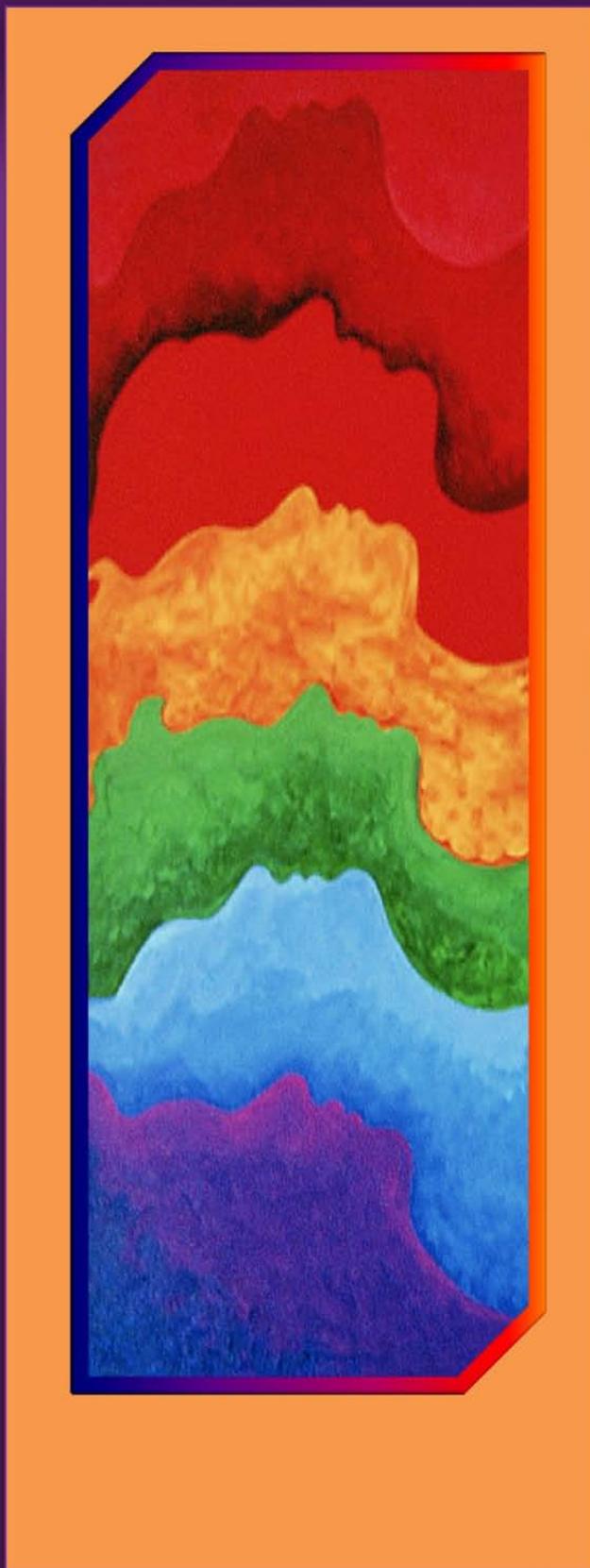# A Plan to Implement The Framework to Foster Diversity at Penn State: 2010-2015

December 2009

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COLLEGE *of* EDUCATION

A Plan to Implement The Framework to Foster Diversity at Penn State: 2010-2015

December 2009

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College of Education
Diversity Plan for 2010-2015

Introduction

The College of Education developed a new and more broadly participatory approach to its ongoing planning efforts in support of the Penn State Framework to Foster Diversity. We worked with the Penn State Office of Institutional Planning and Assessment and built upon the approach we developed to prepare the College's most recent Strategic Plan. In particular, we organized a set of Study Teams around the seven Challenges in the Framework and identified leadership for each. We also reconstituted the Steering Committee we used for our Strategic Plan and added some new members with particular interest and expertise in diversity issues. We asked the Study Teams to take the lead on developing ideas and plans for each of the Challenges, and we asked the Steering Committee to oversee the process, to coordinate communication across the Study Teams, and to write the actual plan. Louise Sandmeyer led a College-wide retreat on September 22nd that included the leaders of the Study Teams as well as members of the Steering Committee in addition to "at-large" participants who were invited by Department Heads in the College. Notes were taken at the retreat and these were posted on a special web site which can be found at: http://www.ed.psu.edu/educ/for-current-faculty-and-staff/diversity-planning/diversity-planning-page

We used this web page as a repository for reference documents like the University's Framework to Foster Diversity--2010-2015 as well as a place to post drafts of documents for comment. Each Study Team was asked to hold at least one open meeting and these occurred during October 2009.

The leaders for the Study Teams as well as the Steering Committee are broadly distributed across various academic and administrative units in the College and include faculty as well as staff members. We recognize the valuable contributions made by all of these individuals, and we are very grateful for their commitment to the planning process and the goals we are pursuing.

The following individuals served as Team Leaders:

Challenges 1 and 2: Elizabeth Mellin, Judy Nastase, and Dana Mitra
Challenge 3: Richard Hazler, Charleon Jeffries, and Anne Whitney
Challenge 4: Kimberly Griffin and Jerry Henry
Challenge 5: Lisa Lattuca, James Nolan, and Jeanine Staples
Challenges 6 and 7: Judy Kolb and Rayne Sperling.

David Monk and Maria Schmidt co-chaired the Steering Committee which included the following additional members: Gail Boldt, Myrna Covington, James Herbert, Jonna Kulikowich, Susan Land, David McNaughton, John Tippeconnic and

Rose Zbiek. The Steering Committee met face-to-face several times during the fall 2009 semester and served as a point of contact for all members of the College. Students were also involved in the planning process. Study Team meetings were also open to students and drafts of the progress report as well as the plan were shared with the Student Advisory Forum, a group of undergraduate and graduate students that meets monthly with the Dean of the College.

We viewed the planning process as an opportunity to catalogue and reflect upon the numerous efforts we have made in the most recent past to foster diversity within the College in support of the Penn State Framework. The results of this retrospective effort are described in the Progress Report which accompanies this Plan.

Our review and effort to reflect upon progress led to four (4) fundamental realizations:

(1) The College has been pursuing a large and growing number of diversity initiatives, many of which address more than one of the Challenges in the Framework.
(2) The track record of success for these initiatives is encouraging but is also incomplete in some significant ways since many of the goals are long term and more time is needed for the full impact to be realized.
(3) There remain communication challenges as we work to increase visibility, appreciation for, understanding of, and engagement with the College's and University's diversity goals.
(4) We need to be mindful of the changing external environment and its impact on higher education in general and Penn State in particular.

As we look to the future, we continue to be committed to the initiatives we describe in our Progress Report and which emerged from previous planning efforts. We are also pleased to report that the broadly participatory planning process we pursued this fall generated promising new ideas for future initiatives. This is encouraging news and speaks to the impressive intellectual energy faculty and staff members in the College bring to this task, but it also creates a dilemma. The combination of declining budgets and a commitment to the continued pursuit of our existing initiatives creates a major challenge as we contemplate embracing new endeavors.

We are responding to this dilemma with a three point plan for the next five years:

(1) the continued pursuit of the initiatives we describe on in our Progress Report;
(2) the selective pursuit of a limited number of strategic new initiatives to achieve further progress; and

(3) an overarching communication effort to increase visibility, appreciation for, understanding of, and engagement with the College's and University's diversity goals.

In the balance of this Plan we focus on points (2) and (3). We ask readers who are interested in point (1) to review the accompanying Progress Report.

One of the interesting results of the broadly participatory planning process we employed was some tendency for the Study Teams to think in terms of lodging responsibility for various actions with our Office of Multicultural Programs.[1] While this strategy is understandable given the purpose and function of the Office, it is neither realistic nor healthy to think of this Office as having the sole responsibility for pursuing the diversity agenda of the College. The Steering Committee saw fit to modify a number of recommendations in ways that stress the shared responsibility between the Office and the various other parts of the College for pursuing this agenda.

A similar issue arises with respect to point 3 of our plan where we aspire to develop an ambitious communications plan for gaining greater visibility, appreciation, understanding, and engagement. It would be simplistic and unrealistic for us to think of our Office of College Relations as having the major responsibility for achieving this communication goal. Instead, we need to recognize that collectively we must accept the goal of improving communications and work in partnership to achieve tangible results. As a College we are deeply committed to the principle of shared responsibility for pursuing the College's efforts to support Penn State's Framework to Foster Diversity.

The Steering Committee also noticed some tendency for the Study Teams to recommend the creation of new committees to take on new responsibilities. We are cautious of creating new committees and have instead moved in the direction of making use of existing committees with an eye toward streamlining operations. A related point involves the creation of web sites. It is relatively easy to create resource sites with links to various diversity related documents and audio as well as video materials. Such sites can be useful but all too often go un-used. Rather than proliferate the number of passive resource sites of this kind, we will endeavor to place emphasis on the creation of interactive web resources that are tailored to particular interests within the College. We have more to say about this approach in the Challenge 5 section.

Diversity has emerged as a priority for several of our national accreditations, including the National Council for Accreditation of Teacher Education (NCATE), the Council on Accreditation of Counseling and Related Educational Programs (CACREP), the National Council on Rehabilitation Education (NCRE), and the American

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[1] The Study Team reports are all available on the College's Diversity Planning Web Page at: http://www.ed.psu.edu/educ/for-current-faculty-and-staff/diversity-planning/diversity-planning-page

Psychological Association (APA). Each of these accreditation organizations requires a periodic intensive on-site review. We are held to explicit standards that deal directly with diversity issues, and we are expected to demonstrate how well we prepare education and related professionals (teachers, administrators, counselors, human service providers, and psychologists) to become knowledgeable about and adept at working with diverse populations. Suffice it to say that we have strong incentives to succeed with an ambitious diversity agenda.

Finally, we have matured as an academic unit to the point where we do not view diversity as an isolated set of phenomena that functions as an artificial add-on to our core work. Rather, we view diversity as a complex, inter-connected set of phenomena that needs to be deeply infused into every aspect of our lives as members of an academic community. Readers will see elements of this commitment to infusion throughout this report. After another five years pass, we are confident that we will be able to point with pride to further progress with this infusion agenda.

Challenge 1: Developing a Shared and Inclusive Understanding of Diversity

Targeted Areas for Improvement

The College of Education has developed a broad and inclusive conception of diversity that is serving us well. Our definition extends to differences along the following dimensions (in no particular order): ethnic origin, race, cultural background, gender identity, sexual orientation, geographic and linguistic background, previous career experience, age, and the presence of disability. We have found this definition to be useful. It has facilitated a considerable amount of progress, and we do not anticipate making a change. However, we note growing interest in and awareness of a particular dimension of "previous career experience"– namely, status as a veteran from the armed forces. Given the College's expertise in the areas of career and technical education, career counseling, and rehabilitation and human services, we expect to become more active with this segment of the population during the next five years. We have more to say about veterans as well as individuals with disabilities under Challenge 3.

We are mindful of the fact that faculty and staff in the College vary significantly in how they approach diversity issues. Some of our colleagues are deeply involved and teach courses and pursue research programs that are clearly connected to some aspect of the Framework to Foster Diversity. Others are less directly connected. We take the position that regardless of how directly connected a faculty or staff member's professional interests may be to the Framework, we all have a responsibility to become engaged in some way with some aspect of the agenda. Moreover, we believe it is appropriate to hold ourselves accountable for making this engagement real. Toward this end, we will be asking our Departments and other administrative units to phase in the inclusion of diversity related questions to the protocol used for the annual career conferences that we conduct.

This is a significant step to take, and we believe it will help foster the development of a more deeply shared and inclusive understanding of diversity throughout the College. But to make truly significant progress toward this goal, we must also find ways to connect the various individual efforts that are being made. As we encourage and become more knowledgeable about the efforts of individuals, we will be setting the stage for doing more at a programmatic/collective level.

Strategic Activities to Implement

We describe our plans to do more with veterans under Challenge 3.

The diversity questions we will be asking our Departments and other administrative units to consider adding to their annual career conference protocols take the following form:

What did you do as an individual during the past year to advance the College/University diversity agenda? What are your plans for helping move this agenda forward during the coming year?

We recognize that Departments and units may wish to modify and adapt these questions to better fit the particular circumstances within a given unit. We also recognize that we will need to phase in the inclusion of these questions.

Challenge 2: Creating a Welcoming Campus Climate

Targeted Areas for Improvement

The theme that emerged most clearly from our planning process involved a need to improve the exchange of information and ideas between a) the College and Department Diversity Committees; b) the College and the Departments; and c) individuals within the College and the various groups and resources dealing with diversity within the larger University. There is a sense that we are pursuing many initiatives and programs that seem to be isolated and fragmented and that there is a need for a centralized means of disseminating information and ideas.

Strategic Activities to Implement

<u>Web-based resources</u>. We plan to develop web-based resources that will be available through the College of Education website. This resource will be designed to a) support the development of shared goals and best practice strategies; b) offer access to a collection of teaching tools for diversity topics; and c) provide information about diversity related research/outreach projects and opportunities. The Study Team for Challenge 5 provides guidance about how best to develop these resources and the recommendations from this team can be found at: http://www.ed.psu.edu/educ/for-current-faculty-and-staff/diversity-planning/Challenge%205%20Goals%20Action%20Plans%20and%20Metrics%20%28Final%2010%2018%2009%29.pdf

We will ask the Associate Deans for Undergraduate and Graduate Studies and Research, Outreach, and Technology, respectively as well as the leadership team for the College's Diversity and Community Enhancement Committee (DCEC) to monitor and assess progress toward developing these web-based resources keeping in mind that it will be desirable to do more than create a proliferation of passive sites with numerous links. Our goal will be to create interactive sites that make use of modern technologies like Angel groups, Facebook and Twitter, and that respond to particular faculty interests.

We are mindful of the fact that high quality web sites require serious investments of resources. Existing diversity related websites in the College like the site maintained by our DCEC (http://www.ed.psu.edu/educ/dcec) is currently supported by individuals with significant other responsibilities. We are in conversation about what we can do as a College to strengthen our web presence in general, and we may need to earmark additional funds for this purpose. If we do move in this direction, the DCEC web site and whatever other diversity related sites begin to emerge will receive a high priority for additional support.
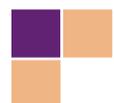
Coordination of Department Diversity Committees. We will also ask the Assistant Dean for Multicultural Programs to convene periodic meetings with representatives of the Departments and their Diversity Committees as well as members of the leadership team of the College Diversity and Community Enhancement Committee. The goal will be to achieve greater clarity with respect to diversity related activities within the several Departments and to encourage Departments to focus on tasks that they, the Departments, are particularly well-suited to address. While each Department has a committee that addresses diversity and climate issues, there is great variation in how these committees are structured and function. This variation grows out of the unique cultures that exist within our Departments, and there is no desire to pursue a "one size fits all" kind of approach. Instead, we will ask each Department to identify two (2) faculty members who are willing to represent their Departmental efforts and who will be part of the group meeting periodically with our Assistant Dean for Multicultural Programs. We will call this group the Diversity Coordinating Committee.

Two areas of focus appear to have great promise for the Department Diversity Committees and the overarching Diversity Coordinating Committee: a) the infusion of diversity content, where appropriate, into existing courses of study, and b) the improvement of efforts to recruit graduate students who would enhance the College's diversity. We see the Department Diversity Committees as being well suited to make progress in these areas since admission to graduate programs is largely handled at the Department level and because it is at the Department level that the curriculum in the College is developed and refined. Our focus on graduate student recruitment here is not intended to suggest a lack of commitment to enhancing the diversity of our undergraduate students. The undergraduate admissions process is more centralized than graduate admissions, and we are pursuing different strategies to recruit underrepresented undergraduate students.

The Dean will work closely with the Assistant Dean for Multicultural Programs to monitor and assess progress. The Dean will also add a question related to this progress to the protocol used at the annual career conference held with each Department Head.

Improved communication within the College. We see this goal as a joint responsibility that rests with the entire administrative leadership team for the College as well as with individual faculty and staff members. Some new tools have become available to us such as the digital signs that are now located throughout the College. Community building events such as brown-bag seminars are now receiving more visibility than was previously the case, and we need to ensure that it is clear that the entire College community is invited to events that are advertised on the signs.

We see the existing website that is maintained by the Diversity and Community Enhancement Committee as a key central resource for improving

communication at the College level with respect to diversity initiatives. This site is already up and running and provides considerable amount of useful information (http://www.ed.psu.edu/educ/dcec). We will ask the Coordinator of College Relations and the Leadership Team for the Diversity and Community Enhancement Committee to assign a high priority to upgrading and making sure the site is timely, engaging, and quite visible.

An interesting idea surfaced during the planning process that could serve to help different parts of the College understand more about one another. The idea is to ask each Department to hold at least one regularly scheduled Department meeting within the space of a different Department and to allocate some time on the agenda of the meeting for an update on key initiatives going on within the hosting Department. We will ask the Department Heads to explore the feasibility of this idea.

The Study Team for Challenge 3 addressed a need in the College for more common space where students, faculty, and staff can come together to discuss issues of concern, including diversity related issues. There is a significant communication dimension to this need, and we address it here. One of the initiatives that emerged from our Strategic Planning effort involves the creation of what we are calling an Innovation Studio. The Innovation Studio will assist faculty members throughout the College to integrate technologies into their teaching, research, and outreach activities. We have identified space on the second floor of Chambers Building that will house the Studio. The space will be designed to be very open and inviting and structured to facilitate the exchange of ideas. While the focus will be on assisting faculty members with their professional development, there will be important connecting points for students and we envision a very intellectually stimulating and community-building set of results. We have enclosed an artist's conception of how this space will look in Appendix B to this Plan.

This is an ambitious effort that will depend upon our ability to secure external philanthropic support. The Director of Development and the Dean of the College are actively involved in this fund raising effort.

The need for common space that contributes to a sense of community has also been discussed by the Student Advisory Forum for the College. An idea that surfaced from the students involves making better use of some outside space surrounding College of Education buildings. We are currently investigating the possibility of installing picnic tables in the space between Chambers and Rackley Building. A suggestion has also been made that we explore placing tables and chairs on the second floor of Chambers Building to provide more space for students to congregate and meet informally. This is a relatively low cost idea that we can explore independently of what happens with the Innovation Studio proposal.
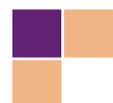
The Study Team for Challenge 4 also identified the need for better communication with respect to the recruitment and retention of faculty and staff members from underrepresented groups. This Study Team stressed the importance of collecting more comprehensive information about community organizations, networking opportunities, and listservs for underrepresented and underserved communities on campus.

Challenge 3: Recruiting and Retaining a Diverse Student Body

Targeted Areas for Improvement

The College takes seriously the complex challenges involved in recruiting and retaining a diverse student body at both the undergraduate and graduate levels. We see the issue as a linked set of concerns encompassing factors including but not limited to:

- Recruiting students into the field of education and related fields (e.g., rehabilitation and human services) who might otherwise pursue other studies;

- Recruiting students to Penn State who might otherwise attend another college or not attend college at all because of geographic and cultural issues that might deter students of diverse backgrounds;

- Recruiting and retaining diverse students who would be deterred by the high costs of attending Penn State and the particular extra costs of completing College of Education programs (e.g., the costs of relocating for clinical experiences);

- Supporting students who come into the College (socially, academically, and financially); and

- Positioning students for continued success as they leave us for professional positions and further education.

These challenges are daunting, yet there are current efforts that the College can be proud of. Readers are encouraged to explore our Progress Report for more information.

Strategic Activities to Implement

The ideas we present here surfaced in our discussions about how to build upon our current efforts.

<u>Personalizing recruitment of students from underrepresented groups</u>. A common theme among students from underrepresented groups is the critical role that personal connections play in their choice of Penn State, staying at Penn State, and choosing an education related career. Regarding recruitment, they consistently say how a teacher, counselor, relative, or friend recommended and convinced them that this would be the right place for them and the right career to explore. While several programs such as SCOPE (Summer College Opportunity Program in Education), the FEA (Future Educators Association) State Conference, SROP (Summer Research

Opportunity Program), and other recruitment efforts make these connections on a small scale and continue our effort toward creating a community of partnerships with districts, schools, and school personnel across the Commonwealth, there are other areas where the College can expand efforts on a larger scale.

High school teachers and school counselors are the two groups that have the most contact with underrepresented students considering profession and college choices. It is common for students to say, "my teacher or counselor recommended this university and said I could do very well here" (and, in fact, teachers ranked third behind self and fathers in the Division of Undergraduate Studies Education Planning Survey of the incoming freshmen of 2009). The occasions when teachers and counselors meet together occur at their state and national conferences where exhibit booths are displayed to spread the word about why students should consider the benefits of their institution and college. We will make efforts to increase the visibility of the Penn State College of Education at these functions.

Welcoming "less visible" underrepresented students. While our vision of a diverse student body includes students from a wide range of ethnic, geographic, and economic origins as well as varied sexual orientations, abilities, and backgrounds, we believe that recruitment of individuals from two groups in particular warrants additional attention. We are hopeful that significant progress can be made with these two groups with relatively little input in terms of new resources. These groups are: a) veterans and b) people with disabilities.

We plan to pursue the following actions to increase the recruitment and retention of students from these two groups:

- Create coordination between the Veterans Administration Office and the Office of Vocational Rehabilitation that serve military returnees and persons with disabilities. As both offices provide educational support (tuition and related expenses) as well as other services to qualified persons pursuing their educational goals, we believe that a stronger coordinated effort can increase greater representation in the College.

- Develop support networks for individuals in these groups to increase their chances for success in a university environment.

Increasing engagement in the intellectual work of the College. We know that one of the best ways to unite diverse groups of people is to involve them in meaningful work. As a College we are committed to involving all students deeply and significantly in teaching, research and outreach activities underway in the College of Education. We recognize that students from underrepresented groups may face particular barriers to meaningful participation, and we plan to work aggressively at doing more to reduce these barriers.

Individual faculty members already reach out to graduate students in their own programs to involve them in research projects. This model, however, relies heavily on traditional word-of-mouth methods of communication and misses valuable opportunities to diversify research teams. We have identified one specific step to take to improve our performance in this area:

Create a matching fund in the College that would be earmarked for students with financial need who seek to become connected with research and other professionally related projects that are active within the College of Education. Faculty members with projects could seek support from this fund but must also contribute funding from some other fund; students could also apply for funding. The College's Scholarship Committee will have responsibility for making the connection between projects and students.

The goal of this funding is to afford students opportunities for earlier connection with projects in the College and to enrich their educational experiences and professional development. An additional goal is to help qualified students with financial need cover the costs of their education.

Challenge 4: Recruiting and Retaining a Diverse Workforce

Targeted Areas for Improvement

While we have made progress in recent years toward achieving greater diversity within our faculty, we recognize that we cannot become complacent. It is essential for all of our faculty search committees to search diligently for highly qualified, diversity-enhancing candidates. We also recognize our ongoing responsibility to provide high quality mentoring and guidance to faculty members as they pursue their careers.

It is when we seek to hire new staff members that we have less progress to report. The applicant pools for these positions remain less diverse than we would like to see. We did make a decision to conduct external searches for all staff positions, and this has improved the diversity of the pools. However, we have not yet succeeded at making many diversity enhancing actual hires. An added challenge is that we are not making many staff appointments because of budget reductions. Indeed, we have lost a number of staff positions over the past few years.

Our goals are to gain a better understanding of the forces which influence staff and faculty recruitment and retention and to use this knowledge to make further progress. We will make a special effort during this planning process to learn more about best practices that are emerging from Penn State units, particularly in the area of staff recruitment and retention.

We also recognize the importance of providing suitable employment opportunities to qualified individuals with disabilities. Specifically, we plan to work more closely with Marianne Karwacki, who works with the ONE Program (Opportunity Network for Employment) through the Office of Human Resources at Penn State. [2] We also plan to work more closely with the Pennsylvania Office of Vocational Rehabilitation to identify other qualified persons with disabilities.

Strategic Activities to Implement

- Continue to encourage faculty search committees to search diligently for highly qualified diversity enhancing candidates and recognize the importance of developing networks through professional associations.

- Learn more about best practices at Penn State for achieving and maintaining greater diversity for staff positions.

- Enhance the quality of mentoring and ask the Faculty Council to consider creating a faculty/staff mentoring award.

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[2] Further information is available at: http://www.ohr.psu.edu/diversity/services/one.cfm

- Work more closely with the Pennsylvania Office of Vocational Rehabilitation.

- Develop and promote professional development opportunities.

  As part of our effort to understand the forces which influence staff and faculty recruitment and retention, we plan to place special emphasis on developing innovative professional development opportunities. The Study Team for Challenge 5 also stresses the importance of professional development as a means of strengthening the diversity content of the curriculum.

  The College has experimented in the past with the use of the performing arts to gain insight into diversity related phenomena. More recently, the College entered into a partnership with Counseling and Psychological Services at Penn State and WPSU to develop a video based web site that is designed to help faculty and staff deal with students who are exhibiting worrisome behaviors. The web site is currently available at: http://studentaffairs.psu.edu/caps/wsb/.

  We are planning to seek a partnership with the Office of the Vice Provost for Educational Equity and WPSU to develop a program of professional introspection and development that has a focus on diversity issues.

Challenge 5: Developing a Curriculum that Supports the Goals of our New General Education Plan

Targeted Areas for Improvement

We made good progress during the past five years in our effort to add courses to our curriculum that are focused on diversity related topics. We have also made several major changes in our First Year Experience program along with the introduction of more service learning opportunities. In the next phase of our effort to develop a curriculum that supports the diversity agenda, we see ourselves making a greater effort to infuse diversity content into existing courses. In other words, we believe we have matured to the point where it is less a case of seeing diversity as some sort of special course or topic and more a case of recognizing that diversity issues touch virtually every aspect of the education field.

Our goal is to develop an inclusive set of learning outcomes (i.e., skills, knowledge, dispositions, and experiences) to guide the work of program-level groups as they develop learning outcomes and assessment strategies appropriate to their curricula.

Our further goal is to build the capacity of all persons delivering academic services (tenure-line as well as fixed term faculty members and academic advisors) to address diversity issues through professional development activities and provide support to sustain the community of individuals engaged in these activities.

As we indicated earlier in the discussion about Challenge 2, we see the Department-level Diversity Committees along with the College's Diversity and Community Enhancement Committee playing key roles in facilitating this kind of curricular development.

Strategic Activities to Implement

Conduct a Comprehensive Curriculum Review that involves taking the following steps:

(1) Encourage each program area to conduct a curriculum review/inventory to assess opportunities to strengthen the treatment of diversity issues and recognize the unique nature of each Department's curriculum development/review process.

(2) Ask each program area, based on the results of these reviews, to consider making changes, where appropriate, that would enhance the diversity content of the curriculum, again being sensitive to the unique nature of each Department's curriculum development/review process.

We recognize that in some areas of our curriculum there already exists a significant emphasis on diversity. In these cases, it likely makes more sense to refine the existing emphasis rather than to increase the emphasis. In other areas, an increase in emphasis may be the appropriate next step to take. We also recognize that some areas of the curriculum do not lend themselves to an emphasis on diversity.

(3) Ask the College Curricular Affairs Committee Coordinate to provide guidance and to review any proposed curricular changes, in keeping with existing practice and policy. We will encourage the College Curricular Affairs Committee to play a more proactive role in encouraging the infusion of diversity content into the curriculum than has been the case in the past.

(4) Monitor each program area's progress at implementing the approved changes, particularly with respect to the identified learning outcomes and provide constructive feedback. The Diversity Coordinating Committee described under Challenge 2 as well as the College's Diversity and Community Enhancement Committee will serve as important resources to the faculty as we pursue this goal.

Develop Innovative Outreach Efforts

As we seek to encourage our students to consider clinical experiences that will strengthen their understanding of diversity issues (e.g., international student teaching placements, internships in urban settings, etc.), we occasionally receive inquiries from parents who are concerned about practical matters like safety. We respond to each of these inquiries on a case by case basis, but we are sensing that by pursuing this kind of reactive response we are missing an opportunity to reach out to a key constituent group. Thus, we are planning to develop some new more proactive strategies for reaching an important group like parents. We envision developing resources like pod-casts that anticipate questions parents are likely to have about diversity enhancing opportunities we are making available to their sons and daughters. We see this as a potentially best practice for the University and look forward to piloting the intervention.

Develop Web-based Resources

We commented in the Introduction and in the Challenge 2 section about the importance of doing more than create passive websites that provide links to diversity related materials. We anticipate that many of the websites we propose to create in Challenge 2 will become resources for those who are developing new curricular material. The Diversity and Community Enhancement Committee has already begun to play a role in developing

these resources. We expect this involvement to continue and to complement the work of the others who will be working to improve the curriculum.

We close this discussion about our plans to enhance the curriculum of the College with an important point about the inter-connected nature of the Challenges in the Framework. We can work hard and succeed at infusing diversity content into our curriculum, but we also need to be mindful of the professional development needs of those who will be teaching the courses of study. If a faculty member has a poor understanding or appreciation for diversity related issues, more needs to be done than simply improve the curriculum. We aspire to develop a comprehensive and interconnected set of strategies that simultaneously strengthens the diversity content of the curriculum and the faculty's ability to make good use of these curricular resources.

Challenge 6: Diversifying University Leadership and Management

The College of Education is committed to continued efforts to increase the diversity of the leadership and management of the College. As we note in our Progress Report, we have made some gains in this area. We continue to seek exemplary, diversity enhancing personnel to serve in leadership and management roles.

Scholarship that examines the education, institutional policies, development, and well-being of underrepresented groups is ongoing in the College as faculty members examine the needs of the Commonwealth and beyond. Members of the College are active contributors to local, regional, national, and international organizations that serve diverse populations. As a College, we will be seeking ways to encourage this kind of scholarship through the design of faculty positions and the support of research through initiatives like our Research Initiation Grant program.

Challenge 7: Coordinating Organizational Change to Support Our Diversity Goals

As noted earlier, there is some ambiguity and inconsistency surrounding the roles played by the Diversity Committees that exist within the Departments of the College. We will work to clarify and refine the role for these committees and develop a clearer understanding about the interface between the College-level Diversity and Community Enhancement Committee and the Department Diversity Committees. In particular, we see the Department Committees playing key roles with respect to curriculum development and graduate student recruitment.

Efforts to address these organizational issues will be led by a Diversity Coordinating Committee consisting of two (2) faculty representatives from each Department, a representative from the College Diversity and Community Enhancement Committee, and the Assistant Dean for Multicultural Programs who will serve as the chair. The primary goals of the Diversity Coordinating Committee will be to establish the areas of focus for the department committees and to serve as a resource. The Assistant Dean will report on progress regularly to the Dean who will in turn share the progress with the respective Department Heads. The overarching goal is to develop a fluid and transparent process where the parties are held accountable for achieving real progress.

Concluding Comments

Plans work best when they are viewed as flexible guides to the future rather than as rigid, mechanistic contracts requiring particular actions at pre-specified times regardless of changing conditions. We have developed our plan in this spirit and have focused on a limited number of strategic new initiatives. The Matrix appearing in Appendix A provides a summary guide to the next steps we will be taking. Some of the ideas have been more thoroughly vetted than others, and it may turn out that some of the ideas simply are not workable. We will make good faith efforts to pursue the initiatives we have identified, and we welcome feedback from all sources. We see this as a living document and look forward to reporting on our progress at periodic intervals over the next five years.

Appendix A
Challenge/Goal/Action/Lead Person(s)/Indicators Matrix

GOALS/ACTIONS MATRIX FOR DIVERSITY CHALLENGES				
Challenge	Goal	Action	Lead Person(s)	Process for Assessment
1	(A) Strengthen veteran-related initiatives	See Goal 3B	See Goal 3B	See Goal 3B
	(B) Promote engagement with the diversity agenda	Ask each department and administrative unit to add a diversity question to the annual career conference protocol	Department Heads and other Unit Heads	Responses to the new diversity question added to the career conference protocol for faculty and staff
2	(A) Improve Access to Information	Develop and Improve web-based resources	Assoc Dean for UG & Grad Studies Assoc Dean for Research, Outreach & Technology Leadership team for the DCEC	Focus Group based assessments Periodic surveys focused on perceptions of effectiveness of access to information
	(B) Improve coordination for department diversity committees	Creation of Coordinating Committee	Asst Dean Dean Department Heads	Responses to the new diversity question added to the career conference protocol for Department Heads
	(C) Improve communications	Strengthen the DCEC website	Coord of College Relations DCEC Leadership Team	Focus Group based assessments of the DCEC website
		Holding Department meetings in different space	Department Heads	Counts of the number of off-site meetings and assessments of effectiveness
		Creation of central shared space to build community □ Innovation Studio □ Picnic Tables	Director of Development Director of Innovation Studio Dean	Progress toward creating these spaces

GOALS/ACTIONS MATRIX FOR DIVERSITY CHALLENGES				
Challenge	Goal	Action	Lead Person(s)	Process for Assessment
		▫ Chairs and tables on the second floor of Chambers Building	Student Advisory Forum	
3	(A) Increase personalized recruitment	Achieve greater visibility of CoE at College going planning events for high school students and professional meetings for prospective grad students	Asst Dean *(Undergrads)* PICs *(for graduate programs working w/ Asst Dean)*	Counts of students recruited and retained Periodic efforts to interview students about their recruitment and retention experiences
	(B) Welcome "less visible" underrepresented students (Veterans & students w/ disabilities)	Create coordination with Veterans Admin and Vocational Rehabilitation offices Create support networks	Program coordinators in Career & Technical Education, Career Counseling, and Rehabilitation & Human Services	Counts of students that are Veterans and/or have disabilities
	(C) Increased engagement in the intellectual work of the College	Create a matching fund	College Scholarship Committee Director of Development Dean	Level of funding that is achieved
4	(A) Better understand forces influencing staff and faculty recruitment and retention	Continue to encourage search committees to search diligently	Dean Search Committee Chairs	Counts of diversity enhancing faculty and staff recruited and retained
		Learn more about best practices w/ staff at Penn State	HR Coordinator	Results of benchmarking survey
		Encourage the Faculty Council to create a mentoring award	Leadership of the Faculty Council	Track record of the award and related efforts to improve mentoring
		Work more closely w/ PA Office of Vocational Rehabilitation	PIC for Rehabilitation & Human Services HR Coordinator	Periodic assessments of progress Number of qualified applicants coming through

GOALS/ACTIONS MATRIX FOR DIVERSITY CHALLENGES				
Challenge	Goal	Action	Lead Person(s)	Process for Assessment
				the ONE program
	(B) Better understand climate in the College	Innovative professional development initiative	Dean Asst Dean HR Coordinator Dept Heads	Track record of the effort to provide innovative professional development
5	(A) Conduct a comprehensive curriculum review	Refine an inclusive set of curricular goals for diversity	Coordinating Cmte	# of departments that conduct a curriculum review and the track record
		Encourage each program to conduct an inventory of diversity content in the curriculum	Dean Asst Dean Dept Heads Chairs of Dept Diversity Cmtes Chair of DCEC	
		Refine proposed changes	Dept Curriculum Cmtes Coordinating Cmte	
		Conduct a College-level review	College Curricular Affairs Cmte	
		Implement approved changes	Course Instructors Dept Curriculum Cmtes Coordinating Cmte College Curricular Affairs Cmte Dean	
	(B) Help key constituent groups understand diversity related opportunities	Develop podcasts for parents	Assoc Dean for Outreach Asst Dean	Track record of the effort to develop podcasts for parents
	(C) Develop web-based resources	See Challenge 2A	See Challenge 2A	See Challenge 2A

6	(A) Make continued progress toward cultivating and taking advantage of administrative talents of persons from underrepresented groups	Develop skills and make high quality diversity-enhancing appointments	Dean HR Coordinator Dept Heads	Track record of appointments and the evolving research portfolio
		Encouragement of research looking at enhancement of diversity in higher education administration	Assoc Dean for Research Chair, RIG Committee	
7	(A) Better definition of roles for dept diversity committees	Convening of the Diversity Coordinating Committee	Asst Dean Dean Dept Heads	Effectiveness of the Diversity Coordinating Committee