇒ Definition of Diversity: The existence of a wide range of individual differences that is present within any group of people.
   ⇒ Diversity Value Statement: Outreach is an organization where the individual differences that exist among our co-workers and peers, and the students, clients, and communities with whom we work are respected. Outreach serves as an advocate in supporting diverse constituencies through its services and programming by advancing and protecting important diversity related topics and initiatives.
   ⇒ It is through our differences that we gain the variety of perspectives and abilities that enhance our lives and benefit the common good.

⇒ Units within Outreach also have, as a result of the work of the Outreach Diversity Council also defined diversity to support the overarching diversity effort. Examples include: Economic and Workforce Development (EWD) defines diversity as interacting with all types of people and treating each one in the same manner. Penn State Public Broadcasting's (PSPB) special mission is to present programs of service to all audiences by increasing the commitment to develop inclusive thoughtful content. Client Development defines diversity as the creation of an accepting, respectful environment built on an appreciation that each person is unique and that individual differences should be celebrated and leveraged for the betterment of the organization. Continuing and Professional Education (CAPE) focuses on looking at diversity through a broad lens as it impacts on the organization from a variety of perspectives i.e. culture, gender, age, ethnicity, LGBT, and socio-economic.

2. ***How has your unit distributed information to faculty and staff about the University's diversity initiatives? Describe your unit's formal mechanisms for discussion of diversity initiatives.***

⇒ The Vice President for Outreach continues to speak and write to the entire organization about the value of diversity and diversity-related initiatives.

⇒ The Vice President for Outreach continues to inform members of the Outreach Executive Team (ET) about issues and initiatives related to diversity at Penn State. The ET members share the information with their units through formal and informal activities. The Director of Planning and Administration, who has responsibility for diversity initiatives within Outreach, and is a member of the executive team, continually brings issues, information, and updates regarding diversity to this group.

⇒ The Director of Planning and Administration, in collaboration with members of the Diversity Council, has visited management team meetings across Outreach to discuss diversity issues.

⇒ Information related to diversity is distributed through e-mail, newsletters, announcements at professional development programs, and through the Outreach diversity list serve.

⇒ Diversity initiatives are also part of the leadership team agenda, and the Vice President meets with the Diversity Council each semester.

⇒ Economic and Workforce Development reports success stories on clients from diverse backgrounds. Twice a year, EWD reports to its funding sources, the number of minorities, women, and veterans worked with during a six-month time frame.

⇒ Marketing materials for Continuing and Professional Education, the World Campus, and non-credit professional development programs are designed to highlight successes of underrepresented groups, are made available in alternative formats to meet ADA requirements, and ensure that Web information complies with University and ADA guidelines.

⇒ The Center for Adult Learner Services (CALS) maintains a list serve of

adult learners at University Park and sends a weekly e-mail newsletter to acquaint these students with on-campus resources, activities, scholarship opportunities and diversity programs.

$\Rightarrow$ CALS also provides a brochure, "Profiles in Success" for adult minority students that offers testimonies and academic success stories.

$\Rightarrow$ The PHEAA WAGE program (a student grant program for adult learners) brochure has been distributed to campus Continuing Education centers and enrollment services staff. Information links are also available on websites through the Center for Adult Learner Services and the Office of Student Aid.

3. *What is the role of your diversity committee? What is its composition?*

$\Rightarrow$ In the fall of 2004, with new leadership in Outreach, the Diversity Action Team was transitioned to the Outreach Diversity Council to expand leadership and strengthen accountability for diversity initiatives in Outreach. The Outreach Diversity Council provides leadership for policies, strategies, and actions to enhance diversity within the Outreach organization. The council reports to the Vice President for Outreach. The role of the council is to focus, stimulate, and assess Outreach initiatives to foster a welcoming work and learning environment for individuals from diverse backgrounds; promote inclusivity in serving students, customers, and clients; and enhance diversity among Outreach faculty and staff. The council is charged to:

- Monitor diversity issues and initiatives in Outreach, including climate, recruitment and retention of faculty and staff, and program development and delivery.
- Recommend policy and strategy to support and enhance diversity within Outreach and contribute to the development and implementation of the Outreach Diversity Strategic Plan.
- Work with others within the Outreach organization to identify and implement diversity initiatives.
- Communicate information and encourage discussion of diversity within Outreach units.
- Identify and implement programming opportunities for staff to enhance awareness and understanding of diversity issues, foster community, and encourage involvement.
- Network with others throughout the University to share ideas, resources, and activities and to implement policies, practices, and procedures in support of diversity.

$\Rightarrow$ Council Membership: Representative across Outreach: Representation from each major unit (Continuing and Professional Education, Conferences and Institutes, Statewide Continuing Education, World

Campus, Penn State Public Broadcasting, Cooperative Extension, Economic and Workforce Development), and across central support units (Adult Learner Advocacy, Development, Finance, Facilities and Technology, Marketing and Communications, Client Development, and the Vice President's Office). Ex-officio members include the Director of Planning and Administration, the Manager of Human Resources and the Manager of Professional Development. Affiliate members may participate on council committees. Membership is inclusive of all levels of Outreach faculty and staff and reflects the diversity within Outreach. Vice President Craig Weidemann issues a call for nominations or interest each year.   Members serve three-year terms with one-third of membership rotating off each year, with the possibility of reappointment.

⇒ Structure: A chair is elected by council members to serve a two-year term beginning in the fall semester. Currently the standing committees of the Outreach Diversity Council include: Climate; Employee Recruitment and Retention; Communications; Professional Development; Outreach Programs and Services; Networking.

▪ The council meets monthly, including two meetings a year with the Vice President. Committees determine how best to advance their work, using the Outreach Diversity Strategic Plan as a guide.

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

⇒ A best practice is the formation of the Diversity Council, previously organized as a Diversity Team. The Council has had a stronger impact on developing a shared and inclusive understanding of diversity. The Council has been able to focus on key issues and recommend changes to the Outreach Leadership Team.

⇒ The Diversity Council's increased effort on diversity-related professional development programming for faculty and staff. With the formation of the Outreach Professional Development unit in fall 2005, tracking and registration of session participants have begun to identify if programs are reaching across the organization. In addition, as noted in the 2003 Framework report feedback, the Council is also collecting and summarizing feedback on each program offered. The next step is to begin to measure specific impact of the programs over time.

⇒ Developing a clear, broad, and inclusive definition statement of diversity has been important in helping to articulate the meaning of diversity for Outreach. A next step is to seek additional ways to communicate and implement this definition, given the diversity of the units within Outreach.

⇒ Frequently units within Outreach make a strong effort to share "success stories," which are stories about clients who have been positively impacted by

their association with Outreach. These success stories are inclusive and demonstrate the diverse clientele that Outreach serves across the state.

5.  *What measures of success have you identified to gauge your progress in this Challenge?*

⇒ Formation of the new Diversity Council, establishing the structure and charge of the group, and establishing the Committee structure.
⇒ Development and dissemination of the diversity definition and council mission statement to Outreach.
⇒ Evaluation of Outreach diversity climate survey results and comparison data will provide evidence of progress in this area.
⇒ Evaluation of diversity programming offerings and plans to measure impact over time.

## Challenge 2: Creating a Welcoming Campus Climate

1.  *How does your unit's leadership demonstrate support for diversity?*

⇒ The 2005-08 Outreach strategic plan outlines five key goals, one that "enables Outreach to support an innovation culture by empowering diverse staff and faculty to innovate and provide leadership that will advance the Outreach mission and enable Outreach to maintain its national role in engagement."
⇒ The vision, mission, and values of Outreach support diversity in numerous ways. Diversity is one of the Outreach core values, which are: people (*convey respect for faculty, students, customers, clients, partners, and colleagues*), learning, innovation, diversity (*capture the strength that derives from honoring diverse people, perspectives, and programs; think and act inclusively*), entrepreneurship, collaboration, flexibility, integrity, fiscal stewardship, and disciplined responsiveness.
⇒ Vice President Craig Weidemann reinforces the value of diversity in numerous ways, from communicating to the Outreach team in the Outreach newsletter "Inside Outreach," to one-on-one meetings with new employees (about 70 annually).
⇒ Outreach sponsors tables for staff at various University diversity-related events and statewide events including the Martin Luther King, Jr. Banquet, Commission for Women event, and The Governor's Conference for Women.
⇒ Diversity related topics are part of staff meetings at the both the executive level as well as the work unit level.
⇒ The 2006 Outreach Diversity Climate Survey was sent to staff from Outreach Leadership (vice president, and associate vice presidents). Once the survey results are summarized, Outreach leadership will share the survey results, in early 2007, with all staff, encouraging them to review the report, and provide opportunities for reactions and input in creating a positive climate for diversity within Outreach.
⇒ Each year, the Vice President's Awards for Outreach include an award for

diversity. The award, one of five key awards, for Outreach is based on the definition for diversity that is "diversity is the existence of a wide range of individual differences that is present within any group of people." Outreach values diversity and tries to put our individual differences to work for the common good. This award honors faculty, staff, and technical-service employees who support and appreciate diversity in the workplace and among those that Outreach serves.

⇒ Diversity is an integral part of the Outreach new employee orientation program. Outreach leadership participates in this program and emphasizes the value of diversity throughout the day.

## 2. *How does your unit identify and monitor climate issues?*

⇒ A diversity climate survey was conducted in spring 2006, following surveys conducted in 1995, 2000, and 2003. This affirms the commitment to conduct a diversity climate survey approximately every three years. Two hundred and fifty-nine employees completed the survey for a response rate of 19.4%, providing a confidence level of 95% +/-5.5%.

⇒ Outreach Human Resources, along with the Director of Planning and Administration, meet regularly with work units. In addition, the Director of Human Resources for Outreach meets privately with staff on a variety of issues, including exit interviews. Climate issues are identified both by identifying key issues or trends as a result of these on-going meetings.

⇒ An open-door policy exists in Outreach, from the Vice President, the Director of Planning and Administration, the Outreach Human Resources, and Outreach leadership. This has been communicated to Outreach staff and allows for avenues to express concerns. Vice President Craig Weidemann meets with units and groups throughout Outreach to celebrate successes, hear concerns, and support the group's work.

⇒ Plans are currently underway to redesign the Outreach employee intranet that would include a website devoted to diversity.

## 3. *How does your unit respond to climate issues?*

⇒ Proactively, through professional development opportunities that increase awareness, develop skills that contribute to building a respectful, supportive environment. The Outreach Diversity Council, as a result of the transition, also provides leadership in responding to issues that are identified by various means.

⇒ In 2004-05, Outreach customized the SRDP's Commitment to Diversity factor to include the requirement that all staff records diversity-related activities. Outreach Human Resources and the Outreach Diversity is monitoring fulfillment of this effort.

⇒ After completion of the 2006 climate survey, the Director of Planning and Administration, in collaboration with the Outreach Diversity Council will review the results with Outreach units and develop plans to address issues that

are identified in the survey. Results and action items will be shared throughout the organization.

⇒ Overall, any specific climate issues that occur are taken seriously and addressed by management and the relevant administrator (vice president, associate vice president), with the support of Human Resources. Appropriate measures are taken to include articulating organizational values, behavioral expectations, open dialogue to enhance understanding around issues, and implementing interventions when needed.

*4. What unit-wide and individualized approaches have you developed to enhance overall climate and individual's satisfaction with the environment?*

⇒ Units across Outreach have taken on individual climate initiatives that include "no tolerance" practices for any type of discrimination to workshops and retreats.

- Outreach Marketing and Communications developed a unit-specific orientation program, and dedicated oversight of external communications to a staff member to monitor diversity issues.
- PSPB employs two formal mechanisms for climate issues, including monthly forums for staff to discuss any issues or concerns and monthly all-staff meetings. Both venues offer feedback forms that staff can utilize to offer observations, questions, and concerns.
- Justice and Safety Institute (JASI) provides annual diversity training for all faculty and staff and conducted its own internal climate survey.
- Continuing Education @ UP offers many initiatives for the adult learner to allow flexibility and the resources needed to pursue their goals.
- Development has focused on diversity in recruiting new volunteer committees.
- The Adult Learner Advocacy Office has established committees to review adult learner access issues within our administrative functions and to remove barriers that would turn away potential students.
- The Commission for Adult Learners will provide advocacy and consultation on the implementation of the Recommendations for Adult Learner Services report (a University-wide document). A general "one-stop- shop" concept will be established at each Penn State campus to assist adult learners.
- An ad-hoc committee established through the Commission for Adult Learners, reviewed processes for non-degree students and was able to change University policy to allow academic advisers for these students.

*5.  Which strategies for creating a welcoming campus climate for diversity have been most successful? Which have been least successful? Which could be termed "best practices"?*

⇒ Continuation of conducting a diversity climate survey at regular intervals has been extremely helpful in identifying issues, as well as providing a measure of progress. The survey continues to be enhanced, but also key questions have been standardized to enable data tracking.

⇒ The establishment and encouragement of open communication around diversity issues is a result of the work of the Diversity Council. Educational opportunities offered to staff, whether Outreach-wide or unit-wide, have impacted open communication.

⇒ The practice of conducting exit interviews by Human Resources has been helpful to identify climate issues and working with individual units to address issues has been extremely helpful. Summaries of exit interviews are shared and discussed with both the Outreach Executive Team, but also with individual unit leaders.

⇒ Continued emphasis and communication around diversity issues will continue to be a priority for the organization.

6. **What measures of success have you identified to gauge your progress in this Challenge? Include data demonstrating outcomes.**

⇒ Evaluation of diversity climate survey results and comparison data will provide evidence of progress in this area.

**Representation (Access and Success)**

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

*1.  Describe specific initiatives your unit may have that are intended to contribute to recruiting or retaining undergraduate and/or graduate students from underrepresented groups.*

⇒ Center for Adult Learners and Student Services contributes to the recruitment and retention of a diverse resident instruction student body;

▪ Connects adult learners to appropriate academic delivery units (RI, CE, World Campus)
▪ Provides in-take counseling to prospective and re-enrolling adult learners
▪ Provides evening and on-line courses to RI students who need flexible time options in their course schedule.

⇒ According to the Voice of the Customer report compiled from adult learner research by Outreach Market Research in March 2002, the online adult

student population is predominantly white. Nationally, only 12 percent of online adult students are members of minority groups. By contrast, approximately 16 percent of Penn State World Campus students are minority group members. The three largest minority groups within the 16 percent are African Americans (5 percent), Asian (4 percent), and Hispanic (4 percent). A number of external roadblocks exist to increase minority adult student participation rates for which World Campus is seeking solutions. Foremost among these are the digital divide and lack of scholarships and funding, particularly scholarship, for lower-income populations.

⇒ The RN to B.S. Degree Completion Program and the Associate Degree in Information Sciences and Technology, two programs offered via the World Campus, appear to have especially higher potential to serve minority populations. Targeting marketing campaigns are being implemented to capitalize on that potential.

⇒ During its early years of operation in the later 1990s, women comprised 25 percent to 30 percent of World Campus enrollments. With greater diversification to the curriculum, women currently represent 51 percent of the students enrolled in World Campus offered programs and courses.

⇒ The World Campus Student Fund was begun in the spring of 2004 by a group of World Campus staff. They were concerned that many World Campus adult students were struggling financially to remain enrolled in their degree programs. The students were either unable to qualify entirely for governmental financial aid or were unable to meet strenuous federal guidelines and regulations. The Student Fund is entirely funded by faculty and staff at the World Campus, with staff participation in the Student Fund close to 100 percent. Since the spring of 2004, the Student Fund has awarded just over $10,000 to deserving adult students enrolled in degree programs at the World Campus.

⇒ Outreach Marketing and Communications contributes, through marketing initiatives, to the success of a number of programs with diversity emphasis. Professional development programming for organizations and corporations throughout the Commonwealth include cultural awareness (especially for companies working with Hispanic populations), communication styles in the workplace, and ESL programs. In addition, OMC also utilizes inclusive language, and a wide range of images in developing and designing marketing materials.

⇒ The ESL program used web marketing to reach international students and clientele. This resulted in total enrollments of 1,497 students from 65 foreign countries. Many of these students go on to matriculate as Penn State undergraduate or graduate students.

⇒ The Intensive English Communication Program (IECP) is open to anyone seeking intensive English education. IECP is one of the teaching units within Outreach.

⇒ Continuing and Professional Education, in order to serve the adult learner, has established recruitment and retention calendars to assist the adult learner in achieving his/her degree.

⇒ Continuing Education @ UP has expanded the Lewistown Outreach center to better serve the rural population and disadvantaged community members.

⇒ Outreach is creating a "one-stop-shop" adult learner services concept at each of our campuses to better assist prospective students.

⇒ The PHEAA WAGE program has been in place for two years (out of five) and has given grant dollars to adult learners, campus-wide, to assist them with their direct costs of attending Penn State. During the 2005-06 school year, 296 students were awarded funds and to date, 295 students have been awarded for 2006–07 school years. Of these students, 18 received dollars both years. An analysis of their graduation rate and job attainment is being done through the PHEAA office.

⇒ PSPB's coverage area is primarily rural, providing the residents of these communities with cultural and educational resources that would not be available to them.

⇒ Among Outreach's 19,088 credit registrations in 2003-04, 11 percent were minority and 2 percent were international; 12 percent did not identify ethnicity.  In 2004-05, of the 19,066 credit registrations, 12 percent were minority and 2 percent were international; 11 percent did not identify ethnicity. In 2005 -06, of the 19,246 credit registrations, 11 percent were minority and 2 percent were international; 13 percent did not identify ethnicity. Approximately 55 percent of these years were women.

⇒ Outreach worked with the Commonwealth Campuses to strengthen the pathway from high school to college by offering dual enrollment opportunities—college credit programs for high school students across Pennsylvania that also count toward high school graduation. In 2005-06, Outreach continuing education coordinated dual enrollment for 1,100 high school juniors and seniors at nineteen Commonwealth Campus locations.

⇒ In 2005-06, over 40,000 youth attended academic and athletic camps offered by Penn State campuses. In addition, 173,000 youth participated in Penn State Cooperative Extension's 4-H camping, school enrichment, after school, and other programs for culturally diverse Pennsylvania youngsters age 5-18. This represents an increase of 3,200 youth participants over the previous year.

2. *What mechanisms for collaboration has your unit established?*

⇒ Continuing Education collaborates with the World Campus to offer blended courses.

⇒ Continuing and Professional Education and The World Campus collaborate with University colleges, campuses, and University support units to provide better service, resources, and opportunities for adult students.

⇒ The World Campus is a delivery unit that works in partnership with academic units at Penn State to offer undergraduate and graduate degree and certificate programs online to students, mainly adults, who for various reasons do not have convenient access to Penn State University campuses. The academic units that are the homes for the various degrees and certificates are responsible for recommending faculty to author and teach online courses.  In most cases

these are the same faculty members who teach in residence, but retired Penn State faculty and faculty from other institutions, as well as business and industry, are identified by academic units.

⇒ Adult Learner Advocacy office has collaborative committees made up of Enrollment Management staff and others who work with adult learners to modify service and on-line/website information pertaining to this population.

⇒ A Council of Campus Adult Learner Enrollment Coordinators is being created to discuss the adult learner service concept (one-stop-shop) at each Penn State campus.

⇒ The Commission for Adult Learners is a top-level leadership collaboration of policy makers who recommend administrative and academic changes to policies that affect adult learners throughout the Commonwealth.

⇒ Adult Learner Advocacy collaboration with Student Engagement office at University Park, to join in the programming needs of adult learners.

3. *Which recruitment and retention initiatives have been most successful? Which have been least successful? Which could be termed "best practices"?*

⇒ The ongoing partnerships established by World Campus, CAPE, and the Adult Advocacy initiative would be considered a best practice as described above.

⇒ Outreach Marketing and Communications emphasis on inclusive marketing materials continues to be a best practice.

⇒ The PHEAA WAGE grant and Student Services scholarship fund are extremely beneficial in assisting the adult learner in attainment of his/her educational goals.

⇒ The creation of a nondegree study group whose recommendation caused a change to the Faculty Senate policy and provides an academic adviser to nondegree students.

⇒ Combined Open House program involving CE, Center for Adult Learners and on-campus services' staff.

4. *What measures of success have you identified to gauge your progress in this Challenge? Include data demonstrating outcomes.*

⇒ As noted in the final report and feedback of the 2003 Framework report, Outreach is working to establish benchmarks and trend data that will be useful in evaluating the effectiveness of Outreach's programs.

⇒ The Outreach Diversity Council has commissioned an adult data working group to collect, summarize, and report data relative to adult learner enrollments.

⇒ Adult enrollment targets will be established campus-wide to track recruitment efforts and yield programs.

## Challenge 4: Recruiting and Retaining a Diverse Workforce

1. *How has your unit actively and successfully engaged in locating and recruiting faculty and/or staff from underrepresented groups?*

   ⇒ Continuing past practices, Outreach external staff vacancies are announced on the University's Interest Agency Mailing list, coordinated by Steve Hayes in the Employment and Compensation Division.
   ⇒ Outreach Human Resource works collaboratively with the Employment and Compensation Division to match potential candidates with Outreach vacancies using the Diversity Talent Bank.
   ⇒ All posted staff and academic vacancies include a statement of diversity.
   ⇒ Outreach Human Resources works collaboratively with the Opportunity Network for Employment (O.N.E.) to match potential applicants with position vacancies. Outreach Professional Development schedule a representative from the O.N.E program to conduct a learning lunch to further educate Outreach staff regarding the opportunities in hiring individuals with disabilities.
   ⇒ Outreach Diversity Council's committee on recruitment and retention, has developed a proposal for implementation in 2007 that outlines a diversity recruitment strategy.
   ⇒ Multiple units across Outreach require specialized staff with masters and doctoral level qualifications. Outreach Human Resources works collaboratively with the unit directors to use professional, national, and international organizations as a recruitment source in attracting a diverse pool of applicants for open positions.
   ⇒ Since FY 2003, Outreach Human Resources has been tracking data on diverse applicants, candidates, offers, refusals, and hires (as reported on AA cards, with regard to race and disability). This information is shared with the Outreach Executive Team.
   ⇒ In 2006, 39 percent of Grade 26 and above staff employees were women (14 individuals) compared to fall of 2004, 50 percent of Grade 26 and above staff employees were women (11 individuals). Sixty percent of Grade 20-25 staff employees were women (133 individuals) compared to fall of 2004, 55 percent of Grade 20-25 staff employees were women (103 individuals). In 2006, 88 percent of Grade 19 and below staff employees were women (152 individuals) compared to fall of 2004, 89 percent of Grade 19 and below staff employees (153 individuals) were women.
   ⇒ In 2006, 4 percent of Outreach staff employees (20 individuals) considered themselves a member of an underrepresented group based on ethnicity/race. In 2004, 4 percent of Outreach staff employees (18 individuals) considered themselves a member of an underrepresented group based on ethnicity/race.
   ⇒ The results of the 2006 Diversity Climate survey indicated that 25 percent of the respondents completing the survey considered themselves a member of an underrepresented group based on ethnicity/race, gender, sexual orientation, age, religion, physical or mental ability, or other.
   ⇒ Outreach Human Resources meets with search committees and conducts "Hire

Power" training that includes affirmative action search procedures and charge the group to diversity applicant and candidate pools.

⇒ A diversity recruitment and hiring fund ($75,000 per year) was established in 2004 by Vice President Craig Weidemann and has been utilized each year to recruit and hire diverse applicants. Each year sees an increase in the amount of dollars used, with an average of $19,541 per year used to date.

⇒ Outreach Marketing and Communications not only couches position announcements in language designed to attract a diverse pool of applicants, but it also makes use of University-recommended electronic posting sites. Targeted advertising in communities and posting of positions on national and professional sites assist in the recruiting process to attract a diverse pool of candidates.

2. *What strategies have been implemented to improve identification and assessment of credentials for purposes of hiring and promotion?*

⇒ All Outreach units work closely with Outreach Human Resources and University Central Human Resources to assure credentialing accuracy of candidates. For example, academic degree status is verified during background checks and prior to hiring.

3. *What retention strategies have you implemented in your unit to retain and promote the success of faculty and/or staff from underrepresented groups?*

⇒ A comprehensive organizational wide orientation program is offered to all new Outreach faculty and staff.

⇒ Vice President Weidemann meets one-on-one with all new Outreach faculty and staff to communicate his vision for the organization, reinforce Outreach values, and to welcome them to the organization.

⇒ The Outreach Diversity Council Recruitment and Retention committee will, as part of the Diversity Strategic Plan, review the retention practices in Outreach and develop retention recommendations for the organization.

⇒ Outreach established an Outreach Professional Development unit, in collaboration with Penn State Extension, to focus on developing and designing professional development programming for staff to support Outreach's mission. OPD works with each work unit to identify the professional development needs, critical to the retention effort.

⇒ Individual work units work with each employee at the annual SRDP review to provide professional development opportunities.

⇒ Outreach Professional Development is exploring the possibility of establishing an Outreach mentoring program.

⇒ Outreach continues to utilize University policies to provide flexibility in working arrangements to be supportive of individual and family personal needs.

⇒ Overall climate initiatives, identified through means already mentioned in this report, are important in the retention of members of underrepresented groups.

4. *Which recruitment and retention strategies have been most successful? Which have been least successful? Which could be termed "best practices"?*

⇒ Overall, all of the above strategies have been important in both the area of recruitment and retention. The recommendations of the Outreach Diversity Council that will be presented in 2007 should impact our recruitment process, and this group will also be focusing more in the area of retention. Leadership commitment in terms of establishment of a diversity fund has been important. In addition, the planned training (Hire Power), for all search committees should have an impact.

⇒ Outreach leadership continues to share concerns relative to increasing racial/ethnic diversity among Outreach faculty and staff. Outreach has maintained the numbers (4 percent) of racial/ethnic staff, and the recommendations proposed by the Outreach Diversity Council will assist the organization in increasing this number. Faculty numbers continue to cause concern relative to racial/ethnic diversity. In 2004, Outreach employed 37 non-tenure-track faculty, 41 percent were female, and 0 percent minorities. In 2006, Outreach employed 38 non-tenure-track faculty, 47 percent were female, and 0 percent minorities. Special attention will be devoted to this area.

5. *What measures of success have you identified to gauge your progress in this Challenge? Include data demonstrating outcomes.*

⇒ Monitoring the employment data in terms of recruitment numbers, as well as retention rates will be utilized to gauge progress.

⇒ Utilization of data from the 2006 diversity climate survey and comparing data each time the survey is administered will provide outcome data on the initiatives listed above. For example, in 2006, 76 percent of the respondents reported that they were very satisfied or satisfied with the climate for diversity within Outreach. In 2002, 73 percent responded they were very satisfied or satisfied.

⇒ PSPB operates under strict guidelines imposed by the FCC. The law requires that all licensees and permit tees of public broadcasting stations that receive federally appropriated funds from CPB must certify to CPB that they comply with FCC regulations concerning equal employment opportunity. The guidelines detail specific recruitment practices that the station must comply with.

**Education and Scholarship**

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

1. *Does your unit contribute to a curriculum that supports the diversity goals of the University?*

   ⇒ On a daily basis, public broadcasting and WPSU-FM/TV provide a plethora of diversity programming that builds and supports a learning community that explores the world and its cultures. From "Sesame Street," Big, Big, World," and "Arthur," to "Frontline," "All Things Considered," and "The World" PSPB brings a breadth and depth of diversity programming to its audiences.

   ⇒ In 2006, PSPB began producing the "Common Ground Lobby Talk" series. The series seeks bring the academy and the community together to discuss issues of importance, particularly issues of diversity and multiculturalism. Thus far, the series has examined Amish and Muslim cultures and has invited the community to participate in conversations with Salman Rushdie and Ingrid Mattson. Common Ground Lobby Talks are available live, through live streaming on the web, through broadcast in PSPB's broadcast area, and in the PSPB online archives. These various delivery avenues increase the ability of multiple audiences to participate in these learning opportunities.

   ⇒ Once a month, PSPB simulcasts on WPSU-TV and WPSU-FM, a call-in show entitled "A World of Difference" that takes a wide-ranging look at diversity issues in Central Pennsylvania.

   ⇒ Continuing Education offers diversity topic courses during flexible times for adult learners, businesses, and organizations such as:

   Credit Courses: (Examples)

   | Course | Title |
   |---|---|
   | AM ST 105 | (GH;GI) American Popular Culture and Folklife |
   | ANTH 146 | (GS; GI) North American Indians |
   | CAS 497B | Gender Communications Patterns |
   | CMLIT 108 | (GH;DF) Myths and Mythologies |
   | CN ED 497A | Dialogues on Race |
   | CN ED 597F | Facilitating Intergroup/Intercultural Contact |
   | HD FS 315Y | (US) Family Development |
   | RL ST 001.1 | (GH; GI) Introduction to World Religions |
   | CSD 218 | American Sign Language I |
   | CSD 318 | American Sign Language II |
   | Dance 297A | Hip Hop Dance style |
   | Ger 157 | (GH:US) Pennsylvania Germans: the Culture of the Sectarians |
   | LIR 136 | US WMNST) Race, Gender and Employment |
   | Soc 110 | (GS;GI) Sociology of Gender |

|           |                                                      |
|-----------|------------------------------------------------------|
| Soc 119   | (GS;US) Race and Ethnic Relations                    |
| Soc 297X  | Sociology of Sport: Sports and Society               |
| CIED 497A | Exploring the Indigenous Ways of Knowing of the Ojibwe (spring 07) |

Non-credit Courses:(Examples)
American Sign Language (Wegman's)
Autism Bridge course
Cultural Awareness for managers who work with Hispanics
Understanding American Culture for Hispanics who work in American companies

$\Rightarrow$ World Campus offers credit courses, certificates, and degrees in collaboration with other colleges that has a diversity component. The Undergraduate certificate in labor studies and industrial relations includes a component on workplace diversity.  The bachelors degree in organizational leadership offers course in workplace diversity. In addition they offer a series of credit courses that are designed and offered to meet the cultural diversity requirements (US and IL) within the general education guidelines. Examples are AM ST 100Y, AM  ST 140Y, ANTH 001, ANTH 045, CMLIT 108, HD FS 315Y, HIST 449, LIR 136, NURS 390, SPAN 131, and WMMST 136.

$\Rightarrow$ Conferences and Institutes deliver multiple programs respectively with significant diversity content.
- o Number of programs for diverse age groups
  - ▪ <u>Youth</u>: FY 2004-05 - Ran 120 (offered 132) for 27,988 participants; FY 2005-06 - Ran 137 (offered 142) for 29,671 participants
  - ▪ <u>Elderhostels:</u> FY 2004-05 - Ran 9 (offered 11) for 279 participants; FY 2005-06 - Ran 7 (offered 8) for 266 participants

- o Study abroad programs: FY 2004-05 – Ran 11 (offered 13) for 197 students; FY 2005-06 – Ran 9 (offered 12) for 183 students
- o Intensive language programs: FY 2004-05 – Ran 5 (offered 6) for 90 students; FY 2005-06 – Ran 6 (offered 8) for 95 students
- o Other programs with diversity content or emphasis:
  - ▪ FY 2004-05:
    *Audio Description Training Institute*
    *Celebration of the African American Novel*
    *The August Wilson Play Festival*
    *UK School Leaders' Program*
    *Migrant Education*
    *Migrant and Immigrant Health*
    *Minority Journalism Workshop*
    *MELD – Setting the Stage for the Culturally Inclusive Classroom*
    *National Autism Conference*
    *Second Mile*

> > *McNair Scholars Summer Research Conference*
> > *The Ethnic Chef*
> > ▪ FY 2005-06*:*
> > > *School Leadership in the UK*
> > > *Migrant and Immigrant Health*
> > > *Knowing the Ojibwe*
> > > *Fulbright German Scholars*
> > > *Minority Journalism Workshop*
> > > *National Autism Conference*
> > > *Migrant Education Leadership Institute*
> > > *Second Mile*
> > > *McNair Scholars Summer Research Conference*

⇒ Recognizing the diversity of Pennsylvania, Outreach tailors youth programs to meet regional needs. For example, Penn State Hazleton Continuing Education offered award-winning migrant youth education programs for the growing Hispanic population in their region.

⇒ Continuing and Professional Education under the leadership of Miguel Hernandez is developing and offering workforce programs on inter-cultural communications: Hispanic Cultural Awareness Program; Understanding American Culture for Hispanic Workers; Laotian Culture Awareness Program; Spanish Language Program. Campuses located in the northeast region of the state have begun to explore development of an introductory course on Spanish for human resource managers. The Department of Spanish at UP has asked Miguel to develop an approach to Spanish for professional groups.

⇒ Hispanic Chamber of Commerce in Lehigh Valley in collaboration with CAPE and the Director of Continuing Education at PS Lehigh to develop a needs assessment proposal they can use with the Hispanic workforce in the Lehigh Valley area.

⇒ Outreach Marketing and Communications conducts research to assist campuses to determine regional needs. For example, OMC conducted a survey to assess the demand for Hispanic culture awareness training for targeted regions in Pennsylvania. A workplace Spanish survey for Worthington Scranton campus assessed needs for programs to deliver in collaboration with the Society for Human Resource Management.

⇒ Dr. Carol Kasworm, nationally recognized leader and scholar in adult and continuing education from North Carolina State University, presented the Dubin Lecture to a University Park audience.

2. ***What measures of success have you identified to gauge your progress in this Challenge?***

⇒ Feedback and evaluation data from course and program evaluations are utilized to determine the impact of the courses. In addition, number of offerings and enrollment data are utilized, and plans are in place to continue to identify appropriate measures in this area.

$\Rightarrow$ PSPB uses audience feedback, rating numbers, and head counts at lobby events. Again, plans are in place to continue to measure progress in this area.

**Institutional Viability and Vitality**

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

1. *How are unit leaders actively involved in diversity efforts?*

   $\Rightarrow$ Vice President Craig Weidemann, as well as other members of the Outreach Executive team, have been supportive of the expanded role of the Diversity Council, the increase in the number and scope of diversity-focused professional development workshops and programs offered to staff, and working to allocate resources toward this effort.
   $\Rightarrow$ Vice President Craig Weidemann initiated and dedicated funds for the establishment of the Outreach Diversity fund.
   $\Rightarrow$ Unit leaders have attended diversity related programming for managers and supervisors (*People and Power*), sponsored by the Diversity Council and developed in collaboration with the Penn State Diversity Education and Support Center.
   $\Rightarrow$ Outreach leadership supports the participation of staff in Penn State's Excellence in Leadership and Management programs. Since the programs inception in 1998, of the 96 participants in *Mastering SuperVision,* 69 were women; of the 36 participants in *The Management Institute,* 22 were women.
   $\Rightarrow$ Outreach leadership encourages staff participation in the Administrative Fellowship program. Vice President Weidemann mentored a female Administrative Fellow in 2005-06.
   $\Rightarrow$ Outreach unit leaders encourage participation or nominate staff members from underrepresented groups on University-wide commissions and committees.
   $\Rightarrow$ Vice President Craig Weidemann continually strives to communicate the importance of diversity and his commitment to being an inclusive organization in a wide-array of communication avenues, from formal presentations to one- on-one with new staff members. In the Outreach Keystone Connection tour, visits include a very diverse slice of Pennsylvania's stakeholders, and connect Vice President Weidemann with Pennsylvania's communities.
   $\Rightarrow$ Associate Vice President Gary Miller is chairing a national committee through the American Distance Education Consortium to establish mechanisms for sharing online courses with historically black land grant universities, hispanic serving institutions, and tribal colleges. Dr. Miller is also leading a committee that is developing policies and procedures to facilitate Penn State activity in this area. This would extend service to these populations and, at the same time, increase the diversity of student perspectives in these courses.

2. *What is the diversity profile of the unit's administrative and executive levels?*

⇒ Vice President Craig Weidemann has ten direct reports that comprise the Outreach Executive team. The team includes the Associate Vice Presidents for Cooperative Extension; Continuing and Distance Education; and Penn State Public Broadcasting; Director of Client Development; Executive Director of Marketing and Communications; Director of Development; Director of Planning and Administration (HR, Professional Development, and Planning); Director of Finance, Facilities, and Technology; Executive Director of Economic and Workforce Development; and Director of Adult Leaner Advocacy. Forty percent of the Outreach Executive Team are women.

3. *Describe the procedures followed to create both diverse applicant pools and search committees for administrative searches.*

⇒ The Outreach Diversity Council's recruitment and retention committee has, in December 2006, finalized a proposal to the Outreach Executive Team relative to strengthening and formalizing the recruitment process.

⇒ In general, past practices begin with the formation of a search committee (diverse in nature), while at the same time the position responsibilities and expectations (including any need for restructuring or reorganization that is completed) are reviewed and updated. Outreach Human Resources meets with the search team and reviews interview protocol and guidelines that include expectations for managing diversity in the search. The position is then posted both internally, and in most cases externally to broaden the applicant pool. If there is a lack of diverse applicants, the search team works with Outreach Human Resources to use University recruitment resources or external organizations to broaden the applicant pool.

4. *How does your unit identify staff and faculty from underrepresented groups who have administrative aspirations and potential, as well as assist them in developing leadership and management skills? How are such individuals supported in identifying opportunities for advancement?*

⇒ Outreach has identified succession planning for staff as a priority for the upcoming SRDP review period. On the Outreach SRDP for 2006-07, a question has been added to the self-assessment section, "If you are interested in future career opportunities in Outreach, please indicate the position(s) you aspire to." Responses will be tracked and this will enable Outreach Human Resources to identify staff from underrepresented groups who have administrative aspirations and potential, and development plans will be targeted to assist in achieving the necessary skills.

⇒ Outreach Human Resources is working collaboratively with Continuing and Professional Education to develop a review process for faculty.

5. *Which strategies for diversifying your unit's leadership and management have been most successful? Which have been least successful? Which could be termed "best practices"?*

⇒ Outreach will be monitoring the success and impact of the SRDP initiative. The Diversity Council will also address the issue in phase two of the recruitment and retention plan. No measures have been identified to date, except for the increase in faculty and staff numbers in leadership and management positions.

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

1. *How does your unit's strategic plan reflect the importance of diversity for meeting your goals and objectives?*

⇒ The Outreach strategic plan outlines the key strategic issues facing the organization. The importance of diversity is highlighted in several key areas:

- Diversity is identified as a core value for Outreach, " to capture the strength that derives from honoring diverse people, perspectives, and programs; think and act inclusively."
- Five goals are identified in the strategic plan, which incorporate the importance of diversity in each goal and in each of the key strategies reflected under each goal.
- The vision of Outreach "transforming the quality of life by engaging Penn State with individuals and communities in Pennsylvania and beyond" communicates the importance of recognizing the mission of the organization and impacting the diverse communities present in the Commonwealth and beyond.

⇒ The Outreach Diversity Strategic (see Appendix 1) plan outlines the key strategic diversity issues identified as a result of the 2003 Framework Report, and through other means listed in this report. A copy of the Outreach Diversity Strategic plan is attached.

⇒ PSPB seeks to broaden minority representation among staff and volunteers. PSPB continually assesses programming and outreach efforts, recognizing that providing the widest possible audience with effective and high-quality programming is an ongoing effort. The core broadcast audience for PSBP is somewhat less diverse than the urban centers of the Commonwealth.

2. *What organizational realignments, systems of accountability, resource mobilization and allocation strategies, and long-term planning strategies have been implemented by your unit to ensure the realization of the University's diversity goals?*

⇒ In July 2005, Outreach was charged by the University to be the "chief

advocate" for the Adult Learner. The Center for Adult Learner Services officially joined the Outreach organization, and a Director of Adult Learner Advocacy was appointed in July 2006 (hired from the Administrative Fellowship program).

⇒ The Diversity Council participates in a system-wide diversity strategic planning process to develop a diversity strategic plan.

⇒ The transition of the Outreach Diversity team to a Diversity council.

⇒ PSPB contains a public file that details all of the local and nationally received programming efforts.

3. *What budget and development approaches have been implemented by your unit to ensure financial stability of diversity priorities?*

⇒ The primary Diversity focus of Outreach Development will be the emphasis on raising scholarships for the Adult Learner. Outreach is fortunate in that the Adult Learner population is often the underserved constituency at Penn State (i.e., physically impaired, minority students, and other nontraditional students). Our current annual goal for the World campus and Continuing Education is $700,000 for General Programming, and $250,000 for Scholarship support. During the upcoming campaign many of our development activities will also be geared toward addressing the issues of Diversity in selecting volunteers.

⇒ A diversity recruitment and hiring fund ($75,000 per year) was established in 2004 and has been used

⇒ each year to recruit and hire diverse applicants. Each year sees an increase in the amount of dollars used, with an average of $19,541 per year used to date.

4. *Describe the systems of accountability and reward that support the achievement of diversity goals.*

⇒ Outreach each year awards the Vice President's Award for Diversity. This award is one of five key awards for Outreach.

5. *What partnerships, with internal or external units and/or constituencies, have you created to advance the University's diversity goals?*

⇒ The Outreach Diversity Council has been collaborating with other diversity groups both internally and externally to expand knowledge, best practices, and understanding of diversity. In fall of 2004, the Diversity Council co-sponsors an AAUW community workshop. Diversity Council members participate in the State College Community Diversity group and the Diversity Achievement Conference. The Council has invited University groups, Penn State Migrant Education, International Hospitality Council, African American Read-In, LGBT Commission, and Governor's Council on Asian American Affairs to present at meetings.

**Appendix C**


<div align="center">

**Feedback on Progress Implementing
A Framework to Foster Diversity at Penn State: 2004-09
Penn State Outreach
Mid-Term Progress Report
Spring 2007**

</div>


Penn State Outreach has some commendable diversity structures and programs in place that have outstanding potential. These structures include the Outreach Diversity Council; a history of conducting climate surveys at 3-5 year intervals; an exit interview process to identify climate issues; a substantial diversity recruitment and hiring fund; high-quality diversity programming through WPSU, such as "A World of Difference"; the Vice President's Award for Diversity; and a diversity strategic plan format that lends itself to continuous follow up and status reporting. The value of these structures would be significantly enhanced by developing better measures to gauge success and reporting progress against these measures. For example, it would be useful to see a detailed report of the results of the 2006 climate survey compared to previous climate surveys and measured against specific thresholds that Outreach defines as "success" for key climate indicators. Also, more information on some of Outreach's flagship programs, such as more details on the activities and impact of the Outreach Diversity Council, would be helpful.

Efforts are still required in diversifying the Unit's staff and faculty and going beyond the strong focus on adult learners. In general, the review team recommends that Outreach take a more assertive stance in its diversity efforts by making better progress on initiatives that are currently still in the planning phases. Although it appears Outreach is moving forward in some areas, there were several sections of the diversity strategic plan where little or no progress had been made since 2004, specifically in Challenges 5 through 7, which was also noted in the last review. A more specific and detail-oriented report would prove helpful for the next review.

*RESPONSE: We agree that although Outreach has made some progress on diversity related initiatives, a more assertive stance is needed. Since the submission of this report, analysis of the climate survey has been completed and shared with Outreach leadership. Unit leaders have been charged with developing action plans to address challenges outlined in the climate survey by January 2008. In addition, several sections of the diversity strategic plan that were in the planning stages are being completed; for example, guidelines for Outreach recruitment have been developed, approved and implemented July 2007. Dr. Weidemann is also charging each unit leader within Outreach to implement and support the completion of the initiatives outlined in the diversity strategic plan. In addition, we agree that developing key*

*climate indicators and reporting impact of the Council would be useful in evaluating the effectiveness of Outreach's diversity efforts*

**Campus Climate and Intergroup Relations**

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

The review team is pleased to learn about the further development and implementation of the Outreach Diversity Council. The broad representation, meeting schedule, and Council charge, as well as the examples demonstrating the impact of the Council, represent a strong beginning. Outreach is encouraged to place information about the Council (including committee membership, charge, and 2007 priorities) prominently on the Outreach Web site.

Various diversity communication initiatives and programming are noted. Reporting feedback and evaluation comments from diversity program attendees would be useful.

The review team encourages future reports to use more precise language when reporting achievements. Umbrella terms, such as "diversity clientele," can make assessment difficult.

*RESPONSE: We agree that reporting feedback and evaluation comments would be useful, and Outreach Professional Development and the Outreach Diversity Council are now collecting evaluation data.*

*Challenge 2: Creating a Welcoming Campus Climate*

Outreach is commended for conducting its fourth climate survey (1995, 2000, 2003, and 2006). Although limited survey results were available in time for the update, the team encourages the Unit to provide comprehensive results for the final report, especially since this recommendation was part of the Feedback Report for Outreach's 1998-2003 Framework final report. More specific data concerning the targeting and participation of multicultural groups in programming for K-12 youth are needed to assess the success of this programming in serving these populations.

Outreach is acknowledged for its efforts to promote unit and individual approaches to implement "no tolerance" practices for any type of discrimination. Some additional documentation on the outcomes of the Public Broadcasting forums and the Justice and Safety Institute climate survey would be informative.

*RESPONSE: The results of the 2006 climate survey have been analyzed and shared with Outreach leadership and will be shared with all staff by August 2007.*

**Representation (Access and Success)**

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

An extensive list of initiatives and collaborations are presented. However, it is noted that 2002 data are used to define some of the demographic characteristics of the online student population. With the rapidly changing online higher education environment, more contemporaneous data should be used to help frame strategies, measures, and initiatives.

The review team notes, as did the Feedback Report for Outreach's 2004-09 diversity strategic plan, a strong focus on adult learners, and to a lesser extent international students and rural underserved populations. While the team recognizes the importance of the part-time adult learner population to Outreach, other non-traditional and diverse student populations warrant additional attention.

There appears to be only limited progress in the update for strategic plan items 7-10.

The Feedback Report for Outreach's 2004-09 diversity strategic plan praised the proposed development of a World Campus diversity *Framework*, so it is disappointing to see such little progress in this area.

***RESPONSE: We concur with the need to develop more contemporaneous data and measures to define the demographics of the population of adult learners Outreach serves. We will be working on defining and developing measures to accurately reflect these populations.***

*Challenge 4: Recruiting and Retaining a Diverse Workforce*

Outreach acknowledges challenges and concerns about recruiting ethnically and racially diverse staff. It is especially worrisome that there is no racial/ethnic diversity among the Outreach faculty. The team encourages more innovative and comprehensive strategies, measures, and action plans to address this deficit.

The Unit's update indicates minimal progress in strategic plan items 11-15. While some strategies have been implemented (11, 12, 14), the review team sees little in the way of tangible outcomes, especially in relation to recruitment. For example, for 12, how are the recruitment funds being utilized and what are the outcomes from the investment of resources?

Minimal information and data are provided on the status of retention initiatives and successes. The review team noted that the Outreach Diversity Council will focus on retention planning in the coming months.

***RESPONSE: We agree that recruiting ethnically and racially diverse staff is a challenge. Recruitment guidelines have been developed, approved, and implemented effective July 2007 in an attempt to address this challenge. Outreach leadership is supporting a mandatory requirement to have all search committee members complete***

*Penn State's "Hire Power" training. The recruitment and retention committee of the Council will be tracking recruitment efforts in 2007-08 and begin work on retention strategies.*

**Education and Scholarship**

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

It appears that limited progress has been made since 2004, though the "Common Ground Lobby Talk" appears promising. Plans are still being developed to review the Outreach program portfolio, and data are still being gathered on Outreach's diversity-related educational programs. Per diversity strategic plan item 17, some funding changes have been made, but the changes do not appear to focus on diversity-related programs.

There is a substantial array of courses with diversity content offered through Continuing Education and the World Campus. Outreach may want to consider offering courses that address LGBT content and additional diverse populations.

It is recommended that Outreach continue to measure the success of these curricular initiatives and report findings in the final report.

*RESPONSE: We agree with the review team's recommendation that more attention needs to be dedicated toward evaluating the Outreach diversity-related educational program portfolio. Beginning in the spring 2007, the Council's program committee began a comprehensive effort to identify diversity-related educational programming offered across Outreach units. As part of this effort, identifying courses that need to be added, such as those with LGBT content, will be identified. The results of this study will be included in the final report.*

**Institutional Viability and Vitality**

*Challenge 6: Diversifying University Leadership and Management*

It would be beneficial to know how Unit leaders, in addition to the vice president for Outreach, are actively involved in diversity efforts beyond encouraging staff to attend programs.

The 2004 review of the current diversity strategic plan stated that "the current goal of 'encouragement and support' for this Challenge needs further development and a more aggressive posture." This suggestion is reiterated at this review as it appears that no substantial progress has occurred since 2004.

While the changes to the interviewing and hiring process as stated in strategic plan item 20/21 are positive, Outreach is encouraged to develop more assertive goals.

The addition of "succession planning" to the Outreach SRDP is a promising strategy and another mechanism for "growing" leadership internally. The review team encourages Outreach to collect data on this initiative.

*REPSONSE: In July 2007, Outreach has new leadership in several key work units and unit leaders have refocused efforts on diversity. Dr. Weidemann charged all unit leaders to refocus diversity related efforts to be more aggressive and action oriented, and supported the appointment of a director that will lead diversity initiatives. Financial support of diversity initiatives has also increased in 2007-08.*

C*hallenge 7: Coordinating Organizational Change to Support Our Diversity Goals*

It appears that little progress has been made since 2004, including on the annual update of diversity. It is unclear how the networking efforts have resulted in any shared best practices or collaborative efforts to foster diversity.

It would be beneficial for Outreach to develop a system of accountability that supports the achievement of diversity goals.

**Appendix D**

| Planning | | | Reporting | |
|---|---|---|---|---|
| **Outreach Framework Plan Challenges/Goals** (Note: Challenges are listed in chronological order with each goal listed sequentially 1-24 and separated under each challenge.) **2004-2009** | **Action Steps** | **Performance Measures** | **Progress** | **Results** |
| **Challenge 1: Developing a Shared and Inclusive Understanding of Diversity** | | | | |
| 1.1. Charge the Outreach Diversity Council (ODC) to expand leadership and strengthen accountability for diversity initiatives within the organization. | a. Elevate the role of ODC to focus, stimulate, and assess diversity-related Outreach initiatives.<br><br>b. ODC meets with Vice President for Outreach twice a year to report progress and identify issues related to diversity within the Outreach Organization.<br><br>c. VP and Associate Vice Presidents (AVP) for Outreach attend at least one meeting per year. | • Inclusion of support for diversity in SRDP plans<br><br>• Trend data collected through the Outreach diversity survey, to include the percentage of Outreach employees who indicate they are satisfied with the climate for diversity<br><br>• Participation levels of Outreach Executive Team | ✓ 2004-05 – Outreach Diversity Team was expanded to Outreach Diversity Council.<br><br>✓ 2006 - Council expansion includes standing committees and special project teams.<br><br>✓ 2007 - Director of Planning and Administration title change to Senior Director of Planning, Human Resources, and Diversity—appointed as Co-chair of Diversity Council.<br><br>✓ Meetings have been scheduled to meet with the VP twice a year in 05-06, 06-07, 07-08, and 08-09.<br><br>✓ 2007-08: Expanded from meetings to a diversity council retreat in 07-08 and 08-09. Council retreat will be continued on a bi-annual basis with leadership involvement and education.<br><br>✓ 2007-09: As a result of the Faculty/Staff Survey and Climate survey results, Vice President Weidemann and Senior Director of HR Cromwell met with groups of underrepresented employees to discuss concerns and opportunities. The listening sessions entitled: Making Outreach G.R.E.A.T. theme (Give Respect to Everyone All the Time), provided feedback that is being used to build the next diversity framework plan for 2010-15. | • Outreach Diversity Council role elevated from team to broader council.<br><br>• 2008 Faculty/Staff survey results indicated that 82% (established baseline for future measurement) of Outreach faculty/staff actively support the development of a shared and inclusive understanding of diversity.<br><br>• SRDP plans reflect accountability for diversity-related programming, mandatory 8 hours of diversity professional development for each employee.<br><br>• Leadership participation has increased to 100% in Council activities. 100% participation rate of Executive Team in 08/09 vs. 10% in 04/05 (only VP participated). |

| Planning | | | Reporting | |
|---|---|---|---|---|
| **Outreach Framework Plan Challenges/Goals** (Note: Challenges are listed in chronological order with each goal listed sequentially 1-24 and separated under each challenge.) **2004-2009** | **Action Steps** | **Performance Measures** | **Progress** | **Results** |
| 1.2. Articulate and communicate a definition of diversity for Outreach | a. ODC to charge a sub-committee to develop a definition of diversity for Outreach, to include a value statement. ODC to communicate definition to staff.<br>b. Action step added in 2008: Use new Our.Outreach Intranet to communicate diversity information. | • Definition completed and communicated to staff<br><br>• Increase in familiarity with plan by employees | ✓ Committee formed, definition completed, approved by Executive Team.<br>✓ Outreach launches internal Intranet (Our.Outreach) in January 2009. Diversity Council begins to use this communication tool to increase awareness of diversity and use as a resource center.<br>✓ Information communicated via multiple means. Will continue to develop communication initiative in new 2010-15 Framework. | • Definition and values statement completed<br>• Used new Outreach Intranet to share definition as well as all diversity education information and resources.<br>• Communication to Outreach staff complete.<br>• Added Diversity Council overview in Outreach new-employee orientation, which includes sharing the definition of diversity and diversity framework with all new employees.<br>• In the 2006 Diversity Climate Survey, familiarity with diversity definition and diversity strategic plan increased in favorable responses from 55% in 2002 to 79% in 2006. |
| 1.3 Prepare directors, managers, and supervisors—through dedicated training—to provide leadership for diversity and to respond to diverse issues. | a. Work with Office of Affirmative Action to design and develop management training sessions *(Inside Leadership: Exploring the Dimensions of People and Power)* to address leadership/management issues and opportunities around diversity.<br>b. Develop a second phase of the Inside Leadership Program *(Inside Leadership: Examining the Current Landscape)* to prepare staff through dedicated training to provide leadership for diversity and response to diverse issues. Outreach Professional Development will sponsor working with Penn State Diversity | • Log of initiative-related activities for the workshop<br><br>• Program evaluation results for Phase I and Phase II<br><br>• First-phase training for all Outreach managers and staff completed.<br><br>• Second-phase training for staff completed. | ✓ Manager training completed in spring/summer of 05.<br>✓ Staff training offered fall 06, to be completed by December 06. Staff training completed.<br>✓ Phase II more in-depth training was put on hold after the pilot, due to change of staff in Diversity Education Support Center. No plans to continue with Phase II; however, the Diversity Council will continue to focus on training opportunities for staff. | • 121 of 161 managers and supervisors attended training (due to turnover, all on the original list did not attend).<br>• 61 staff members attended a pilot offering of Phase II program.<br>• Program evaluation results:<br>  o 100% satisfaction with the program meeting or exceeding expectations.<br>  o 100% agreement that the program exceeded expectations in providing new learning regarding diversity and leadership competencies |

| Planning | | | Reporting | |
|---|---|---|---|---|
| **Outreach Framework Plan Challenges/Goals** (Note: Challenges are listed in chronological order with each goal listed sequentially 1-24 and separated under each challenge.) **2004-2009** | **Action Steps** | **Performance Measures** | **Progress** | **Results** |
| | Support Center, AA office. | | | |
| 1.4   Provide a variety of professional development offerings for all staff and faculty to increase awareness of diversity issues, foster community, and encourage involvement. Sub committee of ODC will plan and coordinate offerings – 4 times a year minimum offerings. – ODC, OPD | a.  ODC professional development committee will work to provide quarterly diversity-related programming.<br><br>b.  Topics identified through various methods: climate survey results, networking, issues, and staff suggestions. | • Complete 4 offerings of a professional development program related to diversity a year; one per quarter.<br>• Include diversity presentations in New-Employee Orientation program.<br>• Establish system to evaluate results of programs.<br>• Evaluation data of programs. | ✓ 2005-06: The Council established a diversity education committee with their charge to lead Outreach diversity professional development efforts.<br>✓ 2006-09: Committee develops plans for programming activity and programs are offered.<br>✓ 2008: use new internal professional development course registration system (C-Vent) to collect evaluation data on diversity education programs. | ✓ Met goal of 4 programs per year. We exceeded our goal in 2007-08 and 2008-09 by 2 per year for a total of 6.<br>✓ Examples of program offerings include workshops, facilitated discussion groups, movies with debrief, counseling sessions, interventions, conferences<br><br>✓ Workshops: Zero Tolerance for Hate; Reflections of Injustice in Literature - The American Experience; Introduction to the American Indian Powwow; Exploring Clothing from Cultures around the World; LGBT 101; Rankism; Understanding the T in LGBT (Transgender); Communication across Cultures; Sexual Orientation in the Workplace-Can We Talk Yet?; The Ojibwe Experience – Native American Culture; Cross Cultural Experiences in Bahrain and Saudi Arabia; Outreach Education and International Initiatives; Exploring Cultures from around the World.<br><br>✓ Film series with discussion: *The Life of Harvey Milk; Incident at Oglala, the John Peltier Story; 4 Little Girls*<br><br>✓ Retreat sessions: Shaver's Creek teambuilding and Race Relations Project modified for Outreach Diversity Retreat to include Outreach Executive Team.<br>✓ *Introduction to Outreach Diversity* has been developed and is now |

| Planning | | | Reporting | |
|---|---|---|---|---|
| **Outreach Framework Plan Challenges/Goals** (Note: Challenges are listed in chronological order with each goal listed sequentially 1-24 and separated under each challenge.) **2004-2009** | **Action Steps** | **Performance Measures** | **Progress** | **Results** |
| | | | | being offered at each offering (3 times per year) of the Outreach NEO program. <br> ✓ 2006: Diversity component added to the Outreach Holiday Party. In 2008 the event changed to *"Reflections,"* a diversity professional development event with the major emphasis being reflection and diversity education. |
| **Challenge 2: Creating a Welcoming Campus Climate** | | | | |
| 2.5 Continue to expand organizational communications that underscore the importance of diversity for Outreach – ODC, VP/AVP level, DPA. | a. Work with VP/AVP and Outreach Executive team to develop a communication strategy relative to diversity, using *Inside Outreach* and other tools. <br> b. Develop a diversity site as part of the Outreach Employee Intranet, using Web 2.0 technologies. | • Number of communications relative to diversity from VP/AVP and ODC. <br> • Development of Web site in the staff Intranet site for Outreach to communicate diversity-related issues, programming, and events. | ✓ 2007: Council forms communications committee to develop and implement communications plan for diversity-related education and information for Outreach staff. <br> ✓ 2007-08 Council works with Outreach Internal Communication team on development of Outreach Intranet. <br> ✓ January 2009 (Outreach Intranet launched, development of Diversity Council site completed). Continue development of Intranet site for use in sharing diversity-related information, educational opportunities, and distributing content using podcasts, videos, etc. | • Diversity has always been a part of various communications. It is an integral part of the VP's message to staff in presentations and Outreach newsletter (*Inside Outreach*). <br><br> • Outreach Intranet site is launched in January 2009, with a Diversity Council site, including various resources such as articles, stories, videos, podcasts, and information related to diversity. Site is open to contributions from all Outreach employees. <br><br> • Currently developing mechanism and accurate process to track Intranet usage data (data analytics). |

| Planning | | | Reporting | |
|---|---|---|---|---|
| **Outreach Framework Plan Challenges/Goals** (Note: Challenges are listed in chronological order with each goal listed sequentially 1-24 and separated under each challenge.) **2004-2009** | **Action Steps** | **Performance Measures** | **Progress** | **Results** |
| 2.6 Conduct a diversity climate survey at three-year intervals – ODC will assign to Climate survey sub-committee. | a. Develop and design a diversity climate survey, and report results to Outreach Executive team; develop diversity-strategic initiatives as a result of survey feedback. | • Outreach Climate survey conducted in 2006. The survey has been conducted in approximately three-year intervals, with comparison data reviewed from past surveys to include:1995, 2000, 2003.<br><br>• Results shared with Outreach staff, using multiple media.<br><br>• Results of the Faculty/Staff climate survey—diversity section<br><br>• Percentage of favorable climate satisfaction ratings on 2006 climate survey and 2008 faculty/staff survey | ✓ Climate survey was administered in spring 2006. Worked with Diagnostics Plus to develop and administer the Web-based survey. Fall 2006/Winter 2007 Climate survey committee worked on analyzing results and developed an executive summary for Outreach leadership team. Results had to be recalculated by Diagnostics Plus, so the final analysis wasn't completed until spring 2007.<br><br>✓ Climate survey executive summary presented August 2007 to Outreach Leadership and Outreach Diversity Council.<br><br>✓ Climate survey results sent via e-mail to all Outreach employees in fall 2007. Unit leaders were encouraged to discuss the results with staff in more detail at unit level meetings.<br>✓ Outreach Leadership and Diversity Council used survey results in 2010-15 Framework planning retreat in Sept. 2009. | • All climate survey results are being used to drive 2010-15 Framework programming and priorities.<br><br>• Diversity climate survey 2006 results:<br>  o Results: 2006 (4.0) 76% vs. 2002 (3.8) 73% overall satisfaction<br>  o 85% of the respondents reported that they were very satisfied or satisfied with the climate for diversity within their work unit.<br>  o 82% indicated that the climate for diversity within their work unit was positive or very positive.<br>  o 77% indicated that the climate for diversity within Outreach was positive or very positive.<br>  o Sexual orientation and religions beliefs were the most frequently mentioned characteristics for negative experiences.<br><br>• 2008 Faculty Staff Survey data on diversity supported the Outreach climate survey results:<br><br>  o 79% agreed that the workplace climate in their department/unit is welcoming for employees from underrepresented groups.<br>  o 66% of faculty/staff believe their department provides visible leadership to foster |

| Planning | | | Reporting | |
|---|---|---|---|---|
| **Outreach Framework Plan Challenges/Goals** (Note: Challenges are listed in chronological order with each goal listed sequentially 1-24 and separated under each challenge.) **2004-2009** | **Action Steps** | **Performance Measures** | **Progress** | **Results** |
| | | | | Diversity Climate. <br> o 42% believe the acceptance of diversity in the workplace has improved in Outreach in the past three years, and only 6% believe it has not improved. <br> o Respondents within Outreach are less likely to agree that issues related to discrimination, based on employment classification, socio-economic status, age, and religious beliefs, are proactively addressed. <br> o Groups identified with highest levels of respect are Caucasians (93%), and lowest levels of respect are persons with mental disabilities (73%). |
| **Challenge #3: Recruiting and Retaining a Diverse Student Body** | | | | |
| 3.7 Enhance the role of continuing education in increasing the number of adult learners at Penn State (Adult learner Advocate with support of ODC). | a. Support work of Adult Learner Advocate and recommendations of spring 2005 task force. <br><br> b. Support the work of Distance and Continuing Education in increasing adult learning enrollments. | • Increase in the number of adult learners. <br><br> • Increase number of adult learners in underrepresented or underserved populations. | ✓ 2007-08 <br> • Martha Jordan appointed Adult Learner Advocate for Outreach Adult Learner Enrollment Services. <br> • Outreach Student Services expanded to Adult Learner enrollment services; reorganization will result in expanded services to adult learners. <br> • Career Services Counselor and Adult Learner Recruiter positions are added to the Continuing Education office at University Park to support the recruitment of adult learners. | • See Appendix F for Outreach Enrollment data |

| Planning | | | Reporting | |
|---|---|---|---|---|
| **Outreach Framework Plan Challenges/Goals** (Note: Challenges are listed in chronological order with each goal listed sequentially 1-24 and separated under each challenge.) **2004-2009** | **Action Steps** | **Performance Measures** | **Progress** | **Results** |
| | | | | |
| 3.8 Establish scholarship funds for adult part-time learners – Outreach *Development* | a. Identify scholarships and an award system for adult learners.<br>b. Work with University offices to capture funding data. | • Funds established and target goal of $1,000,000 of trustee scholarship funds for World Campus students.<br><br>• Number of scholarships awarded in Distance and Continuing Education to include:<br>  o No. of unduplicated students awarded CE sources<br>  o No. of unduplicated students of diversity (Black, Asian, Hispanic)<br>  o No. of unduplicated adult learners (Adult Learner coding began in 0607)<br>  o total dollars awarded from CE sources (including CE trustee sources) | ✓ Outreach Development, working with Continuing and Distance Education, has focused on expanding scholarship opportunities for adult learners.<br>✓ Outreach Diversity Council began to monitor progress of diverse recipients in 2007 as scholarship opportunities and funding increased. | Scholarship list includes:<br>• World Campus Student Fund<br>• CE Students Fund (FACES) formed<br>• Fischer Scholarship Fund<br>• Osher Re-entry Scholarship Fund<br>• Penn State Women's Fund<br>• Charlene Harrison Adult Learner Scholarship<br>• Keller Scholarship<br>• Various Trustee Scholarships<br>• University Scholarships Awarded under ISIS code CE:<br>  o 2004-05: 12 awardees, 1 diverse recipient, Total $6,940<br>  o 2005-06: 12 awardees, 1 diverse recipient, Total $10,530<br>  o 2006-07: 24 awardees, 4 diverse recipients, 21 adult learners (began to track in 2006-07) Total $ 49,760<br>  o 2007-08: 47 awardees, 3 diverse recipients 44 adult learners Total $84,877<br>  o 2008-09: 102 awardees 5 diverse recipients 98 adult learners Total $194,633 |
| 3.9 Develop a diversity framework for the World Campus – Executive Director for World Campus | a. Recommendation to understand the dimensions of diversity in the online learning environment of adult students.<br>b. Establish baseline data, | • Diverse populations of World Campus students | ✓ Due to the reorganization of the World Campus and Continuing and Distance Education, the World Campus diversity framework was not developed. World Campus is included in overall diversity plans for | • Framework specifically for World Campus cancelled. A redefined goal will be considered for the 2010-15 Framework.<br><br>• Overall growth in Overall Outreach credit and noncredit enrollments |

| Planning | | | Reporting | |
|---|---|---|---|---|
| **Outreach Framework Plan Challenges/Goals** (Note: Challenges are listed in chronological order with each goal listed sequentially 1-24 and separated under each challenge.) **2004-2009** | **Action Steps** | **Performance Measures** | **Progress** | **Results** |
| | identify goals, and strategies. Establish international marketing plans. | | Outreach.<br>✓ Tracking of participation of diverse populations was implemented. | from 2004-05 to 2008-09 (not including RI students):<br>• Fall 2004:  25,136<br>  • 46% Female<br>  • 54% Male<br>  • 6% Reported Race/Ethnicity<br>  • 53% unknown<br>• Fall 2009: 27,734<br>  • 50% Female<br>  • 50% Male<br>  • 14% reported Race/Ethnicity<br>  • 32% unknown<br>• Overall growth in Adult Learner classification in Outreach (not including RI students):<br>  • Fall 2004: 11,993<br>    • 46% Female<br>    • 54% Male<br>    • 6% reported Race/Ethnicity<br>    • 46% unknown<br>  • Fall 2009: 13,278<br>    • 51% female<br>    • 49% male<br>    • 10% reported Race/Ethnicity<br>    • 41% unknown |
| 3.10 Optimize program content, marketing, and delivery for diverse audiences. | a. Establish process and procedures to collect data and report data on adult learner enrollments. | • Increase in adult learner enrollments<br>• Increase in World Campus diverse enrollments | ✓ Outreach Market Research (OCM) established an adult data working group, data is being collected and summarized. ODC received update by J. Patterson in 2005. Data shared with program committee in 2006 to begin tracking data.<br>✓ Information shared with OMC<br>✓ 2008 OMC designated a person as the Outreach liaison for institutional diversity metrics.<br>✓ 2008-09 – Outreach Diversity | • The World Campus has experienced significant growth in a short time span. The focus of this goal was to establish processes and procedures for collecting data and reporting data on adult learner enrollments.  This process began in 2006-07 and is now in place. |

| Planning | | | Reporting | |
|---|---|---|---|---|
| **Outreach Framework Plan Challenges/Goals** (Note: Challenges are listed in chronological order with each goal listed sequentially 1-24 and separated under each challenge.) **2004-2009** | **Action Steps** | **Performance Measures** | **Progress** | **Results** |
| | | | Council begins working with Outreach Marketing and Communications to use data warehouse to track and monitor data regarding underrepresented student populations. | |
| **Challenge 4: Recruiting and Retaining a Diverse Workforce** | | | | |
| 4.11 Strengthen all vacancy position descriptions to communicate Penn State's and Outreach's commitment to diversity and to include job-appropriate, diversity-related factors among stated position qualifications. Include job interview protocol assessment of diversity-related qualifications. | a. Increase faculty and staff from underrepresented groups | • Trend data for searches – number of diverse applicants, candidates, offers, and hires for faculty and staff.<br>• Trend data on employees – number/percent women and members of underrepresented groups in Outreach faculty and staff (excluding Extension, as they are reported through College of Ag. Sciences). | ✓ Included language in all vacancy announcements that indicate Outreach's commitment to diversity and its desire to attract candidates with same commitment. Completed in 2005-06 and is ongoing.<br>✓ Effective June 2009, a diversity question: *Discuss the working environment in your department and/or Outreach in relation to diversity*, was added to all exit interviews. | • ODC Recruitment and Retention committee working with Outreach Human Resources began to track search data in 2007-08 and 2008-09. Result was an increase in the number of diverse hires per vacancy from 7.9% to 11%. Will continue to track in 2010-15.<br><br>• Trend data on minority employees:<br>2004-05 –<br>  • 3.6% race/ethnicity (.8% in leadership positions.<br>  • 65% women (7.8% women in leadership positions).<br>2008-09 –<br>  • 7.2% race/ethnicity (.8% in leadership positions)<br>  • 64% women (12.5% women in leadership positions). |
| 4.12 Establish a recruitment fund to support the hiring of diverse faculty and staff. – Outreach Executive Team | a. Establish funds to be used in recruiting diverse faculty and staff. | • Percentage and amount of diversity funds allocated and utilized. | ✓ Fund established in 2004 for implementation in 2005. Goals for fund included:<br>  • To support and enhance the search and recruitment process for staff positions<br>  • To recruit and hire under-represented minorities<br>  • To develop a more diverse | Fund use comparison from 2005-06 to 2008-09:<br><br>✓ 2005-06: Total Funds Spent $31,291; Total # Underrepresented FTE = 21 (4.4% of workforce)<br>Total # FTE's supported: 1 (based on eligibility) |

| Planning | | | Reporting | |
|---|---|---|---|---|
| **Outreach Framework Plan Challenges/Goals** (Note: Challenges are listed in chronological order with each goal listed sequentially 1-24 and separated under each challenge.) **2004-2009** | **Action Steps** | **Performance Measures** | **Progress** | **Results** |
| | | | workforce within Outreach<br>• To support the University's Framework for Diversity<br>✓ Fund began at $75,000 and increased in 2007-08 to $150,000. | ✓ 2008-09: Total Funds Spent $150,000:<br>Total # Underrepresented FTE =33 (5.6% of workforce)<br>Total # FTE's supported: 10 (based on eligibility) |
| 4.13 Explore creating an Outreach Internship program for diverse Penn State students, and/or in partnership with other institutions of higher education with diverse student bodies, to provide experiences that may attract participants to future employment opportunities in Outreach – Outreach HR. | a. Benchmark with other Penn State units and explore partnerships with other institutions to develop internships related to Outreach. Begin to explore opportunities in 05-06. | • Increase pool of diverse applicants and candidates for positions. | ✓ Internship opportunities have been implemented in Outreach Technology Services in 2007-08, and recruiting visits have been conducted with South Hills Business School, Penn College, and several other institutions.<br>✓ Continued work is needed to develop a more targeted approach.<br>✓ In 2008-09 a Continuing Education Peer Mentoring Program was developed and launched in August 2009. | • Student internship programs were established in Outreach Technology Services and Penn State Public Broadcasting.<br>• The Continuing Education Peer Mentoring Program in the first year has 15 mentors: age, gender and racial diversity (1) and 16 mentees: age, gender, and racial diversity (1). |
| 4.14 When openings for Outreach faculty and staff positions occur, reiterate and reinforce the importance of a strong commitment to diversity in the search process. Work with chairs of all search committees to assure a strong committee to diversity in the search process. | a. Increase number of qualified individuals in applicant pools, to be inclusive of underrepresented groups.<br>b. All search committee members trained in Hire Power training. | • Trend data on workforce demographics.<br>• Trend data on the workplace profile of underrepresented groups.<br>• Number of staff trained in Hire Power. | ✓ During the search process, the ODC, working with Outreach HR developed a plan to reinforce diversity in the selection of the search committee, access to resources to support an aggressive diverse search, and support by Outreach leadership.<br>✓ HR closely monitors the search process for diversity of applicants, candidates, and hires in faculty and staff searches.<br>✓ Recruitment and retention committee of ODC has developed a recruitment proposal to strengthen the search process to expand the number of qualified diverse candidates.<br>✓ Hire Power training was made "mandatory" for all individuals who | • Outreach workforce demographic data:<br>  • In 2004-05, 3.6% of the total Outreach workforce consisted of race/ethnic minorities and 65% women.<br>  • In 2008-09, 7.2% of the total Outreach workforce consisted of race/ethnic minorities and 64% women.<br>• Since implementation of mandatory Hire Power training for search committees, 400 employees (70% of Outreach workforce) have completed the program. Training will continue to be offered quarterly. |

| Planning | | | Reporting | |
|---|---|---|---|---|
| **Outreach Framework Plan Challenges/Goals** (Note: Challenges are listed in chronological order with each goal listed sequentially 1-24 and separated under each challenge.) **2004-2009** | **Action Steps** | **Performance Measures** | **Progress** | **Results** |
| | | | serve on an Outreach search committee.<br>✓ 2006-07 ODC membership completed "Hire Power" training and will serve as a resource for all unit hiring committees. | |
| 4.15 Establish a retention program for faculty and staff from underrepresented groups- ODC recruitment and retention committee | a. Develop a retention program for faculty and staff from underrepresented groups. | • Increase retention rates of faculty and staff from underrepresented groups. | ✓ In 2006-07 the ODC R&R Committee developed and submitted a detailed proposal on recruitment practices, which was approved by Outreach Executive Team.<br>✓ Implementation of Recruitment proposal begins in 2007-08, which includes evaluation of recruitment policy, with use of a survey instrument sent to all search chairs at the end of the search process.<br>✓ Fall 2008 Outreach establishes Talent Task Force to focus on overall Talent Management for Outreach. Retention and Engagement are explored as part of the task force. Report accepted by ET in February of 2009.<br>✓ ODC Recruitment and Retention Committee begins to develop retention strategies 2009-10. | • Retention program not established in 2004-09 due to the focus of the work in the recruitment area, as there was significant growth in Outreach during 04/05 through 08/09.<br>• Retention was addressed and studied by the Outreach Talent Task Force. The data from the work of the Task Force will be used by the Outreach Diversity Council's Recruitment and Retention committee. |
| **Challenge 5: Developing a Curriculum that Fosters Intercultural and International Competencies** | | | | |
| 5.16 Review the Outreach program portfolio to identify opportunities and issues related to multicultural programming. | a. Programs committee will work with Outreach to increase opportunities for multicultural programming efforts. Units to develop a process for tracking | • Number of opportunities and offerings of multicultural programming<br>• Trend data on number of new programs offered<br>• Program assessment data | ✓ ODC Program and Services committee creates a data base repository of diversity-related programming for Outreach. This is the initial step in assisting Outreach units to evaluate the scope of multicultural programming and assist in | • Program tracking system, to include credit and noncredit offerings is developed and supported by Outreach Market Research. Summary of programs in APPENDIX G |

| Planning | | | Reporting | |
|---|---|---|---|---|
| **Outreach Framework Plan Challenges/Goals** (Note: Challenges are listed in chronological order with each goal listed sequentially 1-24 and separated under each challenge.) **2004-2009** | **Action Steps** | **Performance Measures** | **Progress** | **Results** |
| | programs with multicultural content, as well as benchmark with other units, colleges, and institutions | | expanding efforts. | |
| 5.17 Explore with Executive Team in dedicating a portion of the Outreach PIF fund to diversity-related programs | a. Identify fund guidelines and initiative. | • Amount of funds dedicated and used. | ✓ PIF funding was discontinued and replaced by Thematic Initiative Funds (TIF) in 2005-06. The focus areas of the TIF funds were Health, Education, Economic and Workforce Development, and Energy. Multiple projects were funded that included diverse populations.<br>✓ In 2007-08, $15,000 was allocated specifically to the Outreach Diversity Council to use on diversity-related programming. | • $15,000 budgeted for ODC diversity related initiatives, which was used to support professional development events, Native American Powwow, African-American Read-In, International Children's Festival, and training for the Council.<br>• In the Education Thematic Initiative Fund (TIF) two projects specifically dealt with diverse populations:<br> • Urban Teaching and Collaboration: Fostering Systemic Educational Change in an Urban School<br> • Improving the Academic Achievement of Minority Adolescents |
| 5.18. Collect assessment data on Outreach diversity-related educational programs to determine effectiveness; include information on audiences served, measures of program outcomes, to guide the ongoing investment of resources in this area. | a. Establish internal program evaluation process/system and evaluate the data to ensure program success and ROI. | • Program evaluations that indicate high level of satisfaction and usefulness for diversity professional development programs. | ✓ Professional development committee begins process of summarizing program evaluation data for professional development programs to determine effectiveness of each program. | • In the fall 2008, OPD implemented use of C-Vent for course registration and program evaluation for all of Outreach professional development programming to include support of the diversity programming, prior to 2007-08 an evaluation system had not been established.<br>• In progress, constant monitoring after each professional development program to begin to assess trends and identify refinements. |

| Planning | | | Reporting | |
|---|---|---|---|---|
| **Outreach Framework Plan Challenges/Goals** (Note: Challenges are listed in chronological order with each goal listed sequentially 1-24 and separated under each challenge.) **2004-2009** | **Action Steps** | **Performance Measures** | **Progress** | **Results** |
| **Challenge 6: Diversifying University Leadership and Management** | | | | |
| 6.19 Continue to provide encouragement and support for professional development opportunities for diverse staff members, to include the Outreach internship program, participation in University Leadership and Management training programs, and University committees and commissions. | a. Increase number of Outreach faculty and staff participation in diversity-related professional development opportunities, and University committees and commissions. | • Trend data on number of diverse staff participating in professional development opportunities, and other committees across the University. | ✓ Information circulated and shared with staff members to encourage attendance. <br> ✓ Nominate members as opportunities develop. | • VP of Outreach served as a mentor for the Administrative Fellows program in 2005-06 and in 2009-10. <br> • Several Outreach staff served in various University committees including LGBT Commission, Commission for Women, Staff Advisory Committee, CORED. |
| 6.20. For all administrative staff positions grade 24 and higher, require demonstrated skills in managing diversity as a position qualification. Include leadership for diversity as a factor in annual performance review. | a. Develop a series of questions to be used in the search process. Include the leadership for diversity in the SRDP supervisory factor (customized for Outreach). | • Metrics to include: percentage of position descriptions that include demonstrated skills in managing diversity: participation of members of underrepresented groups in Outreach leadership positions, participation of members of underrepresented groups in leadership development opportunities. | ✓ ODC members have been included in search process for all administrative positions, <br> ✓ Questions have been used in searches since 2005. Examples of positions include: Director of Planning and Administration, Director of Market Research, Manager of Professional Development, Executive Director of World Campus, Associate Director of the News Bureau, and Director of Continuing Education as well as others. | • Questions developed and shared in Hire Power training. <br> • 100% of position descriptions include an appropriate statement on diversity. <br> • Outreach HR has worked with units to write job announcements focusing on attracting a more diverse pool of qualified candidates. |
| 6.21 Work with the chairs of all search committees for all administrative positions (staff grade 24 with managerial duties and above and all administrative appointments) to assure a strong commitment to diversity in the search process and access to networks that promote diversity in the pool of qualified applicants. | a. Outreach HR to work with search committee chairs to enhance diverse candidate pool. | • Percent of admin. searches, which are discussed with members of the Executive Team. | ✓ Outreach HR meets with faculty/staff search committee chairs to provide assistance and coaching. <br> ✓ Effective in 2007-08: any chair of a search committee was certified in Hire Power prior to leading a search. | • 100% of position descriptions include an appropriate statement of diversity. <br> • Outreach HR is involved with 100% of all searches, and approval is given by members of the Outreach Executive Team. <br> • 64% of all search committee chairs and members completed Hire Power training in the first year. |

| Planning | | | Reporting | |
|---|---|---|---|---|
| **Outreach Framework Plan Challenges/Goals** (Note: Challenges are listed in chronological order with each goal listed sequentially 1-24 and separated under each challenge.) **2004-2009** | **Action Steps** | **Performance Measures** | **Progress** | **Results** |
| 6.22 Consider diversity as an important factor for the membership of external advisory groups for Outreach. | a. Increase participation in number of underrepresented groups in Outreach advisory groups. | • Trend data on demographics of Outreach Advisory Board. | ✓ 2004 to present: Outreach Advisory Board established and implemented an active recruiting effort for diversity in its membership. | Outreach Advisory Board Demographics since inception.<br>• 2004: 29 members<br>20 male<br>9 female<br>2 African American (1 male, 1 female)<br><br>• 2005: 30 members<br>20 male<br>10 female<br>2 African American (1 male, 1 female)<br><br>• 2006: 33 members<br>22 male<br>11 female<br>2 African American (1 male, 1 female)<br><br>• 2007: 31 members<br>21 male<br>10 female<br>1 African American (male)<br><br>• 2008: 36 members<br>24 male<br>12 female<br>2 African American (1 male, 1 female)<br><br>• 2009: 37 members<br>25 males<br>12 females<br>2 African American (1 male, 1 female)<br>1st female becomes Chair of Advisory Board |

| Planning | | | Reporting | |
|---|---|---|---|---|
| **Outreach Framework Plan Challenges/Goals** (Note: Challenges are listed in chronological order with each goal listed sequentially 1-24 and separated under each challenge.) **2004-2009** | **Action Steps** | **Performance Measures** | **Progress** | **Results** |
| **Challenge 7: Coordinating Organizational Change to Support Our Diversity Goals** | | | | |
| 7.23 Prepare an annual update on diversity with Outreach and share with all staff | a. Provide an annual update on diversity-related information for staff. This information should be posted on the employee Intranet, once completed.<br>b. Action step added in 2008: Use Outreach Intranet as the tool for sharing update and resource information, | • Accomplishment of annual update and information sharing<br>• Refine Outreach strategic plan as appropriate.<br>• Increase in percentage of Outreach staff who are familiar with the Outreach Diversity Strategic plan. | ✓ Annual update by Senior Director of Planning, HR, and Diversity to Executive team and staff. Report included in *Inside Outreach.*<br><br>✓ In January 2009 ODC began to use Outreach Intranet (Our.outreach) to share diversity information year round rather than on an annual basis. | • Vice President Weidemann presents annual diversity report and discussion to staff in Outreach staff newsletter (in 2009 information will be shared via Intranet)<br>• In 2006 Diversity Climate Survey, increase in familiarity with diversity definition and diversity strategic plan increased in favorable responses from 55% in 2002 to 79 % in 2006.<br>• Outreach Strategic Plan 2009-14 includes focus on diversity, including strategies around learners, University and communities, and people (Outreach faculty/staff).<br>• ODC begins working with Outreach Market Research to use data warehouse as a resource for data regarding underrepresented populations.<br>• Diversity Council site established on Outreach Intranet; site includes program information, update information, resources, strategic plan information, and reports. |
| 7.24 Network with others throughout the University and community to share best practices and pursue collaborative efforts to foster diversity. – Networking committee | a. Identify other groups and diversity opportunities throughout the University and community. Encourage staff and faculty participation in University- and community- sponsored diversity awareness activities. | • Number of collaborative efforts (need to identify mechanism to track the efforts). | ✓ Collaborating with other diversity groups to expand knowledge and understanding of diversity.<br>✓ Co-sponsor of AAUW community workshop in fall 2004.<br>✓ ODC members participate in State College Community Diversity group.<br>✓ ODC members participated in Diversity Achievement Conference | • Outreach Diversity Council has recognized the need to develop an internal tracking mechanism to capture this data. |

| Planning | | | Reporting | |
|---|---|---|---|---|
| **Outreach Framework Plan Challenges/Goals** (Note: Challenges are listed in chronological order with each goal listed sequentially 1-24 and separated under each challenge.) **2004-2009** | **Action Steps** | **Performance Measures** | **Progress** | **Results** |
| | | | 2005.<br>✓ University groups present at ODC meetings to increase awareness: Director of Penn State Migrant Education, Penn State's International Hospitality Council, Governor's Council on Asian-American Affairs, African American Read-In) UP, Altoona, Berks campuses). LGBT student resource center advisory board, and EOPC review process.<br>✓ Support of State College Native American Powwow, Global Connections, American Indian Leadership.<br>✓ Diversity Council Chair Group is formed at UP – ODC chair joins membership.  The group has not met since sponsors have left Penn State; in discussion with Educational Equity office to reconvene group.<br>✓ ODC member is Chair-elect for LGBT Commission. | |

**Appendix E**

**OUTREACH DIVERSITY CLIMATE SURVEY Executive Summary**
**Fall 2007**

**Submitted for review by the Outreach Diversity Council's Survey Task Force**:
Robyn Robinson, Ritu Jayakar, Deno De Ciantis, Dale Punshon, Chrissy Laird, Patreese Ingram, Jennifer Mastrofski, Gail Foster, Sue Cromwell

**Background and Objectives**

Outreach is an organization in which the individual differences among its co-workers and peers, and among the students, clients, and communities with whom it works, are respected. Outreach serves as an advocate for diverse communities by advancing important diversity-related topics through its programs, conferences, and broadcasts. It is through differences that we gain the variety of perspectives and abilities that enhance our personal lives and benefit the common good. The assessment of the diversity climate in Outreach helps the organization monitor progress in this area and plan initiatives in support of its diversity.

**Methodology**

The Outreach employees were invited via email to participate in the diversity survey. The survey responses were collected and compiled by Diagnostics Plus of State College, an independent research firm. Survey participation was completely voluntary, and all responses were anonymous.

Two hundred and fifty-nine employees completed the survey, for a response rate of 19.4 percent. This provides a confidence level/interval of 95 percent +/- 5.5 percent.

Where possible, comparisons with the 2002 survey results are presented. Responses to open-ended items are presented for the total group. Due to the small number of respondents in the demographic breakdowns, and in order to protect anonymity, open-ended responses are not shown.

**Demographic Characteristics of Respondents**

⇒ **Employment Status** – Of the 259 respondents, 63 percent were staff exempt; 23 percent were staff non-exempt; 3 percent were faculty; 4 percent were wage payroll; and 1 percent were technical-service employees. The remaining 6 percent identified their employment status as "other" or did not respond to this question.

⇒ **Gender –** Of the total respondents (n = 259), 68 percent were female and 27 percent were male; 5 percent did not respond regarding gender.

⇒ **Length of Employment in Outreach** – Of the total respondents, 15 percent indicated two years or less of employment (n = 259); 25 percent ,3–5 years; 26 percent  6–10 years; and 31 percent 11 years or more.

⇒ **Age Group –** Of the total respondents 6 percent were in the age group of 61 and over; 31 percent, 51–60 years; 31 percent,41-50 years; 21 percent 31- 40 years; and 7 percent under 30 years of age.  The remaining 5 percent did not respond to this question.

⇒ **Work Unit** – Thirty-nine percent of the respondents worked in Continuing and Distance Education; 25 percent in Central Administration; 24 percent in Cooperative Extension; and 8 percent at PSPB; and 8 percent did not respond regarding work unit.

⇒ **Identification with an Underrepresented Group** – Of the categories surveyed, the following percentages show the breakdown of individuals considering themselves members of an underrepresented group:

- 5 percent based on physical/mental abilities
- 6 percent based on ethnicity/race
- 6 percent based on sexual orientation
- 13 percent based on religion
- 13 percent based on age
- 24 percent based on gender
- 5 percent based on other characteristics

**Survey Highlights**

⇒ Eighty-five percent of the respondents reported that they were satisfied or very satisfied with the climate for diversity within their work unit.  Only 6 percent reported that they were dissatisfied or very dissatisfied.

⇒ Eighty-two percent of the respondents indicated that the climate for diversity in their work unit was positive or very positive.

⇒ Seventy-six percent of the respondents reported that they were satisfied or very satisfied with the climate for diversity in Outreach.  In 2002, 73 percent responded that they were satisfied or very satisfied.

⇒ Seventy-seven percent of the 2006 respondents indicated that the climate for diversity in Outreach was positive or very positive.

⇒ Sexual orientation and religious beliefs were the characteristics most frequently mentioned regarding negative experiences.

⇒ Twenty-one percent of the respondents reported that they were unfamiliar with the Outreach Diversity Strategic Plan. Of the 79 percent familiar or very familiar with the Plan, 58 percent reported that they were satisfied or very satisfied with the implementation of the plan.

⇒ Most respondents reported that they attended diversity-related activities, events, programs, etc., and that they had met their diversity goal from the previous year's SRDP.

⇒ Most respondents believe that a positive climate for diversity is the responsibility of everyone in Outreach, that it is a priority for themselves, and that work time spent on improving the diversity climate is time well spent. Most respondents also indicated that diversity-related behaviors are encouraged in their work unit and in Outreach as a whole, and that fostering diversity is a priority for the leadership in Outreach.

⇒ Almost 25 percent of the employees consider themselves members of an underrepresented group based on gender. Slightly more than 10 percent consider themselves members of an underrepresented group based age and religion. Only 5 percent of the employees consider themselves members of an underrepresented group based on physical/mental abilities.

⇒ Sixty-five percent of the employees who consider themselves members of an underrepresented group based on sexual orientation reported that they have hidden or downplayed their sexual orientation when dealing with a supervisor or with colleagues due to fear of negative consequences. Fifty-three percent reported that they have felt intimidated by others because of their sexual orientation.

⇒ Forty-two percent of the employees who consider themselves members of an underrepresented group based on ethnicity/race reported that they have felt intimidated by others because of their ethnicity/race and 32 percent reported that they have been denied a promotion or have been excluded from a project or team due to their ethnicity/race.

⇒ Thirty-nine percent of the employees who consider themselves members of an underrepresented group based on religion reported that they have hidden or downplayed their religion when dealing with a supervisor or with colleagues, due to fear of negative consequences.

⇒ Half of the employees who consider themselves members of an underrepresented group based on gender reported that they have felt intimidated by others because of their gender and 42 percent reported that they have been denied a promotion or have been excluded from a project or team due to their gender.

⇒ More than half of the employees who consider themselves members of an underrepresented group based on age reported that they have felt intimidated by others, and have hidden or downplayed their age when dealing with a

supervisor or with colleagues due to fear of negative consequences and have been denied a promotion or have been excluded from a project or team due to their age.

⇒ Employees believe that the biggest barriers to creating a positive climate for diversity in Outreach to be a human nature or ignorance and a lack of diversity in Central Pennsylvania.

⇒ Employees believe that the most important effort needed to enhance the climate for diversity in Outreach is more training, information, and activities related to diversity.

**Climate for Diversity within Outreach**

⇒ **Satisfaction –** In 2006, 76 percent of the respondents indicated that they were satisfied or very satisfied with the climate for diversity in Outreach, compared to .8 percent who said they were very dissatisfied. Eighty-four percent of the respondents indicated that they were satisfied with the climate for diversity within their work unit compared to .4 percent who said they were very dissatisfied. In 2002, 73 percent responded that they were satisfied or very satisfied.

⇒ **Positive and Negative Experiences in Outreach –** The respondents were asked to indicate whether they have witnessed, experienced, or been aware of any negative or positive behavior directed at any group or members of a group in Outreach based on age, gender, sexual orientation, physical or mental ability, religious beliefs, or race/ethnicity. The respondents were directed to check all responses that applied. (See Table 1.)

**Table 1**
**Experience by Characteristic**

| Characteristic | Positive Behavior | Non-inclusive Behavior | Insensitive Remarks | Offensive Jokes | Unable to Interpret/Haven't Experienced |
|---|---|---|---|---|---|
| Age | 42% | 7% | 6.2% | 2% | 2.9% / 46.1% |
| Female | 44.1% | 14.% | 11.4% | 5.9% | 3.8% / 34.3% |
| Male | 44.7% | 4.6% | 4.6% | 2.5% | 3.4% / 44.3% |
| Physical or Mental Disabilities | 37.7% | 6.3% | 6.7% | 1.3% | 4.2% / 47.3% |
| Racial and Ethnic Minorities | 41.4% | 5.9% | 8.4% | 4.6% | 5.9% / 41.8% |
| Religious Beliefs | 24.4% | 8.3% | 9.5% | 2.9% | 6.2% / 56.2% |
| Sexual Orientation | 23.3% | 3.3% | 14.2% | 5.8% | 4.2% / 59.2% |

| | | | | | |
|---|---|---|---|---|---|

**Outreach Commitment to Diversity**

The respondents were asked to rate a series of statements about perceptions of commitment to diversity in Outreach, indicating the extent of their agreement with each. There was substantial agreement with statements related to the value and priority given to diversity in the organization. Statements with which there was strong agreement include *fostering diversity is a priority for leadership in Outreach and my work unit and the individual; work time spent on fostering diversity is time well spent; fostering diversity is the responsibility of everyone in Outreach; supervisor supports my involvement in diversity activities; diversity related behaviors are encouraged in Outreach and my work unit.*

Statements about which there tended to be more uncertainty and disagreement include *there is gender equity in Outreach and my work unit; Outreach is making appropriate progress towards achieving a climate that is supportive of diversity; Outreach is making appropriate progress towards incorporating diversity into daily business practices; individuals involvement in diversity-related initiatives in Outreach and community.*

*RESPONSES RELATIVE TO AGE*

**Summary of Results**

Several questions in the survey related to perceptions about the climate in Outreach in regard to age. It is illegal to discriminate in employment against those aged 40 and above, based on their age. This group is not "underrepresented" in Outreach.

This is the largest class of respondents after gender, where 59.5 percent of the respondents identified themselves as being in this group, 174 out of 259. The mean climate rating for those aged 40 and above was 4.1 on a scale of 1-5, with 1 representing "very uncomfortable" and 5 representing "very comfortable."

An increase in positive behavior for this trait was experienced or witnessed 41.6 percent of the time, while 46.1 percent of the respondents in this group reported that they had not experienced or witnessed positive or negative behavior related to age. Approximately 15 percent (14.8 %) of the respondents reported an increase in negative behavior; the non-inclusive behavior rate was 7 percent; insensitive remarks, 6.2 percent; and offensive jokes,1.6 percent. Data were not collected by age in the 2002 climate survey so no comparisons can be made with 2006.

Of the respondents who identified themselves as 40 years of age or over, 63.6 percent reported "downplaying" their age due to fear of negative consequences. Sixty-nine percent (69.7percent) of these same respondents have, at some time, felt intimidated by others because of their age. Somewhat fewer respondents in this group (57.6percent) feel they have been denied a promotion or have been excluded from a project or team because

of their age.  In contrast, 6.1 percent of these respondents have feared for their safety, and 3 percent believe that they have been victims of hate crimes because of their age.

**Recommendations** - These recommendations were offered by the Diversity Climate Survey Committee after analysis of the data.

⇒ Educate all supervisors, managers and directors regarding the legal anti-discrimination lawsof Title VII, the ADA, and the ADEA by providing mandatory professional development, including training in prevention of age discrimination through the Outreach Management Institute.

⇒ Communicate how important language is in talking and dealing with each other, as one of our "Employee Communications" themes.

*Responses Relative to Gender*

**Summary of Results**

The distribution of respondents in the survey, based on gender, was 68 percent (176) female, 27 percent (70) male, and 5 percent (13) not self-identified.  The respondents rated the overall climate for males (76.4%) and females (79.3%) to be comfortable and, of all the surveyed groups, reported the largest percentage of positive behavior, 44.7 percent and 44.1 percent respectively.

The female respondents experienced the highest percentage of non-inclusive behavior (14%), the second-highest percentage of insensitive remarks (11.4percent), and the highest percentage of offensive jokes (5.9%). While the percentage of offensive jokes and insensitive remarks for females has decreased since 2002 (approximately 3% and 6%,respectively), the percentage of non-inclusive behavior has increased (5%).  The males experienced the second lowest percentage of non-inclusive behavior (4.6%), the lowest percentage of insensitive remarks (4.6%), and the third lowest percentage of offensive jokes (2.5%).  For males, this represents a decrease of approximately 8 percent for non-inclusive behavior, approximately 13percent for insensitive remarks, and approximately 7percent for offensive jokes, since the 2002 survey.

Of the 24.1 percent of the respondents (61 of 253) who consider themselves members of an underrepresented group based on gender, half of them (30) reported that they have felt intimidated by others because of it.  Forty-two percent (25) reported that they have been denied a promotion or have been excluded from a project or team due to their gender, and 35 percent (21) reported having hidden or downplayed their gender.  There was one report of a person being a victim of a hate crime, and one report of a person fearing for his/her physical safety, in both cases because of gender.  In general, the women were more involved in the implementation of the Outreach Diversity Strategic Plan.

**Recommendations**- These recommendations were offered by the Diversity Climate Survey Committee after analysis of the data.

⇒ Conduct a Salary Analysis: Perform an analysis of salaries in Outreach based on gender, position, and length of employment, and share the analysis results with all of Outreach, along with any proposed changes, if they are warranted. Close any discovered earning gaps.

⇒ Set and Communicate Expectations for Leaders: Emphasize to all supervisors, particularly those in leadership positions, that "the good ol' boys' club/network" mentality/habits, double standards regarding time spent away from work, and disrespect and disparaging comments toward either gender are not acceptable. Fair and equal treatment of all people, regardless of gender, is not only expected and encouraged, but required. Recognize the importance of family in the lives of employees. Respect employees' partnerships and family structures, including, but not limited to, nonconventional ones. Pursue family-friendly policies, such as work-at-home hours, and parental leave. Correct the misconception that being a parent, especially of young children, is a liability to the organization.

⇒ Assess Hiring and Retention Practices: Review policies regarding hiring and promotion to leadership positions to be certain that no gender bias has been or is currently practiced, and communicate the outcome of that review to all of Outreach. Increase gender balance in leadership positions by 5-10 percent, or produce evidence of efforts to do so, with a target date of July 2010. Ensure that priority is given to supporting gender equality in terms of staffing through budget allocations and availability of resources. Strive for gender balance and equity through job descriptions (listing personnel qualifications in ways to eliminate bias), recruitment and advertising, and salary setting. Analyze specific problems related to recruitment and retention by setting target goals for hiring, promoting family-friendly benefits such as child care, and flexible scheduling, and developing strategies to minimize gender-related issues. Survey staff through exit interviews to identify areas for improvement with regard to gender equity and balance in the former work unit. Identify positions traditionally held by one gender and use vacancies as an opportunity to balance gender in work units. Benchmark with peer units in Outreach, the entire University, and other universities and institutions.

⇒ Strengthen Professional Development Opportunities: Deepen the understanding of gender and gender relations through mandatory professional development at all levels of employment. Promote gender awareness and dialogue through staff training. Break the stereotype that females are the caregivers. Enhance awareness and understanding for dealing with harassment issues and cases. Establish mentoring/shadowing/fellows/women-in-leadership programs. Provide training to deal with inequitable allocations of resources and with other workload issues that exist due to gender.

⇒ Create a Gender Equity Advisory Committee:  Create a Gender Equity Advisory Committee or other task force to promote gender equality and awareness at all levels of employment, in all teams and work units.  (This committee must be supported and empowered to avoid being made vulnerable or perceived as incompetent and, thus, disregarded.) Establish and promote an Outreach Code of Conduct, similar to The Penn State Principles.  Hold Outreach accountable for gender balance and equity issues.  Publicize the gender equity plan to all of Outreach.  Establish a newsgroup/listserv and regularly share opportunities for education about gender balance and equity.  Create an ombudsman position to provide informal dispute resolution, alternatives to the formal grievance process, and a confidant for employees of all levels.

⇒ Monitor Gender Equity:  Create and use a system/procedure for monitoring gender equity and balance throughout Outreach, at all levels and in all units of employment, particularly leadership positions.  Maintain accountability in leadership for gender equity in all units.  Promote equal access to and control over power and resources to both genders.  Set gender impact indicators related to goals and objectives, and regularly monitor and review them.  Appoint equal numbers of males and females to boards and teams whenever possible, and value the work and time investment of the employees who serve.

**Responses Relative to Physical/Mental Abilities**

**Summary of Results**

The mean climate rating in Outreach, for those who identified themselves as underrepresented based on physical/mental characteristics (4.7%), was 3.9 on a scale of 1-5 with 1 representing "very uncomfortable" and 5 representing "very comfortable." The male respondents rated the climate in this area slightly higher than the females. (It should be noted that the proportion of the male respondents who identified themselves as underrepresented on the basis of physical/mental abilities was higher than that of the female respondents; however, fewer men completed the survey than women.) This mean climate rating in the 2006 survey was slightly lower than the mean rating of 4 in the 2002 survey.

Fifty-four percent of the respondents who identified themselves as having a physical or mental disability indicated that they have felt intimidated by others on the basis of physical/mental disabilities.  Fifty-four percent felt they were denied promotion due to these factors.  A significant number (85%) of the respondents in this category felt they have had to hide or downplay their physical or mental disability, due to fear of negative consequences.   Several respondents (23% and 15%), reported that they have feared for their physical safety or have been victims of a hate crime.

**Recommendations** - These recommendations were offered by the Diversity Climate Survey Committee after analysis of the data.

⇒ Broaden awareness of the myriad characteristics that the employees included in the scope of physical/mental disabilities.

⇒ Provide training to expand the horizons of the employees, and become more sensitive to the myriad ways of promoting a safe/supportive environment including ways not previously considered.

**Responses Relative to Race/Ethnicity Characteristics**

**Summary of Results**

In the category of ethnicity and race, the respondents continued to experience negative behavior. Approximately 6 percent of Outreach employees who participated in the survey consider themselves members of an ethnically and/or racially underrepresented group.

Forty two percent of the respondents have felt intimidated by others on the basis of race or ethnicity. Well over 31 percent felt they have been denied promotion due to these factors.

Slightly more than 21 percent of the respondents who consider themselves members of an ethnically and/or racially underrepresented group reported that they have hidden or downplayed their race or ethnicity when dealing with a supervisor or with colleagues, due to fear of a negative consequences.

In comparison with the results of 2002 survey, the climate for ethnic/racial diversity has remained somewhere around the comfortable level, based on the personal experiences of persons of ethnically and racially underrepresented groups. Since the last 2002 survey, 41.6 percent of the respondents have experienced an increase in positive behavior related to ethnicity and race. However, approximately 19 percent have experienced negative behaviors.

None of the respondents have feared for their physical safety or been victims of a hate crime because of their ethnicity/race.

**Recommendations -** These recommendations were offered by the Diversity Climate Survey Committee after analysis of the data.

⇒ Hold the organization accountable for attaining goals. Promote continued education and sensitization regarding the business case and ethical case of diversity.

⇒ Practice what is preached. Hold anyone with supervisory responsibility accountable for creating a respectful work environment and ensure that supervisors are holding their staff accountable.

⇒ Workshops that deal specifically with how not to offend or exclude members of underrepresented audiences/populations would be helpful.

⇒ Develop specific performance criteria for these goals as part of the SDRP.

⇒ Funding for recruitment of a more diverse staff would be one step. Diversity-related training is always useful, but has limited impact. Finding ways to have more interpersonal contact between staff and people of various backgrounds and beliefs seems to be more effective in changing attitudes and behaviors.

⇒ Increase the employees' awareness of "diversity efforts/practices".

⇒ Offer workshops to generate cultural awareness.

## Responses Relative to Religious Beliefs

### Summary of Results

Religious beliefs were one of the most frequently mentioned characteristics associated with negative experiences, second to sexual orientation. Slightly more than 10 percent of respondents consider themselves to be members of an underrepresented group based on religion (32 of 253 respondents). Thirty-nine percent (13 of 33 respondents) who consider themselves members of an underrepresented group based on religion reported that they have hidden or downplayed their religion when dealing with a supervisor or with colleagues, due to fear of negative consequences.

In comparison with the results of the 2002 survey, the climate for religious diversity has remained around the comfortable level based on the personal experiences of persons identifying themselves as underrepresented in the area of religious beliefs. Since the 2002 survey, employees have seen an increase in insensitive remarks in Outreach and employees have witnessed, experienced, or been aware of negative or positive behavior directed at persons of underrepresented religious beliefs. However, there has been a decrease in noninclusive behavior and offensive jokes.

**Recommendations -** These recommendations were offered by the Diversity Climate Survey Committee after analysis of the data.

⇒ Celebration or educational opportunity regarding other religious holidays; religious awareness days focusing on religions other than the Christian ones.

## Responses Relative to Sexual Orientation Characteristics

### Summary of Results

The employees completing the survey rated the overall climate for lesbian, gay, bisexual, and transgender (LGBT) people to be one of the least positive of the minority categories (tied with religious minorities). They also reported the lowest percentage of positive behavior, highest percentage of insensitive remarks, and second-highest percentage of offensive jokes. These percentages have not changed significantly since the 2002 survey (for example, offensive jokes decreased, but insensitive remarks increased).

Sixteen employees (6.3 %) reported being in the minority based on their sexual orientation. Among these, the majority reported a fear of negative consequences, the need to downplay or hide their sexual orientation (65%), and intimidation based on their sexual orientation (53%). Among the LGBT employees, significant differences were noted based on their demographic characteristics (age, gender, work unit, employment status, or time employed in Outreach). (No respondents identified themselves as transgender/gender variant, and there were no comments about transgender people.)

**Recommendations-** These recommendations were offered by the Diversity Climate Survey Committee after analysis of the data.

⇒ Strengthen professional development opportunities. Deepen the understanding of LGBT issues through mandatory professional development at all levels of employment. Promote LGBT awareness and dialogue through staff training.
⇒ Enhance awareness and understanding for dealing with harassment issues and cases.
⇒ Emphasize to all supervisors, particularly those in leadership positions, that disrespect and disparaging comments to any person is not acceptable. Hold those in leadership and management positions accountable for the workplace climate. Fair and equal treatment of all people, regardless of sexual orientation, is not only expected and encouraged, but required. Respect employees' partnerships and family structures, including, but not limited to, nonconventional ones.

**Responses Relative to Other Underrepresented Groups**

**Summary of Results**

These questions were designed to capture diversity issues that people wanted to identify, but were not specifically part of the survey's identified characteristics (age, ethnicity/race, gender, physical/mental ability, religion, sexual orientation).
The other diversity characteristics that were identified included:

- political affiliation (conservative, liberal)
- activism (political, environmental, social; advocating for smoke-free workplaces)
- overweight/obesity

- belonging to a racially diverse family
- educational level
- employment status (non-exempt versus exempt staff)
- diet (vegetarian/vegan)
- working as a parent of a young child

Thirteen respondents (5.2%) reported being in the minority based on other self-identified characteristics. Among these, the majority (85 %) reported that they havefelt intimidated by others due to their specific diversity characteristic. Eighty-five percent felt they have had to hide or downplay their diversity characteristic, and 42 percent felt they had been excluded or professionally hindered as a result of this characteristic. One person feared for his/her safety and was a victim of a hate crime due to the diversity characteristic.

**Recommendations -** These recommendations were offered by the Diversity Climate Survey Committee after analysis of the data.

⇒ Set and communicate expectations for leaders. Emphasize to all supervisors, particularly those in leadership positions, that disrespect and disparaging comments are not acceptable. Fair and equal treatment of all people is not only expected and encouraged, but required.

**What barriers do you see to creating a positive climate for diversity in Outreach?**

**Summary of Results**

For this question, there were eighty-six individual responses. The responses were analyzed for similarities and the following themes were identified.

⇒ Attitudes are pervasive and very hard to change.

⇒ It is difficult to attract, hire diverse people to central Pennsylvania, because this geographic area is not diverse, has limited experience with diversity, and is very conservative, not frequently embracing change.

⇒ There is an overemphasis in the area of diversity.

⇒ The makeup of the staff is not diverse.

⇒ Lack of ethnic and gender diversity in the highest administrative or leadership positions

⇒ Lack of awareness and understanding of other lifestyles and cultures

⇒ Definition of diversity too narrow

⇒ Religious beliefs that conflict with diversity issues

⇒ None

**What efforts would you propose to enhance the climate for diversity in Outreach?**

<u>**Summary of Results**</u>

 The following are themes in the responses to this question. There were sixty-nine individual responses.  The responses were analyzed for similarities.

- Provide diversity training/opportunities focused on different cultures, ethnicities, and generations; other differences and communication skills.
- Achieve the goals of the Outreach Diversity Strategic Plan (in hiring, promotion, and retention).
- Increase communication about the benefits of diversity.
- Provide greater support for women.
- Include the majority group in the definition and scope of diversity.
- Create a comfortable environment for discussion of diversity.
- Implement a change in administration.

**Overall Recommendations**

In addition to the recommendations outlined for each of the specific areas, the following is a summary of the Outreach Diversity Council's overall thoughts and recommendations.

⇒ There are clear indications that while we are making progress, a lot of work remains to be done, especially in some of the diversity areas.  We need to continue to offer opportunities to educate staff and to hold management accountable for diversity in each unit.

⇒ We need to pay people equitably and develop a culture of respect and value for each person in Outreach.

⇒ Employees use a much broader frame of reference when they think about diverse characteristics and Outreach should, in turn, increase awareness of these broader views (such as diversity based on diet and weight). We need to continue to identify ways to educate Outreach staff on the importance of diversity, not only for staff, but also for clientele.

⇒ While recognizing that this geographic area presents natural challenges for increasing diversity, Outreach should be inspired to work creatively at addressing these challenges in order to achieve the desired goals. Leadership needs to continue to expand the support for the Outreach Diversity Council and its initiatives.

⇒ Employees have "diverse" views on the topic of diversity; i.e., some feel that there is too much attention paid to it, and others feel that if the employees would simply respect their co-workers as unique individuals, the result would be a nurturing, welcoming environment for all who work in Outreach.  If Outreach recognizes this diversity of views, it may also be able to think more broadly about how to achieve the overall diversity goal the organization is aiming for a highly desirable and inclusive workplace.

## Appendix F

**Penn State Overall Outreach (Credit and Noncredit)** Student Gender and Ethnicity Fall 2004 and Fall 2009*

| Overall Outreach (including RI adults) | | | | | Overall Outreach (not including RI adults) | | | |
|---|---|---|---|---|---|---|---|---|
| | Fall 2004 | | Fall 2009 | | Fall 2004 | | Fall 2009 | |
| **Gender** | Students | | Students | | Students | | Students | |
| Female | 19,391 | 46% | 20,443 | 49% | 11,443 | 46% | 13,926 | 50% |
| Male | 23,000 | 54% | 21,445 | 51% | 13,691 | 54% | 13,808 | 50% |
| Not Reported | 2 | 0% | | | 2 | 0% | | |
| | 42,393 | | 41,888 | | 25,136 | | 27,734 | |
| **Ethnicity**** | Students | | Students | | Students | | Students | |
| White | 23,295 | 55% | 24,315 | 58% | 10,227 | 41% | 15,076 | 54% |
| Two or More Races | | 0% | 438 | 1% | | 0% | 270 | 1% |
| Race/Ethnicity Unknown | 13,434 | 32% | 9,688 | 23% | 13,412 | 53% | 8,786 | 32% |
| Native Hawaiian or Other Pacific Islander | | 0% | 27 | 0% | | 0% | 17 | 0% |
| International | 2,665 | 6% | 3,008 | 7% | 300 | 1% | 876 | 3% |
| Hispanic/Latino | 634 | 1% | 1,333 | 3% | 284 | 1% | 850 | 3% |
| Black or African American | 1,269 | 3% | 1,592 | 4% | 448 | 2% | 975 | 4% |
| Asian | 1,028 | 2% | 1,421 | 3% | 437 | 2% | 853 | 3% |
| American Indian or Alaska Native | 68 | 0% | 66 | 0% | 28 | 0% | 31 | 0% |
| | 42,393 | | 41,888 | | 25,136 | | 27,734 | |
| **Adult Learners**** | | % of all Students | | % of all Students | | % of all Students | | % of all Students |
| **Adult Status** | Adults | | Adults | | Adults | | Adults | |
| Yes | 29,250 | 69% | 27,349 | 65% | 11,993 | 48% | 13,278 | 48% |
| **Gender** | Students | | Students | | Students | | Students | |
| Female | 13,463 | 46% | 13,269 | 49% | 5,515 | 46% | 6,773 | 51% |
| Male | 15,787 | 54% | 14,080 | 51% | 6,478 | 54% | 6,505 | 49% |
| | 29,250 | | 27,349 | | 11,993 | | 13,278 | |
| **Ethnicity** | Students | | Students | | Students | | Students | |
| White | 18,904 | 65% | 15,770 | 58% | 5,836 | 49% | 6,578 | 50% |
| Two or More Races | | 0% | 264 | 1% | | 0% | 96 | 1% |
| Race/Ethnicity Unknown | 5,525 | 19% | 6,327 | 23% | 5,503 | 46% | 5,443 | 41% |
| Native Hawaiian or Other Pacific Islander | | 0% | 17 | 0% | | 0% | 7 | 0% |
| International | 2,546 | 9% | 2,360 | 9% | 181 | 2% | 236 | 2% |
| Hispanic/Latino | 484 | 2% | 791 | 3% | 134 | 1% | 310 | 2% |
| Black or African American | 1,022 | 3% | 983 | 4% | 201 | 2% | 369 | 3% |
| Asian | 707 | 2% | 781 | 3% | 116 | 1% | 218 | 2% |
| American Indian or Alaska Native | 62 | 0% | 56 | 0% | 22 | 0% | 21 | 0% |
| | 29,250 | | 27,349 | | 11,993 | | 13,278 | |

* Includes all Outreach students, credit and noncredit, and adult learners enrolled in non-outreach programs.
**Ethnicity categories reflect the news IPEDS mandated format in 2009. Values for 2004 converted to current ethnicity and race categories.
*** Adult learners identified in 2004 as persons age 24 or older or a veteran. In 2009 the adult indicater is used for credit students.
Noncredit adult students are identified as 24 or older or veteran.

**Appendix G    Outreach Diversity-Related (Credit/Non-Credit) Courses 2004/2005 to 2005/2009**

| College Code | Course Title | Credit-Noncredit | Diversity Code | Number of Enrollments |
|---|---|---|---|---|
| AA | Advanced Studio in Ireland | Credit | IL | 3 |
| AA | Ancient to Medieval Art | Credit | IL | 251 |
| AA | Beginning Studio in Ireland | Credit | IL | 27 |
| AA | Built Environment and Culture | Credit | USI | 34 |
| AA | Commentary on Art | Credit | US | 140 |
| AA | Evolution of Jazz | Credit | US | 802 |
| AA | Final Project in Ireland | Credit | IL | 15 |
| AA | Foreign Studies--Art | Credit | IL | 81 |
| AA | Foreign Study - Advanced Studio Art Classes | Credit | IL | 3 |
| AA | Foreign Study - Art: Final Project | Credit | IL | 10 |
| AA | Foreign Study - Beginning Art Studio | Credit | IL | 13 |
| AA | Foreign Study--Art History | Credit | IL | 145 |
| AA | Gender and theatre | Credit | US | 29 |
| AA | Introduction to Art | Credit | IL | 153 |
| AA | Introduction to World Music | Credit | IL | 376 |
| AA | Ireland: Advanced Studio | Credit | IL | 2 |
| AA | Ireland: Beginning Studio | Credit | IL | 13 |
| AA | Ireland: Final Project | Credit | IL | 7 |
| AA | Japanese Art | Credit | IL | 12 |
| AA | Renaissance to Modern Art | Credit | IL | 25 |
| AA | the Art of the theatre | Credit | USI | 67 |
| AA | the Popular Arts in America: the History of Rock and Roll-the 1950s | Credit | US | 211 |
| AG | Doing Business in Europe and the European Union | Credit | IL | 24 |
| AG | Foreign Studies - Agribusiness Management | Credit | IL | 29 |
| AG | Global Marketing | Credit | IL | 5 |
| AG | Living in an Increasingly Diverse Society | Credit | US | 40 |
| BA | Foreign Studies | Credit | IL | 9 |
| BA | Foreign Study--Business Administration | Credit | IL | 327 |
| BA | Global Marketing | Credit | IL | 5 |
| BA | International Business Operations | Credit | IL | 56 |
| CA | American Legal System | Credit | US | 20 |
| ED | Cultural Diversity in the Workplace | Credit | USI | 9 |
| ED | Education in American Society | Credit | US | 50 |
| ED | Evaluation Organization Development | Credit | USI | 1 |
| ED | World Technologies and Learning | Credit | IL | 89 |
| EM | Ethics for GIS Professionals | Credit | USI | 1 |
| EM | Human Geography:  An Introduction | Credit | USI | 226 |
| EM | Introduction to Geologic Hazards | Credit | US | 6 |

| College Code | Course Title | Credit-Noncredit | Diversity Code | Number of Enrollments |
|---|---|---|---|---|
| EM | Natural Disasters | Credit | IL | 93 |
| EM | Natural Disasters: Hollywood vs. Reality | Credit | US | 18 |
| EM | Out of the Fiery Furnace | Credit | IL | 24 |
| EN | Engineering International Cooperative Education | Credit | IL | 8 |
| EN | Engineering International Cooperative Education | Credit | IL | 10 |
| EN | Leadership in Organizations | Credit | US | 22 |
| EN | Leadership Principles | Credit | US | 8 |
| EN | Out of the Fiery Furnace | Credit | IL | 11 |
| HH | Concepts of Health | Credit | IL | 13 |
| HH | Dying and Death | Credit | USI | 84 |
| HH | Family and Community Health Concepts | Credit | USI | 328 |
| HH | Family Development | Credit | US | 173 |
| HH | Family Development | Credit | USI | 35 |
| HH | Family Development | Credit | US | 211 |
| HH | Transition and the Professional Nursing Role | Credit | US | 418 |
| HH | Women's Health Issues | Credit | US | 9 |
| LA | Advanced Training in Spanish Language Skills | Credit | IL | 12 |
| LA | Alternative Voices in American Literature | Credit | US | 21 |
| LA | America in the 1960s | Credit | US | 106 |
| LA | American Civilization Since 1877 | Credit | US | 756 |
| LA | American Civilization to 1877 | Credit | US | 1095 |
| LA | American Popular Culture and Folklife | Credit | USI | 348 |
| LA | Arab Language, Cultures, and Current topics | Credit | IL | 3 |
| LA | Archaeological Field School | Credit | IL | 8 |
| LA | Asian Philosophy | Credit | IL | 70 |
| LA | Classical Mythology | Credit | IL | 127 |
| LA | Comparative Religion | Credit | IL | 12 |
| LA | Conservation and Public Archaeology | Credit | IL | 5 |
| LA | Constitutional History of the United States Since 1877 | Credit | US | 65 |
| LA | Constitutional History of the United States to 1877 | Credit | US | 106 |
| LA | Contemporary Brazilian Culture and Civilization | Credit | IL | 202 |
| LA | Conversation and Composition | Credit | IL | 1 |
| LA | Conversation, Reading, and Composition | Credit | IL | 4 |
| LA | Cultural Anthropology | Credit | USI | 391 |
| LA | Early and Medieval Christianity | Credit | USI | 264 |
| LA | Europe Since 1848 | Credit | IL | 230 |
| LA | European Criminal Justice | Credit | IL | 60 |
| LA | Evolving Status of Blacks in the Twentieth Century: Interdisciplinary Perspectives | Credit | US | 23 |

| College Code | Course Title | Credit-Noncredit | Diversity Code | Number of Enrollments |
|---|---|---|---|---|
| LA | Family and Sex Roles in Modern History | Credit | USI | 159 |
| LA | Field Research in Europe | Credit | IL | 6 |
| LA | Foreign Studies | Credit | IL | 334 |
| LA | Foreign Study--Beginning Conversational Spanish | Credit | IL | 3 |
| LA | Foreign Study--English | Credit | IL | 41 |
| LA | Foreign Study--French | Credit | IL | 89 |
| LA | Foreign Study--Government | Credit | IL | 149 |
| LA | Foreign Study--History | Credit | IL | 13 |
| LA | Foreign Study--Italian | Credit | IL | 28 |
| LA | Foreign Study--Spanish | Credit | IL | 58 |
| LA | France and the French-speaking World | Credit | IL | 48 |
| LA | Gender Roles in Communication | Credit | US | 50 |
| LA | GIS for Archaeologists | Credit | IL | 57 |
| LA | Grammar and Composition | Credit | IL | 10 |
| LA | Greek Civilization | Credit | IL | 227 |
| LA | Hebrew Bible: Old Testament | Credit | USI | 12 |
| LA | History of Pennsylvania | Credit | US | 119 |
| LA | History of the Holocaust 1933-1945 | Credit | IL | 73 |
| LA | History of Work in America | Credit | US | 206 |
| LA | Ibero-American Civilization | Credit | USI | 396 |
| LA | Intercultural Communication theory and Research | Credit | USI | 10 |
| LA | Intermediate Portuguese | Credit | IL | 12 |
| LA | International Cultures Through Literature and Film | Credit | IL | 37 |
| LA | International Relations | Credit | IL | 153 |
| LA | Introduction to American Studies | Credit | US | 43 |
| LA | Introduction to Applied Linguistics | Credit | IL | 1 |
| LA | Introduction to Comparative Politics | Credit | IL | 179 |
| LA | Introduction to Contemporary Africa | Credit | IL | 33 |
| LA | Introduction to Law | Credit | US | 488 |
| LA | Introduction to the Psychology of Gender | Credit | US | 59 |
| LA | Introduction to Western Literatures Since the Renaissance | Credit | IL | 17 |
| LA | Introduction to Women, the Humanities, and the Arts | Credit | USI | 69 |
| LA | Introduction to Women's Studies | Credit | USI | 190 |
| LA | Introduction to World Religions | Credit | USI | 902 |
| LA | Introductory Anthropology | Credit | USI | 273 |
| LA | Introductory North American Archaeology | Credit | IL | 108 |
| LA | Jewish Civilization | Credit | IL | 113 |
| LA | Lands of the Bible | Credit | IL | 7 |
| LA | Landscape Archaeology | Credit | IL | 40 |

| College Code | Course Title | Credit-Noncredit | Diversity Code | Number of Enrollments |
|---|---|---|---|---|
| LA | Modern African History | Credit | IL | 23 |
| LA | Modern Irish Literature | Credit | IL | 52 |
| LA | Myths and Mythologies | Credit | IL | 592 |
| LA | North American Indians | Credit | USI | 85 |
| LA | North American Indians | Credit | US | 65 |
| LA | Oral Communication and Reading Comprehension | Credit | IL | 4 |
| LA | Paris: Anatomy of a City | Credit | IL | 43 |
| LA | Pennsylvania Germans: the Culture of the Sectarians | Credit | US | 91 |
| LA | Philosophy and Literature in Western Culture | Credit | IL | 43 |
| LA | Philosophy of Love and Sex | Credit | US | 91 |
| LA | Philosophy, Race, and Diversity | Credit | US | 10 |
| LA | Public Archaeology | Credit | IL | 1 |
| LA | Race and Ethnic Relations | Credit | US | 249 |
| LA | Race, Crime, and Justice | Credit | US | 118 |
| LA | Race, Gender, and Employment | Credit | US | 599 |
| LA | Racial and Ethnic Inequality in America | Credit | US | 32 |
| LA | Racism and Sexism | Credit | US | 16 |
| LA | Recent American History | Credit | US | 98 |
| LA | Religion in American Life and Thought | Credit | US | 295 |
| LA | Rights in America | Credit | US | 22 |
| LA | Roman Civilization | Credit | IL | 91 |
| LA | Russian Culture and Civilization | Credit | IL | 22 |
| LA | Sociology of Gender | Credit | US | 266 |
| LA | Teaching English as a Second Language | Credit | IL | 305 |
| LA | the Arthurian Legend | Credit | IL | 23 |
| LA | the Crusades: Holy War in the Middle Ages | Credit | IL | 60 |
| LA | the Development of Literary Humor | Credit | IL | 53 |
| LA | the Forms of World Literature:  A Global Perspective | Credit | IL | 15 |
| LA | the Hero in World Literature | Credit | IL | 13 |
| LA | the History of Madness, Mental Illness, and Psychiatry | Credit | IL | 404 |
| LA | the Juvenile Justice System | Credit | US | 73 |
| LA | the Literature of Exploration: Extraordinary Voyages from Antiquity to the Future | Credit | IL | 4 |
| LA | the Western Heritage I | Credit | IL | 319 |
| LA | Women Writers | Credit | USI | 62 |
| LA | World History I | Credit | IL | 147 |
| LA | World History II | Credit | IL | 457 |
| NR | Concepts of Health | Credit | IL | 34 |
| NR | Dying and Death | Credit | USI | 151 |

| College Code | Course Title | Credit-Noncredit | Diversity Code | Number of Enrollments |
|---|---|---|---|---|
| NR | Transition and the Professional Nursing Role | Credit | US | 316 |
| NR | Women's Health Issues | Credit | US | 35 |
| SC | Plants, Places, and People | Credit | USI | 984 |
| SC | the Enigma of Extreme Cosmic Particles and the New Science of Multimessenger Astronomy | Credit | US | 10 |
| SC | Tropical Field Ecology | Credit | IL | 156 |
| total | | | | **20031** |

**Outreach Diversity-Related Noncredit Courses 2004/2005 to 2005/2009[i]**

| College Code | Course Description | Noncredit | Number of Enrollments |
|---|---|---|---|
| AA | Medieval Masterpieces | Noncredit | 17 |
| AA | the Art of Japanese Papermaking | Noncredit | 9 |
| AA | Rainforest Rendevouz | Noncredit | 19 |
| AA | Dream Catcher | Noncredit | 4 |
| AA | Art Around the World | Noncredit | 52 |
| AA | Island Art | Noncredit | 12 |
| AA | A Trip Down the Nile | Noncredit | 26 |
| AA | Medieval Masquerade | Noncredit | 31 |
| AA | the Land of the Lost | Noncredit | 8 |
| AA | Italian Street Painting | Noncredit | 14 |
| AA | Labash | Noncredit | 523 |
| AA | Opera Series Marriage of Figaro | Noncredit | 5 |
| AA | Opera Series Margaret Garner | Noncredit | 7 |
| AA | Teaching Music From A Global Perspective | Noncredit | 15 |
| AA | Bel Canto/Can Belto | Noncredit | 28 |
| AB | Intl Trade Law&Policy: Law of WTO | Noncredit | 10 |
| AB | Many Faces of Rwanda | Noncredit | 8 |
| AB | Global Sourcing | Noncredit | 9 |
| AB | Global Trends: Foreign Policy and International Law | Noncredit | 5 |
| AB | The Margaret Wiley Day For Women | Noncredit | 1 |
| AB | Irish History, Geography and Culture | Noncredit | 16 |
| AB | Cultural Arts Events At Rydal Park | Noncredit | 1 |
| AB | American History Since WW II | Noncredit | 1 |
| AB | ESL For Healthcare | Noncredit | 34 |
| AB | Workplace Communication-English Learners | Noncredit | 5 |
| AB | ESL For LPN Course Prep | Noncredit | 12 |
| AB | tour the World Camps - France | Noncredit | 30 |
| AB | Reflections On World War 11 | Noncredit | 1 |

| College Code | Course Description | Noncredit | Number of Enrollments |
|---|---|---|---|
| AB | Ancient Civilizations | Noncredit | 30 |
| AB | Dream Trip to Ireland | Noncredit | 1 |
| AB | Opera Series - Don Pasquale | Noncredit | 5 |
| AB | Opera Series - Aida | Noncredit | 19 |
| AB | Opera Series - Die Fledermaus | Noncredit | 12 |
| AB | Opera Series - Faust | Noncredit | 1 |
| AB | Opera Lecure - A Masked Ball | Noncredit | 2 |
| AB | Opera Lecure - A Masked Ball | Noncredit | 1 |
| AB | Opera Series the Barber of Seville | Noncredit | 3 |
| AB | Neolithic Stone Circles | Noncredit | 1 |
| **College Code** | **Course Description** | **Noncredit** | **Number of Enrollments** |
| AB | Espanol - Ole Camp | Noncredit | 7 |
| AB | Spanish For Healthcare Workers | Noncredit | 109 |
| AB | Study Abroad At Hogwarts | Noncredit | 9 |
| AB | Science of Flight | Noncredit | 9 |
| AB | Intro to College Applications 101 | Noncredit | 7 |
| AB | Poster Design | Noncredit | 18 |
| AB | Ancient Civilizations | Noncredit | 10 |
| AB | Mystical Medieval theatre | Noncredit | 11 |
| AL | Renaissance to Modern Art | Noncredit | 2 |
| AL | Knights and Castles | Noncredit | 53 |
| AL | Habla Espanol | Noncredit | 9 |
| AL | Chinese New Year Celebration | Noncredit | 12 |
| AL | Introduction to the German Language | Noncredit | 12 |
| AL | Fort Roberdeau | Noncredit | 20 |
| AL | Africa | Noncredit | 13 |
| AL | Egypt | Noncredit | 14 |
| AL | Aloha Hawaii | Noncredit | 12 |
| AL | Battle of Frankstown | Noncredit | 7 |
| AL | Japan | Noncredit | 58 |
| AL | Seven Wonders of the World | Noncredit | 43 |
| AL | Spanish Refresher | Noncredit | 28 |
| BC | Building Bridges-Helping W/Special Needs | Noncredit | 1 |
| BC | Autism In Our Community | Noncredit | 4 |
| BC | Spanish for Business | Noncredit | 12 |
| BL | Spanish | Noncredit | 19 |
| BL | Valuing Diversity | Noncredit | 112 |
| BL | Cultural Diversity | Noncredit | 18 |
| BL | Conversational Spanish Iii | Noncredit | 11 |
| CA | Native Americans | Noncredit | 44 |

| College Code | Course Description | Noncredit | Number of Enrollments |
|---|---|---|---|
| CA | Ben Franklin and the Americans | Noncredit | 121 |
| CA | International Logistics | Noncredit | 21 |
| CA | Ahoy Matey | Noncredit | 25 |
| CA | Pyramids, tombs & Sarcophagi | Noncredit | 6 |
| CA | Civil War Soldier | Noncredit | 9 |
| CA | Ancient Greece | Noncredit | 14 |
| CA | A Trip to Egypt | Noncredit | 34 |
| CA | Travel Around the World | Noncredit | 3 |
| CA | Mulan and Beyond:  Ancient China | Noncredit | 13 |
| CA | Exploring the Globe | Noncredit | 8 |
| CA | Ancient Egypt - Mummies and Pyramids | Noncredit | 14 |
| **College Code** | **Course Description** | **Noncredit** | **Number of Enrollments** |
| CA | Ecuador Study tour | Noncredit | 1 |
| CA | Music Around the World | Noncredit | 11 |
| CA | Antarctica | Noncredit | 10 |
| CA | Magical Mystery tour USA | Noncredit | 81 |
| CA | Magical Mystery tour: the World | Noncredit | 30 |
| CA | Mystery of the Maya | Noncredit | 15 |
| CA | Rainforest Rescue | Noncredit | 37 |
| CA | Hawaiian Archipelago Natural History | Noncredit | 1 |
| CA | Cultural Awareness & Diversity In Educ. | Noncredit | 158 |
| CA | French Survival Camp | Noncredit | 7 |
| CA | C'est La Vie | Noncredit | 3 |
| CA | Allons-Y! | Noncredit | 7 |
| CA | Conversational German | Noncredit | 92 |
| CA | Conversational German Ii | Noncredit | 10 |
| CA | Mummies & More | Noncredit | 12 |
| CA | Around the World | Noncredit | 8 |
| CA | Liberal Arts Study tour to India | Noncredit | 6 |
| CA | Hispanic World | Noncredit | 11 |
| CA | Intermediate Conversational Spanish I | Noncredit | 90 |
| CA | Say Ole to Spanish | Noncredit | 16 |
| CA | Spanish!! Game On!! | Noncredit | 10 |
| CA | Spanish Lang/Cultures Camp | Noncredit | 1 |
| CA | Let's Learn Spanish | Noncredit | 8 |
| CA | Hola Amigos | Noncredit | 5 |
| CA | Claro Que Si! | Noncredit | 11 |
| CA | Aventuras Lengua Y Cultura | Noncredit | 11 |
| CA | Adelante | Noncredit | 4 |
| CA | La Vida Loca | Noncredit | 25 |

| CC | Arabic I | Noncredit | 20 |
|----|----------|-----------|-----|
| CC | Travel - Guatemala | Noncredit | 4 |
| CC | Travel - Russia | Noncredit | 1 |
| CC | Travel - France | Noncredit | 13 |
| CC | Travel - Florence, Italy | Noncredit | 13 |
| CC | International & Domestic Logistics | Noncredit | 12 |
| CC | Around the World In Five Days | Noncredit | 13 |
| CC | China | Noncredit | 35 |
| CC | Victorian Days | Noncredit | 4 |
| CC | It's A Small World | Noncredit | 10 |
| CC | Indian Languages | Noncredit | 20 |
| CC | A Day With Jack Gantos | Noncredit | 25 |
| **College Code** | **Course Description** | **Noncredit** | **Number of Enrollments** |
| CC | African Animal Safari | Noncredit | 68 |
| CC | Adventures In the Desert | Noncredit | 8 |
| CC | Introduction to Chinese | Noncredit | 16 |
| CC | Intro to Mandarin Chinese | Noncredit | 90 |
| CC | Chinese II | Noncredit | 25 |
| CC | Chinese III | Noncredit | 6 |
| CC | Diversity In the Workplace | Noncredit | 126 |
| CC | Diversity Training | Noncredit | 62 |
| CC | Cuisine Cruise | Noncredit | 17 |
| CC | All Around the World | Noncredit | 2 |
| CC | Rain Forest Wonders | Noncredit | 10 |
| CC | Travel - Guatemala | Noncredit | 4 |
| CC | Travel- Paris, France | Noncredit | 25 |
| CC | the Culture of Guatamala | Noncredit | 9 |
| CC | Diversity Within Community | Noncredit | 11 |
| CC | A Teen's Guide to Writing Short Stories | Noncredit | 9 |
| CC | Introduction to French | Noncredit | 9 |
| CC | Introduction to Business French | Noncredit | 20 |
| CC | Everyday French | Noncredit | 56 |
| CC | French With a Flair Camp | Noncredit | 13 |
| CC | French II | Noncredit | 12 |
| CC | German | Noncredit | 82 |
| CC | German II | Noncredit | 19 |
| CC | Beyond Never Again | Noncredit | 3 |
| CC | Mosby's Confederacy | Noncredit | 75 |
| CC | A High Water Mark of the Civil War | Noncredit | 52 |
| CC | Cultural Cooking | Noncredit | 14 |

| College Code | Course Description | Noncredit | Number of Enrollments |
|---|---|---|---|
| CC | Italian III | Noncredit | 37 |
| CC | Conversational Italian | Noncredit | 150 |
| CC | Italian IV | Noncredit | 8 |
| CC | Italian II | Noncredit | 103 |
| CC | Japanese I | Noncredit | 72 |
| CC | Japanese II | Noncredit | 7 |
| CC | Japanese, Origami and Games | Noncredit | 11 |
| CC | Diversity | Noncredit | 6 |
| CC | Sexual Harassment | Noncredit | 1360 |
| CC | Portuguese I | Noncredit | 35 |
| CC | Employment Discrimination and Labor Law | Noncredit | 38 |
| CC | Orientation: Sexual Harassment | Noncredit | 225 |
| CC | Classical and Romantic Music | Noncredit | 20 |
| **College Code** | **Course Description** | **Noncredit** | **Number of Enrollments** |
| CC | Cultural Competency | Noncredit | 33 |
| CC | Introductory Russian | Noncredit | 22 |
| CC | Russian I | Noncredit | 11 |
| CC | Adventures In Spanish | Noncredit | 18 |
| CC | Say Hola to Spanish | Noncredit | 11 |
| CC | Latino Culture | Noncredit | 65 |
| CC | Spanish for Law Enforcement | Noncredit | 24 |
| CC | Practical Spanish For the Workplace | Noncredit | 419 |
| CC | Conversational Spanish | Noncredit | 12 |
| CC | Spanish For Health Care Providers | Noncredit | 18 |
| CC | Say Hola to Spanish | Noncredit | 32 |
| CC | Spanish For the Workplace II | Noncredit | 51 |
| CC | Basic Conversational Spanish | Noncredit | 9 |
| CC | Spanish For Human Resource Managers | Noncredit | 18 |
| CC | Spanish For Financial Services | Noncredit | 6 |
| CC | the Culture of Spain | Noncredit | 5 |
| CC | Spanish For Corrections officers | Noncredit | 66 |
| CC | Autism Spectrum Disorders | Noncredit | 84 |
| CC | Autism, Asperger, Pervasive Development | Noncredit | 10 |
| CC | Autism: Communication and Socialization | Noncredit | 44 |
| CC | Four Countries In Four Days | Noncredit | 5 |
| CC | Basic Spanish For Children | Noncredit | 6 |
| CC | Mummies, tombs and Treasures | Noncredit | 24 |
| CC | Island Life | Noncredit | 6 |
| CC | A Day At the Smithsonian | Noncredit | 15 |
| CC | Culture Shock | Noncredit | 6 |

| College Code | Course Description | Noncredit | Number of Enrollments |
|---|---|---|---|
| CC | Rainforest Rescuers | Noncredit | 9 |
| CC | It's All About Me | Noncredit | 8 |
| ED | Adult Learners In the University | Noncredit | 4 |
| ED | Fulbright German Scholars | Noncredit | 30 |
| ED | Valuing Diversity | Noncredit | 154 |
| ED | New Approaches to Addressing Diversity | Noncredit | 5 |
| ED | Sexual Harassment | Noncredit | 411 |
| ED | Sexual Harassment Awareness | Noncredit | 18 |
| ED | Homophobia In Schools | Noncredit | 13 |
| ED | UK School Leaders Program | Noncredit | 25 |
| ED | PA Autism | Noncredit | 11,224 |
| ED | Children With Autism | Noncredit | 31 |
| ED | Autism Inclusive Settings | Noncredit | 28 |
| ED | Westward Ho! | Noncredit | 12 |
| **College Code** | **Course Description** | **Noncredit** | **Number of Enrollments** |
| ED | Women's Leadership Conference | Noncredit | 49 |
| HH | Teens at Risk-Teen Pregnancy | Noncredit | 146 |
| HH | Promoting Acceptance of Diversity | Noncredit | 34 |
| HH | Multicultural Climate | Noncredit | 120 |
| HH | Working With Children With Special Needs | Noncredit | 157 |
| HH | the Ethnic Chef | Noncredit | 171 |
| ID | O & CE New Employee Orientation | Noncredit | 34 |
| LA | Mendes Egypt | Noncredit | 6 |
| LA | the Rise and Fall of Ancient Rome | Noncredit | 10 |
| LA | Slavery and Freedom In Charleston | Noncredit | 5 |
| LA | UNESCO | Noncredit | 8 |
| LA | Advanced ESL: Oral Skills | Noncredit | 15 |
| LA | Acquisition of Spanish | Noncredit | 10 |
| LA | Conversational Spanish II | Noncredit | 82 |
| LA | Beginning Conversational Spanish | Noncredit | 166 |
| LA | Explore the Spanish World | Noncredit | 5 |
| LA | Advanced Spanish | Noncredit | 33 |
| LA | Conversational Spanish | Noncredit | 265 |
| LA | Intensive English Communication Program | Noncredit | 731 |
| LA | English As A Second Language (ESL) | Noncredit | 7 |
| **Total** | | | **20742** |

[1] There no diversity codes for non-credit courses in the system.

**Appendix H**

**National Autism Conference**

**Conference Mission**

This conference provides comprehensive, evidence-based information to assist educators, other professionals, and families in developing effective educational programming for all students with autism spectrum disorders.

**Who Should Attend**

Family members, physicians, speech-language pathologists, administrators, higher-education faculty, general and special education professionals, early-intervention staff, related service personnel, behavioral health professionals, and anyone interested in autism spectrum disorders.

**Collaboration**

In collaboration with: The Pennsylvania Department of Education, Bureau of Special Education, the Pennsylvania Training and Technical Assistance Network; Penn State's College of Education, Continuing Education Office, and Office of Statewide Programs; and the Pennsylvania Department of Public Welfare

**New for 2009---Webcasting**

The Pennsylvania Department of Education, Bureau of Special Education, and PaTTAN in conjunction with WPSU provided participants the opportunity to attend the *2009 National Autism Conference* via live Webcasting. Also, most sessions are posted for participants after the conference is over.

Attendance:

2007 – 2,305

2008 – 2,229

2009 – 1,981 (28 participants via podcast)

**Appendix I**

**Outreach Workforce Trend Demographic Data (Women and Race Ethnic Minorities) as of July 2009**

| Year | Total Employees | Total Women | % of Women | Total Race/Ethnic Minorities | % Race/Ethnic Minorities |
|---|---|---|---|---|---|
| 2004/05 | 446 | 290 | 65% | 16 | 3.6% |
| 2005/06 | 474 | 310 | 65% | 21 | 4.4% |
| 2006/07 | 536 | 343 | 64% | 23 | 4.3% |
| 2007/08 | 562 | 357 | 64% | 26 | 4.6% |
| 2008/09 (As of 7/09) | 585 | 365 | 64% | 31 | 5.3% |

**Appendix J**

**Carnegie Elective Classification in Community Engagement**

**Community Engagement** describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

The classification includes three categories:

**Curricular Engagement** includes institutions where teaching, learning and scholarship engage faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address community-identified needs, deepen students' civic and academic learning, enhance community well-being, and enrich the scholarship of the institution.

**Outreach & Partnerships** includes institutions that provided compelling evidence of one or both of two approaches to community engagement. *Outreach* focuses on the application and provision of institutional resources for community use with benefits to both campus and community. *Partnerships* focus on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.).

**Curricular Engagement and Outreach & Partnerships** includes institutions with substantial commitments in both areas described above.

**76 colleges and universities were recognized in 2006 classification process**:
- Public institutions: 44, Private: 32
- Doctorate-granting institutions: 36
- Master's colleges and universities: 21
- Baccalaureate colleges: 13
- Community colleges: 5

Among the 76, classifications received were:
- Only curricular engagement: 5
- Only outreach & partnerships: 9
- Both curricular engagement and outreach & partnerships: 62