

A Framework to Foster Diversity at Penn State 2004-2009
UNDERGRADUATE EDUCATION
Final Progress Report
December 2009

Undergraduate Education's final report on the *Framework to Foster Diversity at Penn State: 2004-2009* highlights progress related to the *Framework's* challenges since the December 2006 midpoint report. The final report does not reiterate previously noted activities and accomplishments. Rather, our focus is on key new developments and overall progress to provide a bridge to a unified Undergraduate Education (UE) diversity strategic plan for 2010-2015. The new plan brings together Undergraduate Education and Enrollment Management functions and programs that had been organizationally separate when the *2004-09 Framework* began. All references to Undergraduate Education throughout this final report, including data related to staff, are inclusive of the Enrollment Management units.

Of particular note as we look to the future of Undergraduate Education's role in fostering diversity at Penn State are (1) the development of a statement on the meaning and value of diversity in our work and (2) the emphasis on access and student success as priorities in our strategic plan. Both underscore the integral importance of diversity to the core of the Undergraduate Education mission as they further our progress within the *Framework*. We also continue to promote and support diversity-related learning experiences for Penn State students through the curricula and out-of-class learning activities. Also of note is the significant progress that has occurred with regard to gender diversity in Undergraduate Education's leadership.

Much of the work of Undergraduate Education and its units is done in collaboration with other areas of Penn

***Undergraduate Education
Statement on Diversity, 2009***

Diversity is a fundamental value informing and guiding the work of Undergraduate Education. In drawing strength and vitality from the richness of cultures, identities, talents, perspectives, and experiences that students and staff bring to our offices and the Penn State community, Undergraduate Education is committed to:

- ◆ Providing a welcoming, inclusive, respectful, and nurturing environment that affirms the dignity of all individuals and challenges prejudice and stereotypes
- ◆ Encouraging understanding of identity, culture, and worldviews in support of individual differences such as race, ethnicity, nationality, religion, age, gender, sexual orientation, socio-economic status, ability, and veteran status, among others
- ◆ Promoting a culture of excellence, creativity, synergy, and active engagement to enrich the quality and outcomes of our collective contributions
- ◆ Engaging in dialogue and collaboration between and among units to serve the needs of students and the University community
- ◆ Preparing our students to be effective local and global citizens
- ◆ Providing professional development opportunities that promote and support the role of staff in fostering diversity

State, including the colleges and campuses, the University Faculty Senate, Student Affairs, Outreach, and Educational Equity among others. This includes efforts that address many of the challenges in the *Framework to Foster Diversity*, particularly those that relate to recruitment and retention of students and curriculum development and delivery. Thus, many of the initiatives and outcomes reported in this update should be viewed in this larger, shared context.

CAMPUS CLIMATE AND INTERGROUP RELATIONS

Challenge 1: Developing a Shared and Inclusive Understanding of Diversity

Our Shared Understanding of Diversity

In fall 2007, Undergraduate Education embarked on an interactive process to develop a unit-wide statement on diversity. This process began with a session led by the Vice Provost for Educational Equity to provide some history and background on Penn State's diversity initiatives. A second session, led by two Undergraduate Education Diversity Team members, followed to give staff members from across UE offices an opportunity to contribute to a statement of what diversity means in our work and workplace. Nearly 100 people participated in these sessions. The input of all the staff at the second session shaped a statement on what diversity means for Undergraduate Education. This statement was reviewed and refined by the Diversity Team and is being shared with staff through their units.

Our Diversity Team

The Undergraduate Education Diversity Team was reconstituted and recharged in 2009. There had been some erosion in membership over time and there was a perceived need for reinvigoration of the team. New members representing the

Undergraduate Education Diversity Team Charge:

The Diversity Team provides leadership for initiatives and activities that support and enhance diversity within Undergraduate Education (UE). The primary focus of the team is on fostering an inclusive work and learning environment for individuals from diverse backgrounds. The team is charged to:

- ◆ identify and implement programs and events for staff to enhance awareness and understanding of diversity issues, foster community, and encourage involvement
- ◆ contribute to UE's diversity strategic planning
- ◆ identify climate issues and diversity-related needs
- ◆ communicate information about diversity-related opportunities to staff within UE units.

spectrum of UE's' units were appointed to the team which is now co-chaired by the assistant vice president and assistant dean and a member of the team. The vice president and dean charged the team in July 2009. The team is meeting monthly. Activities have included drafting the UE statement on diversity based on input from staff as described above, and planning for a fall 2009 diversity program for Undergraduate Education staff.

Diversity Programs for UE Staff

Three diversity programs for UE have been offered since the midpoint report:

- ◆ Presentation on cultural diversity by Terrell Jones, October 2007, 96 participants
- ◆ Interactive session to develop UE statement on diversity, November 2007, approximately 60 participants

- ◆ Education in a Global Context, a panel presentation by the Humphrey Fellows, November 10, 2009, 100 participants

In addition to these division-wide offerings, Undergraduate Education units offer diversity programs and speakers for their staffs and the spring Admissions and fall Enrollment Management conferences include sessions on recruitment and retention of diverse populations.

Measures of Success

Most staff feel that a shared and inclusive understanding of diversity is promoted within Undergraduate Education. A majority of UE staff participate in diversity programs. Most participants in the diversity programs offered by the Undergraduate Education Diversity Team say that the experience stimulated their thinking about diversity.

2008 Faculty/Staff Survey Results Related to Developing a Shared Understanding of Diversity*

- ◆ 87% of UE respondents reported that their department/unit actively supports the development of a shared and inclusive understanding of diversity
- ◆ 68% of UE staff indicated they attended a diversity program in the last year
- ◆ 49% of UE staff said they attended an HRDC diversity workshop or training in the last year

*Due to organizational restructuring since the 2004 Faculty/Staff Survey, it is not possible to report changes over time for UE results

Challenge 2: Creating a Welcoming Campus Climate

Efforts included in the midpoint report continue. The recent Faculty/Staff Survey provides an important means of climate

Evaluations of UE Diversity Programs

Strongly Agree/Agree

Today's program made me think about diversity in new ways.

Cultural Diversity	84%
UE Diversity Statement	62%
Education in a Global Context	77%

I will continue to think about issues raised in today's program.

Cultural Diversity	84%
UE Diversity Statement	73%
Education in a Global Context	84%

Today's program provided information that will be helpful in my work.

Cultural Diversity	75%
UE Diversity Statement	50%
Education in a Global Context	69%

assessment for Undergraduate Education and results were shared with unit directors who were asked to review them as appropriate with their staffs. Survey results and potential actions also were discussed at a UE Council meeting that included all unit heads.

Measures of Success

Responses to climate items in the recent Faculty/Staff Survey generally were positive and in all cases were more favorable than the total University responses. Most Undergraduate Education staff agreed that the workplace climate is welcoming and that the unit fosters diversity. Employment classification, age, and gender were most often cited as the basis for negative experiences.

2008 Faculty/Staff Survey Results Related to Workplace Climate

- ◆ 88% of UE respondents agreed that the workplace climate is welcoming for employees from underrepresented groups
- ◆ 72% of UE respondents believed their department/unit provides visible leadership to foster diversity
- ◆ 52% of UE respondents believed the acceptance of diversity has improved and 41% were uncertain (only 8% did not believe that it had improved)
- ◆ 18% of UE respondents reported having personally experienced conduct that interfered with their ability to work on campus (44% based on employment classification, 36% on age, and 31% on gender)

REPRESENTATION (Access and Success)

Challenge 3: Recruiting and Retaining a Diverse Student Body

The themes of educational access and student success are especially pertinent to Undergraduate Education's efforts under this challenge. These priorities in the Undergraduate Education strategic plan intersect with the needs of diverse student populations. Several new initiatives further Undergraduate Education's ongoing commitment to educational access and student success. Efforts to enhance student success emphasize students in transition.

Enhancing Educational Access

The central roles of Undergraduate Admissions and the Office of Student Aid in enhancing access to Penn State are expressed in several recent initiatives that reach out to underrepresented populations and students at risk.

New efforts to communicate with diverse prospective students include an

Undergraduate Admissions Web microsite in Spanish and the development of Web-based informational materials and activities for younger learners to assist families that may include first generation college students.

The focus of federal and state student aid programs on low and moderate income families cuts across a wide range of students from diverse backgrounds. Concerned not only with access for the students it serves but also with their success, the Office of Student Aid has laid the groundwork with the Office of the Vice Provost for Educational Equity for a shared position that would place a student aid professional staff member in closer alliance with the academic advancement program directors and thereby provide easier access to financial aid advising for students served by those programs. It is anticipated that this position will be realized in 2009-10.

The Office of Student Aid also developed a prototype scholarship program that specifically targets low-income, first generation students from single parent homes, students who are high risk for dropping out of college. The program seeks to close the financial gap for the students while providing a structured academic success program that will be a joint effort with Educational Equity.

Student aid recipient profiles that summarize the financial demographics of students in each academic college and each Penn State campus were developed by the Office of Student Aid. These profiles, were provided to deans and chancellors to illuminate the needs of their students and the shortfall in their financial aid, and thereby promote development efforts that target the unmet financial needs of their students.

The Trustee Scholarship program, established in 2002 to assist Penn State's most financially needy students, is a major priority within Undergraduate Education's development goals. The Bunton-Waller

Undergraduate Education Final Report

Scholarship and Fellowship program, which promotes diversity in the student population, is administered by the Office of Student Aid.

Students in Transition

For many students, and particularly for those who are educationally or economically disadvantaged, transitions such as the first year of college, a change of campus, and entrance to major can be times of vulnerability. Several recent initiatives are aimed at improving student success and retention during times of transition.

As a result of University Faculty Senate legislation passed in April 2008, all colleges and campuses have developed plans to enhance the engagement of their first-year students. The Office of Undergraduate Education, in collaboration with the Senate, oversaw the development and review process for the new plans. All of the colleges and campuses had approved plans in place by summer 2009. The engagement of first-year students is an especially critical factor in retention.

An online Early Progress Report system was implemented University-wide in fall 2009 to give first-year students who are not performing adequately in a class early warning and timely intervention to turn the situation around. The Vice President and Dean for Undergraduate Education co-sponsored this initiative with the Vice President for Commonwealth Campuses and several Undergraduate Education units contributed to the design team.

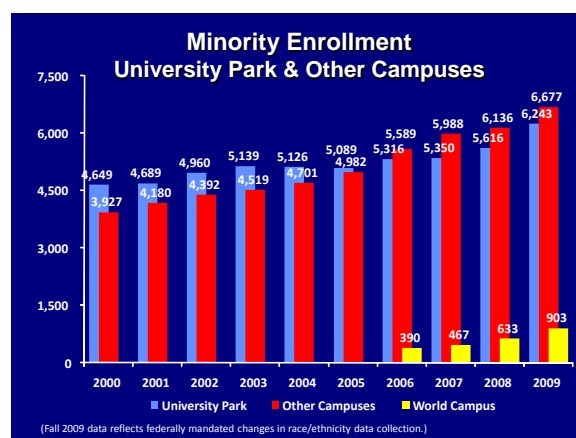
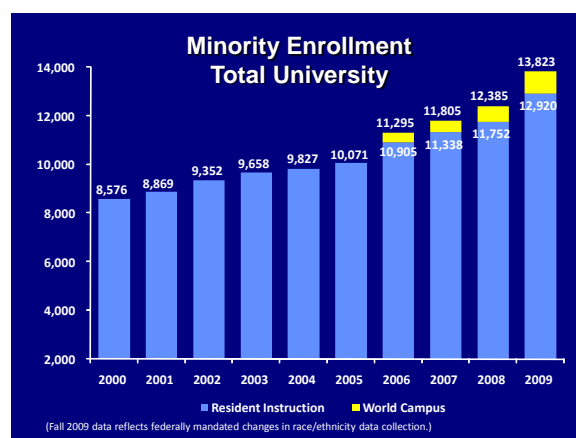
Two new summer programs modeled after LEAP are targeting special populations. STEP, a program for change-of-campus students, whose families have a significantly lower median income and who, therefore, often experience economic stresses, was piloted in Business in summer 2009. The pilot will expand to include Engineering in summer 2010. The program provides an excellent opportunity for change-of-campus students to begin difficult junior year course

work at University Park during the summer, easing this transition.

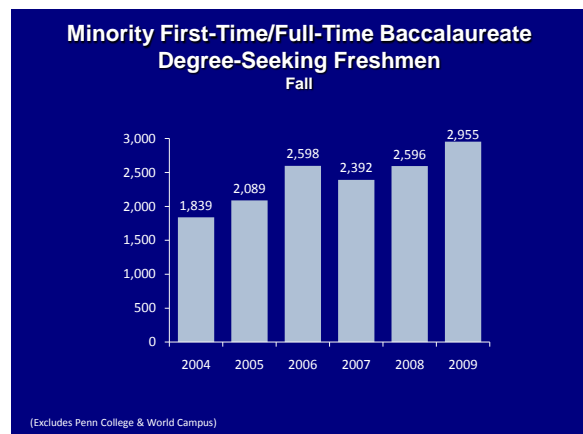
iLEAP will be offered in summer 2010 to incoming international undergraduate students. One course grouping will be general in nature and potentially serve any incoming international undergraduate student. A second grouping will serve students entering Engineering. It is anticipated that this program will help to recruit and retain international undergraduate students, allowing them to become familiar with the U.S. college and academic environment before taking on a full semester credit load.

Measures of Success

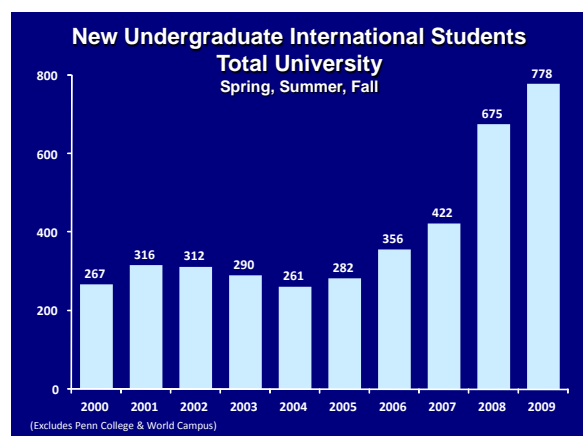
- ◆ Total minority enrollment at Penn State increased 40 percent over the *Framework period*, from 9,827 in fall 2004 to 13,823 in fall 2009 (including World Campus).



- ◆ Minority undergraduate applications increased 32 percent from 2004 to 2008 and minority paid accepts increased 53 percent (see Appendix 1). Enrollment of minority first-time/full-time baccalaureate degree-seeking freshmen increased 41 percent, from 1,839 to 2,596.



- ◆ Over the last three years, first-year undergraduate international enrollments have more than doubled, from 356 in 2006 to 778 in 2009.



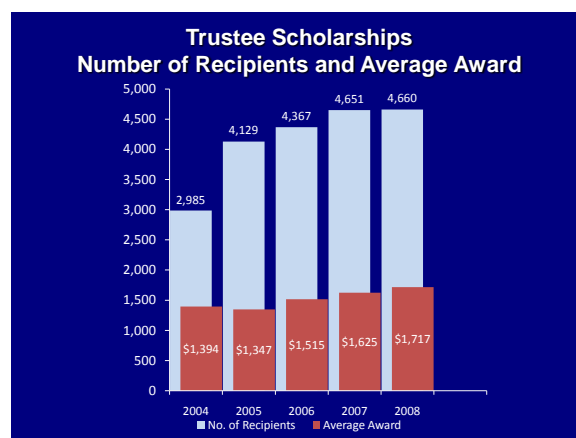
- ◆ University funding for Bunton-Waller Fellowships increased 33 percent from 2003-04 to 2008-09, to \$3.8 million. Funding for Bunton-Waller Scholarships decreased slightly. (See Appendix 2.)

- ◆ The Trustee Scholarship Program has grown from 37 endowments in 2002-03 to 596 endowments in 2008-09, with a total of \$62.9 million in private commitments and \$6 million in University matching funds.

Trustee Scholarship Program

In 2008-09:

- ◆ New scholarship sources increased 19 percent from 499 to 596 endowments
- ◆ 4,676 students received \$8M in awards from endowment earnings and matching funds
- ◆ 54 percent of recipients were first generation college students
- ◆ 56 percent of recipients were low income



Challenge 4: Recruiting and Retaining a Diverse Workforce

Search procedures, orientation activities, and support for professional development, as described in the midpoint report, continue to form the core of Undergraduate Education's efforts to recruit and retain a diverse workforce.

Measures of Success

- ◆ The composition of Undergraduate Education staff with respect to diversity has remained the same over the course of the *2004-09 Framework*, with minorities representing about 9 percent of total employees (see Appendix 3). Approximately 13 percent of Staff Exempt employees are minorities.
- ◆ Approximately three-quarters of the Undergraduate Education workforce are women, with very little change from 2004 to 2008 (see Appendix 4). However, the number of women in administrative and academic administrative positions has nearly doubled, from 4 to 7 (see Challenge 6). Appointments to several senior staff positions in Enrollment Management offices also are women, including the senior associate registrar, the IT director in the Registrar's Office, and the director of admissions services and evaluation.
- ◆ 14 percent of the full-time hires by Undergraduate Education units from January 2007 through August 2009 were members of underrepresented groups.
- ◆ Student employees continue to bring diversity to Undergraduate Education's workforce. For example, approximately 19 percent of the students employed by the University Learning Centers (now Penn State Learning) in 2008 were members of underrepresented groups, compared to 14 percent of the undergraduate student population.

EDUCATION AND SCHOLARSHIP

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

Undergraduate Education plays a supporting role in curriculum that fosters intercultural and international competencies, for example, facilitating implementation of

University Faculty Senate legislation regarding enhanced general education requirements in these areas.

As appropriate to their missions, units collaborate actively with faculty, students, and academic units to provide educational experiences that prepare students for life in a multicultural society.

The Office of Undergraduate Education developed and continues to shepherd the minor in Civic and Community Engagement, now available at eight Penn State campuses. The minor's required gateway course, Fundamentals of Civic and Community Engagement (YFE 211/ CAS 297/ YFE 211H), now fulfills the University's United States Cultures/International Cultures (US/IL) requirement.

For the last three years, the provost has invited 25-30 individuals to attend the year-long five-session *A Capacity to Sustain Democracy* seminars developed and lead by The Office of Undergraduate Education. The seminars are intended to increase understanding among a diverse group of individuals through scholarly engagement across several domains of ethical, moral, and professional practice. The seminars provide cohorts of faculty, undergraduate and graduate students, staff, and community members from beyond the campus with readings and discussions that include several elements of the history and values associated with and necessary to diversity and democracy. Through purposeful cohort selection, a minimum of 15 percent and a maximum 30 percent of the participants each year have been members of communities included with UE constructs of diversity.

The Schreyer Institute for Teaching Excellence (SITE) integrated diversity into its strategic plan with a commitment to provide opportunities for instructors to learn about, design, and integrate strategies for addressing the diversity of students' backgrounds, preparation, knowledge, and

learning preferences. Student diversity issues are woven into every SITE program through examples, case studies, and scenarios. SITE also offers programs directed to teaching diverse students and publishes resources related to diversity at (<http://www.schreyerinstitute.psu.edu/Tools/DiverseStudents/>). SITE-funded Teaching Support Grants have provided funding to create videos to help instructors address racial issues in the classroom and to develop an international education faculty tool kit defining global citizenship and matching learning activities to specific competencies.

Measures of Success

- ◆ 190 visitors accessed the SITE international TAs website since July 2009.
- ◆ In spring 2009, the course-embedded international study toolkit for faculty developed through a SITE Teaching Support Grant was used in 23 courses by 22 Penn State faculty members. The toolkit has been requested by many others and widely shared.
- ◆ The number of students graduating with a minor in Civic and Community Engagement increased from 15 in 2004-05 to 23 in 2008-09.

INSTITUTIONAL VIABILITY AND VITALITY

Challenge 6: Diversifying University Leadership and Management

In 2008-09, the vice president and dean for Undergraduate Education served as a mentor for the Administrative Fellows program. Melissa Kunes, director of student aid programs in the Office of Student Aid, served as the Undergraduate Education fellow.

Measures of Success

- ◆ Senior leadership appointments in Undergraduate Education during the

Schreyer Institute for Teaching Excellence Programs

Teaching Science and Religion series (2006-07) 69 participants

Teaching for Socio-Economic Class: The Ignored Dimension of Student Diversity (2007) 13 participants

Disabilities Workshop (2008) 20 participants

Generational Differences between Learners (2008) 23 participants

Who Moved My Lectern? Teaching Strategies to Engage Today's Students (2009) 63 participants

Framework period all are women. These appointments include two assistant vice presidents and associate deans, the associate dean for teaching and executive director of the Schreyer Institute for Teaching Excellence, the executive director of Undergraduate Admissions, and the University registrar. Appointments to several senior staff positions in Enrollment Management offices also are women, including the senior associate registrar, the IT director in the Registrar's Office, and the director of admissions services and evaluation.

Women in UE Leadership Positions

Academic Administrators and Administrators

2004	
Number of Women	3
Total Number of Positions	10

2009	
Number of Women	7
Total Number of Positions	11

Challenge 7: Coordinating Organizational Change to Support Our Diversity Goals

Woven throughout the Undergraduate Education Strategic Plan are elements of the *Framework to Foster Diversity*. All four priorities in the UE plan are heavily influenced by interests in diversity, including providing educational access to all learners, enhancing exposure to diverse learning experiences, advancing innovative teaching and the scholarship of learning, and ensuring public accountability. Our success in fostering undergraduate education at Penn State overlaps considerably with our success in meeting the challenges of Penn State's *Framework to Foster Diversity* and both are dependent on collaboration and partnerships with many other areas of the University.

Examples of this collaboration include continued sponsorship of and participation in the Commission for Adult Learners, the On-line Early Progress Report Design Team, and the International Enrollment at Campuses Task Force. Recently begun meetings of senior administrative staff from Undergraduate Education and Student Affairs are aimed at strengthening collaboration to support student success.

Measures of Success

- ◆ Emphasis on access and student success in UE strategic plan
- ◆ Implementation of programs for students in transition
- ◆ Financial support for the annual Achievement Conference, Philadelphia Honors Convocation, and other events in support of diversity goals
- ◆ Planned shared position between Student Aid and Educational Equity
- ◆ Continuing collaboration with other units in support of a diverse student population

SUMMARY

Over the past five years, the intersection of Penn State's diversity goals and the mission of Undergraduate Education and its component units has broadened with the increased attention being given to educational access and student success. Inherent in both the challenges and opportunities for undergraduate education at Penn State are the recruitment and retention of a diverse student body and provision of learning experiences that prepare students for effective participation in a global society. Undergraduate Education has contributed actively to progress on both fronts, in concert with many other areas of Penn State. However, marked demographic, economic, and social changes continue to pose challenges and opportunities related to student access and success. These remain priorities in Undergraduate Education's *Framework to Foster Diversity 2010-15* plan.

Our work on behalf of and with Penn State students further carries the imperative that Undergraduate Education embraces practices and embodies a profile that reflect and reinforce our educational mission and goals. There is evidence of a shared understanding of and welcoming climate for diversity within Undergraduate Education. As an organization committed to learning, we will continue to provide opportunities that deepen this understanding and further enhance the workplace environment. Efforts to increase the diversity of the Undergraduate Education workforce continue. Ongoing collaboration of Undergraduate Education and other offices and units across the University is also essential to meeting the challenges identified in Penn State's *Framework to Foster Diversity*.

APPENDIX 1

Table 1: 2004-09 SU/FA Freshman (Baccalaureate and Associate) Applications for Total Minorities

Ethnicity	SU/FA 04 Applicants	SU/FA 05 Applicants	SU/FA 06 Applicants	SU/FA 07 Applicants	SU/FA 08 Applicants	SU/FA 09 Applicants	% change from 04 to 08
American Indian or Alaskan Native	64	57	87	70	63	60	-1%
Asian	3846	4223	4482	4621	4770	4575	24%
Black or African American	3779	4001	5256	5139	5009	4713	32%
Hispanic/Latino	1839	1945	2367	2617	2727	3441	48%
Native Hawaiian or Other Pacific Islander	--	--	--	--	--	29	--
Two or More Races	--	--	--	--	--	1193	--
Total Minority	9528	10226	12192	12447	12569	14011	32%
Unknown	--	--	--	2988	3073	750	--
White	28844	29013	33320	36443	36260	38281	26%
Foreign	1962	1918	2236	2052	2989	4062	52%
TOTAL	40334	41157	47748	53930	54891	57104	36%

Includes World Campus

2009 ethnicity data were collected and reported following new federal requirements and therefore are not comparable to previous years.

Table 2: 2004-09 SU/FA Freshman (Baccalaureate and Associate) Paid Accepts for Total Minorities

Ethnicity	SU/FA 04 Paid Accepts	SU/FA 05 Paid Accepts	SU/FA 06 Paid Accepts	SU/FA 07 Paid Accepts	SU/FA 08 Paid Accepts	SU/FA 09 Paid Accepts	% change from 04 to 08
American Indian or Alaskan Native	14	23	23	24	17	17	21%
Asian	727	835	951	850	934	761	28%
Black or African American	847	966	1314	1125	1208	1175	43%
Hispanic/ Latino	473	541	655	708	731	960	54%
Native Hawaiian or Other Pacific Islander	--	--	--	--	--	10	--
Two or More Races	--	--	--	--	--	354	--
Total Minority	1893	2172	2702	2707	2890	3277	53%
Unknown	--	--	--	718	769	207	--%
White	10527	10969	13303	12402	12577	12146	19%
Foreign	261	282	356	309	512	610	96%
TOTAL	12849	13616	16602	16136	16748	16240	30%

Includes World Campus

2009 ethnicity data were collected and reported following new federal requirements and therefore are not comparable to previous years.

APPENDIX 2

Bunton-Waller Scholarships 2003-04 - 2008-09

Academic Year	Central Funding	Average Award	Recipients
2003-04	\$8,508,215	\$2,375	3582
2004-05	\$8,508,215	\$2,535	3352
2005-06	\$8,508,215	\$2,570	3310
2006-07	\$8,508,215	\$2,690	3203
2007-08	\$8,508,215	\$2,955	3137
2008-09	\$8,383,215	\$3,025	2851

Bunton-Waller Fellowships 2003-04 – 2008-09

Academic Year	Central Funding	Recipients
2003-04	\$2,867,000	186
2004-05	\$3,078,336	191
2005-06	\$3,310,446	196
2006-07	\$3,422,000	183
2007-08	\$3,610,000	179
2008-09	\$3,824,000	174

Trustee Scholarships 2004-05—2008-09

Academic Year	Dollars Awarded	Average Award	Recipients
2004-05	\$4,161,769	\$1,394	2985
2005-06	\$5,561,536	\$1,347	4129
2006-07	\$6,614,637	\$1,515	4367
2007-08	\$7,558,795	\$1,625	4651
2008-09	\$8,001,320	\$1,717	4660

APPENDIX III

**UNDERGRADUATE EDUCATION
EMPLOYMENT BY RACE/ETHNICITY**

Category	Fall 2008													
	White		Asian Amer.		African Amer.		Hispanic		Amer. Indian		Total Minority		Total	
	n	%	n	%	n	%	n	%	n	%	n	%	n	
Exec.,Acad. Admin., Admin.	11	100	0	0	0	0	0	0	0	0	0	0	0	11
Academic	7	100	0	0	0	0	0	0	0	0	0	0	0	7
Staff Exempt	142	87.1	2	1.2	14	8.6	5	3.1	0	0	21	12.9	163	
Staff Non-Exempt	90	94.7	0	0	3	.2	0	0	0	0	3	3.2	93	
Total	250	91.0	2	1.0	17	6.2	5	2.0	0	0	24	8.8	274	

Category	Fall 2006													
	White		Asian Amer.		African Amer.		Hispanic		Amer. Indian		Total Minority		Total	
	n	%	n	%	n	%	n	%	n	%	n	%	n	
Exec.,Acad. Admin., Admin.	10	100	0	0	0	0	0	0	0	0	0	0	0	10
Academic	9	100	0	0	0	0	0	0	0	0	0	0	0	9
Staff Exempt	142	87.1	3	1.8	14	5.9	4	2.4	0	0	21	12.3	163	
Staff Non-Exempt	91	95.8	0	0	4	4.2	0	0	0	0	4	4.2	95	
Total	252	90.9	3	1.1	18	6.5	4	1.4	0	0	25	9.0	277	

Category	Fall 2004													
	White		Asian Amer.		African Amer.		Hispanic		Amer. Indian		Total Minority		Total	
	n	%	n	%	n	%	n	%	n	%	n	%	n	
Exec.,Acad. Admin., Admin.	10	100	0	0	0	0	0	0	0	0	0	0	0	10
Academic	7	100	0	0	0	0	0	0	0	0	0	0	0	7
Staff Exempt	132	86.2	1	0.7	16	10.5	4	2.6	0	0	21	13.7	153	
Staff Non-Exempt	90	95.7	0	0	4	4.3	0	0	0	0	4	4.3	94	
Total	239	90.1	1	0.4	20	7.6	4	1.5	0	0	25	9.5	264	

Source: Penn State Fact Book Plus—Full-time Historical Faculty and Staff

APPENDIX IV

**UNDERGRADUATE EDUCATION
EMPLOYMENT BY GENDER**

Category	Fall 2008				
	Female		Male		Total
	n	%	n	%	n
Exec.,Acad. Admin., Admin.	7	63.6	4	36.4	11
Academic	5	71.4	2	28.6	7
Staff Exempt	108	66.3	55	33.7	163
Staff Non- Exempt	90	96.7	3	3.3	93
Total	210	76.6	64	23.4	274

Category	Fall 2006				
	Female		Male		Total
	n	%	n	%	n
Exec.,Acad. Admin., Admin.	4	40.0	6	60.0	10
Academic	6	66.6	3	33.3	9
Staff Exempt	104	63.8	59	36.1	163
Staff Non- Exempt	92	96.8	3	3.2	95
Total	206	74.4	71	25.6	277

Category	Fall 2004				
	Female		Male		Total
	n	%	n	%	n
Exec.,Acad. Admin., Admin.	3	30.0	7	60.0	10
Academic	4	57.1	3	42.9	7
Staff Exempt	93	60.7	60	39.2	153
Staff Non- Exempt	91	96.8	3	1.5	94
Total	191	72.3	73	27.7	264

Source: Penn State Fact Book Plus—Full-time
Historical Faculty and Staff