

**Penn State York Strategic Plan for Diversity 2004-09  
December 2006**

**Overview of Diversity at Penn State York**

Penn State York believes strongly in the importance of recognizing and valuing the diversity of its constituents. We believe that all members of the community should be introduced to people and ideas from cultures other than their own and that such exposure to other cultures is of particular importance in the context of the changing demographics of our own society and the changing state of the world. As citizens of the 21st century, we need to be sensitive to and aware of other cultures, to develop diversity competencies, and to appreciate both the differences and the commonalities among us.

We believe that the diversity of the Penn State York community reflects the diversity not only of our local community but of the international community as well. The campus seeks to recognize and respond appropriately to the following areas of diversity:

- Ethnic diversity, including Black, Hispanic, Asian, and Native American populations
- International students
- Returning adult students
- Urban, suburban, and rural geographic areas
- Physical disabilities
- Learning disabilities
- ESL and ELL
- Differing religious creeds and cultural practices
- Veterans
- Sexual orientation and gender identity
- Women's issues
- Age, marital status, and family structure
- Varied socioeconomic and educational background and status, including financially disadvantaged and low achievement
- Composition of faculty and staff

**CHALLENGE 1**

**Developing a Shared and Inclusive Understanding of Diversity**

Strategies:

- Review campus definition of diversity. Does it say what we want it to say five years later?
- Faculty messages: re-work Campus senate Diversity Committee
- Student messages: ensure that everything that is done includes a diversity message for SGA and other student leaders; recruit students of color for programming assistance. Multicultural staffing: develop goals and outcome assessments.

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

Penn State York supports the University's AD42 statement on nondiscrimination and harassment. Additionally, Goal 3 of the campus strategic plan, "Nurture College and campus communities that embrace collaboration, diversity, inclusion, civility, and mutual respect," incorporates various specific objectives toward the overall goal of nurturing a community that embraces collaboration, diversity, inclusion, civility, and mutual respect among its members. More specifically, the campus itself has endorsed the following diversity statement, which appears in the Student Handbook and is posted on-line and in buildings throughout the campus:

Penn State York values diversity and strives to appreciate the differences among us. We believe that creating a climate that promotes intergroup understanding within our diverse population is beneficial not only to the individual but also to the campus community as a whole.

The general goals of Penn State York toward achieving this end include:

- Recruit and retain a diverse student body and campus community
- Highlight, value, and enhance the richness of cultural diversity on our campus
- Recognize and value individual differences among members of our community
- Establish an open and tolerant atmosphere that welcomes peoples from a variety of cultural backgrounds

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 diversity initiatives with students? If so, please describe.

The campus's diversity initiatives are distributed through various means:

- As noted above, the campus diversity statement is published in the Student Handbook and posted in campus buildings.
- The campus web site contains a diversity page that includes our diversity statement, a calendar of cultural, educational, and diversity programming on campus, and contact information.
- Students are introduced to diversity issues during the summer Freshman Testing, Counseling, and Advising Program (FTCAP), during new student orientation, and through specific programs associated with Hispanic Heritage Month, Black History Month, and Women's History Month.
- The campus also holds Unity Day, an annual festival celebrating the diversity of our community members.
- A variety of other cultures and international cultures courses is offered for students to fulfill their academic diversity requirement; these courses include courses in various foreign cultures, world mythology, world music, world religions, and women's studies. See Appendix D.

- In addition, various outreach programs (Salvation Army, Habitat for Humanity, Toys for Tots, Access York, Our Daily Bread, Bell Socialization Shelter) and volunteer opportunities are available for students to work with underserved populations.

The campus distributed and compiled a campus climate survey in 2000. The survey provided a profile of the campus climate in terms of cultural attitudes and might be re-administered both to increase awareness of diversity and to provide comparative data.

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.

Faculty and staff are included in almost all communications about diversity initiatives. The Campus Strategic Plan and Diversity Plan address our diversity goals; these plans have been composed, disseminated, and discussed by the appropriate faculty/staff committees. Student Affairs staff spearheads diversity programming and work in conjunction with student organizations to present various cultural events throughout the year. The public relations coordinator works closely with staff and faculty to advertise and promote diversity events to both the campus and the local community.

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

The role of the Diversity and Enrichment Committee generally is to support diversity initiatives through shared funding of diversity programming and events. According to the Penn State York Campus Senate By-Laws:

This committee works to enhance intellectual and cultural opportunities and to develop a nurturing campus environment for all people. By addressing issues of concern to racial, ethnic, and other minority groups, the committee endeavors to make the campus more accessible to all people in the campus' service area. The committee encourages interaction with all appropriate groups and agencies in the larger community and oversees cultural programming for the Campus.

The committee also considers budget requests accepted from a variety of sources, including student clubs that offer cultural programming, faculty who bring in outside speakers or offer programs on diversity-related issues, and other appropriate units.

The committee typically has faculty, staff, and student representation. Ex officio members include the Chancellor, the Director of Student & Enrollment Services, the Latino Counselor who advises the Hispanic Student Association and Asian Culture Club, and the Student Aid Coordinator who also advises the Black Student Union. Because of the key role of public relations in diversity initiatives, the Coordinator of Community Relations and Publications has been a long-standing member of the committee.

5. What is the role of your multicultural coordinator? (colleges)

The campus currently does not have a multicultural coordinator, although the need for such a position has been identified and put forth in the Strategic Plan. The duties of the multicultural coordinator are currently distributed among a number of persons, including the Latino Counselor, the Student Aid Coordinator, (in her unofficial capacity as African American mentor) and the Associate Director of Student Affairs. In addition, the Director of Student & Enrollment Services oversees international students. These personnel are generally responsible for recruitment, retention, and advising support of minority students; development of cultural programming; and implementation of co curricular activities.

6. Which strategies have been most successful in addressing this Challenge? Which have been least successful? Which could be termed “best practices”? (Best Practices are processes, programs, and procedures that most successfully lead to the unit’s ability to reach the University’s diversity goals and can be validated through measurable outcomes.)

Among the strategies that we believe have been successful are:

- Programming and events that are held in conjunction with official or recognized holidays or designated months, such as Hispanic Heritage Month, Black History Month, Martin Luther King, Jr. Day, and Women’s History Month, have drawn from both the student body and local community, though less successfully among our own students than we might have hoped.
- Student club events, such as Asian Culture Club fashion shows and holiday celebrations, India Culture Club dinners, Black Student Union variety shows, and Hispanic dances have been successful in creating self-identity, but have been less successful in attracting students from other cultural groups
- FTCAP and New Student Orientation programming has exposed probably the greatest number of students to diversity issues, but measuring the effect of such programming is problematic
- Dual enrollment program, recruitment of inner-city students, and the recently signed articulation agreement with Vidyalankar University in India show potential for increasing diversity measures, but present considerable challenges in themselves

Attempts to organize and implement focus groups and create dialogue between cultural groups have been less successful as a means to achieve diversity goals

## CHALLENGE 2

### Creating a Welcoming Campus Climate

Strategies:

- Use data from the climate survey done in York to guide both Campus activities and hiring processes.
- Re-work Campus Senate Diversity Committee and investigate adding responsibility for climate issues.
- Increase the visibility of resources for underrepresented groups.
- Encourage awareness training for all faculty and staff.
- Include diversity as a criterion in search processes

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

- Campus diversity statement
- Workshop at student orientation
- Diversity Committee within Faculty Senate
- Funding and staff support for diverse student organizations
- Unity Day celebration
- International flags displayed on campus
- Support for the "Gay? Fine by me" T-shirt campaign
- Diversity Committee funded with \$10K budget
- Members registered in "Zero Tolerance for Hate" Network
- "Penn State in Town" program
- Members registered in University-wide GLBT Support Network
- 2+2 program with universities in India
- Diversity-focused courses
- International trips to Italy, France, Japan, Belize, Spain, Costa Rica, Guatemala
- Cultural events
- Women's History Month events
- GLBT safe zones
- Martin Luther King, Jr. commemoration
- Black History Month events
- International language courses offered through continuing education.

2. How does your unit identify climate issues?

Through referral/reporting by faculty, staff, and students.

3. How does your unit monitor climate?

- Judicial Affairs referrals
- Safety & security incidents
- Police reports
- Student satisfaction surveys.

4. How does your unit respond to climate issues?

- Through educational means such as workshops and speakers
- Dialogue on campus
- Judicial Affairs referrals
- Safety & Security activity

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

- International flags displayed on campus
- Gay, Lesbian, Bisexual and Transgender (GLBT) safe zones
- "Zero Tolerance for Hate" Network membership
- Campus diversity statement
- Women's History Poster displays
- Unity Day celebration
- Outreach and community service activities

6. 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?" (Best practices are processes, programs, and procedures that most successfully lead to the unit's ability to reach the University's diversity goals and can be validated through measurable outcomes.)

- Orientation workshop has been successful in introducing new students to the values of the campus around diversity.
- Unity Day continues to have impact on the campus and involves a wide variety of individuals.
- The international flags and the placards with the campus diversity statement are ever-present visual reminders of the campus' diversity.
- The Learning Center offers a summer workshop, "Early Success" specifically for students with disabilities and provides 1:1 opportunities to work with staff on study skills, time management, and organizational skills.
- Tutoring and testing accommodations are available to students with disabilities.
- Tutor training workshops are devoted to disability related issues.

Of the diversity programming, Women's History Month programming seems to be the "least successful" in that it has not achieved the participation and audience that the campus would like it to have.

Best practices:

- International flags
- Unity Day celebration
- Diversity statement

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

- Unity Day celebration has grown each year in number of campus and community displays, number and variety of performances and number of prepared dishes representing different countries. Attendance of students, staff, faculty, and community members has also increased.
- Number of diversity-focused clubs and student organizations has increased.

### **CHALLENGE 3**

#### **Recruiting and Retaining a Diverse Student Body**

Strategies:

- Reduce inter group disparities in undergraduate enrollment, retention, and graduation rates through improvements in recruitment processes and retention initiatives.
- Develop and implement proactive strategies to recruit and retain nontraditional students including articulation agreements with neighboring institutions.
- Implement and/or strengthen partnerships, consortia, mentoring and scholarship programs....Talent Search, QOP, Project Connections/Campus Connections, YWCA discussion.
- Identify measurable outcomes to assess program effectiveness, including longer term tracking of participant success.

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.

Traditional age students:

- Assign one Admissions counselor per county in the York service area – repeated contacts with the same high schools build relationships with counselors and students.
- Dual enrollment initiatives – actively promote and recruit for the program, on-site registration, new student orientation, follow-up meetings during semester, and quarterly, county-wide meetings with administrators.
- Student athlete study sessions

Non-traditional age students:

- Industrial Advisory Committee efforts with Engineering students, most of whom are adults
- Summer Open Houses
- Nontraditional Student sessions at Campus Open Houses
- Transfer or articulation agreements are in varying stages of negotiation with the following institutions:  
HACC Lancaster  
HACC York

PS Mont Alto  
PS Harrisburg  
Thaddeus Stevens College of Technology  
York County School of Technology  
Bradley Academy for the Visual Arts

- Child Care stipend for student parents
- Monthly adult student meetings

All students:

- On-line Progress Reporting – high % of faculty participation allows staff to track students and email, call, counsel.
- Free on-campus psychological/personal counseling.
- Marketing of Learning Center services:
  - 1) Special equipment and software are available for use by students with disabilities
  - 2) Summer workshop, “Early Success” specifically for students with disabilities and provides 1:1 opportunities to work with staff on study skills, time management, and organizational skills. In addition, tutoring and testing accommodations are available to students with disabilities.
  - 3) Tutors trained in disability related issues.

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

- On-line Progress Reporting – high % of faculty participation allows staff to track students and email, call, counsel.
- Free on-campus psychological/personal counseling.
- Assertive marketing of Learning Center services.
- Student athlete study sessions
- Offer Summer Study Skills Workshop for Students with Disabilities
- Discussions on ESL support – due to increased enrollments of ESL students, we are currently reviewing how to best identify and test non-traditional ESL students, how to assess student progress based on criteria within a student’s appropriate language ability level versus only using the results of the final exam, and, for future students, what sources of income for resources (classes, summer institutes, testing etc.) are most likely and what groups of students could we best serve with those resources?

3. What mechanisms for collaboration has your unit established?

- York Diversity Consortium with area post-secondary institutions and those organizations that work with high school students.
- Annual meetings with local after-school program coordinators to see how our current students can be helpful to their program participants, to see how PSY might interact/recruit more effectively.

- Penn State in Town: Walk-in Wednesdays program promoted with local schools and after-school programs and held at the downtown Penn State York classroom in the Loretta Claiborne Building
- After school tutoring in York City school district, York Spanish American Center.
- Increase in America Reads students.
- Summer work study opportunities with South George Street Partnership.
- Hispanic Coalition Scholarship awarding
- Program co-sponsorships with Dollars for Scholars and Quantum Opportunities Program
- Project Talent Connections weekend program for middle school students

4. Which recruitment and retention initiatives have been most successful? Which have been least successful? Which could be termed “best practices”? (Best Practices are processes, programs, and procedures that most successfully lead to the unit’s ability to reach the University’s diversity goals and can be validated through measurable outcomes.)

- Continuous contact with high school audiences
- Connecting student to the campus through club, work study, and co-curricular involvements

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

- Enrollment increase: See Appendix A, “Minority enrollments by Student Category, Fall 2002 through Fall 2006.”
- Enrollment increase: See Appendix B, “Adult Learners at the Campuses, 2004, 2005.”

## **CHALLENGE 4**

### **Recruiting and Retaining a Diverse Workforce**

Strategies:

- Continue to make efforts to broaden faculty and staff diversity by actively recruiting minority candidates for open positions; include diversity as a criterion in search processes; continue to hire and advance female faculty on the tenure track.
- To retain under-represented faculty and staff maintain a mentoring program for junior, non-tenured faculty and new staff.
- Emphasize diversity-related activities and professional development employee performance evaluations and in tenure and promotion decisions.

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

The Office of Academic Affairs, under the leadership of its Director of Academic Affairs (DAA), has been actively engaged in locating and recruiting faculty from underrepresented groups since 2002-03. During the 2002-03 academic year, three African-American females were in the pool of candidates for a tenure track position in English. One of these persons was hired beginning with the 2003-04 academic year. The DAA made contact with the English Department at Howard University in Washington, DC to make known to faculty members there that Penn State York was recruiting in this area. One of the three candidates (who was not selected it should be noted), came to the pool as a result of this intervention. Prior to this time, however, no African-Americans held full time tenure track positions at Penn State York.

During the 2004-05 academic year, two Asians - one male and one female - were included in the pool of candidates for a tenure track position in Communication Arts and Sciences. The credit for this level of diversity in the candidate pool, however, should be given to the search committee that was charged with reviewing eligible candidates. One of these two persons, a Japanese national, was hired at the start of the 2005-06 academic year. This is the first time that a Japanese national has held a full time faculty position at Penn State York.

During the 2005-06, our search committee for a tenure track candidate in Business Administration assessed a pool of candidates consisting of all women. At the time, no women held full time positions in Business Administration at Penn State York. While all of these candidates were highly qualified, the search committee made a conscious decision to include as many women as possible in the pool. A woman was hired for a full time tenure track position for the 2006-07 academic year. This is the third woman to hold a full time tenure track position at Penn State York, although two previous female hires are no longer on the faculty.

Each faculty search team at Penn State York has a diversity advocate whose responsibility is to remind the search committees of the University's commitment to diversifying both its faculty and staff. The DAA reminds each search committee of the responsibility of the diversity advocate when it is initially charged.

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

The Penn State York has no specific strategies in place "to improve identification and assessment of credentials for promotion of hiring and promotion." Generally, the credentials of applicants do not contain identifiers - particularly with regard to race and ethnicity - that would permit members of the search committee to take a proactive role in seeking to diversify the faculty. Improvement in this area can surely be made; however, diversity is but one of a number of factors that must be taken into consideration when hiring and promotion decisions are made. The most important area where diversity must be given consideration is in hiring. It has very little place in promotion decisions, which in the case of full time members of the faculty, is governed by performance and the guidelines contained in Penn State's promotion and tenure guidelines, HR-23.

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

The campus believes that interaction with experienced colleagues as mentors is very helpful for a new faculty member to integrate quickly and smoothly into the professional and academic life on campus. Mentors assist in the informal sharing of ideas, teaching techniques, and professional development.

The goal of this mentoring process is to provide assistance to new faculty in a spirit of cooperation so that the campus may provide a supportive, collegial teaching environment. It may cover all areas of campus life including teaching, research and scholarship, student advising and counseling, and campus, university and community services.

Newly-hired faculty at all ranks shall have the option to join in a mentoring process. Mentors are preferably from the same department as the new faculty, or if that is not possible at least from the same college. The DAA surveys faculty to determine who is interested in participating in the mentoring program and attempts to match faculty interests and availability.

Newly-hired faculty are provided with the names and email addresses of at least two mentors. Faculty members contact their mentors throughout the academic year regarding any matter concerning teaching, scholarship, student advising, and service.

In addition to the mentoring program, the DAA works closely with all junior members of the faculty to assist them in the pursuit of tenure through occasional one-on-one conferences, by sharing grant opportunities with them, by reading and editing their grant proposals, by offering advice on classroom management techniques, by assisting them in crafting a research and publication agenda, and by answering questions that are related to the promotion and tenure process.

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

See the response to the previous question. While there is no "best practice" in place at Penn State York per se, the Director of Academic Affairs, who is an African-American male, is very sensitive to the place of the "other" in higher education, i.e., faculty who come from a traditionally underrepresented group. At Penn State York, though the need to do so rarely has presented itself, the DAA is aware of a sense of perceived pressure to succeed that some faculty members from underrepresented groups bring to the promotion and tenure process. This perception on the part of junior faculty members to succeed is not unusual, but it is particularly so in the instances of those from underrepresented groups who sometime feel that they must struggle to combat and destroy stereotypes held by members of the racial and/or ethnic majority. The advice that the DAA has given, to at least one underrepresented member of the faculty, is that

what one has to do to effectively navigate the promotion and tenure process at Penn State is fairly clear; how to navigate that process is less clear. Here is where mentoring from a more seasoned colleague is essential. The DAA addresses issues of both "what" and "how," makes that experience in dealing with these issues available to all junior members of the faculty, and brings the perspective to underrepresented members of the faculty; of how the "other" deals with these issues.

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

With the above in mind, the DAA would gauge "success" in this area of activity when underrepresented members of our faculty are awarded tenure. None of the junior members of the faculty who have been recruited since the current DAA came to Penn State York (2002-03) have yet "gone up for tenure." It is therefore too soon to determine if the mentoring that the DAA extends to all junior members of the full time faculty has contributed to this singular indicator of success in the early stages of life as a full time faculty member. Mentoring, it should be added, is but one ingredient the promotion and tenure process. Stellar performance, grounded in an appropriate work ethic, is the more compelling ingredient. This is the reality faced by all members of the faculty, whether they are underrepresented members of the faculty or not. The current DAA brings a level of "double consciousness" to the promotion and tenure process that benefits all junior members of the faculty, but is perhaps of added benefit to the underrepresented members of the faculty.

## **CHALLENGE 5**

### **Developing a Curriculum that Fosters Intercultural and International Competencies**

Strategies:

- Engage students in diversity-related intellectual experiences and activities planned by the Diversity Committee and other Campus organizations; connect curricular and co-curricular.
- Institute curricula and research initiatives that provide students with the skills and orientation to function effectively in multicultural workplaces and social environments.
- Continue to expand diversity focused courses and diversity integrated courses.

1. What initiatives has your college taken in supporting multicultural curriculum efforts?

We have tried to offer and expand a varied program of diversity focused and other cultures course offerings for students. (See Appendix D for a complete listing of courses and course titles from Fall 2004 to Summer 2007. This listing includes all US, USI, and IL designated courses.)

The establishment of the CAS major, with its component of intercultural communication, has dramatically increased the number of intercultural and other cultures courses in CAS, including CAS 200, CAS 271, and special topics courses such as in Japanese culture (CAS 297) and in cultural adaptation and identity (CAS 497).

We have maintained offerings linked to short-term educational trips abroad, including Sp 130/131 and Fr 139. These trips have included travel to Spain, Costa Rica, Guatemala, and France. In Spring 2007 there will be two new course offerings: IT 130 in conjunction with spring-break travel to Rome as well as CAS 297F, Japanese Culture and Communication, linked to a spring-break trip to Japan. Students have also traveled to Belize in conjunction with biological field research, and in Spring 2007 three biology IL courses are being offered in conjunction with an 8-day tropical biology field trip in May 2007 also to Belize.

Additionally, a special topics course in South African history, culture, and literature (Eng 297) has been offered periodically, and in Spring 2007 we have added Music 9 (World Music) to our IL offerings. Biology 20 (People, Plants, and Places) has been offered periodically as well.

2. What research and teaching in your college has advanced the University's diversity agenda?

In addition to other cultures course offerings, faculty research interests include modern African literature (particularly South African literature), African American literature (specifically the work of W.E.B. DeBois), women's literature, intercultural communications, and cultural identity.

3. How is diversity integrated into the curriculum of your college?

Diversity is integrated into the curriculum primarily through designated course offerings and course content, but also to some extent through co-curricular programming, such as special events, outside speakers who offer in-class seminars as well as public presentations, and field trips. At their discretion instructors may offer extra credit for attendance or short papers based on these activities or may integrate these events into their course syllabus.

Some courses not designated as diversity or other cultures courses (that is, not designated USI or IL) are diversity based and in fact were formerly designated as DF. Thus, English 139 (Black American Literature) and Music 7 (Evolution of Jazz), for example, are clearly still "diversity" courses, even though they are currently designated as US.

In addition, courses never designated as diversity courses include diversity components. For example, History 20 and 21 reflect growing awareness of the contribution of peoples from other cultures to American history. Economics 2 contains material on international trade, while Economics 4 includes cross-cultural economic growth comparisons. HDFS

and Sociology courses address various “diversity” issues, including study of underserved and minority populations. The clinical group project for BA 321 in Spring 2007 will prepare a marketing plan to promote accounting careers to students in high schools in York, eastern Adams, and Lancaster Counties. Accounting is a career that is often associated with a white male demographic, and one learning objective for the course and for the project is to determine how to make careers in accounting accessible to ethnic minorities.

Further, in addition to volunteer and outreach programming (see Challenge 7), internships have engaged students in working with culturally diverse populations. In conjunction with the program of volunteer tax preparation for low-income and elderly residents of the local area, there is an intern managing the program for United Way. The intern has crafted a dual marketing program to (1) retain volunteers to do the tax preparation and (2) market the free tax service to low-income individuals. Promotional materials are in Spanish and English, and the program is actively recruiting a diverse group of volunteers to act as tax preparers and translators for non-English-speakers.

As noted elsewhere in this report, the campus recently was awarded a Department of Community and Economic Development grant for an international film and book series. Student-led discussions have been scheduled (although with mixed success).

To a lesser extent (and one possible area for expansion) diversity issues, including learning and cultural differences, are addressed in the FYS program; currently, this is at the discretion of the individual instructor per other FYS matters.

Finally, diversity is integrated into the curriculum through the efforts of the head librarian in his ordering of new materials for the library. The head librarian regularly purchases items that are reflective of indigenous cultures both nationally and internationally, that address issues of gender, and that are representative of many ethnic groups, religions, and cultures. Part of the mission of the library is to make these types of materials available to all library users. Although the number of these acquisitions cannot be precisely quantified, they represent, according to the head librarian, “a sizeable number” of purchases. The importance of a library that promotes such views to the advancement of curricular diversity cannot be overstated.

4. Which strategies for developing a curriculum that fosters intercultural and international competencies have been most successful? Which have been least successful? Which could be termed “best practices”? (Best Practices are processes, programs, and procedures that most successfully lead to the unit’s ability to reach the University’s diversity goals and can be validated through measurable outcomes.)

Increasing the number of diversity-based and international cultures courses is central to developing a curriculum that fosters intercultural and international competencies. However, no one strategy in itself is sufficient; rather, encouraging curriculum change in both designated and non-designated courses and fostering diversity awareness in all academic-related units seems a “best practice.” Especially effective may be internships

and direct contact with diverse populations within an academic context, but it is difficult to measure the tangible benefits directly. Less effective (in terms of curriculum) seems to be student-led and co-curricular programming that lacks the academic “coercion” of course work. Overall, coordinating course material with co-curricular programming, such as outside speakers, seems most effective, but creates problems of implementation and planning.

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

One obvious measure is the number of diversity focused and other cultures courses offered. Using the new system of designations (US, USI, and IL), the number of course offerings has increased from 28 in Fall 2004 and Spring 2005 to 35 in Fall 2006 and Spring 2007, an increase of 25%. There has been a comparable increase in the number of students enrolled in such courses (final figures for Spring 2007 are, of course, not yet available).

We should also consider the number of diversity-focused research projects, conference presentations, and articles that faculty have undertaken as well as the amount of funding in research and development grants for such research. Exact figures for these measures are not currently available, but should be considered in future reports. We can say, however, that relatively new faculty in the area of intercultural communication and in African American literature have contributed greatly to the cultural diversity of research interests.

## **CHALLENGE 6**

### **Diversifying University Leadership and Management**

Strategies:

- Provide opportunities for faculty and staff from underrepresented groups to be placed in leadership positions.
- Appoint members of diverse groups to campus and university commissions/tasks forces.
- Provide support for conferences, workshops, formal classes

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

Diversity efforts in the Office of Academic Affairs are most closely linked to the faculty hiring process. Each search committee that is appointed for a full time faculty member has an appointed “diversity advocate.” When the Director of Academic Affairs charges a search committee (which is appointed in consultation with the chair of the Campus Senate), he indicates the need for the committee to have a diversity advocate and the responsibilities of this individual. The Affirmative Action Office at Penn State has published a pamphlet entitled, *Guidelines for Recruiting a Diverse Workforce*. The chair of each search committee receives a copy of this document and is encouraged to give this document to the diversity advocate on the committee. The principle charge of the

diversity advocate is to encourage the committee that each pool of applicants under final consideration for a full time faculty position contains “qualified women and minorities.”

Diversity efforts in other departments include workshop attendance, mentoring students, and membership on campus, university, and community committees:

- Diversity Committee -York Campus Senate
- Commission on Racial and Ethnic Diversity
- Commission for Adult Learners
- Commission on Lesbian, Gay, Bisexual and Transgender Equity
- A Framework to Foster Diversity at Penn State: 2004-09, Review Team
- Educational Equity and Campus Environment Committee - University Faculty Senate
- University Access Committee
- York Community Coalition Against Racism
- York Business Diversity Consortium
- York Jewish Community Center
- Crispus Attucks of York
- For Site Vision
- York Hispanic Coalition

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

2006-07

Executive (chancellor and director level)

1 African-American Male

1 Caucasian male with physical disability

5 Caucasian females

Administrative –

4 Caucasian females

1 African-American female

1 Hispanic female

3 Caucasian males

See Appendix C for 2005-06 comparisons.

3. Describe the procedures followed to create both diverse application 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?

Please reference the response to question #1 above in regards to faculty searches. Staff search committees are charged by the convening administrator. The Committee Chair gets guidance from campus Human Resource person regarding search procedures. The Penn State Affirmative Action Office publication entitled, *Guidelines for*

*Recruiting a Diverse Workforce*, is distributed to committee members for their review and reference.

Committee Chairs confer with appropriate academic or administrative resource people to determine locations of diverse pools of candidates. This may include publications, professional organizations, and networking.

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?

Faculty from such groups is encouraged to apply for Penn State administrative internships and to attend any Penn State seminars and /or workshops. Staff is also encouraged to take advantage of Penn State's resources. Information that is received from University Park about available opportunities is distributed via a campus list serve.

More specifically and closer to home, toward the end of the 2005-06 academic year the Associate Director of Academic Affairs, a male, announced his intention to step down from that position. While the Director of Academic Affairs did not actively encourage women members of the faculty to apply for this position (no minority members of the full time faculty had expressed interest in this position), he did appoint a member of an underrepresented group – a male of African descent – to serve on the search committee. The pool of final applicants for this position consisted of two White women and one White male. The DAA did indeed encourage one of the female applicants, who had initially expressed some reservation about applying for the ADAA position, to apply. The ADAA position is one in which the incumbent is in a position to develop both leadership and management skills. The relevant point here, however, is that a general announcement regarding the availability of the ADAA position was made know to all full and part time faculty, and all were encouraged to apply. No specific measures, in the announcement phase of this process, were made to encourage those from underrepresented groups to apply.

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"? (Best Practices are processes, programs, and procedures that most successfully lead to the unit's ability to reach the University's diversity goals and can be validated through measurable outcomes.)

The most successful strategy for diversifying leadership and management has been to recruit locally from among a pool of qualified candidates.

For purposes of this question, let us define "success" as a strategy that results in the hiring of someone from an underrepresented pool, i.e., women, minorities, etc. With the exception of efforts that the Office of Academic Affairs expended in connection with a search for a full time faculty member in English, a full time member in Communication

Arts and Sciences, and a full time position in History, the DAA is not aware of any strategy that this office has instituted to diversify the pool of applicants for faculty positions. On the other hand, in the case of the aforementioned positions, the DAA, who happens to be an African-American, has done the following: (a) contacted members of the faculty in the Department of English at a historically Black university (HBU), to encourage them to have their graduate students apply for an available position at Penn State York; (b) contacted the president of a regional professional association, who is both a Penn State faculty member and a member of an underrepresented group, and encouraged him, in turn, to encourage minorities to apply for a vacant position in Communication Arts and Sciences; and (c) contacted members in Department of History at a historically Black university (HBU), to encourage them to have their graduate students apply for an available position at Penn State York. In each of these cases, persons from underrepresented groups applied for the vacant positions. An African-American female was hired for the English position, a result that had more to do with the composition of the hiring pool however, than with the effort expended by the DAA. The closest thing therefore that could be labeled a “best practice” in the foregoing is having on-board an experienced administrator or faculty member who is familiar with a network of professionals from underrepresented groups who are in a position to encourage persons from those groups to apply for available full time faculty positions.

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

Notwithstanding the definition of “success” posited at the outset to Q5, it is empirically problematic to talk about success, at least in this area of “diversifying [the] University’s Leadership and Management” in the absence of specific goals toward that end. The administration and faculty at Penn State York are committed, in the abstract, to meeting this challenge, but no specific goals at Penn State York have been established against which one might then measure success. This should be a topic for future discussion at Penn State York and elsewhere throughout The Pennsylvania State University.

We can only look at how successful we are in retaining our numbers of underrepresented groups and how successful we are in hiring representatives of these groups when new positions or vacancies occur.

## **CHALLENGE 7**

### **Coordinating Organizational Change to Support Our Diversity Goals**

Strategies:

- Ensure that the campus strategic plan reflects the University’s strategic emphasis on diversity.
- Review and develop meaningful linkages with underrepresented communities. Who aren’t we reaching out to in some way from the campus to the community?
- Review the current campus organization. Is it organized in the best way to support diversity goals?

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

Goal 3 of the proposed campus strategic plan is: *Nurture College and campus communities that embrace collaboration, diversity, inclusion, civility, and mutual respect.*

Objectives included in this goal are:

- Maintain and improve support systems to attract and retain faculty and staff from underrepresented groups
- Maintain and improve support systems to attract and retain students from underrepresented groups
- Promote a spirit of collegiality, collaboration, and mutual respect to achieve our vision of diversity, which is "Understanding, accepting, and respecting the array of human differences including gender, age, race, ethnic background, sexual orientation, mental and physical ability, socio-economic background, geographic experience, nationality, religion, veteran's status, and other observable and non-observable differences among people."
- Encourage College and campus cultures that respect, understand, and celebrate diversity
- Encourage and reward the integration of academic goals with those of national and global citizenship to increase understanding
- Increase the intercultural and international competence of University College students
- Maintain a year-round diversity team at each location, one vested with authority, financial support, and operational guidelines for programming and response

The Diversity statement is prominently displayed on walls, website, and in the Student Handbook. It is also discussed in FYS classes and at Orientations.

The Chancellor, DAA, faculty, and staff have all been charged to seek out opportunities to work with diverse populations in their respective fields.

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?

- Retain Monica Grigera, Latino counselor, to mentor Hispanic and Asian students
- Hiring Ann Fetterman to coordinate Outreach activities in the community, focusing on making our campus community aware of areas of need in greater York
- Allocate \$5000 in campus funds and \$5000 in student activity fee funds to the Diversity Committee to put on programs that highlight and encourage minority populations and their accomplishments.
- Offer classes off-site at the Loretta Claiborne Building in downtown York to better meet the needs of inner-city students.

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

- \$5000 in campus funds and \$5000 in student activity fee funds is annually allocated to the campus Diversity Committee. The committee uses this money to develop cultural programs that are available to the campus community and also helps fund programs developed by other campus constituents.
- Clubs such as the Asian Culture Club, Black Student Union, Muslim Student Union, Indian Student Organization, and the Rainbow Paws Gay Alliance are given “seed” money through the SGA
- Pullo Family Performing Arts Center balances programs to ensure that we produce a good representation of world culture events such as the Russian Folk dancers. “Millie D’s Bar & Grill,” and Latin Music programs. The PAC also has special free performances for students from York City School District.

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

- Accountability of diversity goals is part of every staff member’s review process as part of the annual Staff Review and Development Plan (SRDP). Staff are required to account for diversity enrichment opportunities within their departments to address diversity issues. These reports are reviewed by their supervisor and factor into the employee’s pay.
- Faculty Activity Report – (FAR) – here faculty describe what pedagogical changes they have made during the year. They are also asked how they maintain the proper climate for optimal learning, which would include making all students feel welcome.
- FAR also allows faculty to list community involvement. FAR responses are factored into each instructor’s pay scale
- If there is a problem with faculty-student relations, the issue is forwarded to the DAA who decides how best to resolve it. This could include a reprimand or even the termination of an employee’s contract, depending on the precipitating event.

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

- EDPSY 14 requires students to engage in 10 hours of tutoring to students at the Lincoln-Edison Charter School, a primarily minority elementary school in the City of York. There are typically 20 - 25 students enrolled in this class, resulting in approximately 200 hours of tutoring. (Cora Dzubak)
- The campus offers spring and semester break education abroad programs in France, Spain, Italy, Costa Rica, and Guatemala and one is being developed for Japan.
- The Codorus Creek Restoration Efficacy Program (CCREP) has an outreach mission for watershed education with focus on inner city schools with predominantly minority students (Hanna Penn Middle School and William Penn High School).

- Project Talent Connections with William Penn High School identifies talented inner-city students for summer and regular classes. They have also been involved in aquatic and marine ecology sessions in conjunction with PSY
- Dual Enrollment Program - currently 92 high school juniors and seniors are taking classes at PSY through a funded program.
- The Science and Technology Seminar Series always strives to bring in “diverse” speakers, and specifically this year we are trying to coordinate speakers with Women’s Studies month.
- Engineering and Technology Project funded beginning 2005, targets students of color in grades 10-12. Students participate in “engineering awareness” program where they learn about the field of engineering and are able to assemble an engineering kit.
- As part of the PSY Earth Day celebration, a world religion colloquium on environmental stewardship was offered.
- Study abroad programs are being organized to Belize, Central America, where students will be interacting with Belizeans of Maya, Garifuna, Creole, Mestizo, and Mennonite communities.
- Education majors going to any Penn State campus, except Capital, are required to spend 40 hours observing a diverse student body to meet their Entrance to Major requirements.
- Summer Bridge program (The Brain Game) offered through The Learning Center for students with learning disabilities.
- “Adopt a Kindergarten” through Continuing and Distance Education
- Monthly Outreach programs offered to all students, faculty and staff to social service agencies such as Habitat for Humanity, The York Soup Kitchen, the Salvation Army, and the Homeless Student Initiative Program – York, to make campus community aware of larger community issues.
- Starting in March 2007, accounting students will be helping the elderly prepare their taxes.
- The Community-University Partnership (CUP) is a collaboration between Penn State York and area human service, educational and community organizations. The partnership seeks to link the resources of both the University and the community to address critical issues facing children, youth, and families. The mission of CUP is to promote healthy children, youth, and family outcomes through university and community collaborations that are research-based and foster mutual learning and benefit to all partners (Beth Gill-MacDonald).
- One of the internship opportunities we promote is volunteer income tax preparation for the low income and elderly of York County. In 2006, the United Way accepted administrative control of the program. Together we crafted an internship opportunity in taxation with Americorps/Securcorps funding of the internships. An on-campus office will be staffed by business interns and volunteers in spring 2007.
- Pathways To Your Future: Exploring STEM (Science, Technology, Engineering, Mathematics) Careers: A program for sixth through eighth grade girls highlighting opportunities in mathematics, science, engineering and technology. This free program brings together young women and professional women from academia,

medicine, government agencies, business and industry for a day of workshops and discussion. It also provides teachers with information to guide young women toward career opportunities in these fields.

6. Which strategies to coordinate organizational change in support of diversity goals have been most successful? Which have been least successful? Which could be termed “best practices”? (Best Practices are processes, programs, and procedures that most successfully lead to the unit’s ability to reach the University’s diversity goals and can be validated through measurable outcomes.)

- Most successful – simultaneous top-down, bottom-up approach.

Top-down –

- Having programs not only encouraged by Administrators but also **attended** by them along with faculty.
- Also encouraging FYS classes to participate in a minimum number of enrichment activities, as long as faculty also attend.
- Publicly rewarding faculty and staff for reaching beyond their classrooms

Bottom-up –

- empowering the students to create/design their own enrichment programs (This worked in the Creation of the Asian Culture Club, Rainbow Paws, Unity Day presentations, and Martin Luther King activities).
- Least successful - enforced activities
  - Designing programs that we “think” student should be interested in “assigning” activities that are isolated from class focus

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

Minority enrollments have increased by a total of 51 students from Fall 2005 to Fall 2006. See Appendix A.

**Appendix A  
Penn State York  
Minority Enrollments by Student Category  
Fall 2002 through Fall 2006**

<b>FALL 2004</b>	<b>MINORITY</b>	<b>BACC</b>	<b>ASSOC</b>	<b>PROV</b>	<b>NDEGR</b>	<b>GRAD</b>	<b>TOTAL</b>
	Native American	4		0	0	1	5
	African American	29	24	15	4		72
	Asian American	61	8	1	2		72
	Hispanic American	22	16	8	7	3	56
	<b>Total Minority:</b>						<b>205</b>
	<b>% of Campus Total:</b>						<b>11.4%</b>

<b>FALL 2005</b>	<b>MINORITY</b>	<b>BACC</b>	<b>ASSOC</b>	<b>PROV</b>	<b>NDEGR</b>	<b>GRAD</b>	<b>TOTAL</b>
	Native American	4				1	5
	African American	23	15	9	8	2	57
	Asian American	58	3	1	3		65
	Hispanic American	20	21	4	4		49
	<b>Total Minority:</b>						<b>176</b>
	<b>% of Campus Total:</b>						<b>11.0%</b>

<b>FALL 2006</b>	<b>MINORITY</b>	<b>BACC</b>	<b>ASSOC</b>	<b>PROV</b>	<b>NDEGR</b>	<b>GRAD</b>	<b>TOTAL</b>
	Native American	2	1		1		4
	African American	32	17	6	20	2	77
	Asian American	57	5	4	12		78
	Hispanic American	31	17	6	12	2	68
	<b>Total Minority:</b>						<b>227</b>
	<b>% of Campus Total:</b>						<b>13.6%</b>

<b>CHANGE FA05 to FA06</b>	<b>MINORITY</b>	<b>BACC</b>	<b>ASSOC</b>	<b>PROV</b>	<b>NDEGR</b>	<b>GRAD</b>	<b>CHANGE</b>
	Native American	-2	1	0	1	-1	-1
	African American	9	2	-3	12	0	20
	Asian American	-1	2	3	9	0	13
	Hispanic American	11	-4	2	8	2	19
	<b>Total Minority Change:</b>						<b>51</b>

**Appendix B  
Penn State York  
Adult Learners (=>24)**

YORK CAMPUS S	FALL 2004				FALL 2005				FALL 2006			
	ADULT	TRADITIONAL	TOTAL	% ADULT	ADULT	TRADITIONAL	TOTAL	% ADULT	ADULT	TRADITIONAL	TOTAL	% ADULT
Baccalaureate	204	623	827	24.7%	185	549	734	25.2%	193	588	781	24.7%
Associate	193	158	351	55.0%	186	133	319	58.3%	156	131	287	54.4%
Provisional	32	45	77	41.6%	29	43	72	40.3%	17	33	50	34.0%
Non-Degree	238	78	316	75.3%	203	87	290	70.0%	184	135	319	57.7%
Graduate	205	17	222	92.3%	181	10	191	94.8%	225	10	235	95.7%
<b>TOTALS YK:</b>	<b>872</b>	<b>921</b>	<b>1,793</b>	<b>48.6%</b>	<b>784</b>	<b>822</b>	<b>1,606</b>	<b>48.8%</b>	<b>775</b>	<b>897</b>	<b>1,672</b>	<b>46.4%</b>

## Appendix C Penn State York Gender and Ethnicity of Non-Faculty, 2005

York Campus Administration and Staff by Ethnicity

Campus	Class	Grd	Am Ind/ Ala Nat		Blk/ Af Am		As/Pac Am		Hisp		Multicultural Subtotal		White	Totals	
York	ADMR					0.0%				0.0%	0	0.0%	1	100.0%	1
	<i>ADMR SbT</i>					0.0%				0.0%	0	0.0%	1	100.0%	1
	ACAM				1	100.0%				0.0%	1	100.0%		0.0%	1
	<i>ACAM SbT</i>				1	100.0%				0.0%	1	100.0%		0.0%	1
	STAFF	26-32				0.0%				0.0%	0	0.0%	1	100.0%	1
		20-25				0.0%			1	5.3%	1	5.3%	18	94.7%	19
		11-19			2	8.0%				0.0%	2	8.0%	23	92.0%	25
		Comp				0.0%				0.0%	0	0.0%	5	100.0%	5
	<i>STAFF SbT</i>				2	4.0%			1	2.0%	3	6.0%	47	94.0%	50
	TECH	8-12			1	16.7%				0.0%	1	16.7%	5	83.3%	6
		1-7			1	12.5%			1	12.5%	2	25.0%	6	75.0%	8
	<i>TECH SbT</i>				2	14.3%			1	7.1%	3	21.4%	11	78.6%	14
Totals			0	0.0%	5	7.6%	0	0.0%	2	3.0%	7	10.6%	59	89.4%	66

York  
Campus  
Administration  
and Staff  
by Gender

Campus	Class	Grd	Female		Male		Totals
	ADMR			0.0%	1	100.0%	1
	<i>ADMR SbT</i>			0.0%	1	100.0%	1
	ACAM			0.0%	1	100.0%	1
	<i>ACAM SbT</i>			0.0%	1	100.0%	1
	STAFF	26-32	1	100.0%		0.0%	1
		20-25	11	57.9%	8	42.1%	19
		11-19	23	92.0%	2	8.0%	25
		Comp	1	20.0%	4	80.0%	5
	<i>STAFF SbT</i>		36	72.0%	14	28.0%	50
	TECH	8-12	4	66.7%	2	33.3%	6
		1-7		0.0%	8	100.0%	8
	<i>TECH SbT</i>		4	28.6%	10	71.4%	14
Totals			40	60.6%	26	39.4%	66

**Appendix D  
Penn State York  
Diversity Course Offerings**

SEMESTER	COURSE	# SEC	DIVERSITY CODE	COURSE TITLE	ENRL
Fall 2004	AM ST100	1	US	Introduction to American Studies	17
Fall 2004	ANTH 045	2	USI	Cultural Anthropology	61
Fall 2004	CMLIT108	1	IL	Myths and Mythologies	35
Fall 2004	EDTHP115	1	US	Education in American Society	39
Fall 2004	ENGL 139	1	US	Black American Literature	28
Fall 2004	FR 139	1	IL	France and the French-speaking World	35
Fall 2004	HD FS315W	1	US	Family Development	26
Fall 2004	HIST 020	2	US	American Civilization to 1877	32
Fall 2004	HIST 021	1	US	American Civilization Since 1877	35
Fall 2004	I B 303	2	IL	International Business Operations	32
Fall 2004	MUSIC007	1	US	Evolution of Jazz	35
Fall 2004	PHIL 006	1	IL	Philosophy and Literature in Western Culture	20
Fall 2004	S T S497E	1		Cryptography	18
Fall 2004	SPAN 131	1	IL	Ibero-American Civilization	18
Fall 2004	SPAN 131	1	IL	Ibero-American Civilization	1
<b>Spring 2005</b>					
Spring 2005	AM ST100	2	US	Introduction to American Studies	38
Spring 2005	ANTH 045	1	USI	Cultural Anthropology	28
Spring 2005	CAS 200	1	USI	Language, Culture, and Communication	27
Spring 2005	CMLIT108	1	IL	Myths and Mythologies	32
Spring 2005	ENGL 194	1	USI	Women Writers	23
Spring 2005	ENGL 468	1	US	African American Poetry	6
Spring 2005	FR 139	1	IL	France and the French-speaking World	33
Spring 2005	GER 200	1	IL	Contemporary German Culture	24
Spring 2005	HIST 020	1	US	American Civilization to 1877	34
Spring 2005	HIST 021	2	US	American Civilization Since 1877	43
Spring 2005	I B 303	1	IL	International Business Operations	31
Spring 2005	MUSIC007	2	US	Evolution of Jazz	46
Spring 2005	RL ST140W	1	US	Religion in American Life and Thought	21
Spring 2005	SPAN 130	1	IL	Iberian Civilization	14
Spring 2005	SPAN 130	1	IL	Iberian Civilization	3
Spring 2005	SPAN 130H	1	IL	Iberian Civilization	2
<b>Summer 2005</b>					
Summer 2005	AM ST100	1	US	Introduction to American Studies	7
Summer 2005	BIOL 020A	1	USI	Plants, Places, and People	12
Summer 2005	ENGL 184	1	IL	The Short Story	11
Summer 2005	HIST 020	1	US	American Civilization to 1877	17
Summer 2005	I B 303	1	IL	International Business Operations	18
Summer 2005	SPAN 131	1	IL	Ibero-American Civilization	12
Summer 2005	SPAN 131W	1	USI	Ibero-American Civilization	0
<b>Fall 2005</b>					
Fall 2005	AM ST100	1	US	Introduction to American Studies	15
Fall 2005	ANTH 045	1	USI	Cultural Anthropology	28

Fall 2005	CAS 271	1	USI	Intercultural Communication	16
Fall 2005	CMLIT108	1	IL	Myths and Mythologies	33
Fall 2005	EDTHP115	1	US	Education in American Society	31
Fall 2005	FR 139	1	IL	France and the French-speaking World	19
Fall 2005	HD FS315W	1	US	Family Development	23
Fall 2005	HIST 020	1	US	American Civilization to 1877	29
Fall 2005	HIST 021	2	US	American Civilization Since 1877	49
Fall 2005	HIST 161	1	US	Battle of Gettysburg in American Historical Memory	5
Fall 2005	I B 303	1	IL	International Business Operations	20
Fall 2005	MUSIC007	1	US	Evolution of Jazz	37
Fall 2005	RL ST001	2	USI	Introduction to World Religions	47
Fall 2005	SPAN 131	1	IL	Ibero-American Civilization	19
Fall 2005	SPAN 131	1	IL	Ibero-American Civilization	4
Fall 2005	SPAN 131W	1	USI	Ibero-American Civilization	6
<b>Spring 2006</b>					
Spring 2006	AM ST100	2	US	Introduction to American Studies	40
Spring 2006	AM ST100Y	1	US	Introduction to American Studies	1
Spring 2006	ANTH 045	1	USI	Cultural Anthropology	29
Spring 2006	CAS 471	1	USI	Intercultural Communication Theory and Research	5
Spring 2006	CMLIT108	1	IL	Myths and Mythologies	34
Spring 2006	ENGL 139	1	US	Black American Literature	16
Spring 2006	FR 139	1	IL	France and the French-speaking World	26
Spring 2006	GEOG 020	1	USI	Human Geography: An Introduction	31
Spring 2006	GER 200	1	IL	Contemporary German Culture	30
Spring 2006	HIST 020	1	US	American Civilization to 1877	33
Spring 2006	HIST 021	1	US	American Civilization Since 1877	30
Spring 2006	I B 303	1	IL	International Business Operations	19
Spring 2006	MUSIC007	2	US	Evolution of Jazz	44
Spring 2006	RL ST001	1	USI	Introduction to World Religions	12
Spring 2006	SPAN 130	1	IL	Iberian Civilization	3
Spring 2006	SPAN 130H	1	IL	Iberian Civilization	1
Spring 2006	WMNST003	1	USI	Introduction to Women, the Humanities, and the Arts	18
<b>Summer 2006</b>					
Summer 2006	AM ST100	1	US	Introduction to American Studies	7
Summer 2006	AM ST100Y	1	US	Introduction to American Studies	0
Summer 2006	BIOL 020A	1	USI	Plants, Places, and People	10
Summer 2006	ENGL 184	1	IL	The Short Story	14
Summer 2006	GER 100	1	IL	German Culture and Civilization	7
Summer 2006	HIST 020	1	US	American Civilization to 1877	13
Summer 2006	HIST 021	1	US	American Civilization Since 1877	7
Summer 2006	I B 303	1	IL	International Business Operations	12
Summer 2006	SPAN 131	1	IL	Ibero-American Civilization	4
Summer 2006	SPAN 131Y	1	USI	Ibero-American Civilization	1
<b>Fall 2006</b>					
Fall 2006	AM ST100	1	US	Introduction to American Studies	23
Fall 2006	AM ST100U	1	US	Introduction to American Studies	13
Fall 2006	ANTH 045	2	USI	Cultural Anthropology	39
Fall 2006	CAS 200	1	USI	Language, Culture, and Communication	23
Fall 2006	CMLIT108	1	IL	Myths and Mythologies	36
Fall 2006	EDTHP115	1	US	Education in American Society	24
Fall 2006	FR 139	2	IL	France and the French-speaking World	23
Fall 2006	HD FS315Y	1	US	Family Development	25

Fall 2006	HIST 020	2	<b>US</b>	American Civilization to 1877	62
Fall 2006	HIST 021	2	<b>US</b>	American Civilization Since 1877	41
Fall 2006	I B 303	1	<b>IL</b>	International Business Operations	24
Fall 2006	MUSIC007	1	<b>US</b>	Evolution of Jazz	39
Fall 2006	PHIL 006	1	<b>IL</b>	Philosophy and Literature in Western Culture	17
Fall 2006	RL ST001	1	<b>USI</b>	Introduction to World Religions	21
Fall 2006	SPAN 131	1	<b>IL</b>	Ibero-American Civilization	15
Fall 2006	SPAN 131Y	1	<b>USI</b>	Ibero-American Civilization	6
Spring 2007	AM ST100	2	<b>US</b>	Introduction to American Studies	21
Spring 2007	ANTH 045	2	<b>USI</b>	Cultural Anthropology	23
Spring 2007	CAS 297B	1		Japanese Culture and Communications	5
Spring 2007	CAS 455	1	<b>US</b>	Gender Roles in Communication	9
Spring 2007	CMLIT108	1	<b>IL</b>	Myths and Mythologies	35
Spring 2007	ENGL 194	1	<b>USI</b>	Women Writers	15
Spring 2007	ENGL 468	1	<b>US</b>	African American Poetry	11
Spring 2007	FR 139	1	<b>IL</b>	France and the French-speaking World	6
Spring 2007	GEOG 020	1	<b>USI</b>	Human Geography: An Introduction	31
Spring 2007	GER 200	1	<b>IL</b>	Contemporary German Culture	13
Spring 2007	HIST 020	1	<b>US</b>	American Civilization to 1877	26
Spring 2007	HIST 021	2	<b>US</b>	American Civilization Since 1877	49
Spring 2007	I B 303	1	<b>IL</b>	International Business Operations	15
Spring 2007	IT 130	1	<b>IL</b>	Italian Culture and Civilization	5
Spring 2007	IT 130H	1	<b>IL</b>	Italian Culture and Civilization	2
Spring 2007	MUSIC007	1	<b>US</b>	Evolution of Jazz	27
Spring 2007	MUSIC009	1	<b>IL</b>	Introduction to World Musics	36
Spring 2007	RL ST001	1	<b>USI</b>	Introduction to World Religions	35
Spring 2007	SPAN 130	1	<b>IL</b>	Iberian Civilization	6
Spring 2007	WMNST455	1	<b>US</b>	Gender Roles in Communication	0
Summer 2007	AM ST100	1	<b>US</b>	Introduction to American Studies	0
Summer 2007	AM ST100Y	1	<b>US</b>	Introduction to American Studies	0
Summer 2007	ENGL 184	1	<b>IL</b>	The Short Story	0
Summer 2007	GER 100	1	<b>IL</b>	German Culture and Civilization	0
Summer 2007	HIST 020	1	<b>US</b>	American Civilization to 1877	0
Summer 2007	I B 303	1	<b>IL</b>	International Business Operations	0
Summer 2007	MUSIC009	1	<b>IL</b>	Introduction to World Musics	0
Summer 2007	SPAN 131	1	<b>IL</b>	Ibero-American Civilization	0
Summer 2007	SPAN 131Y	1	<b>USI</b>	Ibero-American Civilization	0

**Penn State York  
ENGL 297 Sections Since Fall 1999**

<b>SEMESTER</b>	<b>LOC</b>	<b>COURSE</b>	<b>SEC</b>	<b>ENRL</b>	<b>SECT TITLE</b>	<b>TEAM</b>	<b>FACULTY</b>
Spring 2001	YK	ENGL 297	001	6	SPEC TOPICS	<b>TEAM</b>	O'Hara, James E
						<b>TEAM</b>	Mpofu, Nkanyiso
Spring 2004	YK	ENGL 297F	001	7	S AFR HIST & CULTURE		Mpofu, Nkanyiso
Summer 2005	YK	ENGL 297C	201	12	MEMOIR BASICS		Staton-Taiwo, Sandra L

**Notes:**

No suffix was ever obtained for the ENGL 297 in Spring 2001. The students' records simply show "Special Topics".

ENGL 297C in SU05 was part of the Summer Bridge program.