

## **Progress Assessment of “A Framework to Foster Diversity at Penn State: 1998-2003”**

Report for the College of Agricultural Sciences  
February, 2004

Penn State's College of Agricultural Sciences now is among the largest agricultural colleges in the nation and in the Big 10. More than 3,000 undergraduate and graduate students are enrolled in the College, which has about 240 faculty members. Undergraduate students can choose from among 18 major and 18 minor programs in agricultural sciences. The College offers 786 individual courses and employs over 1300 full time faculty and staff system wide. Cooperative Extension educational programs are conducted in all sixty-seven counties in Pennsylvania. In an effort to better achieve the Land Grant Mission of Outreach, the structure has been recently modified to differentiate the outreach function. A Director of Cooperative Extension reports to the Dean of the College as well as to the Vice-President for Cooperative Extension and Outreach. Budgetary authority rests with the Dean of the College, while programmatic administration remains with the Director of Extension. The Dean effectively manages the research, teaching and outreach functions through associate deans. The college's department heads further integrate the three functions within their scope of administrative responsibilities. Faculty positions are named with appointments split at various levels between the three main functions. Regional Unit Leaders are responsible for the management of local Extension staff and program by working through County Extension Directors across Pennsylvania. During the past two fiscal years, the College of Agricultural Sciences has been hard hit by budget cuts in its federal and state appropriations for agricultural research and cooperative extension. The cuts have caused the College to downsize its faculty and staff workforce through attrition and permanent employee layoffs, thus greatly slowing down our progress towards diversity hiring. Despite this trend, the College is committed to strategic reinvestment in our human capital.

### **Planning for the Future**

The College has focused its strategic planning efforts on program development and on the human dimensions of the college, including our ongoing efforts of fostering diversity, while trying to balance staffing and programs within our budgetary constraints. Though the University reporting and planning cycle for the next four years has put special, separate emphasis on diversity, our College's current and future strategic planning will continue to have specific goal(s) devoted to strengthening our human resources and diversity efforts across all functions of our college, especially where targeted improvements are needed.

### **2002-2003 Final Assessment Progress Report**

As outlined in Dr. Erickson's October 10, 2003 memo and in accordance with the “Questions for Colleges” outline provided by Dr. Jones' office, the College's responses are below. For our final responses we did not reiterate the previous responses from the 2002 mid framework report, having been assured that the review teams possess the earlier mid framework assessment and the previous feedback on progress relative to the College's ongoing program for diversity. As per the guidelines received from the Office of the Vice Provost for Educational Equity, this report will

focus on updating the initiatives that were in progress at the time of the last report and any new initiatives established since then. We are pleased to provide this draft report, and we look forward to comments and questions from the evaluation committee.

### **Challenge 1. Developing a Shared and Inclusive Understanding of Diversity**

#### **Q#1. How does your college define or describe diversity? How is this understanding demonstrated in areas of emphasis within your college?**

- Same as in mid assessment response.

#### **Q#2. How has your college distributed and discussed information to students about the University’s diversity initiatives?**

- All sections of the first year experience course, AG 150S Be a Master Student, include a unit/module on diversity. Students explore ways that people differ and discover strategies for succeeding in a diverse society. This course has been taught annually since 1989. All graduate students participate in the Graduate School’s Convocation. In addition, the Office of Graduate Educational Equity sponsors an orientation conference for underrepresented students.
- The Assistant to the Dean sponsors individual, small group and large group support sessions. At the beginning of a student’s matriculation, she meets with them to talk about graduate student life and ways in which they can insure success within their academic program. She also pairs them with other students to gain that important student prospective. AG150 is offered at a number of campuses. In addition, AG 297 is a class designed for students who transferred to University Park, College of Agricultural Sciences (COAS) from other locations. Lastly, AG 160 is a continuation of AG 150 and transfer students are encouraged to enroll. These classes have diversity components.
- Since 1995, the Nittany Lion Creed as presented by the Agricultural Student Council and the College of Agricultural Sciences has been shared with all incoming students to our College. The Creed, which is consistent with the Penn State Principles, adopted in the fall 2001, asks students to promise to practice academic integrity, respect the culture and beliefs of other individuals and respect the rights of others.

#### **Q#3. How has your college distributed and discussed information to faculty and staff about the University’s diversity initiatives?**

- Since the last report, the College has developed a web site entitled, Commitment to Diversity and Civil Rights. The site is given prominence on the College’s Home Page. The link for the site is: <http://diversity.cas.psu.edu/> On this site one will find comprehensive links for the USDA, Penn State University, College of Agricultural Sciences, Cooperative Extension and other important diversity resources. Also listed on the site is a new best practices section for cooperative extension educators called, Ideas that Worked. These ideas relate to how county staff were able to successfully implement cooperative extension’s diversity goals and to share them on the web. Also on our new site are links to the AgrAbility in Pennsylvania program—cultivating independence for farmers and farm families affected by

disabilities; the Change Agents States for Diversity program, which includes a compendium of diversity resources from across the land grant system; Extension in Espanol, <http://extensionenespanol.net/>, which is a national clearing house for Spanish language educational resources for extension personnel and clients ; the Diversity Internship Program, to name a few.

- The Agricultural and Biological Engineering (ABE) Department has a Climate Committee charged “to monitor the climate in the department and to identify any appropriate changes to improve interpersonal interactions and to enhance diversity. The goal is to achieve a higher level of diversity in the Department by attracting both under-represented and minority groups to the faculty, staff, and student body. Collegiality, teamwork, and diversity should be maintained by assuring appropriate professional development and growth opportunities for all personnel to reach their potential.”
- The ABE department also participates in the College of Engineering surveys to identify issues that may be impacting ABE.

**Q#4. What is the role of your college’s multicultural coordinator?**

- Same as in mid assessment response

**Q#5. What is the role of your college’s diversity committee?**

- Same as in mid assessment response

**Q#6. Which strategies have been most successful in addressing this Challenge?**

- Success probably starts first with assessment. As indicated in the mid framework progress report, the College has been very proactive in assessing diversity related progress. Following assessments, such as our climate survey, gender study or the faculty/ staff divide study, the College will employ appropriate interventions or training or other communication strategies; these have been the most successful way of imbedding theory into practice. The College is also proactive in taking corrective actions when inappropriate behaviors are manifested in the work or learning environment. Faculty, staff and students see that their concerns are being responded to. We consider this a best practice.
- Advocacy and sincerity of actions for diversity and a favorable working climate from the individual leadership of each department.

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

**Q#1. How does your college and department leadership demonstrate visible support for diversity?**

- Same as in mid framework assessment
- Beyond the efforts that are guided by the College for faculty, staff and students, The Animal Science major, which is co-sponsored by Department of Dairy and Animal Science and the Department of Poultry Science, hosts an orientation program for all new undergraduate students at the beginning of the fall semester. This provides an opportunity to discuss with students important elements of College life, including our

expectations for a welcoming campus climate and an industry tour. In addition, the two departments sponsor four undergraduate student clubs, the Poultry Science Club, Dairy Science Club, Block and Bridle Club, Students for Responsible Use of Animals. All four clubs are actively engaged in program activities in the community (both University and State College) that benefit diverse cultural cohorts.

- Our School of Forest Resources (SFR) also sponsors an undergraduate and graduate "get together" every fall semester. We organize among six student clubs/ organizations with the attempt of introducing new students to our professional and social programs. Participating student organizations included; Xi Sigma Pi, honorary, Society of American Foresters, Wildlife Society, Forest Products Society, Woodsmen's Team, American Water Resources Association, and Tau Phi Delta, professional/ social. A separate graduate/ faculty get together is sponsored by our School each fall for the purpose of introducing new and continuing graduate students to the ongoing social climate within our School. This is sponsored by the Natural Resources Graduate Student Organization and SFR.

**Q#2. How does your college identify climate issues?**

- As cited in the mid year assessment, the College has identified climate issues by conducting periodic climate surveys, focus group discussions, investigating individual complaints. The most recent climate survey not cited in the last report is one used to measure faculty and staff relationships. Results of this survey are being prepared as a downloadable PDF file on the College's website located at [http://www.cas.psu.edu/Diversity\\_report.htm](http://www.cas.psu.edu/Diversity_report.htm). See survey in **Attachment I**.

**Q3#. How does your college respond to climate issues?**

- We first try to be proactive through training and other interventions so as to get ahead of the issues before they become bigger problems. Following this we deal directly with known climate issues, meeting them head on and developing sound strategies to solve or eliminate the problem.

**Q#4. What college-wide and individualized approaches have you developed to enhance overall climate and satisfaction with the environment?**

- See mid framework assessment
- The College's Office of Human Resources and Organizational Development (HROD) conducts sexual harassment training statewide, on a bi-annual basis, for county extension directors and county extension educators and on a regular basis for all faculty and staff in COAS at University Park.
- Training for students is also conducted at undergraduate and graduate student club meetings, organizations.
- At the departmental level, we conduct annual sexual harassment seminars for all graduate students, with mandatory attendance required by the dean. This practice initiated in 2002 with presentation of twenty five (25) sexual harassment seminars for graduate students

- In 2003, three (3) sexual harassment seminars were presented to all new graduate students in COAS. Each year, sexual harassment seminars will be presented for new graduate students.

**Q#5. Which strategies have been most successful in addressing this Challenge?**

- A very successful program has been the sexual harassment training done by Jeanne Price from our HROD office in academic departments for graduate and undergraduate students. Students have many good questions about the topic and several have come forth with inquiries or complaints; several complaints were investigated and resolved. There is a clear understanding within each of our departments, that any form of sexual harassment will not be tolerated.

Challenge 3. Recruiting and Retaining a Diverse Student Body

**Q#1. How does your college contribute to locating and recruiting undergraduate students from underrepresented groups?**

In addition to the activities described in the previous assessment, the College’s Assistant to the Dean for Multicultural Programs has or plans to incorporate the following strategies to enhance the recruitment and retention initiatives:

Recruitment of Academic Assistance Programs and Division of Undergraduate Studies Students

- Work closely with administrators in the Academic Assistance Programs (AAP). The Assistant to the Dean will meet periodically with administrators, faculty, staff and students in the AAP programs to share with them the academic offerings and support structures within the College. The Assistant to the Dean has met with staff of AAP Center and **CAMP** Programs. The College’s Division of Undergraduate Studies (DUS) Advisor will also share with the other DUS Advisors the offerings of the College and invite those students to visit the Office of Undergraduate Education. As students express interest we meet with them individually and schedule appropriate departmental appointments.

Note: The College is also working with the Smeal College of Business Administration to recruit their students who do not meet the GPA requirement to enter Smeal. That collaboration has netted us several students for the College’s AG BM Major.

- By networking with Penn State Alumni, the Assistant to the Dean will continue to identify graduates who obtained advanced degrees from Educational Administration and Higher Education, who are currently working for the Philadelphia School System as administrators to assist in identifying juniors and seniors who have excelled in the sciences. Those students will then be briefed on the offerings of the College of Agricultural Sciences. For example, fall 2003, alumni and **MACA** Representatives referred the College of Agricultural Sciences’ (COAS) Assistant to the Dean to the program administrators of the College Preparatory program at the Philadelphia Academy of Science. We invited the group of approximately 25 female high school students to visit Penn State

University Park. We planned a day's activities for the students and each student received an inclusive packet on the COAS and other PSU programs. Their morning was spent with faculty and students from the college and the afternoon they spent time with Directors of Multicultural Programs in Earth and Mineral Sciences, Science and Health and Human Development. Several of the students have indicated an interest in summer programs, college admissions, etc.

- As a retention strategy, the Assistant to the Dean has proposed a speaker's series where the COAS will invite an under-represented seasoned agricultural professional to speak to the faculty and students within the College. For spring 2004, Dr. Duane Jackson, who is an African- American Entomologist and an Associate Professor in Psychology at Morehouse University in Atlanta, GA., has been invited. Currently the final details are being worked out. Dr. Evelyn Ellis, Director of the Office of Graduate Educational Equity has been asked to be a co-sponsor the event. Dr. Jackson has a daughter who is currently a Penn State Ph.D. Candidate in BBH. He will be asked to speak to faculty within the Department of Entomology, Minorities in Agriculture and Natural Resources Association (MANRA) and to the PSU Under-represented graduate population.
- The Assistant to the Dean has been working with Mr. Tom Scott of the Walter Biddle Saul High School for Agriculture in Philadelphia. They have collaborated with the MANRA Alumni group in Philadelphia to form teams to work in junior high schools to recruit more students to Saul. These types of activities give the College more visibility within the Philadelphia area. The Assistant to the Dean visits Saul at least once a semester and during that time she talks with groups of students to inform them of the exciting bridge programs, and college offerings available.
- The Assistant to the Dean maintains an extensive tracking system for each undergraduate student. Both computer records and paper files are kept on each student. Each spring a complete academic review is done of each student's record and a letter is sent to that student indicating their strengths and weakness. Where to obtain help, and tips for succeeding are outlined in each letter. (See attachment for sample letter)
- The Minority Student Summer Apprenticeship (MSAA) program is a four week residential experience held at University Park campus which gives outstanding high school juniors pre college academic and career counseling with emphasis on opportunities in the Agricultural Sciences. During the summer of 2003 six high school students from the Philadelphia and Pittsburgh areas participated. For more information about the program see **Attachment III**.
- The COAS Assistant to the Dean is currently chair of the College Directors of Multicultural Programs. She plans and meets with the group at least twice a month. The group works in concert to share resources, and plan activities. When any Director attends a recruitment fair, he/she recruits for the entire university and not just their College. The Directors spends a considerable amount of time learning about the strengths of each other's college and departments.
- Within the College of Agricultural Sciences the Equal Employment Opportunity (EEO) Coordinator contributes 50% of his time to the Office for Undergraduate

Education primarily devoted to establishing outreach initiatives to diverse high school and middle school student populations in western Pennsylvania.

- Specific activities conducted by the EEO Coordinator to identify student populations from underrepresented groups included:
  - Coordinating efforts with the Penn State Talent Search Program and students from Farrell, Valley, Aliquippa, Sharon, and Clairton High Schools to attend presentations by college faculty members and/or tour college research facilities. As a result of this collaborative effort during the past three years, approximately 100 Penn State Talent Search students from diverse ethnic and social/economic backgrounds were exposed to college undergraduate programs and laboratory/research facilities.
  - Conducting on site visitations with guidance counselor at Ringgold High School has resulted in three (3) African American male students being referred in September 2002 by their guidance counselor to meet with the EEO Coordinator; follow-up visits were conducted with the students and their parents to discuss the college’s summer diversity programs for high school students. Based upon the outreach efforts at this high school, these three students submitted applications and were accepted into the 2003 Summer Food and Agricultural Sciences Institute (FASI) program conducted by the Department of Agricultural and Extension Education. Follow-up contact with the students and parents by the EEO Coordinator indicated students had a positive summer experience and are now interested in pursuing an academic program in the college.
  - An article for publication will appear in newspapers in western Pennsylvania which will showcase the College’s diversity outreach programs for high school students. The three African American male students from Ringgold High School will be highlighted in this article.
  - Diversity student outreach efforts in the Pittsburgh area have been established with guidance counselors at Florence Reizenstein Middle School for Science and Math and at Westinghouse High School for Science and Math. These outreach efforts lead to one African American male student from Westinghouse High School being selected to participate in the 2003 Summer Minority Summer Apprenticeships in Agriculture (MSAA) program.
  - On September, 2003 the EEO Coordinator participated for the first time in the annual Mon Valley Education Consortium 2003 College/Career Mini Fair. Fourteen high schools with diverse student populations were visited-Ringgold, Monessen, California Area, Brownsville Area, Bentworth, South Allegheny, McKeesport Area, Duquesne, Bethlehem-Center, Thomas Jefferson, Clairton, Belle Vernon Area, and West Mifflin Area. College of Agricultural Sciences recruitment materials were distributed to more than 300 students, and 154 students completed registrations cards indicating an interest in a particular academic program and/or expressing a desire to receive a formal invitation to attend the March 27, 2004 College Open House.
  - The EEO Coordinator recruited an African American male student, who is currently in his junior year, from Ringgold High School in Washington

County, PA. This student, now majoring in Ag. & Extension Education, had exposure to 4-H through some work with Mr. Brack Barr, an African American Extension Educator in Allegheny county. The EEO Coordinator and the Washington County Extension Director arranged to have the student work in the Washington County Extension office last summer (2003). This exposure to working in a county extension office, and extension programming in which this student was involved, has allowed the student to look very favorably at career opportunities in cooperative extension. He is now interested, and has made application, to apply for the summer 2004 Penn State Cooperative Extension Diversity Student Internship Program. This is an excellent example of personal contact, tracking a prospective student and networking across our system to attract and retain minority students.

- Personal meetings were scheduled by the EEO Coordinator with guidance counselors at the high schools associated with the Mon Valley Education Consortium in November and December 2003. Eleven counselors received more in-depth information on undergraduate programs and research opportunities, Pennsylvania Governor’s School for Ag. Science, student club programs, and financial scholarship opportunities offered by the college. These personal meetings have proven to be extremely beneficial in breaking down barriers and erroneous perceptions about agricultural sciences being limited only to production agriculture. These meetings have also provided the opportunity to promote the gender diversity that exist in the college as well as the racial/ethnic diversity of the undergraduate student population, and the college diversity student outreach programs such as MANRA, Junior MANRAS, FASI, and MSAA.
- Another recent example of our College reaching out to locate underrepresented students was the Cobbs Creek Service learning Project involving Collegiate Future Farmers of American (FFA) and MANRA during the weekend of October 18-19, 2003, 65 students made a difference in the health of the environment while beautifying a section of Philadelphia. The students took part in a service learning project at the Cobbs Creek Environmental Center which is comprised of approximately 300 acres of riparian forest, meadows, flood plains, and waterways in West Philadelphia. The participants included students enrolled in AEE 311/497A – Developing Youth Leadership, student members of the Penn State MANRA chapter (Minorities in Agriculture and Natural Resources Association), Collegiate FFA members, Junior MANRA members, graduate students, and faculty in Agricultural and Extension Education. The project was funded by a College seed grant secured by Drs. Tracy Hoover and Nicole Webster.
- The Horticulture Department meets with representatives from Conrad Weiser High school in Reading Pa. where there is a significantly growing Hispanic youth population. The consumer area of Horticulture often addresses the rural/urban interface.
- Since summer 1994, the College, under the leadership of Dr. Blannie Bowen has conducted an annual Food and Agricultural Sciences Institute (FASI) for 20-30 academically talented minority high school students, most from Pennsylvania.

FASI is a one-week program that involves over 40 faculty, staff, and graduate students from all departments in the College. Follow-up research indicates that the FASI participants acquire new knowledge about the food and agricultural sciences and develop positive attitudes that are maintained. Several of the participants are now pursuing majors in the College.

- Penn State Cooperative Extension’s 4H and Youth Development programs serve as a springboard for youth to be introduced into the Agricultural Sciences giving the College an opportunity to recruit all youth into its undergraduate programs. In 2003, our 4H and Youth Development programs reached 20,663 minority youth from across the Commonwealth, accounting for 19.3% of our youth population served.
- Penn State Cooperative Extension has articulated four major goal areas which are complementary to the University’s Strategic Framework for Diversity. Cooperative Extension’s goals reflect the Framework’s goals, but within the context of outreach programming, thus considering clientele, as our students, and are included as follows:

**Goal I.** Increase participation of people of underrepresented groups on the county extension board and on program planning and advisory committees.

*University Goal on Institutional Viability and Accountability*

**Goal II.** Modify Educational Programs to Increase Participation of People of Underrepresented Groups

*University Goal on Education and Scholarship*

**Goal III.** Educate and Involve Staff in Civil Rights Program Planning

*University Goal on Climate and Intergroup Relations*

**Goal IV.** Advise All Potential Recipients of Program Availability and Penn State Cooperative Extension’s Policy of Equal Access

*University Goal on Access and Success*

**Attachment II** depicts the best practices or “ideas that worked” from each cooperative extension region by goal. These can be located on the web:

<http://diversity.cas.psu.edu/Extension.html#BestPractices>

The Office of International Programs was a regular and active participant in many traditionally “domestic” events, such as Ag Progress Days (reaching roughly 1,000 children during each of the last three years) and Farm Show, legislative events, and programs such as Governor’s School. This office has made a point of participating in College recruitment efforts, such as the Open House and events for high school counselors exposing them to the international programs available.

The Tyson Foods Associates Undergraduate Scholarship was established in the College of Agricultural Sciences in 2002 in order to provide support for full-time undergraduates, with a preference towards children/relatives of employees of Tyson-New Holland. The Tyson

complex currently employs 1,200 Associates, of which approximately 70% are Hispanic. Thus, it was our underlying hope to use the scholarship as a recruiting tool for Hispanic students. To date, although the Tyson management and we have worked diligently to alert the workforce to this opportunity, we have been unable to identify an eligible candidate from an underrepresented group. Nevertheless, we continue to work closely with Tyson in an attempt to identify potential candidates, since the company has agreed to make additional annual contributions to the scholarship in 2004 and 2005.

In conjunction with the College Undergraduate Program Office and the Departments of Dairy & Animal Science, Horticulture, and Spanish, Italian & Portuguese, the Poultry Science department helped to establish a communication skills and cultural awareness course in Spanish (SPAN 105, Spanish for Students in the Field of Agricultural Sciences). In the summer of 2001, the Dr. Robert Elkin, head of the Poultry Science department, as well as the Program Coordinators for the Animal Sciences and the Landscape Contracting undergraduate majors, accompanied two instructors from the Spanish Department to several companies each in order to conduct on-site interviews with Hispanic workers and managers. Some of the video that was obtained has been used in the course, which has been offered in both the Spring and Fall semesters of 2002-03 and 2003-04. SPAN 105 continues to be targeted at students in the Animal Sciences and Landscape Contracting majors, in recognition of the large Hispanic workforce that our graduates will encounter in these important agribusiness fields.

One Poultry Science faculty member has been an active participant in programs sponsored by the Women in the Sciences and Engineering (WISE) Institute, including conducting workshops for female junior high school students. This individual has also been a FastStart mentor of several students from underrepresented groups.

Our efforts in undergraduate student recruitment into Animal Bioscience major are even more gratifying in terms of diversity. Approximately, 70% of our total students in the major are female and ~12% of the total student population is from the underrepresented groups, including African Americans, Hispanics, and Asians. We have recruited and trained several African American students through summer research programs for undergraduate students. The Veterinary Science department also had 4 work-study students of color over the last 5 years.

The Director of the School of Forest Resources (SFR) has interviewed minority undergraduates relative to their ideas and suggestions for expanding our minority recruitment efforts. SFR has particular interests in expanding the enrollment of Native Americans within our undergraduate and graduate programs. Tribal management of forest and wildlife resources within the US might be better served through the education of Native American youth in SFR programs. However, one of our major impediments is a lack of geographic proximity to these populations. Typically, many of the mid west and western forest resource programs have superior advantages in recruiting these young people.

Faculty, staff and students regularly present the Food Science program to audiences of underrepresented groups. Below are some examples of activities during 2002 and 2003:

- March 2003 – Dr. Stephanie Doores presented an overview of preparing one’s self for graduate school and the workplace at the Sigma Alpha Regional Conference. Sigma Alpha is the only professional agricultural sorority in the nation. It was established to promote women in majors throughout the College of Agricultural Sciences.
- April 2003 – participated in the American Association of University Women Career Shadowing Program (AAUW). Dr. Bob Roberts and Creamery staff hosted a female from Huntingdon.
- July 2003 – Dr. Don Thompson hosted approximately 20 “Upward Bound” students, presenting information on department’s program and a tour of the Creamery.
- September 2003 - department participated in college’s hosting of approximately 30 Philadelphia high school females associated with the program, “Women in Natural Sciences”. Emily Furumoto conducted hands-on experiments about food science.
- December 2003 - minority staff member, Laurie Williams, spoke to a minority audience at PSU-Harrisburg.
- 2002 & 2003 – Various faculty members participated in the annual Governor’s School summer mentoring program by presenting lectures and hosting students in their labs.
- 2003 – Dr. Steve Knabel participated in the university’s Fast Start program, mentoring one freshman through informal meetings and social activities.
- 2002 & 2003 – faculty participated in the Minority Apprenticeship In Agricultural Sciences program (four-week program) by hosting one student each year.
- 2002 & 2003 – Participated in College of Agricultural Sciences’ FASI for Minority High School Students. Approximately 25 students were given a tour of Food Science and Creamery and faculty and staff gave presentations on various programs within Food Science. Six students expressed interest and were supplied additional information from 2003 visit.
- In academic year 2002/2003, three minority students received \$13,000 in need-based scholarships and one minority student received \$1,000 in academic scholarship. In academic year 2003/2004, five minority students received \$37,235 in need-based scholarship (approximately 37% of total scholarship funds). In addition, \$1,000 was awarded to a minority student and \$500 to an international student.
- Approximately 90% of undergraduate scholarship funding is dedicated to individuals with need.

**Q#2. How has your college contributed to locating and recruiting graduate students from underrepresented groups?**

- School of Forest Resources faculty has continued to actively recruit graduate students on an international level. Various under represented minorities have been attracted to our degree programs. In particular, Dr. Jay Stauffer has built an effective recruitment effort in Africa through his ongoing research in Malawi. To date, these efforts have led to the successful completion of MS and PhD degrees by students from Malawi.
- The Department of Agricultural and Extension Education works closely with faculty and administrators in key 1890 land grant universities who refer their students for graduate study. Strong ties are in effect with North Carolina A&T and Prairie View. Also, to get referrals, close ties are maintained with minority Penn State graduates and alumni who are faculty in other universities. Once strong prospects are

- identified, funding from the Graduate School and the College is used to bring the students for campus visits. When these students are admitted, the Department uses a combination of Graduate School, College, and departmental funds to provide PhD students with three years of assistantship support and master’s students with two years.
- The Department of Agricultural and Extension Education has elected to elevate the quality of its graduate program by aggressively seeking to host outstanding international graduate students who are funded through the Fulbright and similar programs. This aggressiveness has resulted in four superb students studying in the Department: two PhD students from Mauritius and South Africa and two master’s students from The Philippines. Also, during fall 2003, a Fulbright Faculty Scholar from Central Luzon State University in The Philippines enriched the faculty and graduate students as she studied the U.S. Cooperative Extension system.
  - Scientific meetings are an important venue for making contacts. The Department of Plant Pathology had reserved a graduate assistantship until the 2002 budget recycle but still remains committed to recruiting good students from underrepresented groups. Also awaiting a resource allocation is a proposal to hold summer research internships in the Department. One faculty member made recruiting contact with select McNair scholars in 2002.
  - In Plant Pathology, the Department has an excellent rate of student retention – virtually 100%. All students receive mentoring from their major professor and other faculty as appropriate. The graduate student community supports one another as emerging professionals without regard to group membership.
  - One of our senior faculty members is on the advisory board for the Biological and Agricultural Systems Engineering Program at Florida A&M University, a traditional minority institution. He proactively seeks graduate students from that program. In Agricultural and Biological Engineering (ABE), our faculty have supervised minority undergraduates from other institutions (e.g., Columbia University) on summer research projects through the LSC (Life Sciences Consortium) Undergraduate Research Program; ABE faculty also participate in Graduate recruitment events that bring groups of outstanding minority students interested in graduate studies to our campus through the College of Agricultural Sciences and the College of Engineering.
  - The coordinator of the Agricultural, Environmental and Regional Economics program (AEREC) gave a presentation at the Pennsylvania Conference on Graduate Opportunities for Minority Students, Philadelphia, February 2001, and met with prospective graduate students at that conference.
  - Each year the graduate program coordinators receive a list of students in the McNair Scholars program at Penn State. They search the list for students who might be interested in our graduate programs and set up meetings with prospective students to talk about our programs.
  - The first cohort of graduates of the new Community Economic Development (CEDEV) MS program included an African-American student from Philadelphia. College funding, plus grant funds were provided to support her MS program. One of the factors in creating this new program was to provide a course of study that would appeal to a more diverse group of students. We currently have a Native American

- enrolled in the CEDEV MS, taking courses on line. The program coordinator has been working to find scholarship sources for Native Americans, so that this student, and others, can afford Penn State's tuition. Two of the MS students in the CEDEV program are doing their research on an Indian reservation in Montana. Both projects deal with housing. One student has completed her thesis and the other is in progress.
- An African-American student in the Rural Sociology Graduate Program has been supported through an American Sociological Association Minority Student Fellowship. This covered her stipend and tuition for three years. She is expected to defend her dissertation within the month or two. This student was initially recruited through the use of a departmental assistantship.
  - Ten of the 25 students currently enrolled in the Rural Sociology graduate program are international students from Asia (6), Africa (1), Latin America (1), Europe (1) and one African-American Ph.D. candidate. Thus, 40% of our students are drawn from all major regions of the world.
  - The Entomology student body is composed of 44% females, considerably higher than in previous years. This compares favorably with a 42.6% average nationally for entomology graduate programs. Of U.S. entomology students, nationally 9.8% are minority. We presently have 14% minority students of our domestic student population.
  - In our student recruitment plans, we have added six graduate fairs to our travel plans that explicitly target underrepresented populations.
  - In Veterinary Sciences student recruitment plans, we have added six graduate fairs to our travel plans that explicitly target underrepresented populations.
  - Since 2000, Veterinary Science has received almost 50% of the graduate applications from underrepresented populations. Many have resulted in offers and several have accepted our offers. These efforts have resulted in an increase of almost 50% in the diversity of our student population, which include women, African Americans, Hispanics, and other minority groups. Currently we have a total of 18 women students, 9 students of color, 2 African Americans, and 1 Hispanic student. From our total enrollment, 36% of our students are female and 33% are internationals.
  - Each summer the Entomology Department hosts a dinner for the 10-20 visiting McNair students and their advisors. Although recruitment of potential students is a goal of this dinner, we also try to extend our welcome to Penn State. We have had two students from the program enter our graduate program and others have enrolled in other programs at Penn State.
  - The Assistant to the Dean for Multicultural Program has a very close relationship with the graduate students enrolled within the College. In addition to the activities described in the previous CAS Strategic Plan, the College's Assistant to the Dean for Multicultural Programs has implemented the following graduate recruitment strategies:
    - The CAS Assistant to the Dean is working directly with her counterparts at both 1860 and 1890 Institutions to refer and seek potential graduate students. By using strategies of this kind, we can identify students who are already familiar with offerings within the College of Agricultural Sciences. We have also tailored our recruitment strategies to target those students who are strong in the sciences and

work with them to understand how that can apply their science in agricultural majors.

- We hope that within the next couple of years, we can form a workgroup within the Big Ten of Agricultural Diversity professional to share students and strategies related to recruitment and retention. We are making more of a concerted effort to refer our students to each other for SROP programs, etc.
- The Sloan Scholars Program has helped recruit under-represented graduate students to the College. The Sloan Foundation funded the Sloan Scholars Programs to help increase the number of under-represented students who are enrolled in PhD Programs in science curriculum. We encourage faculty within the Agricultural Sciences disciplines to use the promise of a Sloan Award to augment the College’s offering. Currently the College has one student from Plant Pathology enrolled in the program. Currently we have identified two additional students in Entomology to receive the award once they passed their candidacy examination. For information about the Sloan program see **Attachment IV**.
- Dr. Barrett Vaughan, a 2003 graduate, was the first Penn State Sloan Scholar to graduate. His personal testimony confirms the fact that \$30,000 is an excellent catalyst in providing enhanced professional development as a graduate student.
- In 2003, Food Science faculty made initial contact to begin carrying out strategic goals for graduate education program: Action Plan# 4: Travel to Tuskegee University to strengthen links and minority recruiting. Two faculty members have recently visited TU and another formal visit is planned for 2004.
- Of all 2002/2003 Food Science graduate scholarship awards, 2 minorities and 21 international students out of a total of 31 students received scholarship funds. Total scholarships awarded were \$79,522 of which \$63,688 was awarded to minority and international students.
- The Department of Food Science participated in the Graduate Research and Education Bunton/Waller graduate assistantship competition. In 2002/2003, two minority students were funded. In addition, one of these students received \$2,000 enhancement funds from the COAS. This student entered our program through the McNair Scholars Program. In 2002/2003, one international student was funded on a Graduate School fellowship.
- Of all 2003/2004 Food Science graduate scholarship awards, 2 minorities and 13 international students out of a total of 24 students received scholarship funds. Total scholarships awarded were \$103,490 of which \$62,156 was awarded to minority and international students.
- In 2003/2004, one Food Science international student received \$1250 from the Graduate School in enhancement money from the Funds for Excellence in Graduate Recruiting (FEGR) program.
- In 2002/2003 & 2003/2004 two Food Science students benefited from the department’s collaboration with industry, which funded one minority student using the PMCA fellowship in the amount of \$24,000.
- In August 2003 the Food Science Department Head attended the McNair Conference to meet with one minority student interested in Food Science. Later, in November

2003, the Department Head visited the student’s school – The University of Tennessee – to give a seminar and keep in touch with the student.

**Q#3/4. What retention Strategies for both undergraduate and graduate students from underrepresented groups have you implemented?**

- Same as mid framework assessment
- Usually our departments assign a faculty major professor to supervise the program for each student and to advise the student in all matters. In most of our departments, our graduate students are also given at the outset an Orientation Session and are introduced to their Graduate Studies Coordinators as a source of support on all academic and personal concerns as needed.

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

**Q#1. How has your college actively engaged in locating and recruiting faculty and staff from underrepresented groups?**

- In addition to the ongoing strategies and results cited in the mid framework assessment, the following represent some new outcomes:
- During the past two calendar years, 2002 and 2003, the College has hired a total of forty-one (41) minority faculty and staff. This is a remarkable effort considering the College has been in either a limited hiring freeze or a hard freeze (due to our budget constraints) during this period.
- The gender breakdown of those new minority hires is nine (9) minority males, and thirty-two (32) minority females. A breakdown by race is attached to the report in **Attachment V**.
- Also during these past two years, the College has appointed ten (10) new female faculty members of all races. See **Attachment VI**.
- The Poultry Science Department with the support and encouragement of the College recently pursued an opportunity hire (faculty member) in the area of poultry behavior and well-being. The position was also advertised via several list serves in July 2003, including the 1890 Institutions (1890resdirs@reeusda.gov), the 1890 Deans (1890deans@reeusda.gov), the 1890 Extension Administrators (1890extadms@reeusda.gov), and the 1994 Land Grant Institutions (1994tribal@reeusda.gov). Unfortunately, the lone underrepresented candidate, a Hispanic female who was the target of our search, declined to interview for the position for personal reasons. Moreover, since there were no other qualified, underrepresented and/or senior female candidates in the candidate pool (11 applicants), the search was suspended.
- The Department of Dairy and Animal Science has made a concerted effort to increase the number of women working in farm manager positions. Presently, we have three women who are either Managers or Assistant Managers at our departmental farms. The Manager of the Dairy Center; the Assistant Manager at the Sheep Center; and the Assistant Manager at the Dairy Center. In addition, this department has worked hard to identify qualified women for faculty positions, having 6 female faculty members (out of 27).

- The department of Veterinary Science has been successful in recruiting an African American tenure-track faculty member from Rockefeller University and six women faculty into the unit. Veterinary Science faculty are a true mix of people with a range of ethnic backgrounds; over 50% of our postdoctoral appointments are of international origin.
- During the assessment period the Department of Entomology was successful in making an opportunity hire for a female Hispanic faculty member. Additionally, another female faculty member entered at the Professor Rank. These hires have moved us closer to our goal of gender equity and hiring from underrepresented groups. We have also extended an offer to another female faculty member who is arguably, the most widely known entomologist in the world. The recruitment of such outstanding female scientists will undoubtedly help us create a more diverse working environment and student body.
- The Entomology Department has hosted many visiting scientists and students from such countries as Argentina, Brazil, China, India, Italy, Mexico, Moldova, Norway, Spain, Turkey, and the United Kingdom which has added richness and diversity to the faculty.
- Food Science faculty seek opportunities to employ post-doctorates from international locations as well as invite international visitors to enhance research and teaching opportunities through collaborative activities. Currently, one international post-doc is working for Dr. Thompson. In 2002, an international post-doc concluded research with Dr. Koushik Seetharaman. Dr. Richard Owusu-Apenten has invited two international visitors to conduct collaborative work during 2004.
- The EEO Coordinator is on a joint appointment between the Office of Undergraduate Education Office and the College’s Human Resource Services office. In this capacity, he monitors Penn State Cooperative Extension employment search procedures to ensure compliance with federal and state laws, and university equal employment and diversity policies and procedures. Additionally, he meets with the Chairperson of each faculty search committee to review university affirmative action policies and departmental and college goals to achieve diversity.
- Specific activities conducted or coordinated by the EEO Coordinator to identify potential staff members from underrepresented groups included:
  - Coordinate all activities that identify Penn State students from diverse racial/ethnic backgrounds to consider for the Penn State Cooperative Extension Diversity Student Internship Program. This includes disseminating information about the diversity internship program to members of the Council of College Directors of Multicultural Programs, the Coordinator of Multicultural Internship Programs in Career Services, and meeting with students associated with MANRA (Minorities in Agriculture, Natural Resources Association) in the College of Agricultural Sciences. For the past two years three African American students, two Latina/Latino students, and one Asian American student completed the 10 week academic internship programs in local cooperative extension offices throughout the state. As a result of these internship experiences, students from racially/ethnically diverse backgrounds who did not have prior knowledge of cooperative extension are receiving on-the-job training which will enhance their

opportunities for obtaining future employment with Penn State Cooperative Extension. This is a paid academic internship program completely funded by the College; students earn a \$3000 summer stipend for the 10 weeks, and a \$1000 scholarship to assist them with course registration. For information about the internship program, see **attachment VII**.

- Maintain applications from underrepresented group members in the Office of Human Resource Services Diversity Vita Bank. As full time positions become available with Penn State Cooperative Extension, the EEO Coordinator reviews applications in the diversity vita bank to determine if any candidates meet the job requirements. Upon identifying potentially qualified candidates, they are contacted via telephone or email and provided with a copy of the position announcement and encouraged to apply for the position. In the past 30 months, the diversity vita bank was instrumental in identifying two African American candidates, and one Latina candidate, who were referred and ultimately obtained full time employment with Penn State Cooperative Extension.
- Meet twice a year with a representative from central University Office of Human Resources to review applications from the diversity vita bank maintained by that office. If there are applications from underrepresented candidates who may qualify for positions with Penn State Cooperative Extension, copies of the application information are provided so that they may be placed in the diversity vita bank in the Office of Human Resource Services that is maintained by the EEO Coordinator.
- Attend career fairs organized by other universities and colleges and/or local community organizations. These have included career fairs at the University of Maryland Eastern Shore (1890 Institution), West Virginia State College (1890 Institution), Lincoln University, Ohio State University, University of Maryland, Millersville University, the Pennsylvania Department of Labor and Industry and the Goodwin Memorial Baptist Church and the African American Chamber of Commerce of Harrisburg, Western Pennsylvania Career Services Association (West PACS), Puerto Rican Career Fair in Philadelphia, and the Professional and Technical Diversity Job Fair held in Pittsburgh, PA.
- Contact career services offices at other universities to obtain access to resumes of alumni on file. Efforts have been made to gain access to alumni information from Millersville University and Albright College. These efforts will be expanded in 2004 to include 1890 Institutions as well as other institutions which have significantly diverse student populations.

**Q#2. What retention strategies have you implemented in your college to retain members of underrepresented groups?**

- See mid framework assessment
- One new strategy that is aimed at the retention of staff employees is to reward and recognize outstanding staff. As a result, in January 2000 we launched a new initiative called the Administrative, Coordinator, Technical, or Supervisory (ACTS) program, which has just born it first fruit. In Spring, 2003, fifteen (15) employees applied for a rank promotion and nine (9) outstanding female employees were promoted as a result

of the program. In 2004 we expect another eight females (one Asian) to apply.

ACTS, the Staff Performance Reward and Recognition Program, was developed for career staff members in the College of Agricultural Sciences on standing appointments in SPEC grades 18-24. The program is designed to reward and recognize outstanding staff employees and provide them with a career path similar to what faculty and cooperative extension educators enjoy. The program recognizes three ascending ranks within each job grade: gamma, beta and alpha. Staff members will be able to advance through the ranks following a successful peer review. Candidates for the program must submit a dossier, which will then be reviewed by the staff member's supervisor, unit leader and a committee of staff peers. Final recommendations for rank advancement are made to the Dean. The program is managed by our office of Human Resources and Organizational Development and funded by the Dean's office. See **Attachment VIII**.

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

#### **Q# 1. Describe the initiatives your college has taken in supporting multicultural curriculum efforts.**

The College has made major strides in internationalizing the curriculum as evidenced from the following activity:

External funding in support of our international programs aimed at providing international experiences for our students. During the past three years, the number of proposals written and funded has steadily risen. The following table summarizes the number of proposals submitted and the number awarded through the Office of International Program, as well as with some level of assistance from the Office. (Note: This data was collected from the database in the office of Grants and Contracts. It includes only proposals and awards where majority of activity is international. It does not include those proposals/awards where international work is only part of overall grant and therefore may underreport actual level of activity.

External Funding Activities

FY	Principal Investigator: Office of International Programs (OPI)		CAS Units with International Activities	
	# of Proposals and \$Amount Submitted	# of Awards and \$ Amount	# of Proposals Submitted and \$ Amount	# of Awards and \$ Amount
7/00-6/01	3 - \$ 859,187	3 - \$ 132,190	4 - \$1,026,524	No data available
7/01-6/02	6 - \$ 944,952	6 - \$ 533,622	8 - \$1,361,247	3 - \$256,667
7/02-6/03	14-\$1,296,409	13-\$ 871,163	19-\$2,962,380	5 - \$227,373
7/03-9/03	2 - \$ 124,266	3 - \$ 104,967	4 - \$ 448,484	1 - \$150,000
TOTAL	25-\$3,224,814	25-\$1,641,942	35-\$ 5,798,635	9 - \$634,040

Student Involvement. The office has worked with faculty and staff to boost the number of students going abroad to 5% of student population (up from .5% two years ago).

Faculty Involvement. During the second year of the program, the number of applications to the Global Travel Fund mini-grant program more than doubled, indicating growing level of interest in programs among faculty, extension personnel, staff and students.

One recent example is the Moscow Study Abroad Program. The College’s semester long National Security Education Program (NSEP) allows Penn State undergraduates to spend spring semester in Moscow, Russia, to expand their knowledge of international agriculture and the cultural and social dimensions of living abroad. The students earn a semester of credits at Moscow State University via courses taught by professors from the participating universities. The program began in 1999 and Tom Bruening and Deanna Behring received \$421,000 from NSEP to continue the program for four years. The program was expanded to include students and faculty from Montana State, Texas A&M, and the universities of Florida, Nebraska, and Maryland.

Another recent example is the International Agriculture minor (INTAG) Minor. The INTAG minor is an interdisciplinary program that enables students to gain an awareness of and appreciation for the interrelationship and interdependence of the nations of the world for their food and fiber. Students also gain an awareness of resources available to solve problems in international settings. They also learn to recognize systems of learning transfer and understand the impact of technology transfer across cultures. The 18 credit minor may be combined with any undergraduate major at Penn State. Tom Bruening, associate professor of Agricultural and Extension Education, provides the faculty leadership for the minor.

To hear from the students on the impact of these experiences, please visit the video link on our website at <http://www.cas.psu.edu/docs/international/Info.html>.

Creating Flagship Programs. The office’s growth strategy hinges on growing our programs in two key areas: Central and Eastern Europe and Latin America. To that effect, in the past three years, the Director has hired a coordinator for Central and Eastern Europe, Dr. Anatoliy Tmanov who is currently on 60% soft funding. The coordinator for Latin America, Isabel Hanson, is on 100% soft funding. Key accomplishments in these areas include:

- Central and Eastern Europe. New programs funded by Department of State and Department of Defense for work in Moscow, Russia and Lviv, Ukraine. A growing number of faculty and extension with experience in the region through temporary assignments on grant funds or through volunteer experiences with **ACDI/VOCA or CNFA**.
- Latin America. New programs in Costa Rica for students and in partnership with the University of Costa Rica to make Spanish FINPACK available to farmers, rural entrepreneurs and bankers. New linkages with the Interamerican Institute for Cooperation in Agriculture of the Organization of American States for introducing FINPACK to other countries in Central America.
- The School of Forest Resources (SFR) has sponsored an exchange program with the University of Freiburg, Germany involving reciprocal 10-day tours of each other's forest resources management systems and the allied socio-political climates within which forest management is pursued. Our most recent PSU SFR tour of Germany was attended by 20 undergraduate and graduate students in May, 2003. This also required participation in a 15-week course prior to the trip that presented technical, social, and economic backdrops to German forestry. The course was evaluated and a tour report was forwarded to our Office of International Studies. Our German counterparts completed their tour of eastern US during Fall 2002, with arrangements coordinated by SFR.

**Q#2. Describe the research and teaching initiatives in your college that have advanced the University’s diversity agenda.**

The Poultry Science department is involved as a partner in the Penn State/Cairo University Joint Undergraduate Program in Animal Sciences. We expect the first group of Egyptian students to arrive at University Park next fall (2004). Upon completion of two years of study (i.e., their junior and senior years) at Penn State, the students will receive a B.S. in Animal Sciences. In terms of the current world situation, programs such as these will help to bridge the gap between Americans and the people of the Middle East, promoting both a better understanding between our peoples and multiculturalism in our curriculum.

An Agricultural Economics and Rural Sociology faculty member was involved in an externally-funded project some faculty and students from Hotel Restaurant and Institutional Management (HRIM) that attempted to examine alternative survey methods to increase the participation of minorities (who are usually underrepresented in samples) in survey research. As part of this research, the investigators surveyed U.S. residents that were Korean, Chinese, African-American and several other groups.

The Department of Dairy and Animal Science (DAS) has embarked on an active program to provide our undergraduate students exposure to other cultures. One of our efforts has focused on

coordinating student club trips to other countries. For example, the Dairy Science club visited Ireland and Northern Ireland in 2001 over spring break. In 2003, the club went to Argentina for spring break. Each trip provided about 50 students with a rich learning experience, and in-depth exposure to other cultures. One of our most prominent curriculum programs that serves an under-represented group is our Dairy Alliance team that has developed and delivered work-force education programs for Hispanic employees of dairy farms. Programs have been delivered in PA and NY.

To provide further cultural experiences for faculty, staff and students DAS has developed memoranda of understanding (MOU) with Cairo University in Egypt and the University of Azores in Portugal. The former was signed in 2002 and the latter MOU in 2003. These partnerships will provide opportunities for our student and employees to learn, exchange ideas, and are consistent with the idea of providing diverse cultural experiences.

Another learning activity that a senior faculty member in DAS participates in annually is a week long intensive dairy nutrition class that is sponsored by the Latin America Center for Animal Nutrition. This Center is operated by the University of Costa Rica at San Jose. Students and business professionals from a variety of countries in all of Central and South America participate in this learning opportunity.

One Hispanic student (Angel Torres), who had spent the 2003 summer in a pre-law summer program at Dickinson, was encouraged to participate in undergraduate student research with an AERS faculty member, who is a law alumnus of Dickinson Law School. Although Angel was not able to work with the faculty member during the fall semester, a research proposal that will pay for his involvement in the project is being developed by John Becker.

The College’s 4H and Youth development programs reach over 20,000 minority youth across the Commonwealth. The education and scholarship dimensions of the framework are met in a variety of ways through our educational programming, whether through community 4H club work or through our after school programming. For more information about youth enrollment, and the mission of the youth program, please visit the website.

<http://pa4h.cas.psu.edu/4hfacts.html>

The School of Forest Resources currently offers courses in International Forestry (FOR 488W-Myers and Jacobson) and Agro Forestry (FOR 497A - Jacobson). Both consider management of forest resources from an international culture perspective. Our Wood Products major has a similar advantage - offering courses in Wood Industries Marketing Management (WP 437W - Smith) and Foreign Studies (WP 499 - Smith and Michael). Our Wildlife and Fisheries Science program also considers management at the international-level - WF Conservation (WFS 209 - Stecko), Fisheries Science (WFS 410 - Stauffer), Ichthyology (WFS 452 - Stauffer), Wildlife Management (WFS 447W - Tzilkowski), and Fisheries management (WFS 463 - Ferreri).

A Global Seminar has been initiated within the Department. One of the goals is to attract a diverse group of students, including minority students. The hope is that it will help minority students to overcome barriers that they can face in becoming an integral part of a ‘team’. It is hoped that through this experience, minority students will find it easier to become part of our

case-study teams, which are particularly important in the Agribusiness Management (AGBM) undergraduate program. In 2003, the Global Seminar (one case) was pilot tested with a diverse group of students drawn from two of our graduate programs. Those participating voluntarily in the Seminar included students from: Malawi, Peru, Chile, U.S., Ecuador, India, Nepal, China, Russia, and Ukraine. The Global Seminar is currently being offered as a 497A class, and includes one traditional minority student, one AGBM student from Korea, a new Environmental and Renewable Resource Economics (ERRE) student from Poland, a Smeal student (AGBM minor) from Belarus, along with the other 7 students from the College in the class. More minority students will be added each year.

A number of Agricultural Economics and Rural Sociology courses have diversity built into their subject matter, for example, Carolyn Sachs' course on women in development, Shannon Stokes' course in population and development, and Leif Jensen's course on children in developing countries. Two of our courses (International Development, Renewable Resources, and the Environment and Introduction to International Agriculture) satisfy Penn State's Intercultural and International Competence requirement for undergraduates.

Dr. Patreese Ingram, Associate Professor of Agriculture and Extension Education has ongoing diversity educational responsibilities which include the design, teaching and research of diversity related programs for faculty, extension staff and clients. Many of Dr. Ingram's program efforts are listed below:

Resident Education Course YFE 438 Living In An Increasingly Diverse Society –3 credit course with GI Intercultural designation; taught Spring Term 2003 -14 enrolled; taught Spring Term 2004 - 25 currently enrolled.

#### Diversity Focused Scholarly journal articles and presentations at national conferences

Ingram, P. D. (2002). A dynamic cross-cultural connection: The 4-H Japanese exchange program. *News & Views*, 55 (2), 1, 6-7. Feature article. *News & Views* became a peer-reviewed publication in 2002.

Ingram, P. D. & Radhakrishna, R. (2001-2002). Cooperative Extension Response to a Diversity Education Resource: Implications for Extension Programming, *Journal of Higher Education Outreach and Engagement (Special Issue)*, 7 (1&2), 145 – 155.  
[Research Study]

Ingram, P. & Corbin, M. (2002). The Lenses of Diversity In A Multi-cultural World. Invited speaker at Public Issues Leadership Development Conference. Arlington, VA. This conference is sponsored by the Joint council of Extension Professionals. April 29, 2002.

Ingram, P. (2002). “Faculty/Staff Development Provides Extension Educators An Opportunity to Experience Japan “Up Close.” Poster Presentation – 2002 NAE4HA Conference, Norfolk, VA, October 27 – 31, 2002.

Ingram, P. & Lyons, C. (2003). Impact Study of the Minority Students Apprenticeship in Agricultural Sciences Program on Underrepresented Students' Decisions to Enroll and Graduate from Four-Year Degree Programs in Agricultural Sciences. A refereed paper presentation at National Conference on Race & Ethnicity in American Higher Education. May 27 – 31, 2003. San Francisco, CA. [Research Study]

Ingram, P. (2003). “Managing Diversity in Your Small Community.” Invited presentation at America’s Town Meeting. 2003 National Legislative and Educational Conference. September 3-5, 2003. Washington, D.C.

**Q#3. How is diversity integrated into the curriculum of your college?**

- See examples above in Q#2.
- The *Infusing Diversity Into the Curriculum Project* continued through this assessment period. A retreat and a series of monthly seminars were held during the 2001-02 and 2002-03 academic years addressing the topic of infusing a multicultural perspective into the curricula. College faculty participants learned how to infuse multiculturalism into the university learning environment. Thirty one (31) faculties from across the College participated in the Infusing Diversity into the Curriculum effort. See **Attachment IX**.
- Modules on diversity in the workplace are taught in our Senior Seminars (ABE 490W and ASM 490) and in the new 2-course sequence (ASM/ABE 497 A&B) courses on Contextual Integration of Leadership and Communication Skills in Agriculture and Engineering.
- We have attempted to bring multi cultural issues into our junior and senior Horticultural capstone classes. For example, students in Hort 490 Senior Seminar are exposed to diverse guest lectures and within each guest lecture the instructor tries to address diversity within the lecturers’ domain.

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

**Q#1. How has your college assisted faculty and staff from underrepresented groups in developing leadership and management skills?**

All junior faculties are mentored by senior faculty as well as the Department Head during annual reviews, two and four year reviews and the promotion and tenure review process. When leadership and management skills are specifically identified, development opportunities are recommended through the University or external agencies.

Dr. Connie Baggett, an African American male is Associate Professor of Agricultural and Extension Education and has been put forth by the faculty to be the College of Agricultural Sciences representative on the University Faculty Senate Council.

While the College has not met the challenge to recruit minority staff positions, it has an excellent record of recruiting and retaining females into its top staff management positions. The examples follow:

- Twenty seven (27) County Extension Directors out of sixty-one (61) positions are females.
- In Cooperative extension, four (4) Regional Directors out of eight (8) are female.
- Sixteen (16) of the twenty eight (28) upper management staff positions in the College are held by females.

- In keeping with our success in building a female management core, the College has been at the leading edge of providing a family friendly work environment which fosters and enables our female staff who are trying to balance work with family.

Beginning in 2000, supervisors worked with staff members to develop action plans and identify development opportunities unique to each staff member and their position. The Departments allocate funding and time for each staff member to attend training and other activities both internally and externally to meet these specific goals.

All faculty and staff are encouraged to participate in departmental, college, and university committees and assume leadership roles where appropriate. For example, the Department of Food Science currently has several faculty and staff from underrepresented groups serving on college and university committees:

- An international faculty member, Dr. Swamy Anatherswaran has been serving as the Graduate Program Coordinator since 2001.
- Dr. Stephanie Doores continues to serve as Undergraduate Program Coordinator. She is the chair of the Academic Review Committee of the Institute of Food Technologists (IFT). This national committee is tasked with reviewing and approving food science undergraduate programs with relation to IFT’s established criteria.
- Dr. Audrey Maretzki was recognized for her work by the Pennsylvania Hunger Action Center. She was one of 25 persons presented with a Pennsylvania Hunger Action Leadership Award in 2003.
- Dr. Audrey Maretzki and Ann Ward, Regional Director of The Appalachia Cancer Network, were honored with a team award from PSU Continuing Education for their roles in the Rural Women’s Health Initiative in 2003.
- Dr. Catherine Cutter, assistant professor, is the first recipient of the Lester Earl and Veronica Casida Career Development Professorship for Food Safety for a three year period, 2002-2005.

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

### **Q#1. What organizational realignments, systems of accountability, resource mobilization and allocation strategies, long-term planning strategies, etc. have your college implemented to ensure the realization of the University’s diversity goals?**

Several were cited in the mid framework assessments, but since then, others have been implemented:

- In July 2003, Dr. Marilyn Corbin’s position of State Program Leader for Children, Youth and Families in Cooperative Extension, was elevated to Associate Director for Penn State Cooperative Extension and State Program Leader for Children, Youth and Families. This organizational change recognized the key senior leadership for educational programming that Dr. Corbin provides for the entire Penn State Cooperative Extension and Outreach organization. Through Dr. Corbin’s outstanding leadership our goal to create and foster environments that provide mutual respect and

- value human differences and diversity, cooperative extension will continue to reach and serve diverse audiences through new and innovative programming.
- Change Agents States for Diversity Catalyst Team -- This group was initially formed in July, 2000 as one of eight states. This team has met on a quarterly basis for the past four years and has focused specifically on diversity issues related to Pennsylvania Cooperative Extension. In June, 2003, eight members of the catalyst team, including two College of Agricultural Sciences faculty members, participated in a leadership retreat in Painted Post, New York with colleagues from the Cornell catalyst team. This two-day retreat was facilitated by two associates from Elsie Y. Cross, a nationally known consulting group on diversity and organizational change initiatives. This retreat sparked a closer connection between extension leaders and college faculty efforts and renewed the catalyst team to continue working on three key areas: workforce, environment, and programs and audiences. **See Attachment X** for “*Promising Practices*” from the CASD Consortium.
  - Each Plan of Work (POW) team was charged with incorporating diversity into each POW issue.
  - In July 2000, the College’s Office of Human Resources and Organizational Development hired Beth McLaughlin to lead and manage its staff development unit. Beth had been a Diversity Training Specialist with the University’s Affirmative Action office and since coming into our organization, Beth has been called upon to conduct diversity training and facilitation in the academic and the regional units of the College. Beth’s willingness to contribute her time and talents to support our diversity goals has enabled us to mobilize and utilize a valuable resource. Beth has recently contacted the new Director of the Lesbian, Bisexual, Gay and Transgender (LBGT) support office to see how that office and our College might collaborate on future training.
  - In July 2003, the College’s Office of Human Resources and Organizational Development’s, Ms. Jeanne Price has reallocated her staff time assignment to reflect more organizational development activities. These activities will have a focus on College climate issues, better human resource management and accountability in the units. Examples include the faculty staff divide survey, sexual harassment training and mediation.
  - A recent request from the University Budget office asked our Financial Officer for an estimate of our financial outlay devoted to our diversity efforts. The estimate provided to the budget office was \$564,000 dollars in general funds. This was a very conservative estimate and upon closer examination it could be closer to well over \$1,000,000 dollars when we take into account all of the dimensions of diversity, such as international programs, human resource programs and extension efforts. Listed below are the tangible financial resources devoted to diversity in that estimate:
    - Multicultural Coordinators salaries
    - Coordinators - travel and diversity programs
    - Multicultural Recruitment and Retention including MANRA (Minorities in Agriculture and Natural Resources Association) and JR MANRA
    - Change Agent States for Diversity
    - Minority Student Apprenticeship in Agriculture Program

- CAS Incentive Awards(Minority Student Scholarships)
- Matching funds for USDA minority Scholarships
- CAS support for WISE Institute
- Funding for Spanish translations
- Representatives of underrepresented groups are also appointed to standing committees and other leadership positions within many if not all of our departments.
- In our departments, the goals of the diversity framework are often referenced during strategic planning and other “futuring” sessions so that realignments, systems of accountability, resource mobilization, allocation strategies, long-term planning strategies, etc. are also directed towards the realization of the University’s diversity goals.