



A Plan to Foster Diversity 2004-2009

COLLEGE *of* EDUCATION

- age
- career experience
- disability
- nationality
- philosophies/viewpoints
- race/ethnicity
- religion
- sexual orientation
- women/gender

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College of Education

DIVERSITY STRATEGIC PLAN 2004-2009

INTRODUCTION

We have organized our Diversity Strategic Plan around the seven challenges that are identified in the new Penn State Framework to Foster Diversity. We note the consistency between the challenges in the new Framework and the challenges that guided planning efforts in the previous period. This consistency has proven to be helpful as we are resolved to build on our previous efforts to enhance diversity. Our sights continue to be set on the goals that are implicit in the seven challenges.

We also note an increase in emphasis on how the various colleges and units will be measuring and monitoring progress. We see this as a positive step in the planning process, one that is commensurate with the increasing expectations for outcome measures that we are providing to national accreditation agencies such as the National Council for Accreditation of Teacher Education (NCATE), the American Psychological Association (APA), and the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Our interest in fostering diversity is closely connected to our interest in building a healthy and welcoming academic climate. Climate is a complex phenomena that varies along numerous dimensions. There is no single indicator that can capture all that we hope to accomplish, and progress along some dimensions can sometimes come at the expense of progress along other dimensions. We are confident that the quality of the metrics we use will improve as we gain additional experience.

In this document, we provide our current thinking about where and how we will be directing our effort to foster diversity in the future. We also share our plans for developing metrics for measuring progress. Our ideas come from a variety of sources including the best practices document that emerged from the 2001 progress reports that were shared with the Vice Provost for Educational Equity, meetings with the Deans of Colleges of Education in the CIC, discussions within the administrative leadership team of the College, discussions within the individual Departments and units within the College, discussions within our Diversity and Community Enhancement Committee, and discussions with students, including those serving on the Student Advisory Forum. These ideas are in the process of being refined and continue to be debated within the College. We will be engaged in a renewed strategic planning process for the College during the spring and fall of 2004, and the strategic

plan we submit to the Provost in 2005 will include an update on the status of the various ideas we advance here.

We also encourage readers to interpret this report in the context of the companion progress report that we have submitted to the Office of the Vice Provost for Educational Equity. We are proud of the progress we have made, but recognize a compelling need to continue pursuing this agenda. The two documents in tandem provide good insight into where we have been and where we are intending to go with respect to the pursuit of our diversity enhancement agenda. We welcome this opportunity to work with the review team to refine our plan for the future.

Before turning to the individual challenges, we make brief mention of selected specific initiatives that we expect to be pursuing during the next phase of our Diversity Plan.

- Partnerships with HBCUs and HSIs.¹ We have enjoyed success with the partnerships we have established in the Department of Curriculum and Instruction (C&I) with several HBCUs and HSIs. Our Rehabilitation Services faculty has also begun to build a partnership with Howard University. We seek to do more with this effort within C&I and Rehabilitation Services and also expand the practice to other Departments in the College.
- Creation of a new education studies major. Education is a social phenomenon that lends itself very nicely to study from multicultural and social justice perspectives. We are actively exploring the possibility of developing a new undergraduate education studies major that would provide Penn State students with enhanced opportunities to gain insight into diversity in a very dynamic and growing area of society.
- Creation of a new award for diversity. The College has a well established faculty and staff awards program, and we are considering the creation of a new award that recognizes and celebrates sensitivity to diversity issues and contributions to the pursuit of the College's diversity agenda.
- Expanded outreach efforts with K-12 school districts. The College is already connected in numerous ways to K-12 school districts in the Commonwealth, and there are new initiatives to do more in both the Science, Technology, Engineering, and Mathematics (STEM) curriculum as well as in the areas of language and literacy, particularly in low wealth school districts.
- Efforts to expand our urban presence within Pennsylvania. We have several fledgling initiatives underway in the Philadelphia, Pittsburgh, and

¹ HBCU = Historically Black Colleges and Universities; HSI = Hispanic Serving Institutions.

Harrisburg areas of the Commonwealth, and we recognize the importance of making further progress in urban areas of the Commonwealth and perhaps elsewhere, with a special emphasis on doing more in the Philadelphia area. This effort would include doing a better job at placing our students in urban field experiences.

- Efforts to continue using the dramatic arts for professional development. Reactions to our use of live drama as a means of raising sensitivity and generating insights into diversity issues have been very positive. We have plans to expand this practice.
- Redoubled efforts to recruit and retain a diverse mix of students, faculty, and staff. One new idea would bolster our undergraduate recruitment efforts by doing more with the Future Teachers of America concept. Future Teachers of America is a national organization with local chapters that are sometimes called Future Teacher Clubs (FTC). The College could establish a presence within middle and high schools in Pennsylvania by facilitating the development of FTC's. We would assign a high priority to establishing these programs in schools with high percentages of students from underrepresented groups within the College. This effort would build logically on our Summer College Opportunity Program in Education (SCOPE). We are also planning to work more effectively with our graduates and to use them as a resource to help us recruit new students at both the undergraduate and graduate levels.

We turn now to the individual challenges and discussion about how we are planning to respond during the next planning period.

Challenge 1

DEVELOPING A SHARED AND INCLUSIVE UNDERSTANDING OF DIVERSITY

Planned Efforts in Response to Challenge 1

We find that our conceptualization of diversity is proving to be useful. We deliberately construe the term broadly, and over time the breadth of our conceptualization has grown. Indeed, we have added several new areas of diversity to our conceptualization in the period between our February 2002 progress report and the progress report we are submitting as a companion document to this strategic plan.²

There are several specific initiatives that we will continue to support, and these include the American Indian Leadership Program, the Indigenous Knowledge initiative, the Penn State Educational Partnership Program (PEPP), and the Comparative and International Education dual title degree program.

We will continue to use College publications as vehicles for providing information about both the University's and the College's diversity initiatives. In particular, we are working to develop an internal home page that we believe will help make more effective use of the electronic publications that we have been shifting toward. For example, we currently distribute the College's monthly newsletter electronically and it reaches faculty, staff, and students in the form of an e-mail message that takes them to the relevant web site. Our worry is that readers are less inclined to browse through this kind of electronic presentation than was previously the case with the print version. By featuring the newsletter on an internal home page we hope to facilitate browsing.

² The conceptualization we offered in our December 2001 progress report stated, “. . . our commitment extends to fostering and respecting diversity in ethnic, racial, and cultural identities as well as in philosophies and points of view along with sensitivity to issues surrounding gender identity, age differences, and the challenges associated with disabilities of various kinds.” In our 2004 progress report, the conceptualization changed to, “(we) are committed to fostering and respecting differences that can be defined in terms of ethnic origin, race, cultural background, religion, gender identity, sexual orientation, geographic and linguistic background, previous career experience, age, and the presence of a disability. In addition, we strive to respect differences in philosophy and points of view and emphasize the open debate of ideas on their merits.”

To date, our use of live drama for professional development purposes has been limited to faculty, staff, and advanced graduate students. We are looking for ways to make these workshops available to a wider range of students.

A number of our faculty members have been active in the Summer Research Opportunity Program and the McNair Scholars Program, but we recognize that the participation has been limited and has tended to involve the same individuals over time. By gathering and disseminating testimonials from faculty members who have participated in the program, we believe we can expand our level of participation.

We believe the structure of the Office of the Director of Multicultural Student Services is serving the College and University well. The Director currently reports directly to the Dean of the College and also works closely with the Deans for Undergraduate and Graduate Programs as well as the Department Heads in the College. We do not anticipate making further changes in the design of this office, and do hope to expand the range and depth of services being offered.

The structure of the Diversity and Community Enhancement Committee also seems to be working well, although it will be desirable to expand participation on the committee by senior members of the faculty. The Committee is now a standing committee in the College and draws membership (faculty, staff, and student) from every Department in the College. The Committee's charge is being reviewed periodically and we are gaining experience with finding ways to report the deliberations and activities of the Committee into the Departments. We will be identifying a new leadership team for the Committee during the spring of 2004. Our goal is to keep membership on the Committee fluid so that there are numerous opportunities for individuals to join the Committee.

We plan to give the Diversity and Community Enhancement Committee more visibility within the College by creating a presence for the Committee on the internal College home page that we are in the process of developing. The Committee needs to be able to keep the College aware of its activities and progress, and we are hopeful that an internal home page presence will prove to be a powerful source of information. We currently provide information about our various diversity reports and activities on our existing external home page, and this kind of external visibility will continue.

Metrics for Assessing Progress toward Meeting Challenge 1

- Survey results of the recipients of our electronic publications regarding impact and ease of access.
- The number of faculty members who serve as mentors for the SROP and McNair Scholars program and also the number of new faculty members who become involved in the program.

- The annual budget allocation to the Office of Multicultural Student Services.
- The number of professional development workshops and assessments of their impacts.
- The degree to which senior faculty members become active on the Diversity and Community Enhancement Committee.

Challenge 2

CREATING A WELCOMING CAMPUS CLIMATE

Planned Efforts in Response to Challenge 2

During the spring of 2003, the College's Diversity and Community Enhancement Committee commissioned a major climate survey of faculty, staff, and students. The results have been tabulated and have been presented at a town meeting that was sponsored by the College's Faculty Council. The final report is also available within the College. The challenge before us now is to understand the results of the survey and to incorporate the lessons learned into behaviors within the College.

Several steps have already been taken and more are anticipated. For example, the Department of Counselor Education, Counseling Psychology, and Rehabilitation Services has held follow-up meetings with the author of the survey, Dr. Sue Rankin, for the express purpose of gaining a better understanding of the implications of the results for that Department. This Department has also established a Climate Committee and has embarked on a number of curriculum innovations.

We will be encouraging each Department in the College to consider creating an entity that will be attentive to climate issues at the Department level. We recognize that variation is likely to exist across the departments in the design of what is created, but it does seem clear that some kind of mechanism needs to exist at the Department level.

We also plan to use the results of the survey to tailor the next round of professional development activities that we will be pursuing. The live drama format that we have been experimenting with lends itself nicely to this response since we can make the contents of the dramatizations relevant to those who work within the College of Education.

One of the findings of our survey is that there is some reluctance to come forward when an instance of insensitivity is observed or experienced. We are responding to this finding by considering the creation of an on-line mechanism for collecting student, faculty, and staff concerns about climate. Concerns that are gathered in this fashion would be reviewed and pursued by an individual with appropriate training in diversity issues. We have experimented with an on-line system of this kind in our Advising Center, and we will be exploring the feasibility of

expanding the practice to provide a new place for individuals to go to express their concerns.

We are also looking for ways to broaden the range of individuals who can be approached with concerns of this kind. We believe it will be useful go beyond those in formal administrative roles. For example, the Student Advisory Forum could serve this function. The College Ombudsman, the Chair of the College Faculty Council, and the Leadership Team of the Diversity and Community Enhancement Committee could also play more active roles as individuals people can go to when concerns surface.

We will also continue to seek opportunities to expand the College's presence in urban areas of the Commonwealth. The on-going effort to develop a collaborative teacher certification program in shortage areas like secondary science will continue with the Abington, Great Valley, and Delaware County campuses in the Philadelphia region. We are also exploring ways to use new programmatic efforts like ED Lion (a collaborative effort with the Alumni Association and the World Campus to stay programmatically connected to our recent teacher education graduates) to reach audiences in urban areas. We recently learned that there are approximately 60 Penn State graduates who are in their first or second year of teaching within the Philadelphia school district. We plan to use Ed Lion to make contact with these Penn State graduates.

In addition, there are a numerous emerging outreach initiatives in the College that involve working with school districts and community organizations throughout the Commonwealth. For example, we have been involved for many years with local literacy councils throughout the Commonwealth. Increasingly, we are involved with science, technology, engineering, and mathematics (STEM) outreach efforts that involve the K-12 schools, and many of these initiatives place emphasis on reaching schools and districts in urban and/or disadvantaged areas of the Commonwealth. We are assigning a high priority to these initiatives and expect to be increasingly involved over time. As we gain experience with these endeavors, we believe there will be growth in the warmth of our climate for diversity within the College.

We have become aware of a University-wide effort to create an entity that will address disability studies. There are several programs within the College of Education with explicit interests in the study of disabilities, particularly our Rehabilitation Services and Special Education faculties. The Rock Ethics Institute is working to facilitate the creation of this group and we look forward to playing an active role.

We have recently begun conversations with the leadership of the Africana Research Center about ways to build on our existing partnership with the State College Area School District (SCASD) to address diversity training needs for professionals in the school district. The National Endowment for the Humanities sponsors a program for faculty development, and we are examining whether funds

from this program could be used to address diversity issues in the K-12 schools. While we plan to begin with a focus on the SCASD, we see great potential for the idea to grow and have implications for school districts throughout the Commonwealth. An initiative like this could parallel the work that will be going forward in the STEM areas of the curriculum

The Counselor Education, Counseling Psychology, and Rehabilitation Services Department has been experimenting with several innovations that are intended to create a more welcoming climate within the Department. These efforts include the Difficult Dialogue initiative that takes the form of bi-weekly community meetings in Counseling Psychology where there are opportunities for students and faculty members who work together closely to share views about diversity, multicultural issues, and other program concerns. We will be encouraging other Departments within the College to pursue similar kinds of initiatives.

The College recognizes the value of informal interactions that foster a sense of community and mutual support among members of the faculty such as women, people of color, assistant professors, men, adult students, to name just a few of the possible groupings. One of our goals is to provide opportunities for members of these different groups to connect and efforts will be made along these line. One of the challenges we face is that faculty and staff members tend not to know about each other, particularly across departments. We recently published a “picture board” for the entire College and similar efforts to build community informally will be made, perhaps including the creation of tailored listgroups.

Metrics for Assessing Progress Toward Meeting Challenge 2

- The degree to which Departments create mechanisms that focus on Department climate issues.
- The number of places/individuals where people can go to express concern when instances of insensitivity to diversity are observed or experienced.
- Success at contributing to University-wide initiatives such as the Africana Research Center and the Rock Ethics Center’s new initiative dealing with Disability Studies.
- Success at building partnerships with Penn State campuses in urban regions of the Commonwealth.
- Success at developing program initiatives in a diverse range of school districts and community organizations within the Commonwealth.

Challenge 3

RECRUITING AND RETAINING A DIVERSE STUDENT BODY

Planned Efforts in Response to Challenge 3

■ Undergraduate Students

In our progress report, we identify the three dimensions along which our efforts to recruit and retain a diverse undergraduate student body are organized: (1) efforts to make sure high school students as well as undecided Penn State undergraduates are aware of Penn State programs in education; (2) efforts to make changes in the design of our programs so that they are more attractive to students from underrepresented groups; and (3) efforts to work with younger students in the earlier grades to kindle an interest in the field of education.

With respect to working with high school students as well as undecided Penn State students we will continue with the efforts currently underway (see the progress report for a detailed list). In addition we will be trying the following new ideas:

Recruitment

- Work with selected urban middle and high schools (with large populations of underrepresented students) to develop and establish 7 – 12 grade Future Teachers Clubs (FTC) that will provide students with opportunities to learn about the field of education. These clubs have proven to be successful elsewhere at stimulating students' interest in the field and typically involve guided experiences and visits to educational programs. The College could host an annual FTC Day.
- Develop a directory of alumni from underrepresented groups who are working as teachers, counselors, psychologists, or administrators in educational settings. Our alumni are familiar with the rigor and demands of our programs and can assist in the identification of potential candidates for our education majors. Alumni can also provide support and participation in school fairs and Future Teachers Clubs in their home areas.
- Increase and maintain our participation in selected urban high schools' College Fairs and those with FTCs.

- In collaboration with MACA, the Recruitment Centers, Trio, the Academic Advancement Programs, and any other relevant Penn State unit work to strengthen existing programs by expanding early intervention approaches to include middle school students in our traditional visitation programs.
- Develop faculty and student teams to design and participate in hands-on and innovative career exploration workshops for middle and high school students visiting our campus. These workshops could also be arranged as activities for the Future Teacher Clubs.
- Explore the collaboration proposed by the College of Earth and Mineral Sciences (EMS) for a partnership with their summer science camps (Nittany Science Camp for Girls (NSCG) for 6th and 7th grade girls and Girls Utilizing Technology & Science (GUTS) for 8th - 10th grade girls) that can attract students to our science and math education teacher preparation majors and can provide 80 hours and field experiences for our current students. This collaboration, by tapping expertise within the College of Education about best teaching practices, could also enhance the success of the program and its efforts to recruit more young women into science careers.
- Utilize current Education students who are active within the Multicultural Education Students Association for our recruitment efforts.
- Place new emphasis on raising funds for competitive four year scholarship packages to enhance our recruitment efforts along with our retention rates.

Retention

We plan to focus on strengthening and expanding academic support services to assist students whose previous educational experiences have been limited. While other areas of the University offer similar services, our services are tailored to the specific needs of our students and are designed to help students meet the specific requirements of our undergraduate programs, including state certification where appropriate. Our current Academic Success Program, coordinated by the Multicultural Student Services office, will expand its effort to provide:

- ♦ cost free one-on-one tutoring and Supplemental Instruction sessions
- ♦ cost free Pre Professional Skills Test workshops
- ♦ study skills sessions that support course requirements specific to the teacher preparation and rehabilitation services programs
- ♦ peer mentoring through the Multicultural Education Students Association

- ♦ programming efforts of the Multicultural Education Students Association
- ♦ funding for additional support and services, such as books, transportation, babysitting and fees for required certification tests, etc., not covered through traditional federal and state financial aid sources.

In addition, we are developing a more formal approach for meeting the needs of students within the Academic Advancement Programs (AAP). For example, we are evaluating the timing of our entrance to major process for students in the AAP (Trio Programs, CAMP, CSP) because these students are required to take corrective/remedial classes which comprise most of their course load during the first year and are not applicable towards Education requirements.

With respect to design changes, we are actively considering the creation of a new education studies undergraduate major that would be designed around multicultural and social justice themes. There is a task force at work within the College that is assessing student interest in such a major. The task force is also developing a prototype design for the new major. We will continue to explore the merits of this idea over the near term.

With respect to working with younger students, we have been pleased with the impact and success of both the Penn State Education Partnership Program (PEPP) and the Summer College Opportunity Program in Education (SCOPE). PEPP, a long established program, operates on three Penn State campuses and is supported by the budget of the University and College as well as by gift funds. SCOPE is a much newer program that provides residential University Park summer experiences for high school students between their sophomore and junior years. SCOPE is being funded jointly by the College of Education and the Office of the Vice Provost for Educational Equity. We have found that SCOPE requires significant administrative effort on the part of College personnel, particularly personnel in the Office of Multicultural Student Services, and we feel we need to take a careful look at whether the time, effort, and other resources being devoted to SCOPE are warranted given the fact that we could be devoting these resources more directly toward recruiting and retention efforts for college-aged students. Our goal has been to identify external funding for the SCOPE program, but our success at generating these funds has been limited to date. Resolving this question is a high priority for us over the next year. SCOPE will be functioning during the summer of 2004, and this will be its third summer of operation.

■ Graduate Students

Recruitment

For graduate students, in addition to the on-going efforts that we describe in our Progress Report, we have been quite impressed with the power of the partnership agreements that we have reached with several HBCUs and HSIs. In particular, our

Department of Curriculum and Instruction (C&I) has been the most active in developing these partnerships with Xavier University and the University of Puerto Rico, and we are beginning to see some very positive results such as increases in the presence of strong graduate students from underrepresented groups. These graduate students, in turn, are improving the quality and diversity content of courses they help us teach. In addition, we are beginning to benefit from faculty exchanges and these first-hand opportunities for Penn State faculty members to interact with faculty members from HBCUs and HSIs are proving to be very valuable. In the summer of 2004, Dr. Rosalind Hale from Xavier University will be teaching a Multicultural course for graduate students, and we are hopeful that this faculty exchange will stimulate additional exchanges, in both directions.

We are excited about what this program has accomplished and we are eager both to expand its operation within the Department of C&I and to see similar efforts grow within other departments within the College. We are already engaged in expanding this initiative with the recent collaboration that now exists between the Rehabilitation Services Program and Howard University.

Some HSI and HBCU institutions are relatively small and may even lack master's degree programs. We will be attentive to the fact that the undergraduate to graduate transition may be more challenging for students coming from these schools. In these cases, it may be wise to expand recruitment to master's degree programs and/or master/doctoral dual degree programs.

The Multicultural Student Services Office will continue its collaborations with the Council of College Directors of Multicultural Programs and the graduate Educational Equity office on initiatives such as: recruitment conferences; CIC Recruitment Caravans, the McNair Scholarship Program, and the SROP.

We also see the value of faculty exchanges for graduate students recruitment purposes because a Penn State visiting faculty member can raise the interest level of prospective students. The visiting faculty member can also gain also gain relevant information for judging whether the prospective student is likely to do well at Penn State. As we indicated earlier, we have high hopes for the success of Dr. Rosalind Hale's visit this summer, and we hope to expand the number of visiting faculty members over time.

The recent decision to locate the Humphrey Fellows Program in the College of Education opens the door on new graduate student recruiting opportunities. Humphrey Fellows are mid-career leaders from around the world, and a number of past fellows have subsequently enrolled in graduate programs. Humphrey Fellow "graduates" are also in a good position to direct individuals from within their home nations to graduate (as well as undergraduate) programs at Penn State. They also have a first-hand understanding of what it takes to succeed at Penn State, and this is very valuable knowledge.

We have plans to develop an alumni network that can assist us with graduate student recruiting. We need to do a better job at tapping our graduates' knowledge about good prospects for our graduate programs. In many cases, these graduates are working in university settings and have good knowledge about promising undergraduates as well as masters students who would be viable candidates for further study at Penn State. We recognize the potential to couple this effort with existing services such as the GRE Minority Locator Service, the National Name Exchange, and the CIC Name Exchange.

We recognize the importance of rigorous graduate admission requirements and embrace the idea that we need to look carefully at all available evidence in order to make accurate judgments about each candidate's prospects for success in a Penn State graduate program. Our graduate admission program typically involves a visit to campus for the applicant and an in depth personal interview. We plan to continue working to refine and improve our admissions processes.

Retention

The key to retention is a good admissions process coupled with good communication processes so that new (as well as prospective) students become well acquainted with the program and the opportunities that exist within the College and the University. We believe that each program should have a handbook with clear steps to follow for making good progress. Degree requirements and expectations need to be clearly described in these handbooks, and faculty members need to be consistent in the advice they are providing. For graduate students who will be serving as teaching assistants, guidance and support needs to be provided for what in many cases will be a new type of responsibility. Careful monitoring and mentoring needs to be provided throughout a student's graduate school experience within the College, and we need to be prepared to offer academic support services when they are needed. Accurate feedback needs to be provided to graduate students in a timely fashion and the goal should be to use the feedback to improve performance.

Graduate students frequently face financial hardships, particularly toward the ends of their programs where they are engaged in thesis research and may have exhausted assistantship support. The College has some but very limited emergency loan funds that are available to students, and it will be desirable to increase the magnitude of these funds as part of our larger effort to secure additional endowment support for graduate students.

Our final point pertains to the retention of both undergraduate and graduate students. We are in serious need of a data system that will allow us to measure more accurately the number of students who begin their program in the College, how many change their major/College during the first year, how many do not succeed in the entrance to major process along with information about the reason for the lack of success when it occurs. In general, we need to gain a better sense of when and why we lose students. We are considering the possibility of conducting exit interviews for

undergraduate students who do not finish our programs, regardless of whether they move to another Penn State college or another institution.

Metrics for Assessing Progress Toward Meeting Challenge 3

- Measures of programs and initiatives designed to make high school students and their families aware of Penn State opportunities in education.
- Measures of support services provided that are designed to assist students from underrepresented groups make the adjustment to and survive within the Penn State environment.
- Development of a new and improved data system that permits us to measure more precisely when and why we lose students.
- Success at recruiting and retaining students from underrepresented groups at both the undergraduate and graduate levels.
- The number and extensiveness of partnerships with HBCUs and HSIs and also the degree to which partnerships develop in other departments.
- Number of faculty members who spend time in residence as scholars at other universities and/or organizations.
- Creation of networks of graduates who are working in K-12 schools, particularly those in Pennsylvania, and in universities for the purpose of recruiting both undergraduate and graduate students.
- The degree to which student handbooks exist for each graduate program.

Challenge 4

RECRUITING AND RETAINING A DIVERSE WORKFORCE

Planned Efforts in Response to Challenge 4

We have made progress toward recruiting and retaining a diverse workforce, particularly with respect to tenure-line faculty hires. We plan to continue making efforts to sensitize search committees to the importance of considering diversity enhancement as something that is fundamentally relevant to the search and screening of candidates. We also plan to continue providing information about the community to candidates during their visits to campus. Moreover, we will continue with our efforts to provide high quality mentoring to faculty members to maximize their success with the promotion and tenure review process.

We have made significantly less progress toward recruiting and retaining staff members with diverse backgrounds. We feel very well served by our staff, but it is clear that this is not a diverse group in terms of most of the criteria we identify as being important to us in our conceptualization of diversity. As we indicate in our progress we report, we are blessed with a quite stable staff, so there are relatively few openings in a given year, and this further limits our ability to make significant changes. We will continue to monitor and assess our options here, and we welcome ideas that might come from other units at the University.

Metrics for Assessing Progress Toward Meeting Challenge 4

- Measures of diversity in the pools of candidates.
- Measures of diversity in offers and acceptances.
- Success at retaining faculty and staff who enhance the diversity of the College.
- Measures of mentoring efforts.

Challenge 5

DEVELOPING A CURRICULUM THAT SUPPORTS THE GOALS OF OUR NEW GENERAL EDUCATION PLAN

Planned Efforts in Response to Challenge 5

We are seeking ways to a) add specialized courses to the College's curriculum that explicitly address diversity issues; b) do a better job at infusing diversity issues into courses that deal more broadly with teaching and learning issues; and c) help faculty members become more sensitive to their strengths and weaknesses in their efforts to address diversity issues. We have identified several mechanisms for moving in these directions.

For example, the College's Diversity and Community Enhancement Committee recently received a revised charge that places additional emphasis on strengthening the treatment of diversity issues within the College's curriculum. In particular, we are asking the Committee to attend to the following curricular issues during the next phase of its operation:

- To encourage departments and programs to expand the number of Education courses that address intercultural and international competence issues in ways that warrant the GI suffix that is available through the University curricular approval process;
- To assist faculty members in the College in the development and refinement of courses which meet the published criteria of Intercultural and International Competence (GI);
- To work with the Assistant Dean for Undergraduate Education and with the relevant instructors to strengthen the diversity content of the first year seminars and other general purpose courses that are taken by large numbers of undergraduates in the College (e.g., EDTHP 115, EDPSY 14, and CI 295);
- To assist faculty members in the College in the development of SRTE items that will generate insight into students' perceptions of how successful courses and instructors are at dealing with diversity issues.

We have singled out the ED THP 115, EDPSY 14, and CI 295 courses along with our first year seminar courses because they are taken by large numbers of our

undergraduate students. These courses represent an important opportunity to reach a large proportion of our undergraduate students. These courses in varying ways already address diversity topics, but we feel that it is timely to take a careful look at what is covered and what is not. As we pursue this review, we will be careful to avoid duplication of effort.

We will also be asking our departments to take an interest in reviewing their curricular offerings in light of our diversity goals. The Counselor Education, Counseling Psychology, and Rehabilitation Services Department, in particular, has undertaken a review of this kind, and we will be encouraging the remaining four Departments in the College to pursue similar efforts.

An important part of our curriculum involves field experiences for aspiring teachers, administrators, counselors, and psychologists; and we will be working to identify a more diversified set of sites for these clinical experiences. In particular, we hope to expand the number and range of urban and international placements. These efforts will build on some existing successes such as the creation of a Mathematics Education Student Teacher Center in the Pittsburgh region. We are hoping to establish a similar student teaching center in science education in the Philadelphia area in the near future. Moreover, we have referred elsewhere to our on-going discussion with campuses in the Philadelphia region (Abington, Delaware County, and Great Valley) to establish collaborative teacher education programs in shortage areas like secondary science.

The Comparative and International Education (CIED) Program is a dual title graduate degree that is based in the College of Education. This program is being refined and strengthened, and our goal is to expand its size and scope during the next planning period.

We will also continue to encourage and support faculty members who pursue research agendas that address diversity issues. Education as a field is rich in opportunities for inquiry that addresses diversity issues. In particular, we hope to see increases in faculty participation within the Africana Research Center.

Metrics for Assessing Progress Toward Meeting Challenge 5

- The number of students with urban and international field placements.
- The number of courses with the GI designation
- The degree to which Departments conduct curricular reviews
- The number of students in the CIED program

Challenge 6

DIVERSIFYING UNIVERSITY LEADERSHIP AND MANAGEMENT

Planned Efforts in Response to Challenge 6

We will continue to encourage faculty and staff members from underrepresented groups to consider the pursuit of University leadership and management positions. We are proud of the College's participation in efforts to identify and cultivate administrative talent for the University and we expect to continue being well represented.

Metrics for Measuring Progress toward Meeting Challenge 6

- The number of College faculty and staff participating in leadership development programs.
- The number of College and faculty and staff who assume University administrative leadership positions.

Challenge 7

COORDINATING ORGANIZATIONAL CHANGE TO SUPPORT OUR DIVERSITY GOALS

Planned Efforts in Response to Challenge 7

We do not have immediate plans for any significant organizational changes that would have bearing on the pursuit of our diversity agenda. In particular, we believe the organizational structure for the Office of Multicultural Student Services is working well. We are also satisfied with the role and function for the College's Committee for Diversity and Community Enhancement. As we traverse the planning period, we will of course be attentive to making changes that need to be made as we gain further experience.

Metrics for Assessing Progress Toward Meeting Challenge 7

NA