The final assessment for Outreach for the *Framework to Foster Diversity 1998-2003* highlights efforts and progress since the interim report two years ago. This report focuses primarily on the Outreach units of Continuing Education, Distance Education/World Campus, Penn State Public Broadcasting, and Outreach central support units. Although these units work in partnership with Penn State Cooperative Extension, Extension’s activities related to diversity are reported through the College of Agricultural Sciences. However, there are many synergies among the efforts of Continuing Education, Distance Education/World Campus, Public Broadcasting, and Cooperative Extension that are reflected in the activities identified below.

**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?**

   The mission of Outreach, most simply stated, is to increase access to Penn State’s educational resources through linking the expertise of faculty in the University with the needs and interests of external constituents. Our interface with the spectrum of the University’s external constituents opens our organization up to a broad and inclusive perspective on diversity. Our audiences are youth and adult; male and female; local, national, and international; rural and urban; location-bound and mobile; racially, ethnically, culturally, and socio-economically diverse; differently-abled; and with diverse sexual orientations. This experience reinforces that there are many kinds of differences that characterize human lives, both for our customers/clients/students and in our workplace. This understanding is reflected in the wide variety of programs offered through our organization and the wide variety of learners they involve, as described below.

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

   • The Vice President for Outreach speaks and writes to the entire organization about the value of diversity and diversity-related initiatives.

   • The Vice President for Outreach informs the members of the Vice President’s Council (VPC) about issues and initiatives related to diversity at Penn State. VPC members share the information with their units through formal and informal activities. The Director of Planning and Administration, who has responsibility for diversity initiatives within
Outreach, also brings to VPC information and updates on Penn State and Outreach diversity initiatives.

• The Director of Planning and Administration has visited management team meetings in Continuing Education, Distance Education/World Campus, and Penn State Public Broadcasting annually to discuss diversity issues.

• The Director of Outreach Human Resources has visited management team meetings in Continuing Education, Distance Education/World Campus, and Penn State Public Broadcasting to promote the Professional Entry Program administered through central Human Resources.

• Individual Outreach units include diversity in staff meeting agendas. The Marketing Department has invited speakers including Vice Provost for Educational Equity Terrell Jones, Assistant Professor of African-American Studies Major Coleman, and the coordinator of the FastStart Mentoring program, among others, and included training on gender communications. The Marketing Department also holds informal “Lunch and Learn” sessions on multicultural topics. World Campus has an informal diversity representative in almost every unit who brings issues to unit staff meetings and is working to formalize this role.

• A diversity component continues to be built into the annual Outreach Professional Development Conference for all staff. For example, in 2002, the Outreach Diversity Action Team provided information in conference packets and made additional materials available at a booth during breaks, and Terrell Jones presented the opening plenary session, “Benefiting From Diversity.” In 2003, the Diversity Action Team presented a session covering the Penn State Framework to Foster Diversity, climate considerations, and incorporating diversity into the Staff Developmental Action Plan; also, a member of the Diversity Action Team led a session on “The 10 Lenses: Your Guide to Living and Working in a Multicultural World.” The planning committee for the 2004 conference included three concurrent sessions related to diversity – “Native American Medicine Wheel: Understanding Leadership Styles,” “Valuing Diversity Through Teamwork,” and “Embracing World Cultures in Your own Back Yard” (a session on the International Hospitality Council).

• The Outreach intranet contains links to Penn State’s Framework to Foster Diversity and the Outreach diversity plan.

• In the four issues of Penn State Outreach magazine published in 2002 and 2003, a total of 39 articles focused on diversity-related programs. A few examples are: Spring 2002—“Penn State’s urban face” and “City students find greener pastures by minding their best MANRRS (Minorities in Agriculture, Natural Resources and Related Sciences program); Fall 2002 – “Cooperative Extension 4-H program helps migrant children bridge two cultures” and “Research conference brings more than 500 top students to Penn State” (the CIC Summer Research Opportunities Program conference); Spring 2003 – “History’s ‘unheard voices’ silent no more at Lewis and Clark conference” and
“Distance education quality standards for Latin America and the Caribbean;” Fall 2003 – “Teaching about freedom struggles” and “Arts-based outreach project brings community together” (a cultural diversity celebration in the South Allison Hill community of Harrisburg). The Outreach magazine is distributed to all Outreach employees, all Penn State faculty, Penn State’s academic leadership, University trustees, all Pennsylvania media, County Commissioners, Pennsylvania’s state and federal legislators, and presidents of land-grant institutions.

• World Campus is offering two diversity workshops for its staff in 2003-04.

• The HR Director includes information and examples related to the “Commitment to Diversity” factor in annual training on the SRDP. This information is also available on the Outreach SRDP website.

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

• A Diversity Action Team, composed of staff and faculty from across the Outreach organization, was charged in 1998 to provide leadership and direction for diversity initiatives within Outreach.

• Programming for outreach staff was a major focus for the team in 2002 and 2003. This included the activities at the annual Outreach Professional Development Conference noted above and the following “brown bag” lunch programs: “Understanding Islam,” “History and Key Events Surrounding the Conflict between Israel and Palestine,” “The University of Michigan Admissions Case in the Supreme Court,” “Ten Commandments of Communicating with Persons with Disabilities” (sponsored by the Commission for Women); and “Diversity in Food.”

• The Diversity Action Team has sought information on diversity-related initiatives and activities across Penn State and shared it with others in Outreach; examples include the Professional Entry Program, the FastStart mentoring program, and the International Hospitality Council.

• The Diversity Action Team led a Diversity Climate Survey for Outreach in Fall 2002.

• The Diversity Action Team has functioned rather informally, with a limited charge and membership and no provisions for membership rotation. With the transition in leadership for Outreach at the Vice President’s level, the team is being transitioned to the Outreach Diversity Council to expand leadership and strengthen accountability for diversity initiatives within the Outreach organization. A copy of the Council’s charge is contained in Appendix A. With this transition, the group’s membership is being expanded and formalized. This transition is currently in process; a call for nominations went out in January 2004 and it is expected that the expanded membership will be in place in March. The call included a request for volunteers who wish to be involved in the Council’s activities on an affiliate basis.
4. Which strategies have been most successful in addressing this Challenge? Which have been least successful? Which could be termed “best practices?”

• The Diversity Action Team has played an important role in promoting awareness and understanding of diversity issues within the Outreach organization. With the transition underway to the Outreach Diversity Council, the impact of this group on developing a shared and inclusive understanding of diversity should be enhanced.

• The brown bag lunch programs sponsored by the Diversity Action Team have attracted an average attendance of 25-30 individuals representing a cross section of staff from across Outreach. These sessions have been a good way to reach out into the organization to promote a multi-dimensional understanding of diversity although it is difficult to measure their specific impact.

• Diversity-related sessions at the annual Outreach Professional Development Conference could be considered a best practice in that they reach most of the staff and have received high ratings for quality and usefulness.

• Although a broad and inclusive definition of diversity is implicit in the work of Outreach and is expressed in the core values stated for the organization, some staff have expressed the need to capture that understanding in a specific statement. This will more clearly articulate the meaning of diversity for the Outreach organization.

Challenge 2. Creating a Welcoming Campus Climate

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

• The statement of core values for Outreach includes:
  “We seek an organization that . . .
  --Is committed to diversity and the unique potential that diverse cultural and ethnic backgrounds and viewpoints bring to our work and learning experiences.
  --Creates a humane environment in the workplace and in the classroom, treats all faculty, staff, students, and customers with dignity and respect, and is sensitive to the need for balance between work life and personal lives.”

• Vice President Craig Weidemann reinforced the value of diversity in his first “Inside Outreach” communication to all staff shortly after his arrival. In articulating the Promise of Outreach, he wrote, “We will be an organization that values Learning and Community. This means . . . Fostering a welcoming work and learning environment for individuals from diverse backgrounds. The promise of outreach is immeasurably enriched as it is brought to life by and for diverse individuals. We must be inclusive in reaching for our success. . . . Caring about each other and taking care of ourselves. Creating a work environment that fosters trust and respect and recognizes the total person and the many roles we all have outside of work. . . . “ In the October/November “Inside Outreach,” the importance of diversity was again highlighted.
• Outreach sponsors tables for staff at University diversity-related functions including the Martin Luther King, Jr. Banquet, the Commission for Women dinner, and the Achievement Conference luncheon.

• The vice president, associate vice presidents, and unit directors include diversity topics in their staff meetings.

• The 2002 Outreach diversity climate survey was sent to staff from the vice president and associate vice presidents. The vice president shared the survey results with all staff, encouraging them to review the report, provide their reactions, and contribute to creating a positive climate for diversity within Outreach.

• The Outreach central support units staff recognition program established in 2003 includes an award for diversity. The staff recognition programs for Continuing Education, World Campus, and Public Broadcasting, and the Vice President’s Awards program all contain diversity awards.

• The value of diversity for Outreach is emphasized by the Vice President at the organization’s new employee orientation.

2. How does your unit identify climate issues?

• A climate survey was conducted in fall 2002, following surveys conducted in 1995 and 2000. A commitment has been made to conduct a climate survey every three years.

• The Director of Outreach Human Resources continues to hold office hours out in the units, meeting privately with staff on a variety of issues. The HR director also conducts exit interviews for staff, tech services employees, and faculty who leave Outreach. In both cases, the HR director follows up with supervisors and unit leadership when climate issues are identified.

• Outreach leadership keeps many doors of communication open so that all staff feel they have an avenue to express concerns. In addition to the HR director, these include our sexual harassment resource persons, the director of planning and administration, and managerial and executive leadership. The Vice President has an open door policy.

• Outreach has worked with the Affirmative Action Office to assess specific situations within the organization.

3. How does your unit respond to climate issues?

• Outreach seeks to respond proactively through training and educational opportunities to increase awareness, enhance communication, build a supportive environment, and reinforce the value of respect, for example, through the sessions sponsored by the Diversity Action Team.
• As a result of the recent climate survey, we are currently working on putting in place training for Outreach directors, managers, and supervisors to prepare them better to provide leadership for and respond to diversity issues. Beginning in the 2004–05 annual staff review and development plan, all staff will be required to include an activity related to the Commitment to Diversity factor in their developmental action plan; fulfillment of this expectation will be monitored.

• As a follow up to the 2002 climate survey, the Director of Planning and Administration, the chair of the Diversity Action Team, and members of the Diversity Action Team from the given unit discussed the results with the management teams of each Outreach unit.

• When specific climate issues occur, management, including the relevant executive (vice president, associate vice president) is made aware of the situation through the channels identified above and works with those involved to address the concern. This includes articulating related values and behavioral expectations, fostering open dialogue to increase understanding around the issues, and developing and implementing appropriate interventions when needed.

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

• In addition to the organization-wide initiatives noted above, individual units within Outreach have undertaken climate initiatives. World Campus conducted a series of workshops retreats for approximately 30 leadership staff focused on creating a trusting environment through improved communication and openness. World Campus Student Services conducted a specialized climate survey in 2002-03, followed up by a series of meetings with unit supervisors and staff. The associate vice president participated in sessions with unit supervisors to encourage open discussion and problem solving.

• The Marketing Department has provided diversity-related training for all staff.

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

• Conducting a diversity climate survey at regular intervals could be considered a best practice in that it provides a measure of progress in this area. We will be standardizing a survey for Outreach based on the 2002 survey to enable this tracking (methodological issues prevented direct comparisons with previous Outreach climate surveys).

• The office hours and exit interviews conducted by the HR director have been very helpful in identifying climate issues.

Challenge 3. Recruiting and Retaining a Diverse Student Body

1. Does your unit contribute to recruiting and retaining a diverse study body? If so, how?
• While Outreach is not involved in recruiting and retaining a diverse resident education student body, it contributes actively to supporting diversity in the University’s extended learning community. Many of our programs address special needs or provide access for diverse populations.

• World Campus has established partnerships that encourage a more diverse student body. These include participation in eArmyU, a national program to make online learning accessible to current Army personnel; and development of a memorandum of agreement with the Organization of American States to promote enrollment in World Campus programs from Latin America. World Campus programs are also promoted on the website of the American Distance Education Consortium, which reaches students and faculty/staff at historically black and Hispanic land-grant institutions and Native American tribal colleges; the World Campus executive director and director of academic programs led an ADEC committee that made recommendations for inter-institutional course sharing with these institutions.

• The Intensive English Communication Program brings students from around the world to the University Park Campus. Many of these students go on to matriculate as Penn State undergraduate or graduate students.

• Instructional materials developers in the World Campus Department of Instructional Design and Development use “Guidelines for Bias-free Publishing” as a standard for editing/reviewing course content developed by faculty. The World Campus course development guide has a section that reinforces for faculty the diverse audiences for which courses are developed.

• Outreach Marketing uses inclusive language in marketing materials. Images in print and electronic publications reflect a wide range of ages, occupations, environments, and ethnicities. Distribution methods are designed to reach all economic strata.

• The Vice President for Outreach, with the Provost, has charged a Task Force on Continuing Education to enhance the role of continuing education in increasing the number of adult learners at Penn State.

• A new bachelor’s degree program aimed at adult learners in Organizational Leadership was launched through both World Campus and Continuing Education at University Park.

• Over the two-year period 2002-03, Conferences and Institutes programs attracted 480 international attendees from 52 countries. This included the Penn State Summer Institute in Applied Linguistics, which brought 144 graduate students from 25 countries to University Park for studies in the area of language education. Conferences and Institutes programs also bring a wide range of age groups to Penn State; in the last two years, these included nine Elderhostels and approximately 125 youth campus
• WPSX-TV’s coverage area is primarily rural, providing the residents of these communities with cultural and educational resources that would otherwise not be available to them.

• Cooperative Extension’s detailed Civil Rights Compliance Plan specifically addresses among its goals increasing program participation for people of underrepresented groups. In FY03, 9.5 percent of Extension’s contacts statewide were members of underrepresented groups.

• Demographic information is not collected for Outreach non-credit registrations. Among Outreach’s 24,021 credit registrations in 2001-02, 11.3 percent were minority and 3.41 percent were international; 11.5 percent did not identify ethnicity. In 2002-03, of 24,696 credit registrations, 11.1 percent were minority and 3.1 percent international; 10.5 percent did not identify ethnicity. Approximately 52 percent of all credit registrations in each of these years were women.

2. Which strategies have been most successful? Which have been least successful? Which could be termed best practices?

• The partnerships established by World Campus have the potential to be a best practice; most are in their early stages and results need to be monitored.

• The “Guidelines for Bias-free Publishing” used by World Campus can be expanded and extended for program developers and managers in all Outreach units.

Challenge 4. Recruiting and Retaining a Diverse Workforce.

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

• All Outreach vacancies are automatically announced on the University’s Interest Agency Mailing List, coordinated by Steve Hayes in the Employment and Compensation Division.

• Whenever we receive a notice of an applicant from the ONE Program or the Diversity Talent Bank, we forward the information to the appropriate hiring supervisor.

• The Director of Outreach Human Resources meets with search committees for regional and national searches to review affirmative action search procedures and charge the group to diversify applicant and candidate pools.

• Information about Penn State’s Professional Entry Program was shared by the HR director with the management teams of Outreach units; this led to a minority hire through the program.
The World Campus Instructional Design and Development unit requires specialized professional staff with master’s and doctoral level qualifications. The director of the unit networks with other national and international organizations to attract a diverse pool of applicants for these positions.

Beginning in FY03, we have begun to track data on diverse applicants, candidates, offers, refusals, and hires (as identified on their Affirmative Action cards, with regard to race and disability). This information is shared quarterly with the Vice President’s Council.

In the five years of the Framework, the representation of women among senior staff has increased. In fall 2003, 52 percent of Grade 26 and above staff employees were women (12 individuals) compared to 21 percent (3 individuals) in fall 1997. Women held 63 percent of staff positions in Grades 20-25 in fall 2003, compared to 53 percent in fall 1997. For positions graded 19 and below, 85 percent were held by women in fall 2003 compared to 90 percent in 1997.

From fall 1997 to fall 2003, there was a 66 percent increase in racial/ethnic minority Outreach staff, an increase from 12 individuals to 20 over the time period. Racial/ethnic minority representation across all staff levels increased slightly during this period, from 4.4 percent in 1997 to 5.5 percent in 2003. Much of this progress was realized in the last two years.

Outreach employed 36 non-tenure track faculty in fall 2003 compared to 38 in fall 1997, primarily at the assistant and instructor level. The representation of women in these positions increased slightly over this period, from 37 percent in 1997 to 42 percent in 2003. There are no racial/ethnic minorities in these positions.

Nearly one-quarter (24 percent) of the respondents in the 2002 Outreach Diversity Climate Survey considered themselves a member of an underrepresented group based on sexual orientation, ethnicity/race, religion, gender, or physical or mental ability.

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

Individual units work with each employee to provide professional development and career opportunities.

We work with individual employees to resolve specific retention issues, for example, working with international employees as they dealt with immigration issues.

Outreach provides flexibility in working arrangements (e.g., flextime, telecommuting) to be supportive of family and personal needs.

We view overall climate improvement initiatives as important for the retention of members of underrepresented groups.
3. Which strategies have been most successful in addressing this Challenge? Which have been least successful? Which could be termed best practices?

• We believe the advancement of women in Outreach and our progress in minority hiring reflects a combination of several factors including leadership commitment, increased awareness, and enhanced search procedures.

• Connecting to central University resources (e.g., the PEP program) has been productive.

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?

• World Campus and Continuing Education at University Park offer credit courses that are designated Diversity Focused within the general education requirements.

• World Campus has worked with the College of the Liberal Arts to develop two credit courses in English as a Second Language for international students.

• In 2002-03, World Campus offered a series of free seminars that included “A Consumer’s Guide to Terrorism,” a program that included balanced information on how different religious and ethnic groups perceive the United States.

• Conferences and Institutes delivered 33 and 25 programs respectively in 2002 and 2003, with significant diversity content. One outstanding example was the conference Lewis and Clark: The Unheard Voices, which addressed the impact of the expedition on Native Americans, African Americans, and other diverse groups. In addition to the conference sessions, the program included the premier of the musical drama York, and art and library exhibits related to the topic. Other examples include:

  2002 National Rural Women’s Health Conference  
  Middle Eastern Muslims in the Aftermath of the Cold War  
  Freedom Studies: From Slavery to Civil Rights  
  National Autism Conference and Pennsylvania Autism Institute  
  Migrant and Immigrant Health in Rural Pennsylvania: Finding a Place for Health Care  
  Designing Penn State’s Center on Rural Education and Communities: Missions, Strategies and Structure  
  A Sampler of Multisensory Design Applications: Key to Creating Inclusive/Universal Environments for the Arts, Education, and Health Care  
  Ronald E. McNair Scholars’ Summer Research Conference  
  Multicultural Journalism Workshop  
  Take Our Daughters to Work
Penn State Nutrition Conference Update 2002: Nutrition and Aging
Politics and Culture in the Civil War Era


• WPSU producer Cindi Deutschman-Ruiz was one of nine members of the media recognized for distinction in mental health news and feature reporting at the recent National Mental Health Association conference. She received an award for her educational series, “Erase the Stigma,” that combined information on mental illness with personal accounts and included a commentary and resource web site.

• WPSX’s *Take Note* program in February 2002 featured the African-American Read-In Program held annually at Penn State, the result of a contact made through the Diversity Action Team. Penn State Public Broadcasting includes national and local programming each February focusing on Black History Month.

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

Challenge 6. Diversifying University Leadership and Management

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

• An Outreach Internship Program, created in 1992-93, provides a professional development opportunity for faculty and staff with the potential to provide leadership in outreach activities. Of the 72 interns to date, 50 are women and 2 are minorities.

• Outreach takes advantage of leadership and management professional opportunities provided by Penn State. Of the 30 Outreach participants in *Mastering Supervision* in the last two years, 25 were women; of the 8 Outreach participants in the *Penn State Management Institute*, 7 were women.

• We supported the successful candidacy of an African-American staff member for an Administrative Fellowship in 2003-04. Other staff have been encouraged to apply for this opportunity.

• We have nominated and/or supported the participation of staff from underrepresented groups on University-wide commissions and committees.

2. Which strategies have been most successful in addressing this challenge? Which have been least successful? Which could be termed best practices?
• The Outreach Internship Program is highly valued by participants, many of whom have built on their internship experience through special projects and initiatives.

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. has your unit implemented to ensure the realization of the University’s diversity goals?

• The establishment of the Outreach Diversity Council with a direct reporting line to the Vice President underscores organizational priority for diversity matters.

• Enhancing the environment for work and learning in support of the contributions of individuals from diverse backgrounds is one of Outreach’s strategic goals.

• Over the last five years, the Outreach Program Innovation Fund has provided $330,000 to 46 diversity-related programs. These programs contained multicultural content or content related to special needs populations, and/or served underrepresented audiences.

• In the last two years, the Outreach Partnership Fund, which promotes collaborative efforts by Continuing Education, World Campus, and Penn State Public Broadcasting with Cooperative Extension, has provided $23,000 in support of 6 diversity-related programs; this represents 39 percent of the funding awarded during this period. These programs were aimed at diverse audiences including rural agricultural communities, low income and at-risk youth, and Hispanic youth, or focused on diversity-related content, e.g., Native American history and culture in a summer camp for 4th-6th graders.

• Beginning with the 2004-05 staff performance review year, we will be tracking whether staff include a diversity component in their annual developmental action plan portion of the SRDP.

• We are tracking data on diverse applicants, candidates, offers, refusals, and hires in Outreach searches.

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

• The investment of Program Innovation Funds and Outreach Partnership Funds in diversity-related programs underscores the importance of diversity to the organization’s work.
Table of Appendices

Appendix A  Outreach Diversity Council Charge, Membership, Structure, and Meetings