

# **A Framework to Foster Diversity at Penn State, 2004-2009: A Strategic Plan for the College of Health and Human Development**

The College of Health and Human Development (HHD) is pleased to have this opportunity to present its strategic plan to enhance diversity during the period 2004 to 2009. We have organized this report around the seven challenges that comprise the core of the University's strategy to foster diversity at Penn State. Under each challenge, we describe a series of strategic actions that will be undertaken to address that challenge and list the measures of success that we will use to monitor our progress.

Enhancing a shared understanding of diversity and creating a climate of inclusiveness is integral to the mission of the College of Health and Human Development. Indeed, improving human lives through innovative instructional, research and outreach activities is a central focus of the faculty, staff and students associated with the College of Health and Human Development and, in that context, fostering diversity is an important part of what we do and who we are.

The academic disciplines that comprise the College of Health and Human Development are characterized by direct engagement with individuals from all walks-of-life. Thus, this strategic plan is predicated on the premise that embracing diversity is essential to achieving our mission to improve human well-being across the life span.

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

To focus our continuing efforts to develop a shared and inclusive understanding of diversity in the College of Health and Human Development, we will undertake the following strategic actions during the next five-year period (2004 to 2009).

### **Strategic Action #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.

Building on the success of the seminars and workshops that have been sponsored over the last five years by the College of Health and Human Development, we will develop a public forum series that will feature topics related to the central role of diversity in the study of human health and behavior. Each year the series will sponsor a public forum for faculty, staff and students that will include a presentation by a nationally prominent scholar.

The HHD Center for Human Development and Family Research in Diverse Contexts, directed by Dr. Linda Burton, will be assigned administrative responsibility for planning and delivering this public forum series.

### Measures of Success for Strategic Action #1:

1. Starting in the Academic Year 2004-2005 and for the four years thereafter, the College of Health and Human Development will sponsor, plan, advertise and deliver a public forum that highlights the central role of diversity in the study of human health and behavior.

### **Strategic Action #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.

Dean Coward employs an electronic newsletter, titled “Ruminations from Ray,” to communicate directly with faculty and staff in the College of Health and Human Development. Each issue of the newsletter consists of 10 to 12 stories discussing information that the dean deems important to the operation, success and future of our College. In the future, Dean Coward will utilize this communication vehicle to direct the attention of HHD faculty and staff to issues related to our efforts to foster diversity within the College.

To view a sample of this electronic newsletter, visit the HHD web site. Indeed, readers may want to review a story ([http://www.hhdev.psu.edu/news/ruminations/ruminations1\\_04\\_minority.html](http://www.hhdev.psu.edu/news/ruminations/ruminations1_04_minority.html)) that appeared in the January 2004 edition of the newsletter titled “HHD Minority Enrollments Continue to Rise” as an example of the attention that Dean Coward will be able to direct towards important diversity topics.

### Measures of Success for Strategic Action #2

1. Starting with the October 2004 issue of “Ruminations from Ray,” and in every issue thereafter, there will be at least one article/story related to HHD efforts to foster diversity.

### **Strategic Action #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 inclusive understanding of the importance of diversity.

Age, class, disability, ethnicity, gender and sexual orientation assume a central role in determining human health and well-being. We want to capitalize on those linkages and remind all of the members of our academic community – students, staff, faculty and alumni – of the importance of fostering diversity. We envision a poster-campaign that features an eye-catching visual with a thought-provoking fact or statistic (i.e., a quote or research finding that emphasizes or illustrates the impact of human diversity within the health and social service professions associated with our College). Each poster will include a statement emphasizing HHD’s commitment to foster diversity. The director of the HHD Office of College Relations will oversee and manage the professional development of these posters. Once created, the posters will

be distributed and displayed in all of the buildings affiliated with the College and the images used in key College publications.

#### Measures of Success for Strategic Action #3

1. By March 2005, the director of the HHD Office of College Relations will present to the Executive Committee of the College of Health and Human Development at least three “mock ups” of the first poster. Once a design is selected, posters will be printed and displayed by the opening of the Academic Year 2005-2006.
2. Posters will also be designed and printed for display in the three subsequent academic years of this strategic plan (i.e., 2006-2007, 2007-2008 and 2008-2009).

#### **Strategic Action #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.

Because of the central role of age, class, disability, ethnicity, gender and sexual orientation in human health and well-being, the nine academic units in the College of Health and Human Development and its seven research centers often sponsor seminars, workshops and invited speakers that address these issues. In order to capitalize on this wealth of activity, we want to collect information on these programs and disseminate that information more widely to our faculty and staff.

Therefore, twice per year the Dean’s Office will systematically survey all academic units and research centers in the College to identify upcoming programs that relate to the central role of diversity in the study of human health and behavior. This information will be collated and circulated widely throughout the College, within the first four weeks of each semester. This information will also be posted on our home page.

#### Measures of Success for Strategic Action #4:

1. Starting with the spring semester of 2005 and for each semester thereafter, the Dean’s Office will circulate a list of upcoming workshops, seminars, invited lectures and programs that relate to the central role of diversity in human health and behavior. The list will be sent to all HHD faculty and staff and they will be encouraged to share the information with students in their programs. The list will also be circulated to students affiliated with our Diversity Enhancement Program.
2. By January 2005, the HHD Office of College Relations will create a location on the HHD web site where information about upcoming diversity-related events will be available at all times.

## **Challenge #2: Creating a Welcoming Campus Climate**

To focus our continuing efforts to create a community of trust and a welcoming climate for all people in the College of Health and Human Development, regardless of their age, class, disability, ethnicity, gender or sexual orientation, we will undertake the following strategic actions in the next five-year period (2004-2009).

### **Strategic Action #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, despite their differences in age, class, disability, ethnicity, gender or sexual orientation.

Based on the results of a survey of HHD students conducted in the spring 2003, it is apparent that other students are often the source of harassment for female and minority students in the College of Health and Human Development. To foster the development of better relations among students, we will work with leaders from our student organizations to create, plan and implement an event each year that is designed to foster better relationships between students from diverse backgrounds. Student leaders will be encouraged to accept the responsibility for this annual event – from planning through implementation. Staff from the Dean’s office and the office of Diversity Enhancement Programs will provide the financial and staff resources necessary to successfully stage the event.

#### Measures of Success for Strategic Action #5

1. The Associate Dean for Undergraduate Education and Outreach will be responsible for working with student organizations to plan and implement this event. Contacts will be made with student groups in the fall 2004 with the intention of hosting the program no later than April 15, 2005. The College of Health and Human Development will underwrite the costs of planning and delivering this event.
2. Subsequent programs will be sponsored in the spring of 2006, 2007, 2008 and 2009.

### **Strategic Action #6**

The College of Health and Human Development will use the First Year Seminar as an educational vehicle to discuss with students issues related to the development of a welcoming campus climate for all people – regardless of their age, class, disability, ethnicity, gender or sexual orientation.

During the Academic Year 2003-2004, the College of Health and Human Development used presentations by the University Park Theater Ensemble to spark discussions about diversity issues among students enrolled in its First Year Seminars. The theater group presented several dramatic vignettes (such as “The Date” and “Condomonium”) that resulted in lively discussions

among students and provided a platform for discussing a wide-range of viewpoints regarding gender, sexual orientation and disability. The HHD faculty responsible for the development and delivery of First Year Seminars were very pleased with the results of this approach and judged it to be an effective teaching tool for discussing many of the issues that surround the development of a welcoming campus climate for all students – regardless of age, class, disability, ethnicity, gender or sexual orientation.

#### Measures of Success for Strategic Action #6

1. For the Academic Year 2004-2005, the Associate Dean for Undergraduate Education and Outreach will be responsible for coordinating the presentations by the University Park Theatre Ensemble to the students enrolled in HHD First Year Seminars. This will involve coordinating these presentations with the faculty responsible for First Year Seminars in the College of Health and Human Development.
2. In subsequent years (2005 to 2009), the Associate Dean for Undergraduate Education and Outreach will be responsible for discussing the use of this ensemble with the council of faculty responsible for the planning and delivery of First Year Seminars in the College of Health and Human Development.<sup>1</sup> If at some future date this technique is no longer considered an effective instructional method for discussing issues surrounding the development of a welcoming campus climate, then the Associate Dean will be responsible for working with the involved faculty to identify an alternative means for stimulating such discussions among students enrolled in HHD First Year Seminars.

#### **Strategic Action #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 diverse students at Penn State and, specifically, within its academic units.

In the spring 2003, the College of Health and Human Development conducted a survey of more than 1,000 undergraduates enrolled in its academic programs. The results of that survey have been a valuable source of information and have generated considerable discussion among a number of important groups. We believe that the scientifically sound manner in which those data were collected (resulting in a 79% response rate) added credibility and weight to the findings. In the academic year 2005-2006, we want to conduct a second survey that will build on our original effort but include needed improvements in the survey instrument that have emerged out of our reflections on the prior administration. This second survey provides us with the opportunity to

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<sup>1</sup> Although the use of the University Park Theater Ensemble is judged currently to be an effective instructional technique, we do not want to inhibit the creativity of our faculty. That is, the council of faculty responsible for developing and delivering First Year Seminars in the College of Health and Human Development should have the flexibility to select teaching methods that they deem most effective. Therefore, although we will expect the First Year Seminar to address the issues surrounding the development of a welcoming classroom climate throughout this strategic planning period (i.e., 2004 to 2009), we will not insist that they employ the drama group throughout the full five years of this strategic plan. Rather, this particular technique will be employed until the faculty decide that there is a better alternative.

determine if we are continuing to make progress in establishing a welcoming climate and will assist us in identifying areas where improvements are still needed.

After considerable internal debate and discussion, we have decided to maintain the focus of this particular effort on undergraduate students. We are well aware that similar surveys conducted with other elements of our College community (i.e., graduate students, faculty and staff) would provide valuable insights into these issues. However, resource constraints (both financial and personnel) limit what we can undertake with quality and we have concluded that it is prudent to conduct one survey – and do it well – rather than pursuing multiple surveys in a superficial and unscientific manner. (Please note, however, that Strategic Action #8 indicates that we will undertake a new initiative related to the perceptions of graduate students enrolled in our College).

It is also important to note that our experience from 2003 suggests that it is extremely difficult to acquire a large enough sample of students representing certain diverse groups (e.g., gay, lesbian, bisexual and transgender students or students with physical disabilities) to perform meaningful statistical analyses.<sup>2</sup> Thus, although we will continue to solicit self-identifications from students on a range of diversity categories, we anticipate that our sampling procedures will only support sub-group comparisons by gender (male/female) and ethnicity (minority/non-minority).<sup>3</sup> The ability to perform other comparisons will be determined by the degree to which adequate sample sizes exist within the student body of the College of Health and Human Development.

#### Measures of Success for Strategic Action #7

1. By August 1, 2005, the survey instrument will be revised and formatted and ready for review. The instrument will be reviewed by the HHD Director of Diversity Enhancement, by the college-wide diversity committee, by a focus group of undergraduate students identified by the HHD Director of Special Projects and by the HHD Executive Committee.
2. By November 1, 2005, the HHD Director of Special Projects will have completed the following tasks: (1) identified a sampling framework for the courses that will be used for the in-class data collection; (2) contacted responsible faculty members to determine a date in which the in-class data collection will be conducted (so that faculty can build it into their syllabus); and (3) contracted with the Penn State Survey Research Center to conduct the web-based data collection.
3. The survey will be completed between approximately March 15, 2006 and April 15, 2006.

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<sup>2</sup> In the anonymous 2003 undergraduate survey, approximately one percent of the respondents (13 of 1,148) identified themselves as gay, lesbian or bisexual. Similarly, only two percent (24 of 1,148 respondents) reported that they had a disability/impairment that substantially limited a major life activity. Neither of these two rates provides a sufficient sample to draw meaningful comparisons.

<sup>3</sup> In the anonymous 2003 undergraduate survey, approximately eleven percent of the sample (131 of 1,148 respondents) reported that they were representative of a racial or ethnic minority, while nearly three-quarters of the respondents (822 of 1,148) identified themselves as female. Both of these sample sizes are sufficient to support statistical analyses.

4. The data analysis and preparation of the executive summaries of the results will be completed by August 15, 2006 (along the lines of the “Penn State Pulse” survey publications).
5. During the Fall 2006, the results of this survey will be shared with pertinent groups of students, faculty and staff.

### **Strategic Action #8**

The College of Health and Human Development will collect information regarding the climate for diverse graduate students enrolled in its academic programs.

The College of Health and Human Development has an active and vital Graduate Student Council that consists of representatives from all nine of its graduate programs and the Associate Dean for Research and Graduate Education (Dr. Karl Newell). The council is a conduit for discussing issues of importance to HHD graduate students and seeks to enhance the overall educational experience of their peers. Since the Fall 2002 semester, the council has sponsored ten professional development seminars addressing such issues as grant writing, careers in academe, jobs in government, ethics and securing the first job. Attendance at these seminars has ranged from 10 to 65.

The Associate Dean for Research and Graduate Education will be charged to utilize the Graduate Student Council to explore methods for soliciting feedback from graduate students regarding the climate in the College of Health and Human Development for diverse students. Once a thorough discussion of the alternative methods for soliciting such information has been completed, it will be the responsibility of the Associate Dean for Research and Graduate Education to design and implement an appropriate method for collecting such data.

#### Measures of Success for Strategic Action #8

1. During the Fall 2004, the Associate Dean for Research and Graduate Education will begin a dialogue with the Graduate Student Council regarding the best methods for collecting information from HHD graduate students about their perceptions of the climate for diverse students in the College of Health and Human Development.
2. During the Spring 2005, the Associate Dean for Research and Graduate Education will create a method and plan for acquiring this information. Feedback and critique of that plan will be solicited from the Graduate Student Council, the college-wide diversity committee, the HHD Director of Diversity Enhancement and the HHD Executive Committee.
3. During the Fall 2005, data will be collected and analyzed.
4. During the Spring 2006, the Associate Dean for Research and Graduate Education will prepare an executive summary of the results for dissemination.

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

To focus our efforts to recruit and retain a diverse student body in the College of Health and Human Development, we will undertake the following strategic actions during the next five-year period (2004-2009).

#### **Strategic Action #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 for increasing minority graduate student enrollments at Penn State.

This action should not be construed in any manner as a retreat from our commitment to increasing the number of minority students in our graduate programs. Rather, we are asking whether the MARC program is an efficient and effective means of increasing minority student enrollments in our graduate programs. The MARC program has brought to our campus some very talented and dedicated young minority students and program participants have had an excellent exposure to research and graduate education. But only a very small number of those students have ultimately enrolled at Penn State (in our College or in any academic program at Penn State). As a consequence, we are interested in determining if the resources that we currently spend on MARC (estimated this year to be \$50,000 in direct costs – i.e., not including the staff and faculty time to plan and execute the program) could be redirected in a manner that would lead more directly to increased minority graduate enrollment in our programs.

#### Measures of Success for Strategic Action #9

1. During the first semester of the Academic Year 2004-2005, Dean Coward will appoint a committee of faculty, chaired by Associate Dean Karl Newell, to examine the implementation of this program over the past five years and to determine its effects on graduate student enrollments in our College. In addition, the committee will be 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 will be asked to submit its written report to the dean by February 15, 2005.
2. Upon receipt of the written report and an opportunity to meet face-to-face with the review committee, Dean Coward will discuss the recommendations of the review committee with the college-wide diversity committee, the director of the HHD Office of Diversity Enhancement and the Executive Committee by June 1, 2005.
3. By August 15, 2005, Dean Coward will make a decision regarding the future of the Minority Access to Research Careers (MARC) program.
4. In the meantime, the Office of Diversity Enhancement Programs will operate the 2005 MARC program in the same manner that it has for the last four years.



## **Strategic Action #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 one of its undergraduate professional programs where minorities are underrepresented in the profession.

The College of Health and Human Development has experience in mounting outreach efforts of this type and will utilize the knowledge gained in those encounters as a starting point for mounting a new initiative. The current effort is oriented at increasing minority student enrollments in our hospitality education program – where there is a severe shortage of students of color in management training programs. However, the hospitality industry is not the only profession in which women and minorities are underrepresented in management or leadership positions. Building on the success of this current experience, the College of Health and Human Development will explore acquiring additional external support to undertake a similar effort in another profession such as health administration, nursing, dietetics, speech pathology or athletic training.

### Measures of Success for Action #10

1. During the Academic Year 2006-2007, the Associate Dean for Undergraduate Education and Outreach will be responsible for assembling a team of HHD faculty to explore and identify the most appropriate next professional program to target.<sup>4</sup> The committee will review the representation of minorities in several key professions and will determine if there are reasonable sources of support to mount an aggressive educational outreach program. By the conclusion of the academic year 2006-2007, the committee will have identified the professional program with the highest likelihood of acquiring the resources necessary to create this outreach and recruitment initiative.
2. During the academic years 2007-2008 and 2008-2009, under the leadership of the Associate Dean for Undergraduate Education and Outreach, the College of Health and Human Development will seek external sources to support the development of an educational outreach program aimed at recruiting more women and/or students of color into a targeted professional program.

## **Strategic Action #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.

As in Strategic Action #10 above, the College of Health and Human Development intends to build on and expand the success it has had in creating a recruitment stream through forming

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<sup>4</sup> The delay in implementing this strategic action is intended to allow two more academic years (2004-2005 and 2005-2006) of development to occur within the hospitality management initiative. These two additional years will result in a stronger foundation (intellectually and experientially) on which to build the next effort.

close professional ties with an undergraduate program that has historically served students of color. Specifically, we intend to duplicate the successful partnership that the Penn State School of Nursing has built with Dillard University – a historically Black institution in New Orleans. The goal of this relationship has been to increase the number of minority graduate students enrolled in our School of Nursing. The association with Dillard University has been coordinated with our summer MARC program (Minority Access to Research Careers – see earlier text). Each year since 2001, two juniors from Dillard have been selected to participate in the MARC program and spend their summers working with faculty in our School of Nursing. During the course of the summer, these students are encouraged to consider Penn State as a place where they can pursue their graduate education. Thus far, four of the Dillard students who have participated in the summer program have enrolled in a graduate program in our School of Nursing. We now want to expand this type of collaboration to other institutions (beyond Dillard University) and to other academic programs in the College of Health and Human Development (beyond nursing).

#### Measures of Success for Strategic Action #11

1. At the November 2004 meeting of the HHD Executive Committee, the Director of the School of Nursing (Dr. Paula Milone-Nuzzo) will be asked to make a presentation to her colleagues on the Dillard University partnership. Dr. Milone-Nuzzo will be asked to describe how the program was initiated, the steps that are taken to identify potential students for summer internships at Penn State and the success of the Dillard students in the Penn State graduate program.
2. Between the November 2004 meeting and late January 2005, the Associate Dean for Research and Graduate Education will meet with interested academic unit heads to explore other programs that are interested in forming such partnerships. By February 1, 2005, the Associate Dean will recommend to the Dean two graduate programs with which we will pilot partnership building.
3. Between February and July 1, 2005, Associate Dean Newell will work with these two graduate programs to devise a plan for the development of the partnerships and to identify “candidate” minority institutions to participate in these partnerships.
4. During the Academic Year 2005-2006, the pilot graduate programs will approach potential minority institutional partners to determine their interest in building such relationships.
5. By the summer of 2007, or sooner if possible, the pilot graduate programs will have established partnerships with at least one minority institution and will host at least two minority undergraduates for summer internships.

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

To continue to focus our efforts on recruiting and retaining a diverse workforce in the College of Health and Human Development, we will undertake the following strategic actions during the next five-year period (2004-2009).

## **Strategic Action #12**

The College of Health and Human Development will recruit and hire ten new tenured or tenure eligible minority faculty members over the course of the next five years (2004 to 2009).<sup>5</sup>

The recruitment and retention of a diverse faculty remains our highest priority. We believe that it is the cornerstone of our success in diversifying our student body, enriching our curriculum and creating a welcoming climate on campus. We will continue to work with search and screen committees to employ “best practices” aimed at diversifying our pool of candidates. We will continue to seek opportunities to construct job descriptions and position requirements in a manner that facilitates and encourages applications from minority candidates. Finally, we will continue to establish relationships with colleagues across the nation to identify qualified candidates that will add to the diversity of our faculty.

### Measures of Success for Strategic Action #12

1. Between the period July 1, 2004 and June 30, 2009, the College of Health and Human Development will recruit and hire ten new tenured or tenure eligible minority faculty members.

## **Strategic Action #13**

Dean Coward will initiate a series of informal sessions with groups of diverse faculty in the College of Health and Human Development to provide them with the opportunity to meet and discuss issues that are of importance to their professional development.

Since his arrival in July 2000, Dean Coward has initiated a number of opportunities whereby faculty in the College of Health and Human Development can interact with him directly regarding issues of importance to them. For example, throughout each academic year he hosts a series of monthly dinners with small groups of full professors (5 or 6 at a time). These sessions are “no agenda” dinners where the discussion is driven by the interests and the concerns of the full professors in attendance. By rotating invitations, over the course of each academic year, all full professors in the College (approximately 60) have the opportunity to visit with Dr. Coward about issues that are important to them about the future of the College. In a similar manner, each semester he hosts a “High Tea with the Deans” for all untenured, assistant professors. Again, there is no set agenda and the discussion is both informal and propelled by the interests of those faculty members in attendance.

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<sup>5</sup> Unlike some academic units at Penn State, women are well represented on the faculty in the College of Health and Human Development. Nearly half (65 of 152 or 43%) of our tenured or tenure-eligible faculty are women. Indeed, among faculty at the rank of assistant professor, women constitute a slight majority of our faculty (21 of 40 or 53%). At the same time, the College of Health and Human Development boasts the highest percentage of women among its full professors (38%) of all academic units at University Park. Thus, we do not believe that it is necessary for us to set specific targets for hiring women to our faculty. Rather, we anticipate that women will continue to represent a significant proportion of our faculty. For example, since January 1, 2004, eleven new tenured or tenure-eligible faculty members have been added to our ranks. Of those new hires, five were women.

Using this successful technique for creating a dialogue between the dean and the faculty, Dr. Coward will initiate a new series of informal gatherings (either dinners or luncheons) with groups of diverse faculty. There will be no predetermined agenda; rather the discussion will be a function of what is on the minds of the faculty of color in attendance. Invitations will be extended with the goal of all faculty members of color having the opportunity to attend one of the sessions during the academic year. These sessions with Dean Coward will foster open discussion with faculty colleagues in an informal setting.

Because of the composition of the faculty in the College of Health and Human Development (i.e., 43% of our faculty are women), at this point in time we do not consider it necessary to create separate sessions with the dean for female members of our faculty. Rather, women faculty members in the College of Health and Human Development now have ready access to the dean through the other forums that have been created.

### Measures of Success for Strategic Action #13

1. Starting in the Academic Year 2004-2005, Dean Coward will host two informal, small group sessions each semester to interact with faculty members of color in the College of Health and Human Development regarding issues that are of importance to them. The agenda for these sessions and the topics discussed will be determined by the interests of the individuals participating.
2. Four sessions per academic year will be scheduled for each of the remaining four years of this strategic planning period.

### **Strategic Action #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.

The HHD college-wide diversity committee will undertake an assessment of best practices in the recruitment and retention of multicultural faculty and staff. The goal is to create a brief summary of best practices that can be disseminated throughout the College of Health and Human Development. So that we do not “reinvent the wheel,” the College will provide the resources (personnel and operational funds) that the committee needs to complete a comprehensive review of the literature on best-practices related to the recruitment and retention of faculty and staff from underrepresented groups.

Once these materials are assembled and organized, the diversity committee will be asked to lead two workshops. The first workshop will be for those individuals who are chairs of faculty search committees and will expose them to the best practices that have been identified by the diversity committee. The second workshop will be for the HHD Executive Committee (comprised of the deans and all of the academic unit heads) and will introduce them to the best practices related to both the recruitment and the retention of multicultural faculty and staff.

#### Measures of Success for Strategic Plan #14

1. During the Academic Year 2004-2005, the HHD college-wide diversity committee will complete a comprehensive review to identify best practices in the recruitment and retention of multicultural faculty and staff. A written summary of their findings will be submitted to the dean by April 2005.
2. During September 2005, the HHD college-wide diversity committee will lead a workshop for all faculty members who will chair a search committee for the Academic Year 2005-2006. This workshop will expose those search committee chairs to the best practices that have been identified for recruiting multicultural faculty. If this workshop is deemed useful and helpful by the participants (i.e., the search committee chairs), it will be repeated in September 2006, 2007, 2008 and 2009.
3. During October 2005, the HHD college-wide diversity committee will lead 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 will provide all new administrators in the College of Health and Human Development with a copy of the written summary of best practices produced by the HHD college-wide diversity committee in April 2005.

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

To continue to focus our efforts on developing a curriculum that supports the diversity goals of the new general education curriculum, the College of Health and Human Development will undertake the following strategic actions during the next five-year period (2004-2009).

#### **Strategic Action #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.

Starting in 2005, each spring the College of Health and Human Development will circulate a “call for proposals” to full-time, tenure-track members of the faculty who are interested in developing a new course that supports our commitment to increasing the focus on diversity in our curriculum or in substantially revising an existing course. We will solicit proposals that are intended to enrich the exposure of our students to the central role of age, class, disability, ethnicity, gender and sexual orientation in determining the health and well-being of humans.

Resources will be provided to the faculty member to create time in their schedule for this course development. For example, a faculty member might use the resources for summer salary so that they can have the time to develop the course. Or, a faculty member might use the resources to

“buy out” of a teaching responsibility during the semester in which they are developing the course. The faculty member might also use the resources to purchase special materials, or to acquire instructional resources, or to hire wage-payroll assistance. Proposals will be required to describe the need for the course, outline the content of the course and provide a brief budget for developing the course.

#### Measures of Success for Strategic Action #15

1. By March 2005, the Associate Dean for Undergraduate Education and Outreach will create procedures for soliciting proposals from full-time, tenure-track members of the faculty who are interested in creating a new course or substantially revising an existing course that support the goal of enhancing the diversity content of our curriculum.
2. An annual competition that solicits proposals will be held in 2005, 2006, 2007, 2008 and 2009.

#### **Strategic Action #16**

##### The College of Health and Human Development will continue to develop the Urban Community Partnership Initiative.

In September 2003, the College of Health and Human Development launched the Urban Community Partnership Initiative to enrich the cultural diversity of our curriculum (<http://www.hhdev.psu.edu/ucpi/index.html>). The primary purpose of this new initiative is to engage students and faculty in projects that will enable them to tackle the most pressing social and health care needs of residents of the greater Harrisburg area. We are committed to building long-term, sustainable relationships with local agencies, organizations and schools that will allow such partnerships to have a positive impact on the health and well-being of those living in the community. HHD faculty and students will have an opportunity to engage in various experiential, research and service learning projects in an urban setting that the University Park campus does not offer, thus enriching the overall educational experience for students.

The College of Health and Human Development already has established a presence in the Harrisburg area through various projects conducted by the Penn State Prevention Research Center. Building on those successes, in September 2003 the College appointed Dr. Richard Fiene to direct the new Urban Community Partnership Initiative. Working with local agencies and planning groups, Dr. Fiene has already assembled a comprehensive list of community needs that is available to faculty and students interested in working in that area. He has also created a directory of Penn State resources that is being shared with local agencies and organizations. In the summer of 2004, an initial cohort of HHD students from University Park completed internships with local and state agencies in the Harrisburg area.

We believe that this new educational partnership with neighborhoods and communities in the Harrisburg area will enrich and enhance our efforts to increase the diversity of our curriculum. We will continue to support this new initiative with the intent to involve more students and more faculty members in creative projects based in this urban setting. Although this initiative does not

have an exclusive focus on diverse populations, the reality of urban settings is that the issues and concerns of underrepresented groups are of primary importance in such environments. Thus, we believe that our establishment of a long lasting link between our College and a major metropolitan area will enhance the educational programs that we are able to offer our students, will create research opportunities with diverse populations for our faculty, and, ultimately, may bring us into contact with prospective students from underrepresented populations who might become interested in pursuing their education at Penn State.

#### Measures of Success for Strategic Action #16

1. Throughout this strategic planning period (2004-2009), the Urban Community Partnership Initiative will be an active and vital force within the College of Health and Human Development that will offer faculty and students an opportunity to pursue their academic interests within the context of a multicultural urban environment.

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

To contribute to the diversification of leadership and management in the College of Health and Human Development, we will undertake the following strategic actions during the next five-year period (2004 to 2009).

#### **Strategic Action #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.

In August 2003, the College of Health and Human Development launched a “Women’s Leadership Initiative” (WLI) 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 (for more details on this program, see <http://www.hhdev.psu.edu/wli/contact.html>). An inaugural class of 34 students participated in a year-long interdisciplinary, extracurricular program that included weekend workshops, monthly seminars, selected readings, externships, mentoring with alumnae leaders and an applied leadership project. We were extremely pleased with the outcomes of the first year of this program and have already selected a second class of students to participate in the program during the Academic Year 2004-2005.

As this program has developed over the last 18-months, some members of our faculty have inquired about the possibility of creating a similar program designed to foster the leadership skills of our faculty. In general terms, the program would nurture the development of their personal leadership capacity, while also fostering their greater understanding and appreciation of the larger forces and dynamics that shape public higher education in the United States. The goals of such a program would be similar to our current Women’s Leadership Initiative; i.e., to “educate, inspire and empower” the next generation of leaders. The design and implementation of the program, of course, would need to be tailored to this new audience and reflect the realities and demands of the lives of faculty members. Nevertheless, if properly conceived and structured,

the program could help lay the foundation for developing the next generation of academic leadership.

Building on the success of our student-oriented Women's Leadership Initiative, we will ask that program to be responsible for the planning and delivery of this new undertaking. We will convene a planning committee to work with the leadership and staff of the WLI to make recommendations about the structure and delivery of a program for faculty. Specifically, the planning committee will be asked to address issues such as: (1) Who is the appropriate audience for such a program?; (2) How should the program be structured and delivered so as to not overburden young faculty?; (3) How should participants be selected?; and (4) What should be the content and substantive focus of the program? The committee will be asked to submit a written report to Dean Coward. Upon his receipt and review of the recommendations of the faculty, Dean Coward will move forward to create a leadership program for faculty in the College of Health and Human Development.

#### Measures of Success for Strategic Action #17

1. By October 2004, the College of Health and Human Development will establish a committee to explore the development of a leadership program for faculty in the College of Health and Human Development. The committee will be asked to submit a written report of their recommendations to Dean Coward by April 15, 2005.
2. No later than the academic year 2006-2007, the College of Health and Human Development will launch a leadership development program for faculty.

#### **Strategic Action #18**

The College of Health and Human Development will establish a pool of monies to support the leadership development of faculty and staff.

There is currently a wide-range of on-campus and off-campus educational programs devoted to the development of leadership and management skills. On-campus there is the Leadership Academy, the Office Professional Certificate Program and the Administrative Fellows Program. Off-campus, the American Council on Education (ACE), the Consortium for North American Higher Education Collaboration and the Harvard Graduate School of Education all operate programs designed to foster the next generation of academic campus leaders.

The College of Health and Human Development will create a pool of monies to facilitate the participation of our faculty and staff in such programs. We will take a two-pronged approach – one oriented at staff and the other at faculty. The program for staff will use the annual review as a means for identifying individuals who are interested in developing their leadership and management skills. Supervisors will coordinate with the director of our Office of Human Resources to ensure that staff members are made aware of the on-campus opportunities that are available to them and are also informed that the College has set aside resources to support their participation in such programs. At the same time, Dean Coward will work with HHD academic unit heads to identify young faculty who are interested in enhancing their leadership and



management skills and actively seek to match them with professional programs that are designed to facilitate their development. When individuals are matched with the right program, resources will be made available to cover registration fees and travel expenses for their participation. Although support will be available to all employees of the College, special efforts will be made to elicit the participation of employees from groups that are typically underrepresented in higher education leadership and management (i.e., women and minorities). Because of the large number of women in faculty and staff positions in the College of Health and Human Development, we are confident that we can facilitate the greater participation of women in these programs.<sup>6</sup>

#### Measures of Success for Strategic Action #18:

1. Beginning in the Academic Year 2004-2005, the College of Health and Human Development will establish a pool of resources to underwrite the leadership development of faculty and staff.
2. Employing a two-pronged approach to soliciting participation, HHD faculty and staff will 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.

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

To create organizational change that supports our diversity goals, we will undertake the following strategic action during the next five-year period (2004 to 2009).

#### **Strategic Action #19**

The College of Health and Human Development will create an expanded, tiered committee structure to support our diversity goals.

We are committed to creating more depth and breadth to our diversity initiatives and embedding them into the core academic structures of the College of Health and Human Development. Thus, we want to create an expanded, tiered committee structure that will both build on the past success of our college-wide diversity committee and expand the number and types of individuals in the College who are responsible for enhancing our diversity goals. To move toward these ideals, we will require each of our nine academic units to establish a diversity enhancement committee. An elected representative from each of these academic unit committees will then form the college-wide diversity committee. We believe that this integrated, coordinated, tiered structure will position us for even greater success over the next five years.

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<sup>6</sup> The overwhelming majority of staff in the College of Health and Human Development is female (202 of 237 employees or 85%) and a large proportion of the faculty is female (see Footnote #5). Thus, a strategic action, such as this, which is focused on providing resources to support the participation of faculty and staff in leadership development programs, has the potential to contribute positively to the University's goal of diversifying campus leadership and management.

Members of the diversity committees in the academic units will be appointed by the department head or school director and will include at least one representative from each of the following groups: undergraduate students, graduate students, staff and faculty. The precise size and composition of each committee will be determined by the academic unit head and will reflect the overall size and culture of that unit. The academic unit head will appoint a chairperson for the committee. Once established, the diversity committee of each unit will elect a representative to serve on the college-wide diversity committee.

Using a variation of the July 2001 recommendations of the HHD diversity committee, the primary mission and goal of the individual academic unit committees and the college-wide committee will be *“to promote a climate of inclusiveness for all people in the College of Health and Human Development and in the larger University.”* Both the College-wide committee and the individual academic unit committees will work toward this goal by *“increasing knowledge and visibility of diversity issues related to age, class, disability, ethnicity, gender, sexual orientation and other human differences.”*

To achieve the mission of promoting a climate of inclusiveness, the individual academic unit committees, as well as the college-wide committee, will direct their attention toward the six tasks listed below. Each of these individual tasks contributes to creating a campus climate that welcomes faculty, staff and students from a variety of diverse backgrounds. The six primary tasks that the committees will direct their efforts toward include:

- Promoting the recruitment and retention of multicultural faculty, staff, and students;
- Supporting multicultural students and student organizations;
- 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 department/school and the unit head.

The implementation of this strategic action will result in a larger and broader group of HHD faculty, staff and students involved and responsible for fostering and enhancing diversity in the College of Health and Human Development.

#### Measures of Success for Strategic Action #19:

1. The department head or school director of each of the nine academic units in the College of Health and Human Development will appoint a chairperson and members for their unit diversity enhancement committee by October 31, 2004.
2. The department head or school director of each of the nine academic units in the College of Health and Human Development will convene an initial organizational meeting of the

committee by December 15, 2004. Present at that initial meeting will be the members of the committee and the academic unit head – and invitations will be extended to the HHD director of Diversity Enhancement Programs (Ms. Joyce Hopson King) and Dean Coward. The primary goal of these initial meetings will be to reinforce the importance of the work of the committees and to discuss their responsibilities.

3. Dean Coward and Ms. Hopson-King will convene a meeting of the college-wide committee – comprising representatives from each of the academic unit committees – in January 2005.
4. By April 15, 2005, each of the academic unit committees will submit to the Dean a one-page work plan (endorsed and signed by the academic unit head) describing the activities that will be undertaken during the Academic Year 2005-2006 that are consistent with the six committee tasks described above. This submission of an annual work plan (describing activities for the subsequent academic year) will be repeated in April 2006, 2007, 2008 and 2009.
5. Starting in the spring 2005 semester, and occurring every semester thereafter, the academic unit head will arrange for a discussion of the activities of their diversity committee at a scheduled faculty meeting. In the same spirit of open discussion, the staff and student representatives will also be asked to devise methods for communicating the activities of the diversity committee to their respective constituencies.
6. Starting in the spring 2005 semester, the HHD Office of College Relations will create a spot on the College home page that will incorporate information on the membership and activities of the academic unit diversity committees and the college-wide diversity committee. The HHD Office of College Relations will have the responsibility for updating this site at least once per semester.

### **Strategic Action #20**

The College of Health and Human Development will identify best practices for diversity enhancement among its nine academic units and will feature one academic unit every other month at a meeting of the Executive Committee.

There is a lot of activity focused on diversity enhancement that takes place in the nine academic units in the College of Health and Human Development. However, we need to share more routinely the best practices that are being implemented across units so that even greater progress can be fostered. Therefore, six times per year, we will devote time at one of the monthly meetings of the Executive Committee to feature the diversity activities underway in one of our units. This will help “spread the word” about various initiatives that are underway in the College of Health and Human Development and contribute to the development of a shared and inclusive understanding of diversity.

### Measures of Success for Strategic Action #20

1. Beginning with the October 2004 meeting of the HHD Executive Committee, and continuing in every other meeting thereafter, the agenda will feature an open discussion of a “best practice” of one of our academic units related to fostering diversity within our College. Dean Coward will select the academic unit to be featured and will ask that academic unit head to prepare a brief presentation for their colleagues describing the practice. Following the brief presentation, an open discussion will ensue.
2. In October 2005, the members of the Executive Committee will be polled anonymously to determine the usefulness of this technique. If it is not seen as an effective mechanism for disseminating best practices, then alternative means for achieving this goal will be identified and implemented.

### **Strategic Action #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.

To promote the integration of diversity enhancement in the wide-range of operations of the College of Health and Human Development, the director of HHD Diversity Enhancement Programs will attend all future meetings of the College’s Executive Committee. The Executive Committee is the principal administrative and policy-making entity of the College and includes the dean, the three associate deans and the nine academic unit heads. The presence of the director of HHD Diversity Enhancement Programs will increase the probability that the importance of our commitment to fostering diversity is considered and recognized in all actions taken by this body.

### Measures of Success for Strategic Action #21

1. 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 will attend all future meetings. We recognize, however, that the travel demands of that position may, sometimes, preclude the director from attending these meetings.

### **Strategic Action #22**

The College of Health and Human Development will complete a comprehensive review of the Office of Diversity Enhancement Programs.

A significant amount of the credit for the success that the College of Health and Human Development has achieved over the last five years in fostering diversity can be attributed to the investment that we have made in creating a viable, functional and highly visible Office of Diversity Enhancement Programs. Under the leadership of Ms. Joyce Hopson-King, this program has emerged as a vital force in our College. Over the next five years, regardless of the financial constraints that we might face, we must reaffirm our commitment to providing support to this

endeavor. Without sustaining this investment we will not continue to make progress on this important strategic effort.

As part of this commitment to continue to improve our diversity efforts, the College will initiate a comprehensive review of the Office of Diversity Enhancement Programs to examine the responsibilities of the office and to consider the resources that have been allocated to meet those responsibilities. As a direct result of our efforts to implement an aggressive program of diversity enhancement, the demands on this office have increased. This review will allow us to determine if we are devoting sufficient resources to achieve the high goals that we have established for this operation.

#### Measures of Success for Strategic Action #22

1. During the first semester of the Academic Year 2005-2006, Dean Coward will appoint a committee of faculty and administrators to examine the efforts and program responsibilities of the Office of Diversity Enhancement Programs. The committee will be asked 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 deem necessary to support the efforts of this office. The committee will be instructed to complete their review and submit a written report to the Dean by April 15, 2006.
2. Dean Coward will meet with the director and staff of the Office of Diversity Enhancement Programs and will ask the office to prepare a response to the review report and submit it to the Dean by June 15, 2006.
3. To strengthen the operations of the Office of Enhancement Programs, Dean Coward will outline the actions that will be taken – if any – in response to the report at the September 2006 meeting of the Executive Committee.

#### **Concluding Statement**

The College of Health and Human Development is enthusiastic about the opportunity to advance its agenda for fostering diversity at Penn State. The twenty-two strategic actions and 55 measures of success that have been described in this document address the seven challenges to creating a framework to foster diversity at Penn State. Collectively, these activities provide a roadmap for the College that will guide our actions over the next five years (2004 to 2009). In addition to these new strategic actions, however, the faculty, staff and students in the College of Health and Human Development will continue to implement a wide range of activities that have now become standard practice (i.e., they are a regular part of our ongoing policies and modes of operation). This combination of standard practices and the implementation of new and innovative strategic actions will provide the means whereby the College of Health and Human Development will continue to make progress on promoting a climate of inclusiveness for all people – regardless of their age, class, disability, ethnicity, gender or sexual orientation.