

Office of the Vice Provost for Educational Equity

Final Assessment of *A Framework to Foster Diversity at Penn State: 1998–2003* February 16, 2004

Introduction

The mission of the Office of the Vice Provost for Educational Equity is to serve as the catalyst for the development, implementation, and evaluation of multicultural initiatives, as well as the advocate for diverse populations within the University community. Our vision is to be the locus of activities that will optimize the transformation of Penn State into a multicultural institution. To those ends, a focus on equity practices, strategies, and accountability is woven into our fabric. The Educational Equity office has six strategic goals that must be met to achieve this mission:

- Provide University leadership to demonstrate the benefits of diversity
- Provide University leadership in the implementation of *A Framework to Foster Diversity at Penn State: 1998–2003* and *A Plan to Enhance Diversity at Penn State*
- Ensure University compliance with federal regulations around diversity
- Enhance and implement internal and external administrative, organizational, and curricular diversity-related actions to support University viability and vitality
- Enhance and define new organizational structures and processes in Educational Equity
- Assist in enhancing the access and opportunities for all learners who face economic and educational barriers to postsecondary education

The office is comprised of sixteen units and eighty-eight culturally diverse (See Appendix 3) full-time staff members:

- Central Administrative Office
- Academic Advancement Programs, composed of
 - College Assistance Migrant Program
 - Comprehensive Studies Program
 - Educational Opportunity Centers in Philadelphia and Southwestern Pennsylvania
 - Ronald E. McNair Post-Baccalaureate Achievement Program
 - Student Support Services Program
 - Talent Search
 - TRIO Training Institute
 - Project Upward Bound Program
 - Upward Bound Math and Science Center
- Multicultural Resource Center
- Office for Disability Services
- Office of Veterans Programs
- Senior Diversity Planning Analysts

- Women in the Sciences and Engineering Institute

In addition, the office provides both staff and budget support for the Commission on Lesbian, Gay, Bisexual and Transgender Equity; Commission on Racial/Ethnic Diversity; and Commission for Women; administers Equal Opportunity Planning Committee funds; and houses the senior faculty mentor.

This update will provide responses to the specific questions posed for each challenge. When appropriate, actions within Educational Equity will be differentiated from actions in which Educational Equity is involved on the University level.

Responses to the Challenges

Challenge 1: Developing a Shared and Inclusive Understanding of Diversity

1. How does your unit define or describe diversity? How is this understanding demonstrated in areas of emphasis within your unit?

While the various units in Educational Equity describe diversity differently in their focus on the diverse populations they serve, what is shared is an emphasis on building a welcoming and respectful environment for working and learning that strives to acknowledge, understand, and appreciate differences in personal characteristics, backgrounds, and philosophies. This common definition was developed through an analysis of the definitions provided across units. Such an approach to working together and serving the various constituents is supported by structures and processes that affirmatively strive to recruit and retain a diverse workforce and to foster an environment of continuous learning and improvement.

Examples of implementation of this understanding of diversity in areas of emphasis include attention to climate issues through:

- support for the Commissions and Equal Opportunity Planning Committee;
- support for the Race Relations Project, a student initiative that provides campus-wide diversity programs in conjunction with Sociology 119;
- one-on-one counseling for students from underrepresented groups through the Multicultural Resource Center, Student Support Services Program, College Assistance Migrant Program, Comprehensive Studies Program, and McNair Post-Baccalaureate Achievement Program;
- strong outreach to veterans, adults, persons with disabilities, members of historically underrepresented/underserved groups, and low-income, first-generation college students.

2. How has your unit distributed and discussed information to staff about the University's diversity initiatives?

Educational Equity. Educational Equity constantly seeks new methods for enhancing communication within and among units. Unit directors meet regularly with the vice provost and associate vice provost to keep up to date with the University's initiatives and discuss unit-wide areas of emphasis. The directors then share this information with their units at regular staff

meetings, focusing on initiatives with particular impact for their units. Additionally, Educational Equity holds periodic full staff retreats to share information and areas of emphasis across the many Educational Equity offices. Electronic communications and Web sites are also used extensively.

Since the mid-point, an Educational Equity listserv has been established to facilitate sharing information about initiatives and events. The Educational Equity Web site has been extensively revised and is also a means of establishing a sense of common vision, mission, and goals across the unit.

At the time the 1998–2003 *Framework* was published, each staff member was made aware of the document. A daylong retreat was held to discuss the *Framework* with all Educational Equity staff. The 2004–09 *Framework* has been distributed throughout Educational Equity and will be discussed at an upcoming retreat.

Regular newsletters published by the Multicultural Resource Center and several of the Academic Advancement Programs are distributed throughout Educational Equity, as well as to the offices' constituents.

University. A number of promotional materials about Educational Equity have been produced and distributed throughout the University during the *Framework* period. The office had a strong presence at the 2001 Quality Expo in an effort to make the University community more knowledgeable about the mission and activities of Educational Equity. Educational Equity's fall 2001 publication, *Fostering Diversity at Penn State*, highlights the vast array of diversity programs at Penn State. It also includes information about helpful Web sites and a diversity resource list. This brochure has been widely distributed across the University and was the first publication to offer a comprehensive overview of Penn State's diversity programs and resources.

In 2002, Educational Equity established a full-time web coordinator position and began a comprehensive redesign of the Web site to enhance its usefulness in communicating University-wide diversity initiatives and information about Educational Equity offices and services. The Web site includes sections on news, announcements, and events; Penn State resources; hate reporting information and resources; diversity strategic planning; and Educational Equity services and publications. Publications include the *Diversity Calendar*, the *Multicultural Update*, and, in collaboration with the Department of Public Information, the *Diversity Newswire*. Educational Equity has revised all of its Web sites to be accessible to all readers regardless of their disability (i.e., someone who is visually impaired utilizing a screen reader can read all pages of the Educational Equity Web sites as easily as someone without a visual impairment). This allows all individuals equal access to information regarding Educational Equity. Also, this creates a welcoming environment for prospective students, faculty or staff with disabilities since the web is typically the first contact with the units within Educational Equity.

Together with the Department of University Publications and Educational Equity's new web coordinator, our unit has developed a word mark and graphic, which are reflected in all Educational Equity publications (paper and electronic), for a coordinated family of informational resources, which are easily identifiable as belonging to or being associated with the unit.

Most recently, Penn State's new diversity strategic plan, *A Framework to Foster Diversity at Penn State: 2004–09*, has been distributed throughout the University.

The three Commissions maintain a presence in the University community and meet annually with both the President and the Board of Trustees to discuss the diversity concerns of their constituencies.

3. What is the role of your unit's diversity committee?

Given the unit's mission and constant attention to diversity issues by each staff member, Educational Equity does not have a diversity committee.

4. Which strategies have been most successful in addressing this Challenge? Which have been least successful? Which could be termed "best practices"?

Developing a coordinated family of documents and actively disseminating information through various media on diversity initiatives both within the unit and throughout the University has been very successful and could be termed a best practice.

Strong and proactive outreach to constituencies served has also been very successful and could be termed a best practice.

Challenge 2: Creating a Welcoming Campus Climate

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

Demonstrating leadership for diversity is one of the strategic goals for Educational Equity. By organizing the diversity review process and broadly distributing the *Framework* and other publications, good progress has been made. In addition, as many of the actions assigned to the unit in both the *Framework* and *A Plan to Enhance Diversity at Penn State* have been completed. Educational Equity serves as a positive role model for other units.

Educational Equity. The vice provost and associate vice provost demonstrate visible support for diversity within the unit, as well as to the University community. Their clear commitment to having a workforce whose members appreciate and respect each other and are committed to diversity is seen in their statements about equity and their direct intervention when needed. Educational Equity has cultivated a family-friendly, inclusive, and equitable work environment that values the advantages inherent in a diverse staff. Staff are strongly encouraged to participate in professional development activities, including diversity programming and training. The necessary time and funding resources are provided.

University. The vice provost for educational equity has a strong presence at Penn State. With his appointment to serve on President's Council as a result of the enhanced diversity plan, he has increased input into important decisions affecting the future of the University. The Educational Equity office has also demonstrated support by crafting both the 1998–2003 and 2004–09

Frameworks and in negotiating the enhanced diversity plan. In addition, each strategic planning unit has an assigned senior diversity planning analyst as its official diversity consultant.

Educational Equity has spearheaded several University-level initiatives to ensure that incoming students are aware of diversity issues and to understand why Penn State values a diverse student body. Educational Equity developed a diversity video with discussion questions, in collaboration with the Department of Public Information. These materials have been made available to all residence hall freshmen since fall 2001. The video and discussion questions are currently being revised and updated, with the new materials expected to be available for fall 2004 orientation activities. Currently, Educational Equity is working in collaboration with Student Affairs and the Undergraduate Education and International Programs offices on the First-Year Experience committee to incorporate the diversity video and discussion into venues such as FTCAP, First-Year Seminars, and other orientation activities.

Educational Equity also sponsors and provides staff support for the annual Achievement Conference held in January or February of each year to provide an opportunity for graduate students to engage in professional development around issues of research, publications, and academic presentations.

Educational Equity supports a number of diversity efforts through Equal Opportunity Planning Committee (EOPC) funding. Funding from EOPC is intended to provide seed money for innovative pilot programs and existing initiatives that create and support a climate of equity throughout the University. Appendix 1 shows the number of EOPC summer and academic year programs that have been funded during the *Framework* period. A full list of 2003-04 EOPC funded programs is available online at http://www.equity.psu.edu/eopc/programs_03_04_eopc.htm. EOPC funding operates in collaboration with funding provided by the sponsoring unit or secured by the unit from outside sources; unit funding must cover at least half of the program expenses. The drop in the number of program proposals, particularly summer programs, can be attributed to budget cuts, which leave units with less funding available for initiating diversity programs. Because the amount of EOPC monies available remains constant, funding is available for larger impact, University-wide initiatives funded at the discretion of the vice provost to strategically target areas of particular need.

The Office for Disability Services (ODS) acts in an advisory role to all Penn State locations other than University Park regarding disability issues. Every Penn State location has been assigned a disability specialist from ODS to act as a liaison with the disability contact. ODS provides training at least once a semester to all disability liaisons at locations other than University Park. In addition, ODS has traveled to many Penn State locations to promote awareness and provide training regarding disability issues to faculty, staff, and students. The focus of the trainings include general information regarding the rights and responsibilities as a University to adhere to the Americans with Disabilities Act (ADA), 1990, and the Rehabilitation Act, 1972; available services for individuals with disabilities; the policies and procedures for meeting compliance with the ADA statutes; and diversity issues and climate issues relating to individuals with disabilities.

Educational Equity also supports the diversity efforts of undergraduate and graduate student groups. Sponsorship of major University programming such as the American Indian powwow and A Touch of Africa significantly enhance climate for underrepresented groups.

2. How does your unit identify climate issues?

Educational Equity. Staff members are asked to raise climate issues pertaining to the unit or to the University as a whole in staff meetings, as well as bring them to the attention of leadership when needed. When issues arise between staff, the director of the unit, the associate vice provost, or the vice provost meets with the individuals involved as necessary to determine solutions and avenues to restore a collaborative work environment. Student issues are also expressed directly to counselors in the Multicultural Resource Center, Office for Disability Services, Office of Veterans Programs, and Academic Advancement Programs.

University. Faculty, staff, and students have also brought issues to the vice provost and/or the associate vice provost. The Office of Veterans Programs, Academic Advancement Programs, and the Multicultural Resource Center distribute anonymous student satisfaction surveys that provide the opportunity for University climate concerns to be expressed. An overall assessment of the extent to which satisfaction surveys are undertaken in other units is being conducted, and recommendations will be made to unit directors to strongly consider such surveys if they are not already part of the unit's activities. Within the Academic Advancement Programs, data gathering is driven by Department of Education grant requirements; however, plans for additional data gathering similar to that done by other Educational Equity offices are being developed.

The appropriate procedures and structures are in place to better respond to reports of acts of intolerance and to track specific acts of intolerance. In the past, there were a variety of ways such acts could be reported; yet there has been little institutional memory to permit an assessment of climate and the impact of programs aimed at improving the climate. A Report Hate Web site has been established to centralize reporting to the vice provost for educational equity. This system has been in place since June 2001; regular data reports through summer 2003 are available online at <http://www.equity.psu.edu/reporthate/reports/>. The Report Hate Web site operates in conjunction with the Student Affairs 863-2020 "hotline" and other offices that record and address acts of intolerance. This mechanism for centralized reporting of incidents of intolerance documents the incident and allows those who make a report to be heard and to know that follow-up actions will be taken if they so desire. Individuals requesting that further action be taken are contacted for further information and the alleged perpetrator is also contacted to discuss the incident. Further intervention (such as through Residence Life, University Police Services, etc.) may be initiated as necessary. It should be stressed that follow-up contacts are conducted in a fair and balanced manner by an appropriate individual (the diversity advocate, vice provost, etc.). Along with the report hate mechanisms, a diversity advocate position was created, devoted half to MRC counseling and half to administration of the report hate Web site, preparation of reports, and coordination of intervention and follow-up measures. Currently, a search is underway to fill the diversity advocate position vacancy created when the first advocate accepted a position with another university. Ways in which incidents will be categorized and reported to the Penn State community are being refined. Initially, the Report Hate reports were categorized according to a three-tier system reflecting severity of the incident. Because this involved subjective

determination, incidents are now being classified by type of incident and type of action. Further refinements to classification and follow-up protocol are anticipated once this vacancy is filled. These activities are the result of close collaboration with the Campus Environment Team, Center for Academic Computing, University Police Services, and Student Affairs.

A significant way in which climate issues are identified at Penn State is through the diversity climate assessment process. Educational Equity has developed a survey instrument that has been used across the University by both academic and academic support units. Senior diversity planning analysts work with their assigned units in the development of methodology and data analysis. These projects are undertaken at the request of the units. This process facilitates a systematic qualitative and quantitative understanding of climate that will lead to our ability to create University-wide solutions to problems. In 1999, eight surveys were completed; in 2001, fourteen surveys had been completed. To date, nineteen surveys have been completed. Improvements to the survey instrument are currently being developed.

Educational Equity has also worked with the Office of Human Resources in developing a University-wide employee satisfaction survey that has a significant diversity component. One of the senior diversity planning analysts serves on the development committee, and the associate vice president for Human Resources solicited the input of the three Commissions for equity in developing the diversity-related and demographic questions. The survey was launched in January 2004, with reporting out of preliminary results anticipated as early as the end of spring 2004 semester. Analysis of the diversity-related questions will pinpoint areas of concern both University-wide and by unit, and will provide incentive for more in-depth exploration of diversity-related concerns through the diversity climate survey offered by Educational Equity.

In addition, issues are raised in weekly meetings of the Campus Environment Team. Issues are also brought to the attention of the three Commissions.

3. How does your unit respond to climate issues?

Educational Equity. Because of the unit's focus on equity practices, strategies, and accountability, maintaining a positive climate for diversity within the unit is a high priority. Diversity climate issues within the unit do not arise frequently. Climate issues warrant immediate response, either by discussions between individuals having conflict or through intervention by the vice provost, associate vice provost, and/or unit directors. Individuals are counseled about the appropriateness of speech or actions. Professional development for staff is strongly encouraged as a mechanism for effectively responding to climate issues and is valued as a proactive mechanism as well.

University. Educational Equity responds to climate issues around the University in a variety of ways. Both education and intervention are used. Workshops have been conducted to increase awareness of issues dealing with race/ethnicity; lesbian, gay, bisexual, and transgender; and disability. The Women in the Sciences and Engineering Institute (WISE) has produced two videos available for workshops: "Culture Crossings in the Sciences and Engineering" and "Classroom Climate in the Sciences and Engineering." The Educational Equity staff consults with faculty, staff, students, and academic support units to provide strategies and options for

dealing with climate and other diversity-related issues. The more serious climate issues are shared with the Campus Environment Team, Office of Human Resources, the provost, and the Affirmative Action Office for their counsel and records. The diversity advocate coordinates follow up when an incident is reported through the Report Hate Web site. Climate issues are also addressed in follow-up to the climate assessment process. Following data analysis, policy and programmatic recommendations are made and units often initiate actions to address specific areas of concern.

One way to respond to climate issues is to offer the support of a network of committed individuals who display a symbol indicating that they offer a “safe place” to discuss climate issues. The Lesbian, Gay, Bisexual, Transgender and Allies Support Network has been highly successful using this approach to visibly demonstrate support for the LGBT community. The Zero Tolerance for Hate Network was launched during fall semester, 2001 to address issues of discrimination by providing support and resources to those who have experienced acts of intolerance. Network members consist of faculty, staff, students and community members and membership lists for each network is available on the network’s Web site. Members of each Network are provided with extensive informational and resource materials. Many Educational Equity staff members are visible participants in both networks.

4. What unit-wide and individualized approaches have you developed to enhance overall climate and satisfaction with the environment?

Fostering a positive work environment is a priority for Educational Equity. There is clear emphasis on maintaining a civil climate with zero tolerance for disrespect. At Educational Equity gatherings over the past two years, the vice provost has stressed the importance of collaborative and inclusive working relationships. Staff, for the most part, support each other within their units and provide information, advice, and resources across units when possible, such as serving on search committees and in strategic planning. Concerted efforts have been made to educate staff across the unit about the nature of each office’s work and the populations that they serve.

All Educational Equity offices strive to offer a welcoming and inclusive environment for students. Although more training can be conducted in this area, students-as-customers are treated with a positive attitude and a “how can I help” approach.

An example of a successful unit-based approach is Upward Bound’s extensive programming in multicultural activities linked with a testing of students’ cultural awareness before they enter the program and when they graduate. Increases have been found in the awareness and appreciation of cultural differences, contributing to a positive climate.

5. Which strategies have been most successful in addressing this Challenge? Which have been least successful? Which could be termed “best practices”?

The Report Hate Web site has been very successful and could be termed a best practice. The Web site provides a centralized reporting system for acts of intolerance, appropriate follow-up, and publicly available reporting out.

Challenge 3: Recruiting and Retaining a Diverse Student Body

1. *Does your unit contribute to recruiting and retaining a diverse student body? If so, how? And what practices have been most successful?*

Successfully meeting this challenge is at the core of the missions of most units within Educational Equity. Some “best practices” are outlined below:

- To reach out to Pennsylvania veterans, the Office of Veterans Programs purchases a monthly tape with names and addresses of all state residents being discharged from military service. Each person is sent a letter that includes information about Penn State. Those interested in the University receive a phone call from a peer counselor who provides individualized attention. In 1999, 8,080 letters were mailed to recently discharged veterans resulting in 4,757 telephone contacts and 2,617 pieces of correspondence. In 2001, 6,454 letters were mailed resulting in 4,554 telephone contacts and 2,028 pieces of correspondence. System-wide enrollment of veterans and reservists for 1999 was 2,293 and in 2001 it was 2,223. In 2002, 6,001 letters were mailed to recently discharged veterans, which lead to 3,428 telephone contacts and 1,290 pieces of correspondence. In 2003, 9,524 received initial letters leading to 3,886 telephone contacts and 1,815 pieces of correspondence. The system-wide enrollment of veterans and reservists was 2,131 in 2002 and 1,991 in 2003. As part of retention strategies, general personal, financial, and academic counseling is available, as well as an emergency fund for needed financial assistance; a counselor also provides extensive and intensive assistance for disabled veterans.
- The primary mission of the WISE Institute is to enhance the entry and success of women in the Science, Mathematics, Engineering, and Technology (SMET) fields at all levels to achieve gender balance at The Pennsylvania State University. The WISE Institute represents a unique collaboration among science and technical colleges and schools. The WISE Institute’s recruitment programs are: WISE Camp, Exploring Your Future In Science and Technology, and Expanding Your Horizons (University Park and York campus locations). WISE Camp is a one-week residential career awareness program for women in their junior and senior years in high school. The WISE Institute has an excellent record of recruiting approximately 30 percent of the WISE Camp participants to Penn State and approximately 92 percent of participants into science and engineering fields. The Exploring Your Future In Science and Technology and Expanding Your Horizons programs are one-day annual conferences and are designed to increase girls’ interest in Math, Science, Engineering, and Technology-related majors. WISE co-sponsors the Sigma Alpha (professional sorority in the College of Agricultural Sciences) and Association for Women In Science (AWIS) stay-over activities to recruit women high school students to Penn State. WISE retention activities include Voices Conference, Symposium for Women In Science, Interactive Theater, WISE INSPIRE series, MentorNet, WISE House, Tutoring Services, Industry Scholarships, WISE Volunteer Program, Educational Travel Grants, and working closely with several women student organizations: Association for Women In Science, Graduate Women In Science, The Society of Women Engineers, Women in Information Sciences and Technology, and

Sigma Alpha. The WISE Institute serves more than 570 K-12 students and 830 undergraduate and graduate students, and post-docs on an annual basis.

- Several federally funded programs hosted by Penn State's Academic Advancement Programs work with precollege populations. The great majority of the participants come from low-income families and would be the first generation to graduate from college. While these programs are prohibited by law from directly recruiting students to Penn State, a number of these students do choose to enroll at Penn State, as follows:
 - Educational Opportunity Centers in Philadelphia and Southwestern Pennsylvania serve 3,000 low-income adults each year, helping them learn about financial aid and enrollment in college and providing personal assistance in developing career goals. In the 2000–01 program year, 20 percent of the Equal Opportunity Center adults who enrolled in college enrolled at Penn State. In the 2002–03 program year, a total of 717 program participants served by the Southwestern Pennsylvania EOC and 358 served by the Philadelphia EOC enrolled in postsecondary programs, 91 of whom enrolled at a Penn State campus. Penn State enrollment included eleven campuses.
 - Talent Search annually assists 950 sixth through twelfth graders to complete secondary education and enroll in a college or training program. In 2003, 12.5 percent of the graduating class (15 of 188) enrolled at Penn State, including four students from underrepresented groups.
 - Upward Bound serves 100 high school students with low-income, first-generation college backgrounds from central Pennsylvania each year. The goal is to help students gain the skills and motivation to succeed in education beyond high school. From the graduating classes of 2002 and 2003, 32 percent of the seniors (12 of 38) enrolled at Penn State.
 - The Upward Bound Math and Science Center helps prepare another sixty low-income, first-generation high school students from Pennsylvania each year to pursue degrees in math or science. For the graduating class of 2003, 65 percent (11 of 17) of the seniors enrolled at Penn State.
- The Multicultural Resource Center seeks to help students from underrepresented groups achieve success in every facet of their Penn State careers by providing academic counseling, personal counseling, financial and loan advising, and study skills workshops to University Park students. The Multicultural Resource Center contacts are as follows:

Year	Number of students of color	Number of students served
1999	3,443	1,698
2000	3,477	1,811
2001	3,522	1,757
2002	3,651	1,659

The number of students the Multicultural Resource Center is able to serve is impacted by staffing and budget considerations.

- The Comprehensive Studies Program targets economically disadvantaged and educationally underprepared students in Pennsylvania, last year serving 366 students, of whom 310 (85 percent) were from underrepresented groups. Retention services include individual counseling, academic monitoring, placement testing, tutoring, and supplemental instruction.
- The College Assistance Migrant Program provides intensive support to students from migrant or seasonal farm work backgrounds during their first year in college and retention services in later years, helping them to develop stronger academic and English language skills. For the current 2003–04 year, the program is serving thirty-six students from underrepresented groups from a richly diverse range of ethnic backgrounds, including Vietnamese, Cambodian, Chinese, Puerto Rico, Mexican, Cuban, Dominican, Indian, Bengali, Bosnian, and Ethiopian.
- The Student Support Services Program provides a variety of services to enhance academic performance and ultimately increase the retention and graduation rates of low-income, first-generation college students and those with disabilities. The program assists 180 Penn State students each year, of whom, 146 (81 percent) are from underrepresented groups. Over the past two years, the retention rate has averaged 91 percent.
- The Ronald E. McNair Post-Baccalaureate Achievement Program is designed to increase the diversity of college faculty nationwide by channeling into Ph.D. programs undergraduates from low-income, first-generation backgrounds and from other groups underrepresented in graduate school. Each year the program serves thirty Penn State students who demonstrate strong academic potential, involving them in research and other scholarly activities. The retention rate through graduation is consistently 100 percent. Since its inception at Penn State in 1991 and continuing until May 2003, 108 McNair students earned their baccalaureate, with 79 (73 percent) moving on to graduate school. This includes five of the seven graduates from 2002–03.
- The Office for Disability Services has been involved in numerous meetings with parents, students, and personnel from the secondary school systems to inform people about differences in services for disabled students transitioning from high school to college. The goal of the transition programs is to provide information regarding services at the college level, encourage students with disabilities to contact the disability office prior to admission, and to promote a successful transition from high school to college.

The Office for Disability Services provided funding for psycho-educational testing (testing for learning disorders, attention deficit disorders, cognitive disorders or neurological disorders) to approximately twenty-four students from January 2002 to December 2003. The students were from underrepresented groups with high financial need. The purpose of the testing was to provide assistance to students who may not have been diagnosed in secondary education due to various sociological/economical reasons.

In 2003, 771 students with disabilities self-identified to the Office for Disability Services; 625 students with disabilities were served by Disability Services in 2003. The breakdown by disability category is as follows: Hearing 30; Orthopedic 25; Learning

284; Visual 33; Health-related 65; Psychological/Emotional 51; Multiple Disabilities 283.

- Since 1998, 80 percent of Equal Opportunity Planning Committee funds have been given to programs that support the challenge of recruiting and retaining a diverse student body. See Appendix 2 for a sample of particularly effective programs that have been funded during the *Framework* period.
- The three Presidential Commissions for equity advocate for policies and practices that enhance the climate for underrepresented and underserved students. Students, including student organization representatives, are active members of these Commissions.
- Staff members participate in FastStart and other mentoring programs.
- The Penn State TRIO Training Institute each year trains 150 professionals who work in federally-funded Student Support Services and Ronald E. McNair programs across the nation to better administer their programs and help their students succeed in college. The training specializes in teaching best practices for retaining low-income, first-generation college students, preparing those students for graduate school, and managing programs effectively.

2. Which strategies have been most successful in addressing this Challenge? Which have been least successful? Which could be termed “best practices”?

Proactively seeking out targeted populations and offering intensive and extensive counseling and services to support students in achieving success have been the most effective strategy, and could be termed a best practice. Offering EOPC seed funding to assist other units in developing successful programs has also been a successful strategy.

One area that we are working to strengthen is development of data gathering and reporting mechanisms that will be similar for all student services offices across the unit.

Challenge 4: Recruiting and Retaining a Diverse Workforce

1. How has your unit actively engaged in locating and recruiting staff from underrepresented groups?

Educational Equity. Educational Equity is committed to recruiting and retaining a broadly diverse team. It is critical to the success of the various units that staff includes representation of the underrepresented groups that they serve. Often, staff members’ personal and professional networks are used to identify qualified individuals and invite them to apply for positions. National Web sites of professional organizations, minority vita banks, and diversity-related publications have also been used to advertise open positions. The affirmative action principles are followed consistently and the search committees are diverse and composed of representatives across units in Educational Equity.

Given the 2001 change in organizational structure that incorporated the Academic Advancement Programs under Educational Equity, it is problematic to consider any changes in the racial or gender composition of the staff prior to this point. The profile of staff in 2001 included 71 percent of staff who were female and 30 percent who were members of underrepresented groups. This will be the baseline against which future employment trends will be measured. The 2002 profile includes 69 percent of staff who are female and 33 percent who are members of underrepresented groups. See Appendix 3 for employee data tables. It should also be noted that women and people of color are well represented at the higher grades and that the diverse workforce in Educational Equity includes staff members in categories not reflected in data, including persons with disabilities, veterans, and members of the LGBT community.

University. Each strategic planning unit has an assigned senior diversity planning analyst who is available to provide assistance with identifying potential enhancements to recruiting and retention practices. To date, strategic planning units have not, by and large, involved senior diversity planning analysts in hiring processes.

In partnership with the Affirmative Action Office, guidelines for the affirmative recruitment of staff have been refined and posted on the Web. In the past, this partnership was based on close collaboration on issues identified in the Campus Environment Team. With the 2002 hiring of a new director in the Affirmative Action Office, there have been new opportunities for collaboration. The director of Affirmative Action and the vice provost for Educational Equity and other Educational Equity staff members have delivered joint trainings and programming and the two offices have developed a very effective working relationship. The Commissions have also worked closely with the Affirmative Action Office director as he has developed and implemented strategies to enhance search and selection practices. Educational Equity also continues to explore the possibility of partnership with the Eberly College of Science to support postdoctoral students of color.

EOPC provided seed funding for an Office of Human Resources initiative to utilize Internet resources to enhance recruitment of a diverse workforce. The three Commissions for equity have been very active in meeting this challenge of recruiting and retaining a diverse faculty and staff. The Commission for Women undertook an analysis of hiring and retention patterns of female faculty, which was presented to the University Faculty Senate. A refinement of that study, supported by the other Commissions, was undertaken, including specific recommendations for hiring. The Commission on Racial/Ethnic Diversity, in partnership with the Forum on Black Affairs and the senior faculty mentor, developed forty-eight recommendations for increasing faculty diversity. These recommendations were sent to the President and were shared with college deans. The Commission on Racial/Ethnic Diversity also hosted as 2003 and will be hosting another such speaker for 2004.

2. What retention strategies have you implemented in your unit to retain members from underrepresented groups?

Educational Equity: Two general strategies have been identified: support for professional development and commitment to maintaining an environment that is inclusive, team oriented, open, and constructive.

University: The role of the senior faculty mentor was developed specifically to support and enhance retention of faculty from underrepresented groups. The mentor meets regularly with faculty from underrepresented groups, both individually and in larger settings, to listen to concerns and share strategies. The need for this role and proof of its effectiveness is demonstrated by the increase from being a quarter-time position to a half-time position. Based on the growing demand for the senior faculty mentor's services, especially at locations other than University Park, strategies for expanding the position through a network of regional mentors are being considered.

Educational Equity has supported a collaborative initiative including the Office of Human Resources and the Alumni Association to benchmark recruitment and retention strategies within academe and the private sector.

EOPC provided seed funding for an initiative to raise awareness among international faculty, staff, and students with families about children's health and safety issues. The three Commissions for equity actively support retaining a diverse faculty and staff.

3. Which strategies have been most successful in addressing this Challenge? Which have been least successful? Which could be termed "best practices"?

Utilizing diverse search committees has been very successful, as well as unit directors' commitment to hiring a diverse workforce.

Both of the general strategies outlined above have been highly successful in retaining staff from underrepresented groups.

The least successful search strategy for achieving a diverse workforce clearly is relying only on localized searches.

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

1. Does your unit contribute to a curriculum that supports the diversity goals of the University? If so, how? What practices have been most successful?

The vice provost, associate vice provost, and directors of the WISE Institute are routinely asked to speak in general education courses, and the directors of the WISE Institute have a regular teaching load as well. A number of other staff members also teach credit courses in African and African American Studies, Agriculture, Higher Education, and Counseling Education. Examples of specific courses taught include Curriculum and Instruction 297A, "KEWL Leadership Training"; African and African American Studies 497C, "Peer Education for Social Change"; Counselor Education 497, "Senior Re-entry Seminar: Life After College"; and African and African American Studies 003, "Scholarship and Community." Qualified Educational Equity staff is encouraged to teach and are provided release for development of course materials and teaching responsibilities. One staff member serves on the University Subcommittee on

Intercultural and International Competence to screen and approve courses that meet the new diversity requirement. In addition, staff members are routinely sought as guest lecturers and conduct noncredit education and training programs.

Educational Equity is working to develop Web-based resources for use in first-year seminars and other courses. These efforts include collaboration with WPSX-TV to provide a Web-based archive of Penn State's Martin Luther King, Jr. commemorative speakers and an extensive project in partnership with Information Technology Services, teaching and learning with technology. This project involves developing a digital library of information, materials, and resources on diversity that can be used by faculty on all Penn State campuses. A pool of resources including stand-alone diversity programming that can be incorporated into Freshman Seminar and other courses is being developed and support for integrating these materials into classes is available.

Educational Equity has been working with the University Faculty Senate and student representatives to enhance the effectiveness of the diversity requirement. The vice provost for Educational Equity now sits on the Faculty Senate and Senate Council, as well as the Academic Leadership Council. The Faculty Senate committee charged with revising and defining the diversity requirement, on which the vice provost also sits, anticipates forwarding its proposal to require three credits each of U.S. and international cultural study to the Senate in spring 2004. Additionally, the Faculty Senate has proposed to develop a standing committee devoted to diversity climate.

Educational Equity indirectly contributes to the curriculum through the Commission on Racial/Ethnic Diversity, which is also working with the Faculty Senate to revise the Intercultural and International Competency requirement. The Commission on Lesbian, Gay, Bisexual and Transgender Equity has been spearheading the creation of an LGBT studies minor.

An exciting recent initiative that has University-wide implications for developing a more inclusive curriculum was the pilot program undertaken with the College of Agricultural Sciences in 2001–02. Fifteen faculty members worked closely with Educational Equity to analyze the diversity content and materials of their courses. They also participated in a variety of learning activities designed to enhance not only their self-awareness, but also to increase the inclusiveness with which they approach their teaching.

Other curricular innovations supported by Educational Equity include GEOG 496H “Rethinking Urban Poverty in the United States” taught by Professor Lakshman "Lucky" Yapa. This course has been expanded into an intercollege service learning initiative named the Philadelphia Semester of Public Scholarship that involves developing responses to innercity communities' needs such as small business development, nutrition and health, transportation, and housing; and Peace Studies, a partnership between Schreyer Honors College and several other colleges to develop and implement a new course “A Struggle for Freedom: A Journey South Through the Black Civil Rights Movement,” which includes intensive study and a tour of historic sites of the civil rights movement.

2. Which strategies have been most successful in addressing this Challenge? Which have been least successful? Which could be termed “best practices”?

The most successful approach for this Challenge, which could be termed a best practice, has been providing financial support for faculty-based curricular integration initiatives.

Challenge 6: Diversifying University Leadership and Management

1. How has your unit assisted staff from underrepresented groups in developing leadership and management skills?

Educational Equity. Each unit supports the professional development of all staff, regardless of group affiliation. A number of unit directors and staff members have participated in the Penn State Leader and Mastering SuperVision programs. And, with the new organizational structure and the development of both an Executive Team and a Management Team, there are additional opportunities for leadership within Educational Equity. These teams include members of underrepresented groups and units in Educational Equity. Other leadership opportunities include the identification of national professional associations in which staff is encouraged to become involved. A number of staff members have served as officers or committee members within their professional associations.

University. Since 1986, Educational Equity, through the Commission for Women, has supported the Administrative Fellows Program, which offers Penn State faculty and staff the opportunity to work with senior University officers to gain knowledge and experience pertaining to the challenges of leadership in the academic community. The program provides the chance for participants to strengthen their administrative talents and qualifications by working with a Penn State administrator in a mentoring relationship. Fellows increase their understanding of the contexts within which decisions are made and gain an enhanced understanding of the various units across the University.

The director of the WISE Institute and two senior diversity planning analysts have served as mentors in the Commission for Women’s mentoring program, which is now in its fourth year. Extensive leadership training is conducted with units across the University at their request.

2. Which strategies have been most successful in addressing this Challenge? Which have been least successful? Which could be termed “best practices”?

The Administrative Fellows Program has been successful in diversifying University leadership by preparing internal applicants for leadership positions and could be termed a best practice. Internship and mentoring programs give individuals who might not have considered administration a sense of what administrative jobs entail; they also provide the mentor the opportunity to meet and interact with potential future leaders whom they might not otherwise encounter.

Challenge 7: Coordinating Organizational Change to Support our Diversity Goals

1. *What organizational realignments, systems of accountability, resource mobilization and allocation strategies, long-term planning strategies, etc. have your unit implemented to ensure the realization of the University's diversity goals?*

Organizational realignments: At the mid-point of the *Framework* (2001), the Academic Advancement Programs were combined with Educational Equity in an effort to centralize diversity-related programs and to provide greater visibility to the programs. This realignment, which tripled the size of Educational Equity and substantially increased the scope of populations served, has necessitated developing new approaches to integrate the various offices and to maximize the effectiveness of the organization. A mandatory full staff retreat was held shortly after the merge to introduce all staff members and discuss all of the functions of Educational Equity. Regular meetings are held between unit directors and Educational Equity leadership to share information about past activities and future plans. More recently (fall 2003), the return to the faculty of former associate vice provost Cathleen Love created the need for additional restructuring to enhance effectiveness and efficiency. Educational Equity will continue to explore these opportunities and work to more fully integrate the Academic Advancement Programs under the Educational Equity rubric. Additionally, the possibility of moving the Ronald E. McNair Program to the Office of Graduate Educational Equity in the Graduate School is being explored to enhance opportunities for participants to be introduced to the graduate school culture and to develop the skills and network relationships necessary for success in graduate school.

Systems of accountability: A Penn State system to report acts of intolerance is complete, developed in collaboration with the Campus Environment Team, Center for Academic Computing, University Police Services and Student Affairs. Educational Equity also ensures Penn State's compliance with civil rights mandates by reporting annually to the Office for Civil Rights and the Department of Veteran's Affairs (a 1999 strategic goal and one that continues). The Commissions meet annually with the President to discuss issues of accountability. Regular review of implementation of the *Framework*, with reports and assessment available online, is a significant mechanism for accountability.

Resource mobilization: An initiative has been underway to better publicize the diversity programs and services available through Educational Equity and Penn State. Since the 2001 reorganization, Educational Equity has been working to identify opportunities for process improvements and increased efficiencies. Larger organizational issues have emerged, most notably the recent return to the faculty of former associate vice provost Love. This change may result in reallocation of monies to take up organizational functions currently not addressed, such as development. Another example of resource mobilization is the Campus Environment Team, where the Affirmative Action Office, Office of Human Resources, Student Affairs, Department of Public Information, University Police Services, and Educational Equity work together, both proactively and reactively, on issues related to campus climate. During the *Framework* period, Educational Equity has developed and strengthened collaborations with several academic units, WPSX and WPSU public broadcasting, Office of Human Resources, Affirmative Action Office, Office of Student Affairs and other University offices. New leadership in Student Affairs and

the Affirmative Action Office has provided renewed opportunities for collaboration and enhanced working relationships. Educational Equity fully underwrites the production costs of “Race Matters,” an exploration of contemporary issues surrounding race and ethnicity broadcast jointly by WPSX-television and WPSU radio.

Allocation strategies: Space allocation strategies, as well as staffing patterns, were reviewed given the new configuration of the unit. Significant changes in space allocation and organizational configuration have been implemented with an eye toward streamlining processes, increasing efficiencies, and enhancing collaborations within the unit. Two key positions have been created (Web coordinator and diversity advocate). The more recent administrative change will also impact staffing patterns.

Long-term planning strategies: The *Framework* guides the efforts of Educational Equity. *A Framework to Foster Diversity at Penn State: 2004-09* has been launched and will guide planning efforts for the next five years. Long-term planning strategies are more fully outlined under the unit’s 2004–09 diversity strategic plan.

2. Which strategies have been most successful in addressing this Challenge? Which have been least successful? Which could be termed “best practices”?

The most successful strategy, which could be termed a best practice, has been collaboration with other units across the University.

Within Educational Equity, the most successful approach to this Challenge, which could be termed a best practice, has been to consistently consider diversity as an integral component to the unit’s success when any organizational realignments, systems of accountability, resource mobilization and allocation strategies, and long-term planning strategies are being considered.

It has taken longer than originally anticipated to accomplish to fully integrate the Academic Advancement Programs into Educational Equity for a unified organizational culture. This will continue to be addressed through staff retreats, meeting configurations, and other strategies to establish a shared sense of values, goals, and mission.

Appendix 1

EOPC Programs Funded During the 1998–2003 *Framework* period

Summer Programs		Academic Year Programs	
1998	29	1998–99	45
1999	30	1999–2000	26
2000	24	2000–01	28
2001	12	2001–02	26
2002	15	2002–03	36
2003	12	2003–04	21

Appendix 2

Review of EOPC Recruitment Programs - Updated 12/12/03

Program Name	Campus	Data from Program Years	Summer or AY	Duration of Program	Target Population	Approx EOPC \$ Per Student	Total # of Students in All Years of Program	Total # of Students Admitted from All Years of Program	% of Students Admitted to PSU from All Years of Program
<i>Graduate and Medical</i> A.R.L. Open D.O.O.R.	UP	1999-2001	Summer	12 Weeks	African American, Latino/Hispanic, and Native American Indian students in selected science and engineering majors who are rising college juniors or seniors	\$2,000	18	6	33%
Recruitment of Underrepresented Medical and Graduate Students	Hershey	1992-2002	Summer	8 Weeks	African American, Latino/Hispanic, Asian American, and Native American Indian students who are rising college seniors	\$8,500	61	19	31%
<i>Undergraduate</i> Hispanics for Academic Progress (HAP)	UP	1989-2000	Summer	6 Weeks	Latino/Hispanic students who are rising high school seniors	\$3,500	196	111	57%
Minority Advanced Placement Program ¹	Behrend	1993-2000	Summer	8 Weeks	African American, Latino/Hispanic, Asian American, and Native American Indian students who are rising high school seniors	\$500	54	20	37%
Women in Science and Engineering ¹	Behrend	1993-2000	Summer	8 Weeks	Women who are rising high school seniors	\$500	251	124	49% ²

¹These programs were operated as one program.

²Admitted into science/engineering majors: all women in program - 20% (50/251); African American, Asian American, Hispanic/Latino, and Native American Indian - 15% (6/39).

Appendix 3

Diversity Data Tables

List of Tables

- Table 1. Academic Administrator Employment, by Gender, 1997/2000/2002, Educational Equity, University Park Campus
- Table 2. Academic Administrator Employment, by Ethnicity, 1997/2000/2002, Educational Equity, University Park Campus
- Table 3. Staff Employment, by Grade, by Gender, 1997/2000/2002, Educational Equity, University Park Campus
- Table 4. Staff Employment, by Grade, by Ethnicity, 1997/2000/2002, Educational Equity, University Park Campus

Data Tables***Administrator Data****Table 1
Administrator Employment, by Gender, 1997/2000/2002, University Park Campus**

<i>Gender</i>	<i>Fall 1997 % (N)</i>	<i>Fall 2000 % (N)</i>	<i>Fall 2002 % (N)</i>
Female	0 (0)	0 (0)	33 (1)
Male	100 (3)	100 (2)	67 (2)
TOTAL	100 (3)	100 (2)	100 (3)

**Table 2
Administrator Employment, by Ethnicity, 1997/2000/2002, University Park Campus**

<i>Ethnicity</i>	<i>Fall 1997 % (N)</i>	<i>Fall 2000 % (N)</i>	<i>Fall 2002 % (N)</i>
Asian American	0 (0)	0 (0)	0 (0)
Black American	67 (2)	50 (1)	33 (1)
Hispanic/Latino	0 (0)	0 (0)	0 (0)
Native American	0 (0)	0 (0)	0 (0)
Total	67 (2)	50 (1)	33 (1)
White	33 (1)	50 (1)	67 (2)
TOTAL	33 (3)	100 (2)	100 (3)

*Percentages may not sum to 100 due to rounding.

Staff Data**Table 3**
Staff Employment, by Grade, by Gender, 1997/2000/2002, University Park Campus

<i>Gender</i>	<i>Fall 1997</i>			<i>Fall 2000</i>		
	<i>19 and below % (N)</i>	<i>20-25 % (N)</i>	<i>26 and above % (N)</i>	<i>19 and below % (N)</i>	<i>20-25 % (N)</i>	<i>26 and above % (N)</i>
Female	100 (6)	56 (10)	0 (0)	100 (7)	50 (9)	0 (0)
Male	0 (0)	44 (8)	0 (0)	0 (0)	50 (9)	0 (0)
TOTAL	100 (6)	100 (18)	0 (0)	100 (7)	100 (18)	0 (0)

<i>Gender</i>	<i>Fall 2002</i>		
	<i>19 and below % (N)</i>	<i>20-25 % (N)</i>	<i>26 and above % (N)</i>
Female	100 (21)	56 (29)	0 (0)
Male	0 (0)	44 (23)	0 (0)
TOTAL	100 (21)	100 (52)	0 (0)

Staff data do not include administrators (see Table 1 above).

Table 4
Staff Employment, by Grade, by Ethnicity, 1997/2000/2002, University Park Campus

<i>Ethnicity</i>	<i>Fall 1997</i>			<i>Fall 2000</i>		
	<i>19 and below</i> % (N)	<i>20-25</i> % (N)	<i>26 and above</i> % (N)	<i>19 and below</i> % (N)	<i>20-25</i> % (N)	<i>26 and above</i> % (N)
Asian American	0 (0)	0 (0)	0 (0)	0 (0)	6 (1)	0 (0)
Black American	0 (0)	28 (5)	0 (0)	14 (1)	17 (3)	0 (0)
Hispanic/Latino	0 (0)	11 (2)	0 (0)	0 (0)	17 (3)	0 (0)
Native American	0 (0)	0 (0)	0 (0)	0 (0)	6 (1)	0 (0)
Total	0 (0)	39 (7)	0 (0)	14 (1)	44 (8)	0 (0)
White	100 (6)	61 (11)	0 (0)	86 (6)	56 (10)	0 (0)
TOTAL	100 (6)	100 (18)	0 (0)	100 (7)	100 (18)	0 (0)

<i>Ethnicity</i>	<i>Fall 2002</i>		
	<i>19 and below</i> % (N)	<i>20-25</i> % (N)	<i>26 and above</i> % (N)
Asian American	0 (0)	2 (1)	0 (0)
Black American	14 (3)	23 (12)	0 (0)
Hispanic/Latino	0 (0)	14 (7)	0 (0)
Native American	0 (0)	2 (1)	0 (0)
Total	14 (3)	40 (21)	0 (0)
White	86 (18)	60 (31)	0 (0)
TOTAL	100 (21)	100 (52)	0 (0)

Staff data do not include administrators (see Table 2 above).