

**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  
Enrollment Management and Administration**

Enrollment Management and Administration (EMA) provided a thoughtful update of their progress that acknowledged performance gaps and looked to the future. EMA can be proud of the role that they play in the increase in students from underrepresented groups over the years and their commendable graduation rates.

A wide variety of strategies are used to recruit students from underrepresented groups; some determination of the effectiveness of these strategies would help optimize resources. Similarly, as a number of collaborative efforts are in place, obtaining a sense of the most important partners might also be of help. Some of the outreach programs would be a tremendous challenge to track, it is true, such as programs with elementary and middle schools.

This unit, consistent with their mission, has concentrated primarily on students and would benefit by looking inward at their staff profile and training needs. Improved communication between administration and staff about the issues and opportunities related to a diversified climate appears to be one area in which the division could benefit.

Observations and suggestions relating to each challenge are listed below.

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

- ❖ The definition of diversity is targeted to student recruitment. It is broad, including focus on race, gender, sexual orientation, age, life experience, language, and disabilities, and also includes students pursuing studies in which they historically have been underrepresented.
- ❖ While there are an impressive number of ways in which diversity enrollment goals are discussed across the state, mention was not specifically made to how strategic University diversity initiatives beyond those of enrollment goals are shared with staff.  
***RESPONSE: Such matters are routinely shared with staff at regular staff meetings.***
- ❖ EMA identifies the need for all staff to be aware of diversity-related information and has a plan to share it. They might consider also including mechanisms for discussion.
- ❖ EMA is a sponsor of the Commission for Adult Learners.

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

- ❖ EMA recently conducted a climate assessment at University Park and shared the results with staff.  
***RESPONSE: The results of the climate assessment will be shared with the staff.***
- ❖ Climate for diversity was rated positively although areas for improvement were mentioned.
- ❖ A Customer Service Team was created to serve as an advocacy group for the information and climate needs of students and visitors to Shields Building; it is not clear if the climate issues are specifically diversity climate issues.  
***RESPONSE: Diversity climate issues are included in the tasks monitored by the Customer Service Team.***
- ❖ Designated staff take leadership roles, but it would be useful to understand exactly what these roles entail.
- ❖ EMA staff identified the need for diversity programming; however, programming has not been offered since 1998-99.

***RESPONSE: A new plan for diversity programming was developed in the Spring 2002. Implementation is scheduled to begin Summer 2002.***

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

- ❖ The growth in the number of African and African American and Hispanic students is described in numbers and percentage increases. The use of percentage increases should be coupled with actual numbers so as not to be misleading.  
***RESPONSE: Percentages and actual numbers were cited in the text and in the tables included in the appendix.***
- ❖ EMA has the responsibility of coordinating recruitment efforts across colleges and across the state and as such, it is difficult to determine which areas are responsible for the final numbers—it is clearly a team effort.  
***RESPONSE: Indeed it is.***
- ❖ The decline in adult students was reported without suggestions for ways to reverse the trend.
- ❖ Mention was made of a specific action directed to EMA in the *Framework*: Review the organization and effectiveness of existing efforts to recruit students from underrepresented groups; improve and expand efforts as needed; however, it was not addressed in the update.  
***RESPONSE: The record of accomplishment observed in the increased number of underrepresented students attending Penn State was the response to the question. Also, the establishment of a New York City based recruiter addresses this issue.***

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

- ❖ Staff from underrepresented groups are located in areas serving underrepresented populations, therefore somewhat segregating the staff as a whole.
- ❖ In most of the affirmative action categories, EMA meets or exceeds the goals set for minority and women staff. However, in Fall, 2000, 96 percent of staff grades 19 and below were women, while 80 percent of staff in grades 26 and above were men (University Budget Office data provided by OVPEE).
- ❖ Specific strategies to diversify the workforce are not outlined; EMA indicates that they know they must do better in this area.
- ❖ A response to a question on the climate survey, with the majority of staff agreeing with the statement “EMA has made progress diversifying the workforce,” has led to an EMA recommendation that more discussion should take place internally about sharing staff demographic profile data widely within the division.
- ❖ Putting the term “minority” in a job title when advertising is not a recruitment strategy.
- ❖ Dissemination of information about professional development opportunities for all staff can be enhanced.

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

- ❖ Not applicable.

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

- ❖ Two Administrative Fellows have been selected from EMA.
- ❖ EMA offers a variety of opportunities for staff to pursue professional development; none are targeted specifically at staff from underrepresented groups and the update acknowledges this.
- ❖ Mentoring might be considered as a way to increase leadership qualities, especially, as the update states, in a unit in which chances for advancement might be slim because a flat organizational structure has evolved.

## Enrollment Management and Administration

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

- ❖ General funds have been reallocated to increase scholarship amounts for the Bunton-Waller Fellows Program.
- ❖ A new African and African American Scholarship Program has been established through reallocation of funds.
- ❖ Funding has been provided for a recruiter in the New York area.