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**Outreach and Cooperative Extension
Progress Report on the Framework to Foster Diversity
May 2002**

This report focuses primarily on efforts within the Outreach units of Continuing Education, Distance Education/World Campus, and Penn State Public Broadcasting to foster diversity. Although these units work in partnership with Penn State Cooperative Extension, Extension's activities related to diversity are reported through the College of Agricultural Sciences. However, there are many synergies among the efforts of Continuing Education, Distance Education/World Campus, Public Broadcasting, and Cooperative Extension which are reflected in the activities identified below.

Challenge 1. Developing a Shared and Inclusive Understanding of Diversity

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

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

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

The members of the Vice President's Council are kept informed by the vice president about issues and initiatives related to diversity at Penn State and share information with their units through staff meetings.

The *Framework to Foster Diversity* and the Outreach and Cooperative Extension Diversity Strategic Plan are posted on the O&CE intranet and were shared broadly through the management teams of the units that make up the outreach organization.

A diversity component has been built into the annual system-wide Outreach Professional Development Conference for the last two years and will again be part of the program this year. The conference attracts more than 300 O&CE faculty and staff members. These sessions have included SST Productions Diversity Group (2000) and presentations by Terrell Jones (2001, 2002). The February 2002 conference also included a session on sexual harassment.

In nine issues published since fall 1998, Penn State Outreach magazine has contained a total of 97 articles on diversity outreach programs. A few examples are: Winter 1999 p. 33 – “Legacy of Harlem Renaissance is topic of program” and p. 44 – “Program focuses on African-American women’s health issues;” Winter 2000 p. 29 – “Osteoporosis is theme of second Rural Women’s Health Initiative conference,” p. 18 – “Diversity Conference unites faculty, staff, administrators and students in dialog” and p. 59 – “College opens new research center” (Center for Human Development and Family Research in Diverse Contexts); Spring/Summer 2000 p. 2 “Award-Winning Professor Addresses Urban Poverty”; Fall 2000 p. 13 “Sexual Assault and Domestic Violence Issues” and p. 17 “CREAD Organizes Pan-American Conference on Training Health Professionals.” Fall 2001 p. 22 - "Essay contest inspires youth to write about diversity" and p. 74 - "Penn State Beaver helps low-income youth DARE2XL"; and Spring 2002 p. 2 "2002 Award for Faculty Outreach" and p. 21 "College of Education program brings Chilean teachers to U.S. for training." The Outreach magazine is distributed to all O&CE employees, all Penn State faculty, Penn State’s academic leadership, University trustees, all Pennsylvania media, County Commissioners, Pennsylvania’s state and federal legislators, and presidents of land-grant institutions.

Additionally, a diversity component has been integrated into the O&CE staff orientation.

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

A Diversity Action Team, composed of faculty and staff from across Outreach and Cooperative Extension, was charged in fall 1998 to provide leadership and direction for O&CE’s diversity initiatives. The charge to the group included developing shared understanding throughout the organization related to diversity and civility, and enhancing communications, awareness, and advocacy about diversity and civility within O&CE. The team also was charged to develop methods for implementing the *Framework to Foster Diversity*, to oversee a climate survey and make related recommendations, to develop an annual action plan for Outreach and Cooperative Extension, and to conduct internal and external benchmarking to identify best practices for recruitment, retention, training, programming, and climate initiatives.

From June 1999 to March 2000, the Diversity Action Team held monthly forums for O&CE faculty and staff to discuss a variety of issues related to diversity. The forum topics included:

- Facilitating Dialogue in O&CE about Diversity (26 participants)
- Diversity Goals as Part of Staff Evaluation (15 participants)
- Diversity as it Related to New Employee Orientation and On-going Training (participant count not available)
- Informing Students and Instructors of Diversity Services and Programming (11 participants)
- Recruiting and Retaining a Diversity O&CE Workforce (12 participants)
- Recruiting and Retaining Diverse Students and Program Participants (8 participants)
- Developing a Student/participant Climate Survey (9 participants)
- Diversity and Programming (20 participants)
- Diversifying University Leadership and Management (6 participants)
- Future Role of the Diversity Action Team (7 participants).

Based on the forum discussions, the team recommended strategies related to the seven challenges of the *Framework*, which in turn provided the foundation for a new O&CE Diversity Action Plan. The team also oversaw an O&CE climate survey conducted in January 2000. The team recently was recharged as a standing group within O&CE.

Reactivated in fall 2001, the team has met monthly since November 2001 to share information, discuss issues and concerns, plan activities, and recommend actions for O&CE. Subcommittees have been formed to look at climate, recruitment/retention, and programming issues. Among these activities, the team:

- obtained information on University minority employment programs, which was then shared with unit management teams through the Human Resources Director; as a result, an O&CE unit has received a commitment for the next available slot through the Professional Entry Program.

- made recommendations for strengthening search procedures; these have been approved for implementation.

- distributed diversity materials in the conference packets for the 2002 O&CE systemwide Professional Development conference and also provided materials at a booth during conference breaks.

- will offer a series of forums for O&CE staff on diversity issues; the first , held May 1, 2002, was on "Understanding Islam."

- is planning to conduct a climate survey next year.

Challenge 2. Creating a Welcoming Campus Climate

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

The vice president and associate/assistant vice presidents for outreach are all active in communicating the importance of the framework for diversity for Penn State. All have included the topic of diversity and Penn State's Framework in their management team meetings. We have articulated values that communicate the importance of creating an environment that appreciates diversity and widely shared these in the organization through planned sessions with all staff. The statement of core values for O&CE organization-wide includes:

"We seek an organization that . . .

- Is committed to diversity and the unique potential that diverse cultural and ethnic backgrounds and viewpoints bring to our work and learning experience.

- Creates a humane environment in the workplace and in the classroom, treats all faculty, staff, students, and customers with dignity and respect, and is sensitive to the need for balance between work life and personal lives.

- Treats all faculty, staff, and students with dignity and respect."

The vice president introduces new faculty and staff to these values in his comments at the new employee orientation held semi-annually. Continuing Education, Distance Education, and Penn State Public Broadcasting include diversity in their respective values statements.

A senior member of the vice president's direct staff is responsible for leading and coordinating diversity initiatives.

The annual O&CE Awards Program for staff includes the Vice President's Award for Diversity and Public Service. Within O&CE, the divisions of Continuing Education, Distance Education, and Penn State Public Broadcasting also present diversity awards in their annual staff recognition programs.

O&CE staff with leadership responsibilities serve on the Commission for Adult Learners, the International Council, and the Equal Opportunity Planning Committee. The Associate Vice President for Outreach and Executive Director of the Division of Continuing Education is past chair of the Women's Caucus for AAHE and serves on the organization's constituency group representing diversity.

Two major outreach units, Continuing Education and Cooperative Extension, created a partnership in 1998 to develop a Diversity Outreach Initiative to address the needs of inner city at-risk black youth. This collaboration has expanded to include the College of Education.

We host the Conscorcio Red Educacion a Distancia (CREAD), a distance education linkage with Latin America.

2. How does your unit identify climate issues?

Climate surveys were conducted in 1995 and 2000. A commitment has been made to conduct biannual climate surveys beginning in 2002-2003.

The Director of Human Resources holds "office hours" out in the units, meeting privately with staff on a wide range of issues. The HR director also conducts exit interviews for faculty and staff who leave O&CE.

3. How does your unit respond to climate issues?

Our first response to issues related to climate is to foster open dialogue designed to increase understanding. We will also bring in external facilitators or speakers if necessary and address issues of climate through shared values clarification with respect to diversity. We also focus on ongoing training related to diversity; in recent years this has been built into our annual faculty and staff professional development conference. We expect management to work proactively to create a climate that is welcoming and to address any concerns that arise that differ from this expectation. This fall the marketing department devoted a unit staff meeting to a presentation on diversity. The Diversity Action Team will be looking this year at ways to enhance climate.

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

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.

Continuing Education articulated, through an organization-wide process, a core value related to the importance of community in the organization: "We are committed to nurturing a caring, trusting and supportive organizational culture—one that promotes equality, respects individual differences, appreciates diversity, encourages responsible risk-taking, welcomes the expression of divergent viewpoints, and values the contributions of all employees." It is important to note that we continually strive to move beyond the concept of tolerance of diversity to a higher standard of appreciating diversity and what it brings to our organization.

Individual units have recruited and hired openly gay and lesbian staff, broadening their unit's understanding of the concept of family, and welcomed their families in the outreach family. We have recruited, hired, and retained staff from diverse backgrounds, including Puerto Rican, African American, American Indian, Indian, Pakistani, African, Lebanese, and Venezuelan, to name but a few, thus enriching our culture and the opportunities for our largely white staff to work with people of diverse racial and ethnic backgrounds.

After the 9/11 terrorist attacks, we hosted a Saturday afternoon gathering at a staff member's home for all our international students, which many faculty and staff from Outreach and the colleges attended to ensure these visiting students felt safe and welcome in State College. Many opened their homes to these students.

Our organization actively participates in the Vacation Day Donation Program for staff who experience serious illness and run out of sick leave and vacation only to be supported by their colleagues who contribute in this way. This compassion has been expressed to all members of the Outreach family.

Penn State Cooperative Extension received national visibility for its stand on the issue of homophobia directed at the 4-H program, publicly affirming Extension's commitment to ensure that all employees and volunteers fully comply with the intent of the University's nondiscrimination policy.

5. How do you rate the climate for diversity in your unit at present?

In the O&CE climate survey conducted in January 2000 (response rate was 35 percent), 85 percent of the respondents felt that the overall climate within their work group was comfortable to very comfortable; 78 percent of the respondents reported the overall climate in O&CE to be comfortable to very comfortable. The areas where climate issues were noted were related primarily to gender, sexual orientation, and disability.

Climate issues have been identified as a area of special priority for O&CE's diversity efforts.

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? What practices have been most successful?

While O&CE is not involved in recruiting and retaining a diverse resident education student body, it contributes actively to supporting diversity in the University's extended learning community. Many of our programs address special needs of diverse populations.

The World Campus serves location-bound students and has special appeal to working adults. Last year, 82 percent of World Campus students were more than 24 years of age; 60 percent were from U.S. locations other than Pennsylvania; 3 percent were international students representing 40 countries globally. As these students participate with one another, the result is a geographically and culturally diverse learning environment. The World Campus associate degree program in dietetics, which attracts higher than average minority enrollments, uses a mentor system to help students progress through the program.

The Intensive English Communication Program, which teaches English as a Second Language to students from abroad, last year brought 243 international students to the University Park Campus.

The Office of Diversity Outreach Programs, a joint effort of Continuing Education and Cooperative Extension established in 1998, provides outreach programs and services that meet the learning, social, and economic needs of individuals, families, schools, and communities that are underserved and at-risk, especially in African American communities in the greater Pittsburgh area. The office runs the DARE2XL After School Study Program currently offered by four school districts in western Pennsylvania; this program last year served 217 students in grades 1-8, 65 percent of whom are African American and 90 percent eligible for free or reduced lunch. The program will be expanded to two additional school districts this spring and another will be added in the fall. Last year, DARE2XL won a Best Practices Award from the Federal Department of Housing and Urban Development. Other programs offered by the Office of Diversity Outreach Programs include parent training and summer enrichment camps for youth.

Programs delivered by Conferences and Institutes involved more than 1,000 international attendees from more than 44 countries over the three-year period 1998-99 to 2000-01. In January 2000, C&I, in collaboration with the College of the Liberal Arts, delivered a conference and festival in Eritrea on African Languages and Literature; the program was attended by more than 250 African and Africanist writers, artists, and linguists and another 500 Eritrean participants. C&I also delivered seven to nine Elderhostels each of these years, averaging 30 attendees per program, and more than 120 youth programs with an average annual attendance of more than 24,000 young people.

Consorcio Red Educacion a Distancia (CREAD) brought international scholars and students to Penn State from Brazil, Venezuela, Mexico, Columbia, and Chile.

Demographic information is not routinely collected for O&CE's non-credit registrations. Among O&CE's 19,403 credit enrollments in 2000-01, 11.8 percent were minority; and 2.3 percent were international; 10 percent did not identify ethnicity. Of the total credit enrollments, 51.6 percent were women. Approximately 11 percent of the face-to-face contacts made by our colleagues in Cooperative Extension in FY2001 were with members of underrepresented racial/ethnic groups in Pennsylvania.

Challenge 4. Recruiting and Retaining a Diverse Workforce

- 1. How has your unit actively engaged in locating and recruiting staff from underrepresented groups?**
- 2. What recruitment strategies have been most successful?**

All positions that are advertised externally are automatically advertised on a diversity electronic bulletin board. While much of O&CE's staff is recruited from the local labor force, some positions, including faculty and more senior professional staff, are recruited regionally and nationally. These positions are advertised, as appropriate, in specialized publications, national listservs, and selected labor markets. In a new recruiting strategy, client development staff recently took a list of open O&CE professional staff positions with them to the National Black MBA Association's annual conference.

O&CE has been successful in increasing the representation of women among senior staff. In fall 2001, women held 40 percent of staff positions graded 26 and above compared to 21 percent in fall 1997. (In fall 2001, women held 57 percent of staff positions graded 20 to 25, compared to 53 percent of these positions in fall 1997; and 86 percent of positions graded 19 and below, compared to 90 percent in 1997.)

In fall 2001, 4 percent of O&CE's staff, or 14 persons, were racial/ethnic minorities. The number of minority staff increased by 2 compared to fall 1997. In fall 2001, minorities represented 5 percent of staff in positions graded 26 and above, 5 percent of staff in positions graded 20 to 25, and 3 percent of staff in positions graded 19 and below. This compares to 0 percent, 7 percent, and 3 percent in each category, respectively, in fall 1997.

O&CE employs a relatively small number of faculty in its teaching units. Among the 36 faculty employed in fall 2001, 22 percent were women; this compares to 37 percent in fall 1997. In fall 2001, there was one minority faculty member; there was none in fall 1997.

Recruitment of staff from underrepresented groups is identified as a priority in O&CE's current diversity efforts. The Diversity Action Team and O&CE's human resources staff this year are benchmarking best practices and will make recommendations for improved search procedures, establish related training, and track results in diversifying candidate pools and new hires.

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

4. What retention strategies have been most successful?

While retention has not been a formal focus for O&CE's diversity efforts, individual units work closely with each employee to provide professional development and career opportunities and work to create a welcoming climate for all.

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.

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

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

The Department of Distance Education/World Campus offers 8 credit courses that have been designated Diversity Focused: ANTH 04, Cultural Anthropology; BIOL 20, Plants, Places and People; CMLIT 108, Myths and Mythologies; MUSIC 007, Evolution of Jazz; RL ST 001, Introduction to World Religions; SPAN 131, Ibero-American Civilization; HD FS 315, Family Development, and LIR/WMNST 136, Race, Gender, and Employment.

The State College Continuing Education Office offers 9 credit courses that have been designated Diversity Focused. These include AM ST 105, American Popular Culture and Folklife; ANTH 14 6, North American Indians; BIOL 020, Plants, Places and People; CMLIT 101, The Theme of Identity in World Literature: Race, Gender, and Other Issues of Diversity; CMLIT 108, Myths and Mythologies; HD FS 315, Family Development; MUSIC 007, Evolution of Jazz; RL ST 001, Introduction to World Religions; RL ST 124, Early and Medieval Christianity.

A staff member from the Office of Diversity Outreach Programs teaches C&I 295, Curricular Integration of Diversity, at the Beaver Campus. This undergraduate education course prepares pre-service teachers for careers in urban or multicultural classroom environments.

Many of O&CE's non-credit programs have a diversity focus:

Over the three-year period 1998-99 to 2000-01, Conferences and Institutes delivered an average each year of 25 programs with a primary focus on diversity. The average annual attendance at these programs, offered in collaboration with Penn State's academic colleges, was 3,200. Examples include:

- African Americans in the Age of American Expansion
- Multi-cultural Journalism Workshop
- Elderhostel on Islam: Past and Present
- Understanding Gay, Lesbian, Bisexual, and Transgender Youth
- African Presence in Higher Education

Girls Leadership Workshop
Synergy from Others: Cultural Diversity in the Workplace

Management Development Programs and Services has developed a module on managing a diverse workforce in its supervisory leadership training programs.

This fall, Penn State Public Broadcasting launched Race Matters, a series of monthly radio and television simulcasts profiling race issues in higher education. Other PSPB efforts have included coverage of University Park Campus Martin Luther King, Jr. Day events, and national and local programming each February focusing on Black History Month. WPSX-TV also promoted Penn State Cooperative Extension's Diversity Essay contest for middle and high school students in Centre, Clearfield, and Clinton counties and the Cooperative Extension publication, *Diversity Activities for Youth and Adults*.

The Office of Outreach Diversity Programs offers both credit and non-credit continuing professional education courses for teachers with multicultural classrooms.

Continuing Education's Labor Education program, offered in collaboration with the College of the Liberal Arts, includes training modules on Dealing with Diversity: Promoting Mutual Respect and Tolerance in the Workplace, and Preventing Sexual Harassment in the Workplace.

The Justice and Safety Institute, a collaborative effort with the College of the Liberal Arts to provide continuing education for law enforcement and public safety professionals, incorporates material on managing a diverse workforce and other topics related to diversity into its POLEX program on leadership and management skills for executive level law enforcement practitioners.

The Arts and Health Outreach Initiative, is a three-year (2001-2004) interdisciplinary partnership-based pilot developed to demonstrate and document the interrelationships between the arts and health. This initiative will create coalitions that explore applications of the arts to personal health and healing as well as to public health issues including universal design and accommodations for persons with disabilities. The Arts and Health Outreach Initiative is a collaboration of the Colleges of Arts and Architecture, Health and Human Development, and Medicine, and Outreach and Cooperative Extension.

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 president for Outreach and Cooperative Extension mentored administrative fellows in 1998-99, 1999-00, and 2000-01. All three are women, one is African American.

An Outreach internship program was created in 1992-93 to provide a professional development opportunity for faculty and staff with the potential to provide leadership in outreach activities. Of the 58 interns to date, 42 are women and 2 are minorities.

Thirty-six Outreach employees have participated in Mastering Supervision through fall 2001; of them, 22 are women, 2 are minorities, and 2 are internationals. Of the 13 Outreach employees who have participated in the Penn State Management Institute, 6 are women. Of the 40 Outreach staff who have participated in the Penn State Leader, 32 are women and 3 are minorities.

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?

In the strategic planning process currently underway, one of O&CE's strategic goals is to enhance the environment for work and learning in support of the contributions of diverse individuals. Among our strategic priorities is programming for diverse audiences, in keeping with O&CE's mission to increase access to Penn State.

The vice president has identified four priorities for diversity-related initiatives: 1) climate, including orientation and training needs; 2) recruitment and retention of staff from underrepresented groups; 3) programming, including content, marketing, and delivery issues; and 4) leadership commitment. Strategies to address these priorities are identified in the 2001-2002 O&CE Diversity Action Plan. Additional initiatives relating to the seven challenges of the *Framework to Foster Diversity* are also identified in the plan. The plan was developed out of the recommendations of the O&CE Diversity Action Team.

The 2001-02 Diversity Action Plan for O&CE contains performance indicators. These include logs of diversity-related events for staff and organizational communications related to diversity, regular climate survey results, customer/client feedback on the environment presented by our programs, staff activities (to be identified through the SRDP process), the profile of students/clients served, the percent of women and minorities in job candidate pools and among new hires, program offerings with diversity content, participation of women and minorities in leadership development opportunities and appointments to committees and commissions, and on our external advisory boards. The director of planning and administration is charged to monitor this information.

A portion of O&CE's Program Innovation Fund grants awarded each year for new program development is directed to diversity programming. Over the last three-and-a-half years, \$229,000 was awarded to 29 programs with a diversity component. These included programs directed to underserved audiences or audiences with special needs, and programs with content addressing diversity-related issues.

The Outreach Partnership Fund, established in 1998 to promote collaborative efforts by Continuing Education, Distance Education, and Penn State Public Broadcasting with Penn State Cooperative Extension, has provided \$37,753 in support of 9 diversity-related programs; this represents 27 percent of the partnership funds awarded to date. Audiences for these programs included low-income youth, parents in minority communities, rural women, limited-English-speaking Chinese Americans, and migrant students. The partnership fund also supported an essay contest for middle and high school students on appreciating and valuing diversity.

Outreach and Cooperative Extension is an active partner in the current effort to expand the University's presence in inner-city Philadelphia.

Appendix

Outreach and Cooperative Extension Diversity Action Plan 2001-2002