

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

The format of the Intercollegiate Athletics (ICA) update makes it difficult to determine whether the assessment questions for each Challenge are addressed. In general, the update appears and reads like a newsletter-type publication rather than a comprehensive report. The review team questions whether the update is an accurate reflection of ICA activities, as excellent programs are minimally explained (e.g., Coaching Safari) and excellent facilities are superficially described (e.g., the Morgan Academic Support Center). Information regarding the process and the persons involved in the update's creation would be helpful.

In the institutional viability and vitality sections, the *Framework* states, "...it is the responsibility of each unit to develop appropriate measures of success for behaviorally anchored outcomes" (p. 6). This is a major reason the ICA update falls short, as it is neither outcome nor data rich. Information is lacking regarding the number of students, faculty, coaches or staff attending events or other identified activities, programs, workshops, research projects, and courses. Data to measure success, progress, and best practices for students would greatly enhance the update. ICA's ambition to better align its diversity efforts with the University, NCAA, and the Big Ten Conference is commendable; outcome data would help gauge progress.

The update initially submitted by ICA did not include information regarding progress on President Spanier's four diversity-focused directives included in a press release issued by the Penn State Office of Public Information on April 18, 2006 ([http://live.psu.edu/index.php?sec=vs\\_highlight&story=17387&highlight=1](http://live.psu.edu/index.php?sec=vs_highlight&story=17387&highlight=1)). Consequently, the review team requested additional information in order to conduct a more complete assessment of ICA's commitment to diversity. Team members were also concerned that such omissions in the update would prove to be a disservice to student athletes looking for reassurance that ICA provides an environment that is supportive and welcoming. As a highly visible unit on campus, ICA has tremendous opportunity to be a leader in the diversity arena and thus should be held to the highest possible standard. The review team recommends that the e-mail requests from the chair of the team and the responses from the Athletic Director (AD) be appended to the original ICA update. The feedback below includes review of the initial update as well as these additional materials.

*Response: Intercollegiate Athletics is appreciative of the feedback provided by the assessment team related to our mid-point diversity update. Our choice to utilize the newsletter-type format was selected because we wanted to give insight into the many programs that we have related to diversity and felt that it would provide an easy to follow summary of the efforts made by ICA that correlate directly to many of the University framework challenges. In the future, we will place greater emphasis on performance measures and supporting data. One recommendation that we have that will make future report submission consistent across units is to provide each unit a template that lays-out the preferred format with assessment questions to be addressed listed under each challenge.*

### **Campus Climate and Intergroup Relations**

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

- ❖ Restructuring and renaming the diversity committee—Athletics Council for Diversity and Inclusion (ACDI)—is a step in the right direction. The new ACDI will allow for increased perspectives within its membership, a more concise focus on targeted areas, and an advisory function to review diversity initiatives and report directly to the AD. Hopefully, this group will facilitate ICA's move toward comprehensive plans of action rather than simply providing ad hoc programming and activities. Implementation of this new initiative begins in spring 2007; future reports will be strengthened by including an assessment of its impact on diversity goals.

*Response: The new Athletics Council for Diversity and Inclusion is indeed a step in the right direction. The members of ACDI met regularly as a group throughout spring, 2007, and have reestablished their: definition of diversity, diversity mission statement, and overriding diversity goals (Attachment A). In*

*addition, the Council has created goals for each of the four working subcommittees (Attachment B) and will continue to work and build upon these goals as time progresses. Future reports will include assessment updates on the work of each subcommittee.*

- ❖ The update focuses on programs for staff and coaches, but little information is available regarding diversity programs for student athletes.

*Response: The Educational Programming subcommittee is scheduled to conduct focus groups soon with current Penn State student-athletes, staff, faculty and coaches to assess educational programming needs (Attachment C). The results will help the subcommittee establish appropriate educational programs for the upcoming year.*

*In addition, the Strategic Planning and Assessment subcommittee within ACIDI has established two assessment tools (one for student-athletes – <https://pia.psu.edu/cgi-bin/rws3.pl?FORM=student-athlete-survey> and one for staff - <https://pia.psu.edu/cgi-bin/rws3.pl?FORM=athletics-staff-survey>) that will be delivered this coming academic year which will also provide added insight into educational programming needs.*

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

- ❖ ICA demonstrates visible support for climate issues through the Big Ten Advisory Commission, the LGBTA Liaison Program, sexual harassment/discrimination resources, and collaboration and communication with three Penn State commissions for equity (CLGBTE, CORED, and CFW). Also the new ACIDI promises to play a leadership role in this area.

*Response: The next ICA/LGBTA Liaison training is scheduled to take place August 16, 2007 and we are pleased with the initiative thus far.*

*In addition, on April 18, 2007 the new ACIDI met with representative from the three presidential commissions. The result was an excellent session in which information was shared and ideas regarding collaboration were discussed. We look forward to continuing to build our relationship with the commissions and collaborate whenever possible.*

- ❖ A systematic, structured process for identifying and monitoring climate issues in ICA is needed for success in this Challenge.

*Response: The two assessment tools created by the Strategic Planning and Assessment subcommittee will help to ensure that climate related issues are identified and addressed appropriately.*

- ❖ The ICA update indicates that exit interviews for graduating senior athletes and transfers were conducted by administrators within ICA; the review team interprets this response as a statement about exit interviews for student athletes on all teams. President Spanier's directive regarding Lady Lion Basketball (that, for a three year period, the NCAA-mandated exit interviews are to be conducted by both the ICA administrator responsible for these interviews and an Office of Affirmative Action (OAA) staff member) prompted the review team to seek information about interviews for women's basketball. In the addendum information, the AD, Mr. Timothy Curley, noted, "The staff of OAA conducted an exit interview spring semester 2007 and will continue to conduct the exit interviews for the women's basketball team." Also, Mr. Curley indicated, "This coming year is the first year for OAA to be involved with exit interviews for the women's basketball program. We did have two transfers during the year and OAA interviewed one and tried unsuccessfully to conduct the other since it was an international student athlete. ICA is required to notify graduating or transferring student athletes in women's basketball." ICA is strongly encouraged to include more specifics about the exit interview process, including the demographics and team membership of all student participants. This information will help develop a more complete understanding of the ongoing climate for student athletes and enable ICA to identify any areas needing attention.

*Response: In accordance with NCAA bylaw 6.3.2, the appropriate sport administrators conduct exit interviews in each sport with a sample of student-athletes whose eligibility has expired. For a three year period (06-07, 07-08, and 08-09) an Affirmative Action Office representative is conducting the exit interviews for Women's Basketball. The interviews include questions regarding the value of the*

*students' athletics experiences, the time demands encountered by student-athletes, and concerns related to the administration of the student-athletes' specific sports.*

- ❖ Information provided in the addendum materials indicates that exit interview protocols were revised for student athletes (as required by President Spanier), but these protocols were not provided at the writing of this review. Future reports should include detailed information about the protocols.

*Response: Please see attachment (Attachment D).*

- ❖ President Spanier's directives require ICA to review University policies related to nondiscrimination with all ICA staff at its annual fall meeting. This directive may not have been implemented as effectively as possible in that these topics were not addressed in the meeting. Instead, ICA employees were informed about nondiscrimination policies via an e-mail communication from the AD following the meeting. Team members are concerned that this approach to policy review may not have communicated the necessary message to the ICA staff and coaches about the important priority of environment, diversity goals and nondiscrimination policies.

*Response: The Athletic Director will review University policies related to nondiscrimination and the importance of diversity with all ICA staff at the annual fall meeting.*

- ❖ Ability Athletics Program should be recognized, commended, and encouraged and is a potential best practice.

*Response: ICA is excited and pleased with this initiative, the leadership of Teri Jordan, the accomplishments of the participants and looks forward to the program's continued success.*

### **Representation (Access and Success)**

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

- ❖ The successful recruitment and retention of African American student athletes and their graduation rates remain admirable. Data on recruitment and retention of all other underrepresented/underserved groups are lacking.

*Response: ICA continues to recruit and retain talented student-athletes that can add to the diverse make-up of Penn State's student body and contribute to the educational mission of the University by competing in the classroom and within their respective sport(s). The federal graduation rate report is our best source of data related to the recruitment and retention of all underrepresented/underserved student-athlete groups.*

- ❖ The update identifies the Morgan Academic Support Center as a valuable resource in recruitment and retention. More specifics are needed to assess its contribution to this Challenge.

*Response: The leadership of Morgan Academic Support Center and the services the Center provides our student-athletes help them balance the demands of their academic schedules with the rigors of their athletic commitments. As a result, Penn State student-athletes have a high retention rate, consistently perform at admirable levels in the classroom, and graduate on-time.*

- ❖ The new ACIDI working committee's recruitment and retention efforts promise enhanced comprehensiveness and growth.

*Response: We are looking forward to the work of the Recruitment and Retention subcommittee and any impact they may have that will further enhance this framework challenge.*

- ❖ As per President Spanier's directive, ICA is required to inform all incoming student athletes about their rights under University Policy AD-42, especially with regard to filing discrimination complaints. ICA reported that an information session conducted by OAA did occur within the Freshman Enrichment Program, but as of the writing of this review, no further information is available. Priority should be placed upon this directive, and it is hoped that ALL incoming student athletes (not just first-year athletes) are informed about how to address concerns about harassment and discrimination, with resources and information available at all times both inside and outside of ICA.

*Response: In addition to the information sessions conducted by OAA within the Freshmen Enrichment Program, ICA currently provides information to student-athletes via the annual student-athlete handbook and by referring students to Penn State's website and University Policy AD-42 (Statement on*

*Nondiscrimination and Harassment*). *ACDI will look for further resources and make recommendations to the Athletic Director.*

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

- ❖ Minimal data are provided regarding the recruitment and retention of a diverse workforce.
- ❖ A new ACEDI committee will be working on efforts to recruit and retain a diverse workforce. The committee is encouraged to provide data on underrepresented/underserved employees in future reports.  
*Response: We are looking forward to the work of the Recruitment and Retention subcommittee and any impact they may have that will further enhance this framework challenge. In addition, we will have them work closely with Human Resources to provide workforce demographic data in future reports.*
- ❖ Data on the Big Ten Minority Internship/Grad Assistant Program would enhance the update.  
*Response: We provided a summary of the Big Ten Minority Internship/Grad Assistant Program as an attachment with our original update and have attached it again for your reference (Attachment E)*

#### **Education and Scholarship**

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

- ❖ More information is needed regarding diversity education (e.g., “employee” attendance figures further broken down into administrators, coaches and staff, and other data and outcome information).  
*Response: Future reports on educational sessions will include a breakdown of attendance as indicated and any other relevant outcome information.*
- ❖ The Historical Study of Student-Athletes of African Descent at Penn State effort deserves positive recognition. This initiative could be broadened to encompass other sports as well as other underrepresented/underserved groups.  
*Response: This has been a very time intensive project that includes the historical impact of student-athletes of African descent at Penn State in all sports. Our goal is to possibly highlight this work as a featured exhibit in the Penn State All-Sports Museum this academic year and begin work on a more permanent display area within an appropriate Athletic facility on campus. Future projects may include research on other groups as suggested above.*
- ❖ Hopefully, the new ACEDI’s working committee will provide comprehensive educational programming to enhance this Challenge in future reports.  
*Response: We are looking forward to the work of the Educational Programming subcommittee to assess and plan educational sessions that will further enhance this framework challenge.*

#### **Institutional Viability and Vitality**

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

- ❖ It is commendable that 18 staff members, including one administrator, have completed the LGBTQA Liaison Program training. ICA is encouraged to urge others to participate.  
*Response: See attached (Attachment F)*
- ❖ The Big Ten Minority Internship/Grad Assistant Program is commendable, and ICA is encouraged to expand the program to be more inclusive.  
*Response: In addition to the Big Ten Minority Internship/Grad Assistant Program, ICA continues to look for opportunities to offer internship experiences that may lead to possible future employment consideration.*
- ❖ The update provided no information about the profile of leadership and management in ICA.  
*Response: Future reports will include demographic data on the profile of ICA leadership and management.*
- ❖ This Challenge needs considerable development and attention.  
*Response: We will continue to work hard at this challenge and look forward any impact that will come from the work of the Recruitment and Retention subcommittee.*

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

- ❖ Involvement of student athletes in community service programs is commendable. ICA may consider expanding this program to allow student athletes credit for providing community service in their hometowns during winter or spring breaks (e.g., in cities that have substantial racially/ethnically diverse populations). The ACIDI working committee's initiative began in spring 2007. Assessment is premature, but best practices developed by other *Framework* units indicate success when committees are equipped with the proper tools (time, resources, training, accountability, etc.).

*Response: We are pleased with the efforts of our student-athletes and teams and feel that they are having a far reaching impact on many populations within our local, surrounding and national communities.*

- ❖ The assessment questions for this Challenge are not addressed in the update.

*Response: We disagree in that there are many direct correlations through diversity initiatives supported by ICA that have a direct impact on bringing about organizational change to support diversity. It is impacted through diversity education and programs such as: Ability Athletics, Coaching Safari, Multicultural Fly-fishing, and Community Service efforts. In addition, the decision to reorganize and rename the Diversity Council and the continued work of the Council has had a positive impact on bringing about organizational change within ICA that will benefit our student-athletes, staff and the University on issues related to diversity. Even the newly developed ACIDI website (<http://gopsusports.cstv.com/ot/acdi.html>) which will continue to be work-in-progress will contribute as it will provide improved communication, important diversity-related links and opportunities for other units to learn about ACIDI. Diversity is part of the culture within ICA and we will continue to do our part to contribute to the diversity goals of the University.*

*Response: Several attachments follow as indicated in the responses above (respectively, Attachments A, B, C, D, E, and F are below).*

Intercollegiate Athletics  
Athletic Council for Diversity & Inclusion (ACDI)

## Definition of Diversity

Diversity pertains to characteristics that encompass a variety of factors such as: race, class, gender, ethnicity, religion, sexual orientation, age, and learning styles among others.

## Diversity Mission Statement

Intercollegiate Athletics is dedicated to conceiving and promoting initiatives that facilitate the principles of diversity and inclusion. The highest priority will be to establish a climate of mutual respect and support of individual differences where persons of dissimilar color, creed, gender, gender identity, sexual orientation, age, physical/mental ability, and ethnicity (among others) can maximize their full potential and function as a cohesive group, free of prejudice, discrimination, and harassment.

## Overriding Diversity Goals

- To recruit and retain a diverse staff that supports the various needs of our student-athlete population, within the university and surrounding community.
- To sponsor numerous and varied varsity, intramural, club, and recreational programs that satisfy student interests and afford maximum participation by students and staff.
- To initiate and support workshops, hiring practices, and operating procedures that focus not only on efficiency of intercollegiate athletic programming but focus on sustaining an inclusive environment.

## ACDI – 2007 SUBCOMMITTEE GOALS

### STRATEGIC PLANNING & ASSESSMENT COMMITTEE

Spring/Summer 2007

- Collect & sample assessment tools
- Develop a list of questions from samples collected
- Consult with Tom Poole regarding a tool to assess student-athletes and staff
- Write an assessment plan

Fall 2007

- Collaborate with web site and promotions committee to deliver assessment and collect responses
- Analyze data to assist with future planning efforts

Future Goals

- Assess ICA Diversity initiatives and develop strategic indicators to measure impact/performance
- Town Hall luncheon

### WEBSITE & PROMOTIONS

- Establish presence on gopsusports.com by March 21
- Determine initial content
  - Mission
  - History (TBD by Bobby & Mark)
  - Goals
  - Council members/Committees
  - Events
  - Photos
  - Links (TBD by Council)
- Consistent messaging/delivery
- Changes possible as of July 1
- Input welcome

### RECRUITMENT & RETENTION

- Recruitment
  - Assess current hiring practices to determine strength of diversity initiative at all levels (coaches, administration, staff...)
  - Recommend ways we can improve
  - Collect data on current staff demographics. Determine starting point/point of weakness
  - Determine how to improve and possible impact

- Retention
  - Goal to vastly improve communication within the department
  - Orientation of new hires
  - Get word out as to WHO is on council and encourage interaction
  - Web site (internal communication)
  - Create a “driver” within the department whose job will be to insure follow-up and consistent and regular communication with entire department and student-athletes via listserve, email, web site

#### EDUCATIONAL PROGRAMMING

- Goal is to recommend, initiate, and/or provide educational programming around diversity issues for administrators, coaches, staff and student-athletes and the community within Intercollegiate Athletics
- First year objectives
  - To assess the needs and interests of our various constituents as they relate to diversity
  - Focus groups with each group – spring '07
  - Committee assessment of collected data: spring/summer '07
  - Program implementation: fall '07-spring '08
  - Program evaluation/assessment: spring '08

**Students, Staff, Faculty & Coaches...Share Your Voice!**

**Intercollegiate Athletics wants to  
hear from you!**

Members of the Athletics Council for Diversity and Inclusion (ACDI) will be facilitating discussion groups to learn more about your experiences within ICA and to get your thoughts on the types of educational programming and activities we might offer in the areas of diversity and inclusion.

**All of the sessions will be held at the Bryce Jordan Center**  
(Orange permit parking is available adjacent to the BJC and Red-commuter permit parking is available in Lot 44/Jordan East)

Your Session Choices are:

Wed., August 15 from 9 - 10:30 a.m. in the Founder's Lounge OR

Mon., August 20 from 9 - 10:30 a.m. in BJC room E

Contact Jenn James at [JQW7@PSU.EDU](mailto:JQW7@PSU.EDU) or  
863-3471 to sign up or get more information.

***\*\*Refreshments will be provided\*\****

Additional Contact Information:

Mark C. Sherburne, Assistant Athletic Director  
Chair, ACDI, Penn State University

Student Athlete Services Office, 102 Bryce Jordan Center, University Park, PA 16802



**The process for conducting student-athlete exit interviews is as follows:**

- 1. The squad list is reviewed for each sport and those student-athletes whose eligibility has expired are contacted by the Sport Administrator. This typically occurs immediately at the conclusion of their sport season (e.g., seniors on the fall sports teams are contacted at the conclusion of the fall season). All senior student-athletes are contacted by mail and/or e-mail with the request to complete an exit interview form and bring the completed form with them to a formal interview meeting. In the event the student-athlete is not able to schedule the formal interview, they are still encouraged to submit the completed interview form.**
- 2. If the student-athlete fails to respond to the initial request for the exit interview, the Sport Administrator sends a second request. In many cases, the second request is done by e-mail with a more personalized message to the specific student-athlete.**
- 3. A third and final request is made by e-mail with the special encouragement to return the completed form despite not being able to meet for a formal interview.**

**In addition to the exit interviews being conducted for those student-athletes whose eligibility has expired, the Compliance Director has instituted an internal policy whereby all transfers leaving the institution are provided the opportunity for an exit interview. At the time a student-athlete requests permission to contact another institution regarding a possible transfer, the student-athlete must meet with a sport administrator for an exit interview. This occurs prior to them receiving their permission to contact letter.**

**BIG TEN MINORITY INTERNSHIP PROGRAM (1999-2006)  
INTERNS AND GRADUATE ASSISTANTS**

<b>ACADEMIC YEAR</b>	<b>NAME</b>	<b>SPORT</b> (At UP, if Applicable)	<b>ETHNICITY</b>	<b>GENDER</b>	<b>INTERNSHIP AREA</b>	<b>CURRENT PROFESSION</b>
1999-2000 (First Year of Big Ten Internship Program)	Tomuke Ebuwei (Big Ten)	Volleyball	African American	Female	MASCSA	
2000-2001	Nicole Booker (Big Ten)	NA	African American	Female	MASCSA	
	DJ Dozier (Big Ten)	Football	African American	Male	MASCSA	
2001-2002	Chris Bagley (Big Ten)	Swimming	African American	Male	MASCSA ICA	Academic Counselor, St. Joseph's University
	Laila Brock (Big Ten)	Track	African American	Female	MASCSA	Team Services Coordinator, Orange Bowl
2002-2003	Chris Bagley (Big Ten)	Swimming	African American	Male	MASCSA ICA	Academic Counselor, St. Joseph's University
	Nadia Edwards (Big Ten)	Volleyball	African American	Female	MASCSA	
	Wally Richardson (Big Ten)	Football	African American	Male	MASCSA (FB)	Academic Counselor, Penn State University
2003-2004	Deshaya Williams (Big Ten)	Track	African American	Female	MASCSA	
2004-2005	Tamara Hinojosa (Big Ten)	NA	Hispanic American	Female	MASCSA	Assistant Program Coordinator, Paso Adelante Mentoring Program
2005-2006	Terrence Phillips (Big Ten)	Football	African American	Male	ICA (MKTG/ COMM)	
2006-2007	Malcolm Scatliffe (Big Ten)	Tennis	African American	Male	MASCSA	Student at Penn State University
Totals = 12            Male = 6            Female = 6            African American = 11            Hispanic = 1						



**PLEASE SEND TO ALL ICA EMPLOYEES VIA DEPARTMENT LISTSERVE**

Date: June 5, 2007

To: All ICA Employees

From: Athletics Council for Diversity & Inclusion (ACDI)

Subj: ICA LGBTA Liaison Training

We encourage anyone interested in becoming an advocate and support person for our LGBT student-athletes to sign-up for the next available ICA LGBTA Liaison training:

**Thursday, August 16, 2007 (9-1pm)**

Attached is information about the liaison program and an application form that would need completed and submitted to the LGBTA office prior to the training date. If you have questions, please contact:

Allison Subasic, Director  
LGBTA Student Resource Center-Penn State  
101 Boucke Building  
University Park, PA 16802  
814) 863-1248  
<http://www.sa.psu.edu/lgbt/>