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Progress Assessment of
A Framework to Foster Diversity at Penn State: 1998-2003

Vice President for Research
Dean of the Graduate School

December 14, 2001

Units covered in this report:

Vice President for Research

Vice President's Administrative Office

Development Office

Financial and Human Resources Office

Office for Regulatory Compliance

Office of Sponsored Programs

Office of Research Information Systems

Penn State University Press

Research Publications

Research and Technology Transfer Organization

Ben Franklin Technology Center of

Central and Northern PA, Inc.

Industrial Research Office

Innovation Park at Penn State

Intellectual Property Office

Pennsylvania Technical Assistance

Program (PENNTAP)

Research Commercialization Office

Small Business Development Center

Strategic and Interdisciplinary Initiatives

Children, Youth, and Families

Consortium

Environmental Consortium

Institute for the Arts and Humanities

Life Sciences Consortium

Materials Research Institute

Social Science Research Institute

Applied Research Laboratory (*see p. 23*)

The Graduate School

Dean's Administrative Office

Data Systems and Analysis Office

Fellowships and Awards Office

Office of Graduate Educational Equity

Office of Graduate Enrollment Services

Graduate School Alumni and Public

Relations Office

Thesis Office

Introduction

Since accepting the position of Vice President for Research and Dean of the Graduate School in July of 1999, I have been encouraged by the progress of the Research and Graduate School units' diversity efforts.

Our interdisciplinary research and technology transfer units have been actively promoting new areas of research that will attract underrepresented faculty, staff, and students over time. Highlights of the many new research projects developed to address diversity issues include investigations into racial disparities in well-being, welfare reform and its impact on diverse rural communities, language development in non-white children, health care delivery for ethnic minority children and families, individuals with disabilities including Attention Deficit/Hyper Activity Disorder and learning disabilities, and the causes and effects of rural poverty. In addition, our technology transfer units provide strong support to minority- and women-owned business enterprises.

The Graduate School directors and staff members have introduced many creative new programs, and improved on former programs, that expose students to a variety of cultures and international perspectives; develop character, conscience, citizenship, respect for others, and social responsibility; and prepare students for a life in a civil democracy.

The Applied Research Laboratory, primarily funded by the U.S. Department of Defense, is Penn State's largest research entity and thus a major player in Penn State's research program. Its leadership considers diversity an integral part of the laboratory's mission, as outlined in the separate attached report (see Appendix).

***—Eva J. Pell, Vice President for Research, Dean of the Graduate School
December 14, 2001***

Challenge 1. Developing a shared and inclusive understanding of diversity

How does your unit define or describe diversity? How is this understanding demonstrated in areas of emphasis within your unit? *Diversity is a climate which encourages representation of faculty, staff, and students from typically underrepresented entities, including those from racial/ethnic minority groups, various countries and cultures, both genders, persons with disabilities, and those from a mixture of religions and sexual orientations.* “Representation” refers to the presence of subpopulations from among typically underrepresented entities, as listed further in that statement. Representation is used because the population of all members of any category is not a logistical possibility, as these exist dispersed across a global community.

This definition of diversity is an integral aspect of all functions within the Offices of the Vice President for Research and Dean of the Graduate School. Our administrators work hard to communicate a clear and consistent description of the University’s diversity objectives and to encourage new initiatives to meet the University’s diversity goals. All units’ strategic plans are required to take into consideration diversity issues. Our directors are urged to invite their employees to participate in diversity education programs. For example, at a recent Research and Technology Transfer Organization meeting, the Diversity and Equity section of the Human Development Resource Center’s *Professional Development Opportunities for Faculty and Staff* was distributed with a request to participate and to share the materials with members of the office staff. A religious holiday list is posted on unit bulletin boards, and these dates are taken into consideration when scheduling meetings. At meetings of the Dean’s Advisory Committee, on which all Graduate School directors serve, discussion of diversity issues is central. In our interdisciplinary consortia and institutes, which are themselves highly diverse environments with representation from a variety of nationalities and religions, directors are expected to set the tone for a welcoming climate for all persons, regardless of racial/ethnic backgrounds. Leadership in our institutes and consortia support equity among all groups and is intolerant of discrimination or unfair treatment. Staff meetings reinforce the important concept that all staff are responsible for ensuring that the workplace climate is inclusive in nature.

How has your unit distributed and discussed information to staff about the University’s diversity initiatives? The *Framework for Diversity at Penn State, 1998-2003* has been distributed to all office/unit directors for further dissemination and discussion with their staffs. Our Human Resources Manager, who regularly attends diversity trainings and meetings, routinely meets with the executive and administrative support staffs, to whom she communicates diversity-related information. She conveys to new employees the importance of respect for all faculty, staff, and students, and offers an open door for confidential discussion of diversity, harassment, and other issues of concern. New employees are required to attend the recently expanded New Employee Orientation Program. This Program was extended to a full day from the previous half-day schedule to expose new employees to the University’s customer service, diversity, and continuous improvement values, in addition to the traditional benefits/retirement information. All staff are reminded during their annual performance evaluations to respect differences, understand attitudes, and promote acceptance of individuals from diverse backgrounds. The two University Editor Representatives review

all unit publications to ensure that their content and illustrations are inclusive and support our diversity goals.

Does your unit have a diversity committee? What is its role? The Office of Graduate Educational Equity is a diversity-focused office within The Graduate School. It uses the University's guidelines for targeting populations, but works broadly to help students with issues they consider diversity matters. The office has greatly assisted in providing a climate at Penn State that is welcoming for students of color (see Challenge 2) and in developing creative recruiting and retention efforts (see Challenge 3).

At the present time, The Vice President/Dean seeks advice on diversity strategies from the Senior Research Staff Committee, the Graduate School Directors' Committee, and the Human Resources Manager. The Vice President/Dean will appoint a Research and Graduate School Diversity Committee drawing from faculty, staff, students, and technical service employees. The Committee will include members from underrepresented groups students, and technical service employees.

Challenge 2. Creating a welcoming campus climate

How does your unit's leadership demonstrate visible support for diversity? The leadership of the Research and Graduate School units provides consistent and visible support for diversity. The Graduate School has invested heavily in promoting recruitment of underrepresented students and in developing opportunities and incentives for programs to do so. Acknowledging the need to be more aggressive in addressing recruitment and retention issues in graduate education at Penn State, for example, in 2000, the Vice President and Dean established an Ad Hoc Committee on Minority Recruitment and Retention, co-chaired by Drs. Vernis Welmon and John Tippeconnic (see discussion under Challenge 3). The total of Graduate School funds expended in fiscal year 2000-01 on diversity efforts was a substantial investment.

How does your unit identify climate issues? Efforts were made to identify climate issues within the Research and Graduate School units by making use of the University-wide climate survey developed by the Office of the Vice Provost for Educational Equity as part of the *Framework to Foster Diversity at Penn State, 1998-2003*. In September 1999, the survey was distributed to all faculty and staff within the Research and Graduate School with a memo from the Vice President and Dean encouraging employees to respond confidentially. Responses were received from only 29 percent of the 387 full-time faculty and staff in spite of frequent reminders; these data were determined to be too low and limited the generalization of the results. In the next iteration, this process will be more closely facilitated to ensure a higher response rate, with our Human Resources Manager attending staff meetings to explain the purpose of the survey.

How does your unit respond to climate issues? What unit-wide and individualized approaches have you developed to enhance overall climate and individual's satisfaction with the environment? The Research and Graduate School units have developed several approaches to enhancing the overall campus climate. As stated above, the Office of Graduate Educational Equity in The Graduate School is in the forefront of providing a climate at Penn State that is welcoming for students of color.

The Office of Graduate Educational Equity is headed by a Director and staffed with two, full time support staff in standing appointments. These are supplemented by graduate student interns who assist in coordinating and implementing the various programs of the office, in particular the SROP program. This office has, as its primary client base, the academic colleges and both prospective and currently matriculating graduate students. Other offices in the Graduate School provide support to the OGEE in a variety of ways, including computer support and services (Data Systems and Analysis), publicity and editorial services (Alumni and Public Relations), and financial and enrollment services (Fellowships and Awards, and Graduate Enrollment Services, respectively). The OGEE in turn is a resource for these other offices regarding matters of educational equity that may surface in the normal operations of these offices. For example, a student of color visiting the Office of Fellowships and Awards may indicate their interest in attending a professional meeting that is not feasible due to limited resources within their academic program. The office of Fellowships and Awards would direct the student to the OGEE for support for such an effort. The Office of Graduate Educational Equity, along with the Dean's office, initiated the annual Discussion of Inclusiveness in Graduate Education. The first speaker was Dr. Orlando Taylor, Dean of The Graduate School, Howard University, who spoke on the topic of "Achieving and Maintaining Inclusiveness in Graduate Education in the Post-Affirmative Action Environment: Challenges and Opportunities."

Likewise, employee advocates for the Commission for Women participate in or support a variety of the Commission's programs, such as the Administrative Fellows Program, the Martin Luther King Banquet, the Take Our Daughters to Work Program, the Commission's Banquet, and monthly meetings that include reports and discussions of progress on Commission initiatives and diverse social events. The Vice President and Dean hosts a table at the Commission's spring banquet, which is held to honor women in the University community. Each year, she invites nine different women from our units. In 2001, the Coordinator of Research Initiatives in the Office of the Vice President was nominated and selected to receive one of the Commission's Achieving Woman Awards. As a three-year affiliate member of the Commission, this staff member also distributed Commission membership information to all our offices.

In another example, for the past several years, Graduate Enrollment Services has participated in and received recognition for its role in the Opportunity Network for Employment (ONE), which serves individuals with disabilities who are seeking employment at Penn State. The Graduate School allocated funding to create a full-time position for a participant in the ONE program.

Challenge 3. Recruiting and retaining a diverse student body

Does your unit contribute to recruiting and retaining a diverse student body? If so, how? And, what practices have been most successful? An important distinction that must be recognized is that the Graduate School, unlike other academic colleges, does not have faculty lines, and does not directly control academic decisions to accept any applicant into an academic program. These decisions are made at the graduate program level within colleges. The Graduate School can only (and does) provide guidance, incentives (within available resources), and leadership through university-wide dialogue and forums (e.g., the annual Discussion of Inclusiveness in Graduate Education), and through programs of the Office of Graduate Educational Equity (OGEE), such as SROP and Graduate Visitation Day). Ultimately, all of these efforts will be unsuccessful if graduate programs choose not to play an active role and invest in diversity. For its part, the Graduate School has been extremely active in its efforts to promote the recruitment and retention of a diverse student body by colleges.

The Graduate School

In The Graduate School, diversity initiatives are directed at both domestic and international groups. United States citizens represent a declining number of our graduate students, i.e., Penn State enrolled 8,281 U.S. citizens in 1996 compared to 7,627 enrolled in the fall of 2001. Conversely, Penn State enrolled 1,746 international students in 1996 compared to 2,377 enrolled in the fall of 2001. We have graduate students from 115 different countries with the majority of students derived from China, India, South Korea, and Taiwan.

Although the number of African American graduate student enrollments has increased by 8 percent over the past five years, this increase is small in actual numbers system-wide (27 students), and countered by decreases in Hispanic and Native American students, equating to only a marginal increase in total numbers system-wide (540 for Fall 1996 versus 548 for Fall 2001).

The following goals and recommendations are new initiatives. The Fall 2000 data do not reflect these approaches. We are optimistic that these initiatives will support an increase in the number of underrepresented students.

The goals of The Graduate School with respect to these issues are to increase the number of applications from underrepresented groups to graduate programs, intensify recruitment efforts with those that do apply, and strengthen retention programs for students on campus. Graduate School directors make numerous presentations to student groups, meet with students and their families, and participate in activities that highlight their interest in having students of color attend Penn State. The Associate Dean of The Graduate School is a member of the Commission on Racial/Ethnic Diversity and has given presentations to the Achievement Conference and Summer Research Opportunity Program, which focus on students of color. The Ad Hoc Committee on Minority Recruitment and Retention, referenced above, made a number of recommendations to the Dean in 2000, and significant progress has been made in initiating many of these recommendations, as detailed below:

Recommendation: Form stronger ties with other institutions that have provided education for large numbers of underrepresented students. The Office for Graduate Educational Equity is targeting selected Historically Black Colleges and Universities, Tribal Colleges, and Hispanic Serving Institutions, and working closely with these schools to increase their number of applicants to Penn State. The director of the office will be visiting selected institutions to speak with faculty, staff, and students about programs at Penn State, and to invite some of these individuals to campus to learn more personally about our programs and our community. Her office will also be working with administrators at selected institutions to take advantage of their knowledge and influence in this area.

Recommendation: Seek outside funding for additional assistantships and fellowships. The Office continues to work with the Office of Fellowships and Awards to explore available sources of aid that would provide funds for assistantships and fellowships. The Graduate Fellowships and Awards Office assists students in finding external grants and attempts to provide assistance to students when they encounter financial difficulties. The director and the other employees personally meet and assist many underrepresented graduate students as they process their awards. The office funds approximately 140 underrepresented students either in full (stipend and tuition) or with partial awards. Tuition and matching funds for several external awards are provided to support students, such as, the Ford Fellowships, Soros Fellowship, and Sloan Fellowship Program, while the Bunton-Waller Program offers a comprehensive financial support program to students with outstanding academic potential who will also contribute to the diversity of Penn State's graduate student body.

The Office for Graduate Educational Equity is also working with the staff in Corporate Relations to seek out funds that might be available through corporate sources; it has and will continue to apply for grants that will provide additional dollars for fellowships and awards. Another project involves cooperation with the Northeast Alliance. This Alliance does not provide graduate fellowships, but does provide funds to help increase the number of Summer Research Opportunity Program (SROP) students that are invited to campus each summer (see below). In addition, the Alliance funds programs that contribute to successful graduation of students of color, specifically those in math, science, and engineering.

The office continues to work with Penn State's Bunton-Waller Fellowship Program, McNair Scholars, and any other programs that produce students ready for graduate study, as well as continuing efforts to strengthen ties with the Council of Directors of Multicultural Programs at Penn State.

Recommendation: Support and enhance programs that have proven success records. Extra funds and effort have been devoted to the Summer Research Opportunity Program (SROP). The Office for Graduate Educational Equity leads this fast growing program for students of color who are considering graduate work. This program attracts some of the top undergraduates in the country to campus; the summer research experience familiarizes them with Penn State research labs and faculty. Over the past five years, 149 students have participated in SROP programs. Thirty of those students have enrolled as Penn State graduate students, 60 students are at other graduate schools, some are working for major companies, and others could not be contacted to determine their locations. Nationwide, over

70 percent of SROP students go on to attend a graduate or professional program. Our students attend some of the top universities in the country; in addition to Penn State; our SROP participants are at Stanford, Penn, Howard, the University of London, and many others. These students leave with Penn State pride. Some who choose other institutions recommend Penn State to their family and friends.

This year, Penn State joined the SROP Northeast Alliance, a consortium of five institutions including MIT, Boston University, Rutgers University, and University of Massachusetts at Amherst. Membership provided resources to add five students to the 2001 SROP program. In 2002, the plan is to add six students through the Alliance. To maximize our ability to recruit SROP students, we inform all program chairs of the SROP conference and encourage their attendance. This provides an opportunity to meet students and to do some early recruiting. In July 2002, Penn State will host the National SROP Conference. This will bring 600 students to Penn State representing an excellent opportunity to promote our graduate education programs.

Other successful projects offered by The Graduate School include: small meeting formats for doctoral students in the dissertation writing process, professional development workshops and conferences, and a multitude of events that enhance degree completion among students of color at Penn State. The annual Professional Development and Retention Conference, for example, provides an opportunity for faculty and staff to meet new and returning underrepresented graduate students. The goals of the conference are to assist underrepresented graduate students in acclimating to the University Park campus; to provide networking opportunities among students, faculty, and staff; to provide information about the University's support services; and to provide information and insights regarding graduate studies and the Penn State community. Another project, the Achievement Conference is targeted toward leadership. It encourages leadership among minority graduate students by providing financial support for students to present at professional conferences and by strongly encouraging students to organize workshops and conferences.

The Graduate School also works with student organizations to enhance the climate for diversity and helps provide programs for professional development. The Black Graduate Student Association, for example, has been invited to co-sponsor Graduate School events, such as the Conversations at Kern Series and the Professionalism in the New Millennium Series. Two topics covered in the Conversations at Kern Series dealt with international students and issues: "Domestic and International Student Relations: Taking Advantage of Penn State's Graduate Melting Pot" and "Going Global? Preparing for International Employment." In addition, the Associate Dean of The Graduate School participates in formal discussions with the Black Graduate Student Association on topics dealing with graduate education. He is a member of the International Council and the Advisory Council of International Students and Scholars. Other Graduate School representatives participate in the Adult Student Fair sponsored by the Penn State Returning Adult Student Center. Returning adult students constitute a population that contributes richly to the diverse classroom experience. The enrollment at many of our off-campus graduate programs consists of returning adult students.

Recommendation: Introduce new strategies to engage more academic units in recruiting greater numbers of qualified students of color. A new concept discussed with departments this fall was that of “clustering.” This concept would encourage departments to recruit students of color in groups of two or three, whenever possible. Such a process would help avoid the introduction of a lone minority student into a program to diversify that program. While no departments have formally accepted the challenge, the office is confident that some programs are trying hard to create such a setting and will work toward the common goal of the clustering concept.

Another strategy is to encourage early offers for admission. Students who are in the SROP and other research programs across campus can be offered early admission into a graduate program if the student agrees to terms offered by the department. This early admission process has already begun in some programs, and others are likely to initiate it once they observe the rewards enjoyed by departments that have done so.

Recently the Office for Graduate Educational Equity has made plans to sponsor and coordinate a Graduate Visitation Day. This event will bring prospective students from a variety of disciplines to campus to visit with programs of interest, receive academic and financial information, and visit campus landmarks, program facilities, and personnel.

Research Office

Although not as expressly directed toward recruitment and retention as The Graduate School, the research and technology transfer units within the Office of the Vice President for Research contribute significantly to recruiting and retaining a diverse student body. Research faculty hire students from all over the world to study and conduct research within the interdisciplinary research consortia and institutes. These international scholars contribute richly to a diverse cultural environment. In addition, a number of research units specifically earmark minority institutions for recruitment visits, have representatives attend minority fairs on campus, and work with the Office of Graduate Educational Equity and other units in these endeavors.

Within the Office of Strategic and Interdisciplinary Initiatives, for example, the Director of Program Development assists in the development of large, multidisciplinary research initiatives that frequently involve the design of education, human resource, and public outreach components. These proposals include activities aimed at attracting and retaining undergraduate and graduate students from underrepresented groups, and existing Penn State programs such as those of the Women in Science and Engineering (WISE) Institute and the Office of Graduate Educational Equity are frequently leveraged in these efforts. For example, the WISE Week, Math Options, WISER, and Summer Research Opportunities Program (SROP) are currently all playing funded roles in a number of National Science Foundation (NSF) research programs at Penn State, including the Astrobiology Research Institute, the Biogeochemical Research Initiative for Education, the Consortium for Education in Many-Body Applications, and the Materials Research Science and Engineering Center for Surface Phenomena in Restricted Geometries.

Another National Science Foundation (NSF) sponsored project with a diversity enhancement impact is the Center for Advanced Manufacturing Education in Nanofabrication. This Center is a consortium of community colleges, the State System of Higher Education, secondary schools, private industry, and others. Students from the participating educational institutions receive hands-on instruction at the \$25 million NSF-sponsored Penn State Nanofabrication Facility. Many of the community colleges and other institutions participating in this Center serve large minority populations. For example, more than 65 percent of the 40,000 students at the Community College of Philadelphia are ethnic minorities, and more than 50 percent are African Americans. Cheyney University of Pennsylvania, another participant, is classified as an historically Black College or University. Roughly 40 percent of the 400 secondary and post-secondary students who have received hands-on training at the Nanofabrication Facility through this Center have been ethnic minorities.

MET, Inc. is a Small Business Administration HUBZone and Certified 8(a) minority-owned management consulting firm currently serving disadvantaged populations in Allegheny, Mercer, and Philadelphia counties. MET is also a funded participant in the NSF-sponsored Penn State Center for Advanced Manufacturing Education in Nanofabrication. In this role, MET organizes increased participation by middle and high school students from underrepresented groups in nanofabrication “chip camps.” MET promotes the “chip camp” opportunity to potential local sponsors in four selected predominantly minority communities in Pennsylvania, and oversees the local level organization of chip camp participants. MET has achieved success in establishing a waiting list of local organizations interested in serving as technology education partners in general and “chip camp” supporters specifically.

Other specific diversity-enhancement initiatives in the interdisciplinary research consortia include the following:

Faculty at our Materials Research Institute have established formal linkages with Lincoln University and have collaborated on research projects with scholars at that university. Lincoln undergraduate students are invited to visit University Park for summer internships to work in the laboratories. As a result, Lincoln University students have been recruited to graduate programs.

The Life Sciences Consortium (LSC) hired five underrepresented students within the past year from advertising through the IMdiversity website. The positive experiences of these students in the LSC work environment led to them returning to their undergraduate colleges and recruiting for LSC. LSC had students approach them for positions based on this networking experience. The LSC is very proactive in nominating minority applicants for the Bunton-Waller Awards through The Graduate School and sponsor an undergraduate summer program that promotes diversity. In their Integrative Biosciences Graduate Degree Program, they received five inquiries/applications this year from members of underrepresented groups, and all five were extended offers. Currently, they have three underrepresented students in their program, along with many international students. The program is comprised of slightly more than 50 percent females. LSC initiates many teambuilding activities with these graduate students, including a program conducted annually at Stone Valley.

The Population Research Institute (now part of the Social Sciences Research Institute) undertook an extensive recruitment effort through multi-disciplinary contacts to identify potential demography trainees. The specific minority recruitment efforts followed three strategies: 1) Contacted undergraduate students and faculty mentors at colleges and universities across the country associated with the American Sociological Association Minority Affairs MOST Program; this program identifies talented minority juniors and seniors for a special summer program of preparation for graduate school. 2) Sent personal letters written by Penn State Demography Program faculty to professional colleagues soliciting names of applicants from their minority students as candidates for Demography traineeships. 3) Sent Demography Program posters and advertising materials to schools with minority undergraduate populations; this effort yielded an expanded pool of strong applicants.

The Children, Youth, and Families Consortium has a long history of supporting graduate assistantships for ethnic minority students whose research interests include projects related to well-being in ethnic minority populations. Examples include: 1) Sent two minority graduate students to Thailand and India to examine the effects of sweatshop work on employees and their families. 2) Supported an African American graduate student for his work on adolescent cliques. 3) Supported an African American graduate student to attend a conference in South Africa. 4) Supporting an African American graduate student on a project targeting rural children.

Additional diversity-focused practices were created by units within the Vice President's administrative and technology transfer offices. Since 1998, for example, the Intellectual Property Office has mentored four (two minority) student interns from Dickinson School of Law. One minority woman worked very closely with the University's legal counsel regarding infringement cases; her positive influence and hard work resulted in a full-time position with Penn State's legal counsel upon her graduation from Dickinson.

One of the Industrial Research Office's (IRO) key industrial contacts, Air Products, developed a fellowship program for graduate students. The IRO crafted the guidelines with them to specifically encourage underrepresented groups and minorities to apply for the fellowship. Milen Kostev, a Bulgarian physics student, was the first recipient of this fellowship.

With the initiative of two African American women in the University Press' Marketing Department, the Press created and ran, with funding from the Equal Opportunity Planning Committee (EOPC), an undergraduate internship program in book publishing. In 1997, the initial proposal was presented as an internship program for minority students, offering an opportunity for Penn State students to gain experience working at a publishing house. The Program was funded in 1998-99 with Shana Murphy as the first intern. In 1999-2000, a minority student, Tara Pearson, and a non-minority student, Maura Roessner, served as interns, with funding for the former provided by the EOPC and for the latter by the Vice President for Research. In 2000/01, Carl Asher served as the Press' intern with EOPC support. A special effort to attract minority applicants was possible due to an African

American University Press staff member's extensive contacts with the Penn State minority community and service as an adviser to the student NAACP chapter.

Challenge 4. Recruiting and retaining a diverse workforce

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

Although the Research and Graduate School data from the Fall of 1997 and 2000 indicates a decrease in underrepresented staff, we have documented data that indicates our numbers in 2002 have risen by 62% (13 to 21). The Research and Graduate School Diversity Committee will be charged with identifying staff recruitment initiatives.

The newly formed Research and Graduate School Diversity Committee will be charged with identifying underrepresented staff retention initiatives.

Our units take a proactive approach to locating and recruiting staff from underrepresented groups. A number of staff positions, particularly those that are technical in nature, are advertised either nationally or in urban markets to reach minority candidates. We emphasize in our local postings the desirability of qualified women and minority candidates, and those who have experience managing a diverse staff. Many of our units use professional and social network opportunities at the local and national levels to identify potential candidates; feedback indicates that these opportunities are by far the most effective means of recruitment.

What retention strategies have you implemented in your unit to retain members from underrepresented groups? What retention strategies have been most successful?

Numerous procedures are in place to enhance staff retention. In 1999, for example, we initiated an annual Staff Appreciation and Awards Program to recognize and demonstrate appreciation for staff employees. Since the initiation of this Program, employees have been recognized for their years of service to the unit and their years of service to Penn State, and with several special awards: Outstanding Staff Award, Staff Innovation Award, and Staff Diversity Award. Following a call for nominations, a diverse Steering Committee reviews and selects the final candidates based on pre-determined criteria. This program is reviewed annually to ensure that it is meeting and/or exceeding the expectations of our employees. The program has been well received with approximately 250 employees attending the reception each year. During the past three years, we have awarded one of the three special awards to nine women and five men. A range of positions was recognized, including directors, managers, human resources personnel, research support associates, staff assistants, research equipment designers, licensing officers, and associate directors. In particular, we have recognized two women for their support of diversity. The following excerpts highlight their individual efforts:

"... she processes more than 120 appointments per year with more than 100 of those being international visitors/students ... believes in treating everyone as she would like to be treated no matter their race, religion, or ethnicity ... frequently converses with international visitors/students via e-mail several times before they arrive to provide them with information

on the cost of living in the area, housing options, the climate changes, and the availability of local shopping ... worked to meet the special needs of handicapped people in the lab."

"... she has enhanced the representation of women and students of color in technical majors allowing colleges to competitively recruit outstanding scholars to the University ... has encouraged and played an active role in the recruitment process ... as a team player, she is an outstanding resource person who makes everyone associated with her a more productive colleague."

In 2000, a Staff Diversity Award was not presented. In 2001, the Awards Program Coordinator and Human Resources Manager developed a strategy to encourage more Staff Diversity Award nominations and provided input to staff on how to create a competitive nomination package.

An effort initiated by the Vice President and Dean to express appreciation and to thank employees for special initiatives they have participated in or awards they have received, etc., has been to send personal notes of congratulations or acknowledgements of appreciation. This effort contributes greatly toward reassuring these employees that they and their work are valued, along with creating a warm and welcoming environment for all employees.

Another policy that contributes to staff retention is our emphasis on flexibility and a "family-friendly" work environment. One of our units currently has three job-share positions with five women participants. These positions were created on a pilot basis, with much advance planning, within the past two years. The positions were created to encourage these women to continue their professional careers and to remain in the work force, plus have the opportunity to spend valuable time with their families. Other forms of flexible scheduling are also widely utilized by our staff. We strongly encourage a balance of work and family life, and flexible scheduling enables this balance. We have established telecommuting arrangements for employees when it has been demonstrated to be beneficial for both the employee and the employer. Telecommuting was implemented for two (1 Asian female and 1 white female) key staff following the birth of their children. The arrangement allowed them to stay at home while at the same time conducting work via e-mail. Both arrangements were extremely successful.

Additionally, our units have successfully implemented the Vacation Donation Program a number of times for staff employees within the past two years. These opportunities permitted staff to donate their personal vacation days to co-workers who were deemed to have catastrophic situations that required them to be absent from work long enough to exhaust all of their own personal paid time off. This Program has been very well received by our employees, as demonstrated by their generous contributions to their co-workers.

Efforts to retain employees with disabilities have included providing funding to accommodate needs as they arise, such as, specially designed chairs and desks, amplifiers for telephones, vision impairment equipment adjustments, parking changes, and air seats for bus drivers. Several directors have invited an Environmental Safety Office representative to

assess their offices on safety standards including the positioning of keyboards, computer screen levels, and furniture/equipment layout.

Our directors and associate directors have provided release time for employees to serve on committees that enhance campus diversity. For example, one employee has been granted release time for the past four years to serve on the University Commission on Racial/Ethnic Diversity. She chaired the Commission this past year, which resulted in a much higher level of time commitment than in prior years. In addition, employees were involved with the Equal Opportunity Award and Equal Opportunity Planning Committee Proposal Review Committee, the Commission for Women, the Mentor-Guest program, the Faculty Diversification Committee, the Powwow-American Leadership Program, and the International Hospitality Council. During the past three years, a staff member in the Vice President's Office has organized a group of 10-20 employees who take up to one full day of vacation time to participate in the United Way's Day of Caring.

Our units' leaders encourage and support staff academic development, which gives the staff an opportunity to interact with a diverse community of students, faculty, and staff. Several units, particularly Research Publications, have a strong mentoring emphasis and actively encourage staff to continue their professional development by taking University classes, attending career development seminars, and making presentations at national professional conferences.

Similarly, two University Press African American staff became actively involved in efforts within the publishing industry on a national level to achieve a more diverse workforce. They served on the Diversity Committee of the Association of American University Presses (AAUP). One of the staff led a diversity session at the AAUP Meeting in June 1999. Both staff were also involved with similar efforts by the Association of American Publishers (AAP), which announced a Minority Mentoring Program in March 1999. Two University Press staff have served on the Diversity Committee of the Association of American University Presses (AAUP).

Challenge 5. Developing a curriculum that supports the goals of our new general education plan

Curriculum development is not applicable to these units.

Does your unit contribute to a curriculum that supports the diversity goals of the University? If so, how? What practices have been most successful? In keeping with the University's goal to institute curricula and research initiatives that provide students with the skills and orientation they need to function effectively in multicultural workplaces and social environments, we have been supportive of the establishment of interdisciplinary research focusing on multicultural issues. Many of these studies reside within the six interdisciplinary research programs housed in our unit, which span the traditional academic colleges. The Life Sciences Consortium, for example, created the IBIOS 591 Ethics course, which addresses Pipeline Problems (women and minorities who drop out before completing a program). This

has proven to be a very successful course. For others of our consortia and institutes, research and scholarship on diversity-focuses issues are central to the unit's mission.

Racial disparities in well being, for example, is one of the cornerstone research themes in the Social Sciences Research Institute (SSRI). This theme is reflected in a range of activities -- proposals aimed at studying the causes of racial disparities and policies that could ameliorate such disparities; research articles in top-tier scientific journals; colloquia emphasizing racial disparities in well-being; and a core focus on faculty working groups in the demography of inequality, population health, immigration and acculturation, and children and families. Faculty are encouraged to apply for minority supplements to their National Institutes of Health grants to provide cutting-edge training to minority graduate students and faculty. Postdoctoral and predoctoral recruitment places explicit emphasis on a diverse set of trainees. The Population Research Institute within the SSRI provides a \$10,000 supplement to minority postdoctoral trainees to increase the chances of successful recruitment.

Another interdisciplinary unit under the Vice President for Research, the Institute for the Arts and Humanities, is very active in providing programs intended to foster and support diversity at Penn State. The Institute initially sponsored and subsequently has provided financial support for the African American Tradition seminars; one of these seminars, on the History of Jazz, was featured in *Research/Penn State*, magazine, bringing it to the wider attention of the University community. The Institute provided support to the Feminist Scholars Lecture Series in the Women's Studies Program. It sponsored an international, interdisciplinary conference focusing on the dilemma of violent resistance to evil. This conference, which was also featured in *Research/Penn State* magazine, took as an example the case of the pacifist theologian Dietrich Bonhoeffer who faced a crisis of moral belief when he confronted the horrors of Nazi Germany and reluctantly joined the conspiracy to assassinate Hitler. Because his dilemma raises the issue of the legitimacy of violent resistance as a response to evil, the conference offered a timely and unique format for addressing issues such as ethnic and religious intolerance. The Institute was a major sponsor of a conference held to commemorate the fiftieth anniversary of the publication of Simone Beauvoir's *The Second Sex*. It featured African American subjects Marian Anderson and Charles W. Chestnutt in the LIVES! Biography Series. Finally, it offered to provide support and office space for visiting scholars from Togo and Israel.

The Children, Youth, and Families Consortium (CYFC) promotes research, teaching, and service to address critical social issues. It has a strong focus on issues of great importance to diverse groups of under-served, disadvantaged, and needy children and families. The faculty and staff at CYFC have always looked at diversity from a very broad perspective. Diverse populations of interest include racial and ethnic minorities, individuals with disabilities including Attention Deficit/Hyper-activity Disorder, Learning Disabilities, the economically disadvantaged in rural and urban settings, women, persons of diverse sexual orientation, and individuals with various religious affiliations. The CYFC also has an international frame of reference when it comes to diversity issues. They demonstrate their understanding of diversity by supporting and encouraging research focusing on issues relevant to diverse populations, such as, research designed to understand diverse populations (e.g., the rural poor, African American women and families on welfare, youth development, and capacity

building in Togo, Africa), interventions targeted to improve the health and development of children and families from diverse backgrounds (e.g., school readiness intervention for rural children), international efforts to improve the lives of diverse peoples (e.g., South African Initiative to reduce HIV/AIDS risky behavior and alcohol/drug abuse), and funding and hosting conferences and workshops on diversity issues (e.g., South African Working Conference, girls and aggression).

The CYFC continues to co-fund faculty positions earmarked for individuals who can help move Penn State to the forefront in research on children, youth, and families from diverse backgrounds. Searches for co-funded faculty currently underway include: 1) A position in Rural Sociology that focuses on issues of welfare reform and its impact on how diverse rural communities can develop local responses to federal and state programs that influence children, youth, and families. 2) Two positions in Health and Human Development: one that will focus on language development in non-white children, while the other position will examine disparities in health care delivery for ethnic minority children and families. 3) A position in Psychology that will examine how technology in the classroom can assist in the educational attainment of disadvantaged and less able students. Promoting collaborative and multi-disciplinary research has afforded the opportunity for diverse faculty to make connections with others who share similar interests in the well-being of under-served and underrepresented populations and encourages diverse faculty to use the CYFC as a resource for their own professional development. For example, a recently funded project concerned junior faculty, the majority of whom were African American women, with Karen Bierman, Director, acting as consultant.

Administrative and service units within the Office of the Vice President for Research also contribute to the effort to integrate diversity issues into the academic environment. The unit's outreach magazine, *Research/Penn State*, seeks to reflect and enhance the research environment of the University. Its mission, as expressed in the masthead of the magazine, is to "sample the diversity and drama of Penn State's \$472-million-a-year research program." In choosing subjects for the magazine, therefore, diversity is critical. A standard issue of the magazine seeks to present research by faculty and students of both genders and many ages, races, ethnicities, and backgrounds. In addition, special reports in past issues of the magazine have focused on Women in Science, for instance, and an upcoming issue is planned for Women in Engineering.

The Penn State University Press has played an important role in helping students and faculty gain a better appreciation for issues of diversity, domestically and internationally, through its publications in such fields as African American studies, Latin American studies, religious studies, and women's studies. In African American studies, the Press pioneered in publishing *Afro-American Writing* and *Who is Black?* Some of the Press's books have garnered national media attention (*Notes of a White Black Woman*, recently reissued in paperback, even received a review in *People* magazine); others, like *African Americans in Pennsylvania*, have special regional importance. Among recently published titles are *Chinese Christians in America: Conversion, Assimilation, and Adhesive Identities* (1999), *Namaste America: Indian Immigrants in an American Metropolis* (2000), and *Korean Americans and Their Religions* (2001). Contributions to better international understanding

have come from the many books the Press has published about our Hispanic neighbors in Latin America, from books in our “Post-Communist Cultural Studies” series, and from articles in our journal *Comparative Literature Studies*. In women’s studies, the Press has become well known for its multi-volume series “re-reading the Canon.”

The Small Business Development Center (SBDC) sponsors Minority Business Enterprise and Women Business Enterprise seminars on Small Business Contracting Opportunities each year. These seminars are conducted by the Pennsylvania Department of General Services. During 2000, 12 minorities attended our First Step seminars and eight minority clients were assisted by the SBDC. Also, during 2000, the Center assisted 46 women clients or 24 percent of the client base. In addition, there were 29 businesses owned jointly by men and women; five women obtained financing for their businesses, with loans totaling \$1,167,400.

The Ben Franklin Technology Partners/CNP provides technical and entrepreneurial assistance, as well as industrial research funding, to small- and medium-size Pennsylvania companies. It is one of the most successful programs of its kind in the country aimed at promoting university-industry research partnerships. In 2000-01, mentoring and/or funding was provided to twenty companies which were at least 50 percent owned by women and nine companies which were at least 50 percent minority-owned.

The Industrial Research Office (IRO) assists companies in identifying and accessing Penn State research centers and faculty expertise, and works to foster government-University-industry research partnerships. The IRO staff frequently assists industry with efforts to align with underrepresented groups on campus. They regularly include the Women in Engineering Program, Minority Engineering Program, and Women in Science and Engineering Program in their agenda when they have companies requesting ways to interact with the diverse population at Penn State.

One of Innovation Park’s goals is to attract a diverse group of companies. The Innovation Park staff recently worked with an Austrian company to assist with their move to space in the incubator space at the Park. They assisted them in making links with the State for information about visas, etc., and provided information about housing, office equipment, etc. They are currently doing the same for a firm from Singapore. One company in the Park, Salimetrics, has a female co-owner; she is featured on the Innovation Park web site giving a testimonial about the firm’s decision to locate at the Park.

Challenge 6. Diversifying University leadership and management

How has your unit assisted staff from underrepresented groups in developing leadership and management skills? The Fall 1997 and 2000 academic administrator numbers for these units include Great Valley and the Applied Research Laboratory. The Research and Graduate School academic administrators are drawn from the colleges’ faculty ranks. Our central office, consortia, and institute directors are currently comprised of six white males and five white females.

Since the staff data were collected in the Fall of 2000, we have promoted or hired five females into technology transfer leadership positions; grades ranging from 26-29—one was an Administrative Fellow. In the past, it has been extremely difficult to hire women into technology transfer leadership roles simply because the pool was so small. Again, since the Fall 2000 data, we have promoted one Hispanic male to a grade 28 and transferred one Hispanic male from ARL to a key leadership role with the Marine Corps Research University.

The Vice President/Dean will charge the Diversity Committee with the task for developing approaches to diversify leadership and management from underrepresented groups.

The Vice President and Dean strongly supports the leadership role women, including Senior Associate Dean Dr. Regina Vasilatos-Younken, provide in The Graduate School. Four of the five Graduate School Directors are women, one of whom is African American, Dr. Evelyn Ellis, Director, Office of Graduate Educational Equity. Because the Graduate School is a positive and supportive work environment, management positions turn over very slowly (e.g., three of the five Directors average 16 years of service in their positions). This limits the opportunity to increase representation from other underrepresented groups until such turnover occurs. Of the remaining two Director positions that have either been created or turned over more recently, one is held by an African American woman, Dr. Ellis, as noted above, and her staff include two women, one of whom is Hispanic. Dr. Ellis serves on the Vice Provost's Advisory Board, a University diversity committee, which enables her to bring University perspectives and vision to The Graduate School. Dr. Ellis not only serves as the unit's key recruiter for students of color, but also serves in many capacities on University-wide committees and task forces to study and help resolve issues or concerns for students of color. She provides visibility for The Graduate School, leading discussions, workshops, etc.

Administrators in the Vice President for Research and Graduate School units collaborate with the colleges to hire qualified faculty from underrepresented groups. They are sensitive to improving the success of search processes to identify and assess the credentials of women and minority candidates for both faculty and staff positions. They ensure that underrepresented groups are included as members of search committees, task forces, and advisory boards. They have advertised recent vacant key leadership positions, e.g., Environmental Consortium and Life Sciences Consortium directors in the *Affirmative Action Register* and other relevant publications. They also review applicants from the Affirmative Action Office database. A representative from the Affirmative Action Office is invited to the initial meeting of each national search committee to present an overview on diversity recruiting. During the past two years, recruitment for leaders of the interdisciplinary research consortia and institutes led to the appointment of three women in key director positions. This number is in addition to one female director who has held that post since 1995. The addition of these women brings the leadership of our eight major interdisciplinary research consortia and institutes to a total of four of the eight or 50 percent. We also have many women who serve key roles as directors and provide strong leadership to various technical laboratories within our research institutes and consortia.

As referenced above, the Vice President and Dean strongly supports the Commission on Women. One of the Commission's most successful initiatives is the Administrative Fellows

Program, which provides an opportunity for minorities and women to participate in mentorship experiences with top level administrators. The Vice President and Dean has mentored a College of Medicine faculty member, and is currently a mentor to Renee Diehl, Professor of Physics. We recognize that this is an extremely valuable opportunity for Dr. Diehl to enhance her administrative qualifications, which may lead to a leadership role at Penn State in the future.

The Vice President and Dean also supports the annual Excellence in Leadership and Management programs supported by the Provost's Office and facilitated by the Office of Human Resources. These programs have been attended by many of the Research and Graduate School senior level leaders. In order to reach further down into the organization and involve more employees, candidates are now being drawn from middle management and senior administrative support staff.

Within the service units, the Office of Sponsored Programs has been very successful in hiring female Grants and Contracts Specialists. Seven of the nine specialist positions are held by women, including one Pacific Islander; one of the three Lead Grants and Contracts Specialist positions is held by an American Indian woman, who was promoted to that position during the past several months; one of two associate directors is a woman. The Office of Research Information Systems is comprised of computer-skilled employees, of which seven of the ten are women. Externally, a number of the Office of Sponsored Programs staff have developed and presented workshops to minority and other faculty from underrepresented groups, to assist them in getting started in their research careers. These workshops incorporate such topics as: use of the web to obtain information on funding opportunities, training on NSF FastLane, the National Science Foundation's electronic proposal submission and award system, and how to write a winning proposal.

The Research and Technology Transfer Organization (RTTO) was previously comprised of all male office directors. During the past two years, under the leadership of Gary W. Weber, the RTTO has been reorganized; women now direct three of seven offices.

The Intellectual Property Office promotes commercialization of inventions and discoveries arising from University research through licensing agreements and other arrangements. Within this past year, the office has hired three Technology Licensing Officers, one being an Asian woman with limited technology licensing experience. She has attended a number of workshops related to her position since then, and as a result of her positive contributions to the office, she has become a valuable member of the team.

BFTP/CNP has maintained a relatively flat organizational structure for quite some time. All five Directors currently report to the President/CEO; all other staff report to one of the five Directors. Due to growth and expansion, they will reorganize in the coming months, whereby three of the Directors will report to the President/CEO, with other staff reporting to those three Directors. Two of these three Directors are women. This realignment will enable BFTP/CNP to utilize the specialized skills of the three Directors in areas of technology development, venture capital and angel investing, and financial and human resource

management. It will elevate two women to senior management positions that require leadership ability.

The Office for Regulatory Compliance (ORC), where the director is a woman, Candice Yekel, strives to maintain a diverse membership on the compliance committees. For the first time, ORC has a woman as Chair of the Behavioral and Social Science Institutional Review Board. Committee memberships also include a balanced gender mix, a physically challenged individual, senior citizens, and individuals from various cultures and backgrounds.

Challenge 7. Coordinating organizational change to support our diversity goals

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? The Vice President/Dean will charge the Diversity Committee with identifying organizational realignments, systems of accountability, and long-term planning strategies to support the University's diversity goals.

Again, since the Graduate School has no line oversight of colleges, and does not, itself, have faculty lines, it cannot effect organizational realignments or dictate accountability within colleges to impact on diversity in graduate education. What steps can and have been taken are to more proactively impact the recruitment process of colleges by having the OGEE solicit and physically bring prospective students of color to the Penn State campus to visit and explore graduate opportunities with their programs of interest (Graduate School Visitation Day). This approach directly addresses a critical step in recruiting students by providing a personal interaction and experience. For programs that have been less aggressive in seeking out and bringing students of color to campus for recruitment visits, the OGEE is serving as a functional, university-wide broker to ensure that such face-to-face opportunities occur. Similarly, one of the most effective recruitment strategies possible is to provide a research opportunity for a prospective student in the scholarly environment of their discipline of interest, prior to their formal phase of seeking a graduate program at a specific institution. SROP provides this opportunity, and the OGEE again serves as the broker, on a university-wide basis. This particular approach is more long-range, in that it targets prospective students primarily in the junior year of their baccalaureate degree program. Additional details on the organizational structure of the OGEE is outlined on page 4 of this report.

Several new systems and strategies have been put into place within our unit to forward the University's diversity goals. The Office of Graduate Enrollment Services and the Office of Graduate Education Equity, for example, have coordinated their admissions functions in developing a shared database for tracking CIC students and McNair Scholars applying for graduate admission to Penn State. In addition, the Enrollment Services Office collaboratively works with International Students and Scholars (ISS) to provide improvements in the admissions process and climate for international students at Penn State. This past year the Enrollment Services office and ISS successfully launched an on-line status checking system designed to provide updated and immediate information to applicants regarding their admission and visa status.

The Dean's Office and the Office of Graduate Enrollment Services, in conjunction with the offices of Affirmative Action and Disabilities Services, established and provided guidelines to academic departments, programs, and units when dealing with disability issues that arise when reviewing graduate applications. A special workshop sponsored by these offices, the Disabilities Workshop for Graduate Admissions, dealt with this topic. The overall goal for establishing these guidelines was to reduce incidences of information that cannot be used in the admission decision process and to provide information on available services and resources related to disabilities.

The Office of Sponsored Programs has taken an active role to ensure that grant opportunities for minorities and underrepresented groups are regularly disseminated to the campus community. E-mail has proven to be an effective method of distributing this information. These opportunities are widely distributed to the University community several times each week. The Coordinator of Research Initiatives in the Vice President's Office ensures that federal, state, and foundation institutional programs offering funding for minority initiatives is shared with the Vice Provost for Educational Equity and the Office of Graduate Educational Equity.

Formal agreements have been established through the Director of Research Program Development between Penn State and two external organizations concerned with minority education and research issues. The United Negro College Fund (UNCF) has formally agreed to work with Penn State to help identify opportunities for research collaboration between Penn State faculty members and faculty members at UNCF institutions. Also, Management and Environmental Technologies (MET), Inc. has agreed to work with Penn State to raise awareness and participation among disadvantaged populations in Pennsylvania concerning Penn State research and education programs.

Progress Assessment Report
A Framework to Foster Diversity at Penn State, 1998-2003

Applied Research Laboratory/Penn State

Presented to Eva Pell
Vice President for Research, Dean of the Graduate School

From L. Raymond Hettche
Director, Applied Research Laboratory

A Framework to Foster Diversity at Penn State: 1998-2003
Progress Assessment Report of the Applied Research Laboratory/Penn State

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A Framework to Foster Diversity at Penn State: 1998-2003
Progress Assessment Report of the Applied Research Laboratory/Penn State

Introduction

The following report is an assessment of ARL's progress to date in implementing "A Framework to Foster Diversity at Penn State: 1998-2003," while also reporting on our efforts for implementing the diversity plan developed for the University in 1994. The report format parallels the seven challenges of the "Framework". Great emphasis is placed on our outreach initiatives through the use of several referenced appendices.

The Applied Research Laboratory developed its first diversity plan in 1994, as was requested by the Vice President for Research. In October 2000, new diversity initiatives and goals for the World Class Employer Committee were formulated as a part of ARL's FY 01-05 Strategic and Operational Plan. (See Appendix A&B) The Diversity Plan is the combined vision of the ARL director, the Diversity Program Coordinator, and ARL office division and department heads.

The cornerstone of ARL's current diversity efforts is concentrated in its outreach to underrepresented students and faculty at Historically Black Colleges and Universities (HBCUs) and Minority Institutions (MIs). This strategy focuses on the long-term goal of assisting in the preparation of a largely untapped pool of talent, and recruiting undergraduate students to attend graduate school at Penn State. Traditional recruiting methods to attract more permanent full-time employees have not been abandoned, but experience and logic dictate that resources be applied where success has been the greatest.

A Framework to Foster Diversity at Penn State: 1998-2003
Progress Assessment Report of the Applied Research Laboratory/Penn State

Challenge 1: Developing a Shared and Inclusive Understanding of Diversity

ARL's Diversity Committee was established in the early 90's as a voluntary committee. Their mission was to promote awareness among employees of the importance of supporting cultural diversity at ARL, and to sensitize employees to diversity issues, perspectives, and points of view with the goal of providing an environment conducive to a sense of belonging. The Committee provided a forum for the discussion of concerns of employees related to their ARL work environment. The Committee proposed to search for, evaluate, and implement new approaches to improve the quality of work-life and community-life for all employees in the ARL Penn State community.

The Committee's activities waned over the years after several committed members retired from the University, struggled with health-related issues, or moved on to other, more lucrative positions outside of the Laboratory. At the present time, an ad hoc committee is convened when special diversity events are to be planned, coordinated, and implemented. ARL has not consciously downgraded its diversity committee to ad hoc status. It is, however, an all-volunteer group and membership may have waned for any number of reasons. ARL plans to establish a standing diversity committee with appointment from each major unit of the laboratory. Funding will be provided for service on this committee. (See Appendix C)

In the mid 90s, the director appointed a Diversity Process Action Team to re-examine ARL's diversity mission, and to propose a new mission and strategies that would serve to enhance diversity within the organization and give the Laboratory leverage in the business arena as well. The team was comprised of faculty, administrators, staff, and members of the diversity committee. The Laboratory composed its first diversity plan in 1995, which was then forwarded to the IRP Office of the University. As a result of the new plan, a half-time position to coordinate diversity affairs was created, and thus many of the diversity activities were redirected. ARL's diversity efforts now emphasize the exposure, development and training of youth and young adults to help provide the engineers and scientists of tomorrow.

Challenge 2: Creating a Welcoming Campus Climate

Initially, ARL's Diversity Committee placed most of its emphasis on first promoting climate improvement for everyone, because it was recognized that providing consideration for special groups, when there already existed issues with the rank and file, could cause undue resentment. Issues, such as inappropriate behavior toward women, have consistently been addressed by first pointing out that the behavior is not tolerated, then where necessary, remedial training or disciplinary action ordered by management. ARL uses the Staff Review and Development Plan provided by the OHR to rate diversity performance of the staff. A CORED subcommittee, chaired by Pat Hayes, ARL half-time diversity program coordinator,

has recommended a revision of the SRDP form to include Diversity as a Unit-Specific Factor to Dr. Billie Willits. ARL faculty diversity performance is also reviewed during their annual evaluation.

An orientation program was established to welcome all new employees to the organization. As the Laboratory grew in size and physical locales, it became increasingly more difficult to pull together new employees and the people who presented to this group. An alternate “Buddy Program” worked for a short time, but was set aside when the Laboratory experienced a reorganization of departments. Today, the need to examine climate issues has been rejuvenated by the establishment of the new World Class Employer Committee, who have been charged with finding ways to raise ARL to a world class environment. The World Class Employer Committee has completed its survey and the results will be available on the Penn State website. The overwhelming majority indicated that they are satisfied or very satisfied with ARL as an employer. The ARL Employee Benefit Association continues to serve employees by offering lab-wide social and athletic events, providing benevolence in the case of illness or death, and selling ARL merchandise to induce a spirit of pride in our organization. (See Appendix C).

Student interns and visiting faculty, are introduced to several key individuals within the organization and across campus. Many social events are planned and executed that acclimate the visitors to the campus and to the Centre region. Student participation in activities sponsored by the Summer Research Opportunities Program (SROP) further serves to introduce participants to other students in their major and to campus employees. ARL’s own administration, faculty and staff have invited students and faculty into their homes for dinner, picnics, and social events.

Challenge 3. Recruiting and Retaining a Diverse Student Body

ARL has many initiatives that contribute to the recruitment of students for the Graduate School and to other individual classes. (See Appendix C) Since 1998, the Laboratory has sponsored a summer research program for 4-8 students from HBCUs/MIs. Since the start of the program, five program participants have applied and have been accepted to the graduate program at Penn State. These students contribute to the diversity of the population at ARL/PSU, and are awarded half-time assistantships to continue their research while pursuing an advanced degree. The goal for the period FY 01-05 is to gradually increase laboratory expenditures and resources to double our efforts to recruit and retain underrepresented students. (See Appendix A)

ARL is a yearly host for undergraduates in the PSU Summer Research Opportunities Program, Center for Undergraduate Research Opportunities (CURO) for engineering students. Students who study at the University Park campus are offered opportunities to continue their employment at ARL as a wage-payroll student through the completion of their undergraduate career at Penn State.

In 1999, the ARL director made an agreement with Dr. John Mason, Associate Dean, Graduate Students to support twenty engineering students financially through ARL's Exploratory & Foundation Program. Further, ARL provides support for the engineering school's Graduate Program in Acoustics by hosting the program and providing facilities and research faculty for approximately 125 students/semester. In support of other campus recruitment programs, ARL routinely directs non-engineering recruits to other minority coordinators when appropriate.

ARL supports continuing education for its non-traditional adult learners. Employees are encouraged to enroll in staff development and college level courses on campus, via distance education, through continuing education, or independent learning courses. Paid leave is afforded to staff to study for Ph.D. candidacy exams and to complete a dissertation or thesis.

Challenge 4. Recruiting and Retaining a Diverse Workforce

Not unlike the University at large, ARL has been actively engaged in, but not particularly successful in recruiting full-time faculty and staff from underrepresented groups. In past years, ARL has tried several venues to increase the number of underrepresented faculty/staff at the Laboratory. Our participation in GEM (Consortium for Graduate Minorities in Engineering & Sciences) yielded one full-time employee after a period of several years of participation. Advertising in trade journals and major newspapers brought very little results. ARL's presence at multicultural career fairs does boost the number of resumes on file for underrepresented groups, but we are unsuccessful in using these resources to fill open full-time positions.

In 1997, the director made the decision to redirect GEM and advertising dollars to support new initiatives. Two of our successful strategies have been in the area of recruitment of HBCU faculty who hold temporary summer appointments with the Laboratory, and participation in the PSU Staff Assistant Training Program (SATP), which yielded two full-time employees. An ARL faculty minority member has been recently assigned to work with Human Resources to reevaluate ARL's strategies for recruitment. One new initiative will be the creation of an Intranet web page where resumes can be collected and posted for review by ARL hiring personnel. This initiative expands on the 1994 goal to establish a vita-bank of minority resumes.

The summer research programs also work indirectly to increase the ratio of underrepresented groups at the Laboratory. Summer research participants, who gain admission to Penn State, are offered half-time assistantships to work in the Laboratory. These graduate students are official employees of the Laboratory while completing their graduate degree work at Penn State.

Challenge 5. Developing a Curriculum that Support the Goals of Our New General Education Plan

ARL has no response to this challenge, as it does not apply to the mission of a non-degree granting, academic, research unit.

Challenge 6. Diversifying University Leadership and Management

ARL faculty and staff are given every opportunity to develop leadership and management skills. Each year, ARL enrolls ARL faculty and staff in the University conducted professional leadership and management training programs.

Since 1998, twenty (20) faculty and upper level managers have participated in Mastering Supervision, Penn State Management Institute, and Penn State Leader programs. The Laboratory has nominated and expects to have twelve (12) participants in the 2002 University Leadership and Management Programs.

Before the Penn State Leadership Programs were developed, the director hired a professional trainer to conduct a management course for front-line managers and supervisors. Brown-bag professional development seminars were also made available to management and staff. The seminars were short-lived, as interest waned in attending such seminars over the lunch hour.

To the same extent, underrepresented employees are given an opportunity to develop their skills. The Human Resources staff and Diversity Coordinator seek to promote attendance at university and community related diversity events by posting notices to the Laboratory listserves. Summer research interns are required to attend the Summer Research Opportunities Program professional development seminars. In addition, the summer program coordinator meets with the students on a weekly basis to view diversity videos or discuss the attributes of a professional engineer.

Challenge 7. Coordinating Organizational Change to Support Our Diversity Goals

The inclusion of ARL division and department heads in the planning process for the FY 01-05 Strategic & Operational Plan serves to identify the goals of a collective unit. Further, the inclusion of diversity pursuits as part of this year's planning at ARL's annual retreat serves to codify current objectives. The retreat is an important vehicle in which ARL's strategic objectives are evaluated and revisions considered.

The establishment of a half-time position for an "Assistant to the Director, Information and Diversity Programs", as well as the newly emphasized half-time minority recruiting position comprise the functional alignment intended to support ARL, and thus University diversity goals. The diversity coordinator, and several of ARL's faculty and staff members serves on University committees that have a finger on the pulse of diversity at Penn State. The

knowledge gleaned from this involvement helps in coordinating ARL efforts with University goals.

Since the late 90s, ARL has benefited greatly from its partnership with Tennessee State University, College of Engineering and Technology. (See Appendix D) This win-win cooperative agreement allows both entities to share knowledge, personnel, and resources. A line item will continue to be placed in the budget to support TSU graduate students in their pursuit of higher education. Decatur Rogers, Dean, TSU College of Engineering and Technology, has identified Penn State as the graduate school of choice for TSU students who wish to complete their college career at a majority university.

Summary

ARL's assessment of its progress in implementing *A Framework to Foster Diversity at Penn State: 1998-2003*, reveals that a change in direction for our diversity initiatives has occurred over the years. New initiatives were tried partially in response to experiences gained through the failures of past efforts, but also because of what we've learned about the direction being taken by some of the other institutions with whom we do business.

ARL has learned that having terrific job openings at a prestigious university laboratory is not enough to lure members of underrepresented groups to compete for those jobs. There is the recognized problem of ARL's location being far from the larger metropolitan areas where many members of underrepresented groups live, and the associated unwillingness of those members to seek jobs in remote areas where there is not a known social and cultural base of support.

There is also the related problem of finding significantly smaller percentages of trained technical professionals, especially in the areas where ARL has recruiting needs. It is recognition of this problem that has influenced ARL to redirect much of its efforts toward helping to expand the pool of engineers and other technical professionals, which will not only help ARL, but other technical employers as well.

Institutions with whom ARL is associated, including this university, other minority institutions, the Navy, and other government and industry sponsors, have all come to similar conclusions regarding the need to bring underrepresented groups into the technical professional mainstream. ARL now finds it easier to gain support and willing partners for our efforts. As long ago as 1990, some of ARL's attempts to forge associations with minority institutions were unsuccessful, but in recent years our success in forming these associations and partnerships has been limited only by our ability to locate meaningful resources and sponsors.

On the recruiting front, ARL will forge ahead in recruiting women and underrepresented groups for full-time employment, internships, fellowships, assistantships, coops, and wage payroll positions at the Laboratory. ARL is not discouraged by past recruiting efforts. We

expect that changes made in our recruiting structure, the availability of increased resources, and a renewed determination to succeed will reward us with the employees we seek.

Overall, ARL is proud of the strides we have made in recent years. Our intent is to leverage successful programming towards even greater gains, while seeking to improve our performance in less successful areas.