

**College of Health and Human Development  
The Pennsylvania State University**

A Framework to Foster Diversity at Penn State 2004 - 2009

**FINAL REPORT**

**DECEMBER 2009**

**CONTENTS**

---

**INTRODUCTION.....**

**Dimension 1: Campus Climate and Intergroup Relations**

Challenge 1: Developing a Shared and Inclusive Understanding of Diversity .....1  
*Table 1. HHD Strategic Actions Related to Challenge 1.*  
*Table 2. Best Practices from Unit Strategic Actions Related to Challenge 1.*

Challenge 2: Creating a Welcome Campus Climate .....11  
*Table 3. HHD Strategic Actions Related to Challenge 2.*  
*Table 4. Best Practices from Unit Strategic Actions Related to Challenge 2.*

**Dimension 2: Representation and Access**

Challenge 3: Recruiting and Retaining a Diverse Student Body .....21  
*Table 5. HHD Strategic Actions Related to Challenge 3.*  
*Table 6. Best Practices from Unit Strategic Actions Related to Challenge 3.*

Challenge 4: Recruiting and Retaining a Diverse Workforce.....29  
*Table 7. HHD Strategic Actions Related to Challenge 4.*  
*Table 8. Best Practices from Unit Strategic Actions Related to Challenge 4.*

**Dimension 3: Education and Scholarship**

Challenge 5: Developing a Curriculum that Supports the Goals of Our New .....36  
General Education Plan  
*Table 9. HHD Strategic Actions Related to Challenge 5.*  
*Table 10. Best Practices from Unit Strategic Actions Related to Challenge 5.*

**Dimension 4: Institutional Viability and Vitality**

Challenge 6: Diversifying University Leadership and Management .....42  
*Table 11. HHD Strategic Actions Related to Challenge 6.*

Challenge 7: Coordinating Organizational Change to Support our Diversity Goals...45  
*Table 12. HHD Strategic Actions Related to Challenge 7.*  
*Table 13. Best Practices from Unit Strategic Actions Related to Challenge 7.*

**CONCLUDING STATEMENT**

**APPENDIX A: Supporting Documentation**

# **A Framework to Foster Diversity at Penn State, 2004 – 2009: Final Report for the College of Health and Human Development**

## **Introduction**

Since the College of Health and Human Development developed its strategic action plan in response to *A Framework to Foster Diversity at Penn State, 2004-2009*, there have been considerable changes in the administration of the College. Each transition has been accompanied by both fiscal reviews and changes in vision and focus. First, we crafted our *Framework* plan under the leadership of Dean Raymond Coward, who left the College in December 2005. Dr. Fred Vondracek, who was the Associate Dean for Undergraduate Education and Outreach, was appointed as the Interim Dean until Dr. Ann Crouter became the Dean in 2007. Additionally, Dr. Anthony D’Augelli joined the College administration as the new Associate Dean for Undergraduate Studies and Outreach in August 2005. Finally, Dr. Neil Sharkey assumed the position of the Associate Dean for Research and Graduate Education following Dr. Karl Newell's departure to chair the Department of Kinesiology. Thus, changes in leadership have been experienced in all branches of the College's senior administration.

Not only has leadership changed, but there have been structural changes that directly impact the way in which this plan was administered. In August 2008, the School of Nursing was restructured to create an independent academic unit, although close collaboration between both units continues. As a result, diversity activities from the School of Nursing are included in this update, but a separate *Framework* plan is being developed by the School for the upcoming cycle. Additionally, diversity committees have been created in every department<sup>1</sup> in the College. The chairs of the departmental committees represent their departments on the college-wide Diversity Committee, with the College's Director of Diversity Enhancement serving as the convener and Dr. Linda Wray of the Department of Biobehavioral Health as chair. This has resulted in a more nuanced approach to the implementation of the diversity enhancement plan, as departments have adopted strategies that are tailored to their particular concerns and strengths in this area.

This approach has resulted in a high degree of productivity from departmental committees. Last year, during the preparation of the College's Five Year Strategic Plan, we benefitted from a successful collaboration among College leadership. Given that changes in College administration required departmental committees to use ingenuity when developing diversity strategies, we are particularly committed to having this “bottom-up” approach be incorporated into directing our vision of creating and maintaining a diverse College community. Additionally, we are pleased that the administration of the College is committed to creating an inclusive, intellectually stimulating environment that celebrates the diverse backgrounds of all members.

As such, we have approached this report with the following agenda:

- 1) To evaluate the current state of diversity in the College both in terms of the demographic characteristics of College members and the ways in which diversity issues are addressed.

---

<sup>1</sup> Biobehavioral Health, Communication Sciences and Disorders, Health Policy and Administration, School of Hospitality Management, Human Development and Family Studies, Kinesiology, Nutritional Sciences, Recreation, Park and Tourism Management

- 2) To evaluate the success of College-wide strategies proposed in the *College of Health and Human Development's Framework to Foster Diversity at Penn State, 2004-2009*, and identify successful strategies for inclusion in future planning; and
- 3) To evaluate the success of departmental activities in meeting the seven Challenges presented in the *College of Health and Human Development's Framework to Foster Diversity at Penn State, 2004-2009* and identify successful strategies that may be appropriate for College-wide implementation.

To facilitate the transition of our findings in this report to future planning activities, we have given considerable thought to the organization of this document. We present a summary of successful and sustainable strategies at the beginning of each of the four Dimensions given in *A Framework to Foster Diversity at Penn State, 2004-2009*. Additionally, we divide the Dimensions into the seven Challenges presented in this document. Although we have provided answers for the questions requested from the *2004-2009* document, we used the assessment questions developed for *A Framework to Foster Diversity at Penn State, 2010-2015* to guide an evaluation of our strategies at the beginning of each Challenge. Through this organization, we hope to assess our progress over the past five years, while providing a basis for future planning.

## Dimension 1: Campus Climate and Intergroup Relations

The College of Health and Human Development is committed to improving the quality of lives of individuals, families, and communities. As was found in the College's Climate Assessment conducted in the 2007-08 academic year, faculty, staff, and students in the College are generally satisfied with the climate regarding issues of diversity and hold favorable views of their experiences in the College. We believe that this favorable climate is in large part due to the nature of our College, as we are, by definition, focused on creating optimal conditions for human growth. In this sense, the College depends greatly upon classroom as well as research experiences to foster students' abilities to interact with people from backgrounds and celebrate the richness of human experiences. In doing so, we prepare our graduates for working in multicultural and international environments, thereby increasing their marketability in the workforce. Our specific curricular and extracurricular offerings will be discussed further in our response to Challenge 5, but they are the cornerstone of how a positive climate for an appreciation of diversity has been created and maintained in our College.

To build upon this strength, the College and our departments have used education as a tool to nurture the sense of an open climate. As will be evident, seminars and colloquia on diversity-related topics abound in the College. Most departments report hosting at least two diversity-related presentations each semester. Collaborations between departments, the College, and our research centers are common, allowing for the pooling of resources and potential audiences for these presentations. We believe that this helps maintain a collegial environment wherein interdisciplinary studies are encouraged among faculty as well as students. As we have reviewed our progress in this area, we have noted that we lack measurable outcomes from these presentations. Specifically, we do not have data on event attendance and the ways in which events impact members' views on diversity topics and increase their cultural understanding. To optimize our allocation of resources, the development of standardized feedback measures for diversity events will be a high priority of the College's future efforts.

Additionally, we are concerned with how to continually assess the climate of the College. Although our formal climate assessment provided us with useful information, we do not have the financial or personnel resources to conduct such an extensive assessment on an ongoing basis. Therefore, we have provided several strategies which are described below that have been implemented by our departments to assess climate continually and are considering these for College-wide implementation. In addition to these strategies, our departments have provided us with other valuable plans for maintaining a welcoming environment, including online lists of resources and community programs by which students can receive assistance or gain experience working with diverse populations, social events focused on sharing heritage and traditions, and graduate teaching assistant training on diversity issues. As previously stated, we have found our tiered diversity committee system to be invaluable in identifying and prioritizing programs to enhance diversity within the College.

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

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

With our focus on the improvement of the quality of individuals' lives within their families and communities, the College of Health and Human Development naturally places the understanding of diversity in a central position in both its mission and vision. Through teaching, research, and outreach programs, we strive to communicate the importance of diversity to both College and community members. "Diversity" is broadly defined by the College as "human differences," including differences in age, social class, disability, race, ethnicity, immigrant status, gender, gender expression, religion, veteran status, and sexual orientation.

Given our broad definition, many of the research and teaching activities of the College can be said to be focused on understanding and celebrating "diversity." From the Gerontology Center to the Department of Communication Sciences and Disorders to undergraduate courses on sexual orientation development, we are committed to scholarship on people from diverse backgrounds. This commitment is self-evident, as it is a part of the mission of our College, and thus our broad definition of diversity is communicated through almost every course and every research and outreach program. Additionally, to capitalize on this strength and enhance the understanding of a shared and inclusive definition of diversity among all College members, a public forum series was created (see *Strategic Action #1*) wherein research and theory regarding people from diverse backgrounds could be discussed and examined.

The public forum series has been administered by the Center for Human Development and Family Research in Diverse Contexts. The Center has been invaluable in coordinating academic presentations and research programs that discuss and study diversity. The Center has grown steadily throughout this cycle of the *Framework*, gaining a permanent Director, Dr. Emilie Smith, and a post-doctoral scholar. The research portfolio of the Center has also increased, providing opportunities for faculty collaboration and student research experience with diverse populations.

Additionally, we have developed a diversity committee in every academic unit (see *Strategic Action #19*). Unit committees are comprised of faculty, staff, and students, inviting all College members to participate in this process. The chairs of the departmental committees represent their units on the college-wide Diversity Committee, encouraging communication and collaboration between units and the College on the definition of diversity and strategic plans to address issues regarding diversity across units. These units have developed their own strategic plans and yearly reports. Throughout this report, we will highlight successful strategies in the interest of considering them for College-wide implementation.

As a large College, with unique departments, schools and research centers, we have endeavored to adopt an inclusive definition of diversity. Frequently, academic and research programs that are dedicated to understanding human differences do not consider themselves as programs dedicated to "diversity" unless they are studying differences between genders or racial and ethnic groups. As these forms of diversity are generally easily assessed, they are understandably the focus of

most diversity programs and initiatives. However, the College is committed to expanding the common definition of diversity to include differences that are less visible, for instance, social class, disability status, and sexual orientation. We are developing strategies to address our commitment, which will be presented in the upcoming *Framework*. As this document is meant to assess our progress thus far, however, we acknowledge that this continues to be an on-going effort by the College.

**Question 2: How has your unit distributed information to students about the University's diversity initiatives? Does your unit have formal mechanisms in place for discussion of diversity initiatives with students? If so, please describe.**

The College has a number of formal and informal mechanisms to engage students in the exploration and deepening appreciation of age, class, disability, ethnicity, gender, race, religion, sexual orientation and other human differences. Students are first introduced to the diverse disciplines of the College, which indeed replicate the breadth of diversity categories, throughout the recruitment process. There has been an ongoing commitment to develop print, electronic and interpersonal communications that are open, inclusive, and sensitive representations of the spectrum of human differences. This practice ensures that the commitment to integrate diversity throughout our environment is communicated from the time a student first reviews recruitment materials or logs on to the College homepage. Students in the College of Health and Human Development are introduced to College, departmental, campus offices, and organizational resources throughout their initial contacts, including Spend-a-Summer Day and HHD New Student Orientations. The following resources are regularly used to communicate about diversity issues with students:

- HHD courses, specifically the First-Year Seminar (see *Strategic Action #6*)
- Student organizations
  - HHD Student Council
  - SACOMA – Student Advisory Committee on Multicultural Affairs
  - HHD Graduate Student Council
- Departmental Diversity Committees include undergraduate and graduate student participation. The committees were given the University and College *A Framework to Foster Diversity at Penn State: 2004 – 2009 Strategic Plan* to inform them about the seven challenge areas and to support their role as leaders in their units.
- Office of Diversity Enhancement electronic newsletter
- HHD Student Services Center electronic newsletter

**Question 3: How has your unit distributed information to faculty and staff about the University's diversity initiatives? Describe your unit's formal mechanisms for discussion of diversity initiatives.**

The College of Health and Human Development continues to refine its efforts to execute a broad and multifaceted approach in our ongoing commitment to keep diversity focused efforts and information in the forefront of every administrative and academic arm of our organizational structure. The central administrative unit in the College is the Executive Committee, a collaborative body chaired by Dean that includes the Associate and Assistant Deans, the Director

of Diversity Enhancement, the Director of Outreach, and the heads of the eight academic units. The Dean of the School of Nursing attends as well, signaling the close relationship between the College and the School.

The College has employed a number of mechanisms to distribute information to faculty and staff:

- The Dean presents an annual State of the College Address to all HHD faculty and staff. Included in the address are longitudinal data on the demographic composition of the undergraduate and graduate study bodies.
- The College held a day-long diversity retreat this September to lay the groundwork for the College's *Framework to Foster Diversity*. Administrators, academic unit heads, and unit diversity committee chairs were in attendance. Dr. Victoria Sanchez, Assistant Vice-Provost for Educational Equity, set the stage for the day's discussions and served as a resource person.
- The Executive Committee meets biweekly and regularly covers topics related to diversity, including progress on faculty searches, graduate admissions, and climate assessment. Departmental Diversity Committees were created in 2004. The Dean or Executive Assistant to the Dean and Director of Diversity Enhancement Programs met with every academic unit to review the *A Framework to Foster Diversity, 2004-2009: Program Assessment* to orient the group and review responsibilities.

#### **Question 4: What is the role of your diversity committee? What is its composition?**

The College of Health and Human Development has a fully functional and operational college-wide Diversity Committee. This body, which reports to the Dean of the College, works cooperatively to insure that its mission “to promote a climate of inclusiveness for all people in the College of Health and Human Development and the larger University” is achieved. The role of this committee has been further enhanced by creating an expanded tiered committee structure which established a diversity committee in each of the academic units in the College. The committee was chaired by the College's Director of Diversity Enhancement (Ms. Joyce Hopson-King) during the period of interim dean's leadership. In Fall 2008, the sitting departmental chair was appointed the College-wide Chair. The chair or designee of each departmental committee serves as the representative to the college-wide diversity committee. This integrated, coordinated and tiered structure has achieved several goals. Consequently, units have established unique plans for their faculty, staff, and students resulting in increased programming, activities and visibility for diversity.

To achieve its mission and vision, the committee directs its efforts toward six tasks:

- Promoting the recruitment and retention of diverse faculty, staff and students;
- Supporting students and student organizations in their efforts to foster diversity;
- Sponsoring diversity workshops for faculty, staff and students;
- Inviting outside speakers to campus;
- Recognizing individuals and actions that help to promote diversity; and
- Serving as a resource to the College and the Dean

The committee was successful in coordinating the presentation of invited speaker Dr. Fernando Torres-Gil, from the University of California, Los Angeles and the first Assistant Secretary for Aging in the U.S. Department of Health and Human Services. He presented a lecture entitled, “Shifting Paradigms in Aging: Politics, Diversity, and Public Policy,” and spoke with undergraduate and graduate classes. Dr. Torres-Gil was recognized as the eighth speaker in the Sol Kramer Lecture Series. Committee member Dr. Kathryn Drager chaired a sub-committee charged with developing a “Faculty Best Practice” document to assist the College with recruitment of diverse faculty. Most importantly, the College-wide Diversity Committee collaborates with the Dean and administrative units to contribute to the implementation of the *A Framework to Foster Diversity at Penn State: Strategic Plan 2004–2009*.

### **Question 5: What is the role of your multicultural coordinator?**

The Assistant to the Dean and Director of the Office of Diversity Enhancement Programs, Ms. Joyce Hopson-King, serves as the Multicultural Coordinator in the College of Health and Human Development. This position reports directly to the Associate Dean for Undergraduate Education and Outreach and works closely with the Associate Dean for Research and Graduate Education. Though initially charged with the development, coordination of programs and policies that effect recruitment and retention of underrepresented students, the role and assignments of the Director have continued to evolve. When Dean Crouter became dean, the Director joined the College’s Executive Committee in the interest of promoting continuity in our diversity practices between all academic and administrative units. The College is committed to promoting the application of the broadest spectrum of diversity and values the leadership of the Director and staff of the Office of Diversity Enhancement Programs in that regard. The Director serves an advisory and collaborative function both in the College, University-wide, and with various external stakeholders such as alumni. The Office of Diversity Enhancement Programs is charged with continuing to achieve our commitment to foster a welcoming climate for all members of the community.

The following is a select list of the Director of Diversity Enhancement Programs’ areas of responsibility:

- ADMINISTRATIVE
  - Reports to the Associate for Undergraduate Education and Outreach
  - Attends Dean’s Executive Committee on a biweekly basis
  - Serves as Diversity resource for departments/schools, administrative units, faculty and staff
  - Maintains current and working knowledge of the College/ University mission, policies and procedures
  - Manages the Office of Diversity Enhancement Programs including staff supervision, budget, annual calendar and collaborations with academic and other administrative offices
  - Serves as liaison to the Office of the Vice Provost for Educational Equity
  - Represents the College at the Administrative Council on Multicultural Affairs (ACMA) and all reporting service units

- Collaborates with the Graduate School Office of Graduate Educational Equity (OGEE)
- RECRUITMENT
  - Collaborates with College leadership to develop and implement recruitment strategies consistent with the mission and goals of the College
  - Conducts annual graduate recruitment travel to major undergraduate forums which attract talented underrepresented students (e.g., Annual Bio-Medical Research Conference for Minority Students (ABRCMS), NIMH-Career Opportunities in Research (COR), Society for the Advancement of Chicanos and Native Americans (SACNAS), Mellon Mays Fellowship Program (MUFP), McNair Scholars Conference-Penn State)
  - Collaborates with the Committee on Institutional Cooperation including outreach to historically Black and Hispanic serving institutions (Southern outreach visit to Jackson State University, Alcorn University, Grambling University, Southern University, Dillard University, and Xavier University; Puerto Rico institutions outreach; California institutional visits, including the California Forum)
  - Serves as a member of the Penn State NSF Social Behavioral and Economics Alliance for Graduate Education and Professoriate (AGEP) Committee which is tasked with increasing underrepresented students and retention of admitted graduate students
  - Monitors the undergraduate admissions process and selects undergraduate Bunton – Waller Fellows in close collaboration with the PSU Admissions Office and Student Financial Aid Office
  - Participates in various recruitment programs and outreach initiatives (i.e, Spend A Summer Day Diverse Students and Families Program, Spend A Fall Day, Chaka Fattah Annual Undergraduate and Graduate Recruitment Conference, McNair Scholars selection committee, etc.)
  - Presents at student, faculty and staff conferences, programs, trainings and professional organizations meetings
- RETENTION
  - Conducts annual new and change of campus student orientations ( September “Indoor Picnic” to introduce students to the College, Office of Diversity Enhancement services and staff, and to distribute University resources and important policies and procedures)
  - Conducts new student survival skill series, “Start Out Smart,” which provides important study skills, campus climate and diversity discussions, and tips to assist with the transition to college life
  - Meets with new Bunton-Waller Fellows monthly as a group and two to three times per semester individually to monitor progress and adjustment to academic rigors
  - Monitors the progress of all underrepresented students in the College
  - Works collaboratively with Office of Educational Equity and the Division of Student Affairs to provide seamless HHD support for students in working with both programs (i.e., MRC, CAMP, SSSP, LGBTA Resource Center, Center for Women Students, and the Disability Office)
  - Collaborates with the SBE AGEP Colleges (HHD, LA, and ED) to plan and provide a comprehensive orientation program for new underrepresented minorities in National

Science Foundation - Social, Behavioral and Economics Alliances for Graduate Education and the Professoriate (NSF SBE AGEP) scholars and returning graduate students

- Meets with graduate students for referral, problem solving and mediation of conflicts
- Holds Graduate night social support experience for underrepresented graduate students – twice per semester advises the Student Advisory Committee on Multicultural Affairs (HHD student organization dedicated to exploring diversity related topics in health and providing fellowship). Note: This committee was discontinued in May 2008 and integrated into other HHD organizations.
- Facilitates a two-part workshop for minority students focused on navigating the internship and summer research selection and preparation process. The sessions are specifically geared to university, government and private/corporate internships and other summer experience opportunities that aggressively recruit underrepresented populations. The workshop includes seminars followed by individual sessions
- Provides HHD representation at all University Park multicultural and diversity-related programs

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

- Most Successful and Best Practice:
  - Creation of the Public Forum (see *Strategic Action #1*)
  - Development of a diversity committee in all eight academic units, from whose membership the College Diversity Committee is constituted. The committees have significantly increased the presence and focus of diversity related activities and programming (see *Strategic Action #19*).
- Least Successful:
  - The poster campaign did not result in the development of an appropriate poster (see *Strategic Action #3*).

**Question 7: What measures of success have you identified to gauge your progress in this Challenge?**

The College has not created an overall measure of success for this Challenge as definitions of diversity are generally hard to assess and the College has lacked systematic methods for assessment in this area. In the future *Framework*, however, we consider ways in which changing definitions of diversity may be gauged through ongoing climate assessments to allow us to observe changes over time in this area. For the current *Framework*, the College developed six strategic actions specifically for this Challenge. The relative success of each action is evaluated in Table 1. Following this assessment, highlights from selected departmental plans are presented and evaluated in Table 2.

**Table 1. HHD Strategic Actions Related to Challenge 1**

Strategic Action	Implementation/Goal	Evaluation
<p>#1: The College of Health and Human Development will develop a public forum series, which highlights the central role of diversity in the study of human health and behavior and contributes to the development of a shared and inclusive understanding of diversity.</p>	<p>A list of sponsored programs is presented in Appendix A. The forums were developed and implemented by the HHD Center for Human Development and Family Research in Diverse Contexts through directors, Dr. Linda Burton and Dr. Emilie Smith. Two forum series were given:</p> <ol style="list-style-type: none"> <li>1) Multiracial Realities: Exploring What We Know, Acknowledging What We are Missing</li> <li>2) Colorism: Global Perspectives on How Skin Color Still Matters</li> </ol>	<p>These forums have been successful in terms of being well implemented and were well-received.</p> <p>In reviewing this strategy, we have realized a need for <i>measurable</i> success, including:</p> <ul style="list-style-type: none"> <li>• Attendance at events</li> <li>• Written feedback from attendees regarding how forums increased their understanding of diversity</li> </ul> <p>Plans for this measurement are being discussed with the HHD Diversity Committee</p>
<p>#2: Dean Coward will increase his direct communication with HHD faculty and staff regarding diversity practices and accomplishments within the College to stimulate a shared and inclusive commitment to fostering diversity.</p>	<p>Starting with the October 2004 edition and concluding with the final issue of “Ruminations from Ray” in August 2005, there was at least one article/story related to HHD efforts to foster diversity in each publication.</p>	<p>This strategy was implemented until Dean Coward's departure. Subsequent administrators have used State of the College addresses, listservs, and website announcements to present practices and accomplishments in an ongoing fashion.</p>
<p>#3: The College of Health and Human Development will initiate a poster campaign to raise awareness of the central role of diversity in the health and human development professions and to foster a shared and</p>	<p>By March 2005, the director of the HHD Office of College Relations presented to the Executive Committee of HHD three “mock ups” of the first poster. The initial poster designs were not well-received at a focus group that was part of the April 2005 Diversity Day.</p>	<p>Changes in the staffing of the College Relations Office and subsequent funding limitations have made continuation of this project unlikely.</p>

**Table 1. HHD Strategic Actions Related to Challenge 1**

Strategic Action	Implementation/Goal	Evaluation
<p data-bbox="186 275 505 415">inclusive understanding of the importance of diversity.</p> <p data-bbox="186 457 505 961">#4: The College of Health and Human Development will collect and disseminate information on programs sponsored by the academic units and research centers within the College related to the central role of diversity in the study of human health and behavior.</p>	<p data-bbox="521 457 971 1150">The College has many publications, including print and electronic magazines, weekly list-serv communications to undergraduate and graduate students that are delivered by the Student Services Center and the Office of Diversity Enhancement Programs. Other means of communication include Dean’s Office notices to faculty and staff and the College web site which is currently undergoing a complete renovation. These mechanisms are a consistent and efficient means of assuring that all members of the HHD community are kept abreast of diversity initiatives and activities.</p>	<p data-bbox="992 457 1401 667">By January 2005, the HHD Office of College Relations increased the content and frequency of information which was posted about upcoming diversity-related events.</p> <p data-bbox="992 709 1401 1213">Additionally, the Diversity Achievement Award was established in Fall 2002 as a part of the annual recognition of faculty and staff. To date, eight individuals from the HHD faculty and staff who “demonstrate commitment to the value of diversity and have been instrumental in creating or facilitating a climate of inclusiveness in the College” have been honored at an annual awards ceremony.</p>

**Table 2. Best Practices from Unit Strategic Actions Related to Challenge 1**

Unit	Strategic Action	Implementation/Goal	Evaluation
<p data-bbox="186 1411 415 1474">Biobehavioral Health</p>	<p data-bbox="431 1411 654 1875">Biobehavioral Behavior Health Colloquium series each semester invites at least one speaker to present on diversity and health disparities and to lecture in undergraduate courses.</p>	<p data-bbox="670 1411 971 1551">This series is ongoing and has also been incorporated with faculty searches.</p>	<p data-bbox="992 1411 1401 1875">This strategy combines goals of education and promoting discussions of diversity. When incorporated into faculty recruitment, it communicates the importance of research and discussion on diverse populations with potential faculty members. Similar to the HHD Strategic Action #1, measurement of success is needed for this series.</p>

**Table 2. Best Practices from Unit Strategic Actions Related to Challenge 1**

<b>Unit</b>	<b>Strategic Action</b>	<b>Implementation/Goal</b>	<b>Evaluation</b>
<b>Health Policy and Administration</b>	Panel presentation and volunteer fair on local programs serving diverse populations	Planned speakers from multiple, diverse programs that would provide students, faculty, and staff with the opportunity to expand their knowledge of people from different backgrounds	This action connects students to the larger community, enriches their educational experience, and indicates the importance of multiple areas of diversity to the department.
<b>Nutritional Sciences</b>	Disseminate diversity statement widely	Faculty were asked to include the statement in syllabi.	Implementation is simple and conveys an expectation of cultural understanding to all students. This strategy will be considered for College-wide implementation. Further assessment could include a focus group discussion to further develop what this expectation means and how success in conveying this expectation may be assessed.
<b>Recreation, Park, and Tourism Management</b>	Students were provided the opportunity to work with a number of organizations that focus on serving people with disabilities or with other diverse populations	New organizations were recruited as options for undergraduate students' final projects.	This strategy is consistent with our view that diversity should be emphasized across the curriculum. Implementation across the College is not feasible, due to different departmental requirements but developing resources of health and recreation-related organizations that are suitable for projects and/or internships will be considered.

## Challenge #2: Creating a Welcoming Campus Climate

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

The College of Health and Human Development and all its academic units have made a firm commitment to prioritize enhancing diversity through strategic planning, administrative policies, and fiscal allocation. It is clear that creating and supporting an environment which is welcoming to all is consistent with our College mission to improve human health and well-being across the life span. It is our deepest conviction that, through leadership and active engagement by all, a community of trust and welcoming climate is built and sustained. The most recent strategic plan has attempted to integrate specific diversity initiatives with more complex structural changes. The College leadership is motivated to create every opportunity to demonstrate its support for enhancing diversity. In Table 3, we evaluate the College's strategic actions that are relevant to this Challenge. In Table 4, we present some of the best practices from administrative units.

### **Question 2. How does your unit identify climate issues?**

As stated in our mission, the College of Health and Human Development is dedicated to improving the quality of lives of individuals, including the lives of members of the College. As such, we have taken a proactive, rather than reactive, stance in monitoring climate. In 2003, we conducted a climate assessment of undergraduate students. In 2007, we completed a College climate assessment with faculty, staff, and student participants, which will be discussed below. Climate issues are also identified through the network of resources described in the answer to Question 3. As noted in Table 4, several units are conducting annual focus groups or surveys of graduating seniors to identify climate issues in an on-going fashion. These strategies are being considered for College-wide implementation.

In the interest of identifying priorities for diversity initiatives in the College of Health and Human Development, we conducted a College-wide Climate Assessment in 2007 (see *Strategic Actions* #7 and #8). This assessment required coordination and support from all academic units and collaboration with the Center for the Study of Higher Education. The final survey, containing 89 questions in an online format, was approved and modified by the HHD Diversity Committee, which contains representatives from all academic units. Through the recruitment efforts of the College and our academic units, we recruited 1015 participants for the survey: 611 undergraduates, 107 graduate students, 50 non-tenure track faculty, 114 tenure-track faculty, 65 nonexempt staff, 54 exempt staff, and 9 research assistants/associates.

Results of the assessment indicated high levels of satisfaction with the diversity climate in the College. In comparison to similar assessments conducted by the Center for the Study of Higher Education, our members reported being comfortable with the climate in HHD and a sense of support for diversity initiatives. Although the assessment indicated that an overall positive climate in the College, several areas of concern emerged. The Climate Assessment indicated tensions based on status, for example, between faculty and staff, and between fixed-term and tenured faculty. Also, minority group members tended to rate the College as less welcoming to members of their minority group than majority members (i.e., people with disabilities rated the general climate as more negative towards people with disabilities than people who do not have

disabilities). This may indicate a multi-faceted problem. First, majority members may not be sensitized to the concerns of minority members and, therefore, do not recognize cultural insensitivity when it occurs. This may contribute to the isolation of minority members and affect retention and may also be an indication that an expectation of cultural competence has not been communicated to all members of the College. Second, this may also indicate that only minority members with the strongest commitment to the College remain while other minority members leave, a hypothesis which will be discussed in Challenges 3 and 4.

### **Question 3. How does your unit monitor climate?**

The College of Health and Human Development is aware that we must remain vigilant in our efforts to be sensitive to the climate for all individuals in our community. We assume that the environment is ever-changing and that our commitment to foster a safe and accepting space hinges on proactive planning, programmatic offerings and periodic surveys of our faculty, staff and students. Although listings of resources are provided to incoming College members and through the College website, we believe that our goal should not only be to support members from diverse backgrounds, but also to inculcate cultural competence in members from majority backgrounds. Several key offices in the College provide assistance to students with academic, financial, personal or other concerns. The Student Services Center and the Office of Diversity Enhancement Programs are centrally located in a shared suite of offices. Additionally, students are assigned an academic advisor in their departments. From their first point of contact with the College, students are informed that these resources are designed to help them successfully navigate the College and University. All of these offices and services, coupled with the academic units and faculty, form a network of people to which concerns about the climate may be reported. Members of this network remain alert to potential problems or concerns and collaborate with other resources across the campus. Those units specifically charged with student advising and support regularly receive diversity training and updated information. Additionally, there is collaboration between the College and unit diversity committees, creating another mechanism through which to monitor the climate.

The Office of Diversity Enhancement Programs works directly with underrepresented students and organizations and continuously monitors the climate with this population of students. This office receives updated information and training, and meets monthly with the Administrative Council on Multicultural Affairs, which is chaired by the Vice Provost on Educational Equity.

### **4. How does your unit respond to climate issues?**

The College's response to climate issues depends upon the nature of the problem. For example, incidences of harassment or discrimination based on minority status are reported to the relevant office (e.g., Human Resources, Affirmative Action) and victims are encouraged to file reports with these offices as well. As concerns regarding privacy and retaliation are common among victims, individuals are provided with both anonymous and official channels for reporting incidents, with encouragement to file official reports. HHD has no mechanism by which data on incidents of discrimination and harassment are collected independently of the University mechanisms.

As incidents of discrimination and harassment are rare in the College (as shown in both officially reported incidents and the 2007 Climate Assessment) and the resources for dealing with these incidents are readily available, we have focused the majority of our diversity efforts on general climate issues. We have taken a two-pronged approach to improving the general climate regarding diversity among College members. First, we have focused on identifying and providing resources for College members from underrepresented groups. Focus groups including members from diverse backgrounds have been conducted at the College level and in many departments. The Director of Diversity Enhancement Programs meets with minority faculty, staff, and students periodically to discuss general climate concerns and shares these concerns with the Dean or with appropriate administrators. Informal networking and mentoring between underrepresented members of the College are encouraged for professional, academic, and social support. College members from diverse backgrounds are also encouraged to use relevant networking resources across the University. More information regarding these resources will be discussed in Challenges 3 and 4.

The second approach to improving the general climate is to encourage cultural competence in all members. By “cultural competence” we mean the ability to respectfully interact with people from different backgrounds with sensitivity to cultural differences and with an understanding of how these differences contribute to a richer collegial environment. As previously mentioned, this is consistent with the overall mission of our College, and many of our undergraduate and graduate courses are designed to increase the cultural competence of students. This will be discussed in greater detail in Challenge 5.

The College of Health and Human Development has adopted several strategies in response to results of the Climate Assessment. Although these strategies were not part of our initial *Framework*, they provide an example of how the College responds to climate issues as they arise and how the *Framework* serves as a living document that changes as the needs of the College change. First, the results of the Climate Assessment were presented by the Dean in a meeting that was open to all members of the College. Members were encouraged to attend through departmental and College listserv announcements, postings, and newsletters. Second, the results were discussed in the Diversity retreat, which included College administrators, department heads, and departmental diversity committee chairs. At the retreat, possible strategies for encouraging cultural understanding were discussed for inclusion in the upcoming *Framework*. This method allowed all units to be involved in creating and evaluating strategies. Strategies were evaluated for possible effectiveness and the resources needed for implementation.

## **5. What unit-wide and individualized approaches have you developed to enhance overall climate and individuals’ satisfaction with the environment?**

The College-wide strategic actions that were relevant to this Challenge are evaluated in Table 3. Additionally, departmental diversity committees created strategic plans that were annually evaluated and revised. We have selected some of the best practices from the departments and presented them in Table 4.

**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 and Best Practice:
  - Climate Assessment (see *Strategic Actions 7 & 8*), which allowed us to evaluate the climate of the College and set priorities for the upcoming *Framework*. Strategies for ongoing assessment are being considered.
- Least Successful:
  - Development of an established practice which would bring all student organization leadership together to assist with student diversity initiatives College-wide.

**Question 7. What measures of success have you identified to gauge your progress in this Challenge?**

For this Challenge we considered the results of the Climate Assessment to be our measure of success. As stated, members were generally pleased with the overall climate of the College, although we considered the gaps between minority members and non-minority members to be indicative of a need for the College to increase the cultural competence of non-minority members. Overall, we were pleased with the results of the Climate Assessment and will present strategies for conducting on-going assessments in the upcoming *Framework*.

In addition to the Climate Assessment, the College developed four strategic actions for this Challenge. Each action has its own measure of success, presented in Table 3. Best practices from departmental plans are presented in Table 4.

Table 3. HHD Strategic Actions Related to Challenge 2		
Strategic Action	Implementation/Goal	Evaluation
#5: The College of Health and Human Development will sponsor one event each year that is intended to celebrate the diversity of students who are enrolled in HHD and foster better relationships between all students.	The Associate Dean for Undergraduate Education and Outreach and the Office of Diversity Enhancement Programs worked with HHD student organizations to create a day celebrating the diversity of students and others in the college. The very successful event was held on April 18, 2005 and was entitled “Diversity is All of Us.” It was attended by more than 225 faculty, staff and students who worked together to staff the event.	No further diversity days have been planned, despite the attendance, due to the lack of resources for planning and implementation. The effectiveness of this strategy needs to be considered in light of the need to allocate resources efficiently before inclusion in the next <i>Framework</i> .
#6: The College of Health and Human Development will use	In 2003-04 the College used presentations by the University Park Theatre Ensemble to spark	The Race Relations Project has received much positive feedback from students. The

**Table 3. HHD Strategic Actions Related to Challenge 2**

Strategic Action	Implementation/Goal	Evaluation
<p>the First Year Seminar (FYS) as an educational vehicle to discuss with students issues related to the development of a welcoming campus climate for all people.</p>	<p>discussions about diversity issues among students in the classes. The theater group presented several dramatic vignettes that resulted in lively discussions among students and provided a platform for discussing a wide range of viewpoints regarding gender, sexual orientation and disability. Though the theater group format was a well received mechanism for stimulating discussion, the creation of an original HHD centered script was not found to be fiscally viable.</p> <p>FYS continue to include diversity as part of their curricular plans. Some departmental FYS and courses have had success including the “Race Relations Project,” an innovative campus project directed by Drs. Samuel Richards and Laurie Mulvey. The project, which uses peer trained mentors to dialogue about race and other topics, has been positively received and has provided another layer to assist with encouraging communication. The Race Relations Project has been included in FYS and other HHD courses since Spring 2005.</p>	<p>College expends approximately \$10,000 per year to offer the project in seven FYS and five HHD courses per semester. Following the Spring 2005 pilot project year in which 405 students participated, the “Race Relations Project” has been offered every semester. Participation is optional, and students may repeat the experience if offered in more than one course.</p> <p>The College is currently re-considering participation in the Project. As with other strategic actions, we do not have a systematic indication of the effectiveness of the Project in increasing cultural competence. Therefore, in the upcoming Framework, we are considering developing a quantitative measure of cultural competence by which the effectiveness of our strategic actions can be evaluated.</p>
<p>#7: The College of Health and Human Development will conduct a second comprehensive survey of undergraduate students in its program to explore their perceptions about the climate for</p>	<p>This strategy was implemented through the College-wide Climate Assessment, completed in 2007. The survey instrument was reviewed by the HHD Director of Diversity Enhancement, the college-wide diversity committee, a focus group of undergraduate students identified by the HHD Director of Special Projects, and</p>	

**Table 3. HHD Strategic Actions Related to Challenge 2**

<b>Strategic Action</b>	<b>Implementation/Goal</b>	<b>Evaluation</b>
<p>diverse students at Penn State and, specifically, within its academic units.</p> <p>#8: The College of Health and Human Development will collect information regarding the climate for diverse graduate students enrolled in its academic programs.</p>	<p>the HHD Executive Committee.</p> <p>During Fall 2005, the Associate Dean for Research and Graduate Education and the Director of Diversity Enhancement Programs conducted a focus group with underrepresented graduate students. All underrepresented graduate students were invited to participate with the intention of forming focus groups of ten students. During the Spring 2006, the Associate Dean for Research and Graduate Education shared the results of the focus group with the Executive Committee.</p> <p>Graduate students were also included in the College-wide Climate Assessment. Results were shared with College members in open meetings.</p>	<p>For the Climate Assessment, specific results are available online. In general, graduate students indicated satisfaction with the diversity climate.</p>



**Table 4. Best Practices from Unit Strategic Actions Related to Challenge 2**

<b>Unit</b>	<b>Strategic Action</b>	<b>Implementation/Goal</b>	<b>Evaluation</b>
Human Development and Family Studies	Created an online list of diversity resources for undergraduate students during the revision of the undergraduate section of the website.	The new site included a list of courses that are relevant to working with diverse populations, suggestions for involvement in research on diverse populations, links to volunteer opportunities for working with diverse populations, links to resources for reporting acts of intolerance or discrimination, and links to campus support networks and resources for minority students.	The inclusion of these resources on the website establishes the expectation of cultural competence among undergraduate students and gives students ready access to specific resources that are relevant to their specializations. As multiple forms of diversity resources are included (e.g., working with aging populations, working with people from other cultures), this also reinforces the breadth of the College's definition of diversity. Although some of the resources are department-specific, the creation of a list of diversity resources is being considered for the College website.
	Included sections on diversity experiences and cultural competence in the survey given to all graduating seniors.	This strategy has been used for several years, providing both quantitative and qualitative feedback regarding both climate and training on diversity issues.	This strategy is being considered for College-wide implementation as a set of questions that departments will be required to include in exit surveys for students, faculty, and staff. The quality of the data provided is currently being examined for possible adaptation of these questions. In this manner, the College will be provided with an on-going climate measure.
Nutritional Sciences	Hosted international/Ancestry Pot Luck Luncheon.	This event has occurred nearly every semester for several years. Attendance is reported to be good and an international departmental cookbook	This strategy is extremely relevant to the department and has encouraged discussions between all departmental members about their cultural backgrounds. This is an example of the

**Table 4. Best Practices from Unit Strategic Actions Related to Challenge 2**

Unit	Strategic Action	Implementation/Goal	Evaluation
School of Hospitality Management	Held a focus group of minority students to assess climate within the school.	<p>was created through this event.</p> <p>The focus group resulted in specific goal-setting, such as reviewing the policies for assigning and reviewing team projects.</p>	<p>strength of having departmental diversity committees create department-specific events. As other departments have hosted similar events. This is being considered for College-wide implementation.</p> <p>The success of this strategy was due to the identification of specific actions to improve the School's climate. This action allowed students to identify problems within the School, have access to administrators regarding climate issues, and become participants in the process of improving School climate. This strategy is being considered for implementation at the College-level.</p>

## Dimension 2: Representation (Access and Success)

In order for the members of our College to fully study health and development and influence in them positive ways, we must consider the human experience in both general and nuanced terms. With our focus on interdisciplinary, multicultural studies, it is particularly important for our College to include members who bring a variety of viewpoints to our community. These viewpoints can be formed both through personal experiences and through learning about others' experiences. The latter will be discussed thoroughly in Challenge 5, but the former is the concern of this dimension of diversity. The diverse backgrounds of our members influence the ways in which they approach learning about and promoting positive health and development. Through observing and celebrating this variety of approaches, our College community is strengthened and our mission to improve people's lives extends further and has a greater impact by being culturally relevant.

As similarly noted in Dimension 1, success in this dimension has mostly been gauged by tracking aspects of diversity that are easily measured, such as race/ethnicity and gender. Trends regarding these aspects are reported in their respective Challenges. Retention of minority undergraduates and faculty and recruitment of minority graduate students, faculty, and staff continue to be significant challenges for the College. Within each Challenge, we explore these issues further and evaluate the strategic actions that were implemented to address them.

Through the Climate Assessment, we were able to estimate other aspects of diversity in the College, although trends cannot be reported. Sexual orientation minorities comprised 5% of the participants; two participants identified themselves as transgendered. The majority of participants reported a Judeo-Christian religious affiliation (75%), with the most common affiliation being Roman Catholic (30%). Few respondents indicated a documented physical, cognitive, or emotional disability (5%) but more reported having a cognitive or emotional condition that significantly affects a life activity (8%). As the current *Framework* was generally concerned with more easily measured forms of diversity such as, race/ethnicity, and gender, we will restrict our discussion of these forms of diversity and simply remark that we have addressed the celebration of broader forms of diversity more fully in the upcoming *Framework*.

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

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

The College of Health and Human Development remains deeply committed to recruiting and retaining a diverse pool of talented students. From 2004 to 2008, the College has observed a steady increase in the number of racial and ethnic minority undergraduate students admitted to University Park and the Commonwealth Campuses from 642 to 882 students (approximately 13% of the undergraduate population of HHD). International undergraduate students continue to comprise about 1% of the undergraduate population. For graduate students, the College has observed a decrease from a total of 44 students in 2004 to 28 in 2008 (approximately 7% of the graduate population). International graduate students continue to comprise about 26% of the graduate population. For both undergraduate and graduate students, female students comprise about 70% of the populations.

As was noted by participants in the HHD Diversity Retreat, the major concern regarding minority undergraduate students appears to be retention and graduation rates, whereas the major concern regarding minority graduate students appears to be recruitment. Additionally, although female students are overrepresented in the College, we consider fostering leadership skills in female students to be a high priority. To this end, we have developed the Women's Leadership Initiative, an HHD program designed to "educate, inspire and empower the next generation of female leaders with the core values, attitudes and skills that are the foundation of quality leadership." Each year, up to 34 undergraduate students are invited to participate in a year-long interdisciplinary, extracurricular program that includes workshops, mentoring, seminars, field trips, selected readings and exploration of many topics including those related to diversity.

The College recognizes that recruitment and retention are most successful when a number of strategies are employed. We have provided a list below which illustrates our on-going and new initiatives in Table 5. The College has greatly benefited from the departmental Diversity Work Plans which include recruitment efforts; highlights of these efforts are shown in Table 6. (The Office of Diversity Enhancement Program's recruitment and retention activities are described in Challenge 1, Question 5 as part of the review of the role of the multicultural coordinator position).

**Question 3: What mechanisms for collaborations has your unit established?**

The College of Health and Human Development has an extensive record of collaborations between academic units and research centers, other colleges, and external stakeholders. Establishing and maintaining these relationships have contributed to expanded opportunities for our faculty and students. For example, the Capital Area Health and Human Development Institute, was established in September 2003. At that time, the College appointed Dr. Richard Fiene to direct the Urban Community Partnership Initiative. The program was developed as a vehicle to engage students and faculty in projects that would enable them to tackle the most

pressing social and health care needs of residents of the greater Harrisburg area. The intention was to develop a long standing, sustainable relationship with local agencies, organizations, and schools. This project created the opportunity for Health and Human Development faculty and students to engage in various experiential, research and service learning projects in an urban setting. This project has been integrated into the Prevention Research Center in order to increase the efficiency of efforts.

The National Science Foundation Social Behavioral and Economic Alliance for Graduate Education and the Professoriate (NSF SBE AGEP), with a grant secured by the Office of Graduate Educational Equity, has provided another opportunity to support institutional goals to increase the number of underrepresented students at Penn State. The College of Health and Human Development was one of three colleges provided funding for a graduate student and faculty mentorship project. Additionally, the Office of Diversity Enhancement Programs was included in an effort to focus on external recruitment.

**Question 4: Which recruitment and retention initiatives have been most successful? Which has been least successful? Which could be termed “best practices”?**

- Most Successful
  - Use of the Office of Diversity Enhancement Programs for establishing initial partnerships with undergraduate institutions with high minority enrollment for graduate student recruitment
  - Ongoing partnerships at the departmental-level with these institutions for recruiting potential graduate students
- Least Successful
  - Participation in graduate fairs that attract majors whose academic plans are incompatible with the College’s graduate programs. Graduate recruitment efforts have been most successful at the department level.
  - The focus on graduate student recruitment has overshadowed concerns about undergraduate retention. Few activities are focused toward retention.
- Best Practice
  - Collaboration between departments through the Executive Committee and the Diversity Committee to identify successful strategies for partnership with undergraduate institutions and graduate recruitment.

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

We mainly measure success through recruitment and retention data provided by the University. However, these data have several limitations. First, the relative success of departmental strategies cannot be easily evaluated. As shown in Table 6, most departments have established a working relationship with undergraduate institutions that serve mainly minority students. Although the establishment of these relationships is admirable, we do not have data on the

success of these strategies in increasing minority graduate recruitment. These data are relatively easy to collect and will be a focus in the upcoming *Framework* for improving departmental plans and strategic actions.

Additionally, as noted above, most departmental plans do not include strategies that are specifically related to improving undergraduate retention (the Department of Biobehavioral Health and the School of Hospitality Management are exceptions, as seen below). The lack of department-specific retention data is one of the obstacles to creating and sustaining clear retention strategies. Additionally, the relative success of retention strategies is difficult to evaluate with even departmental-level data. The evaluation of retention strategies will be considered in the upcoming *Framework*.

Finally, University data include information on the racial/ethnic and gender composition of the College’s student body, but lack information on other forms of diversity. We are considering remedying this problem through the use of intensive exit interviews as detailed in Challenge 2. Although this will not provide us with information regarding incoming students, the composition of outgoing students can be easily monitored and would provide a good proxy.

**Table 5. HHD Strategic Actions Related to Challenge 3**

Strategic Action	Implementation/Goal	Evaluation
<p>#9: The College of Health and Human Development will undertake a comprehensive evaluation of the MARC (Minority Access to Research Careers) program to determine if it represents the best investment of resources for increasing minority graduate student enrollments at Penn State.</p>	<p>During 2004-2005, the former dean appointed a committee of faculty, chaired by the Associate Dean for Graduate Studies and Research, to examine the implementation of this program over the past five years to determine its effects on graduate student enrollments in our College. In addition, the committee was asked to examine alternative uses of the same investment in other strategies that might lead to increased minority graduate student enrollments in the College of Health and Human Development. The Committee found merit in the program, but also found some limitations concerning successful recruitment (application and matriculation) of MARC participants. In August 2005, the former dean ended the Minority Access to Research Careers (MARC) program.</p>	<p>The Office of Diversity Enhancement Programs facilitated the final MARC summer research program June-July 2005.</p> <p>In lieu of participation in the MARC program, the College has focused its efforts on expanding its use of the University’s Summer Research Opportunity Program (SROP). Systematic evaluation of successful recruitment from SROP has been undertaken and will be a focus of the new strategic plan.</p>

**Table 5. HHD Strategic Actions Related to Challenge 3**

Strategic Action	Implementation/Goal	Evaluation
<p>#10: The College of Health and Human Development will explore acquiring external resources to support an educational outreach program designed to attract additional minority students into its undergraduate professional programs in which minorities are underrepresented in the profession.</p>	<p>Because of the variety of programs within the College, this strategy was determined to be less viable than other options. Currently, the Office of Diversity Enhancement Programs works with departmental diversity committees and department chairs to identify appropriate vehicles for undergraduate recruitment.</p>	<p>The College recruitment efforts are periodically evaluated in order to assure they are responsive to our current objectives. Collaborative efforts are one method to effectively and efficiently utilize existing human and fiscal resources.</p>
<p>#11: The College of Health and Human Development will develop close professional ties with a small, select, targeted group of undergraduate institutions serving diverse populations for the purposes of recruiting high-quality minority students for graduate education.</p>	<p>Because of the diversity of programs within the College, efforts in this area have been focused on assisting departments with their recruitment efforts by identifying contacts at undergraduate institutions with diverse populations, identifying professional meetings and conferences that attract high numbers of minority undergraduate or masters-level students, and finding resources and funding for attending such meetings. Department-specific strategies are detailed in Table 6.</p>	<p>Following a model presented by the Director of the School of Nursing, several departments have established ongoing contacts with appropriate departments in undergraduate institutions with diverse populations or have identified and attended meetings that have a high recruitment potential. The strategies used by each department continue to be presented at Executive Committee meetings for evaluation and adoption by other units.</p>

**Table 6. Best Practices from Unit Strategic Actions Related to Challenge 3**

<b>Unit</b>	<b>Strategic Action</b>	<b>Implementation/Goal</b>	<b>Evaluation</b>
<b>Biobehavioral Health</b>	Mentoring of students by more senior students at all levels	Discussions begun at faculty/staff retreat and included focus groups of current graduate students. Intend to match both incoming undergraduate and graduate students with more senior students to improve recruitment and retention.	This strategy has potential for implementation across the College. Many minority faculty report feeling overwhelmed by informal mentoring of minority students. Therefore, this option will be considered as a possibility for alleviating strain on minority faculty. Other departments considering formal mentoring programs include HPA, NUTR, and RPTM.
	Application by the BBH Diversity Committee and awarding of an EOPC grant to supplement departmental graduate recruitment outreach to targeted institutions	EOPC funds are used to increase recruitment outreach by the Department head and faculty.	Increased recruiting utilizing awarded fund began in September 2009.
<b>Communication Sciences and Disorders</b>	Developing partnerships with Jackson State University and University of New Mexico.	Discussions regarding summer research internships and graduate student recruitment are ongoing.	As with most of our collaborations, there are few data on the success of these strategies, which is a focus of the upcoming <i>Framework</i> .
<b>Health Policy and Administration</b>	Increase participation in McNair and SROP programs	Faculty members mentor approximately 2 McNair or SROP students every summer.	Participation in SROP is frequent among many units including HDFS, HPA, NUTR, and RPTM. Data on the graduate student recruitment from participation are not available.

**Table 6. Best Practices from Unit Strategic Actions Related to Challenge 3**

Unit	Strategic Action	Implementation/Goal	Evaluation
Human Development and Family Studies	Partnership with undergraduate institutions to recruit minority graduate students	Targeted several institutions through frequent communication and campus visits.	Half of the incoming PhD students and one-third of the MHA students were from racial/ethnic minority or international backgrounds.
	Collaborated with the NIMH Career Opportunities Scholars (COR) Program.	This program successfully recruited graduate students from Spelman College, Hampton University, California State University, Long Beach, and the University of Puerto Rico, Rio Piedras.	Funding for COR was time-limited and is no longer available. However, the department's success with this program provided an excellent example of the use of external resources for recruitment purposes.
Kinesiology	Updated website materials to reflect a focus on celebrating diversity.	Development of a resource document for faculty, staff and students with diversity related resources and opportunities.	A visitor's monitor was placed on the website to determine usage and to receive qualitative comments from incoming faculty. Evaluation of this assessment approach is ongoing.
Nutritional Sciences	Collaborates with Tuskegee University in Alabama	Initial contact through the Office of Diversity Enhancement.	This collaboration is in the initial stages of contact through consultation with the Office of Diversity Enhancement. Updates will be given on an ongoing basis.
Recreation Park and Tourism Management	Collaborates with Texas A & M, Clemson, University of Illinois, University of Florida, Temple, and University	Continued contact through phone calls and emails.	There is no information on the outcome of these contacts.

**Table 6. Best Practices from Unit Strategic Actions Related to Challenge 3**

Unit	Strategic Action	Implementation/Goal	Evaluation
<p>School of Hospitality Management</p> <p>School of Nursing</p>	<p>of Utah</p> <p>Recruitment of potential graduate students at the National Recreation and Park Association Congress</p>	<p>Interpersonal contact with programs at national conferences.</p>	<p>There is no information on the outcome of these contacts.</p>
	<p>Provide funding for minority undergraduates to attend relevant conferences for networking and support.</p>	<p>Provided financial support for 25 students to attend the Annual Society of Minorities in Hospitality conference. The School's chapter has more than 50 student members.</p>	<p>Information on the School of Hospitality's retention of minority undergraduates is not available separately from College data. This will be a focus of the upcoming <i>Framework</i>.</p>
	<p>Collaborates with Dillard University, Winston-Salem University and Tennessee State University.</p>	<p>At the November 2004 meeting of the HHD Executive Committee, the Director of the School of Nursing made a presentation on the Dillard University partnership. Dr. Milone-Nuzzo described how the program was initiated, the steps taken to identify potential students for summer internships at Penn State and the success of the Dillard students in the Penn State graduate program.</p>	<p>The School of Nursing continues to work with Dillard, Winston-Salem, and Tennessee State universities to identify potential graduate students.</p>
<p>Pursued grants to support minority graduate students</p>	<p>Awarded an EOPC grant in 2005 to support nursing research and training through the development of the</p>	<p>The School continues to pursue funds to support the recruitment and retention of minority graduate students.</p>	

**Table 6. Best Practices from Unit Strategic Actions Related to Challenge 3**

Unit	Strategic Action	Implementation/Goal	Evaluation
	<p>Attended the National Black Nurses' Association conference</p>	<p>Minority Advanced Careers in Nursing (MACaN)</p> <p>With the Director of Diversity Enhancement Programs, identified this meeting as a potential source of student and faculty recruitment.</p>	<p>Attendance has been regular, although recruitment numbers from this conference are not available.</p>

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

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

The College of Health and Human Development is committed to diversifying its workforce. As is evident in our College's mission, we are concerned with promoting health and positive development for all people. We focus on interdisciplinary studies and research that are strengthened by the inclusion of multiple ways of approaching a problem. To fulfill our mission, it is necessary that we have College members from a variety of backgrounds and viewpoints in order to successfully adapt interventions for diverse populations.

Over the past five years, the College of Health and Human Development has successfully recruited 10 faculty members from underrepresented groups that are assessed by Human Resources (e.g., data are available regarding racial/ethnic background but not on disability status). This success is primarily due to faculty involvement with professional associations, conferences and organizations in which there is a focus on diversity. Faculty members attending conferences are expected to network with other professionals in their field, including those from underrepresented groups.

In order to build relationships and allow a potential faculty member to get to know Penn State, individuals from underrepresented groups have been invited to campus to serve as guest speakers. While here, they see the community and meet colleagues and others within the College, University and community. We maintain personal contact with individuals and once a vacancy occurs, we contact them to see if they are interested in applying. For some faculty vacancies, we have found candidates by going back into previous search pools. The unit heads review former candidates' credentials, contact them about new vacancies and invite them to apply.

As part of their charge, faculty search committees advertise in appropriate print and electronic media that have a diversity focus and appeal to members of underrepresented groups. Search committee members are encouraged to contact colleagues when openings occur and ask for nominations/referrals. Where appropriate, this is done with staff searches too. In addition to the University's Affirmative Action statement, many College advertisements have included a supportive diversity message (i.e., "We are seeking a colleague who is interested in contributing to the diversity mission of the College and the University; for more information on the *Framework to Foster Diversity at Penn State*, please go to: [www.equity.psu.edu](http://www.equity.psu.edu) Penn State; Women and minorities encouraged to apply.").

Although these strategies have been successful for faculty searches, the College continues to lack diversity in staff backgrounds (for example, 95% of HHD staff at University Park are White). As searches for staff tend to be conducted in the local community, which has few minority residents, this is not particularly concerning. However, as the student and faculty population continues to diversify under the new *Framework*, it will become increasingly important to have a staff

composition that reflects this diversity. Therefore, we will focus on recruiting diverse staff members in the upcoming *Framework*.

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

Our strategies include intensive search committee and faculty involvement. Search committees and unit heads co-write vacancy advertisements to ensure consistency regarding job descriptions and required competencies. Descriptions are shared with unit faculty and advertisements are sent to minority-specific listservs and targeted audiences. A list of potential candidates and experts in the field is generated by the search committee, unit head, and faculty and/or staff members; these candidates are contacted about the vacancy. Once the candidate pool is narrowed, a discussion is held between the unit head and the Dean. The diversity of the applicant pool is obtained from the Affirmative Action Office and is reviewed along with the College and unit goals. For tenure-track vacancies, the Dean approves who is interviewed. The Dean may send the unit head back to the search committee to ask for a more diverse short list.

Both faculty and staff candidates may be asked to provide search committees with information concerning how they would contribute to the diversity of the College. This information is often contained in a cover letter and provides us with additional information to improve identification and assessment of credentials.

The College has also employed the strategy of hiring underrepresented faculty members on Fixed Term contracts. While on the Fixed Term appointments, faculty strengthen their credentials and the department can mentor, observe and evaluate their potential success on the tenure-track. When tenure-track vacancies occur, qualified individuals are encouraged to apply. The College has used central administration funding for this type of initiative.

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

As stated in our introduction to Dimension 2, the retention and promotion of underrepresented faculty members remains a challenge for the College. For example, from 2005 to 2008, the percentage of HHD assistant professors and instructors who were racial/ethnic minorities increased from 15% to 22% and 4% to 6%, respectively. In the same time period, the percentage of HHD associate professors remained unchanged while the percentage of full professors who were racial/ethnic minorities decreased from 6% to 4%. Similar concerns are present regarding faculty gender. Although 71% of instructors and 67% of assistant professors are female, only 49% of associate professors and 41% of full professors are female. As three-quarters of our student body are female, having tenured faculty to provide guidance and support is particularly important within our College. While our recruitment and hiring strategies tend to be successful in terms of increasing the diversity of faculty backgrounds, we need to monitor retention patterns across all groups of faculty. Our interdisciplinary research centers provide visible and active examples of how diversity strengthens our pursuit of knowledge. By observing the success of these centers, the College has begun to focus on interdisciplinary cluster hiring for faculty

(faculty working in the same substantive area, but from different disciplines and in different departments), as described in the College's *Strategic Plan*. The potential advantage of cluster hiring for workforce diversification is two-fold. First, new faculty members are provided with a ready peer network of other faculty members who share their research interests and can stimulate their thinking in this area. Second, particularly for cluster hires that focus on issues that are relevant to underrepresented populations, new faculty members can interact with peers who are often from similar minority backgrounds, providing personal networks of support. As cluster hiring is a relatively new strategy, we have not had the opportunity to evaluate its efficacy in affecting the retention and promotion of minority faculty members for our College. The evaluation of this strategy will be a major focus of the upcoming *Framework*.

The College of Health and Human Development is the home of the Center for Human Development and Family Research in Diverse Contexts. This Center supports the commitment to research involving underrepresented groups and is an asset in both recruiting and retaining minority faculty and staff. The Center was involved in the cluster hiring of two tenure-track faculty members who are interested in minority development. The Center also coordinates many of the professional presentations that are related to diversity including two conferences during this *Framework* period: *Multiracial Realities: Exploring What We Know, Acknowledging What We Are Missing* and *Colorism: Global Perspectives On How Skin Color Still Matters*. The Center functions as a central point for faculty to conduct interdisciplinary studies and gain peer and mentor support for research and interpersonal concerns.

Although regular informal meetings between the former dean and faculty from diverse backgrounds were discontinued with the departure of Dean Coward (see *Strategic Action 13*), administrators and the Office of Diversity Enhancement continue to meet with such faculty to identify and address concerns. A recurring theme among minority faculty is concern about career advancement due to demands of their time. For instance, to increase the representativeness of search committees, minority faculty are frequently asked to serve on them, as well as participate in diversity initiatives, serve on diversity committees, and formally and informally mentor minority graduate and undergraduate students in addition to their "regular" departmental service. As the College continues to develop strategies to increase the diversity of its members, we must try to be mindful of restrictions on faculty time and energy and focus on strategies that are measurably successful and use the resources of majority faculty in addition to those of minority faculty.

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

- Most Successful:
  - Recruitment: Sending advertisements about vacancies to listservs of appropriate professional organizations targeting minorities. The number of underrepresented candidates in the pool increases when we use these listservs.
- Least Successful:

- Retention: The desire to assemble a diverse search/interview committee at times may overburden the faculty or staff from underrepresented groups due to the limited pool of participants.
- Best Practices:
  - Recruitment: Creating ongoing relationships with potential faculty members through invited talks and research collaborations.

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

The racial/ethnic and gender composition of faculty and staff are monitored through Human Resources, contact with the Office of Diversity Enhancement Programs, and University data. As with diversity within the student body, other forms of diversity are not measured in these contexts. We are considering measuring other forms of diversity as well, but these strategies are still under discussion as there are practical and legal concerns regarding gathering information about stigmatized identities such as sexual orientation and disability status. As with students, exit interviews are one way of estimating these types of diversity. However, as students generally move through the University in a predictable fashion and we hope to retain diverse faculty, exit interviews do not seem optimal for our purposes.

The success of specific strategic actions is evaluated in Table 7 and best practices from departmental plans are presented in Table 8. Similar to Challenge 3, strategic actions for this Challenge have generally been directed toward recruitment rather than retention. This will be addressed in the upcoming *Framework*.

Table 7. HHD Strategic Actions Related to Challenge 4		
Strategic Action	Implementation/Goal	Evaluation
#12: The College of Health and Human Development will recruit more tenured or tenure-eligible minority faculty members over the course of the next five years (2004 to 2009).	Through networking and specific targeting of organizations and meetings that interest minority faculty, we have met this goal. During this <i>Framework</i> , the College hired ten new tenure-track minority faculty.	Our recruitment strategies have varied depending upon departmental needs, but we have focused on collaboration between administration and faculty, creating ongoing relationships with potential faculty members, and ensuring the diversity of candidates for positions.
#13: Dean Coward will initiate a series of informal sessions with groups of diverse faculty in the College	Starting in the academic year 2004-2005, the former dean conducted three informal, small group sessions with faculty members of color in the College	In 2005, there were two sessions with faculty members of color. The faculty discussed issues of importance to them and others in the group. March

**Table 7. HHD Strategic Actions Related to Challenge 4**

Strategic Action	Implementation/Goal	Evaluation
<p>of Health and Human Development to provide them with the opportunity to meet and discuss issues that are of importance to their professional development.</p>	<p>of Health and Human Development regarding issues they felt important. The agenda for these sessions and the topics discussed were determined by the interests of the individuals participating.</p>	<p>2005 was the last scheduled session. Dean Coward departed the College in December 2005. This practice has been discontinued.</p>
<p>#14: The College of Health and Human Development will identify, collate and disseminate best-practices related to the recruitment and retention of faculty and staff from underrepresented groups.</p>	<p>During the academic year 2004-2005, the HHD college-wide diversity committee completed a comprehensive review to identify best practices in the recruitment and retention of multicultural faculty and staff. A written summary of the findings was submitted to the Dean in April 2005.</p> <p>During September 2005, the HHD college-wide diversity committee led a workshop for faculty members who would chair a search committee for the 2005-2006 academic year. This workshop exposed those search committee chairs to the best practices that have been identified for recruiting multicultural faculty. The workshop for faculty members was not re-convened.</p>	<p>During October 2005, the HHD college-wide diversity committee led a workshop for all members of the HHD Executive Committee to introduce them to the best practices that have been identified for recruiting and retaining multicultural faculty and staff. In the subsequent years of this strategic planning period (2006-2009), the Dean provided all new administrators with a copy of the written summary of best practices by the HHD college-wide diversity committee in April 2005. Given restrictions on faculty time, this solution has provided the optimal solution for ensuring that this information has been disseminated to all units.</p>

**Table 8. Best Practices from Unit Strategic Actions Related to Challenge 4**

<b>Unit</b>	<b>Strategic Action</b>	<b>Implementation/Goal</b>	<b>Evaluation</b>
Biobehavioral Health	Conduct exit interviews for faculty, as well as undergraduate and graduate students.	Questions regarding campus and community climate included in exit interviews. The department is currently trying to administer interviews to those who left the department since 2006 for comparative purposes.	As with the climate questions developed by HDFS for Challenge 2, these surveys have the potential to affect campus climate and retention efforts. Standardized exit interviews across the College are being considered.
Health Policy and Administration	Increase number of applicants for faculty positions from diverse backgrounds	Informal networking and letters to directors of graduate programs resulted in approximately 33% of applicants for faculty position from diverse backgrounds.	Through informal and targeted strategies, the department greatly increased the number of minority applicants. Additionally, the department included consideration of multiple forms of diversity.
Kinesiology	Created a diversity resource document for posting on their website.	After reviewing and evaluating multiple examples of such documents, the department developed its own, building on sites that appeared to be particularly useful.	The use of this document is being evaluated through qualitative comments and the number of times this document has been accessed.
Recreation Park & Tourism Management	Developed targeted strategies to recruit underrepresented faculty.	Through informal networking and contacts with department heads, identified possible candidates for faculty position and elicited applications.	Personalized contact and informal networking were key to identifying and hiring a female faculty member from an underrepresented group.

## Dimension 3: Education and Scholarship

The mission of the College of Health and Human Development is to promote positive development and health for all people. In order to effectively fulfill our mission, we must promote cultural understanding among our students and increase their ability to adapt interventions to be appropriate for clients they serve or study. Through classroom, research, and service experiences, the College strives to increase the cultural competence of all students. Therefore, we consider this dimension of the *Framework* to be one of our particular strengths.

Diversity issues are integrated throughout the curriculum and are specifically addressed in courses that are dedicated to understanding minority populations. Through the service experiences available in internships and courses in many of the College's departments, students are given the opportunity to interact professionally with people whose backgrounds differ from their own. The College has recently begun to expand these opportunities to include international cultural understanding for both undergraduate and graduate students through expanded course offerings and study abroad experiences.

Detailed plans for the expansion of course and internship offerings are presented in the College's *Strategic Plan*. As we reflect upon our progress in this area over the past five years, however, we will demonstrate the base upon which we plan to build several key programs, including a focus on immigrant children's health, an interdisciplinary focus on disability services, a Global Health minor, and a Global Leadership Initiative.

## Challenge # 5: Developing a Curriculum that Fosters Intercultural and International Competencies

### **Question 1: What initiatives has your college taken in supporting multicultural curriculum efforts? Question 3: How is diversity integrated into the curriculum of your college?**

Given the mission of the College, diversity is infused throughout many of our courses. Several departments (see Table 10) have made it a stated priority to increase the representation of diverse cultures in their courses. These departments have provided resources regarding diversity in health and development to faculty and assisted faculty with syllabi revisions. Because course content is specific to both the department and the course, individual departments have been responsible for these revisions.

At the College level, we have focused on providing our students with the opportunity to meet leaders in research on diversity through colloquia, guest speakers, and meetings with graduate and undergraduate students during campus visits (see *Strategic Action 1*). To support the development of courses with content that specifically addresses the health and development of people from diverse backgrounds, the College has provided a fund for course development (see *Strategic Action 15*). Additionally, the College continues to provide funding for participation in the Race Relations Project for seven First Year Seminar and five HHD courses per semester (see *Strategic Action 6*). In total, the College regularly offers 39 courses with U.S. or International Cultures designations.

Finally, the College is involved in the development of two minors to provide further multicultural training for undergraduate students. The College is home to one of the required core courses in the new Gender and Sexuality Studies minor administered by the College of Liberal Arts: HDFS 250. We are planning a Global Health minor, as reported in the *Strategic Plan*, which will be housed in BBH. These efforts demonstrate our commitment to broadening the common definition of diversity and to focusing on international cultural competence as a way to prepare our students for global work. Additionally, several departments have created lists of internship opportunities for undergraduate students that involve working with diverse populations or have an international focus (see Challenge 2). Students are encouraged to consider these internships.

### **Question 2: What research and teaching in your college has advanced the University's diversity agenda?**

The College desires to promote a climate of inclusiveness by respecting diversity related to *age, class, disability status, ethnicity, gender, gender identity, race, religion, sexual orientation and other human differences*. Our research areas parallel this definition. Researchers in the College of Health and Human Development are searching for solutions to human development and health issues across the lifespan. As our curricular efforts were detailed in Question 1, we will share some of the innovative research currently being conducted in the College below.

The College's research centers provide an additional opportunity for collaborative research that advances our focus on research with diverse populations. As previously mentioned, the Center for Human Development and Family Research in Diverse Contexts coordinates many of the College's symposia that focus on diversity in development. The Center also provides a means for faculty across the University to collaborate and discuss their research through their "Friday Teas with FRDC" series and other informal networking opportunities. The Center's research program is growing, as are the programs of other College centers that are related to diversity issues. For example, the College is expanding its investment in the Gerontology Center through the appointment of a new Director, an increased emphasis on aging research throughout the College, and a proposed cluster hire of faculty who focus on aging issues. Additionally, the Hartford Center on Aging, which received our support during this cycle of the *Framework*, combines these two research areas, providing training for geriatric nurses to work with underserved populations. Finally, research in the College focuses on many populations that are considered in a broad and inclusive definition of diversity. For example, the Department of Recreation, Parks, and Tourism Management has received funding for the "Inclusive Recreation for Wounded Warriors" program, which trains military recreation managers in how to create and maintain recreation programs for injured active duty military personnel. In sum, most of the College's research programs can be considered to advance the University's diversity agenda, although many of these programs do not consider themselves to be a part of this advancement, as described in our response to Challenge 1. With the expansion of the common definition of diversity to be more inclusive, we hope that more research programs will consider themselves to be necessary components of increasing our research diversity agenda.

- Biobehavioral Health
  - Dr. Lori Francis – Family and Child Health Project – focus on obesity in African-American and Hispanic children and children living in poverty
  - Dr. Gary King – Studying tobacco consumption and AIDS/HIV in international populations
- Communication Sciences and Disorders
  - Dr. Carol Hammer – "Bilingual Preschoolers: Precursors to Literacy" – this project is a prospective longitudinal study of the language and literacy development of Head Start children of Puerto Rican descent from the ages of 4-7 years.
- Health Policy and Administration
  - Dr. Marianne Hillemeier – Current research project focuses on social economic status (SES) and health, particularly in infants and mothers of childbearing age..
  - Dr. Pamela Short – Health Economics – "Counting and Characterizing the Uninsured"
- School of Hospitality
  - Dr. Albert Barlett – International Hospitality Management Research
- Human Development and Family Studies
  - Dr. Anthony D'Augelli – Sexual orientation research
  - Dr. Mark Greenberg—Research focused on the development of children in poor, rural communities
  - Dr. Rukmalie Jayakody – Research focus on the impacts of poverty and social policies on families and children

- Kinesiology
  - Dr. Danielle Downs – Current research project is on women’s pregnancy/postpartum exercise.
- Dr. Steriani Elavsky – Recent research project “Aerobic exercise training increases brain volume in aging humans.” is on physical activity, psychological function, and aging.
- School of Nursing
  - Dr. Raymonde Brown – Studying heart disease in older women
  - Dr. Susan Loeb – Research focus on minority elders with multiple chronic conditions and on prison inmates
- Nutritional Science
  - Dr. Kasia Kordas—Research conducted in Uruguay on the effects of ingestion of heavy metals on child development
- Recreation Park and Tourism Management
  - Tammy Buckley, Ralph Smith, and others: The Wounded Warrior Program (training recreational leaders to work with disabled veterans and other disabled populations)
  - Dr. Deborah Kerstetter – Research focus on older adults and travel

**Question 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”?**

- Most Successful
  - Presentations by local and external experts on diversity issues at the College-level. This provides several benefits: faculty and students are able to network with those in related fields at these events, providing opportunities for interdisciplinary research; we enhance our recruitment efforts (see Challenge 4); provide a common definition of diversity (see Challenge 1); and also allow College members to become familiar with cutting-edge research on diverse populations.
  - The offering of a course, HDFS 416 (Race and Ethnicity and the American Family), on a regular basis. This course was developed by the Sociology Department and cross-listed with HDFS but never offered by HDFS until 2005.
- Least Successful
  - Course development funds for faculty were not broadly advertised.
- Best Practice
  - Successful efforts by individual departments to enhance the diversity content of core courses, infuse diversity issues throughout the curriculum, and improve the cultural competence of all students. (See Table 10 for the list of courses)

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

We have assessed our progress in this area mainly through departmental reports on the infusion of diversity issues throughout courses and the creation or revision of courses to have a US or IL designation. We lack information on the ability of these courses to enhance the cultural

competence of students, although assessment for US/IL cultures courses is being considered. The Department of Kinesiology has created a faculty diversity assessment tool (see Table 10) that is being adapted for use with students. We are considering using this as a model for cultural competence assessment, as presented in the upcoming *Framework*.

<b>Table 9. HHD Strategic Actions Related to Challenge 5</b>		
<b>Strategic Action</b>	<b>Implementation/Goal</b>	<b>Evaluation</b>
#15: The College of Health and Human Development will provide course development funds for faculty who are creating new courses that support the diversity goals of our curriculum or completing substantial revisions of existing courses.	<p>By March 2005, the Associate Dean for Undergraduate Education and Outreach created procedures for soliciting proposals from full-time, tenure-track members of the faculty who were interested in creating a new course or substantially revising an existing course to support the goal of enhancing the diversity content of our curriculum.</p> <p>An annual competition was held in 2005. Four proposals were funded resulting in the development of four new or revised courses. Course development funds have not been accessed since this time, although they have been available.</p>	<p>Although this strategy was initially successful, several of the faculty who accessed these funds are no longer regularly teaching courses. As reported in Challenge 4, many minority faculty report concerns about time constraints and are mainly concerned with enhancing the content of current courses they are teaching and advancing a diverse research agenda. Therefore, we have focused on infusing diversity throughout the curriculum, rather than creating additional courses that focus on diverse populations.</p>
#16: The College of Health and Human Development will continue to develop the Urban Community Partnership Initiative.	<p>Capital Area Health and Human Development Institute – Urban Community Partnership Initiative. The Institute was the research, training and technical assistance arm of the College in the Harrisburg area, offering faculty and students an opportunity to pursue their academic interests within the context of a multicultural urban environment.</p>	<p>The Urban Community Partnership Initiative has been combined with efforts from the Prevention Research Center to consolidate work in the Harrisburg area. Opportunities for study in Harrisburg continue to be offered, although data on the use of these opportunities are not available.</p>

**Table 10. Best Practices from Unit Strategic Actions Related to Challenge 5**

Unit	Strategic Action	Implementation/Goal	Evaluation
Biobehavioral Health	Reassessed its undergraduate curriculum related to issues on diversity and health disparities.	Incorporated health disparity issues into existing courses through coordination with Curriculum Committee.	This strategic action is ongoing and being coordinated with plans for the Global Health minor. We do not have specific assessment regarding how this infusion affects the cultural competence of our students.
	Invited speakers to present on health disparity topics.	Speakers regularly present in undergraduate courses and in general colloquia.	These presentations connect students to faculty work, provide opportunities for collaboration, and enhance the collegiality of the College.
Health Policy and Administration	Incorporated diversity topics into HPA colloquium schedule.	Every year, several external speakers focus on health disparities or vulnerable populations.	This strategy connects diversity issues to the contexts in which students are likely to encounter them professionally, thus making the presentations relevant and timely.
Human Development and Family Studies	Revision to core courses to add or enhance diversity content.	The department has focused on the introductory HDFS course and a 300-level course in ethics for this <i>Framework</i> .	By focusing on diversity in core, required courses, the department ensures that all students are aware of cultural differences in development from the beginning of their careers in HDFS.
Kinesiology	Developed assessment tool for diversity content in courses.	Faculty Classroom Diversity Assessment tool was developed and administered to identify strengths, weaknesses, and best practices for inclusion of diversity issues.	This strategy provided a systematic assessment of diversity content. The department is considering a grant to develop a student version of this tool and the College is considering similar assessment tools for College-wide assessment.

**Table 10. Best Practices from Unit Strategic Actions Related to Challenge 5**

<b>Unit</b>	<b>Strategic Action</b>	<b>Implementation/Goal</b>	<b>Evaluation</b>
Nutrition	Revising courses to include diversity content for U.S. cultures designation.	NUTR 456 (Community Nutrition) is currently under revision.	The department is infusing an ongoing course with content on diverse populations. This allows for continuity as this course is consistently offered, rather than the creation of a specialized course that depends on the interest of a specific faculty member.
Recreation, Parks, and Tourism Management	Reviewed core curriculum to identify courses in which to include global perspectives.	The Diversity and Curriculum committees are involved in this review, and it is ongoing.	As with HDFS courses, a multicultural and international focus in core courses guarantees the exposure of all students to issues of diversity.
School of Hospitality Management	Created an international partnership to provide students with experiences overseas.	Through partnerships with three overseas institutions, students gain international experience by spending a semester at each institution.	This training program has been recently implemented and will be evaluated on an ongoing basis.

## Dimension 4: Institutional Viability and Vitality

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

#### **Question 1: How are unit leaders actively involved in diversity efforts?**

The College of Health and Human Development is a large academic college with a complex organization and administrative structure. The Dean is supported by an Associate Dean for Research and Graduate Studies, Associate Dean for Undergraduate Studies and Outreach, Assistant Dean for Undergraduate Education, Assistant Dean for Alumni Relations and Leadership Programs, Department Heads and School Directors, Center Directors, the Director of Outreach, the Director of Development, and the Director of Diversity Enhancement Programs. This is the administration leadership responsible for executing diversity initiatives

The *2008-2013 Health and Human Development Strategic Plan* and *A Framework to Foster Diversity at Penn State, 2004-2009* constitute the primary written documents which inform the development of College activities. Each smaller unit that comprises the whole of the College is introduced to diversity goals through the leadership responsible for supervising the unit.

#### **Question 2: What is the diversity profile of the unit's administration and executive levels?**

The administrative leadership, which includes the Dean, Associate Deans, Assistant Deans, nine Academic Heads and School Directors, eight Center Directors, the Director of Diversity Enhancement Programs, and the Director of Outreach, is comprised of individuals from various backgrounds, ethnic origins, academic preparations and rich life experiences. Of these administrators, seven are White women, including the Dean. Two are African-American women, one is an African-American man, and one is an openly gay White man.

#### **Question 3: Describe the procedures followed to create both diverse applicant pools and search committees for administrative searches. How is information about expectations regarding candidate's skills and experience with managing diversity communicated to the committee and to the candidates?**

The College of Health and Human Development has achieved success in appointing diverse College faculty to administrative positions. Progress in this area has been slow but has remained a priority as opportunities arose. For example, of the eleven administrators from underrepresented backgrounds listed above, four were appointed during this cycle of the *Framework*. Additionally, the Dean and Executive leadership have intensified their efforts to encourage interested diverse faculty to seek leadership development opportunities.

The College has made every effort to apply uniform policies and procedures to both faculty and administrator search processes. Annually, all heads of departments, schools and centers and active search committee chairs are required to attend the Affirmative Action Briefing (update and training) for the College of Health and Human Development. If a unit head or chair is unable to attend, a designee is selected. The workshop, which is conducted by the Affirmative Action Office, includes diversity hiring topics and issues specific to the College.

The Dean or appointed Executive Administrator ensures that the composition of the search committee is diverse. The Dean meets with search committees to discuss strategies for advertising positions to increase the diversity of the applicant pool, possible candidates to contact to solicit applications, and drafting the position statement to include a focus on commitment to diversity. The Dean or her representative provides the search committees with instructions designed to assist them with selecting a diverse pool. Search committees are also advised to develop experience-based questions to ask each candidate that are related to the candidate's experience with diversity.

**Question 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?**

The College of Health and Human Development has created a pool of monies for leadership development and training (see *Strategic Action 18*). These funds are available to all faculty and staff members who wish to increase their leadership and management skills. Because interest in leadership positions depends greatly on the individual aspirations of faculty and staff, these funds have been offered but applications for the funds have not actively been solicited from people from underrepresented groups. This has resulted in few requests for these funds. More active strategies for preparing faculty and staff from underrepresented groups for future leadership positions are being considered for the upcoming *Framework*.

**Question 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 and Best Practice:
  - Mentorship of underrepresented faculty and staff so that when opportunities arise or are created there are individuals in the pipeline.
- Least Successful:
  - Organized initiatives that prepare and develop staff for leadership opportunities and advancement.

**Question 6: What measures of success have you identified to gauge your progress in this Challenge?**

Specific evaluation of the College's strategic actions related to this Challenge is given in Table 11. As stated above, many of the College's administrators from diverse backgrounds have been appointed during this cycle of the *Framework*. Much like our faculty, staff, and student body compositions, we do not have data available on less visible forms of diversity such as socioeconomic background and disability status. As anonymity regarding some of these forms of diversity is a concern, it does not seem feasible to assess them formally. We also do not have formal ways to assess how many of our College's members from diverse backgrounds are prepared to assume leadership positions as they arise. As decisions regarding application for such

positions are dependent upon both personal and professional concerns, it is likely that this will remain difficult to measure.

<b>Table 11. HHD Strategic Actions Related to Challenge 6</b>		
<b>Strategic Action</b>	<b>Implementation/Goal</b>	<b>Evaluation</b>
#17: The College of Health and Human Development will create a leadership program for faculty to foster the development of the next generation of academic leaders.	HHD established a committee to explore the development of a leadership program for our faculty. The committee submitted a written report of their recommendations to the former dean in April 2005. The creation of a leadership program for faculty was not found to be the best format for increasing leadership training. The committee supported the continued practice of identifying outside leadership training, workshops, or institutes.	As administrative openings are less frequent than other kinds of positions within the College, the creation of a College-specific leadership program was not deemed to be an efficient use of resources.
#18: The College of Health and Human Development will establish a pool of monies to support the leadership development of faculty and staff.	Beginning in the 2004-2005 academic year, HHD established a pool of resources to underwrite the leadership development of faculty and staff. Faculty and staff were encouraged to work with their unit heads or supervisors to access the funds.  Employing a two-pronged approach to soliciting participation, HHD faculty and staff utilize these financial resources to support their participation in on-campus and off-campus educational programs devoted to the development of leadership and management skills.	The use of these funds has been limited. This strategy is currently being evaluated for accessibility and practicality.

## Challenge # 7: Coordinating Organizational Change to Support Our Diversity Goals

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

During this cycle of the *Framework*, the College of Health and Human Development has been operating under two strategic plans: one for 2005-2008 and one for 2008-2013. A major goal for the 2005-2008 plan was to recruit and retain diverse faculty, staff, and students. As has been reported throughout this document, we have had varying degrees of success with this goal. Additionally, the College sought external collaborations with local and international institutions through the Urban Community Partnership Initiative in Harrisburg, Pennsylvania and the Friedrich Schiller University of Jena, Germany. The College and our departments have built upon these examples to create ties with other institutions such as the University of Lima, Peru, University of Bordeaux, France and other longstanding institutional collaborations. In our new strategic plan, we propose to expand our international sphere of influence through developing new partnerships, launching a Global Health minor, and developing a Global Leadership Initiative modeled after our successful Women's Leadership Initiative. We are also partnering with the College of Medicine to create a Masters of Public Health program to enhance our graduate education program.

The new College strategic plan has three goals that will position our College for future development:

Goal #1: Creating a stimulating intellectual environment for students

Goal #2: Galvanizing interdisciplinary research

Goal #3: Expanding the scope of our outreach activities

Our proposed means for attaining these goals center around faculty cluster hiring, increasing our emphasis on aging and girls' and women's health, and expanding our course offerings to include more World Campus courses. All of these strategies are designed to enhance the diversity of the College by providing students with the opportunity to work with underserved populations, experience cultures that are different from their own, and encourage professional work with these populations after graduation. Additionally, as we strive to improve the lives of all individuals, we are attempting to break down educational barriers by providing community members with the means for self-improvement that is guided by empirical research. As we reach further into the community, we hope to stimulate interest in research on health and development for individuals who have historically been underserved.

**Question 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?**

**Question 3: What budget and development approaches have been implemented by your unit to ensure financial stability of diversity priorities? Question 4: Describe the systems of accountability and reward that support the achievement of diversity goals.**

Throughout this report we have described the considerable human and fiscal resources we have devoted to assist us in realizing our diversity goals. The Dean, her executive leadership team, and all of the offices charged with administrative functions work together to ensure that the funding necessary to accomplish all we have set out to do is allocated. The academic unit heads develop and manage their diversity Work Plans. They work closely with department Diversity Committees to establish an annual budget. The Office of Diversity Enhancement Programs has an annual budget based on the significant recruitment retention and administrative services provided by the office. All academic and administrative offices report to the Dean of the College.

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

This progress assessment has demonstrated collaborations with departmental, administrative and university-wide offices throughout the report. Additionally, we have detailed partnerships with national and international institutions and organizations throughout the report. As some of our greatest strengths lie in the opportunities provided for our students to experience and understand cultures other than their own, we consider this to be particularly important for the College. Thus, the expansion of these opportunities is a major focus of the current Strategic Plan for the College.

**Question 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
  - Inclusion of the Director of Diversity Enhancement Programs on the Executive Committee.
- Least Successful
  - Review of resources for Office of Diversity Enhancement Programs. Due to multiple leadership changes, this strategic action was not completed.
- Best Practices
  - Implementation of departmental Diversity Committees that contribute to the college-wide diversity goals through department specific initiatives.

**Question 7: What measures of success have you identified to gauge your progress in this Challenge?**

The measures of success for each of the College’s strategic actions are given in Table 12. Table 13 contains a list of best practices from our departments that are related to this Challenge. Additionally, it should be noted that departments have been engaged in critical reflection and planning to update their diversity work plans since the creation of the tiered committee structure.

**Table 12. HHD Strategic Actions Related to Challenge 7**

Strategic Action	Implementation/Goal	Evaluation
<p>#19: The College of Health and Human Development will create an expanded, tiered committee structure to support our diversity goals.</p>	<p>The department head or school director of each of the academic units in the College of Health and Human Development appointed a chairperson and members for their unit diversity enhancement committee by October 31, 2004. Committees include representation by faculty, staff, undergraduate students, and graduate students. Committee chairs represent their units on the College’s Diversity Committee.</p> <p>Subsequent meetings reinforced the importance of the work of the committees and discussed responsibilities. Since 2005, each of the academic unit’s committees have submitted work plans to the Dean that address unit efforts to increase diversity. Standardized formats for updates and future plans were implemented in 2007.</p> <p>Updates and future plans are discussed by members with their respective constituencies.</p>	<p>As is evident throughout this report, we have relied heavily on communication between leadership and individual units to improve the diversity climate within the College. By creating an expanded, tiered diversity committee structure, the College has gained the input and ingenuity of department members in working toward a celebration of diversity at all levels. The departmental diversity committees have been instrumental in the construction of the upcoming <i>Framework</i>, both through direct input and through developing successful strategies at the departmental-levels that are appropriate for College-wide implementation. Of all the strategic actions evaluated in this document, we consider this to be our most successful action.</p>
<p>#20: The College of Health and Human Development will identify best practices for diversity enhancement among its academic units and will feature one academic unit every other month at a meeting of the Executive Committee.</p>	<p>Beginning with the October 2004 meeting of the HHD Executive Committee, the agenda featured an open discussion of a “best practice” of one of our academic units related to fostering diversity within our College. This practice was discontinued with the departure of the former dean.</p>	<p>Although presentations at the Executive Committee meetings were discontinued, best practices continue to be shared between units in two ways: the inclusion of the Director of Diversity Enhancement Programs on the Executive Committee (see <i>Strategic Action 21</i>) and the College’s Diversity Committee meetings which includes representation from all units (see <i>Strategic Action 19</i>).</p>

**Table 12. HHD Strategic Actions Related to Challenge 7**

Strategic Action	Implementation/Goal	Evaluation
<p>#21: The Director of HHD Diversity Enhancement Programs will attend all future meetings of the Executive Committee of the College of Health and Human Development.</p>	<p>Beginning with the October 2004 meeting of the Executive Committee of the College of Health and Human Development, the Director of HHD Diversity Enhancement Programs became a member of the committee.</p>	<p>This strategy has allowed diversity issues to be addressed in all executive concerns, including course development, research initiatives, and hiring decisions.</p>
<p>#22: The College of Health and Human Development will complete a comprehensive review of the Office of Diversity Enhancement Programs.</p>	<p>It was proposed that during the first semester of the 2005-2006 academic year, the former dean would appoint a committee of faculty and administrators to examine the efforts and program responsibilities of the Office of Diversity Enhancement Programs. The committee intended to review staffing levels and the approaches employed in the major areas of recruitment, retention and support to the academic units and to recommend any changes in staffing or resource levels that they deemed necessary to support the efforts of this office. This strategic action was suspended after the dean's departure and the appointment of an interim dean.</p>	<p>The College has not yet undertaken a review of the fiscal and human resources appropriated to the Office of Diversity Enhancement Programs.</p>

**Table 13. Best Practices from Unit Strategic Actions Related to Challenge 7**

<b>Unit</b>	<b>Strategic Action</b>	<b>Implementation/Goal</b>	<b>Evaluation</b>
Biobehavioral Health	Strengthen outreach program through a community health fair.	A community health fair was held in Spring 2008. Due to time constraints, the department is considering holding the fair every other year.	The fair was well-attended and increased the ties between the department and the community.
Health Policy and Administration	Provide community services for health concerns through the Pennsylvania Office of Rural Health.	The department works with this program to ensure access to health care for all individuals, particularly those in under-served rural areas.	This partnership directly benefits the community and provides students with the opportunity to interact with people from diverse backgrounds.
Recreation, Parks, and Tourism Management	Promoted the activities of research labs that benefit the community.	Updated website content to feature the activities of the Leisure, Culture and Diversity Lab and the Leisure and Disabilities Lab.	These labs demonstrate how research in the College can directly affect the lives of people from diverse backgrounds. Students are given learning opportunities and the community is provided with resources for learning about leisure studies and diversity.

## Concluding Statement

The College of Health and Human Development is committed to improving the quality of life for all individuals. Our success in completing this mission depends upon full participation from all sectors of our community, providing a variety of viewpoints and backgrounds that strengthens our research and teaching agendas. Through our community outreach programs, diverse international experiences, and the diversity of the College membership, we strive to prepare our students for their professional and personal lives. During this cycle of the *Framework*, we have focused on creating a tiered diversity committee structure that gives departments a formal structure through which to plan and reflect upon activities to increase their understanding and celebration of diversity. Our College has been strengthened by these committees. Departments provided innovative strategies for diversity enhancement, suggested successful strategies for College-wide implementation, and helped with the creation of the upcoming *Framework*. We have been pleased to present highlights of departmental activities throughout this report as evidence that all units of our College are committed to fostering diversity in a broad and inclusive sense at all levels of involvement.

The opportunity to reflect upon our progress has provided us with a sense of direction for the future and a means by which to develop our common vision. As we look forward to the new *Framework*, the College has appreciated considering how far we have come and how far we have to go.

Appendix A: Diversity-Related Presentations in Academic Units and Research Centers of the College of Health and Human Development, 2004-2009

<b>Semester/ Series</b>	<b>Title</b>	<b>Presenter</b>	<b>Date</b>
<b>Spring 2004</b>	<i>Establishing a Native American Genetic Research Program: The Role of the International Biological Program</i>	Margot Iverson, Ph.D. candidate	02.15.04
	<i>Adopting prevention curricula for diverse populations: Identifying and understanding your target group</i>	Virginia Molgaard, Ph.D	04.12.04
	<i>Coming of age at minimum wage</i>	Carol Stack, Ph.D.	04.15.04
	<i>The evidence of things not seen: Religion and spirituality in African American life</i>	Jacqueline Mattias, Ph.D.	04.19.04
<b>Fall 2004</b>	<i>Diversity in Athletic Health Care: It's Good for Us All</i>	Frank Walters, PhD, ATC	11.18.04
<b>Spring 2005</b>	<i>Income Inequality and Mortality: The role of race and residential segregation</i>	Dr. Amani Nuru- Jeter, Ph.D., M.P.H.	01.15.05
	<i>Cultural Constraints on Sports for All</i>	Garry Chick, Ph.D.	01.21.05
<b>Multiracial Realities: Exploring what we know, acknowledging what we are missing</b>	<i>Black for White, White for Black: True Tales of Two Who Passed</i>	Brooke Kroegar, Ph.D.	03.01.05
	<i>Connecting the Past and the Future: American's Multi-racial History and Present</i>	Earl Lewis, Ph.D.	03.15.05
	<i>Life on the Color Line: Rethinking Racial Identity Development in Post Civil-Rights America,</i>	Kerry Ann Rockquemore, Ph.D	04.05.05
	<i>Exploring Transracial Adoptions: Challenges for Families and Adoption Agencies</i>	Ruth McRoy, Ph.D	04.19.05
	<i>The New Multiracialism: A Whole Greater Than the Sum of Its Parts?</i>	Rachel Moran, Ph.D	04.26.05
	<i>The Status of Women's Health Research</i>	Carol S. Weisman, Ph.D.	03.28.05
	<i>Shifting Paradigms in Aging: Politics, Diversity, and Public Policy</i>	Fernando Torres- Gil, Ph.D	04.11.05
<b>Fall 2005</b>	<i>Changing Transitions to Adulthood in Developing Countries: Highlights from NRC/IOM Panel Report</i>	Cynthia Lloyd, Director	10.25.05

<b>Semester/ Series</b>	<b>Title</b>	<b>Presenter</b>	<b>Date</b>
<b>Spring 2006</b>	<i>Working in the NFL: Challenges of a Gay Athletic Trainer</i>	Lindsay McLean, ATC	11.03.05
	<i>Like Fine Wine or Sour Grapes? Women's Sexuality &amp; Aging</i>	Patricia Barthalow Koch, Ph.D.	02.20.06
	<i>Safe Womanhood in a Challenging Global Environment</i>	Afaf I. Meleis, Ph.D.	03.30.06
	<i>Biobehavioral Approaches to the Study of Health Disparities</i>	Keith Whitfield, Ph.D.	04.03.06
	<i>Addressing Racial and Ethnic Disparities in Health Care: Closing the Gap through Research and Action</i>	Carolyn Clancy, MD	04.05.06
<b>Colorism: Global Perspectives on How Skin Color Still Matters</b>	<i>The Social Consequences of Skin Color in Brazil</i>	Edward Telles, Ph.D, Keynote Speaker	04.20.06
	<i>Heal Me Heal Me Deeply: Talking About and Back to the Color Complex</i>	Marita Golden, Panelist	
	<i>The Bleaching Syndrome Among People of Color: Manifestations of Western Colonization in the Post-Colonial Era</i>	Ronald Hall, Ph.D, Panelist	
	<i>Fairness on the Job: Skin Tone, the Beauty Myth, and the Treatment of African American Women at work</i>	Cedric Herring, Ph.D, Panelist	
	<i>The Continuing Significance of Color: Latinos, Race, &amp; Phenotype</i>	Christina Gómez, Ph.D, Panelist Barbara W. Farmer, Ph.D, Facilitator Eduardo Bonilla-Silva, Ph.D, Discussant	
<b>Fall 2006</b>	<i>Fall 2006/Spring 2007 Lecture series co-sponsored with the Rock Ethics Institute</i>	Lecture Series	
	<i>Aging and Cold Stress: Does Body Composition Matter?</i>	David DeGroot	09.20.06
	<i>The Ethics of Brain Drain: Recruiting Healthcare Professionals from Abroad</i>	Paul F. Clark, Ph.D	09.25.06
	<i>The Demographic Transition and Economic</i>	Dalton Conley,	09.26.06

<b>Semester/ Series</b>	<b>Title</b>	<b>Presenter</b>	<b>Date</b>
	<i>Development in Africa: Evidence from Exogenous Variation in Malaria Burden and Green Revolution Technologies</i>	Ph.D	
	<i>Health Care Coverage and Access to Care for Hispanics in 'New Growth' communities and 'Major Hispanic Centers'</i>	Peter Cunningham, Ph.D	10.09.06
	<i>The Transition to Early Fatherhood: National Estimates Based on Multiple Surveys</i>	Kathryn Hynes	10.10.06
	<i>Co-sponsored talk with the Africana Research Center</i>	Dr. Julian Bond, the Executive Chairman of the NAACP	11.08.06
	<i>Linking Culture, Stress, and Biology: An Integrative Approach to Health Disparities Research</i>	Thomas McDade, Ph.D	11.13.06
	<i>Aging and Health: Integrating Psychosocial, Biological, and Developmental Processes</i>	Elliot Friedman, Ph.D	12.04.06
	<i>The Effects of Dietary Intake and the Time Spent Watching TV on the Body Weight: Status of Medically Underserved Children Between the Ages of 2 and 11 Years Old</i>	Sibylle Kranz, Ph.D., R.D.	12.04.06
	<i>German Adults Dealing with Challenges from Social Change</i>	Rainer K. Silbereisen, Ph.D	12.15.06
	<i>Social Justice and Economy</i> co-sponsored with the Rock Ethics Institute	Symposia	Spring 2007
	<i>Do You Know the People in Your Neighborhood: The Science of Diverse Community Contexts</i>	Symposia	04.16.07
<b>2007-2008 Fall Speaker Series</b>	<i>Linking Family Stressful Events, SES, and Perceived Racial Discrimination to Rural African American Wives' Psychological Functioning, Marital Well-Being, and Parenting</i>	Dr. Velma McBride Murry	09.18.07
	<i>Single in the City-Refined: Challenges in Marital Attitudes over Time by Gender and Race</i>	Dr. Belinda M. Tucker	10.29.07
	<i>Youth Violence Prevention for Immigrant Latino Families: A Case Study in Santa Ana,</i>	Dr. Nancy Guerra	11.27.07

<b>Semester/ Series</b>	<b>Title</b>	<b>Presenter</b>	<b>Date</b>
	<i>California</i>		
<b>2008-2009 Friday Teas with the FRDC</b>	<i>HIV Intervention Components with African American Adolescents and Emerging Adults</i>	Dr. Chakema Carmack, PAMT Postdoctoral Scholar, Penn State	10.17.08
	<i>Cultural Socialization of Emotion in Rural Nepal</i>	Dr. Pamela Cole, Professor of Psychology, Penn State	12.05.08
	<i>Pathways to Prevention: Influencing the Parenting Attitudes and Behaviors of Non-Resident African American Fathers as Protection against Adolescent Risk Behaviors</i>	Dr. Cleopatra Caldwell, Associate Professor of Health Behavior and Health Education, University of Michigan	01.16.09
	<i>Family Contexts and Schooling Differences between the Children of Immigrant and U.S.-Born Blacks</i>	Dr. Kevin Thomas, Assistant Professor of African and African American Studies, Sociology, and Demography, Penn State	02.27.09
	<i>What Have We Learned about the Role Leisure Plays in Prevention in the South Africa HealthWise Trial?</i>	Dr. Linda Caldwell, Professor of RPTM, Penn State. Melissa Tibbits, Doctoral Candidate – HDFS.	03.20.09
	<i>Extending the Boundaries of Place: The Connections between Families and Residential Neighborhoods in Diverse Contexts</i>	Dr. Stephen Matthews, Associate Professor of Sociology,	04.17.09

<b>Semester/ Series</b>	<b>Title</b>	<b>Presenter</b>	<b>Date</b>
		Anthropology, and Demography, Penn State.	
<b>2009-2010 Friday Teas with the FRDC</b>	<i>Skin as Interface: Exploring the Biological and Social Aspects of Human Skin</i>	Dr. Nina Jablonski, Professor and Head, Department of Anthropology, Penn State	09.18.09
	<i>Understanding Risk and Protective Factors at the School-Level: Links to Adolescent Substance Use</i>	Dr. Michael Cleveland, Research Associate, The Methodology Center, Penn State	11.06.09