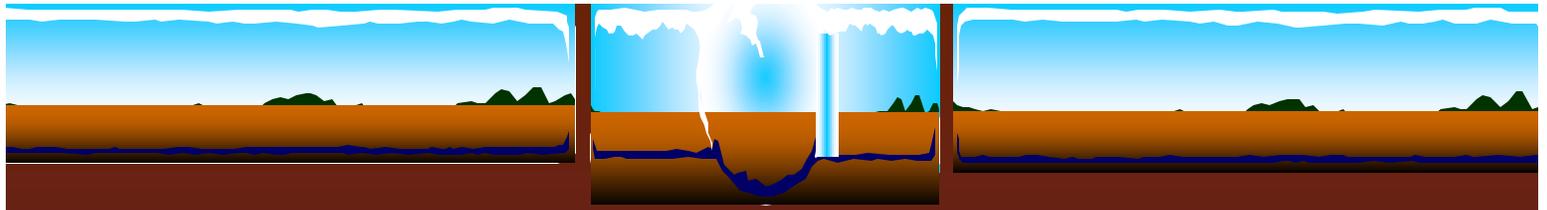


Before you read the feedback and report revisions, you are strongly encouraged to review the Overview, History and Calendar Web page at <http://www.equity.psu.edu/framework/updates>



**Assessment of Progress
Toward Implementing
a Framework to
Foster Diversity at Penn State**

**Office of
Undergraduate Education**

April 2002

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At the Center of Our Making: An Introduction

“We originally came from many different shores,” historian Ronald Takaki wrote in his history of multicultural America, “and our diversity has been at the center of our making of America.” The place of diversity in the promise, the life, and the scholarship of the Penn State community is at the core of our work in the Office of Undergraduate Education (OUE). It remains work that is incomplete, still in the making. The very notion of a multicultural community has grown to be inclusive, not only of those from other lands, but also of those with uncommon perspective, differing belief, unique ability, and with voices that once were silenced.

OUE subscribes to the University’s call “to foster a caring University community that provides leadership for constructive participation in a diverse, multicultural world,” and finds value in Judy J.J. Jackson’s creed that promoting diversity requires accepting people as they are, not as you would have them be. Leadership, like cultural change, does not thrive on passivity. OUE remains active across the seven challenges in Penn State’s Framework to Foster Diversity.

THE SEVEN CHALLENGES

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?

As multicultural initiatives have become increasingly encompassing in national dialogs and well-intentioned initiatives, the Office of Undergraduate Education (OUE) recognized a need to define for itself in clear and unambiguous terms the meaning of multiculturalism in our work. James Banks and Cherry McGee Banks, wrote in the 2001 *Handbook on Multicultural Education*,

"Multicultural education focuses on ethnic, racial, cultural and gender groups within the boundaries of a nation-state, such as the United States, the United Kingdom, and Canada. Yet there is a widespread confusion among scholars, practitioners, publishers, and the public that multicultural education is the same as global education and international education.

"Global and international education focus on the interrelationships among nations and the study of foreign nation-states respectively. Even though multicultural and global education both try to help students to develop cross-cultural competencies and skills, each field has unique contributions to make to the education of students. Consequently, the two fields should not be confused. The integrity of each field should be recognized and respected."

OUE recognizes the value of multicultural and global education as distinct and worthy elements of the learning community, each deserving of engaged performance. Toward that end, OUE has identified three elements of multicultural education that reside in the center of the OUE charge. The Banks and Banks *Handbook* posits that "multiethnic education involves systemic and structural reform of these variables in schools, colleges and universities: the formulized curriculum and course of study; assessment and testing procedures; (a) the languages and dialects sanctioned within the institutions; teaching styles and strategies; and (b) instructional materials."

These elements, culled from a longer list, speak directly to our OUE goal, not as individuals, but as a leadership unit of the University. The curriculum and course of

study, perhaps especially within the domain of courses and learning associated with general education; assessment and testing procedures; and teaching styles and strategies are elements central to OUE, to University Testing Services (UTS), and to the Center for Excellence in Learning and Teaching (CELT) and implicit in many of our operations, such as the University Learning Centers (ULC), the Learning Edge Academic Program (LEAP), and Public Scholarship Associates.

Penn State is one university, geographically dispersed. The Office of Undergraduate Education views its charge as enveloping the entire university. From our work reviewing curricular program proposals to assure consistency and quality across the university, to monthly meetings of Administrative Council on Undergraduate Education (ACUE), OUE attempts to develop and support programs with broad coverage, rather than parochial application. Location bound work should be the exception rather than the rule.

The vast majority of members within OUE embrace diversity (in its various forms) in their day-to-day lives and workspaces by serving on related committees and through participation in ongoing programs offered by the OUE Diversity Enhancement Team and other University units. OUE respects and significantly benefits from diversity such as may be expressed through racial/ethnic, gender, cultural, disability, sexual orientation, and socioeconomic differences among OUE members, and all other university members including administrators, faculty, staff, and students. OUE takes seriously its responsibility to offer educational and professional experiences equitable to all. Through its curricular activities, programs, and services, OUE continues to provide understanding and supportive interaction among diverse population groups and respects individuals' personal values and ideas.

OUE has an ongoing commitment to create programs and processes that continue to enable staff to converse, work and exchange information with students from underrepresented populations. The team's primary operational responsibility is to organize three or four programs each year aimed at getting as many members of the widely-spread units of the office of undergraduate education (OUE) working together to

advance diversity. However, the goal, which has been emphasized in OUE's strategic plan over the years, is to provide leadership across the university, both by partnering and by examples. For instance, the Annual Martin Luther King, Jr. Day march involves several units and is designed to involve all of University Park. Numerous other programs, typically delivered around a provided lunch or a pot-luck meal—on classroom climate, Dr. Martin Luther King, Jr.'s Birmingham jail letter, lesbian, gay, bisexual, and transgender issues, Pennsylvania human relations expectations, Color of Fear and the like—have involved partnered units, including colleges and administrative offices.

In addition, OUE administrates, through a university-wide faculty program committee, the Bachelor of Philosophy, an undergraduate degree program that provides academic opportunities for students to pursue greater understanding and knowledge on multiple topics including diversity issues. For example, this year, senior Robin Hoecker's senior thesis, funded by OUE, documented the history of diversity at Penn State. Copies of her historical project were shared with at least a dozen faculty and administrative units, including the Faculty Senate, Division of Student Affairs, the Schreyer Honors College, and the Office of the Vice Provost for Educational Equity. The project was also shown at the 2002 undergraduate research fair and is now being edited as a web-available resource.

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

OUE has a strong commitment to the University's diversity initiatives. That commitment is consistently demonstrated through OUE's efforts to disseminate information and provide formal and informal diversity-related activities within OUE, as well as providing cosponsored programs through OUE's Diversity Enhancement Team to the greater University community. In addition, OUE members collaboratively work within OUE to enhance its diversity initiatives that impact, in positive ways, the University community. Some examples of efforts include:

- a. Division of Undergraduate Studies (DUS) staff continue to work collaboratively within DUS and beyond to enhance and strengthen the

University's diversity message in FTCAP's "Presenting the University to Freshmen" video presentation.

- b. ROTC cadets and midshipmen receive multiple communications (oral and written) regarding the need to continue fostering diversity and valuing difference; additionally, equal opportunity/diversity trainings are included in the cadets' curriculum taught by the officers.
- c. A diversity unit is included in the First-Year Seminar for Student-Athletes—the teaching staff meets regularly to discuss content, etc.
- d. CELT Diversity Luncheons for Faculty provide opportunities for not only OUE members but also faculty to discuss the benefits of diversity as well as how to infuse diversity issues and concepts into the curriculum.

OUE has placed considerable emphasis on outcomes for change-of-assignment students, especially those coming to University Park, in the context of differential graduation rates for this cohort. The thinking is that this is a particular issue for students of color, for whom we wish to eliminate graduation disparities. Studies conducted by the data group of the joint retention team sponsored by the Office of the Vice Provost for Educational Equity and Undergraduate Education, as well as follow-on studies funded by Undergraduate Education and carried out by Dr. George Tseo at Penn State Hazleton and Dr. Linda Strauss, have verified that:

- a. The large graduation disparity for all students who begin at campuses relative to up starters not only exists for underrepresented students, but even carries over for students who successfully make it to up. In other words, juniors from campuses graduate at lower rates than juniors in the same classes who began at up.
- b. Disparate graduation rates are increased by reason of a greater population of underrepresented starters at campuses.
- c. While the effects in a. and b. clearly emphasize the importance of this issue for eliminating disparities in graduation rates, the data do not imply that the campuses are grading or otherwise treating minorities unfairly.

Accordingly, in 2001, OUE, through the Division of Undergraduate Studies and in collaboration with the Smeal College of Business Administration, initiated an upper-division advising center in the Smeal College. Specific goals for this initiative are to provide advising programs to assist students in the transition from campus colleges to

University Park, with special emphasis on underrepresented students, and to raise the graduation rates of this population of students. OUE, through the Division of Undergraduate Studies, is underwriting the salary of the coordinator of this advising center. This approach will serve as a pilot, representing a new approach to the advising of upper-division students, and can be replicated in other colleges where appropriate.

Additionally, in Fall 2001, OUE through the University Learning Centers (ULC) at non-University Park locations had 3,998 minority student contacts or 24% of the total number of student contacts at non-up locations. The high percentage is a result of special outreach efforts to minority students and a strong referral system, which is in place at non-University Park campus locations.

OUE's Diversity Enhancement Team presented a program in February 2002 entitled: "A Framework to Foster Diversity: How Can We Meet the Challenge?" The program's goal was to help OUE members discover greater ways to make a difference in OUE's diversity efforts and how each member can become more actively engaged in the process. The goal of the luncheon conversation was met and resulted in some in-depth discussions on the role of each OUE member as well as OUE's important role in fostering diversity at Penn State. A more detailed program summary report is attached (Appendix A).

In preparation for the program, OUE members had been asked to complete an on-line confidential diversity survey (created by the Team) prior to the luncheon program. The on-line survey (Appendix B) was originally posted November 12, 2001, with the intent that a diversity luncheon be held on November 22, 2001. However due to unforeseen circumstances, this luncheon was rescheduled and held on Friday, February 15, 2002. As a result the survey deadline was extended until February 8, 2002 with 34 of 101 OUE members and auxiliary personnel completing the on-line survey (34% return rate). The survey's primary objective was to provide OUE members an opportunity to

express their thoughts and reactions related to the seven diversity challenges. Based on the confidential responses, the survey was well received by those who responded and it met its primary objective. The confidential responses excluding unit or individual identifiers were provided to the luncheon program facilitator (for preparation of his presentation) and OUE administrators. Survey responses are presently being reviewed by the team and will have a direct impact on future OUE diversity program content and objectives.

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

Since the mid-1990s, OUE has had a very active diversity committee—the OUE Diversity Enhancement Team provides numerous activities and programs for unit members to meet learn more about and discuss various OUE and University diversity initiatives and diversity-related topics. A number of activities have been presented in support of OUE’s commitment to diversity. Listed below are just a few of the most recent events:

- a. Gay, Lesbian, Bisexual and Transgender Program – conducted by Susan Rankin (Fall 2000)
- b. Martin Luther King Celebration March and Program (JANUARY 2002, this was the third consecutive year) local school districts’ middle school students participate in the celebration.
- c. Color of Fear Diversity Program/Panel Discussion (4.17.01) Eighty-four percent of the Color of Fear program participants felt the program increased their sense of social justice and awareness of diversity issues. Additionally, a significant majority of the program participants (which included students and OUE members) rated the program as “good, very good, or excellent.” The program was modeled for use at Encampment 2001 and by Food Services.
- d. Three members were given support to attend the AACU Diversity and Learning: Identity, Community, and Intellectual Development Conference (10.26-29.00). Their participation led to the planning and implementation of the Color of Fear Panel Discussion.
- e. OUE co-sponsored International Luncheon with the State College Area School District and Phi Delta Kappa (10.19.01). The luncheon program included over 100 participants including Penn State administrators, faculty,

staff and students as well as teachers and administrators from the local school district. The program fulfilled Act 48 credit for teachers.

- f. OUE sponsored a presentation that included Leonard Pitts Jr., a well-known columnist. This presentation was the first of its kind program in which a distinguished speaker presented as part of a residence hall (East Halls) living learning community experience (10.25.01). The vast majority of the audience was comprised of students. Student overall comments following the presentation ranged from “great,” “excellent,” and “let’s have more programs like this.”

Several of the team’s diversity initiatives OUE have been collaborative in nature.

Given the active role of the team, feedback from the OUE programs and the fact that typically 40% to 50% of OUE members attend the programs clearly indicates that the vast majority of members within OUE embrace diversity (in its various forms) in their day-to-day lives and workspaces. Another positive outcome is that some OUE members choose to continue their engagement by serving on related committees and through participation in ongoing programs offered by the OUE Diversity Enhancement Team and other University units. OUE administration continues to support its members’ participation in University-wide and community-related diversity committees and organizations.

For example, OUE members serve (service frequently includes a leadership role or financial support) on the University Martin Luther King, Jr. Commemoration Planning Committee; Achievement Conference for Graduate and Undergraduate Minority Students; Office of International Programs’ International Council; Commission on Gay, Lesbian, Bisexual and Transgender Equity; Commission for Adult Learners; Commission for Women; Centre County Human Relations Advisory Council to the Pennsylvania Human Relations Commission; and the National Association of Multicultural Education (NAME). Members who serve typically provide their individual units with updates and materials on committee and organization activities and initiatives resulting in a more informed and engaged OUE staff.

Challenge 2. Creating a Welcoming Campus Climate

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

OUE continues to be an active participant in a number of university-wide diversity related initiatives designed to enhance overall climate and individual satisfaction for all University community members as well as demonstrating strong support for diversity. Several examples of activities OUE is involved in which demonstrate support, enhance climate and increase satisfaction include the pre-freshmen seminar, University Learning Centers (ULC), First Year Testing, Counseling, and Advising Program (FTCAP), *Preface* (a publication for incoming students), summer sessions at University Park and LEAP. Through these activities and others, OUE continues to actively promote the importance of diversity, civility and valuing every University community member.

OUE assumed responsibility for convening and coordinating the Pre-Freshmen Seminars that are designed to acquaint incoming students with issues related to racism and diversity. Working collaboratively with the Office of the Vice Provost for Educational Equity, Office of Enrollment Management and Administration, Division of Student Affairs and others, the seminars were created as a means to introduce incoming students to a process for developing an awareness of their own values, beliefs, and attitudes and for understanding how this awareness can impact their cultural and world views, attitudes, and effectiveness. As part of its role with the pre-freshman seminars, the Office of Undergraduate Education was actively involved with the pre-freshman mailings comprised of common readings including, "Overcoming the Culture of Silence on Race" by Beverly Tatum.

The University Learning Centers (ULC) has held a long-standing collaborative relationship with members of the academic advancement programs (AAP). Prior to and since the recent university restructuring, both the ULC and AAP work jointly to provide academic support services for students who are part of these programs. The ULC student and professional staff work with AAP members to provide study skills workshops, tutorial placements, promotion of varied services through flyers, list-serve correspondence, and employment opportunities for students, meetings with staff, etc. Members of the ULC meet often individually or as a group with AAP staff to discuss new developments in each other's programs, the sharing of tutors, resources and more. Also,

OUE administration has provided support to AAP by, for example, writing letters of support for talent search grants and assisting in other related grant-writing initiatives.

The ULC also works with other units that may serve some AAP students. Small group tutorial arrangements are made with the Multicultural Resource Center (MRC), the Minority Engineering Program (MEP) and the Women in Science and Engineering Program (WISE), for example. In addition, presentations are given by staff to incoming freshman through opportunities such as the Minority Achievers Program (minority recruitment / office of admissions). The ULC as well as the other units of OUE and AAP continue to maintain its long-standing and positive relationship that enables students within these programs to strive for and meet academic success.

In FTCAP, a media presentation entitled “Presenting the University to Freshmen” is made to all students and undergraduate students of diverse backgrounds, race and ethnicity narrate the segment. Additionally, the issue of diversity and the Intercultural and International Competency curriculum requirement is introduced and their importance is stressed to parents and incoming students.

The Office of Undergraduate Education actively participates in planning the President’s Convocation for incoming freshmen. For example, every semester beginning the Summer 2001, OUE facilitates the selection of several incoming freshmen from diverse backgrounds that are featured in the President’s speech.

The publication, *Preface* has been designed to introduce students to Penn State University Park campus and help them prepare for arrival. But its scope is not limited to arrival week. This publication also discusses the opportunities of living on a diverse campus and the multitude of support services available.

Through its various media, OUE focuses on change of assignment (CHOA) undergraduate students prior to the beginning of the semester in, which CHOA students come to University Park. OUE made a concerted effort to contact them and distribute the *Preface*, *Orientation Express*, and *the Introduction to University Park* in addition to

alerting the CHOA students about the many on-line and on-campus support services and resources available to them.

Penn State's commitment to diversity is convincingly illustrated in the annotated listing of student programs and services section of *Preface*. Here, as new students read about the many and varied campus services, they will see that special efforts are available to support the concerns of adult learners, ethnic and religious groups, women students, disabled students, as well as gay, lesbian and bisexual students.

In addition, the services of the Multicultural Resource Center, Project Growth and the Paul Robeson Cultural Center are highlighted. It should be noted that in addition to *Preface's* textual messages about diversity a good deal of attention has been given to the visual messages about diversity as well. For example, twenty-five percent of the photographs in the 2001 issue of *Preface* show the diversity of the Penn State student body. The Office of Undergraduate Information and Communications (UIC), publisher and designer of *Preface*, has and will continue to make it a priority to promote the value of diversity at Penn State.

Beginning Summer 2002, feature articles designed to focus on diversity related curriculum initiatives would be written by faculty members and others. The first *Preface* featured article will be written by Faculty Senate chair, Dr. John Nichols, who will discuss the importance of the Intercultural and International Competence (GI) General Education requirement and the benefits of the requirement.

The Learning Edge Academic Program (LEAP) that is overseen by the Office of Undergraduate Education serves more than half of first-year students in the summer, and provides several program activities that cover topics including cross cultural communication and adjustments and working in diverse groups. Small group discussions follow the presentations/activities. LEAP offers diversity-related courses including "Community, Race and Identity." Additionally, a diversity component was added to the mentor-training program, which prepares upperclassmen and women to serve as mentors to incoming freshmen.

Starting Summer 2001, LEAP personnel have actively collaborated with the Multicultural Resource Center (MRC) to provide several diversity-related programs that have included cross cultural communication and adjustment as well as working in diverse groups. Small group discussions followed the presentations and activities. In English 15, all LEAP students were required to attend the “Race in America,” a New York Times program—a writing and discussion component followed the program.

OUE provides numerous First-Year Seminar (FYS) developmental supports including retreats and a FYS Best Practices Conference. In fact, several faculty have actively incorporated a diversity component into their FYS curriculum as a result of the developmental activities. For example, during Fall 2001, OUE sponsored a campus visit by John Gardner, Executive Director, Policy Center on the First Year of College, who focused heavily on the importance of including diversity and multicultural activities in the first-year curriculum.

Another example of OUE’s university-wide participation in efforts to enhance the climate includes OUE’s leadership involvement in the International Teaching Assistants Working Group (the Vice Provost and Dean of Undergraduate Education chaired the group) with several OUE members serving as group members. International teaching assistants at Penn State play a vital role in the delivery of education to our undergraduate student population. The group made twelve recommendations of which all have direct positive impact on our students’ undergraduate education experience. One outcome, for example, is that OUE continues to work closely with Undergraduate Student Government’s Academic Assembly as the students participate in the AEOCP assessment process and participate in the newly created English as a Second Language (ESL) internship course opportunities.

OUE regularly supports its members to attend various Penn State organization events including the Forum on Black Affairs’ (FOBA) Dr. Martin Luther King, Jr. banquet, Graduate Black Student Association (GBSA) Achievement Conference, Commission for Women and Commission on Gay, Lesbian, Bisexual and Transgender

Equity banquets, various Penn State Forum events which are focused on diversity topics. Also, for the past two years, one OUE member has co-taught a graduate course entitled, *Equity in Higher Education*. (CNED 597A). The graduate course provides opportunities for graduate students to not only learn more about OUE's numerous diversity-related initiatives but also about the many other activities and initiatives occurring throughout the University and to learn how they can become more involved in the efforts being made.

Finally, OUE has very much an open door policy for students—that is, students are encouraged to contact the office or come and meet with the OUE administration. The result continues to be that undergraduate students, on a regular basis, do communicate with OUE administration on a wide array of topics including diversity issues. In fact, according to a recent Diversity Climate Pulse Survey (Sept. 2001, no. 86), one half the students who responded felt the University administration was willing to discuss their diversity-related concerns. That fact is, no doubt, a reflection of OUE's and other university offices' open door policy to students.

2. How does your unit identify climate issues?

Given OUE's continuing efforts to enhance communication among its members and the numerous activities of its Diversity Enhancement Team, issues are often brought forward. We are moving forward to provide more opportunities for increased communication and interaction, which is critically important because of the fact that OUE's units are geographically dispersed. Additionally, as mentioned earlier, OUE's Team collected information from its members via an on-line climate survey. The fact that almost thirty-five percent of OUE members have responded thus far reflects well on the efforts OUE has made in creating an open communicative environment. OUE plans to continue to increase communication among its members via an already established OUE list serve and a planned internal OUE newsletter. One of the end results of these and other OUE efforts will be increased discussion, identification and proactive responses to climate issues.

The Diversity Enhancement Team has a critically important role in meeting the diversity focused programmatic needs of OUE and beyond and it does so successfully. If

any OUE member has climate concerns, he/she is strongly encouraged to contact the director of their respective unit. The dean empowers the OUE executive directors to proactively and promptly address and successfully resolve the presenting concern (s).

3. How does your unit respond to climate issues?

OUE plans to continue to be proactive in its response to climate issues as well as its support of positive resolution. Due to the relatively open nature of OUE, issues and concerns are sometimes presented to unit directors or to the Vice Provost and Dean who will meet with OUE member(s) and discuss the presenting issues/concerns. Often the follow up includes consultation in order to reach resolution. Beyond the consultative resources available within OUE which could be used to respond to climate issues, there are a number of additional resources in the University that are available to OUE and include, OUE's Human Resources Representative, the Affirmative Action Office and its Diversity Support and Education Center, Human Resources Development Center (HRDC) and Employee Assistance Program (EAP), and other on-campus supports.

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

As noted previously, OUE has a very active Diversity Enhancement Team, which is comprised of OUE members representative of the OUE units. The many Team activities are designed to enhance the overall climate and individual's satisfaction with their environment within and beyond Penn State. Typically, 30 or more members of OUE participate in several diversity-related activities each year. In addition, numerous professional development opportunities have been afforded OUE members

Each year, OUE formally recognizes all its members by holding an OUE Appreciation Luncheon and Program. The event provides a formal opportunity to officially acknowledge everyone's contributions and commitment to OUE and the University's vision and mission. In addition, OUE members have an opportunity to informally network and get to know each other better.

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? And, what practices have been most successful?

In the last five years, the University's minority enrollment has increased more than 37 percent. In August 2001, Penn State welcomed a record number of new freshmen. This fall, about 6,300 new freshmen entered at the University Park campus, along with another 7,300 students at Penn State's other undergraduate campuses. Included in the group of new freshmen is the largest class of minority students enrolled in any prior year, in fact, minority student enrollment is up 7.5 percent from the previous year of 1,871 to 2,012 in Fall 2001.

The number of undergraduate minority students who graduate with associate or baccalaureate degrees also continues to increase—from 1,034 in 1998-99 to 1,197 in 1999-00—and the disparity with majority students to decrease. Among the reasons for Penn State's substantial gains in minority enrollment and graduation include an increased emphasis on underrepresented student recruitment and retention programs and other supports. OUE has and continues to play an active role in this success. In particular, OUE has mounted a retention effort at the campuses for six years, and has co-sponsored retention studies with Office of the Vice Provost for Educational Equity for the last three years.

Prior to July 1, 2001, Academic Advancement Programs (AAP) was affiliated with the Office of Undergraduate Education. The AAP units include the College Assistance Migrant Program, Comprehensive Studies Program, Educational Opportunity Centers, McNair Scholars Program, Student Support Services, Upward Bound, Upward Bound Math and Science, Talent Search, and TRIO Training Grant—the programs have and continue to successfully provide equitable access and support to underrepresented Penn State students. The AAP affiliation with OUE resulted in many successful initiatives to recruit and retain a diverse student body. These efforts are reflected in the increased number of minority students attending and graduating from Penn State.

OUE, through its various units, still continues to provide support and services to a number of minority students. In Fall 2001, 2,374 undergraduate students were enrolled in DUS at University Park. Of that number, seventeen and a half percent (17.5%; n=417) of those students were minority students. During that same semester, at campus locations beyond University Park, 3,618 undergraduate students were enrolled in DUS of which 13.5% (n=489) were minority students.

The Morgan Academic Support Center for Student Athletes (MASCSA) has been in existence for over fifteen years and provides extensive academic support helping to insure high retention and graduation rates for Penn State student athletes. In Fall 2001, over 18% (N=153) of student athletes were minority students. Penn State has consistently maintained a graduation rate for student athletes that is approximately 30% higher than other comparable NCAA Division I Institutions – the success can be attributed to the student athletes themselves as well as to the hard work of the MASCSA's staff and support from the OUE administration.

This academic year, of the five hundred sixty eight (568) Air Force and Army cadets and Navy and Marine midshipmen, eleven percent (n=61) are minority students. Women comprise approximately 22% (n=123) of the ROTC cadets and midshipmen. Each year, the cumulative GPA average for all cadets and midshipmen continues to exceed 3.0. During the last academic year, Penn State ROTC commissioned 100 officers – seven percent were minority commissioned officers and twenty three percent were female.

The University Learning Centers (ULC) also play a very important role in supporting the successful academic pursuits of all undergraduate students. During Fall 2001, over 37,500 student contacts occurred across all Penn State ULC locations and of those contacts, 23% (n=8,652) were minority student contacts and 4% (1,601) were international student contacts.

Since its inception, OUE has been actively involved with initiatives designed to successfully recruit and retain a diverse student body. Examples of OUE's current

continuing commitment to and involvement with the successful recruitment and retention of diverse students and demonstrated through its several funding opportunities to faculty and staff are as follows:

Some of the ongoing successful initiatives that the OUE actively supports include:

- a. The President's Retention Fund that supports peer tutoring and academic support programs for low-income, first-generation students at locations beyond University Park. During the 2001-2002 academic year, 3,064 low-income, first-generation students benefited from the opportunities made available through this fund (Appendix C).
- b. The Morgan Academic Support Center for Student-Athletes (MASCSA) long-time established Minority Internship Program that is designed to provide internship opportunities to graduate minority students in the hopes that those students will pursue employment opportunities at Penn State.
- c. ROTC diversity-related activities such as an annual climate survey (NROTC), a CO2 program that is designed to identify diversity issues and allow for open discussion among cadets.
- d. The University Learning Centers (ULC) do not have a direct role in recruitment or enrollment; they do have a major role in retention. ULC works closely with advisers, minority representatives in the colleges, staff in the Multicultural Resource Center and AAP to encourage students from underrepresented groups to use the ULC's services. Additionally, several of the ULC work-study students are from underrepresented groups.
- e. The Office of Undergraduate Information and Communications (OUIC) created two new University videos that are used at the President's Convocation – each video displays sensitivity to and the importance of fostering diversity.
- f. OUE and Educational Equity have had a joint retention team, and its reports have been used to stimulate retention activities directed toward underrepresented students.

Challenge 4. Recruiting and Retaining a Diverse Workforce

1. How has your unit actively engaged in locating and recruiting staff from underrepresented groups?

Through the actions of search committees for open positions in OUE, coupled with the efforts by OUE staff to continually seek out and strongly encourage women and men from underrepresented groups to apply for positions, OUE has experienced a twenty percent increase in underrepresented group representation. During the present administration, eleven of fourteen director-level or higher appointments went to women, including four African American women. It is important to note that employee turnover within OUE across the board is especially low (five to six percent) and that members of underrepresented populations have been retained at a fairly high rate. Those who have left OUE and the University primarily do so for career advancements, spousal job changes, or personal reasons (i.e. to move closer to family). In some instances, individuals come to Penn State to obtain a degree, and when they are finished, they relocate. No indications are noted that OUE members leave due to an inhospitable workplace culture or because of the University climate.

All searches conducted by OUE are charged to include at least one woman and/or one minority candidate for every appointment. The very good manual prepared by the Affirmative Action Office is used and its message stressed. During the service of the current dean, there have been 20 searches at the assistant director or higher level, which resulted in the hiring of 14 women and 7 African-Americans, including 2 males. Thus, only 5 white males were selected. Further, there have been increases in women/minorities in every unit where it was possible to do so. (ROTC has had only 3 female Penn State employees throughout.)

2. What recruitment strategies have been most successful?

Networking has been found to be the most effective and successful. OUE members serve as wonderful ambassadors in promoting and encouraging women and members of underrepresented groups to pursue employment in OUE. Additionally, the extra efforts of OUE search committees in seeking out individuals has also contributed to the success of the Office. Search committees are always charged to have at least one underrepresented candidate in the final panel.

It must be noted that even given the relative success of OUE in recruiting and retaining underrepresented individuals, OUE plans to be more aggressive in its recruitment and retention efforts. Future OUE plans include creating new pre-positioning opportunities (i.e. internships, graduate assistantships), enhancing the existing OUE recruitment and retention efforts through collaborative initiatives with local employers (i.e. State College Area School District) and more widely distributing position announcements to a broader audience, both internal and external of the University. As a participant in the Affirmative Action Office Diversity Support & Education Center's recent diversity leader networking breakfast held recently, the OUE Diversity Enhancement Team chair was invited to continue active involvement (along with the other participants) in the Affirmative Action Office's efforts to increase networking initiatives and enhance the number of minority applicants.

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

As noted previously, OUE has a very low employee turnover and that fact can be attributed to OUE's culture and that each and every member is valued and respected. OUE maintains certain expectations of its members and that includes valuing and respecting difference—which directly correlates with low employee turnover.

In addition, OUE's administration fully supports professional development opportunities for its members, which helps create a caring, supportive OUE environment. Finally, through its United Way efforts and other initiatives (i.e. bowling event, strategic planning luncheons) various OUE members in diverse employment positions come together as individuals who have equal voice and opportunity to contribute.

4. What retention strategies have been most successful?

OUE's administration has lead by example—that is, a culture exists that conveys that each OUE member matters and is important. That culture and practice has resulted in the retention of OUE members and low employee turnover. Additionally, OUE's interest to constantly improve its culture and practice also reinforces the desire of OUE members to stay.

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 University Faculty Senate established the Intercultural and International Competence Requirement (GI) in 1990. All associate and baccalaureate degree students are required to complete three credits of diversity focused/intercultural and international competence course work. Because of its successful work with the Faculty Senate and academic administrative offices in areas affecting the curriculum, teaching and learning, and advising across the colleges and campuses of the University, OUE continues to be an active leader that contributes to making positive changes to the curriculum which support the University's diversity goals. Specifically, several OUE members, including the Vice Provost and Dean for Undergraduate Education, serve on the University Faculty Senate Committee on Undergraduate Education that makes recommendations on policies relating to all undergraduate instruction.

It is encouraging to note that less than one percent of students completing Penn State's required Intercultural and International Competency courses are strongly opposed to the required diversity work. Additionally, of the students surveyed, nearly ninety percent indicated they would have taken courses with diversity content even if not required to do so (B. Palmer, 1998). Further, external surveys funded by OUE show a heartening openness to diversity by Penn State students.

In addition to its Faculty Senate roles, OUE provides funding opportunities to faculty and academic units. Some examples include:

- a. Fund for Excellence in Learning and Teaching (FELT) focuses on course development and is designed to improve undergraduate education at Penn State. FELT-funded course initiatives include: "Difference and Diversity," a team-taught General Education course that explores the social operations of gender and ethnicity; and the course Comparative Literature 3, "Masterpieces of Literature from Africa"—the course was redesigned so that students can learn more effectively in one large section by bringing together what is

learned individually as well as through learning communities, small group problems and partnered class assignments.

- b. OUE's Public Scholarship involves the development of regular opportunities for students and faculty to apply their course work and research to diverse community issues. Public Scholarship is relatively new yet much progress has been made thus far—an example is a class taught by associate professor of geography Lakshman Yapa entitled, "Rethinking Urban Geography." The students live in West Philly for a month and perform community service related to their academic majors.
- c. Enhancement Funds for Summer Sessions provide financial support for a number of summer teaching and learning innovations which are intended to foster opportunities for experimentation and to provide seed resources for pilot programs or innovations in existing courses. Examples of successful funding proposals include bringing a diverse group of internationally renowned scholars to campus and supporting the Multicultural Summer Workshops in Journalism for High School Students.

National research and local experience champion experiential learning involving public and community issues as among the most effective student paths to deep, transformative, and transferable learning. OUE organized the Public Scholarship Associates (PSA) Program three years ago to further this approach. On a competitive basis, ten faculty received course development grants for 2001-02, and an equal number are awarded for 2002-03. Faculty attend monthly luncheons to share and reflect on public scholarship teaching and research that includes specific attention to diversity, civic engagement, and social justice. PSA includes participants from student affairs, educational equity, distance and continuing education and Pennsylvania Campus Compact in addition to two dozen faculty.

As unobtrusive measures, the continued growth in faculty participation from 5 to 25 and the expansion of programs from University Park to other campuses suggest faculty confidence in the process. PSA programs in West Philadelphia, and in local schools in central Pennsylvania (recently covered on 60 Minutes and ABC News) as well as increased matching funding from campus compact and continuing & distance education also suggest this OUE approach is gaining acceptance. In Spring 2002, PSA submitted an Intercollege Community-based Learning and Scholarship Minor proposal to the

Faculty Senate, Spring 2002. The minor's faculty program committee includes representatives from ten colleges.

CELT has been no less active in assisting faculty make diversity central to the core of their curriculum and teaching scholarship. In Fall 2001, CELT held two luncheons (on September 10 and October 18) that had an explicit diversity focus. The topic of both was "Can We Teach Respect?" We provided a summary of Dick Light's "Diversity on Campus," Ch. 7 of *Making the Most of College: Students Speak Their Minds* (Harvard UP, 2001) as a springboard for discussion.

Attendance at both luncheons was very good, with a total of 90 participants. Feedback was positive. Participants appreciated the opportunity to share ideas and were encouraged to see that so many others had similar interests. They noted the importance of respecting differences between all groups and not just those between minorities and asked that the series be continued.

On February 12, 2002, CELT held its first "Fireside Chat on Teaching and Learning." This was a diversity-focused discussion based on Ron Jackson's "cultural contracts" theory and its application in the classroom. Jackson is an Assistant Professor of Speech Communication at Penn State.

The 20 Fireside Chat participants talked about the implicit/explicit contracts they have with their students, what kinds of knowledge these contracts validate, and how certain contracts facilitate a more liberating dialogue by encouraging students to share their backgrounds and identities. Altogether, these three events (two luncheons, one Fireside Chat) drew 110 participants.

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 Provost and Dean of Undergraduate Education creates and maintains a most positive and supportive environment in OUE, resulting in a high level of commitment and support (from the vast majority of OUE members) for diversity initiatives and outcomes. For example, search committees consistently have diverse representation and engage in aggressive search efforts. In addition, support for OUE members' professional development opportunities and endeavors continue to exceed the university-wide average.

Specifically, for the past two years, OUE exceeded the University-wide average for overall SRDP rating and professional development hours, specifically the ratings are:

- a. In 2000: overall SRDP rating was 93.4% and professional development—83 hours
- b. In 2001: overall SRDP rating was 87% and professional development—91.7 hours

Other examples include 1) the opportunity to attend the 2000 HERS Summer Institute for Women in Higher Education Administration held at Bryn Mawr College that was provided to an OUE staff member and 2) in June 2000, OUE provided the support for one of its female administrators to attend Harvard University's MLE "Leading Transformation and Change" Institute.

OUE has numerous policies, activities and programs to advance career progress for all employees. Policy requires that supervisors approve requests for special training, workshops, HRDC activity, or any similar opportunity or else refer it to the dean. Such referrals are rare, and always involve costs. Virtually all have been funded. Employees are sent to conferences, meetings, retreats, and other such training and development activities so frequently that the list would be massive. OUE also has a Leadership Intern for Communication (LINK) position, supports the participation of its members in Leadership Centre County (LCC), and is currently running a professional development series for staff assistants.

For several years, Academic Advancement Programs (AAP) has provided the lead to afford special workshops, retreats, and training for underrepresented employees, and

three African-Americans were promoted as a direct result. As a result of the loss of AAP, this activity is under the direct supervision of the dean.

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?

Prior to July 2001, the Academic Advancement Program (AAP) was affiliated with the Office of Undergraduate Education. Approximately 50 positions were removed from OUE and transferred to the Office of the Vice Provost for Educational Equity (OVPEE). OUE continues to maintain a strong working relationship with AAP to help insure a seamless transition that will have no adverse impact on AAP students and others.

In keeping with Penn State University's vision to be one of the finest and nationally recognized public institutions that integrates teaching, research and service, OUE administration appointed eleven OUE members and one undergraduate student to serve on OUE's Strategic Planning "Ideas" and Assessment" Group. The Group members provided a diverse representation of OUE. The Group was charged to identify *where our unit has been, where it currently is, and where it might want to go* to preserve the mission and values set forth and fostered within. From the group's final report, recommendations to assist OUE in its efforts to recruit, hire, train and retain members from underrepresented groups might include:

- a. Creating better networking opportunities within the Penn State and local community to identify eligible employees.
- b. Creating a mentoring or buddy program to assist new employees in their day-to-day work places. Informal relationships can be developed and can range from a few weeks to several months or longer.
- c. Assessing the local employment picture. Identify processes used to attract and retain members from underrepresented groups. When possible, create a relationship to work jointly on dual career placement.
- d. Implementing special training programs to assist prospective employees with professional development and job related skills. Types of training should be

unit and job specific. Staffing, planning, monitoring of activities, time and money must be taken into consideration.

- e. OUE staff and administrators can participate in a variety of career recruitment fairs, including ones held on campus for graduating seniors.
- f. Promoting employment opportunities to agencies or paper forums such as the ASPIRA Hispanic Organization or Black Issues of Higher Education. Note: Advertisements in these areas should be for all professional and administrative staff positions, not just upper-level administrative positions.
- g. Working with the Graduate School to identify spouses/partners of students who are in search of professional part-time or full-time employment.
- h. Creating Minority Graduate Assistantship opportunities within OUE.

Additionally, beyond the recommendations made by the Strategic Planning “Ideas” and “Assessment” Group, OUE will continue its long-time demonstrated commitment to diversity initiatives in the following ways:

- a. Remain committed to underrepresented groups through continued collaboration with AAP and student groups, and continue to be in leadership roles insuring pre-freshman seminars and freshmen seminars have strong emphases on diversity issues.
- b. Promote diversity across all Undergraduate Education activities through academic support to all campus colleges.
- c. Continue to sponsor while expanding the promotion of conversations about diversity issues among faculty and staff.
- d. Increase the engagement with international students (including international teaching assistants), staff and faculty, the hospitality council and other community organizations and individuals. OUE engagement would include involvement in orientation programs and support structures.

Finally, OUE has, in its most recent strategic plan (March 2002), demonstrated its continuing strong commitment to fostering diversity within OUE and beyond by identifying specific diversity focused strategies and actions which make up one of OUE’s five major strategic planning goals (see Appendix D).

List of Appendices

(to see appendices, go to <http://www.psu.edu/oue/diversity/>)

Appendix A

“Framework to Foster Diversity: How Can We Meet the Challenge” Program Evaluation Summary

Appendix B

Office of Undergraduate Education On-Line Climate Survey

Appendix C

Distribution of Retention Funds

Appendix D

“Office of Undergraduate Education Strategic Plan 2002-2005 – Goal Three