

**Before you read the feedback and report revisions, you are strongly encouraged to review the Overview, History and Calendar Web page at**

**< <http://www.equity.psu.edu/framework/updates> >**

**Feedback on Progress Implementing  
A Framework to Foster Diversity at Penn State: 1998-2003  
Outreach and Cooperative Extension**

Outreach and Cooperative Extension (O&CE) has effectively implemented the proposed diversity actions as specified in its *Strategic Plan Update* from December 1998. In addition to meeting most of the proposed actions, the unit has effectively integrated diversity initiatives beginning at the level of the O&CE vice president and the associate vice presidents. Strong administrative support has resulted in most of the proposed actions being fulfilled to help create the desired culture. While recruitment efforts for staff are emphasized, O&CE leadership is encouraged to develop retention strategies targeting minority and women staff.

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

- ❖ O&CE's diversity description is inclusive and targets multiple dimensions of diversity.
- ❖ The *Framework* and O&CE's diversity plan are shared on the O&CE intranet.
- ❖ The number of diversity focused articles published in *Penn State Outreach* magazine (75) since 1998 reflects diverse programming targeted to various audiences.
- ❖ The O&CE Diversity Action Team led the O&CE climate survey and developed internal and external benchmarking to identify best practices.
- ❖ Diversity is extolled at the level of the Vice President and expectations are passed to members of the Vice President's Council.
- ❖ A diversity component has been added to O&CE Professional Development Conference.

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

- ❖ A senior member of the Vice President's staff directs O&CE's diversity efforts.
- ❖ Associate Vice Presidents include diversity in their management team meetings.
- ❖ The Vice President introduces new employees to the unit's diversity expectations during semi-annual orientations.
- ❖ An annual Vice President's Award for Diversity and Public Service is presented.
- ❖ Two groups within O&CE developed a Diversity Outreach Initiative to address the needs of inner city at-risk black youth.
- ❖ O&CE hosts the Conscorcio Red Educacion a Distancia linkage with Latin America.
- ❖ External speakers and diversity training are included in the annual faculty and staff Professional Development Conference.
- ❖ Openly gay and lesbian staff and individuals from several countries have been hired and significant success has been achieved in hiring women staff and administrators, but similar progress is absent for underrepresented minority groups.
- ❖ It is difficult to assess to what extent the proposed diversity goals have been developed as part of the Staff Review and Development Program.  
*RESPONSE: Support for diversity is one of the factors emphasized in O&CE's annual Staff Review and Development Process. Annual SRDP training made available to both staff and supervisors highlights this factor and provides examples of how staff can demonstrate a commitment to diversity.*
- ❖ Diversity climate surveys were conducted in 1995 and 2000.

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

- ❖ The unit's Office of Diversity Outreach Programs provides diverse programming and services to underserved and at-risk audiences in Western PA.
- ❖ The World Campus reaches diverse audiences within PA and internationally.
- ❖ The Intensive English Communication Program effectively serves incoming international students who teach English as a Second Language.
- ❖ Over half of recent credit enrollments were women, almost 12% were minority, and slightly over 2% were international.
- ❖ Almost 11% of Cooperative Extension's face-to-face contacts were with Pennsylvania's underrepresented racial and ethnic minorities.

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

- ❖ The representation of women in senior staff positions (grade 26 and above) has increased substantially between 1997 and 2001.
- ❖ O&CE is to be commended for making recruitment a priority in their current diversity efforts.
- ❖ The representation of racial and ethnic minorities in staff positions between 1997 and 2001 shows a small increase in actual numbers. While 40 new staff positions were added, only one was a minority.

*RESPONSE: Much of the growth in O&CE staff over this period occurred in highly specialized skill areas such as instructional design and marketing units in support of World Campus development. These are areas where the marketplace is particularly competitive and it is difficult to develop a large pool of qualified applicants for our positions. Although it is not reflected in university employment data, the marketing department staff is internationally diverse.*

- ❖ There is a relatively small number of faculty in O&CE. The data indicated that there are four fewer female assistant professors in 2000 as compared to 1997 and one African American faculty member (instructor rank) in 2000.

*RESPONSE: The majority of faculty involved in O&CE are regular full-time faculty of the University who participate through their colleges. The number of faculty dedicated to O&CE is small and predominantly at the instructor level. The decline in the number of female associate professors in 2000 compared to 1997 reflects the closing of the Monroeville Center and the change of another individual from a faculty to a staff appointment. This area will be monitored and every effort will be made to achieve appropriate balance and distribution, working with the colleges to support these programs.*

- ❖ The numbers of women in technical service positions decreased between 1997 and 2000 and there are no ethnic or racial minority employees in this employment category.
- ❖ O&CE leadership is encouraged to focus, not only on recruitment strategies but retention initiatives as well.

*RESPONSE: The need to understand retention issues better within O&CE has been identified. This is a focus for the Diversity Action Team. In addition, the Human Resources Director has begun to conduct exit interviews and will track retention concerns related to diversity.*

## Outreach and Cooperative Extension

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

- ❖ Through its different delivery units (continuing/distance education, World Campus, Public Broadcasting) the unit has used the opportunity to offer a variety of diversity focused courses and programs.
- ❖ In the Outreach academic units (Justice and Labor Education) multicultural content appears to be woven through courses, modules and programs.
- ❖ A new Arts and Health Outreach program is targeted to persons with disabilities.

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

- ❖ O&CE leadership is to be commended for participating for three consecutive years in the Administrative Fellows program.
- ❖ The Outreach Internship program could be a “best practice” in diversity professional development programming for the larger University community.
- ❖ O&CE is acknowledged for their commitment to having employees attend a variety of HRDC professional development and staff leadership programs.

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

- ❖ O&CE is acknowledged for its commitment in directing resources through its Program Innovation and Outreach Partnership Funds to more than 35 programs with a diversity component.
- ❖ The O&CE Diversity Action Plan for 2001-02 offers a comprehensive and far-reaching approach to assessing all aspects of diversity in the unit.
- ❖ In designating both a Diversity Action Team and a senior member of the O&CE leadership to monitor diversity activities, a system of accountability in the organization is ensured.