

**Penn State Outreach
Interim Review
A Framework to Foster Diversity at Penn State: 2004-09
Assessment
December 2006**

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

Campus Climate and Intergroup Relations

Challenge 1: Developing a Shared and Inclusive Understanding of Diversity

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

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

- ⇒ Definition of Diversity: The existence of a wide range of individual differences that is present within any group of people.
- ⇒ Diversity Value Statement: Outreach is an organization where the individual differences that exist among our co-workers and peers, and the students, clients, and communities with whom we work are respected. Outreach serves as an advocate in supporting diverse constituencies through its services and programming by advancing and protecting important diversity related topics and initiatives.
- ⇒ It is through our differences that we gain the variety of perspectives and abilities that enhance our lives and benefit the common good.
- ⇒ Units within Outreach also have, as a result of the work of the Outreach Diversity Council also defined diversity to support the overarching diversity effort. Examples include: Economic and Workforce Development (EWD) defines diversity as interacting with all types of people and treating each one in the same manner. Penn State Public Broadcasting's (PSPB) special mission is to present programs of service to all audiences by increasing the commitment to develop inclusive thoughtful content. Client Development defines diversity as the creation of an accepting, respectful

environment built on an appreciation that each person is unique and that individual differences should be celebrated and leveraged for the betterment of the organization. Continuing and Professional Education (CAPE) focuses on looking at diversity through a broad lens as it impacts on the organization from a variety of perspectives i.e. culture, gender, age, ethnicity, LGBT, and socio-economic.

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

- ⇒ The Vice President for Outreach continues to speak and write to the entire organization about the value of diversity and diversity-related initiatives.
- ⇒ The Vice President for Outreach continues to inform members of the Outreach Executive Team (ET) about issues and initiatives related to diversity at Penn State. The ET members share the information with their units through formal and informal activities. The Director of Planning and Administration, who has responsibility for diversity initiatives within Outreach, and is a member of the executive team, continually brings issues, information, and updates regarding diversity to this group.
- ⇒ The Director of Planning and Administration, in collaboration with members of the Diversity Council, has visited management team meetings across Outreach to discuss diversity issues.
- ⇒ Information related to diversity is distributed through e-mail, newsletters, announcements at professional development programs, and through the Outreach diversity list serve.
- ⇒ Diversity initiatives are also part of the leadership team agenda, and the Vice President meets with the Diversity Council each semester.
- ⇒ Economic and Workforce Development reports success stories on clients from diverse backgrounds. Twice a year, EWD reports to its funding sources, the number of minorities, women, and veterans worked with during a six-month time frame.
- ⇒ Marketing materials for Continuing and Professional Education, the World Campus, and non-credit professional development programs are designed to highlight successes of underrepresented groups, are made available in alternative formats to meet ADA requirements, and ensure that Web information complies with University and ADA guidelines.
- ⇒ The Center for Adult Learner Services (CALs) maintains a list serve of adult learners at University Park and sends a weekly e-mail newsletter to acquaint these students with on-campus resources, activities, scholarship opportunities and diversity programs.
- ⇒ CALs also provides a brochure, "Profiles in Success" for adult minority students that offers testimonies and academic success stories.
- ⇒ The PHEAA WAGE program (a student grant program for adult learners) brochure has been distributed to campus Continuing Education centers and enrollment services staff. Information links are also available on websites through the Center for Adult Learner Services and the Office of Student Aid.

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

- ⇒ In the fall of 2004, with new leadership in Outreach, the Diversity Action Team was transitioned to the Outreach Diversity Council to expand leadership and strengthen accountability for diversity initiatives in Outreach. The Outreach Diversity Council provides leadership for policies, strategies, and actions to enhance diversity within the Outreach organization. The council reports to the Vice President for Outreach. The role of the council is to focus, stimulate, and assess Outreach initiatives to foster a welcoming work and learning environment for individuals from diverse backgrounds; promote inclusivity in serving students, customers, and clients; and enhance diversity among Outreach faculty and staff. The council is charged to:
 - Monitor diversity issues and initiatives in Outreach, including climate, recruitment and retention of faculty and staff, and program development and delivery.
 - Recommend policy and strategy to support and enhance diversity within Outreach and contribute to the development and implementation of the Outreach Diversity Strategic Plan.
 - Work with others within the Outreach organization to identify and implement diversity initiatives.
 - Communicate information and encourage discussion of diversity within Outreach units.
 - Identify and implement programming opportunities for staff to enhance awareness and understanding of diversity issues, foster community, and encourage involvement.
 - Network with others throughout the University to share ideas, resources, and activities and to implement policies, practices, and procedures in support of diversity.
- ⇒ Council Membership: Representative across Outreach: Representation from each major unit (Continuing and Professional Education, Conferences and Institutes, Statewide Continuing Education, World Campus, Penn State Public Broadcasting, Cooperative Extension, Economic and Workforce Development), and across central support units (Adult Learner Advocacy, Development, Finance, Facilities and Technology, Marketing and Communications, Client Development, and the Vice President's Office). Ex-officio members include the Director of Planning and Administration, the Manager of Human Resources and the Manager of Professional Development. Affiliate members may participate on council committees. Membership is inclusive of all levels of Outreach faculty and staff and reflects the diversity within Outreach. Vice President Craig Weidemann issues a call for nominations or interest each year. Members serve three-year terms with one-third of membership rotating off each year, with the possibility of reappointment.
- ⇒ Structure: A chair is elected by council members to serve a two-year term beginning in the fall semester. Currently the standing committees of the Outreach Diversity Council include: Climate; Employee Recruitment and Retention; Communications; Professional Development; Outreach Programs and Services; Networking.

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

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

- ⇒ A best practice is the formation of the Diversity Council, previously organized as a Diversity Team. The Council has had a stronger impact on developing a shared and inclusive understanding of diversity. The Council has been able to focus on key issues and recommend changes to the Outreach Leadership Team.
- ⇒ The Diversity Council’s increased effort on diversity-related professional development programming for faculty and staff. With the formation of the Outreach Professional Development unit in fall 2005, tracking and registration of session participants have begun to identify if programs are reaching across the organization. In addition, as noted in the 2003 Framework report feedback, the Council is also collecting and summarizing feedback on each program offered. The next step is to begin to measure specific impact of the programs over time.
- ⇒ Developing a clear, broad, and inclusive definition statement of diversity has been important in helping to articulate the meaning of diversity for Outreach. A next step is to seek additional ways to communicate and implement this definition, given the diversity of the units within Outreach.
- ⇒ Frequently units within Outreach make a strong effort to share “success stories,” which are stories about clients who have been positively impacted by their association with Outreach. These success stories are inclusive and demonstrate the diverse clientele that Outreach serves across the state.

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

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

Challenge 2: Creating a Welcoming Campus Climate

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

- ⇒ The 2005-08 Outreach strategic plan outlines five key goals, one that “enables Outreach to support an innovation culture by empowering diverse staff and faculty to innovate and provide leadership that will advance the Outreach mission and enable Outreach to maintain its national role in engagement.”
- ⇒ The vision, mission, and values of Outreach support diversity in numerous ways. Diversity is one of the Outreach core values, which are: people (*convey*

respect for faculty, students, customers, clients, partners, and colleagues), learning, innovation, diversity (capture the strength that derives from honoring diverse people, perspectives, and programs; think and act inclusively), entrepreneurship, collaboration, flexibility, integrity, fiscal stewardship, and disciplined responsiveness.

- ⇒ Vice President Craig Weidemann reinforces the value of diversity in numerous ways, from communicating to the Outreach team in the Outreach newsletter “Inside Outreach,” to one-on-one meetings with new employees (about 70 annually).
- ⇒ Outreach sponsors tables for staff at various University diversity-related events and statewide events including the Martin Luther King, Jr. Banquet, Commission for Women event, and The Governor’s Conference for Women.
- ⇒ Diversity related topics are part of staff meetings at the both the executive level as well as the work unit level.
- ⇒ The 2006 Outreach Diversity Climate Survey was sent to staff from Outreach Leadership (vice president, and associate vice presidents). Once the survey results are summarized, Outreach leadership will share the survey results, in early 2007, with all staff, encouraging them to review the report, and provide opportunities for reactions and input in creating a positive climate for diversity within Outreach.
- ⇒ Each year, the Vice President’s Awards for Outreach include an award for diversity. The award, one of five key awards, for Outreach is based on the definition for diversity that is “diversity is the existence of a wide range of individual differences that is present within any group of people.” Outreach values diversity and tries to put our individual differences to work for the common good. This award honors faculty, staff, and technical-service employees who support and appreciate diversity in the workplace and among those that Outreach serves.
- ⇒ Diversity is an integral part of the Outreach new employee orientation program. Outreach leadership participates in this program and emphasizes the value of diversity throughout the day.

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

- ⇒ A diversity climate survey was conducted in spring 2006, following surveys conducted in 1995, 2000, and 2003. This affirms the commitment to conduct a diversity climate survey approximately every three years. Two hundred and fifty-nine employees completed the survey for a response rate of 19.4%, providing a confidence level of 95% +/-5.5%.
- ⇒ Outreach Human Resources, along with the Director of Planning and Administration, meet regularly with work units. In addition, the Director of Human Resources for Outreach meets privately with staff on a variety of issues, including exit interviews. Climate issues are identified both by identifying key issues or trends as a result of these on-going meetings.
- ⇒ An open-door policy exists in Outreach, from the Vice President, the Director of Planning and Administration, the Outreach Human Resources, and Outreach leadership. This has been communicated to Outreach staff and allows for avenues to express concerns. Vice President Craig Weidemann meets with units and groups throughout Outreach to celebrate successes, hear concerns, and support the group’s work.
- ⇒ Plans are currently underway to redesign the Outreach employee intranet

that would include a website devoted to diversity.

3. How does your unit respond to climate issues?

- ⇒ Proactively, through professional development opportunities that increase awareness, develop skills that contribute to building a respectful, supportive environment. The Outreach Diversity Council, as a result of the transition, also provides leadership in responding to issues that are identified by various means.
- ⇒ In 2004-05, Outreach customized the SRDP's Commitment to Diversity factor to include the requirement that all staff records diversity-related activities. Outreach Human Resources and the Outreach Diversity is monitoring fulfillment of this effort.
- ⇒ After completion of the 2006 climate survey, the Director of Planning and Administration, in collaboration with the Outreach Diversity Council will review the results with Outreach units and develop plans to address issues that are identified in the survey. Results and action items will be shared throughout the organization.
- ⇒ Overall, any specific climate issues that occur are taken seriously and addressed by management and the relevant administrator (vice president, associate vice president), with the support of Human Resources. Appropriate measures are taken to include articulating organizational values, behavioral expectations, open dialogue to enhance understanding around issues, and implementing interventions when needed.

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

- ⇒ Units across Outreach have taken on individual climate initiatives that include "no tolerance" practices for any type of discrimination to workshops and retreats.
 - Outreach Marketing and Communications developed a unit-specific orientation program, and dedicated oversight of external communications to a staff member to monitor diversity issues.
 - PSPB employs two formal mechanisms for climate issues, including monthly forums for staff to discuss any issues or concerns and monthly all-staff meetings. Both venues offer feedback forms that staff can utilize to offer observations, questions, and concerns.
 - Justice and Safety Institute (JASI) provides annual diversity training for all faculty and staff and conducted its own internal climate survey.
 - Continuing Education @ UP offers many initiatives for the adult learner to allow flexibility and the resources needed to pursue their goals.
 - Development has focused on diversity in recruiting new volunteer committees.
 - The Adult Learner Advocacy Office has established committees to review adult learner access issues within our administrative functions and to remove barriers that would turn away potential students.
 - The Commission for Adult Learners will provide advocacy and consultation on the implementation of the Recommendations for Adult Learner Services report (a University-wide document). A general "one-stop- shop" concept will be established at each Penn State

- campus to assist adult learners.
- An ad-hoc committee established through the Commission for Adult Learners, reviewed processes for non-degree students and was able to change University policy to allow academic advisers for these students.

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

- ⇒ Continuation of conducting a diversity climate survey at regular intervals has been extremely helpful in identifying issues, as well as providing a measure of progress. The survey continues to be enhanced, but also key questions have been standardized to enable data tracking.
- ⇒ The establishment and encouragement of open communication around diversity issues is a result of the work of the Diversity Council. Educational opportunities offered to staff, whether Outreach-wide or unit-wide, have impacted open communication.
- ⇒ The practice of conducting exit interviews by Human Resources has been helpful to identify climate issues and working with individual units to address issues has been extremely helpful. Summaries of exit interviews are shared and discussed with both the Outreach Executive Team, but also with individual unit leaders.
- ⇒ Continued emphasis and communication around diversity issues will continue to be a priority for the organization.

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

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

Representation (Access and Success)

Challenge 3: Recruiting and Retaining a Diverse Student Body

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

- ⇒ Center for Adult Learners and Student Services contributes to the recruitment and retention of a diverse resident instruction student body;
 - Connects adult learners to appropriate academic delivery units (RI, CE, World Campus)
 - Provides in-take counseling to prospective and re-enrolling adult learners
 - Provides evening and on-line courses to RI students who need flexible time options in their course schedule.
- ⇒ According to the Voice of the Customer report compiled from adult learner research by Outreach Market Research in March 2002, the online adult student population is predominantly white. Nationally, only 12 percent of online adult students are members of minority groups. By contrast, approximately 16 percent of Penn State World Campus students are minority

- ⇒ The RN to B.S. Degree Completion Program and the Associate Degree in Information Sciences and Technology, two programs offered via the World Campus, appear to have especially higher potential to serve minority populations. Targeting marketing campaigns are being implemented to capitalize on that potential.
- ⇒ During its early years of operation in the later 1990s, women comprised 25 percent to 30 percent of World Campus enrollments. With greater diversification to the curriculum, women currently represent 51 percent of the students enrolled in World Campus offered programs and courses.
- ⇒ The World Campus Student Fund was begun in the spring of 2004 by a group of World Campus staff. They were concerned that many World Campus adult students were struggling financially to remain enrolled in their degree programs. The students were either unable to qualify entirely for governmental financial aid or were unable to meet strenuous federal guidelines and regulations. The Student Fund is entirely funded by faculty and staff at the World Campus, with staff participation in the Student Fund close to 100 percent. Since the spring of 2004, the Student Fund has awarded just over \$10,000 to deserving adult students enrolled in degree programs at the World Campus.
- ⇒ Outreach Marketing and Communications contributes, through marketing initiatives, to the success of a number of programs with diversity emphasis. Professional development programming for organizations and corporations throughout the Commonwealth include cultural awareness (especially for companies working with Hispanic populations), communication styles in the workplace, and ESL programs. In addition, OMC also utilizes inclusive language, and a wide range of images in developing and designing marketing materials.
- ⇒ The ESL program used web marketing to reach international students and clientele. This resulted in total enrollments of 1,497 students from 65 foreign countries. Many of these students go on to matriculate as Penn State undergraduate or graduate students.
- ⇒ The Intensive English Communication Program (IECP) is open to anyone seeking intensive English education. IECP is one of the teaching units within Outreach.
- ⇒ Continuing and Professional Education, in order to serve the adult learner, has established recruitment and retention calendars to assist the adult learner in achieving his/her degree.
- ⇒ Continuing Education @ UP has expanded the Lewistown Outreach center to better serve the rural population and disadvantaged community members.
- ⇒ Outreach is creating a "one-stop-shop" adult learner services concept at each of our campuses to better assist prospective students.
- ⇒ The PHEAA WAGE program has been in place for two years (out of five) and has given grant dollars to adult learners, campus-wide, to assist them with their direct costs of attending Penn State. During the 2005-06 school year,

296 students were awarded funds and to date, 295 students have been awarded for 2006–07 school years. Of these students, 18 received dollars both years. An analysis of their graduation rate and job attainment is being done through the PHEAA office.

- ⇒ PSPB's coverage area is primarily rural, providing the residents of these communities with cultural and educational resources that would not be available to them.
- ⇒ Among Outreach's 19,088 credit registrations in 2003-04, 11 percent were minority and 2 percent were international; 12 percent did not identify ethnicity. In 2004-05, of the 19,066 credit registrations, 12 percent were minority and 2 percent were international; 11 percent did not identify ethnicity. In 2005 -06, of the 19,246 credit registrations, 11 percent were minority and 2 percent were international; 13 percent did not identify ethnicity. Approximately 55 percent of these years were women.
- ⇒ Outreach worked with the Commonwealth Campuses to strengthen the pathway from high school to college by offering dual enrollment opportunities—college credit programs for high school students across Pennsylvania that also count toward high school graduation. In 2005-06, Outreach continuing education coordinated dual enrollment for 1,100 high school juniors and seniors at nineteen Commonwealth Campus locations.
- ⇒ In 2005-06, over 40,000 youth attended academic and athletic camps offered by Penn State campuses. In addition, 173,000 youth participated in Penn State Cooperative Extension's 4-H camping, school enrichment, after school, and other programs for culturally diverse Pennsylvania youngsters age 5-18. This represents an increase of 3,200 youth participants over the previous year.

2. What mechanisms for collaboration has your unit established?

- ⇒ Continuing Education collaborates with the World Campus to offer blended courses.
- ⇒ Continuing and Professional Education and The World Campus collaborate with University colleges, campuses, and University support units to provide better service, resources, and opportunities for adult students.
- ⇒ The World Campus is a delivery unit that works in partnership with academic units at Penn State to offer undergraduate and graduate degree and certificate programs online to students, mainly adults, who for various reasons do not have convenient access to Penn State University campuses. The academic units that are the homes for the various degrees and certificates are responsible for recommending faculty to author and teach online courses. In most cases these are the same faculty members who teach in residence, but retired Penn State faculty and faculty from other institutions, as well as business and industry, are identified by academic units.
- ⇒ Adult Learner Advocacy office has collaborative committees made up of Enrollment Management staff and others who work with adult learners to modify service and on-line/website information pertaining to this population.
- ⇒ A Council of Campus Adult Learner Enrollment Coordinators is being created to discuss the adult learner service concept (one-stop-shop) at each Penn State campus.
- ⇒ The Commission for Adult Learners is a top-level leadership collaboration of

policy makers who recommend administrative and academic changes to policies that affect adult learners throughout the Commonwealth.

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

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

- ⇒ The ongoing partnerships established by World Campus, CAPE, and the Adult Advocacy initiative would be considered a best practice as described above.
- ⇒ Outreach Marketing and Communications emphasis on inclusive marketing materials continues to be a best practice.
- ⇒ The PHEAA WAGE grant and Student Services scholarship fund are extremely beneficial in assisting the adult learner in attainment of his/her educational goals.
- ⇒ The creation of a nondegree study group whose recommendation caused a change to the Faculty Senate policy and provides an academic adviser to nondegree students.
- ⇒ Combined Open House program involving CE, Center for Adult Learners and on-campus services’ staff.

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

- ⇒ As noted in the final report and feedback of the 2003 Framework report, Outreach is working to establish benchmarks and trend data that will be useful in evaluating the effectiveness of Outreach’s programs.
- ⇒ The Outreach Diversity Council has commissioned an adult data working group to collect, summarize, and report data relative to adult learner enrollments.
- ⇒ Adult enrollment targets will be established campus-wide to track recruitment efforts and yield programs.

Challenge 4: Recruiting and Retaining a Diverse Workforce

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

- ⇒ Continuing past practices, Outreach external staff vacancies are announced on the University’s Interest Agency Mailing list, coordinated by Steve Hayes in the Employment and Compensation Division.
- ⇒ Outreach Human Resource works collaboratively with the Employment and Compensation Division to match potential candidates with Outreach vacancies using the Diversity Talent Bank.
- ⇒ All posted staff and academic vacancies include a statement of diversity.
- ⇒ Outreach Human Resources works collaboratively with the Opportunity Network for Employment (O.N.E.) to match potential applicants with position vacancies. Outreach Professional Development schedule a representative from the O.N.E program to conduct a learning lunch to further educate Outreach staff regarding the opportunities in hiring individuals with disabilities.

- ⇒ Outreach Diversity Council's committee on recruitment and retention, has developed a proposal for implementation in 2007 that outlines a diversity recruitment strategy.
- ⇒ Multiple units across Outreach require specialized staff with masters and doctoral level qualifications. Outreach Human Resources works collaboratively with the unit directors to use professional, national, and international organizations as a recruitment source in attracting a diverse pool of applicants for open positions.
- ⇒ Since FY 2003, Outreach Human Resources has been tracking data on diverse applicants, candidates, offers, refusals, and hires (as reported on AA cards, with regard to race and disability). This information is shared with the Outreach Executive Team.
- ⇒ In 2006, 39 percent of Grade 26 and above staff employees were women (14 individuals) compared to fall of 2004, 50 percent of Grade 26 and above staff employees were women (11 individuals). Sixty percent of Grade 20-25 staff employees were women (133 individuals) compared to fall of 2004, 55 percent of Grade 20-25 staff employees were women (103 individuals). In 2006, 88 percent of Grade 19 and below staff employees were women (152 individuals) compared to fall of 2004, 89 percent of Grade 19 and below staff employees (153 individuals) were women.
- ⇒ In 2006, 4 percent of Outreach staff employees (20 individuals) considered themselves a member of an underrepresented group based on ethnicity/race. In 2004, 4 percent of Outreach staff employees (18 individuals) considered themselves a member of an underrepresented group based on ethnicity/race.
- ⇒ The results of the 2006 Diversity Climate survey indicated that 25 percent of the respondents completing the survey considered themselves a member of an underrepresented group based on ethnicity/race, gender, sexual orientation, age, religion, physical or mental ability, or other.
- ⇒ Outreach Human Resources meets with search committees and conducts "Hire Power" training that includes affirmative action search procedures and charge the group to diversity applicant and candidate pools.
- ⇒ A diversity recruitment and hiring fund (\$75,000 per year) was established in 2004 by Vice President Craig Weidemann and has been utilized each year to recruit and hire diverse applicants. Each year sees an increase in the amount of dollars used, with an average of \$19,541 per year used to date.
- ⇒ Outreach Marketing and Communications not only couches position announcements in language designed to attract a diverse pool of applicants, but it also makes use of University-recommended electronic posting sites. Targeted advertising in communities and posting of positions on national and professional sites assist in the recruiting process to attract a diverse pool of candidates.

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

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

3. What retention strategies have you implemented in your unit to retain and

promote the success of faculty and/or staff from underrepresented groups?

- ⇒ A comprehensive organizational wide orientation program is offered to all new Outreach faculty and staff.
- ⇒ Vice President Weidemann meets one-on-one with all new Outreach faculty and staff to communicate his vision for the organization, reinforce Outreach values, and to welcome them to the organization.
- ⇒ The Outreach Diversity Council Recruitment and Retention committee will, as part of the Diversity Strategic Plan, review the retention practices in Outreach and develop retention recommendations for the organization.
- ⇒ Outreach established an Outreach Professional Development unit, in collaboration with Penn State Extension, to focus on developing and designing professional development programming for staff to support Outreach's mission. OPD works with each work unit to identify the professional development needs, critical to the retention effort.
- ⇒ Individual work units work with each employee at the annual SRDP review to provide professional development opportunities.
- ⇒ Outreach Professional Development is exploring the possibility of establishing an Outreach mentoring program.
- ⇒ Outreach continues to utilize University policies to provide flexibility in working arrangements to be supportive of individual and family personal needs.
- ⇒ Overall climate initiatives, identified through means already mentioned in this report, are important in the retention of members of underrepresented groups.

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

- ⇒ Overall, all of the above strategies have been important in both the area of recruitment and retention. The recommendations of the Outreach Diversity Council that will be presented in 2007 should impact our recruitment process, and this group will also be focusing more in the area of retention. Leadership commitment in terms of establishment of a diversity fund has been important. In addition, the planned training (Hire Power), for all search committees should have an impact.
- ⇒ Outreach leadership continues to share concerns relative to increasing racial/ethnic diversity among Outreach faculty and staff. Outreach has maintained the numbers (4 percent) of racial/ethnic staff, and the recommendations proposed by the Outreach Diversity Council will assist the organization in increasing this number. Faculty numbers continue to cause concern relative to racial/ethnic diversity. In 2004, Outreach employed 37 non-tenure-track faculty, 41 percent were female, and 0 percent minorities. In 2006, Outreach employed 38 non-tenure-track faculty, 47 percent were female, and 0 percent minorities. Special attention will be devoted to this area.

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

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

- ⇒ Utilization of data from the 2006 diversity climate survey and comparing data each time the survey is administered will provide outcome data on the initiatives listed above. For example, in 2006, 76 percent of the respondents reported that they were very satisfied or satisfied with the climate for diversity within Outreach. In 2002, 73 percent responded they were very satisfied or satisfied.
- ⇒ PSPB operates under strict guidelines imposed by the FCC. The law requires that all licensees and permittees of public broadcasting stations that receive federally appropriated funds from CPB must certify to CPB that they comply with FCC regulations concerning equal employment opportunity. The guidelines detail specific recruitment practices that the station must comply with.

Education and Scholarship

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

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

- ⇒ On a daily basis, public broadcasting and WPSU-FM/TV provide a plethora of diversity programming that builds and supports a learning community that explores the world and its cultures. From “Sesame Street,” Big, Big, World,” and “Arthur,” to “Frontline,” “All Things Considered,” and “The World” PSPB brings a breadth and depth of diversity programming to its audiences.
- ⇒ In 2006, PSPB began producing the “Common Ground Lobby Talk” series. The series seeks bring the academy and the community together to discuss issues of importance, particularly issues of diversity and multiculturalism. Thus far, the series has examined Amish and Muslim cultures and has invited the community to participate in conversations with Salman Rushdie and Ingrid Mattson. Common Ground Lobby Talks are available live, through live streaming on the web, through broadcast in PSPB’s broadcast area, and in the PSPB online archives. These various delivery avenues increase the ability of multiple audiences to participate in these learning opportunities.
- ⇒ Once a month, PSPB simulcasts on WPSU-TV and WPSU-FM, a call-in show entitled “A World of Difference” that takes a wide-ranging look at diversity issues in Central Pennsylvania.
- ⇒ Continuing Education offers diversity topic courses during flexible times for adult learners, businesses, and organizations such as:

Credit Courses: (Examples)

Course	Title
AM ST 105	(GH;GI) American Popular Culture and Folklife
ANTH 146	(GS; GI) North American Indians
CAS 497B	Gender Communications Patterns
CMLIT 108	(GH;DF) Myths and Mythologies
CN ED 497A	Dialogues on Race
CN ED 597F	Facilitating Intergroup/Intercultural Contact
HD FS 315Y	(US) Family Development
RL ST 001.1	(GH; GI) Introduction to World Religions
CSD 218	American Sign Language I
CSD 318	American Sign Language II

Dance 297A	Hip Hop Dance style
Ger 157	(GH:US) Pennsylvania Germans: the Culture of the Sectarians
LIR 136	US WMNST) Race, Gender and Employment
Soc 110	(GS;GI) Sociology of Gender
Soc 119	(GS;US) Race and Ethnic Relations
Soc 297X	Sociology of Sport: Sports and Society
CIED 497A	Exploring the Indigenous Ways of Knowing of the Ojibwe (spring 07)

Non-credit Courses:(Examples)

American Sign Language (Wegman's)

Autism Bridge course

Cultural Awareness for managers who work with Hispanics

Understanding American Culture for Hispanics who work in American companies

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

⇒ Conferences and Institutes deliver multiple programs respectively with significant diversity content.

- Number of programs for diverse age groups
 - Youth: FY 2004-05 - Ran 120 (offered 132) for 27,988 participants; FY 2005-06 - Ran 137 (offered 142) for 29,671 participants
 - Elderhostels: FY 2004-05 - Ran 9 (offered 11) for 279 participants; FY 2005-06 - Ran 7 (offered 8) for 266 participants
- Study abroad programs: FY 2004-05 – Ran 11 (offered 13) for 197 students; FY 2005-06 – Ran 9 (offered 12) for 183 students
- Intensive language programs: FY 2004-05 – Ran 5 (offered 6) for 90 students; FY 2005-06 – Ran 6 (offered 8) for 95 students
- Other programs with diversity content or emphasis:
 - FY 2004-05:
 - Audio Description Training Institute*
 - Celebration of the African American Novel*
 - The August Wilson Play Festival*
 - UK School Leaders' Program*
 - Migrant Education*
 - Migrant and Immigrant Health*
 - Minority Journalism Workshop*
 - MELD – Setting the Stage for the Culturally Inclusive Classroom*
 - National Autism Conference*
 - Second Mile*

*McNair Scholars Summer Research Conference
The Ethnic Chef*

▪ FY 2005-06:

*School Leadership in the UK
Migrant and Immigrant Health
Knowing the Ojibwe
Fulbright German Scholars
Minority Journalism Workshop
National Autism Conference
Migrant Education Leadership Institute
Second Mile
McNair Scholars Summer Research Conference*

- ⇒ Recognizing the diversity of Pennsylvania, Outreach tailors youth programs to meet regional needs. For example, Penn State Hazleton Continuing Education offered award-winning migrant youth education programs for the growing Hispanic population in their region.
- ⇒ Continuing and Professional Education under the leadership of Miguel Hernandez is developing and offering workforce programs on inter-cultural communications: Hispanic Cultural Awareness Program; Understanding American Culture for Hispanic Workers; Laotian Culture Awareness Program; Spanish Language Program. Campuses located in the northeast region of the state have begun to explore development of an introductory course on Spanish for human resource managers. The Department of Spanish at UP has asked Miguel to develop an approach to Spanish for professional groups.
- ⇒ Hispanic Chamber of Commerce in Lehigh Valley in collaboration with CAPE and the Director of Continuing Education at PS Lehigh to develop a needs assessment proposal they can use with the Hispanic workforce in the Lehigh Valley area.
- ⇒ Outreach Marketing and Communications conducts research to assist campuses to determine regional needs. For example, OMC conducted a survey to assess the demand for Hispanic culture awareness training for targeted regions in Pennsylvania. A workplace Spanish survey for Worthington Scranton campus assessed needs for programs to deliver in collaboration with the Society for Human Resource Management.
- ⇒ Dr. Carol Kasworm, nationally recognized leader and scholar in adult and continuing education from North Carolina State University, presented the Dubin Lecture to a University Park audience.

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

- ⇒ Feedback and evaluation data from course and program evaluations are utilized to determine the impact of the courses. In addition, number of offerings and enrollment data are utilized, and plans are in place to continue to identify appropriate measures in this area.
- ⇒ PSPB uses audience feedback, rating numbers, and head counts at lobby events. Again, plans are in place to continue to measure progress in this area.

Institutional Viability and Vitality

Challenge 6: Diversifying University Leadership and Management

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

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

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

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

3. Describe the procedures followed to create both diverse applicant pools and

search committees for administrative searches.

- ⇒ The Outreach Diversity Council's recruitment and retention committee has, in December 2006, finalized a proposal to the Outreach Executive Team relative to strengthening and formalizing the recruitment process.
- ⇒ In general, past practices begin with the formation of a search committee (diverse in nature), while at the same time the position responsibilities and expectations (including any need for restructuring or reorganization that is completed) are reviewed and updated. Outreach Human Resources meets with the search team and reviews interview protocol and guidelines that include expectations for managing diversity in the search. The position is then posted both internally, and in most cases externally to broaden the applicant pool. If there is a lack of diverse applicants, the search team works with Outreach Human Resources to use University recruitment resources or external organizations to broaden the applicant pool.

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

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

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

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

Challenge 7: Coordinating Organizational Change to Support Our Diversity Goals

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

- ⇒ The Outreach strategic plan outlines the key strategic issues facing the organization. The importance of diversity is highlighted in several key areas:
 - Diversity is identified as a core value for Outreach, "to capture the strength that derives from honoring diverse people, perspectives, and programs; think and act inclusively."
 - Five goals are identified in the strategic plan, which incorporate the importance of diversity in each goal and in each of the key

- strategies reflected under each goal.
 - The vision of Outreach “transforming the quality of life by engaging Penn State with individuals and communities in Pennsylvania and beyond” communicates the importance of recognizing the mission of the organization and impacting the diverse communities present in the Commonwealth and beyond.
- ⇒ The Outreach Diversity Strategic (see Appendix 1) plan outlines the key strategic diversity issues identified as a result of the 2003 Framework Report, and through other means listed in this report. A copy of the Outreach Diversity Strategic plan is attached.
- ⇒ PSPB seeks to broaden minority representation among staff and volunteers. PSPB continually assesses programming and outreach efforts, recognizing that providing the widest possible audience with effective and high-quality programming is an ongoing effort. The core broadcast audience for PSBP is somewhat less diverse than the urban centers of the Commonwealth.

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

- ⇒ In July 2005, Outreach was charged by the University to be the “chief advocate” for the Adult Learner. The Center for Adult Learner Services officially joined the Outreach organization, and a Director of Adult Learner Advocacy was appointed in July 2006 (hired from the Administrative Fellowship program).
- ⇒ The Diversity Council participates in a system-wide diversity strategic planning process to develop a diversity strategic plan.
- ⇒ The transition of the Outreach Diversity team to a Diversity council.
- ⇒ PSPB contains a public file that details all of the local and nationally received programming efforts.

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

- ⇒ The primary Diversity focus of Outreach Development will be the emphasis on raising scholarships for the Adult Learner. Outreach is fortunate in that the Adult Learner population is often the underserved constituency at Penn State (i.e., physically impaired, minority students, and other nontraditional students). Our current annual goal for the World campus and Continuing Education is \$700,000 for General Programming, and \$250,000 for Scholarship support. During the upcoming campaign many of our development activities will also be geared toward addressing the issues of Diversity in selecting volunteers.
- ⇒ A diversity recruitment and hiring fund (\$75,000 per year) was established in 2004 and has been used
- ⇒ each year to recruit and hire diverse applicants. Each year sees an increase in the amount of dollars used, with an average of \$19,541 per year used to date.

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

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

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

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