

**Feedback on Progress Implementing the  
Framework to Foster Diversity at Penn State: 1998-2003  
Intercollegiate Athletics  
Final Report**

Intercollegiate Athletics (ICA) is a particularly visible unit of Penn State and, as such, should work aggressively to foster a climate, which includes attention not only to race and culture but also additional areas of diversity such as gender and sexual orientation. Various members of the University community, notably women and LGBT members, were absent from ICA's responses to all seven Challenges.

Diversity Council exists with all departments participating, and the expectation that all employees of ICA take turns serving on the council is interesting. ICA receives strong support from the Morgan Academic Support Center, which very effectively assists student-athletes at Penn State. Information on the Morgan Academic Support Center's contribution to each of the Challenges would be helpful.

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

- ❖ The diversity description provided by ICA omits gender and gender identity.  
***RESPONSE: The definition has been changed to include gender and gender identity and has been updated within the Revised 2004-09 Diversity Plan.***
- ❖ The regular monthly meetings of the Diversity Council are positive and an indication of the importance of the work of this group. The Review Team questioned the accountability of the group and the lack of clarity of its reporting line.  
***RESPONSE: The Diversity Council (Attachments A1 & A2) is a committed group of representatives from across the Athletic Department that receives direction and participates in diversity activities planned by the Diversity Advisory Board. The Advisory Board is currently lead by Bobby White, Associate Director of Marketing and Operations for Beaver Stadium Suites and Club Seats. The Advisory Board reports through Bobby White directly to the Athletic Director.***
- ❖ It is interesting to note the goal of having each staff member serve for two years on ICA's Diversity Council; at the same time, the unit points out that mandatory participation in diversity-related programming was deemed to be unsuccessful. The Review Team found this information to be incongruent and recommends that mandatory participation be reconsidered.  
***RESPONSE: A large percentage of the various diversity activities sponsored by the Council and Athletic Department throughout the year are open for all employees. Diversity workshops that focus on skill development are well attended and invitations are extended and strongly encouraged by the Athletic Director. It is mandated that each unit within Athletics have a representative on the Council and that each unit Supervisor provide new replacements every two years.***
- ❖ The professional development workshops with TAME were started in fall 2003. It does not appear that professional development events were held in the years 1998-2002.  
***RESPONSE: Attachment B summarizes activities that the ICA Diversity Council has sponsored since December, 2001. In addition, it is important to note that Intercollegiate Athletics was very active in carrying out training activities for Council members and employees. Between 1998 and December 2001 Intercollegiate Athletics, along with the Diversity Council, sponsored various diversity workshops that were conducted by the following presenters:***
  - ***Don Sheffield, Outside Diversity Consultant***
  - ***Terrell Jones, Office of Educational Equity***
  - ***Beth McLaughlin, Affirmative Action Office***
  - ***Valerie Dudley, Affirmative Action Office***
  - ***Annette Bookter, Diversity Support and Education Center***
  - ***Sue Rankin, Senior Diversity Planning Analyst***
- ❖ The Review Team questions why only "certain" representatives received diversity materials.  
***RESPONSE: All departmental employees, not just staff, receive the materials indicated in our original response to question #2.***

- ❖ It is unclear whether the unit encourages and supports faculty, staff, and student efforts to support diversity such as membership on University-wide committees that foster diversity (e.g., Commission on Lesbian, Gay, Bisexual, and Transgender Equity; Commission on Racial/Ethnic Diversity; Commission for Women; etc.).  
**RESPONSE:** *Any University-wide committees that request Athletic Department representation are shared with the Athletic Director. In response to the any specific university-wide committee requests, the Athletic Director will assign staff and resources to support such efforts. At two department-wide meetings each year, once at the beginning of the year and once at the end of the year, the Athletic Director encourages all athletic department employees to participate and serve on committees when asked. A few current examples that demonstrate such service are as follows:*
  - *Bob Krimmel, Assistant Athletic Director, serves on the Coalition Against Relationship and Sexual Violence and is one of our Affirmative Action representatives along with Jill Garrigan, Fitness Program Coordinator in the Department of Intramural Programs.*
  - *Sue Scheetz, Associate Athletic Director/Senior Women's Administrator, serves on the Women's Commission Athletics Subcommittee.*
- ❖ The review Team recommends that ICA collaborate with the Office of the Vice Provost for Educational Equity and the Affirmative Action Office to develop skill-building diversity workshops.  
**RESPONSE:** *The Athletic Department does collaborate with the Office of the Vice Provost for Educational Equity and has utilized their expertise to conduct diversity training for the employees of Intercollegiate Athletics in the past. We look forward to continuing that relationship and plan to use a variety of internal and external resources for future trainings. (See Attachment B - examples of our most recent past collaborations).*

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

- ❖ The unit indicated it collaborates with various groups in response to this Challenge. It would be helpful to know specifics about these collaborations.  
**RESPONSE:** *Intercollegiate Athletics searches for various diversity activities and trainings to offer employees. Collaborating with offices that offer training, such as: arranging for Dr. Jones to conduct a training workshop for ICA staff, bringing in outside diversity experts like Don Sheffield to hold progressive educational workshops, or visiting the Centre Furnace Mansion to examine African American History in the Centre region. Another, example is our collaborating with the Bryce Jordan Center staff and involving them in our Ethnic Potluck luncheon. Other specific examples of such collaborations are included (See Attachment B).*
- ❖ The Review Team questioned ways in which the Penn Pal Program, Speaker's Bureau, National Student-Athlete Day, and other activities mentioned relate to diversity.  
**RESPONSE:** *The Nagle CHAMPS/Life Skills Community Outreach Program gives student-athletes a unique opportunity to interact with students from different racial, ethnic and socioeconomic backgrounds. As part of the Speaker's Bureau program, student-athletes gain experience with public speaking, while participating in the "Penn" Pal Program enables them to correspond on a monthly basis with elementary school students. Student-athletes share their knowledge of goal setting, dealing with success and failure, and the importance of school. Participants in the Speaker's Bureau and Penn Pal Programs represent diverse racial, ethnic and socioeconomic backgrounds. In addition, the student-athletes provide insight into the benefits of academic achievement and serve as positive role models for both male and female students from a variety of backgrounds.*

Collaboration with the Morgan Academic Support Center in providing minority internships is positive. It would be helpful to know how many internships are provided and/or accepted each year and the demographic profile of recipients. **RESPONSE:** *The Morgan Academic Support Center and ICA collaborate to provide students with positive professional work experiences that provide them exposure to all facets of the intercollegiate athletics program. During the past six academic years (1998-2004), the Morgan Academic Support Center has been committed to diversity in identifying and selecting its interns/graduate assistants. Each academic year, the Morgan Academic Support Center offers at least two intern/graduate assistant positions. During the six-year time frame from 1998-2004, the Morgan Academic Support Center has funded (with assistance coming from the Big Ten Conference) and employed fifteen interns/graduate*

*assistants (nine male and six female) with nine of these positions being filled by African-American students. Additionally, ICA offers a minimum of two interns during the fall and spring semesters, and two interns during the summer sessions. Over the last three academic years (2001-2004), ICA has had sixteen minority interns (two international students, six minority student males, one minority student female, six women, and one handicapped male).*

- ❖ It is not clear how TV exposure provides visible support for diversity.

*RESPONSE: Penn State student-athletes/coaches appear on various regional and national television productions and represent their teams, Intercollegiate Athletics, and the University. The visibility of our student-athletes, coaches and athletic teams through TV exposure reflects the diversity (racial, ethnic, gender, etc.) that exists within our athletic programs and as a percentage of the University population as a whole. This exposure has an impact on Penn State and adds to the Institution's effort to attract minority candidates to the University. An recent example of this was a story that aired on ESPN this past year during the 2004 NCAA Women's Basketball Championships. Two Penn State Women's Basketball Student Athletes (roommates: Tanisha Wright [African American] and Jess Strom [Caucasian]) were featured and highlighted their unique relationship on and off the court. It is our belief that such TV exposure is a valuable tool in our efforts to recruit a diverse population of students.*

- ❖ It is positive that ICA "asks diversity related questions to graduating seniors as part of their exit interview process to assess climate and plan for the future." It would be helpful to know what diversity-related questions are posed to graduating seniors, examples of their responses, resulting analysis, and actions taken.

*RESPONSE: The diversity-related questions asked to senior student-athletes are:*

- 1) What do you feel is the climate towards diversity on your specific team?*
- 2) Are you aware of any situations in which minority individuals have been unfairly treated in athletics or in the university community as a whole?*
- 3) Has the coach demonstrated a commitment to diversity within your team?*
- 4) Do you feel the athletic department should be doing additional things such as seminars, speakers or workshops to foster diversity among student-athletes.*

*For the most part, the team members have very positive responses to the questions. They feel the discussions in BBH classes are beneficial and athletics presents a good environment for diversity. Some teams are more diverse than others based on sport background. A few examples of responses, resulting analysis and actions taken:*

- One male student-athlete did feel the coach was not contributing to the best climate with regards to diversity within the team. The follow up action was that the sport administrator talked with the coach about comments made and mentored the coach further.*
- One black student-athlete talked about receiving derogatory comments during an away match. She noted that after the game she went to her PSU coach to tell her what took place on the field. Her coach immediately went to the other coach to inform her of what happened. The opposing coach apologized and said she would talk to the student-athlete regarding her comments. Our student-athlete was especially concerned because she had minority student-athletes on her team as well. She was proud of the way her coach handled the situation.*

- ❖ The response to the question "How does your unit respond to climate issues?" was vague.

*RESPONSE: Depending upon the circumstances surrounding a particular climate issue, a number of individuals could be involved or contacted responding to the issue. For example, a staff member who identifies a climate issue may address it with our Personnel Director or one of our Affirmative Action representatives.*

- ❖ The report noted that climate surveys take place. Any action plans developed from survey findings and accountability were not described. It would be helpful to understand the perception of why the surveys were ineffective.

*RESPONSE: In the past, delivery of such surveys has been minimal and inconsistent. As a result, no action plans have been developed. This is an area that needs to be improved in the future.*

- ❖ It is positive that each Council member selects one diversity event for his or her individual unit to participate in. More information on selection of activities, participation, and outcomes should be included.  
*RESPONSE: During the end of each Council member's service on the Diversity Council, each member is required to select a diversity related activity for their unit to participate in, along with the assistance from their unit supervisor. Each unit is given the flexibility of deciding on an appropriate activity. Some units take advantage of the many activities scheduled on the University's published diversity calendar. Others decide to create a diversity related activity of their own. Each Council member is responsible for reporting back to the Council what activity their unit participated in and the impact it had on their unit. A summary (Attachment C) of this past year's diversity related unit activities is provided for review.*
- ❖ No supporting information was included about the effectiveness of activities that the unit considers potential best practices.  
*RESPONSE: We believe that best practice for creating a welcoming campus climate has been increasing the number of diversity related events offered annually through Intercollegiate Athletics and the Diversity Council. Involving members of the Student Athlete Advisory Board's Diversity Committee along with our Big Ten Advisory Commission Representative (Bruce Ellis) in the planning process (Diversity Council Advisory Board) has added to our ability to organize meaningful diversity events that positively impact climate.*

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

- ❖ ICA has noted an increase in the number of international student-athletes interested in Penn State, as well as coaches recruiting outside the United States. *RESPONSE: Yes.*
- ❖ It is unclear how recruiting for sports teams by coaches (in-home visits, etc.) is related to recruiting a diverse student body. The quality of education and overall experience that is offered at Penn State can be viewed as a University recruiting tool, not necessarily an exclusive athletic unit contribution or one related to recruiting a diverse student body.  
*RESPONSE: We agree that the quality of education and overall experience that is offered at Penn State is a University recruiting tool and not an exclusive Athletic Department contribution. In addition, it has been our experience that when coaches establish relationships with prospects early in the recruiting process there is a higher level of comfort with the university/local community and the services/resources available to students. Therefore, when recruiting any prospect, we believe that the existence of such relationships between the recruit, recruit's family, and coach results in more successful recruiting than compared to a prospect that does not have such relationships.*
- ❖ It is unclear whether there is a measurable connection between exposure to non-revenue sports and recruitment of underrepresented athletes.  
*RESPONSE: Historically, there has not been a large percentage of minority participation in the non-revenue sports. However, increased exposure to minority youth through intercity youth sports programs and other sponsoring organizations has increased minority participation in such sports. An example of this is in the sports of Golf and Tennis. With the success of Tiger Woods in Golf, and the efforts of the PGA and other golf organizations, there is a higher number of minorities participating and/or interested in participating in the sport. Such exposure can increase minority participation in a sport and therefore impact minority recruitment rates. Another example, specific to Penn State, is in the Sport of Men's Tennis where two members of the 12- man team are minorities including the number 1 singles player.*
- ❖ It would be helpful to see a comparison of graduation rates for student-athletes versus all non-athlete students.  
*RESPONSE: (Attachments D, E, F G, H, I)*

- ❖ It is commendable that ICA conducts an “inner-city” youth sports program to help provide a feeder for recruiting athletes to Penn State. More information about which cities are involved and the participation levels is needed.  
*RESPONSE: ICA does not conduct such inner-city youth programs. However, nationally, more minority youth are being exposed to non-revenue sports through various community and inner-city youth sport programs. This should have a positive impact on future recruiting as more minority athletes become prospects in sports that in the past lacked minority participation.*
- ❖ The unit noted having regular contact with athletes by coaches and support staff as mentors as a best practice. It is unclear how this is different from what the unit would do for any athlete and how this mentoring supports diversity.  
*RESPONSE: We have found that being consistent in the way that we try to establish relationships with our student-athletes and their families has a positive impact on our ability to recruit and retain students. If students are confident that the people who surround them care for their well-being and have a sincere interest in seeing them succeed, then the likelihood of them developing the skills and confidence necessary to succeed is greater than if that type of support was absent from their lives. This philosophical approach has impacted our success in recruiting, retaining, and graduating our student-athletes. Attach minority retention rate information.*

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

- ❖ The Review Team could not determine recruiting strategies based upon the information provided.  
*RESPONSE: Intercollegiate Athletics makes a strong effort, each time there is an available position in the department, to identify and encourage minority candidates to apply. Using professional contacts in the field of athletics along with minority databank services offered by the NCAA, Big Ten Conference and various Coaching Associations, we make every effort to strengthen the pool of candidates by trying to identify potential minority candidates as part of the candidate pool. As an example, the Senior Women’s Administrator/Associate Athletic Director for Women’s Sports and the Assistant Athletic Director for Men’s Sports include women and/or minority representation on each search committee when filling Head Coaching positions.*
- ❖ Information on the composition of the current workforce in terms of gender, race, etc. should be included.  
*RESPONSE: (Attachment J)*
- ❖ ICA uses minority databank services offered by the NCAA, Big Ten Conference and coaching associations as recruitment tools for coaches and staff. No information was provided on the effectiveness of this approach in addressing this Challenge.  
*RESPONSE: In further exploring our “official” (human resources) tracking of departmental positions that were filled by minority candidates, we found that there is no official record that summarizes how employees were initially identified as a candidate for the position. In the future, the process will be improved to record more accurately how minority candidates, who become departmental employees, were initially identified.*
- ❖ Satisfaction with underrepresented employees’ quality of life was reported as a focus for retention, in particular, the State College and Penn State (town/gown) connection. Information about assessment mechanisms should be provided. It would be helpful to have data to track attrition within the department.  
*RESPONSE: No assessment mechanisms have been developed or used. Our original response reflects feedback from individuals within the department based on their experiences in the Centre region. Attempts to better measure progress in this area will be a future focus.*
- ❖ It is not clear what is meant by the statement, “A challenge that makes it more difficult to succeed in recruiting and retaining a diverse workforce is related to our surrounding local communities and the limited resources, services, and options available to minorities.” (see page 6, 3(b) of the response).  
*RESPONSE: The statement was a reflection of comments made by coaches and other departmental employees based on feedback they have received over the years during the search and hiring process.*

**Challenge 5: Developing a Curriculum That Supports the Goals of Our New General Education Plan**

- ❖ First-Year Enrichment Program seminars for incoming freshmen student-athletes are required and provided by the Morgan Center. BBH 148S, *Coping with College*, and BBH 048, *Contemporary Health Topics Affecting Student-Athletes*, which focus on managing diversity and appreciating cultural differences, are provided as curriculum outside ICA. More details about the courses are needed to assess their effectiveness in response to this Challenge.

**RESPONSE:** *BBH 148S and BBH 048 are courses designed to assist student-athletes as they transition from high school to college. All student-athletes are enrolled in both courses during their freshmen year. The curriculums for each course explore diversity related issues throughout the semester. Student-Athlete participants are asked to assess their values, knowledge and behaviors related to academics, personal health, diversity and career choices. Students learn that part of the college experience is to stay open to new ideas and to increase their understanding and acceptance of individual differences. While these messages are at the core of each lecture and class discussion, guest presenters from various groups (i.e., faculty from African & African American Studies, Multicultural Resource Center, Center for Women Students, and the Lesbian/Gay/Bisexual and Transgender Alliance) make appearances throughout the semester to discuss specific diversity-related topics. A syllabus for each course is attached (**Attachments – 148S & 048**).*

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

- ❖ It would be helpful to know the demographic profile of the unit and its leadership, e.g., how many women and members of underrepresented groups hold leadership positions within the unit. **RESPONSE:** (**Attachment J**)
- ❖ No specific strategies were identified to develop leadership and management skills for staff from underrepresented groups.

**RESPONSE:** *The Athletic Department is supportive and encourages all departmental employees to take advantage of opportunities to participate in skill building workshops (professional conferences, HR seminars, professional development workshops, etc.) that focus on improving leadership and management skills. An example of this type of support was demonstrated this past year (2003-04) in which our Athletic Director supported John Greene, Associate Director of Athletic Development, to participate in the NCAA Leadership Institute for Minority Males (**Attachment K**). The Institute is led by a diverse group of recognized leaders in business, higher education and intercollegiate athletics. John was our first to participate in the three-year old Institute and he graduated this past June. In addition, Jenn James, Assistant Athletic Director, and Amy O'neil, Assistant Event Coordinator, have been supported to attend the National Association of Collegiate Women Athletic Administrators Institute for Administrative Advancement (**Attachments L**).*

- ❖ The Leadership Conference sponsored by the NCAA could provide a useful tool for developing leadership skills for students. More information is needed to assess the effectiveness of this activity, including information such as how many years the NCAA has sponsored the conference, how many student-athletes are accepted from each university, and the demographic profile of participants.  
**RESPONSE:** *The NCAA Leadership Institute began in 1997 and was established to give student-athletes the opportunity to network with their peers while gaining leadership skills. Recognizing the benefit of providing a diverse experience for each participant, the NCAA committee set strict selection criteria. Each institution is only guaranteed representation at the seminar if they nominate four student-athletes, two and two females of which one each are minority, who meet the following criteria: (1) each candidate must have an excellent GPA and (2) be involved in various community outreach activities. In addition, none of the four candidates can be from the same team. The NCAA committee has selected at least one student-athlete representative from Penn State each of the past seven years.*
- ❖ One minority intern each year works as a graduate assistant in ICA or the Morgan Center, providing exposure to the profession of athletic administration. It would be helpful to know the total number of interns per year and how many of the interns over the past five years have actually become full time employees of ICA, including minority interns.  
**RESPONSE:** *The Morgan Academic Support Center and ICA collaborate to provide students with positive professional work experiences that provide them exposure to all facets of the intercollegiate athletics*

*program. During the past six academic years (1998-2004), the Morgan Academic Support Center has been committed to diversity in identifying and selecting its interns/graduate assistants. Each academic year, the Morgan Academic Support Center offers at least two intern/graduate assistant positions. During this six-year time frame, the Morgan Academic Support Center has funded (with assistance coming from the Big Ten Conference) and employed fifteen interns/graduate assistants (nine male and six female) with nine of these positions being filled by African-American students. Of those fifteen interns/graduate assistants, one white male and one African-American male are currently employed by Penn State's Morgan Academic Support Center, while an additional white male and African-American male are employed in the field of academic support at other institutions. Additionally, ICA offers a minimum of two interns during the fall and spring semesters, and two interns during the summer sessions. Over the last three academic years (2001-2004), ICA has had sixteen minority interns (two international students, six minority student males, one minority student female, six women, and one handicapped male). None of these interns are currently employed by ICA.*

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

- ❖ The response did not address organizational realignments, systems of accountability, resource mobilization, allocation strategies, and long-term planning strategies.

**RESPONSE:**

- **Organizational Realignments:** *A few examples of organizational realignments that occurred during the recent past planning period (1998-2003) are: (1) expanding the Athletic Development Office staff to include two minority males and two females out of six administrative level employees, (2) replacing two minority Men's Basketball staff with two new minority staff members, and (3) replacing a minority male who retired from the Morgan Academic Support Center Staff with another minority male.*
  - **Systems of Accountability** – *The current Chair of the ICA Diversity Council reports directly to the Director of Athletics allowing direct communication for any and all concerns related to diversity related issues within the department. Also, our Big Ten Advisory Representative, Bruce Ellis (Director of Undergraduate Programs, Smeal College of Business), also has direct reporting line to the Director of Athletics and works as a member of the Diversity Advisory Board. Both individuals are afforded numerous opportunities (i.e., weekly staff meetings, monthly coaches meetings, spring coaches' seminar, department meetings, and summer retreats) throughout the year to address and report diversity related information to all Athletic Department employees.*
  - **Resource Mobilization/Allocation Strategies** – *The Director of Athletics provides financial resources for training experiences for departmental employees. Additional funding is provided to support diversity-related activities throughout the campus and community. Some examples include: (1) Diversity Council expenses for certain projects (i.e., Diversity Luncheon, Centre Furnace Mansion Field Trip and sponsoring annual tables for events like the MLK/Women's Commission banquets.); (2) Training departmental employees (Diversity Council Training and Professional Development experiences); and (3) supporting our Big Ten Minority Representative's travel and lodging expenses when traveling to Conference Meetings.*
  - **Long-Term Planning** – *ICA has provided long-term planning initiatives and strategies for enhancing diversity through their current and past diversity plans.*
- ❖ It does not appear that any ongoing integrated approaches exist to strengthen the candidacy pools for open positions. ICA reports that Minority data banks and informal networks are utilized; however, these activities are not related to organizational change.

**RESPONSE:** *We believe that making every effort to strengthen the candidacy pools, by identifying potential minority candidates; can potentially increase the percentage of minorities on staff and therefore have a positive impact on the organization, diversity of the staff and leadership within the department. In addition, our search efforts also includes making sure there is minority representation on search committees.*

- ❖ The report states, “The assistance of University funds for hiring minorities has benefited a number of units across the university including athletics.” More information should be included on how such funds have been utilized by ICA.  
*RESPONSE: In the past, on two separate occasions, Intercollegiate Athletic has requested funding, from the President’s Opportunity Fund, to help support and maintain faculty appointments for coaching positions in which minorities were recruited and hired as members of our coaching staffs. Future requests of such funding will continue when appropriate.*
- ❖ ICA tracks minority graduates who leave the area and express desire to return. This is noted by ICA as a successful strategy; however, no success indicators are provided. The Review Team feels this more aptly belongs in Challenge 4.  
*RESPONSE: Employees of ICA, who developed relationships with student-athletes during their undergraduate/graduate careers, often times stay in touch with graduating seniors that leave the University to begin their professional careers. If a former student-athlete is in an athletically related or express an interest in pursuing careers in athletics, ICA staff try hard to assist them in their efforts to identify opportunities. ICA has been successful in identifying and hiring former PSU minority student-athletes on staff. Examples include: Bobby White, Associate Director of Marketing and Operations for Beaver Stadium Suites and Club Seats; John Greene, Associate Director of Development; Jenn James, Assistant Athletic Director; Jen McIntyre, Assistant Softball Coach; Wally Richardson, Academic Support Services Coordinator; Susan Isidor, Head Women’s Lacrosse Coach; Annie Troyan, Associate Head Coach for Women’s Basketball; and numerous others.*
- ❖ It is unclear what is meant by “personnel are hired to facilitate a diverse staff.”  
*RESPONSE: The diversity of our athletic teams can be seen by the differences that exist among team participants and coaches (i.e., ethnicity, race, gender, gender orientation, socioeconomic background, etc.). Finding the right combination of coaching personnel among coaching staffs is of central importance in establishing a chemistry that facilitates growth and success on and off the athletic field.*