



Revised
2004-09 Diversity Plan

Penn State
Intercollegiate
Athletics

101 D
Bryce Jordan Center
University Park, PA

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Introduction

Diversity is of central importance to Penn State University and is a key component in both short and long-range strategic planning. The importance of diversity is exemplified by both the pervasiveness with which it is being addressed across the University and in the meaning that has been attached to the term itself.

To Penn State, diversity refers not only to the inclusion of racial/ethnic minority groups and women in the University community, but all traditionally underrepresented groups. More important than the desire to include such groups; however, is the reasoning behind the desire. Penn State fully recognizes the value to everyone (faculty, staff, and students) in living and working in an environment that provides opportunities for cross-cultural experiences as well as an environment in which those experiences are welcome. It is only through the provision of such an environment that Penn State University can become a national leader in education and research.

Similar to the diversity goals we established and accomplished in the previous Framework to Foster Diversity 1998-2003, we have specified new unit goals within the newly established Framework 2004-2009. These unit goals have been created to ensure that we continue to promote and achieve diversity and that our efforts are in synergy with the University's strategic plan. As an integral part of the University, it is particularly crucial for Intercollegiate Athletics to assess its impact on the multicultural environment at Penn State. In order to accurately meet this challenge, the impact of the NCAA, Big Ten Conference, and Morgan Academic Support Center for Student-Athletes must also be considered.

Central to the mission of creating a more diverse university community is the goal of creating a more welcoming campus climate. In an effort to achieve this goal, Intercollegiate Athletics established a Diversity Council to assess climate and establish a consistent effort to educate and include departmental employees in diversity programs and strategic planning. The Council has been very active in ensuring that the climate is warm and values the unique differences that exist among people. Each area within Intercollegiate Athletics and Undergraduate Education's Morgan Academic Support Center for Student-Athletes has a representative serve on the Council for a two-year period. At the conclusion of service, area supervisors replace their representative with a new employee. It is a long-term goal of the Athletic Department to have all employees eventually serve on the Council.

While climate in the workplace is something that Intercollegiate Athletics will continue to monitor and improve, climate within the overall athletic community is something that has been addressed very impressively on several levels. To monitor this climate on a continual basis, routine exit interviews are conducted with senior student-athletes who have exhausted their athletic eligibility. To gain a better understanding of their experiences at Penn State, efforts are currently underway to offer similar interviews to all student-athletes transferring out of the University. In addition, Intercollegiate Athletics conducts an internal Title IX review, and representatives regularly meet with a committee within the Commission for Women to monitor these and other related concerns. To make the athletic environment a more comfortable one for all students; intramural, club sport, and recreational activities which encourage minority group participation are regularly sponsored.

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One specific recreational sports venture that was developed in July, 1999, was the creation of a Disability Recreation Program Coordinator within ICA. Teri Jordan, former Women's Track coach, was hired to oversee the program. Programs offered to students include: Ability Track and Field, Wheelchair Basketball, Special Populations Swimming, Weightlifting and Wheelchair Fencing. A recent program highlight has been the accomplishments of senior world-class track and field athlete Jeff Hantz. In October 2003, Jeff represented PSU and Team USA at the World Wheelchair Tack and Field Championships in New Zealand. He captured bronze medals in both the shot-put and javelin and qualified for the 2004 Paralympic Games to be held in Athens, Greece later this summer.

Since joining the Big Ten Conference, Penn State became involved with the Big Ten Advisory Commission, which serves to address climate issues of minority populations on its member campuses. Since that time, Penn State has been very active within the Commission which has broadened its focus to include issues of gender equity as well. Our Big Ten Advisory Commission representative routinely visits with our coaches, administrators and student-athletes to assess climate and equity issues. Our representative also serves as a member of the Advisory Board of the Intercollegiate Athletics Diversity Council and works closely with the Student-Athlete Advisory Board (SAAB) Diversity Committee.

Fundamental to our ability to accomplish our diversity goals is the Morgan Academic Support Center for Student-Athletes (MASCOSA) and the SAAB Diversity Committee. The Diversity Committee of SAAB serves to oversee the planning of diversity events, hears concerns of minority student-athletes, and works cooperatively with the Intercollegiate Athletics Diversity Council. In addition to its support of SAAB and the Big Ten Advisory Commission, the MASCOSA seeks to enhance the climate for all student-athletes through the maintenance of student-athlete diversity records, the notification of qualified student-athletes about post-graduate fellowship and internship opportunities for women and ethnic minorities offered through the NCAA, the promotion of holidays and days of recognition celebrated by differing racial, cultural, religious and ethnic groups, the publication of diversity related articles in the SAAB Newsletter, and specific programmatic efforts.

These efforts include a course offered to all freshman student-athletes through the Freshman Enrichment Program in which issues of cultural diversity are discussed. In addition, MASCOSA's Speaker's Bureau and Student Peer Athlete Network serve to educate others about the importance of recognizing and valuing differences in people. Collectively, all of these efforts should create the type of environment that will attract and retain a more diverse student-athlete population.

A specific goal that continues to be cited in the new "Framework to Foster Diversity at Penn State: 2004-09" is increasing representation by recruiting and retaining a more diverse student body. The correlate for Intercollegiate Athletics would be to recruit and retain a more diverse student-athlete population, and in many respects the department is doing exceptionally well. With the addition of Women's Soccer in 1994, Penn State is in compliance with the Big Ten Gender Equity Action Policy and continues to monitor gender equity within its programs.

Introduction (Continued)

Intercollegiate Athletics' efforts with regard to minority and international students are equally strong. Based on the most recent enrollment figures, the percentage of minority students in the total student population at University Park is 12.3% and 7.7% for international students. Those figures for the active student-athlete population are 18.4% and 3.3% respectively. Graduation rates for specific groups within the student-athlete population are even more impressive. Data released in the 2003 NCAA Graduation Rates Report indicate that the entering class of 1996-97 achieved a 78% graduation rate for black student-athletes compared to 60% for all black students at University Park and 52% for all NCAA Division I black student-athletes. When this data is looked at by gender, the results are equally; if not more impressive. Black male student-athletes had a graduation rate of 76% compared to the rate of 60% earned by their counterparts in the general student body and 72% earned by white male student-athletes. In addition, black female student-athletes had a graduation of 83% compared to 61% earned by their counterparts in the general student body. Of significant importance is the fact that nearly 1/3 of the athletes on scholarship in this cohort were minority, a fact which supports Intercollegiate Athletics' commitment to increasing the diversity in its student-athlete population.

To better reach this goal, greater attention will need to be paid to providing scholarships to international student-athletes and minority student-athletes participating in non-revenue producing sports. Recently, we have noticed an increase in the number of international students interested in Penn State and more of our coaches are recruiting outside the U.S. We need to continue recruiting internationally and provide opportunities for qualified international student-athletes to attend Penn State. In addition, more minority students are being exposed to non-revenue sports through community and inter-city youth sport programs. This should have an impact on recruiting in the future as more minority athletes become prospects in sports that in the past lacked minority participation.

The creation of a more diverse workforce within Intercollegiate Athletics will further enhance efforts to diversify the student-athlete population, and this goal is in line with that of the University in general. Over the last several years, Intercollegiate Athletics has made some strides toward reaching this goal, but there is still considerable room for growth. Continuing to use NCAA and Conference Minority Databanks to increase minority candidates in the candidacy pools for open positions while maintaining a reliance on support from the Human Resources department should assist in this process. Additional support should come in the form of the administrative fellow and/or internship position for African-American and other minorities within athletic administration. While Penn State has provided such an opportunity in the past, financial support from the Big Ten Conference will allow this opportunity to exist routinely in the future. Participants in this program will continue to enhance the pool from which future job candidates can be drawn.

The Intercollegiate Athletics Cultural Diversity Council, established in the fall of 1996, is currently composed of 24 representatives from all levels and units within Intercollegiate Athletics. The primary purpose of the Council is to cultivate a supportive and inclusive environment within Intercollegiate Athletics and the University. The council holds monthly meetings, offers educational workshops, promotes the University's diversity calendar, encourages unit participation, communicates calendar of events, identifies departmental barriers that negatively impact diversity, provides leadership and vision in planning, and works jointly

Introduction (Continued)

with certain members of the Student-Athlete Advisory Board to assist in helping them achieve their diversity goals.

Of primary concern to the ICA Diversity Council is the goal of providing curriculum that fosters intercultural/international competencies. The council will continue to ensure that all educational workshops offered within the department are conducted by trained educators and the programs support the department and university-wide diversity initiatives. In addition, the council will work closely with the SAAB Diversity Committee and Morgan Center staff to effectively evaluate and the Freshmen Enrichment diversity curriculums and adjust when appropriate.

In addition, ICA is committed to further diversifying the departmental staff especially in leadership and managerial level positions that includes high-level coaching and administrative positions. Our practice of identifying minority candidates and strengthening the candidacy pools for available positions will continue to be a common practice. Focus will be on trying to attract a higher level of minority interest in available positions which in turn should have a positive impact on our effort to hire more minority staff. This approach is consistent with the challenge to impact organizational change through our diversity efforts. By identifying potential minority candidates and increasing the percentage of minorities on staff there will be a positive impact on the organization and leadership within the department.

All of these efforts to increase the diversity of the athletic community and improve the climate within this community have been ongoing for many years, and Intercollegiate Athletics shows no signs of slowing down. The many emerging programs and initiatives from Intercollegiate Athletics, the Big Ten Conference, and the NCAA will support the overarching commitment to diversity and greatly enhance the ability to achieve the established goals. It is only through the constant efforts to improve that excellence in diversity can be attained.

Mission Statement for Intercollegiate Athletics

Consistent with the University's mission, Intercollegiate Athletics strives for excellence by offering students model programs to develop meaningful standards of scholarship, athletic performance, leadership, community service and sportslike conduct with the educational and social environment of The Pennsylvania State University

Definition of Cultural Diversity

Cultural diversity is a term descriptive of an environment where persons of different color, creeds, gender, gender orientation, age, physical/mental ability and ethnicity function as a homogeneous group, free of rancor and prejudice. It is the process by which an environment is created in the workplace that requires mutual respect and support of individual differences and challenges employees to maximize their full potential (Donald Sheffield, 2004). Principles of attaining cultural diversity must be central to the behaviors of all involved in the administration and at the forefront of intercollegiate athletics programming.

Vision Statement for Diversity

Intercollegiate Athletics is dedicated to conceiving initiatives that promote the principles of cultural diversity. The highest priority will be to establish a workplace free of intolerance. A workplace which through the use of workshops, hiring practices, and operational procedures focus not only on economic efficiency but on developing inclusive attitudes.

Overriding Departmental Goals

To continue the process of creating a culturally diverse staff that reflects the student-athlete population and responds to the ethnic composition of the University and surrounding community. And, to sponsor numerous and varied club, intramural sports and recreational programs that can satisfy student interest and afford maximum participation by students and staff.

Framework Goals

I. CAMPUS CLIMATE AND INTERGROUP RELATIONS

Goal 1: Developing a Shared and Inclusive Understanding of Diversity

Action Plan	Action Summary	Target
Diversity Education	Continue to offer a series of progressive workshops focused on diversity education to members of the Diversity Council during their two-year service commitment as Council members.	Annual
	Require all executive staff to participate in a department-wide diversity training session or related activity.	Annual
Communication	Continue to promote University and Department diversity activities using the athletic department's listserv.	Continuous
	Create a "Commitment Poster" that shows the Athletic Department's commitment to diversity and the continuity that exists between our goals and the diversity goals of the University.	2004-05
Definition	Continue to evaluate and improve our definition of diversity, through the Diversity Council, as we gather new information and knowledge through diversity training.	Annual

Goal 2: Creating a Welcoming Campus Climate

Diversity Council	Continue a 2-year rotation of representatives from each unit of the Athletic Department and maintain a mix of supervisory, staff assistant, tech service, coaches, building coordinators, students and administrators.	2-yr. Cycle (new cycle to begin 2004-05)
Commitment Poster	Create a "Commitment Poster" that shows the Athletic Department's commitment to diversity and the continuity that exists between our goals and the diversity goals of the University.	2004-05
Diversity Brochure	Work with the Morgan Academic Support Center to create a "Diversity Brochure" that can be given to current and prospective student-athletes.	2005-06

II. REPRESENTATION

Goal 3: Recruiting and Retaining a Diverse Student Body

Recruiting	Continue to provide appropriate recruiting budgets to our coaches so they can continue to recruit minority student-athletes nationally and internationally.	Annual
Support Services	Continue to support the efforts of the Morgan Academic Support Center to ensure that we retain and graduate our student-athletes at rates much higher than the national average.	Annual
Resource Guide	Work with the SAAB Diversity Committee and Morgan Center to enhance the overall quality of the current Multicultural Resource Guide so it can be given to new minority student-athletes and staff.	Annual
Diversity Brochure	Work with the Morgan Academic Support Center to create a "Diversity Brochure" that can be given to current and prospective student-athletes.	2005-06

Goal 4: Recruiting and Retaining a Diverse Workforce

Professional Searches	Maintain consistency in using NCAA & Conference minority job banks and professional contacts to enhance the quality of the pool from which future job candidates can be drawn.	Continuous
Minority Interns	In cooperation with MASCSA and the Big Ten Ten Conference, continue to offer PSU minority internship experiences to students.	Annual

Resource Guide	Work with the SAAB Diversity Committee to Enhance the overall quality of the current Multicultural Resource Guide so it can be given to new minority student-athletes and staff.	Annual
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III. EDUCATION AND SCHOLARSHIP

Goal 5: Developing a curriculum that Fosters Intercultural/International Competencies

Diversity Education	Ensure that all educational workshops offered within the department are conducted by trained educators and that the program supports department and university-wide initiatives.	Annual
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Freshmen Enrichment	In cooperation with the SAAB Diversity Council, the Freshmen Program Coordinator (MASCOSA), and the Life Skills Coordinators (MASCOSA) assess the diversity components of the two required freshmen seminars for student-athletes.	Annual
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IV. INSTITUTIONAL VIABILITY AND VITALITY

Goal 6: Diversifying University Leadership and Management

Professional Staffing	Become a leader within the University by having our percentage of minorities in managerial and leadership positions equal to or greater than the university-wide average of minorities in similar positions.	Annual
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Student leadership	Continue to participate in the annual NCAA Leadership Conference by nominating our student-athletes for participation in this national event.	Annual
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Minority Interns	In cooperation with the Morgan Academic Support Center and the Big Ten Conference, continue to offer PSU minority internship experiences to students in the areas of academic support and athletic administration.	Annual
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Goal 7: Coordinating Organizational Change to Support Diversity Goals

Minority Interns	In cooperation with the Morgan Academic Support Center and the Big Ten Conference, continue to offer PSU minority internship experiences to students in the areas of academic support and athletic administration.	Annual
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Athletic Administration
Certificate offered through
Kinesiology

Work in conjunction with our NCAA Faculty
Representative and Office of Distance Education to
implement a post-undergraduate Athletic Administration
Certificate Program through Kinesiology. This will
result in an increase in departmental internships and
identify potential minority candidates for employment
consideration.

Fall 2005