

**Feedback on Progress Implementing**  
***A Framework to Foster Diversity at Penn State: 1998-2003***  
**Capital College**  
**Final Report**

The Capital College final report on the implementation of *A Framework to Foster Diversity at Penn State: 1998-2003* indicates substantial progress towards many of the *Framework* Challenges at both the Harrisburg and Schuylkill campuses. Particularly impressive are the listings of numerous diversity-focused courses and programs. Funding to support these courses and programs demonstrates a commitment to advance diversity as part of the central mission of the College.

The review team could not locate some items the College proposed in response to the mid-point feedback report in spring 2002 (e.g., the proposed annual report to the provost and dean from the diversity committee). Clear descriptions of progress on follow-up response items from the mid-point assessment would have enhanced the final report. Also, the report cites appendices and data tables that are actually contained in the College's 2004-2009 diversity strategic plan. The review team found it awkward to go back and forth between two documents to follow the College's final report. In addition, the final report would lack important contextual information if for some reason the strategic plan would not be available to readers at some later date.

The College provides data to substantiate many points in the report. For example, the College indicates an increase of 63 graduate students of color, from 6% to 9% of its graduate student population (p. 8), and the context for this increase is clearly laid out in Table 3 by time-series (cf., 1998-2003 diversity strategic plan). However, not all data are as explicit. The final report notes that during the past year the percentage of women and faculty of color has increased (p. 1), but no data indicate how much it has increased. Table 8, which provides faculty data, is not set up in a time-series format but as a single data-year snapshot. Also, consistent application of appropriate performance indicators would verify program success. For example, MAEP is cited as a best practice retention program (p. 8), but without concrete program outcomes presented against a set of metrics that define success, the review team found it difficult to understand the nature and extent of MAEP's contribution to retention.

Finally, it appears that the College used the questions from the mid-point assessment instead of those for the final assessment, as provided by the Office of the Vice Provost for Educational Equity. While the mid-point questions are similar to the questions for the final assessment, this change altered some of the information expected, potentially impeding an accurate assessment of the College's efforts.

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

- ❖ The definition for diversity is inclusive and is deemed critical to the strength and viability of the College. This definition is linked to the College's vast array of diversity programming, though, for some groups (i.e., LGBT and students with disabilities), this programming is less extensive.

***RESPONSE: The Schuylkill campus has a full array of LGBT programming. The Harrisburg campus has had limited programming success with its largely non-traditional part-time evening students. As the Harrisburg campus admits a critical mass of traditional-age, full-time day students, successful Schuylkill programs will be replicated.***

How many students attend these programs?

***RESPONSE: Of the 72 events listed in Appendix A of 1998-2003 A Framework to Foster Diversity at Penn State, 12 had sign-in sheets to record attendance by population (faculty/staff/students). Those events were attended by 343 students. Wherever possible, the number of participants attending these events will be documented beginning 2004-2005.***

Has any evaluation occurred to assess the effectiveness of the programs?

**RESPONSE:** *All Diversity and Educational Equity Committee (DEEC) sponsored training, workshops, outreach initiatives, seminars, and educational activities, such as lectures and performances for the College community and the broader public, have the goal of improving the climate of the College. Events with strong attendance are repeated. To date, one of the most successful programs on campus in terms of attendance has been the Multicultural Noon Time Series. The introduction of the Griot Lecture Series has been well received by the campus and surrounding community.*

*With the recent reorganization of the DEEC into functional subcommittees, the College will be better able to routinize the evaluation of its programs and, in turn, identify additional or new programming needs and interests with the aim of increasing College and community involvement. (See A Framework to Foster Diversity at Penn State 2004-2009, Capital College, pg. 6.)*

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

- ❖ The College is commended for augmenting informal climate assessment with a formal survey in spring 2003. While survey results are presented in the diversity strategic plan, the team could not identify any follow-up activities during fall 2003.

**RESPONSE:** *An executive summary of The Capital College Climate Assessment - 2003 was distributed to the DEEC, academic and provost councils, and the College Faculty Senate Human Resources and Business Committee in spring 2004. The summary is also posted on the College diversity web site. Findings from The Capital College Climate Assessment- 2003 will provide:*

- *A baseline measure of stakeholder perceptions of the learning, instructional, and working climate of Capital College;*
- *A key reference in setting continuous improvement goals and identifying opportunities and strategies for meeting these goals.*

- ❖ The First Response Team to Acts of Intolerance is an outstanding idea. If concrete data can be assembled to substantiate its effectiveness, this structure could be deemed a best practice.

**RESPONSE:** *Additional information on the Community Assessment and Response Team (CART) is provided in the 1998-2003 A Framework to Foster Diversity at Penn State. In the past two years, several acts of intolerance were reported and documented at Capital College. The trend, fortunately, is downward. While three acts of intolerance were reported during 2002-03, two were reported during 2003-04. Currently no acts of intolerance have been reported for the 2004 academic year. Each incident was documented and followed the CART process toward resolution. In all cases an action plan was developed and implemented.*

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

- ❖ Schuylkill has increased its enrollment of undergraduate students of color during the 1998-2003 Framework period (16%-21%), while Harrisburg has remained more static (11%-12%). Has any analysis been conducted to try to account for this difference and thereby improve the outcomes at Harrisburg?

**RESPONSE:** *Minority enrollments at Penn State Harrisburg have remained steady, despite some decline in total undergraduate enrollments prior to 2004. In 2003, Harrisburg was assigned a service area. Prior to this, the campus, given its former upper-division/graduate mission, did not recruit directly in high schools. Now that Harrisburg is admitting first-year students and able to recruit, an enrollment trend similar to Schuylkill is occurring (See Table 2, Penn State Capital College Final Report, Implementation of the 1998-2003 Framework to Foster Diversity at Penn State). For fall 2004, the first-year student class reflects 26% minorities.*

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

- ❖ The College has had success in diversifying its workforce (cf., Tables 8 and 9). A lack of detail on some of the College's key recruitment initiatives for faculty makes it less clear whether success in this area has come as a result of clear and consistent processes or more informal efforts. The report emphasizes faculty recruiting but does not place as much emphasis on staff recruiting efforts.
  
- ❖ There do not appear to be any initiatives that address some of the climate and access issues that faculty and staff with disabilities and from the LGBT community face in higher education.  
*RESPONSE: The College will benefit from the best practices documented by other colleges and campuses across the University. In the 2004-2009 planning cycle, the college will identify and implement successful initiatives in other units, especially those addressing climate and access issues for faculty and staff with disabilities and faculty and staff from the LGBT community. The College will begin by reviewing the best practices identified in the final reports from other colleges and campuses available on the web. Conversations with colleagues where best practices have been realized will ensue.*
  
- ❖ Some retention strategies have good potential. Most of the endeavors mentioned apply to all faculty and staff, with few special efforts directed towards diverse faculty and staff. Specialized initiatives present unique challenges, but a more proactive approach in this area may facilitate the recruitment and retention of a diverse workforce. Two possibilities might help in this area: (1) take a more proactive approach in working with the senior faculty mentor and (2) encourage supervisors to pay special attention to diverse staff for leadership training opportunities. The College should consider developing structures to support under-represented faculty through the tenure and promotion process.  
*RESPONSE: All faculty from under-represented groups are encouraged/supported to participate in programs and activities sponsored by the University senior faculty mentor. The College has benefited from the good offices of the senior faculty mentor in the past in terms of increasing the personal support network and facilitating research collaboration and individual problem solving. The College senior administration has participated with the senior faculty mentor in mutual problem solving. The College will continue to assure these linkages proactively. School-level mentoring will reinforce the use of these resources at the University, school, and program level.*

*Mentoring programs for staff from under-represented groups, under the direction of the College Office of Human Resources, have similar expectations especially with respect to increasing personal and social support networks and training. Representative examples follow:*

- *The College participates in regional CareerLink initiatives as a sponsoring employer, attracting more minority graduates as entry-level hires.*
- *A collaborative partnership with the College of Medicine's Dean's Council on Diversity to expand LGBT support programming is under discussion.*
- *A network of women minority staff, "SisterFriends," meets quarterly, over lunch, to provide support and to discuss environmental climate and related topics.*
- *Penn State Harrisburg staff are represented on the Regional Consortium of Minority Affairs, a network of college professionals who serve as diversity representatives at their respective institutions.*
- *The Harrisburg campus has hosted local minority organizations in an effort to extend and promote the welcoming climate of the College.*

- ❖ Some initiatives, such as discipline-specific networks and Web-based advertising in professional and scholarly journal sites, might be best practices if data supported positive outcomes. Also, reduced teaching loads, mentoring, and priority funding for tenure-track faculty show excellent promise as a retention tool. More-specialized initiatives could be developed, taking into account that women faculty and faculty from diverse racial/ethnic groups often have (1) increased demands on their time from women students and students of color and (2) difficulty obtaining support from colleagues due to their isolation within departments.

**RESPONSE:** *Below are results of Web-based advertising:*

*Web and Discipline-Specific Networks in Faculty and Staff Recruitment*

| <i>2003-2004 AY Academic/Academic Administrative Searches</i> |                  |                 |                   |                       |
|---|------------------|-----------------|-------------------|-----------------------|
| <i>School</i>   | <i>Posted</i>    | <i>Hired</i>    | <i>Apps</i>       | <i>Cost</i>           |
| <i>BSED</i>   | <i>3</i>         | <i>1</i>        | <i>41</i>         | <i>\$ 6964</i>        |
| <i>BADMN</i>  | <i>3</i>         | <i>2</i>        | <i>119</i>        | <i>1204</i>           |
| <i>SET</i>  | <i>5</i>         | <i>3</i>        | <i>262</i>        | <i>19532</i>          |
| <i>HUM</i>  | <i>1</i>         | <i>1</i>        | <i>30</i>         | <i>443</i>            |
| <i>LIB</i>  | <i>1</i>         | <i>1</i>        | <i>69</i>         | <i>469</i>            |
| <b><i>TOTAL</i></b>   | <b><i>13</i></b> | <b><i>8</i></b> | <b><i>521</i></b> | <b><i>\$28612</i></b> |

| <i>2003-2004 AY Academic/Academic Administrative Searches</i> |                          |
|---|--------------------------|
| <i>Applicants Generated by Publication Code</i>               |                          |
| <i>CHE - Chronicle of Higher Education</i>                    | <i>115 (23%)</i>         |
| <i>WEB - Website</i>  | <i>48 ( 9%)</i>          |
| <i>NP - Newspapers</i>  | <i>10 ( 2%)</i>          |
| <i>Email - Email</i>  | <i>54 (10%)</i>          |
| <i>JL - Discipline-specific journal</i>                       | <i>261 (50%)</i>         |
| <i>Other - Employee referrals, phone inquiries, etc.</i>      | <i>33 ( 6%)</i>          |
| <b><i>TOTAL</i></b>   | <b><i>521 (100%)</i></b> |

*Capital College posted 13 academic and academic administrative positions in 2003-2004, resulting in eight hires (62% vacancies filled) at a cost of \$28,612.*

| <i>2003-2004 AY Staff Searches</i> |                  |                  |                   |                      |
|------------------------------------|------------------|------------------|-------------------|----------------------|
|                                    | <i>Posted</i>    | <i>Hired</i>     | <i>Apps</i>       | <i>Cost</i>          |
| <i>BSED</i>                        | <i>2</i>         | <i>2</i>         | <i>35</i>         | <i>\$ 370</i>        |
| <i>HUM</i>                         | <i>1</i>         | <i>1</i>         | <i>9</i>          | <i>--</i>            |
| <i>SET</i>                         | <i>4</i>         | <i>4</i>         | <i>81</i>         | <i>1971</i>          |
| <i>DATA CENTER</i>                 | <i>2</i>         | <i>1</i>         | <i>39</i>         | <i>630</i>           |
| <i>ENROLLMENT SERVICES</i>         | <i>2</i>         | <i>2</i>         | <i>2</i>          | <i>356</i>           |
| <i>STUDENT AFFAIRS</i>             | <i>3</i>         | <i>3</i>         | <i>46</i>         | <i>1687</i>          |
| <i>PPM&amp;O</i>                   | <i>9</i>         | <i>8</i>         | <i>63</i>         | <i>456</i>           |
| <b><i>TOTAL</i></b>                | <b><i>23</i></b> | <b><i>21</i></b> | <b><i>275</i></b> | <b><i>\$5470</i></b> |



|              |              |    |    |   |    |    |    |            |              |
|--------------|--------------|----|----|---|----|----|----|------------|--------------|
| I HUM410     | 34           |    |    |   |    |    | 16 |            | 18           |
| MUSIC007     | 31           |    |    |   |    |    |    | 31         |              |
| NURS 417     | 76           | 9  | 17 | 8 | 8  | 15 |    | 19         |              |
| PHIL 007     | 50           |    |    |   |    |    |    |            | 50           |
| PUBPL410     | 115          | 19 | 22 |   | 11 |    | 16 |            | 47           |
| PUBPL413     | 28           |    |    |   | 14 |    |    |            | 14           |
| RL ST001     | 16           |    | 5  |   |    | 11 |    |            |              |
| RL ST004     | 56           |    |    |   |    | 30 |    | 26         |              |
| RL ST110     | 22           |    |    |   |    |    | 22 |            |              |
| SPAN 131     | 26           |    |    |   |    |    |    |            | 26           |
| THEA 207     | 78           | 10 | 8  |   | 4  |    | 19 |            | 37           |
| WMNST001     | 69           |    |    |   |    |    | 18 | 27         | 24           |
| WMNST194     | 5            |    |    |   |    |    | 5  |            |              |
| WOMST410     | 37           | 6  | 9  |   | 2  |    | 4  |            | 16           |
| WOMST430     | 18           |    |    |   |    |    |    |            | 18           |
| WOMST436     | 1            | 1  |    |   |    |    |    |            |              |
| WOMST464     | 67           | 10 | 10 | 4 | 6  | 9  | 6  | 8          | 14           |
| <b>TOTAL</b> | <b>3,051</b> |    |    |   |    |    |    | <b>380</b> | <b>1,014</b> |

- ❖ Faculty are well supported in various diversity-related research and scholarship activities. The Griot Lecture Series, which is an outreach initiative to share diversity research topics with the community, is a noteworthy connection between scholarship, curriculum, and public service.

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

- ❖ The report includes minimal information under this Challenge. More favorable reporting was provided in the mid-point assessment. Though the ideas show promise, and some even target underrepresented groups, the lack of detail and coordination suggest ad hoc efforts instead of an integrated plan.  
**RESPONSE: The search process employed by Capital College resulted in filling six of 13 academic/academic administrative vacancies (46%) with minorities and/or women. The process is outlined below:**

##### *Search and Screen Committees – Academic/Academic Administrative*

- *Minorities and/or women are appointed to each search committee for all academic, academic administrative, and senior staff vacancies. The Provost and Dean, whenever possible, appoints women and/or minorities as search committee chairs.*
- *The Director of Human Resources, or designee, charges all search and screen committees at Capital College, reaffirming the college's commitment to diversity at all levels of staffing as part of its broader commitment to excellence.*
- *Short lists for all searches are reported to the College Director of Human Resources to monitor the inclusion of minorities and/or women from the larger applicant pool.*
- *If no minorities/women applicants emerge on the short list, the school director or department head is advised by the Director of Human Resources to compare credentials of minority/women applicants to those of short-listed candidates for reconsideration and possible inclusion.*
- *Results/outcomes for 2003-2004 were as follows:*
  - *89% of 2003-2004 academic/academic administrative search committee short lists included minorities and/or women. Six women and/or minority hires of 13 were accomplished in 2003-2004.*

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

- ❖ The College leadership demonstrates exceptional creativity in approaching this Challenge. Excellent initiatives are proffered. Several initiatives, including the Diversity Certificate Program and the Libraries' diversity collections, indicate a sophisticated understanding of how organizational change and resource allocations can infuse diversity into the curriculum.

***RESPONSE: The Office of Development, in consultation with the Provost and Dean, developed a case statement for the new "Investing in People" campaign, with priority funding for Holocaust and Genocide Studies. The campaign builds on the College's academic strength in Holocaust and Genocide Studies and includes the expansion of library collections, a named Holocaust Studies Reading Room, international study tours, summer institutes for in-service teachers, scholarships for teacher participation, and an endowed professorship to lead the academic component.***

- ❖ An outstanding innovation is the inclusion of diversity as a major theme in the College's strategic planning database. The database contains thirteen diversity-related initiatives with objectives, action plans, and other performance indicators. This monitoring tool could be a potential best practice once evaluated for its efficacy.

***RESPONSE: The Capital College strategic planning database was established and made fully operational during the 2002-2005 planning cycle and, indeed, has great potential as a best practice. Regular updates of the database by academic schools and administrative units principally responsible for implementation continues to be a challenge. Units have not yet routinized the practice of updating the database as they continue the implementation of the strategic plan. The 2005-2009 strategic plan will address this challenge as a goal.***