



**A Final Assessment of
A Framework to
Foster Diversity at Penn State
1998 - 2003**

**Undergraduate Education
and
International Programs**

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Our Commitment to Diversity: A Continuing Affirmation

"We originally came from many different shores," historian Ronald Takaki wrote in his history of multicultural America, "and our diversity has been at the center of our making of America." As this country has matured, universities and colleges have played an important role in fostering diversity by making higher education available to people from varied backgrounds; by teaching about diverse perspectives; and by providing an open environment for discourse about diversity. Part of our mission in Undergraduate Education and International Programs (UEIP) is to foster a caring University community that provides our students with knowledge and leadership skills for constructive participation in a diverse, multicultural world. Leadership, like cultural change, does not thrive on passivity. UEIP remains active across the seven challenges in Penn State's *A Framework to Foster Diversity*.

THE SEVEN CHALLENGES

Challenge 1. Developing a Shared and Inclusive Understanding of Diversity

1. a. How does your unit define or describe diversity?

As diversity initiatives have become increasingly encompassing in national dialogs and well-intentioned initiatives, Undergraduate Education and International Programs (UEIP) recognized a need to define for itself in clear and unambiguous terms the meaning of diversity and multiculturalism in our work. In our Progress Assessment of 2002, we used the work of James Banks and Cherry McGee Banks to inform our definition. They wrote in the 2001 *Handbook on Multicultural Education*,

"Multicultural education focuses on ethnic, racial, cultural and gender groups within the boundaries of a nation-state, such as the United States, the United Kingdom, and Canada. Yet there is a widespread confusion among scholars, practitioners, publishers, and the public that multicultural education is the same as global education and international education.

"Global and international education focus on the interrelationships among nations and the study of foreign nation-states respectively. Even though multicultural and global education both try to help students to develop cross-cultural competencies and skills, each field has unique contributions to make to the education of students. Consequently, the two fields should not be confused. The integrity of each field should be recognized and respected."

In addition, in *Dialogues for Diversity: Community and Ethnicity on Campus*, the American Council on Education (ACE) acknowledged the importance of diversity for the future of American higher education and defined "**Diversity**" as

"...a word that has rapidly acquired many meanings. Central to these many meanings, however, are three defining aspects of a diverse college or university: (1) members of groups previously excluded from full, fair, and respected participation in higher education are present on campus as full participants; (2) the campus itself provides a supportive community environment that values such participation and is conducive to its success; and (3) the institution recognizes the value of the groups with which students and faculty identify as sources of important intellectual perspectives and personal support, and as avenues of participation in universal human concerns.

As a unit, UEIP embraces the definition put forward by ACE, and we have identified four of the elements of multicultural education proposed by Banks & Banks

that are central to the UEIP charge: (1) formulized curriculum and course of study; (2) assessment and testing procedures; (3) teaching styles and strategies; and (4) instructional materials.

These elements speak directly to our UEIP goals as a leadership unit within the University. We expect each of our units to embrace the definition of diversity; however, we acknowledge that each will contribute in different ways, depending on the unit's assigned role within Penn State. UEIP is comprised of the following units: Division of Undergraduate Studies; International Programs; Morgan Academic Center for Student Athletes; Army ROTC, Air Force ROTC, Naval ROTC; Schreyer Institute for Teaching Excellence; University Learning Centers; Office for Communication; and central staff in the Office of the Vice Provost for Undergraduate Education and International Programs.

1. b. How is this understanding demonstrated in areas of emphasis within your unit?

UEIP works to embrace and enhance diversity at the University in two ways: (1) through programming and other activities aimed at the personnel within UEIP; and (2) through programming, funding and activities that impact student-focused activities across the University (e.g., teaching, curriculum, public events).

To demonstrate the importance of diversity for employees within UEIP, we have maintained an active Diversity Enhancement Team, with representatives from each unit. The Team is responsible for planning and executing a variety of programs. A detailed description of various programs is given in response to question 3.

To enhance diversity across the University, UEIP supports and promotes a wide variety of educational and student-support activities. These are described in response to questions 2 and 3 in greater detail, but efforts include such things as purchasing tables at major diversity-focused events (e.g., Dr. Martin Luther King, Jr. banquet, Commission for Women banquet) so that staff and invited students may participate; supporting diversity-related student activities financially (e.g., Black Graduate Student Association Achievement Conference); including diverse perspectives in programming and media aimed at staff and students within each of our units; and supporting specific faculty initiatives to infuse diverse perspectives into the curriculum (e.g., International Programs and Schreyer Institute for Teaching Excellence recent initiatives). Each of these activities is described in response to later questions.

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

UEIP disseminates information about unit-specific and university-wide activities in a variety of ways, including the following:

- a. The Office of Undergraduate Education and International Programs sponsored attendance in October 2003 of Associate Vice Provost Jeremy Cohen at a Harvard University special symposium on the University of Michigan affirmative action cases. Cohen then provided a report and led

discussion reviewing the symposium at the November 2003 UEIP Executive Committee, which is composed of all UEIP unit heads. Cohen also published a commentary focused on the contribution of diversity to the entire learning community for *Journalism & Mass Communication Educator* and copies were distributed within UEIP.

- b. special programming by the Diversity Enhancement Team already described in response to questions 1b and 3.
- c. emails from the Vice Provost's office about diversity-related events on campus to all employees within UEIP.
- d. mailing/posting of relevant brochures or other information (e.g., information on reporting hate crimes or sexual assaults).
- e. UEIP's Diversity Enhancement Team conducted an on-line confidential diversity survey (created by the Diversity Enhancement Team) to all employees within UEIP in early 2002. The primary objective of the informal survey was to provide UEIP members with an opportunity to express their thoughts and reactions related to the seven diversity challenges, and to provide the UEIP leadership with information about the climate within the unit. In addition, the responses to the survey were used as the basis for a discussion by employees during a program in February 2002 entitled, "A Framework to Foster Diversity: How Can We Meet the Challenge?" The program's goal was to help UEIP members discover ways to become more actively engaged in the process. The survey results were shared with the Vice Provost and two Assistant Vice Provosts of Undergraduate Education as well as Mr. Welliver, facilitator of OUE's program.

UEIP also has had a strong history of supporting its employees' participation in university-wide and community-related diversity committees and organizations. For example, UEIP members have served in leadership roles on the University Dr. Martin Luther King, Jr. Commemoration Planning Committee; Achievement Conference for Graduate and Undergraduate Minority Students; Office of International Programs' International Council; Commission on Gay, Lesbian, Bisexual and Transgender Equity; Commission for Adult Learners; Commission for Women; Centre County Human Relations Advisory Council to the Pennsylvania Human Relations Commission; Intercollegiate Athletics Diversity Council and National Association of Multicultural Education (NAME). Members who serve in these organizations provide their individual units with regular feedback, resulting in a more informed and engaged UEIP staff. Individuals from UEIP have been encouraged to participate in national events on topics related to diversity. Examples include:

- a. Three members of UEIP were given support to attend the AAC&U "Diversity and Learning: Identity, Community, and Intellectual Development" Conference (Fall 2000). Their participation led to the planning and implementation of the Color of Fear Panel Discussion.

- b. Two members co-presented at the 2002 NAME International Conference—their presentation, *A Purposeful Approach to Expanding the Multicultural Knowledge and Skills of Personnel Through Professional Development at a Research I University*, focused on UEIP's long-standing, ongoing commitment to multicultural initiatives and received high participant reviews (Fall 2002).
- c. Although not a member of the UEIP staff, Dr. Lakshman "Lucky" Yapa has worked closely with UEIP and has received support for his Philadelphia Project. Thus, UEIP nominated Dr. Yapa and his "Rethinking Schools: Urban Field Experience" project for the 2002 NAME Program Award, which he received at the 12th Annual NAME Conference.

3. Does your unit have a diversity committee? What is its role?

Since the mid-1990s, UEIP has had a very active diversity committee—the UEIP Diversity Enhancement Team. Their charge is to create programs and processes that encourage and enable staff to converse and gain new knowledge about topics related to creating a welcoming environment for all students, staff, and faculty at Penn State. A representative from each unit within UEIP is assigned to the Team. The Team's primary operational responsibility is to plan and conduct three or four programs each year, with the goal of bringing together employees from all units of Undergraduate Education and International Programs (UEIP) to collectively advance diversity. A secondary goal, and one that is emphasized in UEIP's strategic plan, is to provide leadership across the University, both by partnering and by example. For instance, the annual Dr. Martin Luther King, Jr. Celebration March, now in its fifth year, involves several units across the University, in addition to UEIP (e.g., Food Services, Student Affairs). The event is designed to involve all staff at University Park, as well as middle school students from the larger community.

The UEIP Diversity Enhancement Team has planned and presented a number of activities for members of the UEIP community. All unit leaders are expected to attend the programs themselves and to actively encourage their staff to attend. Attendance has ranged from 50-75% of all UEIP employees. Listed below are just a few of the most recent events:

- a. Spring 1999: "Increasing Our Awareness of Disability Issues at Penn State"—presented by Brenda Hameister and Marianne Karwacki (attended by 62 people).
- b. Fall 2000: Gay, Lesbian, Bisexual and Transgender Program—conducted by Susan Rankin (attended by 68 employees).
- c. Spring 2001: Color of Fear Diversity Program/Panel Discussion. Eighty-four percent of the Color of Fear program participants felt the program increased their sense of social justice and awareness of diversity issues. Additionally, a significant majority of the program participants (which included students and UEIP members) rated the program as "good, very good, or excellent." The program was modeled for use at Encampment 2001 and by Food Services

(attended by 81 UEIP employees, 49 students and 28 Student Affairs personnel).

- d. Fall 2001: UEIP sponsored a presentation that included Leonard Pitts Jr., a well-known columnist. This presentation was the first of its kind program in which a distinguished speaker presented as part of a residence hall (East Halls) living learning community experience. The vast majority of the audience was comprised of students. Student overall comments following the presentation ranged from "great," "excellent," and "let's have more programs like this."
- e. Spring 2002: "Anne Frank: A History for Today" art exhibition—UEIP staff were given a private tour and interpretation/in depth overview of the exhibition.
- f. Fall 2002: "Assistive Technologies and Beyond: Challenges and Opportunities for Students and Employees with Disabilities."
- g. Fall 2003: "Cultural Interactions: Expectations, Apprehensions, and New Understandings of Cultural Diversity." A student panel comprised of national and international students discussed the challenges and opportunities of educational pursuits in other countries. (attended by 62 employees)
- h. Spring 2004 (planned): "Going Beyond Borders and Boundaries: The International and Intercultural Experiences of Our Student," a student panel discussion that will continue the dialogue begun at the Fall 2003 UEIP diversity event and expound on the perceptions, realities and experiences of our national and international student panelists.

Several of the UEIP Team's diversity initiatives have been collaborative in nature. Examples of this are:

- a. Dr. Martin Luther King, Jr. Celebration March and Program (presented for five consecutive years). Local school districts' middle school students participate in the celebration as well as University faculty, students and staff. In 2003, the event also included the University-wide bell ringing activity.
- b. UEIP co-sponsored an International Luncheon with the State College Area School District and Phi Delta Kappa in Fall 2001. The luncheon program was comprised of over 100 participants including Penn State administrators, faculty, staff and students, as well as teachers and administrators from the local school district.
- c. UEIP is co-sponsoring, along with the College of Education, Phi Delta Kappa, State College Area School District and Central Intermediate Unit, an Intercultural and International Luncheon and Program, *Comparative Education: Global Perspectives*, to be held April 2004. The program will include a panel presentation by the Hubert H. Humphrey Fellows and will

focus on the diverse educational experiences and opportunities available globally.

Challenge 2. Creating a Welcoming Campus Climate

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

Evidence of support for diversity begins at the Vice Provost's office. The current Vice Provost serves on the Campus Environment Team and on the Steering Committee for the Administrative Fellows Program. She speaks often on topics related to gender equity and creating a welcoming environment for international students and scholars. She has worked closely with the Commission for Women, the Lesbian-Gay-Bisexual Support Network, and other organizations to promote diversity on campus in the past.

The Vice Provost's office also has supported university-wide activities to promote diversity. UEIP regularly provides support for its members to attend various Penn State events, including the Forum on Black Affairs' Dr. Martin Luther King, Jr. Banquet; Graduate Black Student Association Achievement Conference; Commission for Women, Commission on Racial/ Ethnic Diversity and Commission on Gay, Lesbian, Bisexual and Transgender Equity Banquets; and various Penn State Forum events which are focused on diversity topics.

Another highly visible and important component of creating a welcoming climate for diversity at Penn State is found in the published materials we provide for students. We strive to make our publications more welcoming for a diverse group of students. For example, the publication *Preface*, sent to all incoming students, is designed to introduce students to Penn State University Park campus and help them prepare for arrival. Penn State's commitment to diversity is illustrated in the annotated listing of student programs and services section of *Preface*. In this section, new students read about the many campus services that are available to support the concerns of adult learners, ethnic and religious groups, women students, disabled students, as well as gay, lesbian and bisexual students. In addition, the services of the Multicultural Resource Center, Project Growth and the Paul Robeson Cultural Center are highlighted. It should be noted that, in addition to *Preface*'s textual messages about diversity, a good deal of attention is given to the visual messages about diversity as well. For example, 25% of the photographs in the 2001 issue of *Preface* show the diversity of the Penn State student body. The Office for Communication, publisher and designer of *Preface*, has and will continue to make it a priority to promote the value of diversity at Penn State. Future plans for *Preface* include offering feature articles designed to focus on diversity-related curriculum initiatives written by Penn State faculty and staff. The first proposed featured article will discuss the importance of the Intercultural and International Competence (GI) General Education requirement and the benefits of the requirement. In addition to *Preface*, UEIP produces other publications for new students and change of assignment students that include information about the University's commitment to diversity initiatives and student roles in fostering diversity.

In addition to support of university-wide initiatives and including diverse perspectives in our publications, evidence of support for diversity can also be found within each unit that is part of UEIP. Several examples are listed below:

University Learning Centers. UEIP's University Learning Centers (ULC) have held a long-standing collaborative relationship with members of Academic Advancement Programs (AAP). The ULC students and professional staff work with AAP staff to provide study skills workshops, tutorial placements, promotion of varied services through flyers, list-serve correspondence, and employment opportunities for students. Members of the ULC meet often individually or as a group with AAP staff to discuss new developments in each other's programs, the sharing of tutors, resources and more. Also, in the past, UEIP administrators provided support to AAP staff by writing letters of support for Talent Search grants and assisting in other related grant-writing initiatives.

The ULC also works with other units that may serve some AAP students. Small group tutorial arrangements are made with the Multicultural Resource Center (MRC), the Minority Engineering Program (MEP) and the Women in Science and Engineering Program (WISE), for example. Presentations are given by staff to incoming freshmen through opportunities such as the Minority Achievers Program (Minority Recruitment/Office of Admissions). In addition, the ULC maintains a listserv for staff and students in these units. Directors and coordinators frequently promote diversity issues by posting to the list. The types of information shared cover a broad spectrum—from the national political scene to local opportunities for campus and community involvement. Students are encouraged to attend events from poetry readings to political rallies.

All ULC student employees receive a significant level of training that include components on diversity, cross-cultural communication, and learning differences. The ULC, in cooperation with learning centers across the University, is developing a university-wide training program for peer tutors. These training resources (which include diversity-related materials and information) will enhance the quality and availability of training for peer tutors. ULC's goal is to provide quality training for all tutors, whether employed by learning centers, academic departments or in other special programs.

Division of Undergraduate Studies. In the First-Year Testing, Counseling and Advising Program (FTCAP), a media presentation entitled "Presenting the University to Freshmen" is made to all incoming students. Undergraduate students of diverse backgrounds, race and ethnicity narrate the video. Additionally, the Intercultural and International Competence curriculum requirement is introduced and its importance is stressed to parents and incoming students.

LEAP. The Learning Edge Academic Program (LEAP) that is overseen by UEIP serves more than half of the first-year students who begin their studies at University Park in the summer. Several program topics related to getting along in a diverse community are included in the orientation activities (e.g., cross-cultural communication and adjustments and working in diverse groups). These activities are planned and coordinated with the Multicultural Resource Center, and small group discussions follow the presentations/activities. LEAP offers diversity-related courses including,

"Community, Race and Identity." A diversity component also was added to the mentor-training program, which prepares upperclassmen and women to serve as mentors to incoming freshmen enrolled in LEAP.

Schreyer Institute for Teaching Excellence. Schreyer Institute for Teaching Excellence (SITE) offers faculty luncheons with diversity themes—the luncheons are open to staff and graduate students as well. Recent topics have included, "Developing Students' Capacity for Critically Examining Their Own Cultural Identities;" "Responding to Special Challenges: Learners with Disabilities;" "How Can Faculty Help Penn State Students Internationalize Their Academic Experience;" and "Addressing the Needs of Adult and Part-Time Student Learners." SITE is also co-hosting the Schreyer National Conference, "Innovations in International Education" (Spring 2004)—the aim of the event is to set a national agenda for internationalizing the curriculum in honors and undergraduate education.

2. How does your unit identify climate issues?

Because UEIP's units are geographically dispersed across the University, we have tried to provide more opportunities for increased communication and interaction. The Diversity Enhancement Team, with representatives from each unit, identifies issues of common concern and facilitates dialogue and distribution of relevant information. In 2002, as mentioned earlier, UEIP's Team collected information from its members via an on-line climate survey. Almost thirty-five percent of UEIP members responded, reflecting well on the efforts UEIP has made in creating an open communicative environment. UEIP plans to continue to increase communication among its members via an already established UEIP list serve and a planned internal UEIP newsletter. These and other UEIP efforts have resulted in increased discussion, continued identification and responses to climate issues.

3. How does your unit respond to climate issues?

UEIP continues to be aggressively proactive in its response to climate issues as well as its support of positive resolution. UEIP encourages all employees to bring issues and concerns to Unit Directors or Associate Vice Provosts or directly to the Vice Provost who will meet with UEIP member(s) and discuss the issues/concerns. Often the follow up includes consultation with staff and directors in order to reach resolution. Employees are also encouraged to use other resources in the University, including UEIP's Human Resources Representative, the Affirmative Action Office and its earlier Diversity Support and Education Center, Human Resources Development Center (HRDC) and Employee Assistance Program (EAP), and other on-campus and beyond campus supports.

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

As noted previously, UEIP has a very active Diversity Enhancement Team, comprised of UEIP representatives from each of the UEIP units. Team activities are designed to enhance the overall climate and individuals' satisfaction with their environment at Penn State, as well as to make it clear that these are valued topics within

UEIP. Typically, 45 or more members of UEIP participate in the diversity-related activities each year. We have also used the survey discussed earlier to assess climate issues and identify action items and program development.

In past years, UEIP formally recognized all its members by holding an UEIP Appreciation Luncheon and Program. The event provided a formal opportunity to officially acknowledge everyone's contributions and commitment to UEIP and the University's vision and mission. In addition, UEIP members had an opportunity to informally network and get to know each other better. This event was discontinued in 2001. To replace it, UEIP will launch its inaugural UEIP Celebration Program in February 2004, designed to continue the tradition of celebrating each and every UEIP member and his/her contribution to UEIP and the greater University community. The Vice Provost will be honoring six individuals and/or units that have been selected for their significant contributions to the University. The number of nominations submitted for this year's awards reflects well on the efforts of UEIP administration to acknowledge and reward its finest. The criteria for the awards, while not limited to activities related to diversity, include group and individual efforts to enhance diversity and the quality of life at Penn State.

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?

In the last five years, the University's minority enrollment has increased more than 37 percent. Each year, Penn State welcomes a growing number of new freshmen. In the Fall of 2003, about 6,100 new freshmen entered at the University Park campus and another 6,500 students began their studies at Penn State's other undergraduate campuses. Included in the group of new freshmen is the largest class of minority students enrolled in any prior year. Overall, minority student enrollment (graduate and undergraduate) reached 9,658 in Fall 2003. Total international undergraduate student enrollment in Fall 2003 was 3,577 (approximately one-third, or 1,032, were undergraduates).

The number of undergraduate minority students who graduate with associate or baccalaureate degrees also continues to increase—from 1,034 in 1998-99 to 1,199 in 2001-02. UEIP has played and continues to play an active role in this success by supporting initiatives, policies, and programs that affect undergraduate education across the University. Examples of UEIP's continuing commitment to and involvement with the successful recruitment and retention of diverse students is demonstrated through a variety of activities.

For example, UEIP has placed considerable emphasis on outcomes for change-of-assignment students, because the graduation rates for this group are lower than for those who begin at UP. Studies conducted by the data group of the joint retention team sponsored by the Office of the Vice Provost for Educational Equity and Undergraduate Education, as well as follow-up studies funded by Undergraduate Education and carried

out by Dr. George Tseo at Penn State Hazleton and Dr. Linda Strauss, have verified that the large graduation disparity for all students who begin at campuses relative to UP starters is similar for minority and majority students. Thus, any effort to retain students at campuses should help both minority and majority students.

Accordingly, in 2001, the Division of Undergraduate Studies, in collaboration with the Smeal College of Business Administration, initiated an upper-division advising center in the Smeal College of Business Administration. Specific goals for this initiative are to provide advising programs designed to increase graduation rates for students by assisting with the transition from campus colleges to University Park, with special emphasis on underrepresented students. UEIP, through the Division of Undergraduate Studies, underwrote the salary of the coordinator of this advising center for two years as a pilot project. It was so successful that the Smeal College of Business Administration has now taken over responsibility for funding the position. This approach may be replicated in other colleges where appropriate.

Another example of UEIP's efforts related to retention can be found in work related to the curriculum. During the summer of 2002, UEIP assumed responsibility for convening and coordinating the Pre-Freshman Seminars that were designed to acquaint incoming students with issues related to racism and diversity. Working collaboratively with the Office of the Vice Provost for Educational Equity, Office of Enrollment Management and Administration, Division of Student Affairs and others, the seminars were created as a means to introduce incoming students to a process for developing an awareness of their own values, beliefs, and attitudes and for understanding how this awareness can impact their cultural and world views, attitudes, and effectiveness. As part of its role with the pre-freshman seminars, Undergraduate Education and International Programs was actively involved with the pre-freshman mailings comprised of common readings including, "Overcoming the Culture of Silence on Race" by Beverly Tatum.

In the past, UEIP provided numerous First-Year Seminar (FYS) developmental supports including retreats and a FYS Best Practices Conference. In fact, several faculty have actively incorporated a diversity component into their FYS curriculum as a result of these developmental activities. For example, during Fall 2001, UEIP sponsored a campus visit by John Gardner, Executive Director, Policy Center on the First Year of College, who focused heavily on the importance of including diversity and multicultural activities in the first-year curriculum.

Another example of UEIP's university-wide participation in efforts to enhance the campus climate includes UEIP's leadership involvement in the International Teaching Assistants Working Group (the Vice Provost and Dean of Undergraduate Education Emeritus chaired the group), with several UEIP members serving as group members. International teaching assistants at Penn State play a vital role in the delivery of education to our undergraduate student population and they help introduce diversity into the Penn State culture. The interactions they have with undergraduate students may either foster an appreciation or a dislike for diverse perspectives, thus, it is important to be sure that they are well prepared. A follow-up International Teaching Assistants Working Group was charged to define implementation strategies and to implement elements of the final report. In Spring 2004, the Vice Provost for Undergraduate Education and International

Programs will be charging a working group to assess the progress made on the Working Group's recommendations.

Some of the university-wide activities that are managed by UEIP include:

- a. The President's Retention Fund that supports peer tutoring and academic support programs for low-income, first-generation students at locations beyond University Park. During the 2001-2002 academic year, 3,064 low-income, first-generation students benefited from the opportunities made available through this fund (Appendix C).
- b. The University Learning Centers (ULC) do not have a direct role in recruitment or enrollment, but they do have a major role in retention. ULC works closely with advisers, minority representatives in the colleges, staff in the Multicultural Resource Center and AAP to encourage students from underrepresented groups to use the ULC's services. Additionally, several of the ULC work-study students are chosen from underrepresented groups. The ULC also play a very important role in supporting the successful academic pursuits of all undergraduate students. During Fall 2003, over 39,800 student contacts occurred across all Penn State ULC locations, and of those contacts, 31% (n=12,482) were minority student contacts and 4% (1,528) were international student contacts.
- c. UEIP and the Office of the Vice Provost for Educational Equity sponsor a joint retention team, and its reports have been used to stimulate retention activities directed toward underrepresented students.
- d. UEIP, through its various units, continues to provide support and services to a number of minority students. In Fall 2001, 2,374 undergraduate students were enrolled in DUS at University Park. Of that number, 17.5% (n=417) of those students were minority students. During that same semester, at campus locations beyond University Park, 3,618 undergraduate students were enrolled in DUS, of which 13.5% (n=489) were minority students. It is important to note that students who begin in DUS graduate at the same rate as those who begin in the colleges.

In addition to university-wide initiatives, units within UEIP target specific groups to help the University retain and recruit a diverse student body. Examples include:

- a. Academic Advancement Programs (AAP) were affiliated with Undergraduate Education and International Programs prior to July 2001. The AAP units include the College Assistance Migrant Program, Comprehensive Studies Program, Educational Opportunity Centers, McNair Scholars Program, Student Support Services, Upward Bound, Upward Bound Math and Science, Talent Search, and TRIO Training Grant—the programs have and continue to successfully provide equitable access and support to underrepresented Penn State students. The AAP affiliation with UEIP resulted in many successful initiatives to recruit and retain a diverse student body. These efforts are

reflected in the increased number of minority students attending and graduating from Penn State during the time that AAP was affiliated with UEIP. AAP now resides in the Office of the Vice Provost for Educational Equity.

- b. In October 2002, the Office of International Programs (IP) became affiliated with UEIP. IP has effectively and consistently maintained over the years a strong recruitment and retention program for international students and for national students who study abroad, and that tradition will continue in UEIP. Over the past three years (Fall 2001 – 2003), undergraduate international student enrollment has increased from 852 to 1,032—a 17.5% increase.
- c. The Morgan Academic Support Center for Student-Athletes has been in existence for over 16 years and provides extensive academic support helping to insure high retention and graduation rates for Penn State student-athletes. In Fall 2003, over 21% (N=149) of student-athletes were minority students. Penn State has consistently maintained a graduation rate for student-athletes that is approximately 30% higher than other comparable NCAA Division I Institutions—the success can be attributed to the student-athletes themselves as well as to the hard work of the Morgan Center's staff and support from the UEIP administration. The Morgan Center established a Minority Internship Program that is designed to provide internship opportunities to graduate minority students in the hopes that those students will pursue employment opportunities at Penn State. A diversity unit is included in the First-Year Enrichment Program for Student-Athletes that is taught by the staff at the Morgan Center. The segment includes sessions on managing diversity, understanding and appreciating cultural differences and sexual orientation. The teaching staff meet regularly to discuss content, teaching strategies and outcomes.
- d. This academic year, of the 658 Air Force and Army cadets and Navy midshipmen and Marines, 10% (n=67) are minority students. Women comprise approximately 19% (n=129) of the ROTC cadets and midshipmen. Each year, the cumulative GPA average for all cadets and midshipmen continues to exceed 3.0. During the last academic year, Penn State ROTC commissioned approximately 100 officers—7% were minority students and 23% were female. Examples of ROTC diversity-related activities include an annual climate survey (NROTC) and a CO2 program that is designed to identify diversity issues and allow for open discussion among cadets. ROTC midshipmen, cadets and Marines receive multiple communications (oral and written) regarding the need to continue fostering diversity and valuing difference. Equal opportunity/diversity trainings also are included in the cadets' curriculum taught by the officers.

Challenge 4. Recruiting and Retaining a Diverse Workforce

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

Through the actions of search committees for open positions in UEIP, coupled with the efforts by UEIP staff to continually seek out and strongly encourage women and men from underrepresented groups to apply for positions, UEIP has experienced a 20% increase in representation from members of underrepresented groups. During the service of the previous Vice Provost and previous organization of UE (that included AAP), there were 20 searches at the assistant director or higher level, which resulted in the hiring of 14 women and 7 African-Americans, including 2 males. Further, there have been increases in women/minorities in every unit where it was possible to do so. (ROTC has had only 3 female Penn State employees throughout.). Six percent of UEIP members are persons of color. Many of the employees within UEIP are hired from a local, rather than a national, pool and reflect the limited diversity within the local region. It is important to note that employee turnover within UEIP across the board is especially low (5 to 6%) and that members of underrepresented populations have been retained at a fairly high rate. Those who have left UEIP and the University primarily do so for career advancements, spousal job changes, or personal reasons (i.e. to move closer to family). There is no indication that UEIP members leave due to an inhospitable workplace culture or because of the University climate.

All searches conducted by UEIP are charged to include at least one woman and/or one minority candidate for every appointment. The manual prepared by the Affirmative Action Office is used for all searches and its message stressed to each search committee. The current Vice Provost meets with all search committees at the level of assistant director and above, to stress the importance of creating a diverse pool of applicants and making every effort to increase the diversity of our units by finding qualified candidates that represent the multicultural nature of the University. Search committees have also been encouraged to advertise on national and regional list serves and in publications that target individuals of color. In addition, during recent executive committee meetings chaired by the Vice Provost, she has actively engaged in discussion and supported program presentations that included a Human Resources initiative that actively reaches out to the many communities in Pennsylvania and beyond to recruit minority applicants. UEIP is currently exploring ways and means by which it can more effectively piggy back on Human Resources' recruitment activities for staff.

2. What recruitment strategies have been most successful?

Networking continues to be the most effective and successful strategy. UEIP members serve as wonderful ambassadors in promoting and encouraging women and members of underrepresented groups to pursue employment in UEIP. Additionally, the extra efforts of UEIP search committees in seeking out individuals have also contributed to the success of the unit.

It must be noted that, in spite of the relative success of UEIP in recruiting and retaining underrepresented individuals, we plan to be more aggressive in future recruitment and retention efforts. Future UEIP plans include creating new pre-positioning opportunities (i.e. internships, graduate assistantships), enhancing the existing UEIP recruitment and retention efforts through collaborative initiatives with local employers (i.e. State College Area School District) and more widely distributing position announcements to a broader audience, both internal and external of the University. The Affirmative Action Office provides opportunities to increase networking initiatives and enhance the number of minority applicants. UEIP supports these efforts by encouraging the participation of the UEIP Diversity Enhancement Team chair in such activities.

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

As noted previously, UEIP has a very low employee turnover rate and this may be attributed to UEIP's culture of respecting and valuing each member. In addition, UEIP's administration fully supports professional development opportunities for its members, which helps create a caring, supportive UEIP environment. Various UEIP members in diverse employment positions are also encouraged to plan and participate in a variety of activities, giving each person a voice and an opportunity to contribute. Finally, the leadership of UEIP over the past ten years has made it clear that diversity is embraced and valued through the many activities and messages outlined earlier.

4. What retention strategies have been most successful?

It is never one strategy that leads to change—the goal has been to create a culture that conveys that each UEIP member matters and is important. That culture and practice have resulted in the retention of UEIP members and low employee turnover. Additionally, UEIP's interest in continuously improving its culture and practices also reinforces the idea that this is a vibrant place to work and that employees' voices are important and valued.

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?

UEIP continues to be an active leader that contributes to making positive changes to the curriculum which support the University's diversity goals. Examples include successful work with the University Faculty Senate and academic administrative offices in areas affecting the curriculum, teaching and learning, and advising across the colleges and campuses of the University. Several UEIP members, including the Vice Provost for Undergraduate Education and International Programs, serve on the University Faculty Senate Committee on Undergraduate Education that makes recommendations on policies relating to all undergraduate instruction. Associate Vice Provosts serve on the Curricular

Affairs Committee, the General Education Subcommittee of Curricular Affairs, and the Outreach Committee. In addition, the Vice Provost is highly involved in current efforts to evaluate the GI requirement, with the goal of creating a greater focus on multiculturalism within the U.S. Once changed, UEIP will be very involved in its implementation.

In addition, UEIP administers, through a university-wide faculty program committee, the Bachelor of Philosophy degree, an undergraduate program that provides academic opportunities for students to pursue greater understanding and knowledge on multiple topics, including diversity issues. For example, recent graduate, Robin Hoecker's senior thesis, funded by UEIP, documented the history of diversity at Penn State. Copies of her historical project were shared with at least a dozen faculty and administrative units, including the University Faculty Senate, Division of Student Affairs, the Schreyer Honors College, and the Office of the Vice Provost for Educational Equity. Another recent graduate focused her capstone project on an original cross-cultural dance-theater performance influenced by study in dance, foreign language, and international study.

Another effort to affect the curriculum is found in UEIP's ongoing support for public scholarship—scholarship, rooted in service learning traditions, incorporating several multicultural education practices that include civic engagement, experiential learning and scholarly reflection. UEIP organized the Public Scholarship Associates (PSA) Program four years ago to further this approach. On a competitive basis, ten faculty received course development grants for 2001-02, and an equal number were awarded for 2002-03. In 2003-04, competition is even keener among a larger number of faculty applicants. An example is a class taught by associate professor of geography Lakshman Yapa entitled, "Rethinking Urban Geography." The students live in West Philly for a month and perform community service related to their academic majors. Faculty attend monthly luncheons to share and reflect on public scholarship teaching and research that includes specific attention to diversity, civic engagement, and social justice. PSA includes participants from Student Affairs, Educational Equity, Outreach and Pennsylvania Campus Compact, in addition to two dozen faculty.

The Public Scholarship Associates developed an inter-college minor in 2004, Civic and Community Engagement, and a new course, YFE 211, Foundations of Civic and Community Engagement, that will go before the University Faculty Senate for approval in March 2004. Each includes a significant, explicit focus on diversity.

Another way in which UEIP contributes to the curriculum is through the efforts of the Schreyer Institute for Teaching Excellence (SITE) to assist faculty to make diversity central to the core of their curriculum and teaching scholarship. Beginning in Fall 2001, SITE held two luncheons that had an explicit diversity focus. Topics included, "Can We Teach Respect?", and a summary of Dick Light's "Diversity on Campus." Attendance at both luncheons was very good, with a total of 90 participants. Feedback was positive. Participants appreciated the opportunity to share ideas and were encouraged to see that so many others had similar interests. They noted the importance of respecting differences between all groups and not just those between minorities and asked that the series be

continued. In February 2002, SITE held its first "Fireside Chat on Teaching and Learning." This diversity-focused discussion was based on Ron Jackson's "cultural contracts" theory and its application in the classroom. Dr. Jackson is an Associate Professor of Speech Communication at Penn State. Altogether, these three events (two luncheons, one Fireside Chat) drew 110 participants. Additionally, SITE provides one-on-one consultation with faculty who would like to learn more about how to better "diversify" their courses and curriculum.

In addition to its university-wide initiatives, UEIP provides funding opportunities to faculty and academic units for efforts related to diversity. Some examples include:

- a. Prior to 2002, UEIP administered the Fund for Excellence in Learning and Teaching (FELT) which focused on course development and was designed to improve undergraduate education at Penn State. FELT-funded course initiatives included several related to diversity (e.g., "Difference and Diversity;" "Masterpieces of Literature from Africa"). Since 2002, the Schreyer Institute for Teaching Excellence has administered the Course and Curricular Development Grants portfolio; 11 courses that support the University's diversity goals have been selected since that time to receive funding (e.g., the American Indian Housing Initiative Project, AE 497H).
- b. Enhancement Funds for Summer Sessions have provided financial support for a number of summer teaching and learning innovations which are intended to foster opportunities for experimentation and to provide seed resources for pilot programs or innovations in existing courses. Examples of successful funding proposals include bringing a diverse group of internationally renowned scholars to campus and supporting the Multicultural Summer Workshops in Journalism for High School Students.
- c. International Programs (IP) provides both financial support and programming support to increase international perspectives and awareness at the University. Numerous speakers and programs are mounted each year (e.g., upcoming talk hosted by IP will feature an Islamic scholar from Great Britain). Faculty are encouraged to add international perspectives to their teaching and research through funding from the Global Fund that is distributed to colleges from IP for international travel by faculty and through 2 new programs aimed at creating more international educational opportunities. These new programs help faculty "internationalize" the curriculum by either adding a travel abroad component to a course or by traveling to collect information, pictures, and literature that will significantly enhance a course.

Challenge 6. Diversifying University Leadership and Management

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

The Vice Provost for Undergraduate Education and International Programs creates and maintains a positive and supportive environment for UEIP members to engage in professional development opportunities. Participation by UEIP staff in professional development endeavors continues to exceed the university-wide average. For example, in 2000, the average number of professional development hours was 83 per year; in 2001, the average was 91.7 hours per year. UEIP has supported all requests for participation in development activities and has provided major funding in many cases. Employees have been sent to conferences, meetings, retreats, and other such training and development activities frequently. UEIP also has supported the participation of its members in Leadership Centre County (LCC) and has conducted a professional development series for staff assistants.

Other examples include 1) the opportunity to attend the 2000 HERS Summer Institute for Women in Higher Education Administration held at Bryn Mawr College that was provided to an UEIP staff member; 2) in June 2000, UEIP provided the support for one of its female administrators to attend Harvard University's MLE "Leading Transformation and Change" Institute; and 3) another female UEIP administrator has just been nominated for the same Harvard leadership experience.

For several years, Academic Advancement Programs (AAP) provided the lead to afford special workshops, retreats, and training for underrepresented employees, and 3 African-Americans were promoted as a direct result. These programs are now under the direct supervision of the Vice Provost for Educational Equity.

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?

Prior to July 2001, Academic Advancement Programs (AAP) were affiliated with Undergraduate Education and International Programs. Approximately 50 positions were removed from UEIP and transferred to the Office of the Vice Provost for Educational Equity (OVPEE). UEIP maintained a strong working relationship with AAP during the transition to insure that it would have no adverse impact on AAP students and others.

Since October 2002, International Programs has been affiliated with Undergraduate Education and International Programs. The addition of IP has provided opportunities for other UEIP units to become more familiar with not just IP employees

but also the many services it provides to students. The increased opportunities for UEIP members to interact with national students who participate in study abroad as well as international students and their families have been invaluable for all.

Two years ago, in keeping with Penn State's vision to be one of the finest and nationally recognized public institutions that integrates teaching, research and service, UEIP administration appointed 11 UEIP members and 1 undergraduate student to serve on UEIP's Strategic Planning "Ideas and Assessment" Group. The group members provided a diverse representation of UEIP. The group was charged to identify *where our unit has been, where it currently is, and where it might want to go* to preserve the mission and values set forth and fostered within the strategic plan. From the group's final report, recommendations to assist UEIP in its efforts to recruit, hire, train and retain members from underrepresented groups are listed in italics below, followed by our progress to meet these recommendations:

- a. *Create better networking opportunities within Penn State and the local community to identify eligible employees.* This has been accomplished by working closely with our Human Resources representative and by creating more links to the community through participation in joint activities (e.g., Dr. Martin Luther King, Jr. Celebration March, Partnership for Reducing Alcohol Use, Standards for Success).
- b. *Create a mentoring or buddy program to assist new employees in their day-to-day work places.* Informal relationships have been encouraged, ranging from a few weeks to several months or longer. More formal plans are in place to insure better assimilation into the local community.
- c. *Assess the local employment picture. Identify processes used to attract and retain members from underrepresented groups. When possible, create a relationship to work jointly on dual career placement.* We have done this primarily through HR contacts; however, participation with the school district has increased as a result of this recommendation (e.g., Dr. Martin Luther King, Jr. Celebration March, Faculty-Teacher Exchange Program).
- d. *Implement special training programs to assist new employees with professional development and job-related skills. Types of training should be unit and job specific.* This recommendation has not been accomplished on a unit-wide basis.
- e. *UEIP staff and administrators should participate in a variety of career recruitment fairs, including ones held on campus for graduating seniors.* Recent developments and interaction with the Human Resources representative who oversees minority outreach efforts have led to active involvement in career fairs both locally and regionally.
- f. *Promote employment opportunities in forums such as the ASPIRA Hispanic Organization or Black Issues of Higher Education.* This has been done for national searches and regional searches where appropriate.

- g. *Work with the Graduate School to identify spouses/partners of students who are in search of professional part-time or full-time employment. This has been done only on an informal basis.*
- h. *Create Minority Graduate Assistantship opportunities within UEIP. One assistantship for an international graduate assistant exists within International Programs. In addition, the dissertation research of a minority graduate student on a topic related to UEIP's LEAP assessment was funded this year. Another graduate student assistantship within UEIP has also been funded in recent years.*

UEIP has reallocated funds to support diversity efforts in the following ways:

- a. Funding was reallocated to support retention of first generation and minority students on the campuses.
- b. Funding was reallocated to support faculty initiatives to internationalize the curriculum.
- c. Funding was reallocated to support faculty public scholarship initiatives and other efforts aimed at diversifying curricula.

Finally, UEIP has, in its most recent strategic plan (March 2002), demonstrated its continuing strong commitment to fostering diversity within UEIP and beyond by identifying specific diversity-focused strategies and actions which make up one of UEIP's five major strategic planning goals (see Appendix D).

Table of Appendices

Appendix A: "A Framework to Foster Diversity: How Can We Meet the Challenge" Program Evaluation Summary

Appendix B: Office of Undergraduate Education On-Line Climate Survey

Appendix C: Distribution Of Retention Funds

Appendix D: Office of Undergraduate Education Strategic Plan 2002-2005 – Goal Three