



*A Framework to Foster Diversity  
at Penn St*

**PROGRESS ASSESSMENT**

**DECEMBER 2006**

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# A Framework to Foster Diversity at Penn State, 2004-2009: Progress Assessment

## Introduction

### **A Framework to Foster Diversity at Penn State, 2004 – 2009: Progress Assessment**

College of Health and Human Development

The College of Health and Human Development established a dynamic strategic action plan in *A Framework to Foster Diversity at Penn State, 2004-2009* and is pleased to have this opportunity to engage in a critical self assessment to evaluate our progress to date. Under the leadership of Dean Raymond Coward, the College crafted an ambitious plan which is organized around the seven challenges comprising the core of the University's strategy to foster diversity at Penn State. After five years of significant achievements, Dean Coward departed the College in December 2005 to become Provost at Utah State University. Bringing more than 30 years of notable scholarship and leadership in the College of Health and Human Development, Associate Dean for Undergraduate Studies and Outreach, Dr. Fred Vondracek was appointed as Interim Dean. Additionally, Professor Anthony D'Augelli brought his considerable expertise as a longtime faculty scholar in the Department of Human Development and Family Studies and joined the College administration as the new Associate Dean for Undergraduate Studies and Outreach in August 2005. Concluding what has been a notable period of transition was the addition of Mr. Doug Ford as Assistant Dean for Undergraduate Education. These changes in the governance of the College are important to communicate because they have been accompanied by fiscal reviews, which have had some influence on the full implementation of the strategic plan.

The Progress Assessment for *A Framework to Foster Diversity at Penn State, 2004-2009* has provided the opportunity to review existing practices and to comment on the related Strategic Plan. Throughout this document those references or examples which denote completion of a strategic action from the Plan will be identified as such.

# A Framework to Foster Diversity at Penn State, 2004-2009: Progress Assessment

## Challenge 1

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

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

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. The College is committed to improving human lives through innovative instructional, research and outreach activities. It is a central focus of the faculty, staff, students, alumni and broader community associated with the College and, in that context, fostering diversity is an important part of what we do and who we are.

The College of Health and Human Development has supported the broadest definition of diversity and in that spirit we have added “race” and “religion” to our operational definition. The College desires to “promote a climate of inclusiveness for all people in the College and in the larger University community by respecting diversity related to *age, class, disability, ethnicity, gender, race, religion, sexual orientation and other human differences*.”

The commitment to increase knowledge and visibility of diversity issues is a priority of the College and is strongly articulated in both *A Framework to Foster Diversity at Penn State: 2004–2009 Strategic Plan* as well as *The College of Health and Human Development Strategic Plan 2005–2008*. Together, these documents form the foundation of the College’s future and represent the collective vision of the next steps needed to maintain our successes and to advance our potential as a University and world leader.

The following list includes examples of select standard diversity practices and some new initiatives which demonstrate a range of activities and programming distributed across the academic, programmatic and administrative areas of the College. All were developed to increase our shared understanding of diversity. As identified in the current strategic plan, the addition of a structured and tiered diversity committee in every academic school/department<sup>1</sup> and accompanying diversity work plan, has resulted in a larger and broader group of Health and Human Development faculty, staff and students involved in and responsible for fostering and enhancing diversity. As the departmental/school units also utilized the guiding principles of the seven challenges, their achievements will be discussed throughout this report.

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

- ❖ **Strategic Action #1:** Creation of a public forum series by the HHD Center for Human Development and Family Research in Diverse Contexts, directed by Human Development and Family studies professor, Dr. Linda Burton. The Center was charged to develop a public forum series that featured topics which would highlight the central role of diversity in the study of human health and behavior and contribute to the development of a shared and inclusive understanding of diversity. The forum would be a vehicle to engage faculty, staff, students and the Penn State community.
  - Multiracial Realities: Exploring What We Know, Acknowledging What We are Missing (see table one)
  - Colorism: Global Perspectives on How Skin Color Still Matters (see table one)
  
- ❖ **Strategic Action #2:** Direct communications with HHD faculty and staff regarding diversity practices and accomplishments within the College were communicated through an electronic newsletter “Ruminations from Ray”. The publication, which generally consisted of 10-12 stories related to the College’s operation, success or future direction was produced periodically. The August 2005 issue, which highlighted new guidelines for recruiting and retaining minority faculty and staff was the only one produced prior to Dean Coward’s departure from the College in December 2005.
  
- ❖ **Strategic Action #3:** On April 21, 2005, a college-wide community diversity celebration was held entitled “Diversity is All of Us” (See more in the next Challenge). The very successful event included among many other activities an unveiling of three posters which were designed by the HHD Office of College Relations to raise awareness of diversity through a number of unique presentations. The participants, which included students, staff, faculty, and administrators were instructed to evaluate the images so that one might be selected for a poster campaign which would eventually be displayed throughout the College. The posters, which were interesting and provocative, were not generally thought to be consistent with the goals of the project or the messages that were intended. This activity was postponed until other diversity media projects were completed which might create a more uniform message.
  
- ❖ **Strategic Action #4:** The College has a vast number of publications including print and electronic magazines weekly list-serve communications to undergraduate and graduate students that are delivered as newsletter/communiqués from the Student Services Center, Office of Diversity Enhancement Programs. Other means of communication include Dean’s Office notices to faculty and staff and the College web site which is currently undergoing a complete renovation. These mechanisms are a consistent and efficient means of assuring that all members of the HHD community are kept abreast of diversity initiatives and activities.
  
- ❖ The Diversity Achievement Award was established in Fall 2002 as a part of the annual recognition of faculty and staff. To date, five individuals from the HHD faculty and staff community who “demonstrate commitment to the value of diversity and have been instrumental in creating or facilitating a climate of inclusiveness in the College” have

- ❖ As was previously mentioned, the leadership in the nine academic units in the College was charged with developing diversity work plans. Included among the activities of these units were the following:
  - Biobehavioral Behavior Health Colloquium series each semester invites at least one speaker to present on diversity and health disparities topics and to lecture in undergraduate courses.
  - School of Nursing complements student and faculty travel abroad experiences with a follow-up presentation to students. Travel to Equador, Honduras, Peru, and Sweden explored diversity topics related to health care practice within culturally diverse or disadvantaged populations.
  - Health Policy and Administration implemented a half-day seminar provided by department faculty, staff or invited speakers to orient new students about the importance of fostering diversity.
  - Department of Kinesiology Diversity Committee distributed an internal document of diversity-related information, which included a definition of diversity, best practices, and knowledge about tolerance and acceptance of diversity in Kinesiology areas.

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Table 1:  
Diversity-Related Presentations in Academic Units and Research Centers of the College of  
Health and Human Development  
2004-2006

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*Spring 2004*

“Establishing a Native American Genetic Research Program: The Role of the International Biological Program”, Margot Iverson, Ph.D. candidate, February 15, 2004

“Adopting prevention curricula for diverse populations: Identifying and understanding your target group” Virginia Molgaard, Ph.D., April 12, 2004

“Coming of age at minimum wage” Carol Stack, Ph.D., April 15, 2004

“The evidence of things not seen: Religion and spirituality in African American life” Jacqueline Mattias, Ph.D., April 19, 2004

*Fall 2004*

Diversity in Athletic Health Care: It's Good for Us All", Frank Walters, PhD, ATC, November 18, 2004

*Spring 2005*

"Income Inequality and Mortality: The role of race and residential segregation", Dr. Amani Nuru-Jeter, Ph.D., M.P.H., January 17, 2005

"Cultural Constraints on Sports for All", Garry Chick, Ph.D., January 21, 2005

Multiracial Realities: Exploring what we know, acknowledging what we are missing

⇒ Brooke Kroegar, Ph.D, Black for White, White for Black: True Tales of Two Who Passed, March 1, 2005

⇒ Earl Lewis, Ph.D, Connecting the Past and the Future: American's Multi-racial History and Present, March 15, 2005

⇒ Kerry Ann Rockquemore, Ph.D, Life on the Color Line: Rethinking Racial Identity Development in Post Civil-Rights America, April 5, 2005

⇒ Ruth McRoy, Ph.D, Exploring Transracial Adoptions: Challenges for Families and Adoption Agencies, April 19, 2005

⇒ Rachel Moran, Ph.D, The New Multiracialism: A Whole Greater Than the Sum of Its Parts?, April 26, 2005

"The Status of Women's Health Research", Carol S. Weisman, Ph.D., March 28, 2005

"Shifting Paradigms in Aging: Politics, Diversity, and Public Policy", Fernando Torres-Gil, Ph.D, April 11, 2005

*Fall 2005*

"Changing Transitions to Adulthood in Developing Countries: Highlights from NRC/IOM Panel Report, Cynthia Lloyd, Director, October 25, 2005

"Working in the NFL: Challenges of a Gay Athletic Trainer", Lindsay McLean, AT C, November 3, 2005

*Spring 2006*

"Like Fine Wine or Sour Grapes? Women's Sexuality & Aging", Patricia Barthalow Koch, Ph.D, February 20, 2006

"Safe Womanhood in a Challenging Global Environment", Afaf I. Meleis, Ph.D., March 30, 2006

"Biobehavioral Approaches to the Study of Health Disparities", Keith Whitfield, Ph.D., April 3, 2006

“Addressing Racial and Ethnic Disparities in Health Care: Closing the Gap through Research and Action”, Carolyn Clancy, MD, April 5, 2006

Colorism: Global Perspectives on How Skin Color Still Matters

- ⇒ Edward Telles, Ph.D, Keynote Speaker, “The Social Consequences of Skin Color in Brazil”
- ⇒ Marita Golden, Panelist, “Heal Me Heal Me Deeply: Talking About and Back to the Color Complex”
- ⇒ Ronald Hall, Ph.D, Panelist, “The Bleaching Syndrome Among People of Color: Manifestations of Western Colonization in the Post-Colonial Era”
- ⇒ Cedric Herring, Ph.D, Panelist, “Fairness on the Job: Skin Tone, the Beauty Myth, and the Treatment of African American Women at work”
- ⇒ Christina Gómez, Ph.D, Panelist, “The Continuing Significance of Color: Latinos, Race, & Phenotype”
- ⇒ Barbara W. Farmer, Ph.D, Facilitator
- ⇒ Eduardo Bonilla-Silva, Ph.D, Discussant

*Fall 2006*

“Aging and Cold Stress: Does Body Composition Matter?”, David DeGroot, September 20, 2006

“The Ethics of Brain Drain: Recruiting Healthcare Professionals from Abroad”, Paul F. Clark, Ph.D, September 25, 2006

“The Demographic Transition and Economic Development in Africa: Evidence from Exogenous Variation in Malaria Burden and Green Revolution Technologies”, Dalton Conley, Ph.D, September 26, 2006

“Health Care Coverage and Access to Care for Hispanics in ‘New Growth’ communities and ‘Major Hispanic Centers’”, Peter Cunningham, Ph.D, October 9, 2006

“The Transition to Early Fatherhood: National Estimates Based on Multiple Surveys”, Kathryn Hynes, October 10m 2006

“Linking Culture, Stress, and Biology: An Integrative Approach to Health Disparities Research”, Thomas McDade, Ph.D, November 13, 2006

“Aging and Health: Integrating Psychosocial, Biological, and Developmental Processes”, Elliot Friedman, Ph.D, December 4, 2006

“The Effects of Dietary Intake and the Time Spent Watching TV on the Body Weight: Status of Medically Underserved Children Between the Ages of 2 and 11 Years Old”, Sibylle Kranz, Ph.D., R.D., December 4, 2006



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

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

- ❖ HHD courses
- ❖ Student organizations – HHD Student Council, SACOMA – Student Advisory Committee on Multicultural Affairs, HHD Graduate Student Council
- ❖ Departmental Diversity Committees include undergraduate and graduate student participation. The committees were given the University and College *A Framework to Foster Diversity at Penn State: 2004 – 2009 Strategic Plan* to inform them about the seven challenge areas and to support their role as leaders in their respective units.
- ❖ Office of Diversity Enhancement electronic newsletter
- ❖ HHD Student Services Center electronic newsletter
- ❖ **Strategic Action #5:** Diversity Day Celebration – The Associate Dean for Undergraduate Education and Outreach and the Office of Diversity Enhancement Programs worked with HHD student organizations to create a day celebrating the diversity of students and others in the college. The very successful event was held on April 18, 2005 and was entitled “Diversity is All of Us”. It was attended by more than 225 faculty, staff and students who worked together to staff the event. (more details in Challenge 2)
- ❖ Women’s Leadership Initiative – HHD program designed to “educate, inspire and empower the next generation of female leaders with the core values, attitudes and skills that are the foundation of quality leadership. Annually, up to 34 students participate in a

year-long interdisciplinary, extracurricular program that includes workshops, seminars, selected readings and exploration of many topics including those related to diversity.

- ❖ **Strategic Action #6:** The College is committed to using the First Year Seminar (FYS) as an educational vehicle to discuss with students issues related to diversity and their role in developing and fostering a welcoming environment. To this end, in 2003-04 the College used presentations by the University Park Theatre Ensemble to spark discussions about diversity issues among students in the classes. The theatre group presented several dramatic vignettes that resulted in lively discussions among students and provided a platform for discussing a wide range of viewpoints regarding gender, sexual orientation and disability. Though the theatre group format was a well received mechanism for stimulating discussion, the creation of an original HHD centered script was not found to be fiscally viable. FYS continue to include diversity as part of the curricular plan. Some departmental FYS and courses have had great success including the “Race Relations Project”, an innovative campus project directed by Drs. Samuel Richards and Laurie Mulvey. The project, which uses peer trained mentors to dialogue about race and other topics has been positively received and has provided another layer to assist with encouraging communication. The Race Relations Project has been included in FYS and other HHD courses since Spring 2005. (more details to follow in Challenge 5)

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

The College of Health and Human Development continues to refine its efforts to execute a broad and multifaceted approach in our ongoing commitment to keep diversity focused efforts and information in the forefront of every administrative and academic arm of our organizational structure. The College Dean, in concert with his Associate Deans, Executive Committee (comprised of Department Heads/School Directors, Assistant Dean, and Director of Diversity Enhancement Programs) provide the foundation from which information is disseminated to all faculty and staff.

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

- ❖ Dean’s State of the College Address by Dean Raymond Coward 2004 and 2005.
- ❖ Dean Raymond Coward’s electronic newsletter – “Ruminations from Ray”
- ❖ Dean of the College meets regularly with Associate Deans and the Executive Committee. College and unit diversity initiatives are reviewed. Annual Executive Committee Retreat reviews the diversity strategic actions and the plans to implement them for the coming year.
- ❖ College-wide Diversity Committee represents the units and creates a forum for two-way communication and planning.

- ❖ Departmental Diversity Committees were selected in October 2004. The Dean or Executive Assistant to the Dean and Director of Diversity Enhancement Programs met with every academic unit to review the *A Framework to Foster Diversity, 2004-2009: Program Assessment* to orient the group and review responsibilities.
- ❖ Departmental Diversity Work Plans included the following efforts to advance communication among faculty and staff:
  - Biobehavioral Behavior Health – Faculty meeting discussion dedicated to the importance of developing an annual BBH Faculty of Color Retreat
  - Communication Sciences Disorders – Conducts Annual Diversity Retreat for faculty and staff – 2006 speaker Dr. Terrell Jones, Vice Provost for Educational Equity presented “The Elements of Campus Diversity”
  - Health Policy and Administration –
    - Once per semester plans a social event where faculty, staff, and students can interact in an activity dedicated to diversity topic
    - HPA dedicated 1-2 regular research colloquia to diversity and disparities in health and health care topics
    - Annual Mayer Speaker for 2006 selected Dr. Carolyn Clancy who presented “Addressing Racial and Ethnic Disparities in Health Care: Closing the Gap through Research and Action”
  - Human Development Family Studies –
    - Ongoing discussion of recruitment and retention of underrepresented students in HDFS Executive meetings and Admission Committee meetings
    - Fall 2006 – “Diversity in the Curriculum” included as part of Faculty Retreat
  - Kinesiology –
    - Attendance and participation by the Department Head and a student at the second Biennial CIC – Kinesiology Diversity Summit, March 2006

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

The College of Health and Human Development has a fully functional and operational college-wide Diversity Committee. This body, under the direct leadership of the Dean of the College works cooperatively to insure that its mission “to promote a climate of inclusiveness for all people in the College of Health and Human Development and the larger University” is achieved.

The role of this committee has been further enhanced by creating an expanded tiered committee structure which established a diversity committee in each of the nine academic units in the College. The committee is now chaired by the College's Director of Diversity Enhancement (Ms. Joyce Hopson-King). The chair or designee of each departmental committee serves as the representative to the college-wide diversity committee. This integrated, coordinated and tiered structure has achieved several goals. Consequently, units have established unique plans for their faculty, staff, and students resulting in increased programming, activities and visibility for diversity.

To achieve its mission and vision, the committee works in a facilitator's role and directs its efforts toward six tasks:

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

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

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

The Assistant to the Dean, and Director of the Office of Diversity Enhancement Programs, Ms. Joyce Hopson-King, serves as the Multicultural Coordinator in the College of Health and Human Development. This position reports directly to the Dean of the College and is a principal member of the staff working with the Associate Dean for Undergraduate Education and Outreach and Associate Dean for Research and Graduate Education. Though initially charged with the development, coordination of programs and policies that effect recruitment and retention of underrepresented students, the role and assignments of the Director has continued to evolve. The Director has joined the College's Executive Committee in the interest of promoting continuity in our diversity practices between all academic and administrative units. The College is committed to promoting the application of the broadest spectrum of diversity and values the leadership of the Director and staff of the Office of Diversity Enhancement Programs in that regard. The

Director serves an advisory and collaborative function both in the College, University-wide, and with various external stake-holders. The Office of Diversity Enhancement is charged with continuing to achieve our commitment to foster a welcoming climate for all members of the community.

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

❖ ADMINISTRATIVE

- Report to the Dean of the College
- Maintain current and working knowledge of the College/ University mission, policies and procedures
- Manage the Office of Diversity Enhancement Programs including staff supervision, budget, annual calendar and collaborations with academic and over administrative offices
- Liaison with the Vice Provost for Educational Equity, including representation at the Administrative Council on Multicultural Affairs

❖ RECRUITMENT

- Collaborate with College leadership to develop and implement recruitment strategy which is consistent with the mission and goals of the College
- Conduct annual graduate recruitment travel to major undergraduate forums which attract talented underrepresented students (i.e., Annual Bio-Medical Research Conference for Minority Students (ABRCMS), NIMH-Career Opportunities in Research (COR), Society for the Advancement of Chicanos and Native Americans (SACNAS), Mellon Mays Fellowship Program (MUFP) scholars conference, McNair Scholars Conference-Penn State).
- Recruitment Collaborations with the Committee on Institution Cooperation includes outreach to historically Black and Hispanic serving institutions (southern outreach visit to Jackson State University, Alcorn University, Grambling University, Southern University, Dillard University, and Xavier University).
- Serve as a member of the Penn State NSF Social Behavioral and Economics Alliance for Graduate Education and Professoriate Committee which is tasked with increasing underrepresented students.

❖ RETENTION

- Annually conduct new and change of campus student orientation (annual September "Indoor Picnic" to introduce students to the College, Office of

Diversity Enhancement services and staff, distribute University resources and important policies and procedures)

- Conduct new student survival skill series – “Start Out Smart” which provides important study skills, campus climate and diversity discussions and tips to assist with the transition to college life.
- Meet with new Bunton-Waller Fellows once per month as a group and two to three times per semester individually to monitor progress and adjustment to academic rigors.
  - Annual Bunton-Waller Fellows reception
- Monitor the progress of all underrepresented students in the College
- Grad night social support experience for underrepresented graduate students – two times a semester
- Advise the Student Advisory Committee on Multicultural Affairs (HHD student organization dedicated to exploring diversity related topics in health and providing fellowship
- Facilitate a two-part workshop for minority students focused on navigating the internship application, selection and preparation process. The sessions are specifically geared to university, government and private/corporate internships and other summer experience opportunities that aggressively recruit underrepresented populations. The workshop includes seminars followed by individual sessions.

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

❖ Most Successful & Best Practice:

- Creation of the Public Forum
- Development of a Diversity Committee in all nine academic units which forms the College-Wide Diversity Committee. The Committees have significantly increased the presence and focus of diversity related activities and programming.

❖ Least Successful:

- Implementation of a Diversity Poster Campaign

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

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

- ❖ Starting in the Academic Year 2005 and continuing in 2006 the College of Health and Human Development sponsored, planned, advertised and delivered a public forum that highlighted the central role of diversity in the study of human health and behavior. The forums were developed and implemented by the HHD Center for Human Development and Family Research in Diverse Contexts Director, Dr. Linda Burton.

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.

- ❖ Starting with the October 2004 edition and concluding with the final issue of “Ruminations from Ray” in August 2005, there was at least one article/story related to HHD efforts to foster diversity in each publication.

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.

- ❖ By March 2005, the director of the HHD Office of College Relations presented to the Executive Committee of the College of Health and Human Development three “mock ups” of the first poster. The initial poster designs were not well received at a focus group that was part of the April 2005 Diversity Day.
- ❖ Changes in the staffing of the College Relations Office and subsequent funding limitations have made continuation of this project improbable.

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.

- ❖ 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 Programs. This effort will be further enhanced by the renovation of the current HHD website.
- ❖ By January 2005, the HHD Office of College Relations increased the content and frequency of information which was posted about upcoming diversity-related events.

# A Framework to Foster Diversity at Penn State, 2004-2009: Progress Assessment

## Challenge 2

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

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

The College of Health and Human Development, through the leadership of former Dean, Raymond Coward, current Dean, Fred Vondracek, and all administrative units have made a firm commitment to prioritize enhancing diversity through relevant strategic planning, administrative policies and procedures and fiscal allocation. It is clear that creating and supporting an environment which is welcoming to all is consistent with our College mission to improve human well-being across the life span. It is our deepest conviction, that it is through leadership and active engagement by all, that a community of trust and welcoming climate is built and sustained. The most recent strategic plan has attempted to integrate specific diversity initiatives with more complex structural changes. The College leadership is motivated to create every opportunity to demonstrate its support for enhancing diversity. The illustrations below detail some of the initiatives,

##### ❖ Biobehavioral Health

- Diversity Committee meets with BBH student organizations to promote diversity and increase multicultural activities
- Conduct diversity centered social events for faculty, students and staff monthly movie night with focusing on multicultural themes – Movie and Popcorn Night (MAP)
- Invited outside speakers to campus: Work with BBH Colloquium Committee chair to invite at least one academic researcher per semester to present on diversity and health disparities topics and lecture in undergrad courses

##### ❖ Communication Sciences and Disorders

- Departmental commitment to systematically encourage students to attend University programs and activities which expands their knowledge, sensitivity and understanding of individuals from diverse backgrounds.

##### ❖ Health Policy and Administration

- Instituted an ongoing diversity program which mixes didactic and social elements – during graduate orientation – added half-day seminar facilitated by faculty and staff and outside speakers dedicated to fostering diversity
- At least once per semester Diversity Committee sponsors a social event (i.e., potluck, movie, or other activity)



- Plans to include 1-2 issues related to diversity and disparities in health and health care in departmental research colloquia

- ❖ School of Nursing

- Invited 12 students, faculty and staff in attendance at School of Nursing Diversity Enhancement Committee to discuss committee's purpose and proposals for diversity activities for 2007 – considering a mentor program for incoming students, exploring HIV/AIDS awareness presentation (focusing on minority populations) from Ritenour Health Center student group.

**2. How does your unit identify climate issues? /3. How does your unit monitor climate?/ 4. How does your unit respond to climate issues? 5. What unit-wide and individualized approaches have you developed to enhance overall climate and individual's satisfaction with the environment?**

The College of Health and Human Development is very aware that it is critical that we remain ever vigilant in our efforts to be sensitive to the climate for all individuals in our community. We assume that the environment is ever changing and that our commitment to foster a safe and accepting space hinges on our proactive planning, programmatic offerings and periodic survey of our faculty, staff and students. The College has been a strong advocate of including the concept of diversity and diversity resources for those new to the University. The hope is, that diversity education is the key to maintaining a healthy and welcoming climate and should a concern develop, that the individual would have access to assistance. Information is distributed to students via orientation, print materials, courses and student organizations. Faculty and staff are also introduced to important College and University human and programmatic resources as they begin their employment.

There are several key offices which are dedicated to providing assistance to students who have academic, financial, personal or other concerns. The Student Services Center and Office of Diversity Enhancement Programs are centrally located in a shared suite of offices. Additionally, each student is assigned an academic advisor in their department. From their first point of contact with the College, students are informed that these resources are designed to help them successfully navigate the College and University. All of these offices and services, coupled with the academic units and faculty, form a network of environments to which concerns about the climate may be reported. These units all attempt to remain alert to potential problems or concerns and readily will collaborate with other resources across the campus. Those units specifically charged with student advisement and support, regularly receive diversity training and updated information. The Office of Diversity Enhancement Programs works directly with underrepresented students and organizations and continuously monitors the climate with this population of students. Collaboration with the College-wide Diversity Committees and their respective departments, creates another mechanism in which to monitor the climate. This office receives updated information, training, and meets monthly with the Administrative Council on Multicultural Affairs, which is chaired by Vice Provost or Educational Equity, Dr. Terrell Jones. The Multicultural Director's meeting provides important collaboration, as well. Additionally, the Director of Student Services meets with the University-wide Admissions, Division of

Undergraduate Studies and the Academic Advisor is a member of the Services for Adult Students, Board.

In Spring 2003, the College conducted a survey of more than 1,000 undergraduates enrolled in our academic programs. This survey, which focused on academic advisement, student satisfaction and the College climate, provided some important feedback and perceptions about the climate for students. We now wish to build upon the original survey, and conduct a second survey related to the climate for undergraduate students in the College. That survey instrument was to have been developed in August 2005. Transition to new leadership in the Dean's Office administration and accompanying budget restrictions, has created a shift to a Spring 2007 timeframe. It is anticipated that the Associate Dean will work with the Office of Diversity Enhancement Programs and the College-wide Diversity Committee to initiate the process with a Fall 2007 implementation.

As evidenced by a number of activities, programs and policies promoted by the College, we are very interested and committed to integrating diversity education throughout our community. The addition of the departmental diversity committees and the unit leadership which has crafted the unit specific work plans demonstrates how meaningful a few actions can be when multiplied across nine units. Additionally, other College offices, research centers, and administrative units are similarly engaged in diversity work.

Examples of departmental activities which contribute to the creation of a welcoming climate:

- ❖ Diversity Day – “Diversity is All of Us” was attended by more than 225 faculty, staff and students to celebrate diversity in the College. A survey, posters, and a Diversity mural were created to acknowledge the breadth of diversity.
- ❖ **Strategic Action #6:** The Race Relations Project replaces Strategic Action 6: University Theatre Ensemble. This plan was not feasible because of the cost to create an original script for the College of Health and Human Development.
- ❖ **Strategic Action #8:** Fall 2004, Associate Dean for Research and Graduate Education conducted a focus group which focused on climate, scholarship, and access issues for small group of HHD grad students. Results were shared with HHD Executive Committee, sample was very small.

**6. Which strategies for creating a welcoming campus climate for diversity have been most successful? Which have been least successful? Which could be termed “best practices”?**

- ❖ Most Successful:
  - “Diversity is All of Us” – brought out all members of the HHD community for an afternoon of sharing, interaction and open discussion about diversity and the value of all backgrounds and experiences.
- ❖ Least Successful:

- Development of an established practice which would bring all student organization leadership together to assist with student diversity initiatives college-wide

❖ Best Practice:

- Inclusion of the Race Relations Project in First Year Seminars and select HHD courses.

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

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.

- ❖ The Associate Dean for Undergraduate Education and Outreach was responsible for working with student organizations to plan and implement this event. Contacts were made with student groups in the fall 2004. The Diversity Day Celebration was held April 21, 2005. The College of Health and Human Development underwrote the costs of planning and delivering this event.
  
- ❖ Subsequent programs will be sponsored in the fall of 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.

- ❖ For the Academic Year 2004-2005, the Associate Dean for Undergraduate Education and Outreach was responsible for coordinating the presentations by the University Park Theatre Ensemble to the students enrolled in HHD First Year Seminars. This involved coordinating these presentations with the faculty responsible for First Year Seminars in the College of Health and Human Development. The continuation of this practice was found not viable due to the cost of creating an original script for use by the Theatre in the College.
  
- ❖ In subsequent years (2005 to 2007(08-09 to be re-evaluated), the Associate Dean for Undergraduate Education and Outreach will utilize the “Race Relations Project” to provide a forum in select courses in all majors for students to explore issues related to diversity. The College expends approximately \$10,000 per year to offer the project in seven FYS and five HHD courses per semester. Following the Spring 2005 pilot project year in which 405 students participated, the “Race Relations Project” has been offered every semester (Fall 2005, Spring and Fall 2006). Participation is optional, though students may repeat the opportunity if offered in more than one course.

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.

- ❖ By August 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.
- ❖ 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 web-based data collection.
- ❖ The survey will be completed between approximately March 15, 2006 and April 15, 2006.
- ❖ 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).
- ❖ 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.

- ❖ During the Fall 2004, the Associate Dean for Research and Graduate Education began 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.
- ❖ During the Spring 2005, the Associate Dean for Research and Graduate Education created a method and plan for acquiring this information. Feedback and critique of that plan was solicited from the Graduate Student Council, and the HHD Director of Diversity Enhancement.
- ❖ During Fall 2005, the Associate Dean for Research and Graduate Education and the Director of Diversity Enhancement Programs conducted a focus group with underrepresented graduate students. All underrepresented graduate students were invited to participate with the intention of forming focus groups of ten students. Data was collected, but the focus group size was too small to permit any significant generalizations.
- ❖ During the Spring 2006, the Associate Dean for Research and Graduate Education shared the results of the focus group with Executive Committee. The College intends to formally survey students in a college-wide survey which will be planned in Spring 2007 and implemented in Fall 2007.

# A Framework to Foster Diversity at Penn State, 2004-2009: Progress Assessment

## Challenge 3

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

**Question 1: Describe specific initiatives your unit may have that are intended to contribute to recruiting or retaining undergraduate and/or graduate students from underrepresented groups.**

The College of Health and Human Development remains deeply committed to recruiting a diverse pool of talented students. Between Fall 2004-2006 semester, the College has observed a steady increase in the numbers of underrepresented minority undergraduate students admitted to University Park. The enrollment of students has increased from 507 students to 564 or approximately 10%. Admission to Commonwealth Campuses has witnessed a significant increase from 135 to 177, between this same period. The enrollment of female students, who are not underrepresented in our academic majors, observed a significant increase from 2584 to 2838. The number of male students increased also 1254 to 1401 but remains half that of females. In reviewing the data related to diverse graduate admissions, the College has observed a slight decrease from a total of 44 students in 2004, to 29 in 2006. The Associate Dean for Research and Graduate Studies has assembled the Graduate Professors-In-Charge and the Director in the Office of Diversity Enhancement to discuss and evaluate this trend.

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

#### Departmental Recruitment and Retention Examples:

- ❖ Biobehavioral Health
  - Developing African-American men's group and mentoring project
- ❖ Communication Sciences and Disorders
  - Contact with Jackson State University to establish recruitment linkage
- ❖ Health Policy and Administration
  - Faculty mentorship of a CIC Summer Research Opportunity Program (SROP)
- ❖ School of Hospitality Management
  - Undergraduate retention effort provided financial support for 25 students to attend the Annual Society of Minorities in Hospitality conference (The School has a chapter of this organization with more than 50 student members).

- Recruitment collaboration with the Philadelphia school system and Penn State Philadelphia Recruitment Center – Recruitment table at “Compliments to the Chef” fundraiser for Philadelphia High School Hospitality Management students
- School of Hospitality Management conducted focus group to discuss the climate in the School.
- ❖ Human Development and Family Studies
  - Participates every summer in the CIC Summer Research Opportunity Program (SROP)
  - Collaboration with the NIMH Career Opportunities Scholars (COR) Program. This experience has successfully recruited graduate students from Spelman College, Hampton University, California State University, Long Beach, and the University of Puerto Rico, Rio Piedras.
  - Executive and Admission Committees include recruitment and retention of underrepresented students as part of their departmental goals
  - HHD, HDFS was selected as one of 3 programs to receive funding through the National Science Foundation Social Behavioral and Economic Alliances for Graduate Education and the Professoriate. The project matches graduate scholars with faculty mentors.
- ❖ Kinesiology
  - Development of a resource document for faculty, staff and students with diversity related resources and opportunities.
- ❖ School of Nursing
  - Collaborations with Dillard University and Tennessee State University which brought nursing majors for summer research and possible graduate studies
  - Awarded a EOPC grant to support nursing research and training through the development of the Minority Advanced Careers in Nurses (MACaN)
  - School of Nursing, Director and Director of Diversity Enhancement Programs represented Penn State at the National Black Nurses Association for student and faculty recruitment
  - School of Nursing meets regularly with students of color for social, academic and educational support
- ❖ Recreation Park and Tourism Management

- Development of targeted strategies to recruit top graduate students outreach included contacts with Texas A & M University, Clemson University, University of Illinois, University of Florida, Temple University, and University of Utah
- Recruitment of potential graduate students at the National Recreation and Park Association Congress

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

The College continues to support and promote recruitment and retention initiatives which aggressively address enrollment disparities and ultimately result in graduation from our programs. The recruitment and retention activities detailed in Challenge 3, Question 1 are specific examples of College-wide efforts. Many academic units have outlined targeted approaches which are aimed at increased collaboration in their Diversity Work Plans. The College Strategic Plan has also identified increased outreach and linkages with institutions with diverse populations.

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

The College of Health and Human Development has an extensive record of collaborations between academic units and research centers, other colleges, and external stakeholders. Establishing and maintaining these relationships has contributed to expanded opportunities for our faculty and students. The Capital Area Health and Human Development Institute, was established in September 2003. At that time, the College appointed Dr. Richard Fiene to direct the Urban Community Partnership Initiative. The program was developed as a vehicle to engage students and faculty in projects that would enable them to tackle the most pressing social and health care needs of residents of the greater Harrisburg area. The intention was to develop a long standing, sustainable relationship with local agencies, organizations, and schools. This project creates the opportunity for Health and Human Development faculty and students to engage in various experiential, research and service learning projects in an urban setting.

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

These exciting programs illustrate the positive outcomes that can result with collaborative efforts.

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

- ❖ Most Successful
  - The College of Health and Human Development works closely with the NIMH Career opportunities and Research program to identify talented undergraduate scholars for graduate study.
- ❖ Least Successful
  - Participation in graduate fairs that attract majors incompatible with the College.
- ❖ Best Practice
  - Collaborative approach to recruitment which involves all academic departments.

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

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.

- ❖ During the first semester of the Academic Year 2004-2005, Dean Coward appointed 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 was asked to examine alternative uses of the same investment in other strategies that might lead to increased minority graduate student enrollments in the College of Health and Human Development. The committee submitted its written report to the Dean in February 2005. The Committee found merit in the program, with some limitations around successful recruitment (application and matriculation) of the MARC participants.
- ❖ In August 2005, Dean Coward ended the Minority Access to Research Careers (MARC) program.
- ❖ The Office of Diversity Enhancement Programs facilitated the final MARC summer research program June-July 2005. The Office is collaborating with the Associate Dean for Research and Graduate Studies to identify several new graduate recruitment initiatives as well as expanding existing projects (such as increasing the number of University Summer Research Opportunity positions.)

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 its undergraduate professional programs where minorities are underrepresented in the profession.



- ❖ 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. 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.
- ❖ 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 targeted professional programs.

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.

- ❖ At the November 2004 meeting of the HHD Executive Committee, the Director of the School of Nursing (Dr. Paula Milone-Nuzzo) was asked to make a presentation to her colleagues on the Dillard University partnership. Dr. Milone-Nuzzo described how the program was initiated, the steps that were taken to identify potential students for summer internships at Penn State and the success of the Dillard students in the Penn State graduate program.
- ❖ Between the November 2004 meeting and late January 2005, the Associate Dean for Research and Graduate Education met with interested academic unit heads to explore other programs that were interested in forming such partnerships. In February 1, 2005, the Associate Dean recommended to the Dean two graduate programs with which pilot partnerships were being considered.
- ❖ Between February and July 1, 2005, Associate Dean Newell worked with two graduate programs to devise a plan for the development of the partnerships and to identify “candidate” minority institutions to participate in these partnerships. Communication Sciences and Disorders has been in discussion with Jackson State University, the School of Nursing is working with Winston-Salem University and Human Development and Family Studies is working with the Associate Dean to identify appropriate institutions for a possible collaboration.
- ❖ During the Academic Year 2005-2006, the pilot graduate programs will approach potential minority institutional partners to determine their interest in building such relationships. These negotiations and contacts continue.
- ❖ By the summer of 2007, or sooner, 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.

# A Framework to Foster Diversity at Penn State, 2004-2009: Progress Assessment

## Challenge 4

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

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

Actively and successfully locating and recruiting faculty and staff from underrepresented groups is a constant challenge. The College of Health & Human Development faculty and staff members have actively worked on building relationships with individuals from underrepresented groups and have become involved with professional associations, conferences and organizations where there is a focus on diversity. Cultivating and building relationships takes time.

College faculty and staff members are encouraged to be recruiters. Faculty members attending conferences are expected to network and make contact with other professionals in their field – including those from underrepresented groups. Staff members are encouraged to do the same.

In order to build a relationship and to allow a potential faculty member to get to know Penn State, individuals from underrepresented groups have been invited to campus to serve as a guest speaker or presenter. While here, they see the community, meet various professional colleagues and others within the College, University and/or community. We maintain personal contact with the individual and once a vacancy occurs, we contact the individual to see if he/she is interested in applying.

For some faculty vacancies, we have found underrepresented candidates by going back into previous search pools. The unit head will review an underrepresented individual's credentials, contact the individual about the new vacancy and invite them to apply.

As part of their charge, faculty search committees have the responsibility to advertise in appropriate print and electronic media that have a diversity focus and appeal to members of underrepresented groups. Search committee members are encouraged to contact (usually email or phone) professional colleagues when openings occur and ask for nominations/referrals. Where appropriate, this is done with staff searches, too.

In addition to the University's Affirmative Action statement, many college advertisements have included a supportive diversity message (examples: "We are seeking a colleague who is interested in contributing to the diversity mission of the College and the University; For more information on the Framework to Foster Diversity at Penn State, please go to: [www.equity.psu.edu](http://www.equity.psu.edu) Penn State; Women and minorities encouraged to apply.).

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

We have implemented a strategy that includes more search committee and faculty involvement. The search committee and unit head discuss goals and write the vacancy advertisement to insure that there is an understanding of the job description and required competencies. This is shared with unit faculty. Where appropriate, advertisements are sent to minority-specific listserves and targeted audiences. A list of potential candidates and/or experts in the field is generated by the committee, unit head, and faculty and/or staff members. We contact the individuals on the list by telephone or email to tell them about the vacancy.

Another strategy we have implemented to improve hiring involves the Dean. Once the candidate pool is narrowed down to a short list, a discussion is held between the unit head and the Dean. The diversity of the applicant pool is obtained from the Affirmative Action Office and is reviewed along with the College and unit goals. For tenure-track vacancies, the Dean approves who is interviewed. The Dean may send the unit head back to the search committee and ask for a more diverse short list.

The College has also employed the strategy of employing a potential underrepresented tenure-track faculty member on a Fixed Term contract. While on the Fixed Term appointment, the individual has an opportunity to strengthen his/her credentials. The department has the opportunity to mentor, observe and evaluate the individual's potential success on the tenure-track. When a tenure-track vacancy occurs, we hope the individual will meet the minimum qualifications and apply. The College has used central money for this type of initiative.

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

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

Initiatives are underway to ensure collaborative teaching and research efforts are available to faculty and staff from underrepresented groups along with making sure that new faculty members have access to a more senior faculty member who can serve as a mentor. Promoting collaboration provides underrepresented faculty with the opportunity to interact and build relationships with other Penn State faculty members and widen their network of colleagues they can seek out for assistance and support.

The College of Health and Human Development is the home of the Center for Human Development and Family Research in Diverse Contexts. This Center supports the commitment to research involving underrepresented groups and is an asset in both recruiting and retention of underrepresented groups including faculty and staff.

Allowing a promising faculty member from an underrepresented group to "buy-out" teaching time to focus on research is used as a retention strategy. When possible the College has recruited and employed two underrepresented faculty members with the same or closely related field of

interest. The goal is to develop a good working relationship that will enhance their work, resulting in a higher level of retention.

New faculty and staff members are provided with information on the University's "Fostering Diversity at Penn State" initiative along with a brochure on the local "Community Diversity Group." This provides individuals from underrepresented groups with information on both University and local resources. By providing the individual with this information, either before they are hired or shortly thereafter, it helps new faculty and staff members find a welcoming environment.

- ❖ Biobehavioral Health – Currently developing a retreat for BBH faculty of Color to promote recruitment and retention of multicultural faculty, staff, and students
- ❖ Communication Sciences and Disorders – Faculty member attended a Conference dedicated to recruitment and retention of underrepresented groups and provided specific feedback to the CSD Diversity Committee to assist with departmental planning
- ❖ Recreation Park & Tourism Management developed targeted strategies to recruit faculty and were successful in hiring a female faculty from an underrepresented group
- ❖ Kinesiology included the statement "The Department of Kinesiology will incorporate a statement of diversity into all position announcements" among their Diversity Work Plan strategic goals. In the same plan, they identified, as one of their measures of success "diversify workforce by aiming to recruit diverse candidates for upcoming positions".

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

- ❖ Most Successful:
  - Insuring that search committees contain a diverse membership representative of those we are trying to attract.
  - Sending advertisements about vacancies to listserves of appropriate professional organizations targeting minorities is considered a "best practice." The number of underrepresented candidates in the pool increases when we use these listserves.
- ❖ Least Successful:
  - The desire to assemble a diverse search/interview committee at times may overburden the faculty or staff from an underrepresented group, due to the limited pool of participants. Often the person is placed on too many committees, pictured in every brochure, etc. When this person decides they want to leave, we are unable to retain them.

- We find that we are less successful in retention situations when an underrepresented faculty member lacks a good mentor, friend and colleague. Also, they may lack University and community involvement.

❖ Best Practices:

- The preparation of “Best Practices in Faculty Recruitment – Active Searches” guidelines which was distributed at a College faculty recruitment workshop

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

Strategic Action #12: The College of Health and Human Development will recruit more tenured or tenure eligible minority faculty members over the course of the next five years (2004 to 2009).

- ❖ Between the period July 1, 2004 and June 30, 2009, the College of Health and Human Development will recruit more tenured or tenure eligible minority faculty members. To date, the College has hired five new tenure track minority faculty.

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.

- ❖ Starting in the Academic Year 2004-2005, Dean Coward conducted three informal, small group sessions with faculty members of color in the College of Health and Human Development regarding issues they felt it important. The agenda for these sessions and the topics discussed were determined by the interests of the individuals participating.
- ❖ In 2005, there were two sessions with faculty members of color. The faculty discussed issues of importance to them and others in the group. March 2005 was the last scheduled session. Dean Raymond Coward departed the College in December 2005. This practice will be discontinued and subject to review when a permanent Dean is selected.

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.

- ❖ During the Academic Year 2004-2005, the HHD college-wide diversity committee completed a comprehensive review to identify best practices in the recruitment and retention of multicultural faculty and staff. A written summary of the findings was submitted to the Dean in April 2005.
- ❖ During September 2005, the HHD college-wide diversity committee led a workshop for 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. Though helpful, the workshop for faculty members was not re-convened in 2006. The Dean and Diversity Committee will discuss whether the workshop will be offered in 2007, 2008 and 2009.

- ❖ During October 2005, the HHD college-wide diversity committee led a workshop for all members of the HHD Executive Committee to introduce them to the best practices that have been identified for recruiting and retaining multicultural faculty and staff. In the subsequent years of this strategic planning period (2006-2009), the Dean will provide all new administrators in the College of Health and Human Development with a copy of the written summary of best practices by the HHD college-wide diversity committee in April 2005.

# A Framework to Foster Diversity at Penn State, 2004-2009: Progress Assessment

## Challenge 5

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

**Question 1: What initiatives has your college taken in supporting multicultural curriculum efforts?**

The College of Health and Human Development has maintained its commitment to continue, support and initiate courses with diverse and multicultural content. Indeed, the two strategic actions which are detailed below were developed to enrich the cultural diversity of our curriculum.

It has been best practice in the College for the nine academic units and nine research centers to supplement the diversity content contained in existing course offerings with special presentations by visiting scholars and industry leaders (See Table 1 presented in Challenge 1). These presentations, such as that by esteemed scholar Professor Fernando Torres-Gil, offer rare opportunities for faculty, staff and students to engage in scholarly dialogue with experts in the field. Dr. Torres-Gil, selected as the 2005 Sol Kramer Lecturer, presented “Shifting Paradigms in Aging: Politics, Diversity and Public Policy.” In addition to his public presentation, Dr. Torres-Gil made a brief presentation to an undergraduate and graduate course and met with the entire nursing faculty. His childhood experiences growing up in a migrant farm family in California also motivated him to share his research and perspectives with the College Assistance Migrant Program.

❖ **Strategic Action #6: Race Relations Project – Fall 2005 and Fall 2006 Courses**

- **BBH 302: DIVERSITY & HLTH**  
Instructor: Lori Francis Stauffer  
Enrollment: 60
  
- **HDFS 301: VAL/ETHICS H DEV**  
Instructor: James Kuterbach  
Enrollment: 85
  
- **HPA 390: PROF DEV IN H P A**  
Instructor: Michael Meacham  
Enrollment: 64
  
- **NURS 215: HLTH:INTRO/WELLNES**  
Instructor: Mary Anne Ventura  
Enrollment: 120

- HRIM 201: INTRO HOSPITLY MGT  
Instructor: Bart Bartlett  
Enrollment: 257
- HHD 297S: HHD FIRST-YEAR SEM  
Enrollments (as of 8/26): 6 sections of 20 students each  
Instructor (Sec 001): Stephen Piazza  
Instructor (Sec 002): Robert Ricketts  
Instructor (Sec 003): Peter Bordi  
Instructor (Sec 004): Ingrid Blood  
Instructor (Sec 005): David Conroy  
Instructor (Sec 006): Terry Hartman
- PSU 014 008: HHDEV 1ST-YR SMNR  
Enrollment: 20  
Instructor (Sec 008): Peter Bordi

❖ **Strategic Action #19:** CSD 548 - Dysphagia

❖ BBH Colloquium Committee

- Fall 2005, Robin Taylor Wilson, PhD, Hershey Department of Health Services Research
- Spring 2006, Keith Whitfield

❖ Nursing

- First year seminars topics
  - Diversity at Penn State
  - International Nursing
- Nursing Abroad experiences in Ecuador, Honduras, China, Tibet/Nepal and South Africa represent out-of-classroom cross-cultural training part of the curriculum
- Three-credit course in Maternal and Child Health – Penn State Nursing students participated in trip to Jonkoping, Sweden
- One student traveled to an orphanage to care for orphaned, disabled boys and men in Luna, Peru

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

The College desires to promote a climate of inclusiveness by respecting diversity related to *age, class, disability, ethnicity, gender, race, religion, sexual orientation and other human*



*differences*. Our research areas parallel this definition. Researchers in the College of Health and Human Development are searching for solutions to human development and health issues across the lifespan. The faculty and research centers in all of our disciplines form a unique group of scholars who bridge the biological and behavioral and social sciences to promote human well-being. We would like to share some of the innovative research and teaching currently being conducted in the College.

❖ Biobehavioral Health

- Dr. Lori Francis – Family and Child Health Project – focus on obesity among African-American and Hispanic children and children living in poverty
- Dr. Gary King – Studying tobacco consumption or AIDS/HIV in international populations

❖ Communication Sciences and Disorders

- Dr. Carol Hammer – ‘Bilingual Preschoolers: Precursors to Literacy – this project is a prospective longitudinal study of the language and literacy development of Head Start children of Puerto Rican descent from the ages of 4-7 years’
- Dr. Tom Frank – “A Model Hearing Conservation Program for Coal Miners”

❖ Health Policy and Administration

- Dr. Marianne Hillemeier – Current research project focuses on social economic status (SES) and health
- Dr. Pamela Short – Health Economics – “Counting and Characterizing the Uninsured”

❖ School of Hospitality

- Dr. Albert Barlett – Teach “International Hospitality Management”

❖ Human Development and Family Studies

- Dr. Anthony D’Augelli – Sexual orientation research
- Dr. Rukmalie Jayakody – Research focus on the impacts of poverty and social policies on families and children

❖ Kinesiology

- Dr. Danielle Downs – Current research project is on women’s pregnancy/postpartum exercise
- Dr. Steriani Elavsky – Recent research project physical activity, psychological function, and aging, i.e. “Aerobic exercise training increases brain volume in aging humans”

- ❖ School of Nursing
  - Dr. Ray Brown – Studying heart disease in older women
  - Dr. Susan Loeb – Research focus on minority elders with multiple chronic conditions
- ❖ Nutritional
  - Dr. Dorothy Blair – Teach - Cultural Aspects of Foods and Food, Culture and Technology
- ❖ Recreation Park and Tourism Management
  - Dr. Ralph Smith – Studying sports for persons with disabilities i.e. “Recreation for person with disabilities”
  - Dr. Deb Kerstetter – Research focus on older adults and travel

**Question 3: How is diversity integrated into the curriculum of your college?**

The College has made a firm commitment to promote representation of diversity throughout the curriculum. Academic departments regularly assess the course offerings and content.

- ❖ **Strategic Action #15: New and Enhanced Diversity Courses**
  - HD FS 400 level- Sexual Orientation and Human Development  
Dr. Anthony D’Augelli
  - KINES 141 – Physical Activity: Historical and Cultural Perspectives  
Dr. Mark Dyreson
  - NUTR 511 – Maternal, Infant and Child Nutrition  
Dr. Sibylle Kranz  
Also developing diversity material for NUTR 100, 251, 451, and 453
  - HD FS/SOC 416 – Racial and Ethnic Diversity and the American family  
Dr. Emilie Smith – Spring 2007

**Question 4: Which strategies for developing a curriculum that fosters intercultural and international competencies have been most successful? Which have been least successful? Which could be termed “best practices”?**

- ❖ Most Successful
  - Availability of course development funds for faculty to enhance the development of new courses or substantial revisions of existing courses that support diversity goals
- ❖ Least Successful
  - N/A

❖ Best Practice

- Capital Area Health and Human Development Institute – Urban Community Partnership Initiative. The Institute is the research, training and technical assistance arm of the College in the Harrisburg area. It provides an opportunity for faculty and staff who are interested in doing community research or learning in urban setting.

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

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.

- ❖ By March 2005, the Associate Dean for Undergraduate Education and Outreach created procedures for soliciting proposals from full-time, tenure-track members of the faculty who were interested in creating a new course or substantially revising an existing course that support the goal of enhancing the diversity content of our curriculum.
- ❖ An annual competition was held in 2005. Four proposals were funded resulting in the development of four new or revised courses. The process will be repeated in Spring 2007, 2008, and 2009.

Strategic Action #16: The College of Health and Human Development will continue to develop the Urban Community Partnership Initiative.

- ❖ 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.

# A Framework to Foster Diversity at Penn State, 2004-2009: Progress Assessment

## Challenge 6

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

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

The College of Health and Human Development is a large academic college with a complex organization and administrative structure. The position of Dean, now held by Interim Dean Fred Vondracek is supported by an Associate Dean for Research and Graduate Studies, Associate Dean for Undergraduate Studies and Outreach, Associate Dean for International Partnerships, Assistant Dean for Undergraduate Education, Department Heads and School Directors, Center Directors, and the Director of Diversity Enhancement Programs. These positions form the administration leadership which is primarily responsible for executing diversity initiatives and affirmative action policies and procedures.

The College of Health and Human Development Strategic Plan 2005-2008, and *A Framework to Foster Diversity at Penn State, 2004-2009* constitute the primary written documents which inform the development of College activities. Each smaller unit that comprises the whole of the College organization chart is introduced to diversity goals through the leadership responsible for supervising the unit.

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

The administrative leadership, which includes the Dean, three Associate Deans, an Assistant Dean, nine Academic Heads and School Directors, nine Center Directors and the Director of Diversity Enhancement Programs is comprised of individuals from various backgrounds, ethnic origins, academic preparations and rich life experiences. Since July 2006, the College has been very fortunate to appoint two faculty to critical leadership positions. In September, Biobehavioral Health professor Dr. Collins Airhihenbuwa a Nigerian American man was named Interim Department Head of Biobehavioral Health. Dr. Emilie Phillips Smith, an African-American woman and Associate Professor of Human Development and Family Studies was appointed Interim Director of the Center for Human Development and Family Research in Diverse Contexts in July. Both faculty bring considerable research, scholarship and service to professional associations to their new positions. They join College leadership which also includes Caucasian female directors in the Center for Childhood Obesity Research, and Methodology Center. The Assistant Director to the Dean and of the Diversity Enhancement Programs, an African-American female has been in that position since May 1999. The College has a fully committed leadership team which embraces the College and University mission and strategic plan to enhance diversity.

#### **Question 3: Describe the procedures followed to create both diverse applicant pools and search committees for administrative searches. How is information about expectations**

**regarding candidate's skills and experience with managing diversity communicated to the committee and to the candidates?**

The College of Health and Human Development has achieved some success in appointing diverse College faculty to administrative positions. There is awareness that there had been little success achieving a more diverse administrative leadership team. Making progress in this area has been slow, but has been greatly benefited by keeping this goal a priority as opportunities arise. Additionally, the Dean and Executive leadership have intensified their efforts to encourage interested diverse faculty to seek leadership development opportunities.

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

The Dean or appointed Executive Administrator insures that the composition of the search committee is diverse. The Dean then meets with and gives each search committee their charge that includes diversity expectations, goals and current affirmative action data. A strategy for advertising the position is discussed and decided upon with the Dean and committee. The advertisement for the vacancy is drafted indicating commitment to diversity. The advertising strategy discussion will include possible people/candidates to contact, where to advertise to attract a diverse pool and other best practices. Expectations are set such that diversity needs to be represented on the short list otherwise the committee may be asked to go back and reexamine the pool, advertise again, start over, and/or provide an explanation. The Dean or representative provides the committees commencing the search with instructions designed to assist them with selecting a diverse pool. Search committees are also advised to develop behavior based questions to ask each candidate. These questions are related to candidate's experience with diversity.

**Question 4: How does your unit identify staff and faculty from underrepresented groups who have administrative aspirations and potential, as well as assist them in developing leadership and management skills? How are such individuals supported in identifying opportunities for advancement?**

Since 2004, several faculty members have been selected or appointed for leadership positions:

- ❖ Dr. Collins Airhihenbuwa, Professor of Biobehavioral Health was named Interim Department Head of Biobehavioral Health effective September, 2006.
- ❖ Dr. Emilie Phillips-Smith, Associate Professor of Human Development and Family Studies was named Interim Director of the Center for Human Development and Family Research in Diverse Contexts effective July 1, 2006

- ❖ Dr. Chalandra Bryant, Associate Professor of Human Development and Family Studies, was nominated and selected to serve in the Academic Leadership Program sponsored by the Committee on Institutional Cooperation (CIC) for 2005-2006.
- ❖ Dr. Keith Whitfield, Professor of Biobehavioral Health, was nominated and selected to serve in the Academic Leadership Program sponsored by the Committee on Institutional Cooperation (CIC) for 2004-2005.

**Question 5: Which strategies for diversifying your unit’s leadership and management have been most successful? Which have been least successful? Which could be termed “best practices”?**

- ❖ Most Successful:
  - Mentorship of underrepresented faculty and staff so that when opportunities arise or are created there are individuals in the pipeline.
- ❖ Least Successful:
  - Organized initiatives that prepare and develops staff for leadership opportunities and advancement.
- ❖ Best Practices:
  - N/A

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

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.

- ❖ By October 2004, the College of Health and Human Development will established a committee to explore the development of a leadership program for faculty in the College of Health and Human Development. The committee submitted a written report of their recommendations to Dean Coward in April 2005. The creation of a leadership program for faculty was not found to be the best format for increasing leadership training. The committee supported the continued practice of identifying leadership training, workshops, or institutes.
- ❖ In 2006-2007, the College of Health and Human Development will not 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.

- ❖ Beginning in the Academic Year 2004-2005, the College of Health and Human Development established a pool of resources to underwrite the leadership development of faculty and staff. Faculty and staff were encouraged to work with their unit heads or supervisors to access the funds.

- ❖ Employing a two-pronged approach to soliciting participation, HHD faculty and staff 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.

# A Framework to Foster Diversity at Penn State, 2004-2009: Progress Assessment

## Challenge 7

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

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

The College of Health and Human Development Strategic Plan 2005-2008 begins by recognizing achievements in several key areas. Among those accomplishments that were highlighted was the increase in the enrollment of multicultural students. Additionally, the College's commitment to "expand the sphere of influence", established the Urban Community Partnership Initiative in Harrisburg, Pennsylvania and an international partnership with the Friedrich Schiller University of Jena, Germany.

The report continues by establishing goals for the next three years. The College-wide goals:

- ❖ Goal #1: Recruit the best and promote their success
- ❖ Goal #2: Strengthen external collaborations
- ❖ Goal #3: Pursue emerging opportunities

Both the College-wide goals and those established by all nine of the academic units include the recruitment and retention of diverse faculty, staff, and students, and strengthening diversity content in the curriculum and in academic programs.

**Question 2: What organizational realignments, systems of accountability, resource mobilization and allocation strategies, and long-term planning strategies have been implemented by your unit to ensure the realization of the University's diversity goals?/ Question 3: What budget and development approaches have been implemented by your unit to ensure financial stability of diversity priorities? /Question 4: Describe the systems of accountability and reward that support the achievement of diversity goals.**

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



services provided by the office. All academic and administrative offices report to the Dean of the College.

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

This progress assessment has demonstrated collaborations with departmental, administrative and university-wide offices throughout the report.

**Question 6: Which strategies to coordinate organizational change in support of diversity goals have been most successful? Which have been least successful? Which could be termed "best practices"?**

- ❖ Most Successful
  - Inclusion of the Director of Diversity Enhancement Programs on the executive committee.
  
- ❖ Least Successful
  - N/A
  
- ❖ Best Practices
  - Implementation of departmental Diversity Committees that contribute to the college-wide diversity goals through department specific initiatives.

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

Strategic Action #19: The College of Health and Human Development will create an expanded, tiered committee structure to support our diversity goals.

- ❖ The department head or school director of each of the nine academic units in the College of Health and Human Development appointed a chairperson and members for their unit diversity enhancement committee in October 31, 2004.
  
- ❖ The department head or school director of each of the nine academic units in the College of Health and Human Development convened an initial organizational meeting of the committee in 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 was to reinforce the importance of the work of the committees and to discuss their responsibilities.
  
- ❖ Dean Coward and Ms. Hopson-King convened a meeting of the college-wide committee – comprising representatives from each of the academic unit committees in January 2005.
  
- ❖ By April 15, 2005, each of the academic unit committees submitted to the Dean a one-page work plan (endorsed and signed by the academic unit head) describing the activities

that would 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.

- ❖ 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.
- ❖ Starting in the spring 2005 semester, the HHD Office of College Relations will create a port 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.

- ❖ Beginning with the October 2004 meeting of the HHD Executive Committee, and continuing every other meeting thereafter, the agenda featured an open discussion of a “best practice” of one of our academic units related to fostering diversity within our College. Dean Coward selected the academic unit to be featured asked that academic unit heads prepare a brief presentation for their colleagues describing the practice. Following the brief presentation, an open discussion will ensue.

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.

- ❖ Beginning with the October 2004 meeting of the Executive Committee of the College of Health and Human Development, the director of HHD Diversity Enhancement Programs became a member of the committee.

Strategic Action #22: The College of Health and Human Development will complete a comprehensive review of the Office of Diversity Enhancement Programs.

- ❖ It was proposed that during the first semester of the Academic Year 2005-2006, Dean Coward would appoint a committee of faculty and administrators to examine the efforts and program responsibilities of the Office of Diversity Enhancement Programs. The committee intended to review staffing levels and the approaches employed in the major areas of recruitment, retention and support to the academic units and to recommend any changes in staffing or resource levels that they deemed necessary to support the efforts of this office. This strategic action remains an important goal, as the College wants to be sure that the resources allocated to the (human and fiscal) are consistent with functions of the office. It was determined that this process should be implemented when a new Dean is appointed.

# **A Framework to Foster Diversity at Penn State, 2004-2009: Progress Assessment**

## **Concluding Statement**

The *Framework to Foster Diversity at Penn State: 2004-2009 Strategic Plan* has provided a solid road map to assist the College in advancing its agenda for fostering diversity. Through administrative transition, it has been a solid guide to ensure that our goals are met and even exceeded. As we have examined ourselves throughout the assessment process, it has allowed us to celebrate our accomplishments, but more importantly to identify areas that can be strengthened. Our first priority will be to design a mechanism to better solicit measurable outcomes that can be supported with solid data.