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Update on Progress
Framework for Fostering Diversity

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University Office of International Programs

Update on Progress* *Framework for Fostering Diversity* December 2001

Introduction

This report is an update on the efforts of the University Office of International Programs (UOIP) to implement the goals identified in *A Framework to Foster Diversity at Penn State: 1998-2003*. It was developed in collaboration with the Administrative Council of the University Office of International Programs and in consultation with staff; input was also sought from the University International Council. The form this report takes is to respond to questions put to the University community by the Office of the Vice Provost for Educational Equity.

The central goals of the *Framework* remain:

1. Develop a shared and inclusive understanding of diversity.
2. Create a welcoming campus climate.
3. Recruit and retain a diverse student body.
4. Recruit and retain a diverse work force.
5. Develop a multicultural curriculum.
6. Diversify University leadership and management.
7. Coordinate multicultural transformation and organizational change (*Moving Toward a Multi-Cultural Future*, November 1997, p. i).

The University Office of International Programs has the responsibility to implement the University's strategic mission globally, and aims thereby to create a seamless web of international educational experiences that maintain the standards of excellence accomplished by the University domestically.

Central to maintaining standards of excellence is equity and fairness for all students, faculty, and staff. An important priority of a quality higher education institution is the process of learning about differences through personal exchanges, discussion, and reflection, both inside and outside the classroom. International educational encounters provide such opportunities at least as bountifully as study at home. Developing an appreciation for differences requires a diverse student, faculty, and staff population, and an environment free from prejudice and barriers. It also requires an intentional structuring of the learning environment that provides such opportunities for growth.

* This Report is constructed in response to seven Challenges, portrayed via italicized questions, generated by the Office of Educational Equity in fall 2001. The italics within the actual text are in response to specific questions posed by the Diversity Evaluation Team in spring 2002. A letter from the Chair of International Council, an Acronym Glossary, and appropriate charts are at the end of the report.

Diversity issues are discussed among staff in the development of international programs and are reflected in the strategic plans of the units in UOIP. The office does a solid job at maintaining a welcoming climate and developing programs to enhance diversity. We do, however, recognize that there is always room for improvement, and we have initiatives and processes in place to address these issues.

1 Developing a Shared and Inclusive Understanding of Diversity

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

The University Office of International Programs believes that global awareness and an international perspective are integral to a comprehensive understanding of diversity within the University, and it is the mission of this office to work for internationalization throughout the University.

We believe that diversity is in and of itself a good thing, a visible expression of the promise that the United States offers. Diversity, as one manifestation of equity, should help ensure fairness for various people, groups, and ideas, and helps ensure better understanding of multiple cultures and identities. Equity and diversity include opportunities for all people, of whatever background and social group. Diversity is the welcoming and inclusion of different styles and viewpoints in discussion and decision-making. These different styles can represent *a wide range of factors, including* the social, ethnic, gender, racial and national backgrounds, *and the disabilities* of the individual members who make up the unit, team, or community. Not all challenges are global, but all must be seen in the round—that is, from multiple vantage points—if an overall understanding is to be gained. To limit the range of voices that may speak in discussion is to cause the exclusion of good ideas and potential. Diversity underpins flexibility, which equips the office better to deal effectively with changing and evolving challenges. Diversity also helps ensure better representation of the office in different forums throughout the University and among client constituencies.

Embedded in the idea of diversity is the view that, in a free environment, each individual can evolve the potential within rather than tread the path laid out by past conflicts and inequities. Diversity may not be exploited to serve the ends of the group without awakening the spirit of partisanship dormant within us all. The group benefits from unity, just as the individual benefits from the freedom provided by diversity. It is unity within diversity that brings the talents and energies of individuals to bear on the challenges of the group. Given diversity, the group that focuses on unity and integrity profits best.

UOIP staff embody commitment to diversity in the personal career choices they have made. All members of the UOIP Administrative Council (six members: Dean, associate dean, three directors, and a program head) lived and worked abroad in foreign cultures where they experienced changes of status in society. The staff includes bilingual sojourners in other countries, immigrants or people of immigrant family origin. Staff members at various levels in most units have practical experience in multi-cultural professional activities in the U.S. or abroad.

In short: UOIP is diverse. We have diverse experiences. We share them, and we seek ways to share them even more. We recognize the challenge of realizing diversity objectives in the context of contemporary US society.

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

UOIP has a strong system of monthly meetings and twice yearly retreats for the entire office staff that are organized by the Organizational Development and Efficiency Committee. This committee, made up of staff from different units and of varying seniority, arranges the agendas and programs for these functions, which focus on team building and individual development, as well as broad issues of office strategy. Diversity issues figured prominently in recent meetings, with useful discussions that contributed to this report. The Dean meets regularly each semester with staff in each unit of the office and with the committees of UOIP (Public Affairs, Organizational Development and Efficiency, and Communications and Technology) and standing committees of the International Council for discussions which include diversity matters.

Does the unit have a diversity committee? What is its role?

The office does not have a diversity committee, but the weekly Administrative Council meeting discusses diversity issues on a regular basis and disseminates these to unit staff meetings as well as to individuals. The Dean meets regularly as described above. *The Organizational Development and Efficiency Committee (ODE) will henceforth address diversity issues on an ongoing basis as it does with other charges pertaining to the organization, as cited in the committee name. Yearly reports of diversity activities in the office will be prepared.*

2 Creating a Welcoming Campus Climate

How does the unit's leadership demonstrate visible support for diversity?

The leadership of UOIP can point to efforts to recruit a diverse workforce, to mentor staff—particularly new employees, graduate assistants, and part-time employees. UOIP has a solid record of supporting multicultural programs in other units of the University (such as the Martin Luther King dinner), in supporting release time for staff for *Commission on Racial/Ethnic Diversity (CORED)* and similar committee memberships, and in mentoring students as part-time workers in intercultural activities. UOIP sponsors a program of international speakers, and many of these focus on diversity. In January 2002, for example, a program on Martin Luther King and the Australian Freedom Ride will provide a mélange of diversity and internationalization. The *International Mosaic*, published twice yearly by UOIP, focuses frequently on diversity issues throughout the University (*for example, May 2002, "Transitioning through Hurricanes," May 2001, "Actors: Acting and Achieving on the Global Stage," and December 2001, "Comforting the Comforters" dealt directly with international, ethnic, and racial issues and ways of overcoming differences*). *The International Mosaic has also featured numerous articles by students from different campuses which illustrate ethical principles of diversity. For example, the May 2001 issue featured "A Voice for the Unheard," reflections on a student's life among Thai villagers, and the December 2000 "Initiation into Africa" about a white student's experiences as a minority at the University of Ghana.* The Dean chaired the NASULGC Strategic Planning Committee, which produced *Expanding the International Scope of Universities: A Strategic*

Vision Statement for Learning, Scholarship and Engagement in the New Century. This document highlights best practices for including African Americans, Mexican Americans, Korean Americans, and other under-represented groups in international endeavors. In order to facilitate cooperation between the “domestic” side of diversity and the international, the Office of the Vice Provost for Educational Equity is represented by positions on two of the standing committees of the International Council.

How does the unit identify climate issues?

Through discussion at Administrative Council and at unit staff meetings, as well as in UOIP-wide general staff meetings. *Further, the office has undertaken numerous surveys in recent years addressing staff and climate concerns. Climate in the office was also a focus of the staff retreat in October, 2001. Satisfaction surveys of international students in 1999 and 2001 elicited a 90% favorable response on the climate of the office; and a survey of Penn State’s overseas partners showed a high level of satisfaction with the attitudes and responsiveness of the UOIP Dean and staff in their international interactions. In spring of 2000, a Fulbright and Public Affairs survey of visiting scholars showed that 93% found the campus climate friendly and receptive.*

How does the unit respond to climate issues?

International Students and Scholars (ISS) collaborated with the Office of the Vice Provost for Educational Equity on numerous occasions to deal with climate issues relating to international groups. For example, discussions occurred in support of one national group of students concerned about articles in the press, and training was provided for University staff on dealing with students of other national origins. International Education Programs and Studies (IEPS) interceded on behalf of students in matters of potential dispute.

The events of September 11 had a significant impact on major areas of UOIP activities. Staff from all areas of the Office engaged with student concerns in a proactive way, contacting students abroad and responding to phone calls, emails, and visits from students and parents. *The Dean and the director of International Students & Scholars met with the President and others to address climate concerns in the immediate aftermath, and the director of ISS was actively engaged in safeguarding the interests of international students. The Dean and the directors of ISS and IEPS were interviewed on radio and television discussing the various measures being taken to ensure the well being of both Penn State and visiting students.* There was a huge amount of contact with these constituencies, and staff are fully committed to providing information and reassurance in very difficult circumstances.

ISS demonstrated its customary role of advocating for the well being of international students at the University by providing leadership in mediating between student groups and the administration. Various members of UOIP staff participated in broad-based discussions about future programming and the University’s social and outreach response to the international situation. The office is co-sponsoring a proposal for Kellogg funding in response to the September 11 events. IEPS staff were active in developing contingency plans to ensure both the safety and well-being and academic success of Penn State students overseas.

The Dean regularly meets with African American and Hispanic students, faculty, and professionals from throughout the University on their individual concerns, which they are sometimes reluctant to voice to a European American administrator.

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

UOIP maintains a strong program of professional development activities for staff at all levels in all units, with 100% participation, and encourages active participation in University and external forums. *Five of the foreign student adviser staff have been supported to undertake training at the Institute for Intercultural Communication located in Portland, Oregon, to prepare them to conduct courses within the University (see Challenge 7). Several of the International Program Advisers have participated in Diversity workshops at NAFSA meetings.*

On a scale of 1 to 10, how do we rate the climate for diversity in the unit at present?

To ascertain an "objective" response to this question regarding a self-evaluation, this question was asked directly to UOIP staff. (While select Penn State Deans asked for further clarification on this question, UOIP provides this information in light of the December 14, 2001 deadline.) As of early December, 39 staff responded to the poll question. Eleven individuals rated the UOIP diversity climate as 10; another eighteen rated the climate as 8 or 9. Only four individuals rated the climate as 5 or 6; only one rated below 5. *In short, about 90% of UOIP respondents expressed a favorable view of the diversity climate within the office.*

3 Recruiting and Retaining a Diverse Student Body

Does the unit contribute to recruiting and retaining a diverse student body? If so, how? And, what practices have been most successful?

UOIP is responsible for international students attracted to the University by academic departments and admissions recruiting, as well as by various sponsoring programs administered in the office by International Students and Scholars (ISS).

ISS serves some 4,000 students and scholars each year who enrich the diversity climate of the University immensely. The numbers of international students grew very substantially in recent years, and the University-wide total for 2001-02 is 3,847 representing over a 50% increase in 5 years, putting Penn State in the top twenty among research universities. At University Park, the number of international students rose from 2,095 in 1991 to 2,323 in 1996, to a total of 3,484 in 2001. At other Penn State campuses, there has been a 400% increase since 1993. ISS staff were responsible for or took the lead in encouraging much of the growth in international student enrollments, especially from "underrepresented" areas such as Latin America, Africa, and Central Asia. The *Fundayacucho* program brought students from Venezuela to Penn State, and that country is now one of the leading sources of international students at the University. The director of ISS twice visited Kazakhstan in a program designed to encourage enrollments from that newly independent state. (See Chart 1 for the Enrollment of International Students by Region, 1992-2001). These efforts in particular bore fruit for non-UP locations.

ISS staff conduct a highly successful Orientation program each year for the thousand-plus new international students to prepare them for effective participation in student life in the University. *Orientation will continue to, in future, address issues of diverse racial and ethnic groups and begin topics on sexualities in the University and the community.* ISS provides advising and logistical support for international students throughout their study at Penn State. Further, the unit develops a cultural co-curricular program that fosters diversity for the whole University community by sponsoring an annual International Fair, with food stalls and cultural

events representing a broad range of nations and ethnic groups. ISS supports the development of international student clubs, which grew in number and strength in recent years. The director of ISS is adviser to the International Student Council, an umbrella organization representing and coordinating activities of about 25 student “nationality clubs.” Many of these clubs have significant or total membership of U.S. citizens or permanent residents, and in this respect ISS works across the lines that separate domestic and international students to stimulate interaction among diverse groups. Student activities organized by ISS also increasingly involve participation of American as well as international students. The office also provides publicity and logistical support for the many national cultural events which arise from the international student organizations’ activities.

ISS acts as advocate for and intermediary with international student communities at Penn State, as most recently demonstrated in its leadership role in working to ensure the well-being of Muslim students after September 11.

ISS hosts regular receptions for international students and for scholars to encourage contact among international members of the University community as well as with American students and faculty. In an innovation to mark International Education Week in Fall 2001, ISS staff spearheaded a student essay contest as an office program designed to bring American and international students together. The contest was made possible by a grant from NAFSA: Association of International Educators. The public reading of students’ work was the occasion for an interesting dialogue on internationalization and diversity. The resulting publication of student reflections on intercultural experiences contains many striking perceptions and is to be used in advising and recruitment.

The International Hospitality Council, a town/gown volunteer organization supported also by United Way, is affiliated with and receives financial support from UOIP. ISS staff provide primary support for and collaborate with the IHC, which helps foster diversity and awareness in the community, especially in the schools. Their Friendship Program matches international students and their families with local families. A conversation partners program provides opportunities for English conversation practice in the community. A speakers program sends international students into school classrooms and clubs as well as to civic groups and other “adult” audiences to talk about their countries and cultures. A schedule of international lunches brings University people and members of the local community together. Community members come to campus as tax volunteers to assist international students with their tax returns. The IHC also works with numerous regional organizations and involves international students in community projects, thereby providing an educational service to the community that draws upon the cultural resources represented by international students.

International Education Programs and Studies aims at broadening opportunities for study, internships, and practica abroad in numerous forms of outreach. These efforts to reach out represent the inclusion of new constituencies and offer new avenues for international experience for Penn State students. The success of these efforts is reflected in figures which show that the proportion of “minority” students participating in IEPS study abroad programs compares well with the Penn State student body as a whole. (See Chart 2: Ethnic Breakdown for Study Abroad Participants 2000-01.) *In short, over 15% of the students are from under-represented groups—a higher percentage than that of the University*

Study abroad opportunities are extended to students from underrepresented groups through the Diversity Grants-in-Aid, which the office administers. Because of IEPS success in helping students of color, these grants, which are funded both by UOIP monies and a grant from

EOPC, increased from \$25,000 to \$35,000 for the present funding cycle, and provide significant support for students of color as well as for students with disabilities. Each year the DGIA help over 30 students with this need-based support. (See Charts 3 and 4: Ethnic Origin of Diversity Grant-in-Aid Students 2000-02 and 1990-2000).

An eminent illustration of diversity at its best was a video conference held in November, which allowed a group of Penn State students to discuss recent issues with students in Kuala Lumpur, Malaysia and Washington, DC from Georgetown and George Washington Universities. Thanks to technology, the students could hear and see each other in real time. Penn State was invited to participate in the video conference due, in large part, to UOIP's providing innovative diverse programs and its successful response to post-September 11, 2001 events affecting international students and our Penn State students in overseas universities.

Table 1: Diversity Grants-in Aid

<i>Year</i>	<i>Number of Grants</i>
1990-1991	22
1991-1992	18
1992-1993	26
1993-1994	24
1994-1995	36
1995-1996	29
1996-1997	37
1997-1998	29
1998-1999	37
1999-2000	36
2000-2001	39
2001-2002	31

Table 2: Ethnic Origin IEPS Diversity Grants-in-Aid: Summer 2000-Spring 2001

<i>Ethnic Origin</i>	<i>Percentage</i>
Asian American/Pacific Islander	29%
Students with Disabilities	1%
Black American	46%
Hispanic American	16%
Puerto Rican	8%

Table 3: Ethnic Origin of Diversity Grants in Aid: Spring 1990-Spring 2000 (10-Year Span)

<i>Ethnic Origin</i>	<i>Percentage</i>
Asian American/Pacific Islander	26%
Students with Disabilities	4%
Black American	46%
Hispanic American/Puerto Rican	18%
American Indian/Native Alaskan	2%
Other/Permanent Resident	4%

From 1997 to 2000, IEPS was also involved in a federally-funded FIPSE grant of almost \$260,000, called “Access Abroad,” which examined opportunities for students with disabilities to have access to study abroad. The grant partnered IEPS, the University of Minnesota, and Institute for the International Education of Students (IES) in a successful collaboration between study abroad professionals and disability services colleagues. Each of the partner institutions worked closely with two overseas universities and two affiliated domestic institutions—IEPS worked with Lock Haven University and Dickinson College. The assistant director of IEPS served as Penn State’s principal investigator. The collaboration began here with the director of the Office for Disabilities Services continues in the form of several regional and national conference presentations and joint staff meetings.

The assistant director of IEPS also continues to provide annual presentations to the Bunton Waller Scholars seminar, and for the first time this year presented at the Knowledge, Excellence, Wisdom, and Learning Mentoring and Leadership program for Asian Pacific American students. IEPS, in collaboration with the director of the Paul Robeson Cultural Center, established an annual program “Out of One Culture into Another,” which provides a panel opportunity for minority and disabled students to share their study abroad experiences with other students and encourage all groups to share in the international experiences made available through IEPS.

For over five years, the orientation provided for students about to embark on study abroad includes focused guidance on racial and ethnic matters, people with disabilities, gay/lesbian/bisexual issues and the place of diverse sexualities in the culture of the host country.

IEPS recently established a successful system of peer advising. Students returning from study abroad are invited to provide first-contact information and encouragement to students visiting the office to enquire about study abroad. The current pool of peer advisers—thirty-eight in number—includes students from a broad range of groups and disciplinary backgrounds (29 majors in all). This diverse mix is intended to provide a welcoming environment for students of all groups, and is a highly effective outreach effort.

Promotion and orientation for study abroad aims to provide information and encouragement for first-generation students and students from economically disadvantaged groups or students whose background does not steer them towards international experience. To this end, staff visit first year seminars, and conduct workshops with student advising staff in specific colleges to create a climate where students of all backgrounds learn of opportunities the University provides for study abroad. In Fall 2001, for example, IEPS staff conducted an advising workshop for colleagues in the College of Agricultural Sciences. They also presented a training session for the staff development program in Student Affairs.

As part of its outreach efforts, IEPS regularly supplies a large volume of information and flyers to the admissions office for high-school students. The Dean and IEPS staff, like staff from other units in the office, regularly visit Penn State campuses around the state to promote interest in overseas opportunities. The Dean and staff visit Penn State recruitment centers in Philadelphia and Harrisburg and make presentations to Girl Scouts in urban areas. Sharing information about international options for diverse groups of students can provide an extra edge for Penn State in its recruitment efforts in these urban centers. Such outreach efforts might also be extended to the community and high schools. These and similar efforts must depend, however, on the availability of staff for outreach and promotion.

IEPS, further, extended the range of study abroad programs to include non-main-stream countries, which, until recently, were not available to Penn State students. IEPS has, for many years, offered programs in Asia, Africa, and Latin America through their partnership with the Council on International Educational Exchange (CIEE) and the Institute for the International Education of Students (IES). In fall 1999, the advisory committee to IEPS approved the addition of CIEE programs in Hanoi, Viet Nam and Khon Kaen, Thailand. CIEE programs in Ankara, Turkey and Amman, Jordan were approved and added in fall 2000. A special internship program was offered at the 2000 Sydney Olympics, where Penn State students from several colleges interacted with individuals from nearly every country in the world. This was a once-in-a-lifetime diversity experience for American students.

International Partnerships and Academic Linkages is well placed *to support the efforts of faculty in various colleges (such as Health & Human Development and Education)* to find funding for projects that support the University's diversity planning. The staff are currently working on a \$100,000 project with the Council for Opportunity in Education that would take underprivileged minority students to South Africa or Francophone Africa in 2003. Similar programming should be possible in the future. For example, a bi-lateral project with foundations is being developed to provide support for students to undertake internships in Vietnam.

UOIP has, for many years, purchased tickets to enable needy international students to participate in the Martin Luther King banquet and plans to maintain this support. Further, in Fall 2001, UOIP funded the participation of four "minority" students from Penn State campuses in the NetGeneration of Youth cyberjournalism program in Washington held in conjunction with the Congressional Black Caucus.

4 Recruiting and Retaining a Diverse Workforce

UOIP is committed to attracting, hiring, and retaining a diverse group of staff members. The office implements affirmative action principles in searches to fill staff vacancies and can point to overall staffing that represents a cross-section of American society. The office is successful in this endeavor, and the staff embraces a good balance in terms of gender, races, ages, disability, socioeconomic backgrounds, national origin, and life experiences.

A headcount (not fte) of UOIP domestic personnel shows the growing diversity of the staff since 1985. In short, about 20% of UOIP domestic staff are comprised of underrepresented demographic groups and nearly 25% represent various types of underrepresented groups—percentages that are far above the University average.

Table 4: Diversity of UOIP Personnel: 1985-2001

<i>Year</i>	<i>Women</i>	<i>Men</i>	<i>African Descent</i>	<i>Hispanics</i>	<i>Disabled</i>	<i>Asian Descent</i>	<i>Total</i>
1985	11	3					14
1990	15	4					19
1995	19	5	2 women				24
2000	35	8	4 women/1 man	1	3	1	43
2001	41	8	6 women/1 man	1	3	1	49

How has the unit actively engaged in locating and recruiting staff from underrepresented groups?

UOIP publicizes staff vacancies in the various professional listservs in international education circles. During the search process, Steve Hayes in the Office of Human Resources has frequently been consulted for possible candidates from underrepresented groups. Efforts are made to ensure at least one candidate from underrepresented groups in every shortlist.

A high percentage of work-study students and part-time employees over the years have been minorities. A number of these students have been influenced by their experience in the office to study abroad, and several have pursued international careers as a result. Graduate assistantships are regularly awarded to students from minority or international backgrounds. Since 1996, for example, nine students have held assistantships, including three Asian women, two Latinas, two of African descent, and a New Zealander. Another had a disability. A Hispanic graduate student and returned study abroad participant assists as work-study in IEPS. The office participates regularly in the LEAP higher education administration internship/fellowship program from Montana State University, which brings a young Japanese administrator to the University each Spring semester.

What recruitment strategies have been most successful?

Consultation with the Office of Human Resources *has* confirmed search outcomes in various units in the office. Listservs of NASULGC, AIEA, and NAFSA have helped ensure the broadest posting of positions for UOIP. The office should develop more formal search guidelines to ensure affirmative action principles in the hiring process, and this will be a high priority in the New Year.

What retention strategies have we implemented in the unit to retain members from underrepresented groups?

Mentoring by senior staff contributes to good retention among staff from minority groups. *In terms of length of service in the office, staff from minority groups have as much continuity of service as any group.* The strong professional development effort of the office also fosters retention. Promotions and merit raises have also contributed to retention.

What retention strategies have been most successful?

Staff are given strong encouragement and support to participate in University staff development programs as well as to attend professional meetings and conferences.

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

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

The co-curricular programs of ISS and IEPS noted elsewhere in this plan contribute significantly to the enhancement of international and intercultural elements in the curriculum.

ISS provided effective support and encouragement of international enrollments at other Penn State locations, where international student numbers grew by over 400% since ISS began its efforts to support enrollments in 1992. This enabled some campuses to enhance diversity

significantly. Efforts are also directed at providing opportunities for Scholars in Residence at the campuses to increase opportunities for international experiences.

IEPS is significantly engaged with students who seek information and guidance about international education opportunities. The staff respond to approximately 5,000 enquiries annually about overseas opportunities and conduct some 3,000 advising sessions which promote in students global awareness and perspective. The expansion of study abroad numbers in recent years is a sizeable contribution to the overall diversity of the curriculum. This year, IEPS will send approximately one thousand students abroad on semester- and year-long programs, various options, study interns, practicums, that it directly administers. There has been solid growth in recent years, from 638 in 1994-95, to 974 in 2000-01, an increase of 52% in six years. There is also a substantial increase in short-term study visits abroad which are integrated into academic courses, and these programs in particular provide additional opportunities for international experience for students at the campuses and underrepresented groups. In 2001 the total number of participants in semester-long and short-term periods of study abroad reached 1,435.

IEPS staff work closely with faculty in many departments to encourage the development of study abroad opportunities and to invite faculty to integrate study abroad in the curriculum. Much remains to be accomplished in this regard.

The office also sustains the work of the Advisory Committee for Internationalizing the Curriculum, a standing committee which reports to the International Council. Faculty must obviously be at the center of efforts to internationalize the curriculum, but administrative initiatives can support faculty endeavors, and UOIP is committed to collaborative efforts to develop an inventory of international resources within the University. Further efforts to enhance curricular internationalization will call for close collaboration between the associate dean and staff in IPAL and the larger university community.

In winter 2001, an examination explored courses on the themes of racism, multiculturalism, diversity, and social change that Penn State students take in IEPS programs. The survey yielded some forty overseas courses that are accredited as equivalent to Penn State courses closely related to topics of race and multiculturalism. Examples include "Aborigines in Contemporary Australia," "European Perceptions of Islam," "Social Diversity and the Political Order in the USA." In other words, IEPS study abroad programs provide students with ample opportunity to grapple with multi-cultural issues.

On the instructional side, one member of UOIP staff is allocated time to teach in the African and African-American Studies program, and several others regularly engage in undergraduate teaching in courses that relate to intercultural experience and communication. The Dean serves on doctoral committees on topics pertaining to diversity matters.

6 Diversifying University Leadership and Management

To develop leadership and management potential among office staff, UOIP promotes and supports participation in the Penn State leadership programs, such as the Leadership Academy and Mastering Supervision, and encourages involvement on committees and other service projects by minority staff members. All members of the Administrative Council and the assistant directors participated. The Dean of UOIP engaged in professional development with minority and/or women presidents/chancellors of research universities.

How has the unit assisted staff from underrepresented groups in developing leadership and management skills?

ISS invested significantly in advanced training in intercultural communications for its staff, and several members served as Penn State trainers in human resources programs in this area. *Staff from minority groups are fully encouraged and supported in undertaking professional development opportunities.* One African-American woman staff member was given considerable work schedule flexibility to pursue a master's degree. On completion of the degree, she was hired for a higher level position in ISS. *An African-American staff member served as chair of ODE when it was established. This appointment and future leadership positions (for example, the co-chair of the Raison d'Étre Committee to address the mission and purposes of UOIP—an African American woman), were underwritten by the Dean despite considerable resistance and negative criticism which still exists.*

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 the unit implemented to ensure the realization of the University's diversity goals?

An effective organization can constantly transform itself to meet the needs of the environment. The Administrative Council of UOIP reviews resource allocation and discusses office and unit priorities. Many of the programs noted in this report reflect the reallocation of resources towards initiatives designed to promote the achievement of diversity goals. *IEPS, for example, set aside funds to establish Diversity-Grants-in-Aid.* Funds that formerly supported the Australia/New Zealand Studies Center were shifted to support initiatives of IPAL; *the positions of administrative assistant, graduate assistant, and program officer were created with re-allocated money. The first project of IPAL was to work with Penn State faculty including faculty of color to foster capacity development programs in Africa.*

ISS staff conduct all of the intercultural communications training for the HRDC, usually delivered on request to staff in University units (Housing, Libraries, etc). Further, ISS provides students, faculty, and staff with information and opportunities to benefit from the diversity we have to offer.

Two members of the staff in recent years served as members of CORED, and others participate actively in the Forum on Black Affairs. Another continues to be active in a regional consortium, based at Bucknell University, about study abroad and disabilities.

Priorities for Future Action in Support of Diversity Goals

1. ISS is committed to maintaining its strong investment in training at the Institute for Intercultural Communication, which underpins the training provided to staff units across the University.
2. The office will develop more formal guidelines for its search strategy which will *further* ensure affirmative action principles in the hiring process.
3. All units will maintain their commitment to collaboration with diversity programs across the University and pay continuing attention to ways of bringing international students together with American students.

4. The UOIP will continue to pursue grant options including various demographic groups, *such as National Education Security Program (NSEP), Gilman, and similar scholarships and fellowships*. The Benjamin A. Gilman International Scholarship (a needs based award) was recently completed for the Spring 2002 cycle. Penn State received five awards—the most of any university or college. The UOIP plans to continue efforts to maintain this successful level.
5. *The Dean and others from the UOIP Administrative Council visit campuses and colleges outside University Park each year. Extensive mutual visits and conversations occur with the CEOs and Deans from various campuses. The Dean has continually visited University Park Deans, only a few of whom have reciprocated. In short, there should be reciprocity to help ensure that internationalization and equity permeate all phases of the University.*

Each year the IEPS, ISS, and Fulbright units elicit information from Penn State students who study/intern overseas, international students at Penn State, Fulbright recipients from Penn State and to Penn State, *UOIP overseas professionals, and colleagues at partner universities*. The responses are overwhelmingly favorable regarding the UOIP units and their diverse endeavors. Such evaluation will continue.

PENNSTATE



Undergraduate Education

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December 14, 2001

Dr. Rodney A. Erickson
Executive Vice President and Provost
201 Old Main
University Park, PA 16802

Dear Dr. Erickson:

On behalf of the University International Council, I strongly endorse the progress of diversity efforts within the University Office of International Programs, as indicated in the Diversity Report submitted by the UOIP.

The UOIP recognizes at the outset its obligation to create a seamless web of international educational experiences that maintain the standards of excellence accomplished by the University domestically. The Office recognizes the relationship between international perspectives and those on the domestic for contributing to a diverse community. Simultaneously, the UOIP demonstrates its awareness that the University is to achieve equity in providing opportunities for students, faculty, and staff of all groups in the diversity of American society.

The UOIP serves a growing number of students. There has been a notable increase in the numbers of international students at Penn State, reaching a record total of 3847 in the current academic year – an increase of over 50% since 1996. While the figures for University Park show an increase of 50% from 2323 in 1996 to 3484 in 2001, the number of international students at the campuses has grown even more, by over 400% since 1993. UOIP continues to work with colleges throughout the Penn State system in broadening the range of countries from which students come to Penn State, bringing growing numbers from underrepresented areas such as Latin America, Africa, and Central Asia. These students enhance the experience of diversity available for all Penn State's students. Similarly, Penn State's overseas programs now provide opportunities for international education experiences in countries hitherto not accessible to our students.

Both International Students and Scholars (ISS) and International Education Programs and Studies (IEPS) offer programs that enrich the diversity climate of the University. ISS has developed a strong program of co-curricular activities for student organizations in which students of different countries interact. IEPS is strengthening its efforts to provide Diversity Grants-in-Aid for students from underrepresented groups and students with disabilities to enjoy educational experiences overseas. Its program "Out of One Culture and Into Another" enables minority students to share their international experiences with other students and faculty. Currently, about 15% of the IEPS students are from underrepresented groups – a percentage which exceeds the University population of these demographic groups.

Dr. Rodney A. Erickson
December 14, 2001
Page 2

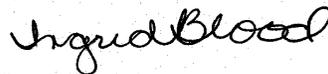
International Partnerships and Academic Linkages (IPAL) has likewise encouraged the growth of international collaborative research and training opportunities for Penn State faculty, notably in southern Africa. IPAL is developing opportunities to study in Francophone or southern Africa and in Vietnam.

UOIP has a commitment to attracting, hiring, and retaining a diverse group of staff members. It is notable, for instance, that the Office employs and mentors new employees, graduate assistants, and work-study students from various demographic backgrounds. At the same time, UOIP provides training in intercultural communication for University staff development programs.

Dean Lindsay is recognized nationally for her outreach. She has chaired a national committee of the National Association of State Universities and Land Grant Colleges (NASULGC) which produced *Expanding the International Scope of Universities: A Strategic Vision Statement for Learning, Scholarship and Engagement in the New Century* which highlight best practices of internationalization – including those for African Americans, Mexican Americans, and various European American ethnic groups in a myriad of global endeavors. Dr. Lindsay also invited and sponsored African American students from two campuses to participate in a cyber journalism internship where sessions, chaired by Congressman Donald Payne, focused on international affairs.

The Update on Progress Report on the Framework for Fostering Diversity demonstrates UOIP's commitment to advancing the diversity goals of the University. This bodes well for a future of sustained, successful international programming to establish and enhance an inclusive and supportive environment for everyone.

Sincerely,

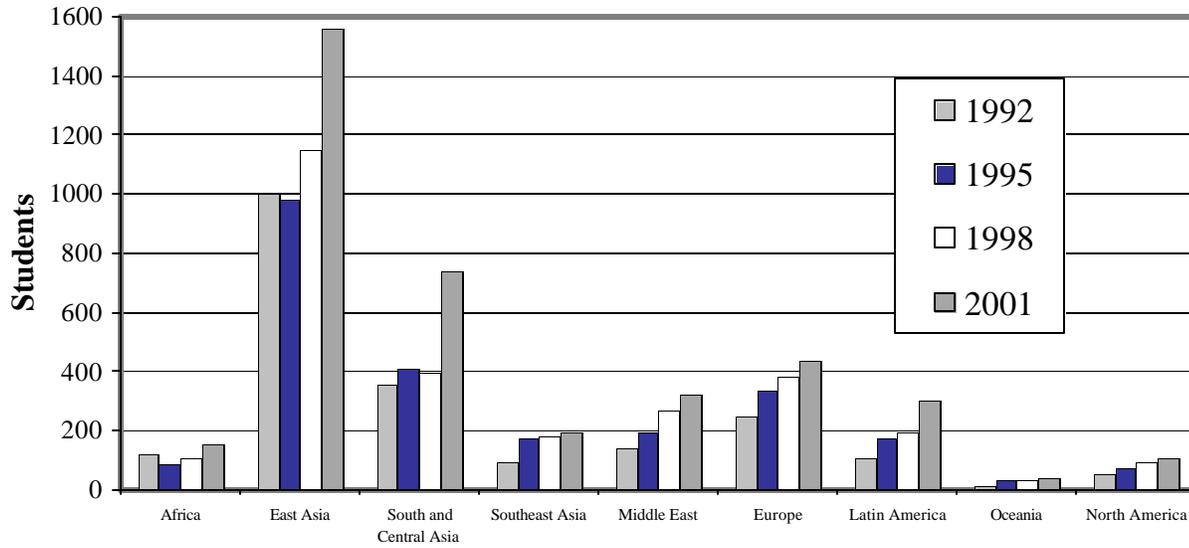


Ingrid M. Blood
Chair, International Council and
Associate Vice Provost and Associate
Dean for Undergraduate Education

ACRONYM GLOSSARY

<i>AIEA</i>	<i>Association of International Education Administrators</i>
<i>CORED</i>	<i>Commission on Racial/Ethnic Diversity</i>
<i>CIEE</i>	<i>Council on International Educational Exchange</i>
<i>DGIA</i>	<i>Diversity Grants-in-Aid</i>
<i>HRDC</i>	<i>Human Resources Development Center</i>
<i>IEPS</i>	<i>International Education Programs & Studies</i>
<i>IES</i>	<i>Institute for the International Education of Students</i>
<i>IHC</i>	<i>International Hospitality Council</i>
<i>IPAL</i>	<i>International Partnerships & Academic Linkages</i>
<i>ISS</i>	<i>International Students & Scholars</i>
<i>LEAP</i>	<i>Long-Term Education Administrators Program</i>
<i>NAFSA</i>	<i>NAFSA: Association of International Educators</i>
<i>NASULGC</i>	<i>National Association of State Universities and Land-Grant Colleges</i>
<i>NSEP</i>	<i>National Security Education Program</i>
<i>ODE</i>	<i>Organizational Development and Efficiency Committee</i>
<i>UOIP</i>	<i>University Office of International Programs</i>

**Chart 1: Enrollment of International Students by Region
1992-2001**



**Chart 2: Ethnicity Breakdown for Study Abroad Participants 2000-2001
IEPS Programs Only
(Includes AESOP, Council, IES, and Summer Programs)**

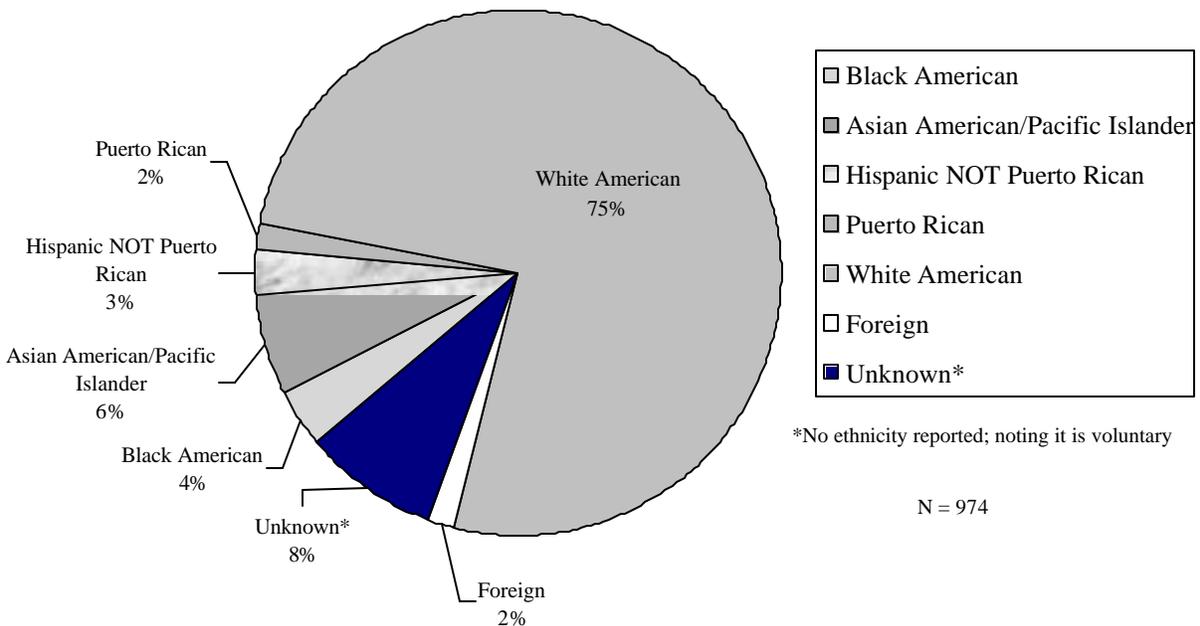


Chart 3: Ethnic Origin of Diversity grant In Aid Students 2000-2002

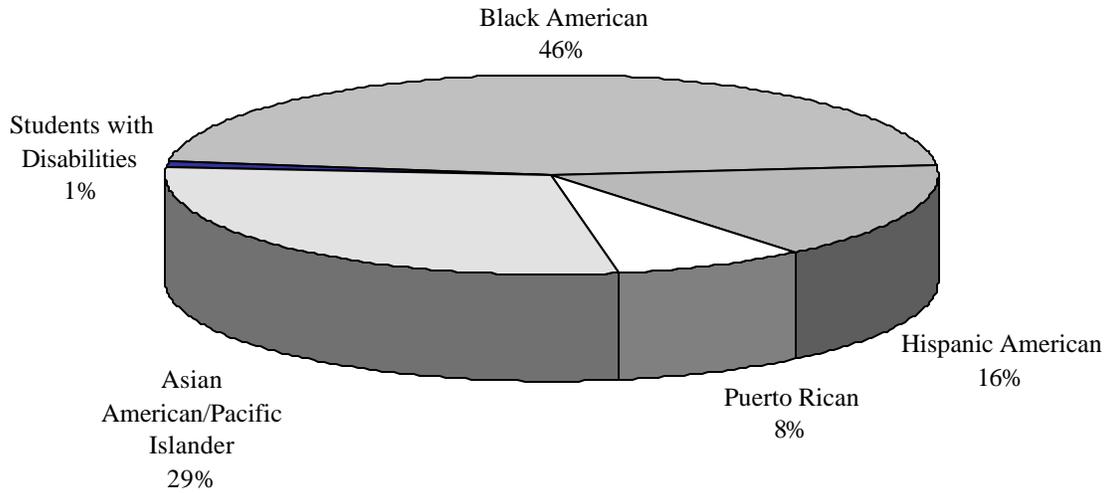


Chart 4: Ethnic Origin of Diversity Grants-in-Aid 1990-2000

