

**Progress Assessment of
The Framework to
Foster Diversity at
Penn State: 2004-2009**

PENNSTATE



COLLEGE of EDUCATION

Progress Assessment of The Framework to Foster Diversity at Penn State: 2004-2009

December 2009

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College of Education

Introduction

We appreciate having this opportunity to report on our progress to strengthen the College of Education's commitment to the Framework to Foster Diversity at Penn State: 2004-2009. As requested, we have organized our report around the assessment questions that can be found under each Challenge listed in the Framework. While the questions provide a useful means of reporting on our endeavors, there are instances where our initiatives address multiple challenges and in these cases it is sometimes difficult to know where it is best to provide the information. In some cases, we discuss an initiative in more than one place within this report and in these instances we try to minimize the level of redundancy. In other instances, we have chosen one location and have placed a note within a related challenge that directs the reader to the relevant text.

We believe we have developed a number of best practices during the past five years. These are noted in the appropriate places within the report, and we would welcome the opportunity to share more information about our experiences with our colleagues in the Office of the Vice Provost for Educational Equity and/or with other units at Penn State. We would also be happy to respond to any questions readers wish to raise.

Campus Climate and Intergroup Relations

Challenge One: “Developing a Shared and Inclusive Understanding of Diversity”

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

The College of Education continues to develop and refine a deliberately chosen broad and inclusive conception of diversity. In particular, our definition extends to differences along the following dimensions (in no particular order): ethnic origin, race, cultural background, gender identity, sexual orientation, geographic and linguistic background, previous career experience, age, and the presence of disability. We continue to strive to respect differences in philosophy and points of view and to place emphasis on the open debate of ideas on their merits.

We take this opportunity to highlight a number of significant new endeavors to demonstrate our understanding of and commitment to diversity within the College. What follows is a list of these endeavors along with a brief description. We provide additional information later in our report.

Expanded Role for the Multicultural Programs Office

In the Spring of 2007, the office previously known as the Office of Multicultural Student Services unveiled a new location and changed its name to the Office of Multicultural Programs. Both the new location and the new name better reflect the mission, purpose and on-going growth of the Office’s leadership role within the College and University.

The Office is now located in a larger and much more visible location on the first floor of Chambers Building. The space was renovated and now provides study space for students. Thanks to the efforts of our College Diversity and Community Enhancement Committee, the Office is building up a supply of resource and curricular materials. These resources are being made available to faculty teaching courses with diversity content.

During the summer of 2008, the College’s Multicultural Director position was revised and re-classified as an Assistant Dean position within the College’s administrative structure. Maria Schmidt is serving as Assistant Dean and previously served as the Director. The Assistant Dean oversees and coordinates the development of initiatives in support of pluralistic student experiences, promotes ongoing College discourse about equity in higher education, and provides leadership in stimulating a College environment inclusive of human diversity in all its forms.

The American Indian Leadership Program (AILP)

The American Indian Leadership Program was established in the College of Education at Penn State in 1970 and is currently recognized as an exemplary program in leadership development. The AILP is a graduate program that prepares American Indians and Alaska Natives for leadership positions in education at the national, state, local and tribal levels. Over 215 individuals have earned graduate degrees in educational administration, educational leadership, special education, educational policy, and higher education. A majority of those entering the program earn degrees and return to contribute to the improvement of American Indian education. Students are recruited from all over the country and from many different tribal nations.

The AILP is celebrating its 40th anniversary during the 2009-2010 academic year. Activities celebrating the success of the program and its alumni will take place on and off campus.

New Center for the Study of Leadership in American Indian Education

Established in 2007 with financial assistance from the Provost, this new Center's mission is to conduct research and outreach that informs the public and improves the education of American Indians and Alaskan Natives at the local, state, tribal, national, and international levels. Housed in the Education Policy Studies Department, the Center serves as a clearing house on American Indian/Alaskan Native education research, policy and practice. John W. Tippeconnic, Professor of Educational Leadership, and Susan C. Faircloth, Associate Professor of Educational Leadership, are the Center's co-directors.

Penn State Educational Partnership Program (PEPP)

The Penn State Educational Partnership Program (PEPP) was established and is organized to develop school-related strategies, activities, and programs to improve the college-preparatory process and to assist in addressing systemic issues in Pennsylvania schools, both at the educator and student levels.

The PEPP program operates in partnership with schools in three sites: McKeesport, Reading, and Philadelphia. During the 2007-2008 academic year PEPP was re-aligned under the Office of Multicultural Programs. Concurrently, the Philadelphia site underwent revision and was reorganized to focus services and programmatic activities within our Urban Collaborative with Isaac Sheppard Elementary School in Philadelphia.

Summer College Opportunity Program in Education (SCOPE)

During the summer of 2009, SCOPE celebrated its ninth year of operation and hosted 14 students from across Pennsylvania. The summer residential program provides a four week collegiate experience for high school students who are considering the education

field as their career path. Students are selected through an application process targeting underrepresented, first generation, and/or economically disadvantaged applicants. SCOPE is funded through a financial partnership with the Office of the Vice Provost for Educational Equity and is also supported by fundraising dollars from our annual Cycle-thon as well from donors' gifts.

Humphrey Fellows Program

We recently learned that the Institute of International Education, in coordination with the United States Department of State, has renewed Penn State's Hubert H. Humphrey Fellowship Program with our College. Federal funding for the program will continue for the next five years. Penn State is one of 15 universities nationwide participating.

The prestigious Humphrey Fellowship Program is a one-year, non-degree initiative of combined academic and professional development opportunities. It brings accomplished mid-career professionals from designated countries of Africa, Asia, Latin America, the Caribbean, and the Middle East to selected universities in the United States for public service, advanced study, professional training, and work-related experiences.

Penn State has hosted Humphrey fellows since the program's inception three decades ago. In 2003-04, the College of Education became the University's administrative home of the program. Since that time, 89 scholars from 51 countries have participated in the Penn State Humphrey Fellows program. This year, twelve Humphrey Fellow professionals from around the world are participating at Penn State. Alumni of the Penn State Humphrey Fellows program are located in more than 100 of the 168 countries identified by the United Nations.

Indigenous Knowledge

The Inter-Institutional Consortium for Indigenous Knowledge (ICIK), which is a global network comprised of indigenous knowledge resource centers in North and South America, Europe, Asia, Africa and Oceania, continues to sponsor monthly seminars which attract a diverse audience of faculty and students who learn about multicultural, multiethnic, and multiple ways of knowing. At Penn State, ICIK is a joint effort involving a partnership between the College of Education and the College of Agricultural Sciences. Particular emphasis is being placed on strengthening curricular offerings within the College. ICIK is the only currently active indigenous knowledge resource center in the United States.

International Student Teaching Placements

The Short-Term Overseas Student Teaching is a new program for the College of Education that will permit our students preparing to be teachers to travel overseas for

seven or eight weeks after a shortened ten week Pennsylvania student teaching placement. Overseas practicum placements are chosen by the student and will be in one of fifteen countries: Australia, China, Costa Rica, Ecuador, England, India, Ireland, Japan, Kenya, New Zealand, Russia, Scotland, Spain, Turkey, or Wales.

Students in the program will be placed in public schools in their host nations as student teachers; they will interact with teachers, administrators, children, and community members. Many will live with host families. They will be involved in community events and be immersed in their host nation culture through daily life activities. Structured analysis and reflection will occur through overseas communication with student teaching supervisors. The first students in this new initiative will be placed during the fall of 2010.

Digital Signage

Thanks to the generosity of our donors, we have been able to create a new system of digital signage throughout the College. These signs significantly enhance our ability to convey information about activities within the College, including those that are related to diversity and climate.

Diversity Planning

We have embarked upon a new and much more participatory approach to the development of our Diversity Plan for 2010-2015. We are building upon a similar approach we developed for preparing the College's Strategic Plan, and we have appointed a broadly representative Steering Committee as well as a series of Study Teams to focus on the individual challenges. We have been gratified by the responses to the invitations to participate. Faculty and staff within the College are genuinely engaged with these issues and are welcoming the opportunity to become more directly involved. We see this as a significant step forward for us and look forward to seeing the results.

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.

Because we aim to reach all groups within the College community, we employ a wide variety of communication tools. The student audience presents some special challenges in part because there is great variation among students in technological familiarity and sophistication. Some students are very advanced users of technology and it takes extra effort to keep up with them. Other students have not had the opportunity to develop these skills, and we would miss them if we relied exclusively on advanced tools.

We use traditional means of communication like printed brochures and publications like the College's Annual Report to reach students (as well as others). We place emphasis on having crisp, visually appealing and compelling designs, and we make

sure we are covering diversity-related topics. Since 2005, the College has published 198 diversity-related features on its web site and in its print publications. More specifically, the most recent issue of *Penn State Education*, our most broadly distributed print publication, was built around a globalization theme. Our print publications are also readily available electronically and the most recent issue of *Penn State Education* can be found at: <http://issuu.com/pennstateeducation/docs/2009>.

For our student groups, we are also making increasing use of tools like Facebook, Twitter, and the Angel web site. For example, there are College of Education Facebook pages for a significant number of College initiatives, including the Multicultural Education Student Association, the Future Educators of America, the Penn State Educational Partnership Program, the Summer College Opportunity Program in Education Alumni group, the annual Cycle-thon, and the Holmes Scholars to mention just a few. In addition, the new Digital Signs in the College provide information that is of interest to students. The signs are in locations where there is a large amount of student traffic.

One of the most important diversity-related messages we send to our students, our undergraduate students in particular, involves opportunities to have field experiences in urban and international locations. We describe these opportunities in more detail elsewhere in this report. These messages are distributed using all available technology, and we are prepared to answer the questions that surface as a result.

We also provide forums for the discussion of diversity in courses that are taken by many of our students — e.g., the First Year Seminar, EDTHP 115, EDPSY 014. We provide more information about these initiatives in response to Question 3 under Challenge 5.

The College's commitment to improving communication manifested itself recently in a major redesign of the College's web presence. We have embraced a content management system (CMS), developed a new look and common navigation system for our College, Department, and Program pages, and have been migrating pages into the new system. We estimate that 98% of the relevant pages have been migrated, and we expect to complete the project by the end of 2009. The CMS makes it much easier to keep materials on the web up-to-date. We have realized significant progress toward discarding old material and substituting timely information.

The new web presence for the College also reflects our commitment to making our pages accessible to individuals with disabilities. As new pages are developed and migrated into the system, they are reviewed centrally to ensure that they are in compliance with section 508 of the Rehabilitation Act. In addition, we run annual reviews on our entire web presence to flag pages that are problematic in terms of accessibility. Once the problematic pages are identified, we follow-up with the relevant parties to solve the difficulty.

Since we have adopted our new web presence, a review of our site by Penn State's Web Accessibility and Standards Review Committee showed that our errors per page are

now 17% of what they were in the previous year. We have been informed that we are in the top 10% of Penn State units having the lowest level of average errors. While we will continuously work for a score of zero, realistically we will not be able to reach that level, since html validators have limitations and tend to reveal false positives.

The College has also sought to reach students through the use of invited notable speakers and lecturers. During the last five years, our visitors addressing diversity topics included:

- Joe White, professor emeritus of psychology and psychiatry at the University of California at Irvine, September 2004
- Larry Cuban, professor emeritus from Stanford University, October 2007 (Nicely Lecture)
- Kagendo Mutua, associate professor, Severe & Profound Disabilities & Transition, The University of Alabama, Tuscaloosa
“Postcoloniality and Special Education in Kenya: Negotiating Culture and Disability” October 2007
- Solsiree Del Moral, assistant professor, Department of History, PSU
“Americanization, “Tropical Yankees” and U.S. Imperialism: Revisiting the Early History of U.S. Colonial Education in Puerto Rico, 1898-1930,” November 2007
- James B. Quilligan, international economist, director of the Centre for Global Negotiations, American coordinator for the Convention on the Global Commons. “The Audacity of Hope: Daring to Choose a Different World,” January 2008
- Daniel C. Edelson, VP for Education and Children's Programs at the National Geographic Society and Executive Director of the National Geographic Education Foundation.
“Building a Geographically Literate Society: A Case Study of an Ongoing National Educational Reform Initiative” (Waterbury Lecture), February 2009
- John Rudolph, associate professor in Curriculum and Instruction at the University of Wisconsin-Madison.
“How Understandings of Scientific Practice are Built: The Case of High School Biology in the 1960s” (Waterbury Lecture), March 2009
- Beth J. Doll, Professor and Director, School Psychology program at the University of Nebraska-Lincoln
“Transforming School Mental Health” (Bernreuter lecture), October 2009

- Jonathan Silin, educator and gay writer/activist, April 2009
Event #1 Out in the Classroom
Event #2 Lunch with Jonathan Silin
- Daniel Duke, professor of education at the University of Virginia's Curry School of Education (Nicely Lecture), April 2009
- May Rihani, Senior Vice President and Director, Global Learning Group and Director, Center for Gender Equity, Academy for Educational Development
"Girls' Education and Women's Leadership: A conversation with May Rihani" (DCEC co-sponsored), April 2009
- Winona La Duke, Native American Activist, environmentalist, and writer, September 2009
- Donald G. DiPaolo, DiPaolo & Associates, Inc., Leadership Coaching & Consulting, Trenton, MI
Turning to one another. C & I Education Faculty and Graduate Student Retreat, April 2005
- Leadership Forum on American Indian Education
Tarajeau Yazzie-Mintz, Indiana University
Susan Banks-Joseph, Washington State University
Grayson Noley, the University of Oklahoma
November 2009
- Phil Scott, professor of physics education at the University of Leeds, United Kingdom
"Teaching Science Concepts: A Neglected Art?"
October 2009
- Joseph Tobin, the Nadine Mathis Basha Professor of Early Childhood Education at Arizona State University
"Listening to the Voices of Immigrant Parents in Early Childhood Education,"
November 2009

In addition, there are several well-organized, diversity focused brown bag presentations including the Diverse World Views Holmes Scholars Brown Bag Series. The Holmes Scholars are a select group of doctoral students in the College who come from underrepresented groups and who are preparing to be educational researchers. They are part of a national organization that is designed to promote partnerships in education. We have more to say about the Holmes Scholars under Challenge 3. Our Humphrey Fellows also organize forums where they present information about their home countries. Both of these series are open to the entire College community.

Finally, we call attention to an example of how the College is providing support for a grass-roots student group that has organized itself around environmental issues, including problems associated with plastic water and soda bottles. The group is known as 3E-COE and is attracting a significant amount of attention from students in the College. Further information about this group is available at their blog located at: <http://3e-coe.blogspot.com/>. We are providing visibility for the group through announcements and feature articles, and we will be cooperating with them, in conjunction with the Office of Physical Plant, during the fall semester 2009 to assess the taste and appearance of water coming from water fountains and kitchenette sinks throughout the College. This is a pilot program for the University, and we are proud of how the students have worked with the University's central administration to address a significant environmental issue.

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.

Professional Development

We have taken advantage of the skills and talent of several University staff members in our efforts to provide diversity related professional development opportunities for faculty and staff in the College. For example, Dr. Sue Rankin, while she served as our liaison with the Vice Provost's Office for Educational Equity conducted several beginning of the year workshops for the administrative leadership team in the College. This group included all of the deans, department heads, and directors and coordinators of a wide variety of centers, institutes, offices, and programs. These have been quite successful workshops and have dealt with topics like power and privilege in the workplace.

More recently, we shifted the focus of this workshop and for the past two years (fall 2007 and fall 2008) we have used it to assist the University in its effort to develop a training resource for faculty and staff who find themselves working with troubled students. This was a University-funded collaborative effort that involved the College of Education, the Counseling and Psychological Services unit (CAPS), and Public Broadcasting (WPSU). We used the workshop to provide feedback on the pilot versions of the training videos that were developed as part of the project.

The project made innovative use of drama to provide professional development on a diversity related topic. It is a continuation of the College of Education's longstanding interest in using the dramatic arts to help College personnel gain insight into sensitive matters involving diversity, power, and privilege. We are proud of the materials that were produced as part of this project. The relevant web site can be viewed at: <http://studentaffairs.psu.edu/caps/wsb/>

We are continuing with our tradition of devoting the College's fall administrative retreat to a diversity related topic. In the fall of 2009, Ms. Banci Tewolde, from Penn State's Affirmative Action Office, offered a workshop that was focused on mediation and academic conflict resolution.

As a College, we have also provided staff assistants with opportunities for professional development organized around diversity-related topics. For example, in the spring of 2006, Dr. Suzanne Adair (who at that time worked with Penn State's Affirmative Action Office), led workshops for staff assistants throughout the College. The goal was to provide staff members with an opportunity to express concerns and to develop strategies for addressing concerns.

In addition, in May 2009, the College's Diversity and Community Enhancement Committee (DCEC) sponsored a workshop that was focused on creating a welcoming environment for LGBT faculty, staff, and students along with their allies. The workshop was facilitated by Allison Subasic, Director of Penn State's LGBT Student Resource Center, and was designed to provide basic definitions and resources and included interactive exercises to enhance awareness and understanding.

We will have more to say about the College's DCEC in response to the next question, but it is worth noting here that the committee has developed a comprehensive web site that provides information about its on-going work. The web site can be found at: <http://www.ed.psu.edu/educ/for-current-faculty-and-staff/diversity-community/diversity-community-page>.

Speaking of web sites, we also established a web site for the Diversity Planning process that has led to the preparation of this report as well as the preparation of our plan for 2010-2015. The diversity planning process web site provides a record of all of the communications surrounding the planning process and can be found at: <http://www.ed.psu.edu/educ/for-current-faculty-and-staff/diversity-planning/diversity-planning-page>.

Finally, as part of our ongoing effort to improve communication within the College, we conducted an impact survey that asked students, faculty, and staff about their perceptions of the effectiveness of our various communication instruments, including the periodic newsletter, *Connections*, the digital signs, and the internal web sites. We are in the process of assembling the results of this survey and will be discussing the results during the next few months.

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

We established a Diversity and Community Enhancement Committee (DCEC) as a standing College committee in 2002. It has been an active committee since that time and draws membership from student, staff, and faculty populations throughout the College.

Dr. Gail Boldt joined the College faculty as an associate professor with tenure in 2007 and later that year agreed to accept a leadership role for the College's Diversity and Community Enhancement Committee. She served on a similar committee at her previous University, the University of Iowa, and brings fresh ideas to the design and function of our committee.

The DCEC is now comprised of faculty, staff, and student volunteers from across the five Departments plus representatives from the College administration and the Assistant Dean for Multicultural Programs. The Committee is now provided with an annual budget and uses these resources to sponsor events around selected themes. For 2008-2009, the chosen theme was LGBTQA issues and several events were sponsored including Jonathan Silin's appearance on campus. For 2009-2010, the chosen theme is the 40th Anniversary Celebration of the American Indian Leadership Program (AILP) at Penn State, and the DCEC will be working closely with the planning committee for the AILP regarding events to commemorate the 40th anniversary of AILP.

What follows is a list of the DCEC membership during the fall of 2009:

2009-2010 Committee Membership

Leadership Team

- Gail Boldt — C&I (faculty)
- Charleon Jeffries— Multicultural Programs (staff)
- Anna Fernandez — C&I (graduate student)
- Elizabeth Park — C&I (graduate student)

Members at Large

- Diane Bremer — Advising Center (staff)
- David Cochrane — Education Technology Center (staff)
- Kathleen Collins — C&I (faculty)
- Susan Faircloth — EPS (faculty)
- Carol Fantaskey — LPS (staff)
- Carla Firetto — ESPSE (graduate student)
- David Fuentes — C&I (graduate student)
- Bonnie Jean Gardner — LPS (graduate student)
- Jane Harstad — EPS (graduate student)
- Ashley Hazelwood — LPS (graduate student)
- Richard Hazler — CECPR (faculty)
- Patricia Hinchey — C&I-PS Worthington-Scranton (faculty)
- Becky Holter — ESPSE (staff)
- Darla Homan — C&I (staff)
- Angela Hummel — Dean's Office (staff)
- Su Young Kang — C&I (graduate student)
- Kristen Lee — EPS (graduate student)
- Hollie Mackey — EPS (graduate student)

- Andrea McCloskey — C&I (faculty)
- Sharon Patrick — Dean's Office (staff)
- Maria Schmidt — Multicultural Programs (Assistant Dean)
- Barb Schaefer — ESPSE (faculty)
- Corey Simmons — C&I (graduate student)
- Jeanine Staples — C&I (faculty)

The DCEC, chaired by the 2008-2009 Leadership Team of Gail Boldt, Paul Datti, and Charleon A. Jeffries, established and achieved a number of goals in accordance with the mission of the committee and the charge of the Dean. The work of the committee was organized into that work which was the responsibility of the committee as a whole and that which was planned and carried out by subcommittees. These subcommittees were based upon goals established by the committee of the whole at the close of 2007-2008 and included a year-long theme committee, a web site redesign committee, a resources committee and a community enhancement committee.

The work of the entire DCEC was determined to include major decisions about membership and ways of working; overall goals, direction and evaluation of the committee's work; public representations of the committee; the creation and direction of a DCEC sponsorship grant; and budget oversight. In addition, the committee of the whole has responsibility for approval of the recommendations of the subcommittees.

In 2008–2009, the accomplishments of the committee of the whole included:

- Carrying out the 2008–2009 DCEC decision to reformulate membership from mandatory department participation to voluntary participation. This change enabled the committee to ensure that attendance at meetings and participation in subcommittee work is viewed as a serious personal commitment and is undertaken willingly and enthusiastically. The 2008–2009 committee members were invited to resign or to recommit to the committee. Three times during the 2008–2009 year, the committee solicited college-wide participation. In addition, Lead Staff Assistants and Department Heads were advised the participation must be voluntary. Through the 2008–2009 year, membership rose from 17 members to 28 members, all of whom expressed a commitment to active participation on the committee. In addition, we note that the membership of the committee itself became more diverse and that we attracted the participation of new faculty members and several new doctoral students.
- Supporting the development of the year-long theme initiative. This was the first year for this initiative. The committee as a whole participated in defining this as new work for the DCEC, and establishing how the theme was to be identified and supported by the committee and the subcommittee.
- Defining criteria for budget expenditures.

- Oversight of the direction and budget for this year’s theme, LGBT issues in education.
- Establishment of the criteria for the DCEC support grant. We received and approved two support grant applications for 2008–2009 for \$500 each. One came from Brent Hurley to support the creation of eLion modules for on-going teacher development for LGBT issues in education. The second was in support of a student initiated effort to sponsor a COE visit and public talk by May Rihani, the Senior Vice President and Director, Global Learning Group, and Director, Center for Gender Equity, Academy for Educational Development.
- Sponsorship of the Cycle-thon.
- Soliciting and receiving substantial input from COE faculty, staff and students to identify the 2009–2010 year-long theme. Fourteen themes were suggested and based on the timeliness of the issue and the level of commitment to carrying out the theme in a meaningful way, the DCEC determined that the 2009–2010 theme would be the 40th anniversary of the American Indian Leadership Program at Penn State.

5. What is the role of your multicultural coordinator?

Our multicultural coordinator now serves as the Assistant Dean for Multicultural Programs in the College of Education. We made this change in the fall of 2008 in order to more directly infuse sensitivity to diversity issues into the core academic planning that goes on within the College. We see this as a very positive step forward for us as a College. The Assistant Dean is a member of the administrative leadership team for the College and helps us make strong connections between academic and student affairs. The Office continues to focus on recruitment and retention issues and is becoming increasingly involved in serving as a resource for curricular development with diversity content.

The Assistant Dean is a permanent member of the College’s Leadership Team and Diversity Community Enhancement Committee, Co-Chair of the College’s Scholarship Committee, and our representative in multiple groups across the College and University, as well as in state and national organizations.

The following list describes the major responsibilities for the Assistant Dean for Multicultural Programs:

- Collaborates closely with College and academic departments’ leadership in the development of programs that provide diverse experiences for all education students.

- Coordinates and supports recruitment and retention initiatives designed to increase college diversity and the overall diversification of the education profession.
- Oversees outreach and early intervention programs designed to enhance the academic preparedness as well as increase the self-esteem and social development of low income/first generation and traditionally underrepresented/marginalized students.
- Oversees the development of programs, services and initiatives to meet students' needs and address issues of equity and inclusion across all dimensions of diversity.
- Acts as liaison and represents the College of Education with multiple internal and external stakeholders.
- Advocates for the equitable treatment and inclusion of students belonging to historically marginalized social groups, and also serves as a resource for students involved in racial, ethnic, or cultural conflict in any aspect of their lives at the College of Education.

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

Most Successful

- Re-formulation of the DCEC committee
- Re-design of the Multicultural Program Office
- Creation of the Assistant Dean position
- Student Exchange and Field Experiences Abroad
- New uses of technology including the periodic review of our web pages for accessibility
- New and more participatory approach to developing the College’s Diversity Plan

Least Successful

- Top-down planning processes where there are few opportunities for stake holders to have meaningful input

Possible Best Practices

- The new planning process
- The decision to subject all web pages to a periodic review to assess compliance with standards for accessibility

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

Since 2005, the College has published 198 diversity-related features on its Web site and in its publications.

Since the fall of 2005, 140 students have completed student teaching in England, Sweden, Norway, or the Netherlands. There are also opportunities to student teach at the Pierre Indian Learning Center in South Dakota, and we have had 43 students completing their student teaching assignments at this Center since 1999.

The College of Education continues to monitor its communications with regard to accessibility, and we have made excellent progress. Since 2005, we have reduced the number of accessibility issues to 17% of the prior rate, and we are now in the top 10% of academic units in terms of accessibility of information.

Responses to the surveys we send periodically to our graduates. For example, the survey we distributed during the fall of 2009 revealed that more than 63% of our 1,117 respondents indicated the College of Education prepared them to professionally engage with the following diverse aspects of the population (age, ancestry, color, disability or handicap, national origin, race, religious creed, gender, sexual orientation, or veteran status) either “often” or “very often” within their teacher education courses.

Challenge Two: “Creating a Welcoming Campus Climate”

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

The College has given more visibility to the Office of Multicultural Programs both in terms of the office’s location and the Assistant Dean title of the person leading the office. The budget for this office has also been increasing in line with its increased level of responsibility.

The College provides financial resources to support the work of the College Diversity and Community Enhancement Committee.

The College decided to focus the Cycle-thon on support for programs designed to promote access to higher education for talented high school students from underrepresented groups. The Cycle-thon’s fund raising purpose is designed around the theme of: Increasing Access to the Field of Education for Academically Talented Students. The funds that are raised by the Cycle-thon are used to support the Summer College Opportunity Program in Education (SCOPE) which provides a summer residential experience on the University Park campus for high school students from groups that are underrepresented within the field of education.

Diversity/climate committees have developed at the Department level. There is quite a bit of variation in terms of how they function, and as we look to the future we are placing emphasis on achieving a greater degree of coordination across the committees as well as between the committees and the College’s Diversity and Community Enhancement Committee. We have more to say about these aspirations in our Diversity Plan for 2010-2015.

2. How does your unit identify climate issues?

We rely upon mechanisms at both the Department level and at the College level to identify, monitor, and respond to climate issues. At the College level, we provide an easy to find web site (<http://www.ed.psu.edu/educ/current-students/concerns-suggestions>) where students, faculty, and staff can raise concerns, report incidents, and make suggestions. The site provides access to a wide range of Penn State resources at both the College and University levels.

The College’s Diversity and Community Enhancement Committee (DCEC) also works proactively to identify climate issues that warrant attention. During the 2008-2009 academic year, the DCEC identified LGBT issues as an area of focus. For 2009-2010, the focus will be on indigenous people with a focus on the American Indian Leadership Program’s 40-year anniversary.

At the Department level, the individual department diversity/climate committees are visible and provide a point of contact with students, faculty, and staff.

We offer the following specific example of how this system works without revealing the identity of the individuals involved. It is a case where expletives were being used by a faculty member in both one-to-one interactions and at open meetings. The matter was brought to the attention of the affected Department Climate Committee as well as to the Department Head, our Human Resource Coordinator, and the Dean. University assistance from the Affirmative Action Office was requested and received. The concerns surrounding these incidents prompted the Department's Climate Committee to address broader climate issues in the Department and documented and celebrated the progress the Department was making in addressing climate issues. Specific curricular innovations were highlighted. Civility has increased within this unit, and we believe real progress was made.

3. How does your unit monitor climate?

Our Assistant Dean for Multicultural Programs is perhaps the most visible point of content in the College for students with concerns about diversity-related climate issues. The Assistant Dean fields these comments and provides follow-up assistance. The Assistant Dean also meets regularly with the Dean and other members of the College's administrative leadership team and monitors and reports on patterns.

Students, faculty, and staff also have the opportunity to provide feedback regarding climate on the web page referred to above that provides information about where to go with particular concerns (<http://www.ed.psu.edu/educ/current-students/concerns-suggestions>). The various points of contact (e.g., the Ombudsman, the Sexual Harassment Resource Contacts, the University's Affirmative Action Office, the College's Multicultural Program Office, the College's Student Advisory Forum, the Dean's Office, the University's Report Hate website, and the College's Academic Integrity Committee) monitor the submissions to this site. The site also makes clear who is doing the monitoring and provides an overview of the individuals who are available to help.

Employment related concerns are typically handled by our Human Resources Coordinator, in consultation with the Dean and others as appropriate.

The Department diversity/climate committees also monitor climate within their respective units. These committees are structured in different ways, but all are designed to be grass-roots entities that are closely in touch with the day-to-day life of the Departments. These committees are all in close contact with respective Department administration.

4. How does your unit respond to climate issues?

We set as a goal to be proactively engaged with these issues so that negative experiences for faculty, staff, and students are reduced if not eliminated.

When something negative happens, we want to be aware of it as soon as possible. We take each reported incident seriously and investigate appropriately, involving the necessary University offices (e.g., Affirmative Action) when necessary.

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

We shared the results of the most recent faculty and staff survey with the College's Faculty Council and encouraged dialog about the findings. We also discussed the results of the survey with Department Heads.

We developed and added new language regarding climate into our Promotion and Tenure Guidelines. In particular, the College's Faculty Council, an elected and representative body of the faculty, revised the College's Promotion and Tenure guidelines in February 2006 and after considerable discussion decided to add language that makes explicit reference to the importance of establishing a good climate in instructional settings. It was not easy to find language that demonstrates the College's commitment to creating a welcoming climate without making instructors vulnerable to accusations about not being respectful of all points of view, regardless of their merit. The new language in the College's Promotion and Tenure Review guidelines makes explicit reference to the value the College places on creating a "teaching and learning environment where students are treated as welcomed contributors." This is a significant step forward for us as a College given how important promotion and tenure guidelines are for tenure line faculty members within the University.

Particular Initiatives Designed to Enhance Climate

- Professional development workshops designed to enhance awareness and understanding of climate issues and to train the college community in promoting a welcoming environment for all members of the College. (See Challenge 1 for more information)
- Seminars and speakers addressing diversity issues (See Challenge 1).
- Features in College Publications (See Challenge 1).
- Annual American Indian Pow Wow. The College of Education provides the administrative home at Penn State for the annual Pow Wow and also contributes resources.
- LifeLink PSU. This is a partnership between the College and the State College Area School District wherein special needs students who are approaching and reaching a college-going age are provided Penn State opportunities that are

appropriate for their skill levels and career interests. Penn State students from the College of Education as well as other colleges play active roles in helping these students take full advantage of the opportunities. The program has been a great success and one of the benefits involves helping Penn State students gain a better understanding of how disabilities can be overcome in pursuit of educational and career goals.

- **Climate Enhancement Award.** The College's Faculty Council created a new award to recognize contributions to the pursuit of the College's diversity agenda. This award goes to the faculty or staff member who has done the most to improve the climate of the College. Three of these awards have now been made. The first went to Ms. Maria Schmidt, our Assistant Dean for Multicultural Programs, and the second went to Dr. Miryam Espinosa-Dulanto, Assistant Professor of Language and Literacy Education. The third award went to Dr. Richard Hazler, Professor of Counselor Education and Eugenio Longoria Saenz, doctoral candidate in Learning and Performance Systems. The fourth and most recent award was presented to Dr. Keith Wilson, Professor of Counselor Education during the spring of 2009. We are very pleased to take this concrete step toward recognizing those in the College who have done so much to advance our diversity agenda.

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"?

Most Successful

- The inclusion of language in the College's Promotion and Tenure Review Guidelines making explicit reference to the importance of a good climate in teaching and learning environments.
- Cycle-thon

Least Successful

- We are still working on the interface between our Department Climate Committees and the College Diversity and Community Enhancement Committee.

Possible Best Practice

- The inclusion of language in the College's Promotion and Tenure Review Guidelines making explicit reference to the importance of a good climate in teaching and learning environments.

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

We have not yet succeeded at identifying good measures of a welcoming climate. It is relatively easy to come up with counts of things like the number of participants at climate related workshops, participants at community building events like the Cycle-thon, or the number of dollars being spent by the DCEC on its thematic priority for the year, but these seem rather far afield from what we are really wanting to measure. These “thing-counting” data are available upon request. We hope to make more progress toward developing good metrics for this challenge during the next planning period.

Representation (Access and Success)

Challenge Three: “Recruiting and Retaining a Diverse Student Body”

The Penn State College of Education serves approximately 2,800 undergraduate and 1,200 graduate students each year. The College prepares administrators, counselors, psychologists and researchers, as well as K-12 teachers in 21 different specialty areas. All of the College of Education graduate programs that are ranked by the *U.S. News & World Report* appear at least in the top 20, with seven programs in the top 10.

The Office of Multicultural Programs within the College plays a key role in recruiting and retaining undergraduate as well as graduate students. We take this opportunity to describe its role and function.

Office of Multicultural Programs

The Office of Multicultural Programs is a unit within the Office of the Dean in the College of Education. The Office serves a broad clientele and performs a multitude of roles in pursuit of its goal to enhance recruitment and retention and the formation of a welcoming climate.

The mission of the Office of Multicultural Programs in the College of Education is to facilitate the development of an infrastructure and climate that promotes and values diversity and multiculturalism, infuses diversity across the curriculum and student experiences, facilitates access to post-secondary opportunities, supports the advancement of outstanding underrepresented educators and works towards the greater diversification of the education profession.

Goals of the Office of Multicultural Programs:

- To promote and create a sense of community and improve the quality of life for all Education students;
- To create and promote a sense of belonging that permeates throughout all aspects of the college community (alumni, staff, faculty, students);
- To construct institutional values that are responsive to the core principles of the Framework to Foster Diversity; and
- To foster individual and group growth and unity among the College of Education community by advancing student learning through programs and experiences that integrate self-awareness, multicultural and intercultural communication skills, and social justice education

Programs, services and collaborations under the Office of Multicultural Programs include but are not limited to:

- Provision of the Academic Enhancement Program: academic, financial and personal advising (including tutoring services, professional development activities);
- Support for the Future Educators Association Chapter/Multicultural Education Student Association (FEA/MESA);
- Coordination of Pennsylvania's Future Educators Association's annual state conference;
- Support for the Penn State's Holmes Partnership Scholars Program;
- Administration of the Summer College Opportunity Program in Education (SCOPE) high school summer program;
- Administration of the Penn State Educational Partnership Program (PEPP);
- Support for the Urban Teaching Collaborative: College of Education/Isaac Sheppard Elementary Partnership (Philadelphia) (in collaboration with the Associate Dean for Research, Outreach, and Technology);
- Assistance for the Abroad/exchange student programs (in collaboration with the College's Office of International Programs);
- Support for Institutional Partnerships and Exchange Programs: Xavier University of Louisiana, University of Puerto Rico-Mayaguez, Universidad del Este-Puerto Rico, University Partners-School District of Philadelphia, Phi Delta Kappa International (PDK-Professional Association in Education);
- Administration of the Bunton Waller Graduate Award and Puksar Graduate Assistantship (in collaboration with the Associate Dean for Undergraduate and Graduate Studies);
- Administration of the Bunton Waller Undergraduate Fellowship Program;
- Support for the Social Scientists for Increased Diversity (SOLID), a PSU group within the NSF Alliances for Graduate Education and the Professoriate (AGEP) program;
- Liaison and collaborative work with the McNair Program, SROP, FastStart and the PSU Admission's office (Achievers Weekend, SMART, Recruitment Centers, Spend a Fall Day and Multicultural Spend a Summer Day) and Career Services (Multicultural Networking Reception for Education Career Day);
- Liaison and collaborative work with TRIO and Educational Equity programs;
- Liaison and collaborative work with Latina/o Studies Program;
- Support for multicultural student organizations at the University and within the College of Education;
- Support for the Multicultural Advancement Alumni Council (MAAC);
- Active Participation in the College's Diversity and Community Enhancement Committee's work;
- Support for graduate student travel funding ; and
- Creation of a central repository for materials and tools to assist with: integrating cultural and diversity materials into course instruction and diversity projects, and provision of access to information about local volunteer/paid work opportunities to fulfill the 80 hour work experience requirement in our teacher preparation programs.

- 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.**

Undergraduate Student Recruiting and Retention Efforts

Future Educators Association (FEA). Since spring of 2006, Ms. Charleon Jeffries (program assistant for the Office of Multicultural Programs) has held the position of the Director of Pennsylvania Future Educators Association for Phi Delta Kappa, the umbrella organization for the Future Educators Association (FEA). Ms. Jeffries' position with the FEA reflects and is an outcome of the increasing level of interaction between the College of Education and high schools across the Commonwealth. Most importantly, it is providing the College with opportunities for further visibility and access to high school students interested in Education careers at the local and national level. Our work with the FEA clubs provides the opportunity to have a tangible presence and to work with over 50 high schools with FEA clubs in Pennsylvania. Many of these high schools serve urban populations and enroll significant numbers of students who come from low income/first generation groups and that are underrepresented in the field of education.

Future Educators Association/Multicultural Education Student Association (Phi Delta Kappa and PSU chartered/registered organization). FEA-MESA: the College of Education's group had an outstanding participation during the Future Educators Association National Conference (Denver, Colorado.) Our chapter is one of the first and few college level chapters. During the 2009 conference, our students distinguished themselves holding workshops on how to establish successful college FEA chapters, as well as workshops around preparing for college admissions and education majors. Our FEA/MESA students work closely with the Office of Multicultural Programs in many of our recruitment and retention activities and are liaison to high school FEA chapters.

MESA has been very successful in coordinating professional development and health education workshops in collaboration with University and State College community offices.

Future Educators Association State Conference. The College of Education reactivated the Future Educators of America (FEA) Pennsylvania state conference after several decades of inactivity. We have hosted 3 conferences since 2006 through spring 2009 and are preparing to serve as the host again for the fall of 2010.

During the one day conference, high school students from across Pennsylvania engage in activities that introduce and provide insight into careers and opportunities within the field of education. The conference brings also the opportunity to familiarize participants with the Penn State family and the University Park campus.

Faculty and staff across the academic departments in the College along with members of the Admissions, Student Aid and Career Services units serve as workshop facilitators during the annual conferences, introducing students to our Education programs and to the Penn State community. High school participants have the opportunity to interact with current Education students, including members of our student organizations (SPSEA, ESC and MESA). This event has generated interest in Penn State as a school of choice, as manifested by the increased number of referrals and requests for information received by the Multicultural Programs office. See Appendix A for the conference programs from 2008 and 2009.

Future Educators Association National Conference. We have attended the national conference for the last four years and with each year, our participation has grown. At our suggestion, the national organization included a “college fair” as part of the conference activities. In addition to the college fair, the Office of Multicultural Programs and the Multicultural Education Student Association have participated as conference presenters and conference staff. The national conference continues to be a success, and we will be participating again during the next conference. Each year, the national conference brings over 1,000 student members from across the United States and gives our College national exposure. Larger numbers are expected for the upcoming national conferences in San Antonio (2010), Atlanta (2011), and Baltimore (2012).

Summer College Opportunity Program in Education (SCOPE). SCOPE is a rigorous four-week summer residential program providing academic enrichment and college preparation opportunities to underrepresented, low income, and first generation students. The program is organized to address areas including academic and study-skills, financial aid, leadership, community service, cultural-affirmation, and career and personal development.

The summer experience is organized around five main goals:

- Increase academic skills;
- Enhance social skills for a successful college experience;
- Validate participants’ sense of themselves as college-bound learners;
- Familiarized participants with higher education institutions and admissions/financial aid processes; and
- Develop participants’ knowledge of education careers.

Penn State Educational Partnership Program (PEPP). The PEPP program operates in partnership with schools in McKeesport, Reading, and Philadelphia. Through PEPP, Penn State students work in after-school tutoring and mentoring programs with K-12 students.

The operational mission of PEPP is to:

- Enhance academic preparedness and motivational levels of minority, low income, marginalized and under-represented student populations;
- Provide students with personal and educational support to negotiate the academic curriculum and graduate from high school;
- Encourage individual self-confidence, increase self-esteem, social skill development and career awareness in order to enhance participant ability to enter and complete college;
- Improve family awareness on the value of education and increase parental involvement in the education process; and
- Introduce pre-service teachers to innovative and creative teaching methods to better serve and educate the culturally diverse classroom of today.

The PEPP-Philadelphia, Sheppard Elementary School site is a good example of the expansion of the Partnership to reach younger students. Sheppard students in the 4th grade comprised the original PEPP participant population; however, in response to the principal's request we opened the program to 3rd graders in order to give those students a "jump start" for 4th grade PEPP participation. That program is called PEPP ASAP (After-School Academic Program) and is enjoying enthusiastic support from local parents. The initiative is an integral part of the College of Education Partnership with the Philadelphia City School District which also provides PSU student teachers with an "educational urban immersion" field-experience. Our partnership with the Philadelphia City School District also seeks to address parental and community literacy issues by introducing computer technology into family homes.

PEPP's Enhanced Activities and Programs. In 2009-10, PEPP will implement PREP, an initiative designed to engage over 200 participants enrolled in grades 4 through 10 in the McKeesport and Reading School Districts. The project will promote student exploration of self and will include efforts to develop a positive sense of identity, awareness, and appreciation in a culturally diverse world. A further goal is to foster a sense of connectivity between educational processes and personal resources that will help the students define ambitious life goals. The Penn State Diversity calendar and the College of Education's events and programs will serve as resources for the project as efforts are made to develop activities, presentations, student research, and self evaluation.

In addition, the Office of Multicultural Programs is spearheading the design and development of an "e-tutoring" program to service the Isaac Sheppard Elementary School. Our goal is to overcome geographical barriers and provide after school activities and tutoring services to the students. In addition, the program will further provide diverse learning experiences to our pre-service teachers via the use of technology.

Collaborations with Related University Initiatives and Offices. We maintain a combination of collaborations with areas across Penn State University. Many of these collaborations focus on recruitment activities. Examples of these team oriented efforts include:

- Information sessions and college fairs for Spend a Fall Day, Spend a Summer Day, FTCAP, Achiever's Weekend;
- Small group and one-on-one sessions with Talent Search, Upward Bound, Comprehensive Studies Program and College Assistance Migrant Program;
- Partnerships with Recruitment Centers with College of Education and FEA presentations to guidance counselors (from middle and high schools in PA.);
- Use of Recruitment Centers facilities for SCOPE information sessions and prospective participants interviews;
- Provision of information for Recruitment Center personnel and non-UP campus contacts about Education programs, including the PEPP and SCOPE programs; and
- Individual sessions with referrals from Admissions, Student Aid, DUS, other PSU Colleges, Academic Advancement/TRIO programs and Recruitment Centers.

Philadelphia University Teacher Education Partners. The College of Education is an active member of the School District of Philadelphia's University Teacher Education Partners Committee. The committee is comprised of representatives from selected Colleges of Education and District personnel. Discussions and projects focus on recruitment (students for the colleges as well as teachers for the District), the District curriculum, and the contents of teacher preparation programs within the participating universities. The Partners Committee coordinates advocacy efforts as well as publicity dealing with teacher certification issues, philanthropic support opportunities, joint research projects, and the like. The Assistant Dean for Multicultural Programs represents our College on this committee.

Multicultural Advancement Alumni Council (MAAC). In response to the goals of the Penn State Framework to Foster Diversity, we developed the idea of creating a Multicultural Advancement Alumni Council (MAAC). We perceive our alumni to be a valuable resource for collaborations and support in achieving our recruitment goals and in advancing our diversity initiatives. This idea developed into a group chartered by our Alumni Society and is now an official Affiliate Program Groups (APG) within Penn State's Alumni Association.

New Undergraduate Major. Launched in the Fall of 2008, the Education and Public Policy (EPP) major offers an interdisciplinary program for students whose goal is to make a difference in society by building democratic participation and improving civic capacity in and through educational institutions and communities. This major is specially designed for students who want to work in education but do not want to become certified classroom teachers. The EPP degree prepares students to enter professional careers in educational organizations, government, community development, public service, non-profits, consulting, philanthropy, and interest groups for the betterment of a diverse and democratic society. EPP students become discerning research consumers and policy

analysts in order to work for educational reform and social justice. The new major is proving to be popular among students.

Re-Designed Undergraduate Major. The Rehabilitation and Human Services (RHS) program went through a major redesign during the past five years and has significantly expanded its focus on rehabilitation and disability to include a broader range of human services than has been the case in the past. The redesigned RHS major prepares professionals to work in a variety of settings that serve people with disabilities as well as a broader clientele including children, adolescents, adults, and older adults who require remedial and prevention services to improve educational, personal, social, and vocational outcomes. Students have responded very positively to the new design and enrollments in the major are increasing.

Academic Success Program. This program is designed to equip freshmen and sophomores from underrepresented groups to meet the criteria for admission into their declared majors and to establish an identity with the program area. The Program includes:

- Early identification of the appropriate major that meets students' interests, aspirations, and expectations and that also aligns with their abilities and previous academic preparation;
- Development of individual academic plans tailored to meet student's needs and academic goals;
- Accommodations in entrance to major timetable when developmental coursework and/or academic/language skills enhancement is required;
- Student centered monitoring of academic progress to provide opportunities to improve performance situations and/or challenges;
- Group and individual sessions that focus not only on understanding entrance to major requirements, but "how to" complete and fulfill those requirements by outlining and suggesting steps and options;
- Assistance for students in choosing suitable courses and manageable workloads which will promote academic success;
- Implementation of "cluster" strategies that facilitate "learning communities" and are designed to facilitate academic and social connections;
- Encouragement and preparation for participation in research oriented initiatives and graduate school readiness (SROP and McNair); and
- Professional development conferences and seminars such as the FEA National Conference, the Chaka Fattah Conference, the Penn State Achievement Conference, and the Annual Robert D. Lynch Student Leadership Development Institute.

In the spring 2010, we will begin a new pilot program that will work with English Language Learners (ELL) enrolled in our programs and who have a desire to become teachers.

Provision of Study Skills. EDPSY 297B Academic Success in College Settings is a course that was designed and is coordinated/taught by Dr. Rayne Sperling, Associate Professor of Educational Psychology. The course addresses academic skills, learning strategies, and effective motivation necessary for academic success in post-secondary settings. The course emphasizes self-regulated learning strategies supported by an in depth understanding of human learning. It is a one credit course and students are selected based on academic needs. The course also brings students together into “learning communities.”

College of Education Fairs. In the Fall of 2009, we started a series of College Fairs as part of our effort to provide students with tools and resources that will assist in the development of their academic and personal well being. The Fall 2009 College Fairs included:

- An Academic and Career Services Fair — The College of Education invited groups from across campus to share information with students to help promote understandings of academic and other services that are available to them at University Park. Groups represented at this fair included: Career Services, Judicial Affairs, PSU Learning (formerly University Learning Centers), University Libraries (Education Library), Rehabilitation and Human Services, Education and Public Policy, Multicultural Resource Center
- A Wellness Fair — The College of Education invited groups from across campus to share information with students to help promote understandings of health and wellness that are available to them at University Park. Groups represented included: Center for Ethics and Religious Affairs, LGBTQA Resources Center, CAPS, University Health Services, Office of Disability Services, Center for Women, 3E-COE, SPSEA, and MESA.

Scholarship Support. Recruitment and retention of undergraduate students has been greatly enhanced thanks to an increase in the number of scholarships, an increase in the allocation of scholarships to incoming freshman, and an increase in the minimum award amounts per semester. For example, the number of College scholarships increased from 273 in 2004-05 to 379 in 2008-09. Similarly, minimum award amounts increased from \$150 per year in 2004-05 to \$1500 per year in 2008-09.

Graduate Student Recruiting and Retention Efforts

Partnerships with Historically Black Colleges and Universities (HBCU), Hispanic Serving Institutions (HSI) and Tribal Colleges. The College of Education has formal cooperative agreements with the University of Puerto Rico-Mayaguez Campus and Xavier University of Louisiana. Both agreements focus on and are designed to aid in the recruitment of highly qualified students from underrepresented groups. Recently, we have also established similar collaboration with Universidad del Este-Carolina, Puerto Rico, another HSI institution. We also maintain interactions with Lincoln and Cheyney

Universities, the two HBCU universities in Pennsylvania. These collaborations have also led to program development beyond student recruitment, including summer seminars and student and faculty exchange programs.

Drs. John Tippeconnic and Susan Faircloth also maintain close working relationships with Tribal Colleges and Universities, and these connections translate into recruitment initiatives. Furthermore, Dr. Tippeconnic serves as the Chair of the Comanche Nation College governing board.

Recruitment and Retention Collaborations. We continue to play an active role in the coordination and participation of recruitment and retention activities in collaboration with areas across the University as well as with external organizations. Examples of these team oriented efforts include cooperation with:

- The Office of Graduate Educational Equity, Academic Council for Multicultural Affairs (ACMA): graduate fairs, campus visitation programs, referrals, SROP, Achievement Conference, Retention Conference, Annual Pennsylvania Conference on Graduate Opportunities, CIC recruitment trips, etc.
- The National Science Foundation Social Behavioral and Economic Alliance for Graduate Education and the Professoriate (NSF/SBE/AGEP): grant to support institutional goals around graduate recruitment and retention and initiatives to diversify the professoriate. The College of Education was one of the three first academic units at Penn State awarded with funding to support these diversity initiatives.
- The Compact for Diversity-Institute on Teaching and Mentoring: thanks to our work with the NSF/SBE/AGEP funded project we have earned participation in one of the most recognized graduate and faculty recruitment fairs under NSF initiatives.
- The Summer Research Opportunity Program (SROP): a program under the CIC partnership that aims to increase the number of underrepresented students who pursue graduate study and research careers. The 8 week summer program helps prepare undergraduates for graduate study through research experiences with faculty mentors and enrichment activities. The College of Education participates by hosting students as well as by encouraging our own students' participation.
- The Ronald E. McNair Scholars Program: a program designed to help prepare talented undergraduates for entrance into graduate school and receive doctoral degrees. Our College's contributions range from providing faculty and social mentors, workshop presenters, work as members of McNair admissions committee to our own students' participation as scholars. The program also provides access to potential applicants via their McNair database and through participation in the annual McNair Conference hosted by Penn State.

Holmes Scholars Program. Guided by the ideals of the Holmes Partnership, a national organization, Penn State's Holmes Scholars support a forum that explores and

addresses issues regarding the professional growth of current and future educational researchers from underrepresented groups in the profession. Promoting collegial and collaborative learning, this forum recognizes and advances purposeful, professional learning at both the individual and collective levels while simultaneously placing emphasis on preparing Holmes Scholars for future roles as university faculty and leaders in education. As a University recognized student organization, our Holmes Scholars are committed to the continued learning and growth of its members as supported by the principles of commitment, communication, collaboration and cogitation. The outcomes of such learning are manifested through the students' research, scholarship, community outreach and teaching.

During the last five years our Holmes students have become a benchmark model for other scholar groups within the national Holmes Partnership. They are highly regarded and have received several awards throughout the years. Among their accomplishments we should highlight the development of the brown bag series "Diverse World Views," a forum where our graduate students present their research projects. (See Appendix B) Presentations address all areas of diversity from underrepresentation to cultural responsive teaching and curriculum development, including a focus on issues affecting marginalized groups in the education profession. Furthermore, our Holmes students took a leadership role in developing and implementing workshops for pre-service teachers in our Professional Development Schools addressing issues of equity and privilege in the classroom and in curriculum development. Recently, the Holmes Scholars expanded their activities with the creation of the Holmes Speaker Series with Winona LaDuke as the series inaugural speaker.

Thomas Puksar Graduate Assistantship in Education Awards. The College provides each of its five departments with one Puksar graduate assistantship. The purpose of the assistantship is to recognize and support outstanding graduate students enrolled or planning to enroll in the College of Education and who contribute to the diversity of the graduate student body. Puksar recipients also receive the distinction of becoming our Holmes Scholars.

Bunton-Waller Graduate Awards Program. Bunton-Waller Graduate Awards program is a partnership between each academic college and the Graduate School. In the College of Education, they are assistantships awarded mostly to incoming graduate students. The Bunton-Waller Graduate Awards Program constitutes an important part of the University's comprehensive commitment to diversity in graduate education.

Additional Funding Support. In addition to the Bunton-Waller and Puksar/Holmes awards, our College supports diverse and underrepresented students by providing fellowships and scholarships to qualifying candidates. Some include:

- The Burdett E. Larson Graduate Fellowship in Education;
- The Rodney J. and Vernell A. Reed Graduate Scholarship in Urban Education;

- The J. Ralph Rackley Memorial Fund; and
- The Conrad Frank, Jr. Fellowship in the College of Education

Supplemental financial support is also available for expenses related to professional activities and research opportunities (travel, data collection, transcription, and other research projects' expenses).

Dean's Graduate Assistantships for Engaged Scholarship and Research in Education.

The College of Education, in partnership with the Graduate School, created a new award program for between four and seven incoming doctoral students in the field of Education. Each Dean's Graduate Assistant chosen will receive two years of funding from College of Education sources with the very high likelihood of securing a third and fourth year of funding from externally funded research projects. The goal is to provide multi-year funding to recruit and retain high quality graduate students. We are advertising the program nationally and will be welcoming the first students in the fall of 2010.

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

We provide a detailed description of these initiatives in response to Question 1. We briefly call attention again to a few highlights:

- Early outreach initiatives (PEPP, SCOPE, FEA)
- Provision of scholarship support, where possible, to deserving students from underrepresented groups
- Provision of tutoring and counseling services out of the Office of Multicultural Programs (e.g., the Academic Success Program)
- MESA activities
- MAAC Initiatives

3. What mechanisms for collaboration has your unit established?

In addition to information provided in response to Question 1, we call attention here to some additional examples of collaborations which include:

- Urban Collaborative, inclusive of our partnership with the Sheppard Elementary School in Philadelphia
- Philadelphia Urban Seminar
- Philadelphia's University Teacher Education Partners Program
- EdLion – a web-based outreach program focused on recent alumni
- Center for Science and the Schools initiative in Harrisburg
- Secondary Mathematics Student Teaching Center in Pittsburgh
- Mid-Atlantic Regional Education Laboratory's Urban Programs

- National Science Foundation Social Behavioral and Economic Alliance for Graduate Education and Professoriate (NSF/SBE/AGEP)
- Partnerships with institutions (Puerto Rico/International Student Exchange experiences)

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

Most successful

- SCOPE
- FEA
- PEPP
- Undergraduate learning communities: “Cluster” strategies designed to facilitate academic and social connections
- Holmes Scholars
- HBCU/HIS/Tribal Colleges Partnerships and Collaborations

Least Successful

Our goal for developing a multicultural alumni group has led to the creation of the Multicultural Advancement Alumni Council (MAAC), a formally organized Alumni Association-Affiliate Program Group (APG). But the MAAC has been somewhat slow to develop a full range of activities. We continue to see the project as an excellent idea with the potential to become a best practice. But, the key ingredient for success is a stable leadership which is a challenge in a volunteer alumni group. We have a new cohort of recent graduates that includes individuals who are willing to provide leadership for the project. These new graduates are eager to try some new approaches towards the development of a sustainable alumni group with a diversity focus. If we can succeed at organizing alumni of the College around a diversity theme, we will have a powerful new resource to draw upon in our effort to recruit high quality students, faculty, and staff from underrepresented groups.

Possible Best Practices

- Establishing links and collaborations with programs within high schools — e.g., SCOPE, PEPP, and the FEA
- Holmes Scholars Program
- Undergraduate learning communities (cluster strategies)
- Institutional partnerships (with HBCU/HSI/Tribal Colleges)

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

Recruitment, Retention and Graduation Trends

Undergraduate student enrollment. We focus on enrollment trends in Education at University Park where undergraduate enrollments have been relatively stable during the most recent period. For example, in the fall of 2005, there were 1,934 undergraduates at University Park in the College of Education. In the fall of 2008, the comparable number was 1,888 and 1,896 for the fall 2009. The College has been working with other campuses to expand four year teacher preparation programs (Altoona, Berks, Lehigh Valley, and Abington), and Penn State students can now choose from among several inter-connected teacher preparation programs. We remained committed in collaboration with our partner campuses to strengthening the overall applicant pool with a deliberate focus on attracting strong candidates from all underrepresented communities.

Table 1 provides a breakdown of the College’s undergraduate enrollments on the University Park campus according to race and ethnic attributes. The percentage of our undergraduates who self-report as American Indian/Alaska Native, Black/African American, Asian/Pacific Islander, or Hispanic has risen slightly from 5.7% to 5.9% between the fall of 2005 to the fall of 2008.

With respect to gender balance (Table 2) the College’s undergraduate student body continuous to be disproportionately female (76.9% vs. 23.1%) with a slight improvement in the male population between fall 2005 (21.6) to fall 2008 (23.1%).

Table 1

EDUCATION UNDERGRADUATE ENROLLMENT - UP BY ETHNICITY

Fall 2005

Am Ind/ Ala Nat		Blk/ Af Am		As/Pac Am		Hisp		Multicultural Student Subtotal		White/ Not Reported		Inter- National		Totals
1	0.1%	27	1.4%	36	1.9%	46	2.4%	110	5.7%	1819	94.1%	5	0.3%	1934

Fall 2008

2	0.1%	36	1.9%	36	1.9%	38	2.0%	112	5.9%	1768	93.6%	8	0.4%	1888
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Table 2
**EDUCATION UNDERGRADUATE
 ENROLLMENT - UP BY GENDER**

Fall 2005				
Female		Male		Totals
1516	78.4%	418	21.6%	1934
Fall 2008				
1452	76.9%	436	23.1%	1888

Undergraduate student retention and graduation rates. Data from the Enrollment Management Retention and Graduation Utility (EMRG) give an encouraging snapshot of our retention and graduation efforts. Our four year graduation rates for underrepresented undergraduate students improved from 42.9% for the fall 2000 cohort to 63.6% for the fall 2005 cohort. Furthermore, we are seeing decreases in the graduation rate gap between underrepresented students and other students within the College of Education. In particular, the gap between the white cohort and the underrepresented cohort decreased from 16.8 percentage points to 8.9 percentage points between the fall 2000 and fall 2005 cohorts.

We are also encouraged by the data displaying a gradual but steady improvement in retention to semesters 4 and 5 (Table 3). For Education students this marks the period for entrance to major and is therefore a critical stage that determines their ability to remain in their intended major. The retention to semester five for the fall 2000 cohort shows a 71.4% rate while the comparable number for the fall 2005 cohort gives a 90.9% success rate. These numbers point to positive outcomes in our determination to assist students towards a successful entrance to major process. We believe these data suggest that we are enjoying some success in our efforts to support our students.

Table 3
Freshman Baccalaureate Minority Students
Retention and Graduation Data-Fall 2000 through Fall 2005 Cohorts — UP

Starting Campus: University Park	Starting College: Education					
	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
#Initially Enrolled in Cohort	14	19	31	24	16	22
Retention to Semester 2	100.0%	100.0%	100.0%	91.7%	100.0%	90.9%
Retention to Semester 3	92.9%	89.5%	87.1%	79.2%	87.5%	81.8%
Retention to Semester 4	64.3%	78.9%	87.1%	87.5%	87.5%	81.8%
Retention to Semester 5	71.4%	78.9%	93.5%	75.0%	87.5%	90.9%
Retention to Semester 6	64.3%	78.9%	77.4%	70.8%	81.3%	86.4%
Retention to Semester 7	64.3%	84.2%	77.4%	79.2%	87.5%	86.4%
Retention to Semester 8	50.0%	78.9%	77.4%	79.2%	87.5%	86.4%
4-Year Graduation Rate	42.9%	36.8%	51.6%	41.7%	50.0%	63.6%
5-Year Graduation Rate	64.3%	68.4%	77.4%	79.2%	75.0%	
6-Year Graduation Rate	64.3%	68.4%	83.9%	79.2%		

Source: Enrollment Management Retention and Graduation Utility

Graduate student enrollment. In September 2008, the College’s Office of Multicultural Programs detected missing information for ethnicity counts within selected data warehouse tables. Concerns surfaced about why this was the case and what the impact might be on the accuracy of counts of underrepresented students, particularly graduate students, within the College. The College of Education communicated with the Registrar’s Office and other University areas to ascertain the cause for the missing information. Penn State Outreach Technology Services conducted an investigation. The resulting incident report provided useful information and concluded that the missing data could be traced to instances where a student had enrolled in Outreach non-credit offerings through the Search Outreach and Register (SOAR) application process. The SOAR application does not collect ethnic information and was erroneously updating ISIS and its subsystems (PSU students’ records) by inserting blank information into a data field that previously reported accurate information about the student’s ethnic and racial background. Further review suggested that approximately 1,028 students across the University may have

been affected by this data problem spanning from the implementation of SOAR in 2005 through discontinuation of the service in July 2008.

We identified at least 24 Education graduate students from underrepresented groups whose ethnicity code was deleted and who were lost from counts prior to early fall 2009. We have been making efforts since then to correct the records for the students, but this requires a case by case approach. Adding to the complexity of the challenge is the change that took place in the summer and fall of 2009 when a new, Federally mandated, ethnicity reporting system was adopted by Penn State. The University surveyed students during the fall of 2009 to collect ethnicity information from returning students and to align the information with the new reporting system. Nevertheless, the 24 identified missing students continue to have “empty” ethnic values due to having graduated or because they have not responded to the survey. In addition, the new ethnicity reporting is presenting some new challenges and does not provide a meaningful way to correct the previous situation since students can now self-report multiple ethnicities and races. We mention this issue here in the Graduate Student Enrollment section, since the students who were affected are largely graduate students. It tends to be graduate students who enroll in Outreach non-credit courses.

In what follows, we share graduate enrollment data provided by the University. We are cautiously using this information since we know that a meaningful number of our students are not included. Furthermore, we provide a snapshot of what the counts/percentages would be if we add the 24 graduate students we for certain know are missing from the counts.

Table 4

EDUCATION GRADUATE ENROLLMENT – UP BY ETHNICITY

Fall 2005														
Am Ind/ Alaska Nat		Blk/ Af Am		As/Pac Am		Hispanic		Multicultural Student Subtotal		White/ Not Reported		Int'l		Totals
12	1.4%	65	7.5%	25	2.9%	25	2.9%	127	14.6%	581	66.6%	164	18.8%	872
Fall 2008														
4	0.5%	47	6.3%	17	2.3%	17	2.3%	85	11.5%	515	69.4%	142	19.1%	742

Counting the 24 missing students:

Fall 2008														
5	0.7%	62	8.4%	19	2.3%	23	3.1%	109	14.7%	491	66.2%	142	19.1%	742

Table 5
**EDUCATION GRADUATE
 ENROLLMENT — UP BY GENDER**

Fall 2005				
Female		Male		Totals
556	63.8%	316	36.2%	872
Fall 2008				
473	63.7%	269	36.3%	742

Selected Program and Initiative Outcome Data

Summer College Opportunity Program in Education (SCOPE). Since its inception in 2002 through this past 2009 summer, the SCOPE program has hosted a total of 116 high school students. We are able to provide outcome data for six cohorts from 2002 through 2007. Ninety-five students have participated during this period. Data are available in four areas: a) the number of SCOPE participants who subsequently enrolled in baccalaureate degree programs (regardless of College or University); b) the number of SCOPE participants who enrolled in Education/Human Services fields (regardless of University); c) the number of SCOPE participants who enrolled at Penn State (regardless of College); and finally, d) the number of SCOPE participants who enrolled in the College of Education at Penn State. These data are reported below.

Outcome data for 2002 through 2007 SCOPE Cohorts (N= 95)

Graduated/enrolled in baccalaureate Degree programs	82% (78 out of 95)
Graduated/enrolled in Education/Human Services Baccalaureate programs	26% (25 out of 95)
Graduated/Enrolled at Penn State	27% (26 out of 95)
Graduated/Enrolled in the College of Education at Penn State	13% (12 out of 95) (or 46% of the 26 students enrolled at Penn State)

Other (13 out of 95)

- Employed after HS graduation = 3
- Joined the Armed Forces = 2
- Unknown = 8

Participants from the summers of 2008 and 2009 are currently juniors and seniors in high school. We are assisting the 2008 cohort on their college admission's application and will continue to monitor their admission progress.

Penn State Educational Partnership Program (PEPP). PEPP is proud to state the fact that of the 81.3% of participants who have successfully graduated from high school (over 350), 85.7% have gone on to attend an institution of higher education. In some instances the institutions are 2 year colleges and proprietary school programs that offer associate degrees. In other cases the institutions are four year colleges and universities from both the public and private sectors. And some students choose Penn State at campuses such as: Altoona, Brandywine, Berks, Greater Allegheny, Erie, and University Park. In more recent times, PEPP has seen an increase in military service as a financial alternative (G.I. Bill) to pay for later higher education.

Future Educators Association (FEA). Since the 2006 update, 9 additional high schools have officially chartered FEA chapters. Five other high schools have also become affiliated with the work of FEA starting a club in their high school and participating in the state conference. The number of chartered and affiliated high school' clubs increased from 42 in 2006 to 56 as of fall 2009.

Future Educators Association State Conference. Between the 2006-2007 and 2007-2008 school years, 94 high school students attended the Pennsylvania Future Educators State Conference. Twenty-one of those students applied to Penn State with approximately 80% of them receiving an offer of admission (n=17). Half have become Penn State students (8) and four are currently enrolled in the College of Education at University Park (3) and Berks (1) campuses. The majority of the students applying attending Easton Area High School in Easton, PA or Overbrook High School in Philadelphia, PA. We have, since the inception of our FEA initiatives developed strong relationships with faculty/school personnel and students at both Easton Area and Overbrook High Schools. The additional programming and collaborative efforts with Easton and Overbrook may encourage the larger percentages of applicants coming from these two schools. Such development validates our belief that building enriching relationships and creating a Penn State "presence" in schools will foster positive recruitment outcomes over time.

Bunton-Waller Graduate Awards. During the period from academic year 2004/05 through 2007/08 a total of 42 graduate students were admitted and received assistantships under the Bunton-Waller program. A total of 20 students (47.6%) have graduated, two left the University, and ten will be graduating between 2010 and 2011.

Puksar (Holmes Scholars). A total of 11 students for the academic period of 2004/05 through 2007/08 were recipients of the Puksar Graduate Award and therefore also became Holmes Scholars. Four of the students have already earned their degrees, six more are expected to graduate during 2010, and one has sought full time employment while continuing to work toward completion of the program.

American Indian Leadership Program. To date, more than 200 students from numerous tribes and geographic locations throughout North American have participated

in the program. More than 80 percent of the Indian students who have entered the AILP have graduated, compared to the 50 percent average nationwide.

HBCU/HSI/Tribal Colleges partnerships. At the Universidad de Puerto Rico-Mayaguez, our graduate recruitment collaborations have proven to be successful. Seven students have been admitted and enrolled in Education doctoral programs, three have completed their degrees, one left for personal reasons, and three are working on their degrees and are performing well and are making timely progress (these 3 students belong to cohorts of 2007 and 2008.)

At Xavier University, hurricane Katrina greatly impacted our partnership and affected our students and their families. It also affected our partner institution and displaced many of our Xavier colleagues. Despite the Katrina challenges, our partnership has remained strong and three out of nine Xavier students have completed their doctoral degrees. One student left Penn State and one student has full time employment and is continuing to work towards completion of the doctoral degree. Two students will graduate during the current 2009-10 academic year and two will complete by 2011/12 (2007 and 2008 cohorts).

Challenge Four: “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?

Faculty recruitment efforts. We continue to assign a high priority to our efforts to recruit, hire, and retain highly qualified persons who enhance the diversity of the College. The Dean meets with all tenure-line faculty search committees for the purpose of stressing the importance of enhancing the diversity of the faculty. We also invite the Vice Provost for Affirmative Action to meet with each of our search committees for this purpose. In addition, we encourage all members of our search committees to attend and participate in the annual workshop on searches that is organized by the Vice Provost for Affirmative Action. We have learned that an important key to success is a commitment to search diligently for candidates. Recent successes have contributed to the belief that strong diversity enhancing candidates exist and that we can succeed at recruiting and retaining them. We have made a number of outstanding hires in recent years and these successes contribute to this very positive and encouraging underlying attitude.

We find it is increasingly necessary to be creative with respect to making hires particularly with respect to dual career couples, candidates with family needs (e.g., day-care placements), and housing situations. In one recent case, we worked diligently on behalf of a diversity enhancing hire with a unique housing situation. Working with the Provost and the Senior Vice President for Finance and Business, we were able to provide the necessary flexibility and still remain true to Penn State policy.

We also recognize that the interview provides an opportunity to demonstrate our sensitivity to diversity related issues. We know it is important, for example, for African American candidates to have contact with the African American community during on-campus interviews, and we build these opportunities into the interview schedule. In one recent case, we invited a candidate from an underrepresented group back to campus for a second visit for the express purpose of giving this person a better understanding of the relevant racial/ethnic community. Follow-up visits were scheduled within as well as outside the College, and this led to a successful hire.

We recognize the need to take advantage of networks and to identify talented faculty members from underrepresented groups who may still be in graduate school or who are already working at other universities. We have been successful at recruiting a number of faculty of color from tenure line positions at peer institutions, and we make efforts to make Penn State known to graduate students at other institutions who would enhance the diversity of our faculty. We find that candidates are impressed with what the College and the University have to offer as they learn more and that visits to campus are particularly effective recruiting devices. Thus, when we learn of a promising graduate student, we look for opportunities to facilitate a visit.

We have also been active within what is known as the Compact for Faculty Diversity. This is a partnership of regional, Federal and foundation programs that focuses on minority graduate education and the enhancement of faculty diversity. The Compact partnership includes: the **Southern Regional Education Board**, the **Western Interstate Commission for Higher Education**, the **National Institutes of Health**, the **National Science Foundation (Alliance for Graduate Education and the Professoriate)**, the **Alfred P. Sloan Foundation**, and the **Ronald E. McNair Program**. The Compact partnership is designed to a) increase the percentage of minority students who obtain a doctoral degree and who seek faculty positions, b) diversify the pool of qualified faculty candidates, and c) increase the success rate of diversity enhancing faculty members in the academic community.

Each year the Compact partnership sponsors the Institute on Teaching and Mentoring, a four-day conference, the largest gathering of minority doctoral scholars in the country. The Institute's purpose is to provide scholars with the skills necessary to succeed in graduate study and to prepare them for success as faculty members at colleges and universities. The Institute is also the forum for the nation's largest minority faculty recruitment fair. University recruiters participate by invitation only. The College of Education has participated for four consecutive years thanks to the invitation extended to our Assistant Dean for Multicultural Programs and her colleague from the College of Health and Human Development. This is providing our College and University with continuous access to a strong pool of minority faculty applicants.

Staff recruitment efforts. With respect to staff members, we decided several years ago that we could increase the diversity of our candidate pools by posting all openings externally. This decision was motivated by data indicating that the pools were more diverse if external applicants could apply.

We have seen some progress in the diversity of our pools of applicants for staff positions, but we have not made much progress toward making diversity enhancing hires. This remains a goal, and we hope to make greater progress during the next five year period.

We also recognize the importance of continuing education for members of the staff. We encourage ongoing professional development and make the relevant nominations and provide the necessary release time and resources. In addition, we have convened several workshops for staff members, including the climate workshop organized by Dr. Suzanne Adair in February 2006 and the LGBTA workshop presented by Allison Subasic in May 2009.

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

We have endeavored to be careful not to define positions narrowly so that we inadvertently miss the opportunity to recruit diversity enhancing talent into the College. In addition, we have been flexible to accommodate the needs of candidates that we did not anticipate at the outset of a search. For example, in one case we changed the tenure home of an incoming faculty member of color so that the fit would be better with this person's interests. At the same time, we are careful to apply our standards evenly across all candidates in the applicant pool.

We have processes in place that provide important checks and balances. For example, our search committees make recommendations to Departments and Department Heads and these units, in turn, make recommendations to the Dean. A similar system of checks and balances is used for staff appointments. Within the past year, several Administrative Support Coordinator positions became vacant. We appointed formal search committees, posted the positions externally, and succeeded at attracting strong pools of candidates.

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

Faculty retention efforts. We recognize our responsibility to provide high quality mentoring services for faculty members and at the same time realize that it is unwise to impose a one size fits all approach. Faculty mentoring needs are highly varied and our Departments respond on a case by case basis to the needs. As a general principle, we make sure faculty members are receiving feedback on their performance from their faculty peers within their respective unit. In addition, Department Heads conduct annual career conferences. The goal is to conduct formative assessments and to provide useful feedback for improving performance.

In addition, the College provides several sources of support to help faculty members succeed in their careers. For example, the College provides start-up packages for new hires that are intended to help launch research programs. The College has also developed a Research Initiation Grant (RIG) program that provides funding on a competitive basis for projects that are well aligned with the College mission and which also show promise for attracting additional external financial support.

We recently expanded the support we provide for faculty research, in collaboration with the Social Sciences Research Institute (SSRI) at Penn State, by creating the Center for Educational and Developmental Sciences (CEADS). CEADS is a college-wide center whose purpose is to foster interdisciplinary efforts, provide support for the preparation and development of proposals in applied educational and developmental studies, create

infrastructure support and resources for conducting funded research, and provide a forum to foster inquiry and scientific discussion in applied educational issues that are of interest to college faculty.

Finally, we are also attentive to the social dimensions of retention and can report the grass-roots development of what has come to be known as the Circle of Caring. A group of women faculty in the College has taken the initiative to provide opportunities for members of the College to gather and provide support for one another. This is an informal group that is providing a valuable set of services.

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

Most Successful

- The best results come when we search diligently and take full advantage of existing and developing networks in our searches.
- Long term cultivation strategies can also pay handsome dividends. Identifying promising graduate students from underrepresented groups and following them through their graduate school and early job experiences can position us well for future recruiting efforts.
- Visits to campus for diversity enhancing faculty members at other universities as well as promising graduate students can also be very effective. We have learned that Penn State “shows” very well and that physical visits often translate into genuine interest in becoming a part of the University.
- High quality mentoring programs that are tailored to individual interests and needs have proven to be effective. High expectations for research productivity need to be accompanied by the necessary seed support.

Least Successful

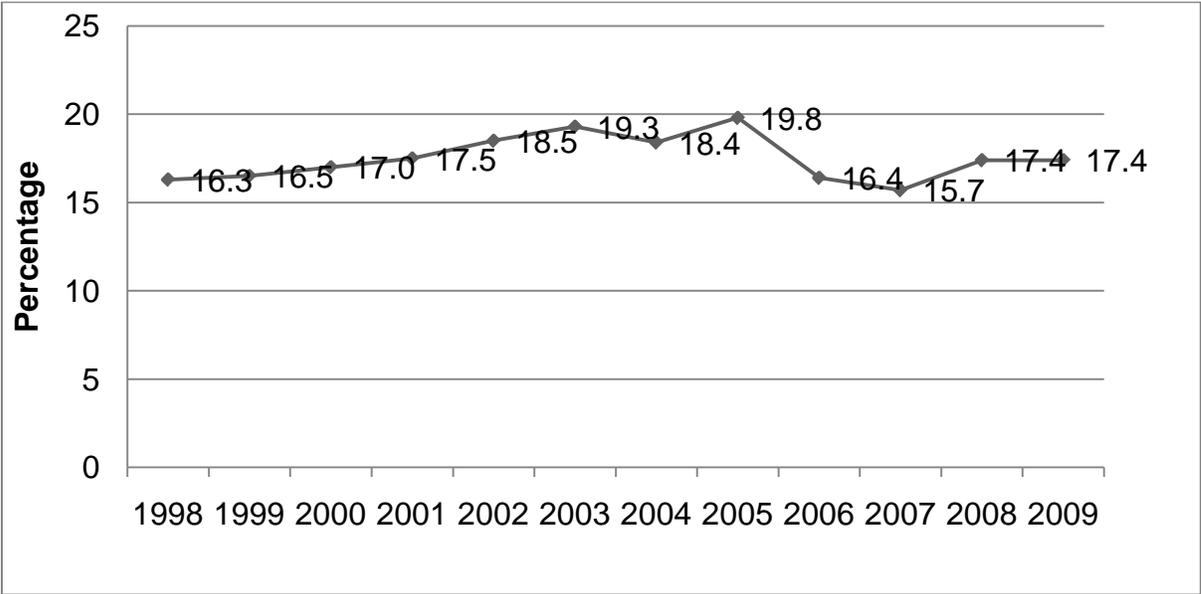
- Rigid mentoring programs with assigned mentors and requirements about how often to meet and what to talk about have not proven to be very effective.

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

We pay close attention to the conventional metrics such as the percentage of different categories of employees from different underrepresented groups. The absolute levels of these percentages are of interest to us and we also attend to trends. We went through a period in the early days of this 5 year plan where we lost a number of faculty members of color and slowed in our ability to make new appointments. This led to a decline in our percentage of faculty members from underrepresented groups. We are pleased to report that since that time we have reversed this trend and have added a

number of new diversity enhancing faculty members to the College. Figure 1 reports on the percentage over the planning period.

Figure 1. Percentage of Underrepresented Racial/Ethnic Faculty: Fall 1999-Fall 2009



Education and Scholarship

Challenge Five: “Developing a Curriculum That Fosters Intercultural and International Competencies”

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

Courses with US, IL, or US/IL Designations

In our last progress report we listed seven courses that qualify for the US, IL, or US/IL designation, including: CNPSY 254: *Understanding Discrimination: An Educational and Employment Perspective*, EDTHP 115: *Education in American Society*, EDTHP 401: *Introduction to Comparative Education*, EDTHP 416: *Sociology of Education*, INSYS 100: *World Technologies and Learning*, and WFED 450: *Cultural Diversity in the Workplace*. Since that time, we have added one course with this distinction, EDTHP 411: *Ethnic Minorities and Schools in the U.S.*

New Requirements for Teacher Education Majors

All teacher certification students will now take one course in Teaching English as a Second Language (CI 280 or an equivalent). All teacher certification candidates will engage at least 9 credits or 270 hours of experience in learning about students who have special needs. These are new requirements that are motivated in part by changes in teacher certification requirements for the Commonwealth of Pennsylvania.

Specialization in Culture and Language Education (SCALE)

The Penn State Specialization in Culture and Language Education (SCALE) program was funded by the U. S. Department of Education to train future school leaders in the provision of services to English Language Learners. Between 2006 and 2010, the SCALE leadership training program will provide fellowships to eight doctoral-level graduate students in school psychology.

The SCALE program includes interdisciplinary training (instruction, practica, and supervision) in content knowledge, English Language Learning (ELL) instruction, problem-solving, special education practices, and ethical practices consistent with NASP and APA best practices. Current research and empirically supported effective practices are the primary focus of training, and multicultural and linguistic considerations are integrated throughout students' coursework. Program scholars develop a specialization in working with ELL youth while also meeting the general requirements of accrediting agencies in school psychology. Throughout their training, students' competencies will be

monitored in three main domains: scientific research, scholarship, and professional practice.

Partnership with Peru

Dr. David Baker has conducted research in Peru and has facilitated a letter of agreement between the College of Education and the Universidad Católica de Lima for a framework to exchange graduate students interested in education policy. The exchanges have not yet begun.

Partnership with Grenada

GrenCUP (the Grenada Community-University Partnership) is a community development initiative involving the residents of five rural villages in Grenada and the CCDRE (Committee for Community-Directed Research and Education). CCDRE is an inter-departmental, interdisciplinary arm of Penn State. CCDRE draws upon the expertise and resources of Penn State's faculty, staff, and students to assist community organizations in developing their capacity to promote and sustain healthy communities. A total of 33 individuals from Penn State (27 students, 2 staff members, and 4 faculty members), drawn from the Colleges of Education, Health & Human Development, Agricultural Sciences, Earth & Mineral Sciences, Arts & Architecture, and Information Sciences and Technology, have been directly involved in the project.

Support for Faculty Course Development

One of the goals for the new Office of Multicultural Programs is to facilitate the development of curricula with diversity content throughout the College. The goal is to encourage faculty members to take an interest in strengthening diversity-related aspects of their courses and to provide resources to assist them in their efforts to do so. This is an ambitious goal which needs to be approached in the spirit of partnership. In other words, the key to success is to have the faculty embrace the challenge and to work with the Office of Multicultural Programs. It would be a mistake to think that it is the sole responsibility of the Office of Multicultural Programs to develop curricular materials. The College's Diversity and Community Enhancement Committee has also identified this as a goal. This goal figures prominently in our plan for 2010-2015.

Comparative and International Education (CIED)

CIED is a dual title graduate program wherein students are able to earn a Comparative and International Education endorsement within their graduate program. We have succeeded in recent years in our efforts to expand the number of affiliated faculty.

African Book Project

College of Education students are taking part in an international effort aimed at improving the literacy of students in the African nation of Swaziland. African Book Project, Inc., a not-for-profit organization headquartered in New Orleans, collects used books from schools, universities, libraries, and other American institutions for distribution in less-developed countries of the world. Since 2000, the project has been providing much-needed reading materials to children around the world. The project is getting local volunteerism from two student groups—interns in Penn State’s Professional Development School (PDS) initiative and students in a first year seminar taught by **James F. Nolan**. The Penn State students have set a goal of sending between 2,000 and 3,000 books and have already committed to 1,000 books. Letters were sent home to the parents of students in the State College Area School District asking for donations of used paperbacks, children’s books, and dictionaries, and the response has been overwhelming. The school district’s Delta Program has become involved and will help sort and pack all books we receive. The book drives will be running at different times throughout the school year.

Expansion of the College’s Urban Offerings in Teacher Education

We have made progress toward increasing opportunities for our students who are preparing to become teachers to experience urban settings, which enhance their experience with diversity. For example, we have expanded the Professional Development School model that we developed in conjunction with the State College Area School District to include an urban elementary school in Philadelphia, the Sheppard School. We have also been participating in the Philadelphia Urban Seminar that is organized each year by the Philadelphia City School District and which is designed to encourage aspiring teachers to think about careers in Philadelphia.

American Indian Initiatives

We have enjoyed great success with our American Indian Leadership Program (AILP). In particular, we recently successfully competed for a \$967,131 four year grant from the Office of Indian Education to prepare graduate students to become principals in schools serving American Indian/Alaska Native students. A cohort of eight students representing five states and seven tribes enrolled in the Principals for Student Success Program in the fall of 2009.

The AILP continues to support the Penn State Pow Wow held annually in the Spring. The Pow Wow is designed to educate the larger community about American Indian traditions and culture and reaches a large audience. The first Penn State Pow Wow occurred in conjunction with the AILP 30th anniversary. As we indicated earlier, the AILP is now celebrating its 40th anniversary and the spring 2010 Pow Wow promises to be a very special event.

Graduates of the AILP are serving as college presidents and administrators, faculty members, school principals, and school superintendents. They hold leadership roles in many types of educational organizations at the local, tribal, state, and national levels. We estimate that over the course of its 40-year history, there are roughly 215 AILP graduates at work in the field of education throughout the United States and beyond.

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

We have described diversity-related teaching initiatives in the College in response to previous questions, so we will concentrate here on research efforts. Faculty members within the College are pursuing a wide-range of research projects that deal with various aspects of diversity. What we provide here is a sample of current projects. Our Associate Dean for Research, Outreach, and Technology would be pleased to provide additional information or to respond to any questions about the evolving programs of diversity-related research within the College.

Vivian Yenika-Agbaw, Associate Professor, Curriculum and Instruction.

- Multicultural Adaptations of European Fairy Tales
- The Making of An African Reader: A Critical Analysis of The Oxford English Reader for Africa, 1939-1965.
- Professional Development and Literacy Practices in Africa
- Domestic and International Multiculturalism
- African and African American Literature for Children: Exploring Connections

Youb Kim, Assistant Professor, Curriculum and Instruction

- working on design experiments in ESL learning and teaching
 - understanding ESL learners' cognitive language learning strategies and using them to design effective classroom instruction for ESL students
- studying ways a teacher education course supports the development of knowledge, skills, and dispositions of individual future teachers to learn to successfully accommodate the needs of ESL students in their classrooms

Edgar Farmer, Professor and Department Head, Learning and Performance Systems

- working with Shakoor Ward and Barbara Farmer on a historical study involving Henry O. Flipper, the first African American to graduate from West Point Military Academy in 1877.

Jacqueline Reid-Walsh, Associate Professor, Curriculum and Instruction

- co-editing *Girlhood Studies*, which publishes many articles on girls and girlhood in terms of diversity: articles on race, ethnicity, cross-cultural comparisons and education in a development context

Fran Arbaugh, Associate Professor, Curriculum and Instruction

- conducting research dealing with knowledge development in alternatively certified math/science teachers in a program designed to attract a diverse population of teachers
- working on a team that is researching Science and Mathematics Teacher Learning in Alternative Certification Models, funded by the National Science Foundation. The purpose is to examine science and mathematics teacher learning in the context of an alternative certification program employing two different internship models that are designed to attract a diverse population of potential teachers.

Ravinder Koul, Associate Professor, Curriculum and Instruction (Great Valley)

- conducting empirical investigations on male and female high school students' career aspirations for high earning science and engineering and related professions.

Jamie Myers, Associate Professor, Curriculum and Instruction

- providing leadership for the CIRT - Consortium for Intercultural Reflective Teachers – which is a funded research project exploring international perspectives on teaching and learning.

Stephanie C. Serriere, Assistant Professor, Curriculum and Instruction and
Dana Mitra, Assistant Professor, Education Policy Studies

- using qualitative and quantitative methods to understand how particular elementary students, considered less than advantaged for various reasons, experience student voice within alternative school groups while working on service-learning projects.

Gail Boldt, Associate Professor, and Elizabeth Park, Graduate Student
Curriculum and Instruction

- writing a history of elementary writing pedagogy in the U.S. A particular focus of this research is on changes over the past one hundred years in how linguistic, ethnic and social class diversity have been accounted for in writing pedagogy for children.

Gail Boldt, Associate Professor, Curriculum and Instruction and
Kevin Leander (Vanderbilt University)

- using data describing youth engagement with a wide range of popular media to examine the development of social identities, activity, and changes in behavior.

Deborah Smith, Assistant Professor, Curriculum and Instruction

- studying gender roles that kindergarten children enact in science lessons

Stephanie L. Knight, Professor, Educational and School Psychology and Special Education

- collaborating with Dr. Robert Smith from George Mason University in an observational study to determine effective instructional strategies for middle school students from underserved populations. Future teacher intervention studies are planned based on the findings of the observational study.
- studying the processes and outcomes of Qatari educational reform in elementary classrooms. The study includes an examination of the differential impacts of the Qatari reform on boys' and girls' schools and provides a focus on gender-related issues in Qatar.
- investigating gender differences in SENCER (Science Education for New Civic Engagements and Responsibilities) courses. The focus of this work will be on the performance, recruitment, and retention of females in mathematics and science courses using civic engagement projects as a vehicle for promoting student science learning. For more information about the SENCER program, see: www.sencer.net

Linda H. Mason, Associate Professor, Educational and School Psychology and Special Education

- working with Rick Kubina collecting data for a group quasi-experimental writing intervention project in Pittsburgh. The project will be located in four ethnically/racially diverse low SES charter middle schools in Pittsburgh. The target population is students with or at risk for emotional/behavioral difficulties and who are therefore at risk for dropping out of school.
- preparing to begin two additional studies focused on students with emotional/behavioral difficulties in schools with high incidence of students from low SES backgrounds.

Kathy Bieschke, Professor, Counselor Education, Counseling Psychology and Rehabilitation Services

- understanding the influence of attachment and perceptions of social support on psychological distress in gay, lesbian, and bisexual adults.
- investigating how training programs influence the development of competence to work with gay, lesbian, and bisexual clients in trainees who are unaffirmative
- exploring how meaning making influences the development of multicultural competence in school counselors
- understanding how attitudes and biases influence the provision of mental health services to gay, lesbian, and bisexual clients.
- exploring how to manage racial microaggressions in cross-racial advisee-adviser relationships

JoLynn Carney, Associate Professor and Richard Hazler, Professor, Counselor Education, Counseling Psychology and Rehabilitation Services

- examining cultural variations in characteristics of effective bullying programs.
- developing cross-cultural studies with colleagues in Taiwan and Turkey on variations in how and why educators and others recognize and react to bullying situations in schools.

Liza Conyers, Associate Professor, Counselor Education, Counseling Psychology and Rehabilitation Services

- investigating the employment-related needs of individuals who are HIV positive, including a focus on within and between group differences associated with ethnicity, race and gender.

Jeffrey Hayes, Professor, Counselor Education, Counseling Psychology and Rehabilitation Services

- conducting research on the cultural validity of an instrument known as the Counseling Center Assessment of Psychological Symptoms and also doing a study on the psychological stressors of gay, lesbian, and bisexual college students who are also ethnic minorities. These studies build on long standing interests in mental health issues related to effective counseling for gays and lesbians.

Elizabeth Mellin, Assistant Professor, Counselor Education, Counseling Psychology and Rehabilitation Services

- leading research efforts focused on understanding how collaborations among schools, families, and communities can address educational and mental health disparities among historically underrepresented populations. Currently completing an exploratory, mixed-methods study with Baltimore City Schools that considers the impact of collaborations on outcomes valued by schools, families, and communities.
- pursuing interests in the gender-specific treatment needs among adolescent girls with depression.

Deirdre O'Sullivan, Assistant Professor, Counselor Education, Counseling Psychology and Rehabilitation Services

- investigating the home and school environmental influences on children with disabilities and how this shapes their adult work personality and subsequent job tenure.
- working to understand stigma as an invisible barrier for persons with disabilities.

Keith B. Wilson, Professor, Counselor Education, Counseling Psychology and Rehabilitation Services

- examining (with students) people with disability and diversity issues such as race, ethnicity, and gender issues in the receipt and utilization of rehabilitation services.
- working as a consultant on dealing with diversity related issues in rehabilitation.

Susan Woodhouse, Assistant Professor, Counselor Education, Counseling Psychology and Rehabilitation Services

- working on the validation of a new measure of mothers' responsiveness to their infants' distress in terms of prediction of later infant attachment in a diverse, low-income sample.
- examining maternal caregiving behaviors related to attachment security and emotion regulation in a diverse sample of mothers and their infants.
- investigating strength-based factors that contribute to the reduction of risk for anxiety symptoms in African American toddlers.
- researching the efficacy of attachment-based brief intervention for a diverse, low-income sample of mothers and their irritable infants.
- examining the psychotherapy process variables in explaining differential outcomes of intervention in a diverse, low-income sample of mothers and their irritable infants.
- validating new measures of maternal representations of the meaning of their own infant's distress with a diverse sample of low-income mothers

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

Forums for the Discussion of Diversity-Related Topics

The College of Education offers a First Year Experience (FYE) that combines a 1-credit seminar with extracurricular events planned to introduce students to the College and the University. Each seminar instructor requires students to consider and engage in some aspect of diversity. Instructors require students to attend a diversity event, to read and reflect upon which students they would be comfortable with and which students may make them uncomfortable. Reading assignments for this class engage various aspects of diversity (race, class, gender, and more).

The experiential component of the FYE provides opportunities for students to learn about the College and University through several events: The Dean's Ice Cream Social; the Wellness Fair; and the Academic and Career Services Fair. The Wellness Fair in particular provides opportunities for students to engage in discussion with representatives from various groups and programs on campus that represent the diversity of our community, including the LGBT program, the Center for Women, and the Pasquerilla Spiritual Center.

In addition, we work to infuse diversity content into service courses like CI 295: *Introductory Field Experience for Teacher Preparation*, EDTHP 115: *Education in American Society*, EDPSY 010: *Individual Differences and Education*, and EDPSY 014: *Learning and Instruction*.

For example, in CI 295, all students participate in the Race Relations Project which involves a peer-facilitated small group conversation (approximately 10 students and 1-2 facilitators) on the topic of race relations. CI 295 devotes much attention to the language and beliefs that shape not only peoples' perception and engagements with "the world" (understood as students, teachers, subject matter, schools, etc.) but also with themselves as educators. The course includes an invitation to critically consider how we learn, what we believe the purpose of schools to be, what teaching and learning for democratic action looks like, and how love for and relationship to—one's own being, community, knowledge and meaning making, and the natural world—might become the explicit aim of all that occurs within teaching and learning contexts. As CI 295 students encounter "the other" (students of differing cultures, ethnicities, social class, school achievement, physical abilities, etc.), they develop the capacity to communicate across differences and to use language to confront those experiences. The Race Relations Project is perfectly suited to support and enhance this particular kind of learning.

EDTHP 115 is a large course that is required of most teacher education candidates. EDTHP 115 engages undergraduate students in discussions about who K-12 students are and how they learn. Course readings and discussions include close examinations of data

on achievement gaps and causes for these results. Students also consider the impact of race, class, and gender on the education success equation.

Since the purpose of EDPSY 010 is to provide students with knowledge that can be applied to a variety of settings, much of the content encourages students to consider life experiences different from their own. For example, students learn and discuss issues of diversity as seen in physical, cognitive, behavioral, and developmental disabilities, as well as disabilities and variations in speech and language development. Students engage in discussion of relevant medical conditions that interact with human development and learning.

One overarching focus of the class is the contexts in which people develop and the various influences of these contexts. Therefore, environmental influences including socioeconomic status and culture serve as an umbrella under which all course content is discussed. Among other relevant content, students explore the individual and interactive roles of poverty, migrant experiences, race, ethnicity and socioeconomic status, as well as urban, rural, and international influences and individual difference characteristics such as abilities and personality.

In EDPSY 014, students consider learning and the role of instruction in formal and informal educational contexts. Class content includes topics such as the diversity in learners related to knowledge differences influenced by culture and experiences. Considerations in the diversity of learners through factors such as immigrant and migrant status, socioeconomic variables, and cultural differences are discussed as they relate to both student learning and effective instruction. Variance in schooling and instruction across urban, rural, and international settings is discussed. Cultural beliefs as related to the relations among home, community, and schooling, are explored as is the role of community on individual difference variables such as achievement motivation. Students are asked to consider the role of individual differences and cultural differences as they influence effective learning and instruction.

Partnerships with International Universities

We have also developed partnerships with a number of universities around the world in order to infuse diversity content into our curricular offerings.

Education Summer Seminar in Puerto Rico-Student Exchange. Thanks to our collaborative programs with Universidad del Este and University of Puerto Rico-Mayaguez, our students can participate in an education summer experience in Puerto Rico. CI 498A is a 3-credit course designed to introduce prospective teachers to the history, language, culture, and educational system of Puerto Rico. Major activities of this course include: academic and cultural workshops, journal writing, lesson plan development and observations in both public and private schools in Puerto Rico, including Early Childhood and Special Education state of the art centers. Our goal is to

provide students with diverse experiences in order to gain greater appreciation of cross-cultural issues and to prepare prospective teachers for a lifelong, culturally responsive, reflective teaching career. Students participating in the summer 2009 seminar shared their experiences through an IMovie project that is available for viewing. Our Associate Dean for Undergraduate and Graduate Studies would be please to share the IMovie.

The College has also established partnerships with four European institutions: University of Chichester, UK, Jönköping University, Sweden, Norwegian University of Science and Technology, Trondheim, Norway and IVLOS Institute of Education, Utrecht University in the Netherlands. These partnerships are providing student exchange and student teaching experiences for our students in Elementary and Secondary Education Majors. The goal of these partnerships is to prepare intercultural reflective public school teachers through transatlantic programs that emphasize inclusion and differentiated instruction, citizenship and multicultural education, language learning, and pedagogy and didactics.

One of our most recent international partnership initiatives involves a university in Brazil. Plans are currently in progress to offer a student exchange program with the Instituto de Educação Superior de Brasilia (IESB). Penn State students would engage in a one semester study abroad where they would be immersed in Brazilian culture and the Portuguese language. Students would take classes that would deepen their understandings of Brazil, and they would have opportunities to work with community projects near Brasilia. IESB students would come to Penn State where they will study and engage in American culture and the English language. They will be invited to College of Education events and asked to share their experiences with undergraduate students to further opportunities for cultural exchange.

We described under Challenge 1 the new opportunity we are providing for our teacher education students to experience an international placement for a portion of their student teaching experience. We will be actively developing this opportunity during the next phase of our diversity plan.

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.)

Most Successful

- Building partnerships with international and HBCU, HSI, and Tribal Colleges
- Making use of the World Campus’s reach to infuse multicultural content into key areas of the curriculum

- Providing clinical experiences in diverse settings, including opportunities to student teach abroad.

Least Successful

- We have re-learned the lesson that simply making generic diversity related curricular materials available with the hope that faculty members will make use of them is not effective. It is far preferable to tailor the curricular materials to the needs of a particular course and faculty member. A sense of ownership on the part of the faculty member is essential for success.

Possible Best Practices

- Using the World Campus to infuse multicultural perspectives into the curriculum
- Student Teaching Abroad Initiative

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

Numbers of Faculty Members and Students actively involved with the Comparative and International Education (CIED) Dual Title graduate degree program.

The CIED includes 7 core and 13 affiliate faculty from 7 academic units in the College of Education. In addition, the CIED has also attracted 10 affiliate faculty members from 7 academic units outside the College—Agricultural Sciences, Earth and Mineral Sciences, Health and Human Development, and Liberal Arts. On the student side, we note that between fall of 1997 and summer of 2006, 20 students have graduated with CIED endorsements with an additional 6 students who completed a CIED minor. Currently 23 students are enrolled in the dual title major and there are 42 graduates to date for the major.

Numbers of Courses with US, IL, and IL/US designations

There are seven courses with US, IL, US/IL designation (CNPSY 254, EDTHP 115, EDTHP 401, EDTHP 416, EDTHP 411, INSYS 100, and WFED 450).

Numbers of Students participating in International student teaching placements

During this planning period, 140 students completed student teaching in England, Sweden, Norway, or the Netherlands. We also provided opportunities to student teach at the Pierre Indian Learning Center in South Dakota, and 43 students have completed their student teaching assignment at this Center since 1999. The new program for

international student teaching placements will begin in the fall of 2010 and will involve a more diverse set of international opportunities.

Institutional Viability and Vitality

Challenge Six: “Diversifying University Leadership and Management”

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

Please see our response to Question 1 under Challenge 2 for a description of this involvement.

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

The College continues to make active efforts to enhance the diversity profile of its administrative leadership. Within the five-year planning period covered by the current plan, our administrative team’s profile has included:

- 2 female Department Heads (K. Ruhl and J. Stefkovich) relative to a total of 5 Department Heads;
- 1 African American Department Head (E. Farmer) relative to a total of 5 Department Heads;
- 2 female Associate Deans (J. Edmondson and J. Stefkovich) relative to a total of 3 (and now 2) Associate Deans;
- 1 female and Hispanic Assistant Dean (M. Schmidt) relative to a total of 1 Assistant Dean;
- 1 male American Indian and 1 female American Indian (J. Tippeconnic and S. Faircloth) as co-Directors of the American Indian Leadership Program and the Center for the Study of Leadership in American Indian Education;
- 1 female Director of the Center for the Study of Higher Education (C. Colbeck who resigned in June 2007 to become Dean of the School of Education at U. Mass. Boston);
- 1 female Director of International Programs (L. Bradaschia);
- 1 African American (O. Murray) director of EDUCATE
- 2 female co-Directors (B. Van Horn and E. Prins) of the Institute for the Study of Adult Literacy and the Goodling Institute for Research in Family Literacy; and
- 1 African American Director (D. Thomas) of the Penn State Educational Partnership Program (PEPP) and one female Hispanic (G. Kasper), Site Manager for the PEPPS Reading/Berks site).

Although a chaired faculty position technically is not an administrative position within the University, we expect our chaired professors to provide academic leadership for their respective Departments as well as for the larger College and University. It therefore seems appropriate to report here that we recently appointed Dr. John Tippeconnic, an American Indian, to the Batschelet Chair in Educational Administration. This is a significant recognition of Dr. Tippeconnic’s many accomplishments and adds

diversity to the pool of faculty members in the College with faculty endowments. We have also made progress at recognizing the accomplishments of female faculty members with appointments as professors with faculty endowments or as distinguished professors. For example, Dr. Carla Zemba-Saul is the inaugural holder of the Kahn Professorship in STEM Education and Dr. M. Kathleen Heid holds an appointment as a Distinguished Professor within the College.

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?

As is the case for all search committees in the College, we are attentive to the diversity of the committee's membership. In keeping with our practices for faculty searches, we make the College's commitment to diversity explicit in the charge to the search committee and encourage the committee to search diligently for strong, diversity enhancing candidates. Our job announcements also make clear the College's expectations regarding candidates' skills and experience with managing diversity. Evidence of effective experience in this arena is considered a plus in the assessment of candidates' credentials. Openings in these positions occur relatively infrequently and this limits the number of opportunities to make diversity enhancing appointments. Nevertheless, we are always on the lookout for ways to enhance the diversity of administrative leadership team.

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?

We actively look for opportunities to encourage and support staff and faculty from underrepresented groups to become active as leaders. In particular, we have been cooperating with other parts of the University by being willing to facilitate the appointment of diversity enhancing faculty members into administrative positions in other units such as the Africana Research Center (ARC). Recent Directors for the ARC include faculty members from the College of Education (B. Vandiver and K. Wilson). We provided support for K. Wilson's participation in Harvard University's Management Development Program, Institutes for Higher Education.

We also support members of the College for leadership professional development. For example, we routinely recommend diversity enhancing faculty and staff candidates for the various leadership development programs offered by the University (e.g., The Penn State Leader, Mastering Supervision, Beyond Mastering Supervision, Management Institute, and Leadership Academy). At the faculty level, we also promote diversity enhancing candidates for the CIC Administrative Fellows Program. Within the recent

past, Dr. Jacqueline Edmondson, our current Associate Dean for Undergraduate and Graduate Studies, participated in this program. Dr. Carla Zembal-Saul from our Science Education faculty is participating in the 2009-2010 CIC Administrative Fellows program. In addition, we have nominated members from underrepresented groups for the CIC's Department Executive Officers (DEO) program. In recent years, Drs. Ruhl and Stefkovich were nominated by us and selected for participation in this program.

We also support the participation of faculty and staff on the various Presidential Commissions at Penn State. For example, Dr. Susan Faircloth, Ms. Darla Homan, and Dr. Horst von Dorpowski have all served on the Board for the Commission on racial/Ethnic Diversity (CORED). In addition, Ms. Darla Homan has served as the Chair of the CORED Board. Dr. Donald Heller is in his third year as a member of the Commission for LGBTE, serving for two years on its Student Concerns Committee and this year serving as a member of the Employee Concerns Committee.

Personnel from within the College also contribute actively to curriculum development initiatives for the University. Our Assistant Dean for Multicultural Programs has served on the planning committee for the new Latina/o Studies minor and Dr. Dan Marshal, prior to his retirement from the University, assisted with the development of the LGBT minor.

Our graduates are also making significant contributions to Penn State's diversity agenda in different parts of the University. For example, Dr. Suzanne Adair earned her doctoral degree with us and is now Assistant Dean in the Graduate School.

We also encourage personnel within the College to be active in Commonwealth diversity related initiatives. For example, Ms. Maria Schmidt and Ms. Guadalupe Kasper, Site Manager for PEPP on the Berks Campus, have served as members of Governor Rendell's Advisory Commission on Latino Affairs.

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"?

Most Successful

- Identifying nascent talent early and providing opportunities for development.

Least Successful

- Being passive in the effort to identify administrative talent.

Possible Best Practices

- Identifying nascent talent early and providing opportunities for development.

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

- Counts of individuals from underrepresented groups serving in administrative leadership positions.
- Counts of individuals from underrepresented groups participating in leadership professional development activities.

Challenge Seven: “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?

We developed a broadly inclusive planning process for the development of the College’s Strategic Plan. This was a departure from past practice and involved an increased emphasis on grass-roots planning. A College-wide workshop was held that was led by the Office of Planning and Institutional Assessment and a number of themes with significant diversity content emerged, which we subsequently used as areas of emphasis in our planning. These “diversity-rich” themes included: Literacy and the Arts in Education, International Education, Teacher Education, Re-envisioning Intervention Research, Professional Ethics, and English Language Learning and World Language Acquisition. A Study Team was identified for each of these themes (in addition to five other themes) that emerged and the resulting plan was largely the product of the work of these Study Teams.

At the same time, we did not feel the need to duplicate in our Strategic Plan the various plans we made in our already existing Diversity Plan. We see these as two, complementary plans and encourage readers to view each plan in the context of the other. For the future, we support the University’s current efforts to develop a single, comprehensive planning process that does full justice to diversity planning.

Because we feel the broadly inclusive approach to planning worked so well for us in our Strategic Planning efforts, we are using a slightly modified version of that process to develop our Diversity Plan for 2010-2015. In particular, we are using essentially the same Steering Committee that we used to develop our Strategic Plan for 2008-09 to 2012-13. By taking these steps, we are bringing our Diversity and Strategic Planning processes together.

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?

We have already called attention to the decision we made last year to create a new Assistant Dean position in the College with a focus on diversity and multicultural issues. This decision reflects the College’s commitment to the diversity agenda of the University and positions us to provide active leadership within the College as well as the larger University and beyond.

We have also relocated, increased, and upgraded the space for the Multicultural Programs Office in the College. As we indicated earlier, the new space is very visible on

the first floor of Chambers Building where there is a great deal of student, faculty, and staff foot traffic. This is state of the art space that projects a very positive and welcoming climate. Student reactions have been very favorable and the office is a veritable bee hive of activity.

One of the very favorable byproducts of the relocation of the Multicultural Program Office was a freeing up of space in our Advising Center that we decided to use to house the Humphrey Fellows. Heretofore, the Humphrey Fellows were located in rented space in downtown State College. With financial help from the Provost, we were able to make the necessary changes in the space so that we could bring the Humphrey Fellows onto campus. The new physical home for the Humphrey Fellows has helped integrate the Fellows, who come from all over the world, into the day-to-day life of the College and larger University.

We also made a recent change in the organizational structure for the PEPP program so that it operates under the auspices of the Assistant Dean for Multicultural Programs. This achieves a better alignment between the purposes of PEPP and the operation of multicultural programming in the College. One consequence of the reconfiguration is the involvement of PEPP in the Philadelphia Sheppard School partnership.

As part of a recent reorganization of the Dean's Office, we decided to have the Director of International Programs report directly to the Dean. Previously, this reporting line was connected to an Associate Dean. We expect the direct linkage to the Dean to strengthen to provide greater visibility for the International Office and help infuse the Office's operation into the entire College.

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

We continue to assign a high priority to providing scholarship support for talented students with financial need. Our Assistant Dean for Multicultural Programs is directly involved in the allocation of scholarship support that becomes available thanks to our donors' generosity and we are attentive to equity issues as we make these allocations.

We also continue to encourage donors with interests in diversity to create scholarships that support talented students who enhance our diversity. This is an area where what is permissible by law is evolving, and we are attentive to remaining in compliance with the provisions of current law. We also encourage donors with interests in diversity to support relevant programs in the College. Examples of such programs include SCOPE, PEPP, international student teaching placements, partnerships with universities in Puerto Rico and elsewhere around the world, and our on-going efforts to work collaboratively with the Philadelphia City School District.

Budgets within the College have become increasingly tight, but we are working hard to maintain and enhance the support we provide for the Office of Multicultural Programs. As this Office's responsibilities have increased, we have provided commensurate increased budget support.

Despite the tightness of our budget, we have also been providing increases for diversity related programs such as SCOPE, the Sheppard School Partnership, and the Puerto Rico Partnership. For programs like SROP and McNair, we have maintained a steady level of budgetary support.

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

The College's Faculty Council created a new award to recognize contributions to the pursuit of the College's diversity agenda. This award goes to the faculty or staff member who has done the most to improve the climate of the College.

There is an expectation throughout the College that all Departments and budget planning units will be attentive to the implementation of the Penn State Framework to Foster Diversity. Candidates for administrative leadership positions need to demonstrate a commitment to the University's diversity agenda and this is an important consideration in the hiring decision. Administrative leaders, once they are in place, are held responsible for demonstrating this progress and attention is paid at the relevant career conferences. Budget as well as salary allocations are affected by the progress that is being made within the various units in the College.

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

We have described a number of our efforts to build collaborations in response to Question 3 under Challenge 3. In addition to these efforts to collaborate to recruit and retain students, we work collaboratively with numerous Federal and Commonwealth agencies to develop strong programs. Perhaps one of the best examples is the longstanding and quite strong partnership in the area of Special Education with the Pennsylvania Department of Education (PDE). We have been working with our colleagues in PDE to enhance the skills of teachers and other care-givers for students with special needs, particularly in the area of Autism. This is an excellent example where the expertise of our faculty is focused directly on an important part of the Penn State Framework.

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”?

Most Successful

- Creation of the Assistant Dean for Multicultural Programs position
- Relocation of the Office of Multicultural Programs
- Direct involvement of the Assistant Dean for Multicultural Programs in the scholarship award process

Least Successful

- Our highly decentralized approach to the creation of Department-level Diversity/Climate Committees – The committees exist and to varying degrees are active, but we have not yet succeeded at finding ways to coordinate their activities so that they are learning from each other.

Possible Best Practices

- Creation of the Assistant Dean for Multicultural Programs position.
- Direct involvement of the Assistant Dean for Multicultural Programs in the scholarship award process.

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

Measures of the level of student use of the new Multicultural Program Office space

- Daily — student organization meetings
- Monthly — Brown Bags, recruitment/retention and speaker events

APPENDICES

Appendix A

Conference Programs from the FEA — 2008 and 2009



2008 Future Educators of Pennsylvania (FEPA) State Conference
 Penn State University, Hetzel Union Building - Paul Robeson Cultural Center

Engineer the Future: EDUCATE!

Conference Agenda

Track 1	Careers in Education
Track 2	Preparing for College
Track 3	Science and Technology in Education
Track 4	Current Issues in Education

FRIDAY, April 25, 2008

8:30 am - 3:00 pm	Registration and Continental Breakfast			
9:00 am - 10:00 am (Heritage Hall)	FEPA Welcome			
10:00 am - 12:00 pm (Heritage Hall)	Advisors' Training and Information Session			
10:05 am - 12:00 pm	Student Breakout Sessions			
10:05 am - 10:45 am Session I	Counseling Careers	Chat with An Advisor	Science as a Teacher and Learner	On the Horizon: What's Ahead for Educators
10:55 am - 11:35 am Session II	Teacher Certification	Financial Aid	Futuristic Classrooms	Job Availability
11:35 am - 11:50 am	Morning Break			
11:50 am - 12:30 pm Session III	Special Education	College Admissions	Engaging Students through Technology	The Face of the Classroom
12:45 pm - 1:45 pm (Heritage Hall)	Lunch			
2:00 pm - 3:00 pm (Heritage Hall)	Student Panel			



2009 Pennsylvania Future Educators Association State Conference

Penn State University, Hetzel Union Building - Paul Robeson
Cultural Center



Energize the Future: EDUCATE!

Conference at a Glance

Thursday, April 16, 2009

6:00 pm - 7:30 pm	Student Panel
6:00 pm - 7:30 pm (207 Shields Bldg Admissions Conference Room)	Student Panel Presentation Pizza Dinner

FRIDAY, April 17, 2009

8:00 am - 9:00 am	Registration and Continental Breakfast
8:30 am - 9:00 am (Heritage Hall)	PAFEA Welcome
9:00 am - 11:00 am (Heritage Hall)	Advisor Training and Information Session
9:15 am - 12:00 pm	Student Breakout Sessions
9:15 am - 10:05 am	Session I
10:20 am - 11:10 am	Session II
11:25 am - 12:15 pm	Session III
12:30 pm - 1:45 pm (Heritage Hall)	Lunch
2:00 pm - 3:00 pm (Heritage Hall)	Energizing the Future!

Appendix B

Spring 2009 Holmes Scholars Brown Bag Series – “Diverse World Views”

Date/Time	Title	Scholar
 <div style="text-align: center;"> <h2 style="color: #4b0082; margin: 0;">Diverse World Views</h2> <h3 style="color: #4b0082; margin: 0;">HOLMES SCHOLARS 2009 Spring Brown Bag Series</h3> </div> 		
<p>February 11</p> <p>12:00–1:00 p.m. 123 Chambers</p>	<p><i>Footsteps Down through History: The Underground Railroad, Penn State, and Abolition</i></p>	 <p>Donna King Curriculum & Instruction</p>
<p>February 18</p> <p>12:00–1:00 p.m. 123 Chambers</p>	<p><i>Coping as a Mediator between Attachment and Psychological Distress in a Sample of Adolescent Moms in Foster Care.</i></p>	 <p>Kamaria Smith Counseling Psychology</p>
<p>March 4</p> <p>12:00–1:00 p.m. 123 Chambers</p>	<p><i>“I have to teach what?” Strategies That Help Pre-Service Teachers Teach Writing.</i></p>	 <p>Elsie Olan Curriculum & Instruction</p>
<p>March 18</p> <p>12:00–1:00 p.m. 123 Chambers</p>	<p><i>Literacy and Identity: An Adult Literacy Perspective</i></p>	 <p>Brendaly Drayton Adult Education</p>
<p>March 25</p> <p>12:00–1:00 p.m. 123 Chambers</p>	<p><i>American Indian Curriculum in the State College Area School District</i></p>	 <p>Jane Harstad Educational Leadership</p>
<p>April 1</p> <p>12:00–1:00 p.m. 123 Chambers</p>	<p><i>Purpose, Process and Payoff: The Role of the Secondary Social Studies Methods Course in the Era of Accountability</i></p>	 <p>Maurice McMorris Curriculum & Instruction</p>
<p>April 15</p> <p>12:00–1:00 p.m. 123 Chambers</p>	<p><i>“Coming Out” of One Classroom & into the Next: The Comparative Experience of a Queer Educator Transitioning from One Professional Identity (K-12 Teacher) to the Next (University Faculty Member in a College of Education)</i></p>	 <p>Cole Reilly Curriculum & Instruction/ Women’s Studies</p>
<p>April 22</p> <p>12:00–1:00 p.m. 123 Chambers</p>	<p><i>The Dark Side of Ethics in University Leadership</i></p>	 <p>Hector Sambolin Educational Leadership</p>
<p>April 29</p> <p>12:00–1:00 p.m. 123 Chambers</p>	<p><i>Clean Slate: Public Education in the “NEW” New Orleans</i></p>	 <p>Michelle Torregano Curriculum & Instruction</p>