

A Framework to Foster Diversity at Penn State: 2004-2009
Undergraduate Education

December 2006 Midpoint Progress Update
Revised June 2007

Undergraduate Education's midpoint report for the *Framework to Foster Diversity at Penn State: 2004-2009* brings together the activities and progress of administrative areas that embarked on this *Framework* time period as separate divisions with different diversity strategic plans. This collective report from the former divisions known as Undergraduate Education and International Programs and Enrollment Management Administration – as of July 2005 united organizationally under the umbrella of Undergraduate Education – represents a first step toward a unified diversity plan.

Undergraduate Education is an academic administrative unit that provides leadership and coordination for University-wide programs and initiatives in support of undergraduate teaching and learning at Penn State. Undergraduate Education works closely with faculty and academic units to create stimulating learning environments inside the classroom while providing avenues for learning outside the classroom and leadership and advocacy as Penn State becomes a more student-centered university. This includes special academic programs for students; international education opportunities; and enrollment management functions designed to recruit, enroll, and retain students to each of the University's undergraduate campuses.

Administrative units include:

Center for Excellence in Writing
Division of Undergraduate Studies
International Programs
Morgan Academic Support Center for Student-Athletes
Office for Communication
Office of Student Aid
Office of the University Registrar
Office of the Vice President and Dean
Reserve Officers' Training Corps
Schreyer Institute for Teaching Excellence
Undergraduate Admissions
University Fellowships Office
University Learning Centers

Programs administered through Undergraduate Education include:

Intercollege Bachelor of Philosophy
Intercollege Community and Civic Engagement Minor
The Laboratory for Public Scholarship and Democracy

Summer Session–LEAP (Learning Edge Academic Program)
eLearning Cooperative

Information about these programs and units may be found at
<http://www.psu.edu/oue/>

Much of the work of Undergraduate Education and its units is done in collaboration with other areas of Penn State, including the colleges and campuses, the University Faculty Senate, Student Affairs, and Educational Equity, among others. This includes efforts that address many of the challenges in the *Framework to Foster Diversity*, particularly those that relate to recruitment and retention of students and curriculum. Thus, many of the initiatives and outcomes reported in this update should be viewed in this larger, shared context.

This *Framework to Foster Diversity* update also reflects progress guided by goals under the former Undergraduate Education and International Programs and Enrollment Management and Administration structures as well as efforts where we have moved forward mutually, reflecting common practices in the past or initiatives under our new administrative structure. In some places, there are references to activities under one or the other plan in the former organizational structure, but our focus in this report is on bringing our collective efforts together to provide the foundation for a unified diversity plan for Undergraduate Education as it is now administratively structured.

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?**
 - An inclusive and holistic view of diversity is shared across all of Undergraduate Education. This includes appreciation and respect for differences in race, ethnicity, age, gender, religion, sexual orientation, nationality, physical capabilities, and life experience, among other characteristics.
 - This view of diversity reinforces the importance of providing access and service to all prospective and current students who have the potential to benefit from and contribute to the educational experiences offered by Penn State. It also values the contributions of diverse individuals to a vibrant learning community.
 - Our definition of diversity is reflected in the recruitment and retention of students and staff, interactions with all of the constituencies Undergraduate Education serves, our work environments, and academic activities with which we are involved.

- While the Enrollment Management units and Undergraduate Education and International Programs units have used similar language to describe diversity, we have yet to forge a common statement that conveys this shared understanding. The Diversity Team is asked to make this a priority for its near-term efforts.
- In the Undergraduate Education and International Programs Diversity Strategic Plan, it was strongly recommended that a common definition of diversity be adopted for the University as a whole. We continue to encourage this widely held vision as a means by which the members of our community can explore and come to understand the complexities and opportunities that diversity in our society presents.

2. How has your unit distributed information to students about the University's diversity initiatives? Does your unit have formal mechanisms in place for discussion of initiatives with students?

Undergraduate Education units convey the University's diversity priority to students at several points in their Penn State experience beginning with prospective students and continuing during the first-year and beyond.

Prospective Students

- Presentations by Undergraduate Admissions staff to all potential students and their families emphasize the benefits of being educated in a diverse community.
- Admissions videos highlight a broad array of students in leadership positions discussing what they see as the benefits of attending Penn State.
- All methods of communicating with prospective students are consistently monitored and updated to emphasize the broadest spectrum of diversity.
- Division of Undergraduate Studies podcasts for prospective students feature students illustrating campus diversity.

First-year Students

- During the First-Year Testing, Counseling, and Advising Program (FTCAP) welcome, a video on diversity at Penn State is shown to students and families.
- The curriculum for the FTCAP Educational Planning Session includes a video entitled, "Presenting the University to First-Year Students" that is shown to all participants, including parents. In addition to discussing a variety of academic matters, the video also introduces students to the idea of getting involved on campus to meet new people and the importance of interacting with people from various backgrounds.

- The FTCAP Campus Resources Handout given to selected incoming first-year students includes resources and programs related to diversity issues. Handouts from the Office of Disability Services, the Association for Women in Science, and the Women in Science and Engineering House are also given to selected students.
- FTCAP advisers refer incoming students as appropriate to various student clubs or organizations, including those related to gender, ethnicity, sexual orientation, multicultural and international interests, and disability.
- With input from the First-Year Experience Advisory Committee, the President's Convocation for new students introduces diversity, becoming a member of a community, and personal responsibility, academic integrity, and community involvement.
- *Preface* magazine and *Orientation Express*, distributed to all new students at University Park by the Undergraduate Education Office for Communication, contain messages about the importance of diversity as well as information about resources in support of a diverse student body.
- Undergraduate Education is collaborating with Student Affairs to redefine arrival week to be a meaningful introduction to university life at the University Park campus, emphasizing becoming part of a diverse community.

All Students

- In 2005, the Morgan Center collaborated with Intercollegiate Athletics to create the "Celebrating Diversity" commitment poster that is posted in numerous areas on campus.
- Units that serve students display posters and informational material, for example, the Report Hate poster.
- International Programs widely promotes study abroad opportunities and sponsors many programs and activities that promote intercultural understanding in the University and local communities.

3. 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 and Dean for Undergraduate Education communicates regularly with all staff regarding the *Framework to Foster Diversity* and the Undergraduate Education and International Programs Diversity Strategic Plan, sexual harassment resource persons, and diversity programs.

- The Vice President and Dean for Undergraduate Education participates in the University-level new faculty orientation to discuss Senate and administrative policies, including those related to diversity in the curriculum, teaching/learning, and the classroom.
- The Learning Organization model identified in the Enrollment Management and Administration Diversity plan has been implemented and the resulting training has been given to all members of the admissions team regarding messages, consistency in presentations to prospective students and parents, benefits of attending Penn State, and the value of campus opportunities.
- Undergraduate Education Diversity Team members forward information about programs and activities within their units. The primary medium for distributing information about diversity programs to staff is email.
- Individual units provide diversity programming for their staff. For example, the Office of Student Aid has had four sessions with the student-run Race Relations Project over the past two years to reassert the office's commitment to providing a welcoming environment for all students and families served by the office. The Race Relations Project has proven to be an effective approach to raising staff awareness and comfort for dealing with students and parents from varying backgrounds and cultures.
- In the last year, the Office of Student Aid added one additional Hispanic staff member who can provide service to a growing population of Spanish-speaking parents with whom Student Aid interacts about completing the student aid application and related processes. With this addition, the office has two bilingual (Spanish) staff members. Informal feedback from parents is positive.
- Staff from the Registrar's Office will attend spring and fall orientation sessions for international students beginning in January 2007.
- The Registrar's Office redesigned its student service area to make it feel more welcoming and is now set up to streamline service to students. Counters were lowered to allow for handicap access to services. Kiosks were installed to offer students additional alternatives for completing Registrar functions.
- The Undergraduate Education home page has a link to the Educational Equity web site.
- Diversity initiatives and issues are included on the agendas of Undergraduate Education leadership meetings (Undergraduate Education and International Programs Executive Committee, Undergraduate Education Council, Undergraduate Education Cabinet, Enrollment Management Cabinet) and unit staff meetings.

- Diversity initiatives and diversity-related issues are included on the agenda of the Administrative Council on Undergraduate Education. Recent examples include:
 - Report on Completion Rates by Academic Ability and Ability to Pay
 - Academic Administrative Procedure R6 approved, Classroom Academic Freedom Conference and Mediation
 - Report on the Comprehensive Studies Program
 - ACUE International Programs Committee established (spring 05) to address issues related to study abroad.
 - INEX indicator created in ISIS to identify courses with an international experience component.

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

- Since the mid-1990s, Undergraduate Education has had an active diversity committee. The Diversity Team's charge is to create programs and processes that encourage and enable staff to converse and gain new knowledge about topics related to creating a welcoming environment for all students, staff, and faculty at Penn State. The team's primary operational responsibility is to plan and conduct one or two programs each semester, with the goal of bringing together employees from all units of Undergraduate Education to collectively advance diversity. Team members also communicate information about diversity activities at Penn State to their units. A representative from each unit within Undergraduate Education is assigned to the Diversity Team.
- Programs planned by the Undergraduate Education (at that time Undergraduate Education and International Programs) Diversity Team in 2004 and 2005 include:
 - November 2004: Pasquerilla Spiritual Center Presentation and Tour – 59 participants
 - January 2005: Dr. Martin Luther King, Jr. Day Celebration March and Program – 69 participants (UE staff)
 - June 2005: “Cultural Diversity” -- Conversation with Barbara and Edgar Farmer – 40 participants
- The annual Dr. Martin Luther King, Jr. Celebration March and Program that, for several years, had been organized by Undergraduate Education in collaboration with Student Affairs was discontinued in 2006. There was very little Penn State student participation in the Undergraduate Education march and another march in celebration of Dr. King Day, organized by students, was begun the year before. It was concluded that it would be better to focus student involvement in a single march rather than hold duplicative events. The Undergraduate Education event also included a program by Centre County middle school students following the march. Participation in this program was limited by

school holidays for some districts and weather-related concerns; the primary involvement came from the State College middle schools. After consultation with the school districts and Student Affairs staff involved in student programming for the Dr. King holiday observance, the decision was made to discontinue the Undergraduate Education march. In 2006, a student organized peace service and march, open to the community, was held as part of the Martin Luther King, Jr. Day of Service. Information about Penn State activities to celebrate Dr. King was widely shared with UE staff.

- A diversity committee consisting of members from each of the three Enrollment Management and Administration units was convened to provide leadership for diversity initiatives. The committee examined the results of the Enrollment Management and Administration climate survey and discussed climate issues within the units. This committee was discontinued when Enrollment Management representatives joined the Undergraduate Education Diversity Team.
- In fall 2005, representatives from Undergraduate Admissions, the Office of Student Aid, and the Registrar's Office joined the Undergraduate Education Diversity Team.
- Programs organized by the team since then include:
 - December 2005: Presentation by Michelle Torregano (graduate student from New Orleans) on the personal impact of Hurricane Katrina –92 participants
 - November 2006 *UE Days* Open Houses (Boucke units, Shields units, International Programs) – approximately 120 participants across 3 sessions
- When the Diversity Team was reconstituted to include Enrollment Management units as well as the Undergraduate Education units and International Programs, the team identified a need to build community across the newly constituted organization. The team saw community building as an important framework for understanding and addressing Undergraduate Education's diversity goals, particularly as the diversity plans of the former Enrollment Management and Administration and Undergraduate Education and International Programs structures are brought together. The team also saw this as an effort to enhance the working environment, thereby addressing Challenge 2 of the *Framework to Foster Diversity*, Creating a Welcoming Campus Climate. A series of *UE Days* Open Houses were proposed to and endorsed by Undergraduate Education's leadership to enable connections with colleagues from other units and an understanding of the work that they do. Three open house sessions were held in fall 2006, during which nine UE units welcomed colleagues; two more sessions are planned for the spring for the remaining units. The team also plans to offer another diversity program in early spring 2007 structured around the FTCAP diversity video.

- Building on this foundation of community and aided by the perspective gained through this mid-point assessment, it is an appropriate time to revisit the charge for the Undergraduate Education Diversity Team and consider its role in developing and advancing a unified diversity strategic plan for Undergraduate Education.

Evaluation of Strategies and Measures of Success

- Information about diversity at Penn State is widely integrated into the communications of Undergraduate Education units, both for internal and external audiences.
- The primary measure of success for UE Diversity Team programming has been participation. Attendance at any one program has ranged from approximately 30 percent to 55 percent of staff. Attendance across programs in a given year has not been tracked.
- The Undergraduate Education and International Programs Diversity Plan identified participation by staff in Diversity Team programs and University-wide diversity programs as a measure of success. Information from SRDPs indicates that at least 72 percent of staff in these units participated in one or more diversity-related professional development activity in 2004-05 and 57 percent participated in at one or more diversity-related activity in 2005-06. (Not all staff members list their specific activities.)
- Anecdotal evidence suggests that the programs organized by the Diversity Team are well received by those who attend them. A more formal evaluation mechanism is needed to assess the success of these programs.
- Penn State Pulse survey results indicate that in 2005, 68 percent of students who attended FTCAP agreed that the video in the introductory session demonstrated the importance Penn State places on appreciation of diversity, compared to 58 percent in 2004. The Coordinator of New Student Programs has worked with the Student Affairs assessment staff to modify the existing Pulse Survey for entering new students to gain additional information regarding their transition to Penn State.

Challenge 2: Creating a Welcoming Campus Climate

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

- The Vice President and Dean for Undergraduate Education (formerly the Vice Provost for Undergraduate Education) communicates with staff on diversity initiatives. These communications have ranged from encouraging staff to become familiar with Penn State's *Framework to Foster Diversity* and the UEIP Diversity Strategic Plan to providing information about the unit's sexual

harassment resource persons to personally extending invitations to events organized by the Diversity Team and attending these programs.

- The Office of the Vice President and Dean sponsors University-wide activities to promote diversity and provides support for Undergraduate Education staff to attend diversity events. These have included the Forum on Black Affairs' Dr. Martin Luther King, Jr. Banquet, the annual Achievement Conference organized by the Black Graduate Student Association, the Commission for Women Banquet, the African Students Association Touch of Africa dinner and program, and various Penn State Forum events that are focused on diversity topics, among others.
- Throughout the recruitment year and especially at weekly staff meetings, the Associate Vice President for Enrollment Management clearly outlines recruitment targets for the upcoming semesters, updates the entire unit as to progress, and stresses the important key characteristics in shaping the incoming class. Diversity is consistently highlighted as an essential characteristic in shaping the learning environment Penn State.
- Undergraduate Education's administrators regularly attend diversity team events.
- The Office of Undergraduate Education co-sponsored the fall 2005 Campus Climate Summit at University Park.
- The leadership of International Programs sponsors many programs and activities in support of Penn State's international community. Student-focused programming and offering a welcoming atmosphere in the International Programs community lounge has been a significant thrust and resource investment this past year.

2. How does your unit identify climate issues?

- The units under the former Undergraduate Education and International Programs organization have used the University's Faculty/Staff Survey to assess climate. Results of the 2004 survey were discussed at the leadership level and by unit directors with their staff.
- The Undergraduate Education and International Programs Diversity Plan included an action item to appoint an ombudsperson to serve as a resource and advocacy person for members of underrepresented groups. This action has not been implemented on the recommendation of the Diversity Team which felt it would place an undue burden on a member of the staff.
- Employees are encouraged to bring issues and concerns to unit directors or other administrators, or directly to the Vice President and Dean.

- The Diversity Team identifies issues of common concern, for example, the need for community building discussed above.
- Student-athletes can bring issues of diversity to the Student-Athletes Advisory Board Diversity Committee.

3. How does your unit respond to climate issues?

- Proactive efforts are made to create and maintain a welcoming climate. These include welcoming contacts with new employees, support for employee participation in on-going diversity initiatives, and maintaining the availability and visibility of resources for employees.
- When climate issues and concerns arise, positive resolution is actively pursued, employees are encouraged to discuss them with their directors or another administrator. Employees are also encouraged to use other resources in the University, including the area's Human Resource Representative, the Affirmative Action Office, the Employee Assistance Program, and other on-and off-campus avenues of support.

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

- The Undergraduate Education and International Programs Celebration program begun in 2004 was held again in 2005 to recognize and celebrate the contributions of all members to UEIP and the greater University community. This program was put on hold for 2006, given the restructuring of Undergraduate Education.
- Staff from all areas of International Programs have provided inter-cultural training workshops for University Police staff and the Human Resources Development Center, as well as workshops for departmental staff who interact with international students.

Evaluation of Strategies and Measures of Success

- The leadership of Undergraduate Education is visible on diversity issues and committed to creating a welcoming climate for all staff. The last climate surveys for staff were several years ago and new avenues for staff feedback and input should be considered.

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 students from underrepresented groups.**
2. **Describe specific initiatives your unit may have that are intended to reduce inter-group disparities in enrollment, retention, and graduation rates.**

Enrollment Management

- The reorganization of all Undergraduate Admissions outreach units under the banner of the Recruitment Team has harnessed the creative and human resources of previously decentralized operations and allows its diversity initiatives to have access to increased funding and resources. By providing more staff to conduct increased outreach and follow up activities that have been effective in the past, continuing significant progress is being made in increasing diverse enrollment.
- The *Spend a Summer Day* program encourages and enables minority families to spend time at Penn State and explore available opportunities. Transportation is provided for families to visit University Park and stay overnight. Programming connects families with staff that would provide financial, social, and academic assistance should their students enroll at Penn State. When this program was first conducted in 2004, it brought three buses to campus. In 2006, fifteen buses were needed to meet the demand. Comments from families have been very enthusiastic about the opportunity to experience a collegiate atmosphere for both prospective students and parents or guardians.
- The *Spend a Fall Day* program is an academic college fair and tour that brings to campus more than 300 minority students from Pennsylvania, Washington, D.C., Maryland, New Jersey, and New York in November who will meet University Park criteria for admission. Transportation and meals are provided. Demand for this program continues to grow and applicant pools from students from diverse backgrounds from this region continue to climb.
- The Hispanic Heritage Bus Trip brings to campus more than 200 Hispanic students and family members to take advantage of cultural activities that celebrate Hispanic Heritage Month. Five buses are provided by the Admissions Office; it is estimated that an additional four to five buses could be filled. Hispanic enrollment continues to increase.
- All student volunteers for Undergraduate Admissions are now under one umbrella. One result has been greater understanding and appreciation among the

student volunteers about issues that pertain to attracting students of color to Penn State and how those issues can be addressed by everyone involved in recruitment.

- The Office of Student Aid supports Enrollment Management's efforts to increase recruitment through high school financial aid nights around the Commonwealth, and participation in *Spend a Summer Day* and *Spend a Fall Day*. Student Aid staff also provide informational sessions during the admissions presentations to families visiting for recruitment purposes that provide an overview of the financial aid process at Penn State.
- Student Aid staff travel to Philadelphia to assist low income and many minority students with the completion of the student aid application process. This is done in conjunction with the Philadelphia Recruitment Center staff to ensure active outreach that assists and encourages students who need financial assistance so that they take advantage of available student aid programs and so that the application process does not pose a hurdle to them.
- The Office of Student Aid supports programs to increase funding to all students with a primary focus on programs targeted for recruitment and retention of low-income, first generation, disadvantaged, and/or minority students. These include:

The Trustee Matching Scholarship Program that targets Penn State's lowest income students, now in its fourth year. Penn State has permanently funded \$5M annually to match private endowments for this program. The goal is a \$100M endowment and expresses the University's intent to keep Penn State accessible and affordable.

Bunton-Waller Scholarships and Fellowships, targeted largely to lower income students with emphasis on under-represented populations. These are centrally budgeted scholarships by the University and represent the expressed intention and commitment by Penn State for our diversity goals in recruitment and retention.

The Lenfest Scholarship program, funded by the Philadelphia-based Brook J. Lenfest Foundation and now in its fourth year, that serves more than fifty high need students each year.

- In 2005-06, the Undergraduate Admissions Office conducted recruitment activities in thirty countries in Africa, Asia, Europe, and Latin America as well as in boarding schools in the United States that have significant international enrollments. Similar activities are being conducted in 2006-07 and beyond. International undergraduate student interest has continued to increase after experiencing a downfall post-September 11. In 2005, there were 1,918 international undergraduate applications which led to 282 paid accepts. In 2006,

there were 2,236 international undergraduate applications, an increase of 16.6 percent compared to 2005, which resulted in 356 paid accepts (a 26 percent increase compared to the previous year).

- Both Enrollment Management and the Office of Undergraduate Education continue to be active and committed sponsors of the Commission on Adult Learners. The Vice President and Dean for Undergraduate Education has initiated timely responses and follow-up to recommendations referred by the commission, particularly as they pertain to identifying and serving the needs of qualified students.

First- Year Experience Initiative

- The First-Year Experience Initiative is a collaborative effort led by Undergraduate Education and Student Affairs and involving other administrative areas to enhance the first-year experience of all Penn State students and engage them more fully in the University community. The first-year experience is important to the retention of all students, including diverse populations. Introducing first year students to Penn State's commitment to diversity is also an important part of this first-year initiative.
- A Coordinator of New Student Programs was jointly appointed by Undergraduate Education and Student Affairs in January 2006 to manage and coordinate programs in the first year for new students.
- A new Advisory Committee was formed to advise and assist this effort. The Associate Vice Provost for Educational Equity is included on this committee. The committee first focused on the President's Convocation for New Students for summer and fall 2006, and is now looking at the FTCAP program and arrival week activities and programs with a goal to make them more integrative among all the units of the University that affect and have impact on first year students.

Division of Undergraduate Studies

- In addition to the FTCAP presentations and materials identified under Challenge 1, the training for all FTCAP advisers includes a diversity component. This includes presentations from the Comprehensive Studies Program, the Bunton-Waller Program, the Office of Disability Services, the Center for Women Students and the Multicultural Resource Center.
- DUS continues to enhance the diversity of the pool of FTCAP advisers who interact with new students and parents. In 2004-05, 21 percent of the thirty-three FTCAP advisers were minorities; in 2005-06, one-third of the staff of 30 were minorities.

- In fall 2005 and 2006, DUS total multicultural student enrollment (American Indian/Alaskan Native, Black/African American, Asian/Pacific American, and Hispanic) at University Park was similar to the overall multicultural student enrollment for the campus as a whole, at approximately 14 percent compared to 13 percent.
- DUS provides liaison with the Department of Sociology to provide sections of SOC 119 (Race and Ethnic Relations) for Discover House students. Discover House is a residence hall community for DUS students. DUS also provides tickets for Center for the Performing Arts events for Discover House students.
- A diversity-focused first-year seminar is co-taught by a DUS staff member.
- Effective fall 2006, in a collaborative effort with the Office of Undergraduate Admissions and the Office of the Vice Provost for Educational Equity, all students who are eligible for the Educational Opportunity Program (EOP) Comprehensive Studies Program (CSP) have been given their original admission to the Division of Undergraduate Studies. The purpose for this approach is to assist students in better aligning their educational expectations with their academic qualifications.

International Programs

- International Programs staff members have been keynote speakers at several international student cultural events in the last year.
- International Student Services has increased financial support for the International Student Council, including website development support, and for individual national student groups. Support has been offered also for the Dialog Forum (on religious themes) and for the Graduate Student Association international film series. Expenditures for such diversity-related activities increased by more than one-third in 2005-06 compared to the year before.
- International Programs has maintained its financial support for Global Connections and works closely with that organization. Global Connections is a community organization and promotes intercultural exchange.
- International Programs staff members have participated in coordinating community forums on diversity and international development issues (Public Issues Forum, United Nations Association).
- International Programs staff members have, for the first time, engaged in international student recruiting in consultation with the Admissions Office, seeking to attract students from Thailand and the Middle East.

- International Programs staff, in collaboration with the Faculty/Staff Club, held a sale of Ten Thousand Villages Fair Trade products and raised more than \$1,000 to support Study Abroad and International Students.

University Learning Centers

- The University Learning Centers work closely with many offices and programs that serve special populations. A few examples of the kinds of collaborative activities the ULC engages in are: workshops designed for adult students as they enter or re-enter higher education, tutors located within the Multicultural Resource Center, consultation with counselors to provide outreach to special groups, and training and referral of peer tutors to programs serving special populations.
- A tutor training course for ULC peer tutors provides training in learning differences and diversity as appropriate to a peer tutoring setting.

Morgan Academic Support Center for Student-Athletes

- In 2005-06, six Morgan Center staff and one graduate assistant were trained as liaisons for the LGBTA/Intercollegiate Athletics Support Network.
- In 2005-06, The Morgan Center Collaborated with the LGBTA Resource Center and Intercollegiate Athletics to sponsor the speaker, Esera Tuaolo.
- The Student Athletes Advisory Board newspaper has published articles focusing on the history of African American student-athletes at Penn State and the socio-cultural adjustment issues of international student-athletes.
- In the last two years, the Morgan Center collaborated with Intercollegiate Athletics to review and update the Student-Athlete Handbook (includes Student-Athlete Code of Conduct that focuses on messages association with tolerance and non-discrimination).

University Fellowships Office

- The University Fellowships Office actively seeks out student scholars of color urging increased engagement in academic enrichment activities and the fellowships office. Contact is made with college minority coordinators encouraging participation and application. Several programs are provided and strong working relationships are maintained with units that include the McNair Scholars, CAMP, and the Multicultural Resource Center.
- The University Fellowships Office provided Penn State Forum tickets for students to attend diversity-related speakers.

Schreyer Institute for Teaching Excellence

- The Schreyer Institute is collaborating with Student Affairs to develop a co-curricular multicultural competence certificate.
- By working in the Multicultural Teaching Academy with STEM discipline faculty, the Schreyer Institute is attempting to help them recruit/retain students through inclusive teaching strategies and development of courses that meet the US cultures general education criteria.

Reserve Officer Training Corp

- In 2005, Air Force ROTC participated in *Spend a Summer Day* and the Hispanic Awareness College Fair.
- Diversity training is included Air Force, Navy, and Army ROTC courses.

Office of Undergraduate Education

- The Vice President and Dean for Undergraduate Education and the Vice President for Commonwealth Campuses have charged the On-line Progress Report System Design Team to improve the current approach to mid-semester evaluations for first-year students—a significant retention tool for at-risk students.
- The Undergraduate Education Retention Fund was developed to provide support to campuses other than University Park to develop programs for improving the likelihood of success and increased retention of low income, first generation and minority students. In the last three years, more than \$305,000 was awarded to twenty-eight projects at eighteen campuses to support a variety of innovative programs designed and developed to address retention issues. Projects have included online tutorials, peer mentoring, tutoring programs in math and English, programs for students at-risk, an online writing lab, and an integrated learning center/advising model for at-risk students. A University-wide retention conference, sponsored by Undergraduate Education with support from the Vice Provost for Educational Equity and the Vice President for Commonwealth Campuses, was held in April 2006 to share the results of these programs and to encourage future collaborations of successful programs and projects among all campuses of the University.
- The Office of Undergraduate Education and Enrollment Management continue to be among the co-sponsors of the Adult Learner Commission; the executive director of DUS chaired the commission in 2005-06 and several staff members from across Undergraduate Education serve as commission members. The Assistant Dean for Undergraduate Education served on a Task Force to Recruit and Retain Adult Learners in 2005.

- The Office of Undergraduate Education is a sponsor of the annual Achievement Conference coordinated by the Black Graduate Student Association.

Evaluation of Strategies and Measures of Success

- The unanimous positive feedback from prospective students and families about their experiences in interacting with professional staff and student volunteers continues to be a benchmark for other institutions regarding campus visitation programs.
- Minority applications to Penn State increased 7 percent from 2004 to 2005 and 19 percent from 2005 to 2006. Minority paid accepts increased 15 percent from 2004 to 2005 and 24 percent from 2005 to 2006. (See Appendix I.)
- As stated previously, the University is committed to student aid funding that promotes the recruitment and retention of under-represented students. The Bunton-Waller Scholarships and Fellowships have been funded centrally for over a decade. Appendix II shows the most recent three years of activity for both these programs. The scholarship program is based on financial need and has played a significant role in helping to recruit an increasing number of minority students to Penn State. The funding in the scholarship program has remained static for several years; while demand on the program has grown with the increased enrollments. Further, the average award given to students is increased annually to reflect the increases in tuition. This has resulted in fewer students receiving support from this program each year. Unless additional new funding is made available, the number of recipients is expected to continue to decrease.
- The Bunton-Waller Fellowship program (see Appendix II) is a merit-based program which allots several fellowships to each academic college for use in recruitment of high achieving under-represented students for the college. The fellowship, by design, funds full tuition, fees, room and board for resident students and full tuition and fees for out of state students. In recent years, the University has increased the funding in the Fellowship program to reflect the increase in tuition, room and board so that the commitment for 'full funding' is met and the number of new student awards is maintained. Each year, 50 new students receive this prestigious award. The table shows the total number of students across all classes for each of the three years.
- International student enrollments at Penn State totaled 3,639 in fall 2006 compared to 3,551 the previous year. This year's international enrollment includes 2,464 graduate students and 932 undergraduates. The countries sending the most students include China (682), India (653), Korea (610), Taiwan (229), and Turkey (111).

- Data released by the NCAA in October 2006 show the four-year federal graduation rate for Penn State African-American student-athletes at 71 percent, compared to 52 percent for all Division 1-A institutions. This was the sixteenth consecutive year Penn State's graduation rate for African-American student-athletes exceeded the Division 1-A average. The Graduation Success Rate (GSR, a new calculation provided by the NCAA) for Penn State was 77 percent compared to the Division 1-A national GSR average of 61 percent. Penn State was second in the Big Ten, behind Northwestern, for both federal and GSR rates for African-American student-athletes. The Morgan Center plays a role in this success through the individual academic counseling and advising that the Center provides to the student-athlete population.

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?

- Search procedures continue to play a fundamental role in locating and recruiting staff from underrepresented groups. Search committees are charged by unit directors to make efforts to include qualified candidates from underrepresented groups in candidate pools and short-lists. When appropriate to the level of the position, openings are advertised regionally and nationally in discipline-specific and minority publications and list serves and other networks to identify a diverse applicant pool. Searches call on the Penn State Diversity Talent Bank and work with the Human Resources representative to identify strategies to expand the diversity of applicant pools, for example, contacting local business schools and Harrisburg Area Community College to identify potential applicants for staff positions. The Human Resources representative shares resumes obtained by central OHR staff at minority job fairs and through informational interviews with individuals identified by central HR minority recruiting staff. The Enrollment Management offices use list serves of national and state organizations such as the national associations for college Admission counseling, registrars, or student aid administrators.
- Undergraduate Education employs a significant number of student wage payroll and work study staff who contribute to the diversity of our workforce. For the past two years, peer tutoring staff of the Morgan Center for Student Athletes has included 10 to 15 percent multicultural and international students. For the same years, the peer tutoring staff at the University Learning Centers has included approximately 20-25 percent minority students. In International Programs, students engaged as work-study employees and Education Abroad Peer Advisers include individuals from a wide variety of nationalities as well as racial minorities. The student intern pool in the University Fellowships Office last year included two students of color.

- The Enrollment Management offices use student employees in numerous capacities to serve both current and prospective students in peer relationships. Their work ranges from clerical work in the process areas of the offices to serving as peer counselors on the front line of offices. These students represent a very diverse population. Especially within Undergraduate Admissions, several programs are fully staffed by student volunteers and include the Lion Scouts who assist the recruiting efforts (over 300 student volunteers), the SMART volunteers (Student Minority Advisory and Recruitment Team) that assists with the recruitment and retention of underrepresented groups to Penn State, and two graduate interns (one a minority) who assist with managing the student volunteer groups.
- International Programs participates in the Montana State LEAP internship program for Japanese higher education administrators. This year's intern gave a presentation on inter-cultural issues at an office staff meeting.
- The Schreyer Institute has been successful recruiting graduate assistants from underrepresented groups. The experience these students gain from planning and teaching programs such as the Multicultural Teaching Academy has helped them to secure jobs upon graduation.
- The Morgan Center participates in the Big Ten Minority Internship Program that provides partial funding for one minority student each year to work as a graduate assistant at the center and learn about the profession. The Morgan Center and Intercollegiate Athletics supplement the funding provided by the Big Ten Conference to support this intern.

2. What retention strategies have you implemented in your unit to retain and promote the success of staff from underrepresented groups?

- Undergraduate Education and International Programs unit directors meet with all new staff members to discuss fit and make appropriate adjustments. Some of the larger units assign mentors to new staff.
- Enrollment Management offices provide to new staff, as part of the new staff orientation and training programs, a copy of Enrollment Management's Strategic Plan and *Framework to Foster Diversity*. Leadership in Enrollment Management provide professional development opportunities on a regular basis, support attendance at the Penn State Forum series, Martin Luther King, Jr. Memorial Banquet, and Commission for Women Banquet, with representation across all units. All senior level positions, several of which are held by minority staff members, are provided extensive opportunity to continually develop their leadership and management skills to support their success and retention in the key roles they play.

- Professional development opportunities for all staff are encouraged and supported.

Evaluation of Strategies and Measures of Success

- 9.5 percent of the 42 full-time staff hires by Undergraduate Education units and International programs from the beginning of FY 2004-05 through the first quarter of FY 06-07 were minorities. Half of the staff positions filled during this period were grade 19 or lower and all but three of the remaining positions were grade 20 to 22; positions at this level characteristically are filled from the local labor market.
- From fall 2004 to fall 2006 minority representation in the Undergraduate Education workforce remained at approximately 4.4 percent. During this period, minority staff in International Programs increased from 5.5 percent to 15.8 percent (see Appendix III).
- For the Enrollment Management offices, the percent of minority staff has stood at approximately 12 percent from fall 2004 to fall 2006 (see Appendix III). Positions held by minority staff include those in support staff roles usually in grade 14-18 range, through to the entry level exempt positions in the grade 19-22 range, and on up to senior level staff positions in the grade 24-27 range.
- Women have consistently been represented in administrative positions in Undergraduate Education and Enrollment Management and hold approximately two-thirds of all staff exempt positions in both administrative areas (see Appendix IV).

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? If so, how?**

Office of Undergraduate Education

- The Office of Undergraduate Education was asked to help facilitate the implementation of the new Faculty Senate legislation to include a 3 credit requirement of United States (US) Cultures and expand the offerings of a 3 credit requirement of International Cultures (IL) course. Numerous new courses, across all colleges, were added including those that were only US or only IL cultures and many courses that met both requirements and were designated US IL. This effort resulted in a significant increase in the number of “cultures” courses available to Penn State students. Currently, 230 courses meet the

requirements to be designated US Cultures, 768 (including 322 foreign study courses) are designated International Cultures courses and 151 meet both designations; giving students over 1,149 choices of other cultures focused courses to select from.

- The Office of Undergraduate Education, through its Laboratory for Public Scholarship and Democracy, stresses student, faculty, and staff engagement in domains of democratic capacity building and contribution. Diversity is a major component. Public scholarship seed grants to faculty have contributed to student participation in student programs in Panama and Brazil offered through Landscape Architecture, resident engagement in West Philadelphia through Earth and Mineral Science, study and service with the Northern Cheyenne through Engineering, community development programs in Harrisburg and Delaware County, College of the Liberal Arts programs in Africa, and College of Agricultural Sciences programs in the Caribbean.
- The Laboratory for Public Scholarship and Democracy's minor in Civic and Community Engagement, now offered at five campuses, focuses on diversity issues and practices in its required YFE211 Fundamentals of Civic and Community Engagement course. Future professors are groomed through the Laboratory's graduate student program. They explicated the relation of diversity to academic obligation in a national publication in 2006.
- Recent public scholarship speakers have included Bill Siemering, founder of NPR news, who shared his work with Developing Radio Partners in Africa and Mongolia to a standing room only crowd; and Charlotte Hill O'Neal, co-director of United African Alliance Community Center in Tanzania who invited Penn State students to follow in the footsteps of Women's Studies students already serving as interns. Locally, the Laboratory has provided funding this year for *Using Music to Enhance Multicultural Education and Diversity Through the Arts*, which provides jazz concerts accompanied by panel discussions in Centre County.
- In each of these examples and others, scholarship and democratic practice involving diversity are tightly interwoven. Public Scholarship is now a category in Undergraduate Education's annual Undergraduate Exhibition. The 2006 student winner presented her community mural project, which focused on diverse populations in Harrisburg.
- The Laboratory for Public Scholarship and Democracy will provide an all-day Public Scholarship Seminar for Penn State faculty and students on April 14, 2007. The seminar faculty, drawn from Harvard, University of Maryland, Dow Jones, and Penn State, will focus on links among democratic capacity building, scholarship, and ethical engagement in a diverse community.

- Students in the inter-college Bachelor of Philosophy administered by the Office of Undergraduate Education have attended each of the Laboratory speakers series events, and Schreyer Honors College students also have been included. Currently a Bachelor of Philosophy/Schreyer senior is completing her Bachelor of Philosophy thesis on racial stereotyping in sports journalism – she is following in the path of a former Bachelor of Philosophy student whose thesis examined historical and contemporary diversity issues and policies at Penn State.

International Programs

- Education Abroad currently offers 151 programs in 46 countries. In 2005-06, Education Abroad sent 1,212 students abroad, a 5 percent increase over the previous year. Data indicate that an additional 963 students studied abroad on faculty-led study visits last year. Penn State regularly ranks fourth in the nation for number of education abroad participants.
- International Programs offers two grant programs that support: (1) faculty travel for development of international elements in the curriculum; and (2) student group travel. Last year, grants were awarded to thirty faculty members from eight University Park colleges and nine campuses for projects in seventeen countries.
- International programs has provided or co-sponsored workshops to increase faculty awareness of international and intercultural issues in instruction.
- In 2005, International Programs initiated activities on the theme of Inderdependence Day, including a panel discussion broadcast online to campuses and a round table for faculty that resulted in a booklet on *Internationalizing the Curriculum*.

Schreyer Institute for Teaching Excellence

- In 2004-05, the Schreyer Institute for Teaching Excellence, in collaboration with the Africana Research Center, established the Multicultural Teaching Academy. The academy is designed to assist faculty who want to redesign a course to infuse multicultural content and pedagogy. In its first year, the academy included nine faculty from three targeted colleges – Education, IST, and Communications. In 2005-06, seven faculty (six from University Park and one from Delaware County) from the College of Earth and Mineral Sciences participated. Feedback from participants indicated that the way in which course material was approached was helpful and they viewed the academy as a safe place to share their successes and challenges in infusing diversity into the curriculum.

- In 2004-05, The Schreyer Institute also introduced the series, “Speaking Frankly in the Classroom.” Topics have included politics and religion, gender, diversity, race, and sexual orientation and gender identity. In its first year, more than 100 faculty, staff, and graduate students representing twelve campuses/colleges participated. Participant feedback indicated positive response to the program with 96 percent stating they would absolutely recommend the program to a colleague or friend. In 2005-06, resources for “Speaking Frankly in the Classroom” were adapted for online use. The Schreyer Institute also offered a consulting service to help academic units adapt the resources on the site to local need, provide advice to those interested in facilitating workshops using the resources, and/or locate facilitators from outside the academic unit. While there were no requests for this service, Web statistics indicated an average monthly hit rate of 36/month to the main page. The most frequently accessed case deals with issues surrounding students with disabilities.
- This year, the Schreyer Institute is collaborating with the College of Earth and Mineral Sciences, the Rock Ethics Institute, and the Science, Technology, and Society Program to offer a series of four interdisciplinary panel discussions for instructors on “When Science and Religion Intersect in the Classroom.” The series addresses the question of how instructors can engage students in constructive dialogue around issues that involve competing ideologies such as evolution and stem-cell research.
- In addition to these new initiatives, the Schreyer Institute offered faculty a variety of venues to discuss multicultural teaching issues. The focus of the May 2005 Colloquy coordinated by the Institute and co-sponsored by Undergraduate Education was “Making Connections: Educators Communicating Across Differences. Teaching luncheons offered by the Institute also have focused on topics relating to diversity, for example, the April 2006 program co-sponsored by the Rock Ethics Institute on “Instructor Bias or Academic Freedom: Finding Good Boundaries for the Classroom” that attracted 48 participants.

Morgan Academic Support Center for Student-Athletes

- The First-Year Enrichment Program for incoming student-athletes administered through the Morgan Academic Support Center for Student Athletes includes two required courses that address diversity issues. BBH148S, *Coping With College*, includes sessions that focus on differences in learning styles, managing diversity, and understanding and appreciating cultural differences. This course fulfills the first-year seminar requirement, BBH 048, *Contemporary Health Topics Affecting Student-Athletes*, includes a diverse group of presenters throughout the semester who focus on a wide range of personal health and development issues including sexual orientation. The Morgan Center has worked with many University offices to provide informational materials and guest speakers for these courses, including the Center for Women’s Students, the LGBTA Student Resource Center, and the Office of Affirmative Action.

Evaluation of Strategies and Measures of Success

- Undergraduate Education provides extensive support for curricular and other learning experiences that support the diversity goals of the University. As appropriate to their missions, units collaborate actively with faculty, students, and academic units to provide educational experiences that prepare students for life in our multicultural society.
- Programs for faculty on multicultural teaching issues are well attended and receive positive feedback.
- The establishment of the Laboratory for Public Scholarship and Democracy and the minor in Civic and Community Engagement provide new opportunities for student engagement with issues of diversity.
- Participation in study abroad and other international experiences is increasing.
- The United States Cultures and International Cultures general education requirement enacted by the Faculty Senate in 2005 has been successfully implemented.

INSTITUTIONAL VIABILITY AND VITALITY

Challenge 6: Diversifying University Leadership and Management

- 1. How are unit leaders actively involved in diversity efforts?**
 - Undergraduate Education's leadership communicates with staff about diversity issues, financially supports diversity activities and initiatives, and participates in programming offered by the Diversity Team. The leadership is committed to proactive efforts to create a positive climate for all staff and to the resolution of any climate issues that emerge.
- 2. What is the diversity profile of the Unit's administrative and executive levels?**
 - The current Vice President and Dean for Undergraduate Education is male. Of the ten administrator or academic administrator appointments in Undergraduate Education, five are men and five are women. There is no racial/ethnic diversity in this group.
 - All of the four administrative appointments made in the last two years in the units that now comprise Undergraduate Education are women (Assistant Dean for Undergraduate Education, Assistant to the Dean for Undergraduate

Education, University Registrar, Associate Dean and Executive Director of the Schreyer Institute).

3. **Describe the procedures followed to create both diverse applicant pools and search committees for administrative searches. How is information about expectations regarding candidates' skills and experience with managing diversity communicated to the committee and to the candidates?**
 - All administrative search committees are charged by the Vice President and Dean who discusses expectations for a diverse candidate pool and dimensions of diversity that should be considered. Positions are advertised widely, including in minority publications. The HR representative attended the charge meetings for search committees for both top-level positions in Undergraduate Education and Enrollment Management this year to emphasize best practices for enhancing diversity in search processes.

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?**
 - Leadership development opportunities such as participation on committees and commissions and experiences such as the Administrative Fellowship program are encouraged and supported.
 - Each year, the Morgan Center nominates a diverse group of student-athletes for the annual NCAA Leadership Conference. Since this conference was established, Penn State has always had at least one student athlete chosen. Attendees participate in a variety of leadership workshops focusing on leadership styles, conflict resolution, managing diversity, and team building.

Evaluation of Strategies and Measures of Success

- Participation in the Administrative Fellows program should be considered as a way to encourage more diverse applicant pools for future openings.

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?**
 - Among the strategic goals stated in the Undergraduate Education and International Programs strategic plan is "Foster diversity at Penn State by meeting each of the seven challenges described in UEIP's 2004-09 Diversity Plan." One of the value statements identified in this plan is "Diversity – we

recognize that strength derives from the differences among us and we seek and welcome diverse perspectives in our work and community.”

- In the Enrollment Management and Administration strategic plan, the first objective under the strategic goal to manage the University’s enrollments is to “Expand recruitment efforts to enroll a more diverse population, inclusive of economic diversity.” The values stated in this plan include “Respect for the individuality and diversity of students and one another.”

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?

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

- The reorganization of all Undergraduate Admissions outreach units has provided access to increased funding and resources for recruitment initiatives for diverse student populations.
- The Undergraduate Education Retention Fund provides \$100,000 annually to non-University Park campuses to provide seed money for projects to help increase the retention of at-risk students, including low-income, first-generation, and minority students. In 2004, this fund was restructured to provide larger, more significant, and more comprehensive grants to a smaller number of campuses and campus colleges based on the merit of proposed projects. These grants resulted in more comprehensive, integrated programs with documented results that are shared with other campuses through a planned biannual University-wide retention conference.
- The Office of Undergraduate Education continues to give priority to financial support for diversity programs and initiatives. This has included annual support for the student-run Race Relations Project to encourage and extend the program to more units on a pilot basis. It also includes funding for a University-wide retention conference in spring 2005, financial support for the development or conversion of courses to meet the US/International Cultures general education requirement implemented in 2005, support for the 2005 Campus Climate Summit, and funding for programs offered by the Diversity Team.
- Trustee Scholarships that provide access to a Penn State education for low income students are a major focus for Undergraduate Education’s development efforts. Since the program’s implementation, more than \$32 million has been raised. This effort has been spearheaded by the Office of Student Aid.

4. **Describe the systems of accountability and reward that support the achievement of diversity goals.**
- Support for diversity is one of the performance factors considered for staff in the SRDP process.
5. **What partnerships with internal or external units and/or constituencies have you created to advance the University's diversity goals?**
- Many of the activities and initiatives identified in this report are collaborative efforts with a wide range of University partners. These include Student Affairs, Educational Equity, the colleges and campuses, and the University Faculty Senate among others.
 - The recruitment office in Undergraduate Admissions, through the efforts of multicultural outreach, is partnering with the Governor's Advisory Commission on Latino Affairs, the Pennsylvania Higher Education Assistance Agency, and the Pennsylvania Department of Education to inaugurate a "Higher Education is Possible" Bus Tour throughout the Commonwealth in 2007-08.
 - The Penn State Online Steering Committee, co-chaired by the Vice President and Dean for Undergraduate Education, continues to encourage the development and distribution of courses including US/IL Cultures courses to all campuses of the University.

Evaluation of Strategies and Measures of Success

- Continued study, such as the recent report, "Access and Affordability at Penn State," by the Faculty Senate Committee on Admissions, Records, Scholarships, and Student Aid, in collaboration with the Offices of Admissions and Student Aid, should be used to monitor progress.

SUMMARY AND NEXT STEPS

The initiatives and contributions described in this update underscore the continuing active involvement of Undergraduate Education and its units in advancing Penn State's *Framework to Foster Diversity*. Commitment to diversity is integral to the missions of all of our areas as they support and enhance Penn State's goals of access and excellence in undergraduate teaching and learning, and all are engaged in the challenges the *Framework* poses. Across the many areas of Undergraduate Education, there are differing issues and approaches in this work, and we have a special opportunity with the recent administrative restructuring that has brought Enrollment Management together with Undergraduate Education and International Programs to expand and enhance our collective understanding and progress. Next steps to be considered include:

- Bring ideas and experiences from across Undergraduate Education together through the Diversity Team to create and embrace a unified definition of diversity and launch new workplace efforts to enhance climate including avenues for staff feedback and input.
- Build on synergies among Undergraduate Education units and continue and expand collaborations across Penn State to enhance recruitment and retention of diverse student populations.
- Explore new strategies for increasing the diversity of the Undergraduate Education workforce at all levels.
- Continue to contribute actively to curricular and other learning experiences that support Penn State's diversity goals.
- Develop and refine measures of success.

APPENDIX I

Table 1: 2004-06 SU/FA Freshmen Applications and Paid Accepts for Total Minorities

Ethnicity	SU/FA 04 Applicants	SU/FA 05 Applicants	% change from 04 to 05	SU/FA 06 Applicants	% change from 05 to 06	SU/FA 04 Paid Accepts	SU/FA 05 Paid Accepts	% change from 04 to 05	SU/FA 06 Paid Accepts	% change from 05 to 06
Alaskan Native	2	3	50%	9	200%	1	1	0%	4	300%
American Indian	62	54	-13%	78	44%	13	22	69%	19	-14%
Asian American or Pacific Islander	3846	4223	10%	4482	6%	727	835	15%	951	14%
Black American	3779	4001	6%	5256	31%	847	966	14%	1314	36%
Hispanic American Not Puerto Rican	1221	1286	5%	1583	23%	304	348	14%	414	19%
Hispanic American Or Puerto Rican	1	1
Puerto Rican	617	659	7%	784	19%	168	193	15%	241	25%
Total Minority	9528	10226	7%	12192	19%	2061	2365	15%	2943	24%
White American Not Puerto Rican	28844	29013	1%	33320	15%	10527	10969	4%	13303	21%
International	1962	1918	-2%	2236	17%	261	282	8%	356	26%
TOTAL	40334	41157	2%	47748	16%	12849	13616	6%	16602	22%

APPENDIX II

Bunton-Waller Scholarships 2003-04 - 2005-06

Academic Year	Central Funding	Average Award	Recipients
2003-04	\$8,508,215	\$2,375	3582
2004-05	\$8,508,215	\$2,535	3352
2005-06	\$8,508,215	\$2,570	3310

Bunton-Waller Fellowships 2003-04 - 2005 - 06

Academic Year	Central Funding	Recipients
2003-04	\$2,867,000	186
2004-05	\$3,078,336	191
2005-06	\$3,310,446	196

APPENDIX III

UNDERGRADUATE EDUCATION EMPLOYMENT BY RACE/ETHNICITY

Category	Fall 2006													
	White		Asian Amer.		African Amer.		Hispanic		Amer. Indian		Total Minority		Total	
	n	%	n	%	n	%	n	%	n	%	n	%	n	
Exec.,Acad. Admin., Admin.	8	100	0	0	0	0	0	0	0	0	0	0	0	8
Academic	9	100	0	0	0	0	0	0	0	0	0	0	0	9
Staff Exempt	52	94.5	0	0	3	5.5	0	0	0	0	3	5.5	3	55
Staff Non-Exempt	21	95.5	0	0	1	4.5	0	0	0	0	1	4.5	1	22
Total	90	95.7	0	0	4	4.3	0	0	0	0	4	4.3	4	94

Category	Fall 2004													
	White		Asian Amer.		African Amer.		Hispanic		Amer. Indian		Total Minority		Total	
	n	%	n	%	n	%	n	%	n	%	n	%	n	
Exec.,Acad. Admin., Admin.	6	100	0	0	0	0	0	0	0	0	0	0	0	6
Academic	7	100	0	0	0	0	0	0	0	0	0	0	0	7
Staff Exempt	50	94.3	0	0	3	5.7	0	0	0	0	3	5.7	3	53
Staff Non-Exempt	23	95.8	0	0	1	4.2	0	0	0	0	1	4.2	1	24
Total	86	95.6	0	0	4	4.4	0	0	0	0	4	4.4	4	90

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

**INTERNATIONAL PROGRAMS
EMPLOYMENT BY RACE/ETHNICITY**

Category	Fall 2006													
	White		Asian Amer.		African Amer.		Hispanic		Amer. Indian		Total Minority		Total	
	n	%	n	%	n	%	n	%	n	%	n	%	n	
Exec.,Acad. Admin., Admin.	1	100	0	0	0	0	0	0	0	0	0	0	0	1
Academic	1	100	0	0	0	0	0	0	0	0	0	0	0	1
Staff Exempt	19	82.6	1	4.3	2	8.8	0	0	1	4.3	4	17.4	23	
Staff Non-Exempt	11	84.6	1	7.7	1	7.7	0	0	0	0	2	15.4	13	
Total	32	84.2	2	5.3	3	7.9	0	0	1	2.6	6	15.8	38	

Category	Fall 2004													
	White		Asian Amer.		African Amer.		Hispanic		Amer. Indian		Total Minority		Total	
	n	%	n	%	n	%	n	%	n	%	n	%	n	
Exec.,Acad. Admin., Admin.	1	100	0	0	0	0	0	0	0	0	0	0	0	1
Academic	1	100	0	0	0	0	0	0	0	0	0	0	0	1
Staff Exempt	20	90.9	0	0	2	9.1	0	0	0	0	2	9.1	22	
Staff Non-Exempt	12	100	0	0	0	0	0	0	0	0	0	0	12	
Total	34	94.4	0	0	2	5.6	0	0	0	0	2	5.5	36	

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

**ENROLLMENT MANAGEMENT
EMPLOYMENT BY RACE/ETHNICITY**

Category	Fall 2006												
	White		Asian Amer.		African Amer.		Hispanic		Amer. Indian		Total Minority		Total
	n	%	n	%	n	%	n	%	n	%	n	%	n
Exec.,Acad. Admin., Admin.	2	100	0	0	0	0	0	0	0	0	0	0	2
Academic	0	0	0	0	0	0	0	0	0	0	0	0	0
Staff Exempt	90	83.3	3	2.8	11	10.2	4	3.7	0	0	18	16.7	108
Staff Non-Exempt	70	95.9	0	0	3	4.1	0	0	0	0	3	4.1	73
Total	162	88.5	3	1.6	14	7.7	4	2.2	0	0	21	11.5	183

Category	Fall 2004												
	White		Asian Amer.		African Amer.		Hispanic		Amer. Indian		Total Minority		Total
	n	%	n	%	n	%	n	%	n	%	n	%	n
Exec.,Acad. Admin., Admin.	4	100	0	0	0	0	0	0	0	0	0	0	4
Academic	0	0	0	0	0	0	0	0	0	0	0	0	0
Staff Exempt	82	82.0	1	1.0	13	13.0	4	4.0	0	0	18	18.0	100
Staff Non-Exempt	67	95.7	0	0	3	4.3	0	0	0	0	3	4.3	70
Total	153	87.9	1	0.6	16	9.2	4	2.3	0	0	21	12.1	174

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

APPENDIX IV

**UNDERGRADUATE EDUCATION
EMPLOYMENT BY GENDER**

Category	Fall 2006				
	Female		Male		Total
	n	%	n	%	n
Exec.,Acad. Admin., Admin.	3	37.5	5	62.5	8
Academic	6	66.6	3	33.3	9
Staff Exempt	37	67.3	18	32.7	55
Staff Non- Exempt	22	100	0	0	22
Total	68	72.3	26	27.7	94

Category	Fall 2004				
	Female		Male		Total
	n	%	n	%	n
Exec.,Acad. Admin., Admin.	2	33.3	4	66.6	6
Academic	4	57.1	3	42.9	7
Staff Exempt	33	62.3	20	37.7	53
Staff Non- Exempt	24	100	0	0	24
Total	63	70	27	30	90

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

**INTERNATIONAL PROGRAMS
EMPLOYMENT BY GENDER**

Category	Fall 2006				
	Female		Male		Total
	n	%	n	%	n
Exec.,Acad. Admin., Admin.	0	0	1	100	1
Academic	0	0	1	100	1
Staff Exempt	16	69.6	7	30.4	23
Staff Non- Exempt	12	92.3	1	7.7	13
Total	28	73.7	10	26.3	38

Category	Fall 2004				
	Female		Male		Total
	n	%	n	%	n
Exec.,Acad. Admin., Admin.	0	0	1	100	1
Academic	0	0	1	100	1
Staff Exempt	15	68.2	7	31.8	22
Staff Non- Exempt	11	91.7	1	8.3	12
Total	26	72.2	10	27.8	36

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

**ENROLLMENT MANAGEMENT
EMPLOYMENT BY GENDER**

Category	Fall 2006				
	Female		Male		Total
	n	%	n	%	n
Exec.,Acad. Admin., Admin.	1	50	1	50	2
Academic	0	0	0	0	0
Staff Exempt	67	62.0	41	38.0	108
Staff Non- Exempt	70	95.9	3	4.1	73
Total	138	75.4	45	24.6	183

Category	Fall 2004				
	Female		Male		Total
	n	%	n	%	n
Exec.,Acad. Admin., Admin.	1	25.0	3	50.0	4
Academic	0	0	0	0	0
Staff Exempt	60	60.0	40	40.0	100
Staff Non- Exempt	67	95.7	3	4.3	70
Total	128	73.6	46	26.4	174

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