



*A Framework to  
Foster Diversity at Penn State  
2004 – 2009*

**From Framework to Community**

**Undergraduate Education  
and  
International Programs**

*February 2004*

## From Framework to Community

### Introduction

Our community in Undergraduate Education and International Programs (UEIP) developed a foundation to foster diversity between 1998 and 2003. Through a variety of initiatives, we looked at our roles as individuals and as members of a university in which we take seriously our ability to make a difference in the lives of others, while maintaining sight of our belief that to do so requires continued growth and discovery. Beginning with the framework outlined and described in our five year assessment, we envision a community in which we can build upon continued commitment to, and new understanding of, the goals before us.

We enter the next five years buoyed by several factors:

- Our 1998-2003 Final Assessment of *A Framework to Foster Diversity* provided an opportunity to reflect on what we have accomplished, on the work that remains, and on places in which we need to alter our course. Perhaps of greatest value, we are ready now to move beyond the initial work of identifying values and providing knowledge to our employees, to the establishment of new goals that will create a community that fosters diversity.
- The 2003 University of Michigan undergraduate and law school admissions cases reinforce the value to our students and to the nation of Penn State's commitment to meaningful diversity. Diversity is a compelling interest, so much so that the desire to establish and nurture a diverse community, and to teach our students to understand it, are worthy of constitutional deference.
- The University's identification of (1) Campus Climate and Intergroup Relations, (2) Representation, Access and Success, (3) Education and Scholarship, and (4) Institutional Viability and Vitality, provides a newly focused lens through which we will view the challenges we have set and the goals we will meet.
- We are committed to engagement in which we have identified explicit measures of success by which we will hold ourselves accountable.

Our 2004-2009 Framework to Foster Diversity requires the efforts of each of us in Undergraduate Education and International Programs if we are to meet the challenges and goals we have set. While we can envision a seamless community of the whole, we recognize the value of identifying discrete goals, responsibilities, actions, measures of success, and timelines. They are presented here, not as an abstract creation, but as a table that allows us to identify the specific activities on which we will concentrate our efforts. We have given considerable thought to what we mean by diversity. We have reported some of our reflections in our five year assessment. Now, we adopt a view of diversity that we believe is vibrant across the University and we offer paths by which we will move from recognition to practice.

We acknowledge that the very notion of diversity requires definitional latitude. No single belief, orthodoxy, or faith may ever replace a university's allegiance to a vibrant intellectual marketplace. Our experience suggests, nonetheless, that it is not only possible, but that it would be most useful to Penn State and to the units that comprise it to adopt a common definition of diversity. Neither worthy agreement nor principled difference to ideas of civil compact can take hold without it. We believe, then, that Penn State should move beyond the decentralized definitional points of light that have been useful in planting conversation and reflection within dozens of academic and administrative units. We are prepared to embrace such a definition, not as an orthodoxy or universal faith, but as means by which honorable individuals can explore and come to understand difficult and complex interactions. Until a widely shared vision emerges, we have chosen in Undergraduate Education and International programs to draw on a collective accord that in our nation, and at Penn State, it is a fundamental tenet that all individuals are valued.

## **CAMPUS CLIMATE AND INTERGROUP RELATIONS**

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

*Challenge 2: Creating A Welcoming Campus Climate*

Penn State set a challenge in 1998 to “create an environment characterized by equal access and respected participation for all groups and individuals irrespective of cultural differences, and more importantly, where the multiplicity of characteristics ... are not simply tolerated, but **valued**.”

In order to value the contributions of those we work with, it is necessary first to recognize the similarities and the differences we possess. We can think of these qualities as characteristics. Within our definition of diversity we include recognition of age, gender, ethnicity, race, religion, sexual orientation, nationality, physical and psychological traits, and social class. Inclusivity suggests, however, that we view these qualities not as exhaustive, but as some tiles among many in a mosaic that brings texture and richness to the life of the community. There are other individual characteristics as well. From interest in, and allegiance to, unique academic disciplines and ways of knowing, to artistic talent, political belief, and comfort level of social interaction, there are many ways to consider the characteristics that contribute to our uniqueness as individuals.

We begin, then, with an inclusive view of diversity. We subscribe to the overarching hope that far more than tolerated, diversity will be valued. And we recognize in keeping with the tenets of enlightened education and democratic practice, that creating a community in which diversity is valued is best achieved through active learning, understanding, and opportunity.

Toward this end, our matrix of goals, actions, responsibilities, measures of success and timelines for Challenges One and Two are founded upon opportunities to reflect as individuals and together as communities of learners. For example, as individuals, UEIP employees will receive materials from the Vice Provost and a letter setting out our challenge as a community. Diversity will find a regular place within UEIP leadership meetings. Working outward, the university-wide Administrative Council on Undergraduate Education and the Advising Council will become forums in which diversity secures a rightful place within the agendas. Other specific activities and time lines are outlined in the table that follows.

## **REPRESENTATION (ACCESS AND SUCCESS)**

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

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

Researchers from the University of Michigan, the Harvard Civil Rights Project, and elsewhere contributed significantly to the Supreme Court's 2003 affirmative action cases. The Court relied on their social science evidence that indicates that diversity creates a more effective learning environment. There is no set ratio as to what constitutes the amount of diversity necessary to achieve this positive educational (and workplace) outcome. Yet, the evidence does conclude that there must be a *critical mass*; not a quota, but sufficient diversity to set off a chain reaction.

UEIP recognizes the need for a *critical mass* of community members who, rather than accenting the community, provide a deeply rich experiential, intellectual, and social fabric in which regular interaction among a diverse body of individuals is frequent, expected, and productive. We understand that achieving such a balance will require thoughtful and purposeful work. We are prepared to work with first year students through a variety of programs, to contribute to and strengthen the First Year Experience, and to work towards an expanded curriculum sensitive to issues of diversity. We are anxious to develop a workforce critical mass that will enable us as a community to value diversity, not as an abstract, but as an appreciated enrichment within our daily lives. Our specific strategies to contribute to these goals are spelled out in the table that follows.

## **EDUCATION AND SCHOLARSHIP**

***Challenge 5: Developing A Curriculum that Fosters Intercultural and International Competencies***

At the heart of the academic undergraduate experience is the curriculum, the body of coursework, research, and out-of-class academic enterprises that contribute to each student's understanding of what we know and what we can accomplish through practiced discovery and performance. In UEIP, we have identified opportunities to participate in education abroad, domestic work in public scholarship, and the conscious inclusion of

U.S. multicultural perspectives within the curricula, as primary elements of a curriculum that values diversity. We have outlined our goals and expected actions to facilitate these goals in the attached table.

## **INSTITUTIONAL VIABILITY AND VITALITY**

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

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

The benefits of *critical mass* do not end with the recruitment and retention of students and workforce. The United States Supreme Court also reaffirmed in the 2003 Michigan affirmative action cases the vital role of leadership—of those in higher education and among individuals outside of the academy. Working with Human Resources and others, we are identifying ways in which we can hire and promote individuals from underrepresented groups whose skills, knowledge, and experience will contribute to the development of a *critical mass* and to leadership within the University.

To help reach these challenges of diversifying leadership and management and coordinating organizational change, we will work at several levels. We will work with individuals to create a leadership pool that has greater diversity, but we will also work to change some of the structures that underlie Undergraduate Education and International Programs to try to promote diversity at an institutional level. Again, the challenges and goals are summarized in the attached table. The actions, responsibilities, assessments, and timelines we have compiled as our plan of action, however, are viewed in UEIP not as ends in themselves, but as contributions toward something larger that will benefit our students and the University as a whole.

## **CONCLUSION**

An undergraduate enrolled in UEIP's Bachelor of Philosophy Program wrote a penetrating capstone thesis in 2001, "The Black and White Behind the Blue and White: A History of Black Protest at Penn State." Combining historical and archival research with journalistic observation, Robin Hoecker came to understand that cultures are composed of everything that has come before—politics, religion, social structure, education, art ... the list of variables is inclusive and long. She learned that in one sense, cultures do not change; everything that has been before remains. Yet, she also discovered that tomorrow's culture can be different from yesterday's culture. The weave and texture can be richer, the vitality and values can be stronger.

We can all learn from this student's observations. When all is said and done, cultural difference and change depends not only on what occurred before, but more importantly, on what we do today, and what we plan to do next. Changing the Penn State culture and organizational structure in ways that will contribute to a community that *values* diversity necessitates thoughtful, reflective, informed work. Recognizing the

complexity of the challenge, we are prepared now to coordinate our actions—through our work with students, through our facilitation of improved academic and development opportunities, and through the recruitment and nurturing of a vibrant workforce. We are proud of many of the efforts that have come before and we are saddened by others. In that combination of pride and humility, we are learning to confront the depth of what we must accomplish today and to view our work as adding positively to the community we will bequeath to those that follow.

## ***A Framework to Foster Diversity at Penn State: 2004 – 2009*** **Undergraduate Education and International Programs**

### **Specific Goals and Action Plan**

#### **CAMPUS CLIMATE AND INTERGROUP RELATIONS**

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

GOALS	ACTIONS	INDIVIDUAL/UNIT RESPONSIBLE	MEASURES OF SUCCESS	TIMELINE
Make all UEIP employees aware of Penn State's (and UEIP's) commitment to diversity and to the value of having a diverse community	<ul style="list-style-type: none"> <li>• Employees will receive a letter from the Vice Provost: 1. directing them to the University's website to read the <i>Framework to Foster Diversity</i>; 2. stating UEIP's commitment to diversity; 3. encouraging them to become involved in activities planned by UEIP's Diversity Enhancement Team</li> <li>• The value of a diverse community at PSU and our efforts to enhance it will be included in the UEIP Executive Committee agenda and in the agendas of the UE Cabinet and IP Administrative Staff meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Vice Provost's office with monitoring by Unit Directors</li> <li>• Vice Provost; Associate Vice Provosts</li> </ul>	<ul style="list-style-type: none"> <li>• Increased participation by employees in UEIP programs and university-wide diversity programs</li> <li>• Discussion with Committees and sharing of goals/problems/solutions</li> </ul>	<ul style="list-style-type: none"> <li>• Letter to be sent in September of each academic year</li> <li>• Participation by employees on-going</li> <li>• At least once each year</li> </ul>
Contribute to a community understanding of diversity	<ul style="list-style-type: none"> <li>• UIEP Diversity Enhancement Team will continue to expand and diversify its membership.</li> <li>• UEIP Diversity Enhancement Team will continue to offer programs designed to improve campus climate.</li> <li>• Employees will be expected to participate in at least one activity each year.</li> </ul>	<ul style="list-style-type: none"> <li>• Vice Provost</li> <li>• UEIP's Diversity Enhancement Team</li> <li>• Unit Directors</li> </ul>	<ul style="list-style-type: none"> <li>• Diversity team membership will be assessed annually and adjustments made.</li> <li>• Assess success and quality of Diversity Enhancement Team programs</li> <li>• 75% of all employees will participate in UEIP-sponsored programs.</li> </ul>	<ul style="list-style-type: none"> <li>• June each year</li> <li>• June each year</li> <li>• On-going</li> </ul>

<p>Expose employees to programs that promote and support diversity at Penn State (university level)</p>	<ul style="list-style-type: none"> <li>• UEIP Diversity Enhancement Team will contribute to university-wide initiatives.</li>   <li>• University-wide programs and activities related to diversity will be advertised to all units.</li>   <li>• UEIP will continue to support the online publication of the Yellow Book designed to provide faculty with up-to-date information on diversity-related University resources.</li> </ul>	<ul style="list-style-type: none"> <li>• UEIP Diversity Enhancement Team and Unit Directors</li>   <li>• Vice Provost's Office</li>   <li>• Schreyer Institute for Teaching Excellence</li> </ul>	<ul style="list-style-type: none"> <li>• UEIP Diversity Team members will participate in one or more university-wide events.</li>     <li>• Assess the feedback of the readers of the Yellow Book</li> </ul>	<ul style="list-style-type: none"> <li>• On-going</li>   <li>• On-going</li>   <li>• June each year</li> </ul>
<p>Increase awareness of diversity education and issues among those with responsibility for undergraduate education in the colleges</p>	<ul style="list-style-type: none"> <li>• Include diversity issues on agenda of Administrative Council for Undergraduate Education (ACUE) to share best practices</li> </ul>	<ul style="list-style-type: none"> <li>• Vice Provost and Associate Vice Provost</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion of issues and best practices</li> </ul>	<ul style="list-style-type: none"> <li>• At least once each year</li> </ul>

**Challenge 2: Creating a Welcoming Campus Climate**

GOALS	ACTIONS	INDIVIDUAL/UNIT RESPONSIBLE	MEASURES OF SUCCESS	TIMELINE
Monitor and assess our climate within UEIP and work to sustain a welcoming environment	<ul style="list-style-type: none"> <li>• Encourage, via e-mail, UEIP employees to complete the faculty/staff survey</li> <li>• Discuss, distribute and share the results of the survey with every employee in the unit</li> </ul>	<ul style="list-style-type: none"> <li>• Vice Provost and UEIP Executive Committee</li> <li>• Unit Directors to discuss results of survey at unit level</li> </ul>	<ul style="list-style-type: none"> <li>• More than 50% of UEIP employees will complete survey</li> </ul>	<ul style="list-style-type: none"> <li>• January 2004 and each time survey is given</li> </ul>
Create a welcoming and accepting environment for all new UEIP employees	<ul style="list-style-type: none"> <li>• Contact and welcome new employees prior to their beginning employment date in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Supervisors and Unit Directors</li> </ul>	<ul style="list-style-type: none"> <li>• 100% contact rate-monitored by Unit Directors</li> </ul>	<ul style="list-style-type: none"> <li>• On-going/with each new hire.</li> </ul>
Maintain a welcoming campus climate for all UEIP colleagues, Penn State community employees and visitors	<ul style="list-style-type: none"> <li>• Encourage, acknowledge and support employee participation in on-going diversity initiatives by sending letters and publicly acknowledging at staff appreciation and university-wide events</li> </ul>	<ul style="list-style-type: none"> <li>• Vice Provost and UEIP Unit Directors</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledgement made and letters sent</li> </ul>	<ul style="list-style-type: none"> <li>• Annually</li> </ul>
Demonstrate UEIP's commitment to a fair and equitable workplace	<ul style="list-style-type: none"> <li>• Create and maintain an active diversity link on UEIP's homepage</li> <li>• Appoint diverse representation to all committees and task forces convened by UEIP</li> <li>• Appoint a UEIP ombudsperson to serve as a resource and advocacy person for members of underrepresented groups</li> </ul>	<ul style="list-style-type: none"> <li>• Director of Communication</li> <li>• Vice Provost, Associate Vice Provosts, Unit Directors</li> <li>• Vice Provost</li> </ul>	<ul style="list-style-type: none"> <li>• Solicit comments and make timely changes to UEIP website</li> <li>• Representation on committees assessed</li> <li>• Review of issues brought to ombudsperson by Vice Provost</li> </ul>	<ul style="list-style-type: none"> <li>• On-going</li> <li>• Biennially in 2004, 2006, 2008</li> <li>• Annually in June</li> </ul>

<p>Increase availability and visibility of resources for all UEIP employees</p>	<ul style="list-style-type: none"> <li>• Evaluate and improve UEIP's homepage and link to other diversity resources</li> <li>• Improve information distribution modes to UEIP employees, including e-mail lists, publications and training programs</li> </ul>	<ul style="list-style-type: none"> <li>• Director of Communication</li> <li>• Vice Provost, Associate Vice Provosts, UEIP Unit Directors</li> </ul>	<ul style="list-style-type: none"> <li>• Increased hits on the UEIP homepage</li> <li>• Solicit comments and satisfaction with information from employees of UEIP</li> </ul>	<ul style="list-style-type: none"> <li>• On-going</li> <li>• Biennially in 2004, 2006, 2008</li> </ul>
---	--	---	--	--

**REPRESENTATION (ACCESS AND SUCCESS)**

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

GOALS	ACTIONS	INDIVIDUAL/UNIT RESPONSIBLE	MEASURES OF SUCCESS	TIMELINE
<p>Introduce first year students to Penn State's commitment to diversity</p>	<ul style="list-style-type: none"> <li>• First Year Experience Committee will be formed and maintained.</li> <li>• First Year Experience Committee will review, enhance and coordinate with other units the messages of the first year experience for all new first year students.</li> <li>• First Year Experience Committee will assess where, when and who should deliver the appropriate messages to new students.</li> </ul>	<ul style="list-style-type: none"> <li>• Associate Vice Provost for Undergraduate Education and Assistant Vice President for Student Affairs (oversight by Vice Provost and Vice President for Student Affairs)</li> </ul>	<ul style="list-style-type: none"> <li>• Improved response by students to issues of diversity and campus climate as measured in Pulse Surveys</li> <li>• Number of changes made to messages given to students via programs in SA and UE sponsored programs and events</li> </ul>	<ul style="list-style-type: none"> <li>• Annually in March/April</li> <li>• Annually in September</li> </ul>
<p>Provide a supportive environment to new students and parents from diverse backgrounds at FTCAP and beyond</p>	<ul style="list-style-type: none"> <li>• Make resources/information available to parents and students that identify multicultural support structures available on and off campus</li> <li>• Enhance the diversity of the pool of FTCAP advisers who interact with new students and parents</li> <li>• Include a diversity component in the FTCAP adviser training module</li> <li>• Strive to have enrollment patterns of minority students in DUS mirror the enrollment patterns of other enrollment units</li> </ul>	<ul style="list-style-type: none"> <li>• Vice Provost and Division of Undergraduate Studies</li> <li>• DUS Director</li> <li>• DUS Director and the First Year Experience Steering Committee</li> <li>• DUS Director</li> </ul>	<ul style="list-style-type: none"> <li>• Survey results (following FTCAP experience)</li> <li>• Increased number of diverse FTCAP advisers</li> <li>• Survey knowledge change after advisers receive training</li> <li>• Monitor numbers and investigate reasons for increases or decreases</li> </ul>	<ul style="list-style-type: none"> <li>• Summer 2004 and following year</li> <li>• Increase by 1% per year for 5 years</li> <li>• Annually</li> <li>• Annually</li> </ul>

<p>Make multi-cultural events available to students across the campus</p>	<ul style="list-style-type: none"> <li>• Provide financial support and UEIP leadership at multicultural programs and events including but not limited to: Achievement Conference, African Student Organization, banquets held by four commissions, and Phi Delta Kappa International Luncheon</li> <li>• Encourage student attendance at multicultural events</li> </ul>	<ul style="list-style-type: none"> <li>• Vice Provost, all Unit Directors</li> <li>• Provide tickets for students to attend priced events</li> </ul>	<ul style="list-style-type: none"> <li>• Increase documented financial support</li> <li>• Increased student attendance at sponsored events</li> </ul>	<ul style="list-style-type: none"> <li>• On-going</li> <li>• On-going</li> </ul>
<p>Expand the curriculum to enhance student knowledge of issues related to international and US intercultural diversity</p>	<ul style="list-style-type: none"> <li>• Resolve and bring to conclusion the changes suggested in the GI requirement</li> <li>• Continue to expand the diversity issues/topics in courses taught by UEIP personnel (BB H 148S, BB H 048 and NAVSC, AIR, and ARMY courses) and are offered to ROTC students, student-athletes, ULC tutors and others</li> </ul>	<ul style="list-style-type: none"> <li>• Vice Provost</li> <li>• ROTC, MASCSA, ULC, SITE and UEIP instructors</li> </ul>	<ul style="list-style-type: none"> <li>• Changes in Senate requirement</li> <li>• Syllabi review and student feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Implement in Fall 2005</li> <li>• Annually</li> </ul>
<p>Integrate diversity messages into additional UEIP documents (electronic and printed) distributed to students</p>	<ul style="list-style-type: none"> <li>• Review and update all UEIP documents (i.e. <i>Preface</i>, <i>Orientation Express</i>, and individual unit publications) to ensure diversity messages are consistent with and adequately reflect Penn State's diversity statement and mission</li> </ul>	<ul style="list-style-type: none"> <li>• Director of Communication and Unit Directors</li> </ul>	<ul style="list-style-type: none"> <li>• Document increased diversity in all print and web publications produced by UEIP</li> </ul>	<ul style="list-style-type: none"> <li>• Assess 1/3 of publications annually, so that all are reviewed within 3 years</li> </ul>

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

GOALS	ACTIONS	INDIVIDUAL/UNIT RESPONSIBLE	MEASURES OF SUCCESS	TIMELINE
<p>Increase number of employees from underrepresented groups</p>	<ul style="list-style-type: none"> <li>• Increase pool of applicants from underrepresented groups</li> <li>• Charge all UEIP search committees for all position levels to seek a more diverse applicant pool; provide "Guidelines for Recruiting a Diverse Workforce" to committees; announce position opening more broadly across the entire university system and beyond</li> <li>• Secure the FOBA list (which is currently being formed) and make available to all search committee chairs for distribution to all underrepresented employee finalists</li> <li>• Work more closely with the Human Resources representative and develop a plan for attracting more minority applicants</li> </ul>	<ul style="list-style-type: none"> <li>• Vice Provost, Human Resources Representative and all Unit Directors and chairs of search committees</li> </ul>	<ul style="list-style-type: none"> <li>• Increased pool of underrepresented applicants (make year to year comparisons)</li> <li>• Number of underrepresented employees will be increased by 1% each year over the next five years.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate annually</li> <li>• Evaluate annually</li> </ul>
<p>Retain employees from underrepresented groups</p>	<ul style="list-style-type: none"> <li>• Unit Directors meet with all new employees, including those from underrepresented groups, to discuss fit and then make appropriate changes and adjustments as needed</li> <li>• Provide resources to pursue professional development opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Unit Directors</li> <li>• Vice Provost and Unit Directors</li> </ul>	<ul style="list-style-type: none"> <li>• Increased retention data as defined by year to year comparisons</li> <li>• Staff evaluation summaries of professional development hours per each year</li> <li>• Budget analysis of dollars spent to support professional development activities</li> </ul>	<ul style="list-style-type: none"> <li>• May 2004 and annually thereafter</li> <li>• Evaluate annually</li> <li>• Evaluate annually</li> </ul>

**EDUCATION AND SCHOLARSHIP**

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

GOALS	ACTIONS	INDIVIDUAL/UNIT RESPONSIBLE	MEASURES OF SUCCESS	TIMELINE
Promote inclusion of international perspective in curriculum	<ul style="list-style-type: none"> <li>• Increase the international activity of faculty and professional staff and provide resource support to internationalize the curriculum.</li>   <li>• Work with Faculty Senate to revise GI requirement</li> </ul>	<ul style="list-style-type: none"> <li>• Associate Vice Provost for International Programs</li>   <li>• Vice Provost</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in number of courses with international content</li>   <li>• Increase in faculty involvement in internationalizing their course</li>   <li>• Changed Senate requirement</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate annually 2004-2009</li> </ul>

<p>Promote inclusion of U.S. multicultural perspective in curriculum</p>	<ul style="list-style-type: none"> <li>• Expand the current SITE-sponsored conversations that focus on multicultural topics</li>   <li>• Provide teaching workshops/seminars on ways to include diversity topics in the curriculum</li>   <li>• Expand Public Scholarship initiatives that support diversity themes/efforts awarding grant funds to faculty who engage students in diversity- related learning</li>   <li>• Work with Faculty Senate to revise GI requirement</li>   <li>• Support the creation of an intercollege minor in civic and community engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Associate Vice Provost for Teaching Excellence, and in some cases, in collaboration with individuals and units beyond UEIP</li>   <li>• Schreyer Institute for Teaching Excellence, Associate Vice Provost for Teaching Excellence</li>   <li>• Associate Vice Provost in charge of Public Scholarship</li>   <li>• Vice Provost, Associate Vice Provosts</li>   <li>• Associate Vice Provost</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaires, evaluations and assessment vehicles for all programs sponsored and co-sponsored</li>   <li>• Increase in the number of courses offered and the number of students enrolled in courses utilizing summary enrollment data</li>   <li>• Pulse Surveys of students engaged in public scholarship programs and end of course evaluations</li>   <li>• Changed requirement</li>   <li>• Minor implemented</li> </ul>	<ul style="list-style-type: none"> <li>• At least two offerings per year</li>   <li>• Annual summary of results</li>   <li>• Pulse Survey on two year cycle beginning Fall 2004</li>   <li>• 2004-2005</li>   <li>• 2004-2005</li> </ul>
<p>Enhance Education Abroad Program opportunities</p>	<ul style="list-style-type: none"> <li>• Work collaboratively with academic units within Penn State to expand on the opportunities and experiences available for students</li>   <li>• Co-sponsor and provide resource support for the "Innovations in International Education," Third Schreyer National Conference</li> </ul>	<ul style="list-style-type: none"> <li>• Associate Vice Provost for International Programs</li>   <li>• Associate Vice Provost for Teaching Excellence</li> </ul>	<ul style="list-style-type: none"> <li>• Increase the number of students studying abroad by 5% each year</li>   <li>• Increase the number of short-term programs</li>   <li>• End of conference evaluations</li> </ul>	<ul style="list-style-type: none"> <li>• On-going</li>   <li>• Collect data on short-term offerings annually</li> <li>• March 2004</li> </ul>

**INSTITUTIONAL VIABILITY AND VITALITY**  
***Challenge 6: Diversifying University Leadership and Management***

GOALS	ACTIONS	INDIVIDUAL/UNIT RESPONSIBLE	MEASURES OF SUCCESS	TIMELINE
Hire and promote qualified individuals from underrepresented groups for leadership positions	<ul style="list-style-type: none"> <li>• Work more closely with designated Human Resources Employment and Recruitment Specialist to expand potential underrepresented applicant pool</li> <li>• Advertise more broadly and in targeted venues to increase diversity of applicant pool</li> </ul>	<ul style="list-style-type: none"> <li>• Vice Provost, Unit Directors</li> </ul>	<ul style="list-style-type: none"> <li>• Increase the number of underrepresented employees by 1% each year</li> </ul>	<ul style="list-style-type: none"> <li>• On-going</li> </ul>
<p>Identify leadership potential in employees from underrepresented groups</p> <p>Develop leadership of existing employees from underrepresented groups.</p>	<ul style="list-style-type: none"> <li>• All Unit Directors will report to the Vice Provost each year, those individuals who exhibit leadership potential.</li> <li>• Provide financial resources and support UEIP membership and leadership roles on Committees and Commissions to support diversity at Penn State</li> <li>• Sponsor tables at program events, and present data findings and updates per request.</li> <li>• Provide encouragement, financial resources and scheduling time to support employee participation in HRDC programs to acquire or develop new and expanded skills</li> </ul>	<ul style="list-style-type: none"> <li>• Directors, Associate and Assistant Vice Provosts</li> <li>• Vice Provost and various UEIP employees</li> <li>• Vice Provost, Unit Directors</li> </ul>	<ul style="list-style-type: none"> <li>• A minimum of one person from each unit is identified each year</li> <li>• Financial support documentation and an increased number (10%) of UEIP employees actively engaged in Commissions</li> <li>• All employees have participated in one professional development activity within 5 year period</li> </ul>	<ul style="list-style-type: none"> <li>• Names due in May of each year</li> <li>• Assess in June of each year</li> <li>• On-going and reviewed annually in May</li> </ul>

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

GOALS	ACTIONS	INDIVIDUAL/UNIT RESPONSIBLE	MEASURES OF SUCCESS	TIMELINE
Ensure that first year students are aware of University's commitment to diversity	<ul style="list-style-type: none"> <li>• Create and support team approach to creating first year student experiences</li> <li>• Present statements and images regarding our commitment to diversity in all publications and media</li> <li>• Review and supervise FTCAP activities</li> </ul>	<ul style="list-style-type: none"> <li>• UEIP and Division of Student Affairs</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of student involvement and student attendance</li> </ul>	<ul style="list-style-type: none"> <li>• January 2005 and subsequent years</li> </ul>
Enhance teaching activities	<ul style="list-style-type: none"> <li>• Funding for internationalizing curriculum and enhancing U.S. diversity courses will be redirected from other activities within units</li> <li>• Appoint Public Scholarship faculty associates each year and sponsor monthly PSA luncheons</li> </ul>	<ul style="list-style-type: none"> <li>• Associate Vice Provost for International Programs; Vice Provost</li> <li>• Associate Vice Provost for Undergraduate Education; Vice Provost</li> </ul>	<ul style="list-style-type: none"> <li>• Number of faculty involved increases</li> <li>• Number of faculty involved increases</li> </ul>	<ul style="list-style-type: none"> <li>• Spring of each year</li> </ul>
Increase retention of underrepresented students at PSU	<ul style="list-style-type: none"> <li>• Retarget former Undergraduate Education Retention Funds to support pilot programs aimed at retention of academically at-risk students at non-University Park locations</li> </ul>	<ul style="list-style-type: none"> <li>• Associate Vice Provost</li> </ul>	<ul style="list-style-type: none"> <li>• Underrepresented student retention data</li> </ul>	<ul style="list-style-type: none"> <li>• Annually</li> </ul>