

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

### **1. How does your college define or describe diversity?**

Capital College continues to define diversity as critical to the strength and viability of the College.

The College has maintained its focus on traditional diversity initiatives directed at inclusion and acceptance of groups within the College community identified as under-represented. They include:

- Balanced representation that is inclusive of domestic, international, ethnic and, racial groups;
- Representation from countries and cultures;
- Balance of gender representation.

In planning diversity programs and initiatives, the College continues to include other groups such as individuals with disabilities, military veterans, returning adult students, and persons of all sexual orientations. In the past year, the College has presented over sixty diversity-focused programs to members of the campus and surrounding communities (see Appendix A for a detailed listing).

#### **1a. How is this understanding demonstrated in areas of emphasis within your college?**

The College units demonstrate their commitment to University diversity initiatives through:

- Implementation of the College Strategic Plan – Diversity was identified as a major theme. The progress on thirteen diversity-related initiatives, each with objectives, action plans, and performance indicators, is monitored via a strategic planning database, which is periodically reviewed by the Strategic Planning Steering Group and the Diversity and Educational Equity Committee (DEEC);
- Directed efforts toward hiring a balanced representation of faculty – In the past year the College has increased the percentage of minority and women tenure-track faculty;
- Recruitment of a diverse body of students – In the past year the percent of minority undergraduate students has increased at Schuylkill, from 17% to 21%, and the percentage of minority students has remained constant (12%) at Harrisburg;
- Supportive academic programming – Due in part to the expansion of the General Education curricular offerings in preparation for the admission of freshmen at the Harrisburg campus, the College continues to increase the number of intercultural and international competency courses in the curriculum.

For example, the School of Humanities has added the following courses approved for GI designation in the past year:

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- AMSTD 196 [GH,GI] Introduction to American Folklore
  - AMSTD 321 [GI] American Indian Studies
  - AMSTD 322 [GI] Ethnic America
  - AMSTD 475 [GI] Black American Writers
  - AMSTD 430 [GI] Women in American Society
  - COMMS 350 [GI] Media Cultures
  - HUM 410 [GI] Religion and Culture
- Faculty Research and Scholarship – In the past year Capital College faculty continued to engage in research and scholarship pertaining to various cultures and societies, global and area studies, women’s studies, issues of the aging, and minority concerns<sup>1</sup>;
  - Faculty Engagement in Community Outreach – Capital College faculty continue to engage in outreach initiatives. Examples of ongoing initiatives are listed below<sup>2</sup>:
    - Harrisburg School District 21<sup>st</sup> Century Schools;
    - Harrisburg School District’s P-16 Council;
    - Women's Enrichment Center;
    - Pennsylvania Program to Improve State and Local Government;
    - Urban Leadership Development Institute;
    - United Way of the Capital Region Community Initiatives Task Force.

**2. How has your college informed students about the University’s initiatives?**

Information on University diversity initiatives continues to be distributed to students through:

- Academic programming – First-Year Seminar, Summer Reading Program and intercultural and international competency focused coursework;
- Co-curricular programming – Regularly scheduled weekly programming including open forums and a variety of cultural, international, educational, social and retention programs sponsored by the Office of Student Services (see Appendix A);
- Publications – *Penn State Principles* is posted in prominent public areas. Diversity-focused event information is posted regularly on the web, and through in-house

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<sup>1</sup> A list of faculty research and presentations in the past year is presented in *A Framework to Foster Diversity at Penn State 2004-2009, Capital College*

<sup>2</sup> A complete description of these programs is presented in *A Framework to Foster Diversity at Penn State 2004-2009, Capital College*

publications including *Weekly* and *Insighter*. The Student Handbook is distributed to all students and lists information on diversity-focused activities.

- In the past year, the diversity web presence was updated and expanded (see Appendix B).

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

Information on University diversity initiatives continues to be distributed to faculty and staff through:

- Hiring – In the hiring process, diversity issues are addressed before administrative positions are filled;
- New Employee Orientation – The Office of Human Resources delivers orientation programming to all new employees of Capital College;
- Publications – *Penn State Principles* is posted in prominent public areas. Diversity-focused events are posted regularly on the web (see Appendix B) and included in in-house publications including *This Week*, *Insighter*, and *Currents*;
- The Capital College Strategic Plan, 2002-2005, *One University, One College*, ([www.hbg.psu.edu/hbg/stratplan.pdf](http://www.hbg.psu.edu/hbg/stratplan.pdf)) – Diversity is one of five major themes of the plan;
- Specialized brochures – The College has developed and widely distributed specialized brochures articulating available services for students with disabilities.

### **4. What is the role of the multicultural coordinator?**

At Capital College, the Director of Student Support Services and Intercultural Affairs continues to facilitate these duties<sup>3</sup>. The Director of Student Support Services and Intercultural Affairs co-chairs the DEEC with a senior faculty member and is the administrator for the operating budget assigned to that committee.

In the past year, a new outreach series, the Griot Lecture Series, was introduced at the Harrisburg campus. This series is a partnership with the African American Museum of Harrisburg and provided the campus and community six weeks of genealogy research exploring ethnic backgrounds. Presentations included genealogical research and methods by Juanita Patience Moss, a lecture by Dr. Karin Thomas, Assistant Professor of American Studies and African American Studies, and a presentation on "Software/Resource Explanation" by Debra Bender, Robert Hill, Calobe Jackson, and Patsye Robinson.

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<sup>3</sup> A complete description of this position is presented in *A Framework to Foster Diversity at Penn State 2004-2009, Capital College*

**6. What is the role of the diversity committee?**

DEEC continued to sponsor a full array of lectures and performances for the general college community as well as the broader public (see Appendix A).

A campus climate assessment was completed in spring 2003.<sup>4</sup> This College-wide survey of students, faculty, and staff was conducted in order to establish baseline data on perceptions of the learning, teaching, and working environment relating to diversity issues. The study was a joint effort overseen by members of the DEEC and the Human Resources and Business Committee of the College Faculty Senate, funded in full by the Office of the Provost and Dean.

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<sup>4</sup> Survey findings are presented in *A Framework to Foster Diversity at Penn State 2004-2009, Capital College*

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

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

- Continued funding is provided to the DEEC by the Office of the Provost and Dean.
- Diversity is one of the five major themes of The Capital College Strategic Plan, 2002-2005, *One University, One College*. In addition, diversity initiatives, goals, and strategies are included in each individual unit's strategic plan.
- The University's commitment to creating a diverse faculty and staff is integrated into all faculty and professional staff position searches, and has resulted in an increase in the percentage of minority- and women-tenured and tenure-track faculty<sup>5</sup>.
- In conjunction with the College's commitment to faculty development, resources are provided for professional development to faculty from under-represented groups.
- The College sponsors an ongoing series of multicultural lectures, music, arts and social programs, and events (see Appendix A).

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

Multiple venues exist for the assessment of climate issues, both formal and informal.

Formal avenues for the identification of climate issues include:

- Annual student satisfaction survey: The Office of Student Services administers the Noel/Levitz Center's *Student Satisfaction Inventory*. This inventory measures students' satisfaction with a wide range of college experiences;
- *The Capital College Climate Assessment – 2003*<sup>6</sup>: This College-wide survey of students, faculty, and staff was conducted in order to establish baseline data on perceptions of the learning, teaching, and working environment relating to diversity issues.

Informal climate assessment opportunities occur through:

- Monthly meetings of the administration and Faculty Senate Executive Committee;
- Bi-monthly meetings of the academic leadership (Academic Council) and staff leadership (Provost Council);

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<sup>5</sup> Detailed information is presented in *A Framework to Foster Diversity at Penn State 2004-2009, Capital College*

<sup>6</sup> Survey findings are presented in *A Framework to Foster Diversity at Penn State 2004-2009, Capital College*

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- Regularly scheduled school meetings, with attendance of the Provost and Dean annually;
- Open houses for students hosted by the Provost and Dean;
- Individual academic school student open forums every semester.

**3. How does your college respond to climate issues?**

The College continues to take a proactive approach, through focused services and programs, and periodic climate assessments. For example:

- Presentation of a series of programs and services throughout the academic year to heighten awareness and appreciation for a wide range of diversity-related issues (see Appendix A);
- Identify programming opportunities and strategies for improving the learning, teaching, and working climate for the College based on findings from *The Capital College Climate Assessment - 2003*. (The DEEC will have principal responsibility for leading this effort in consultation with the Office of the Provost and Dean);
- First Response Team to Acts of Intolerance, appointed by the Provost and Dean, gathers immediately upon the report of an act of intolerance. The team collects information from those adversely affected by the incident and establishes support systems when appropriate. The Team assembles professionals with expertise in communications, psychological counseling, law enforcement, and intercultural affairs, and counsels senior administration on possible responses.

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

Appendix A summarizes diversity-focused programming designed to enhance the overall climate for 2003.

**5. On a scale of 1 to 10 how do you rate the climate for diversity in your college at present?**

1 2 3 4 5 6 7 8 9 10

**Challenge 3. Recruiting and Retaining a Diverse Student Body**

**1. Does your college contribute to locating and recruiting undergraduate students from under-represented groups? If so, how?**

Programs are in place at Penn State Harrisburg to recruit, retain, and support students from diverse backgrounds.

- The College has a full-time Assistant Director of Admissions for Multicultural Recruitment, a position within the Office of Enrollment Services.
- The Harrisburg Community Recruitment Center (CRC) and the Office of Enrollment Services have been merged to create one professional Enrollment Management unit.
- Penn State Harrisburg is represented at community affairs where the target audience is under-represented groups.
- Penn State Schuylkill, in cooperation with the University Park Director of Minority Admissions, recruits in New York City, Washington, D. C., Philadelphia, and Baltimore, with a focus on communities of color.
- Dual admission and articulation agreements are in place with local community colleges, where a number of under-represented students begin their college education. These agreements allow for seamless transfer from community college to upper-division baccalaureate study at Penn State Capital College.
- The Penn State Harrisburg Office of Enrollment Services maintains a mailing list of regionally-based minority-owned businesses and routinely sends recruitment event information (resident instruction and continuing education) to these business establishments.

**2. How has your college contributed to locating and recruiting graduate students from under-represented groups?**

- Academic schools within the College have adopted informal mentoring programs, whereby faculty identify capable and interested undergraduate students from under-represented groups to encourage their pursuit of graduate studies. Faculty members assist these students in selecting and applying to graduate studies.
- Targeted advertising campaigns are conducted several times a year to encourage prospective under-represented populations to attend graduate recruitment information nights at Penn State Harrisburg.
- The Office of Enrollment Services has developed a list of minority-owned business and sends recruitment event information to those businesses.

**3. What strategies have you implemented to retain undergraduate students from under-represented groups?**

Minority Academic Excellence Program (MAEP) – This best practice peer tutorial and leadership development support group assists participants in developing the requisite skills to achieve success and campus-wide leadership positions. Program components include, but are not limited to: peer tutoring, study groups, study skills assessments, learning style inventories, personal counseling, career planning, leadership training, mentoring, and networking. The Provost and Dean, as well as other academic leaders, meets regularly with this group.

**4. What strategies have you implemented to retain graduate students from under-represented groups?**

Retention of graduate students is a shared responsibility of the Office of Research and Graduate Studies and academic schools. Each academic program has a designated graduate coordinator who, in concert with school directors and the Office of Research and Graduate Studies, provides individual mentoring and advising to graduate students.

The percentage of graduate student minority enrollment at the Harrisburg campus has increased from 6% in 1998 to 9% in fall 2003—an increase of 63 students<sup>7</sup>.

**5. What recruitment and retention strategies have been most successful?**

The most successful recruitment initiative for Penn State Harrisburg is the Dual Admission and Articulation agreement with Harrisburg Area Community College. This arrangement gives minority students an opportunity to start at a community college and develop their skills before transferring to Penn State.

The most successful initiative for Penn State Schuylkill has been the effort to recruit in New York City, Washington, D. C., Philadelphia, and Baltimore with a focus on communities of color.

MAEP is a best practice retention program.

Enrollment data illustrate the progress the College has made in attracting more students from under-represented groups. Overall, the University Park campus' total minority enrollments represent 13% of the student population for fall 2003. The Schuylkill campus' total minority enrollments for fall 2003 were 21%, and Penn State Harrisburg's total minority enrollments for fall 2003 were 12%.<sup>8</sup>

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<sup>7</sup> Six-year enrollment trends are presented in *A Framework to Foster Diversity at Penn State 2004-2009, Capital College*

<sup>8</sup> Six-year enrollment trends are presented in *A Framework to Foster Diversity at Penn State 2004-2009, Capital College*

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

##### **1. How has your college actively engaged in locating and recruiting faculty and staff from under-represented groups?**

Below is a list of activities and programs designed to assist in the recruitment of faculty and staff from under-represented groups<sup>9</sup>:

- Use of discipline-specific networks to contact minority colleagues;
- The Office of Human Resources reviews minority applicants in the pool who have not advanced to the short list for reconsideration;
- Distribution of announcements to Historically Black Colleges and Universities (HBCUs);
- Routine review of the Diversity Talent Bank to identify minority applicants for positions;
- Use of *Minority/Women Doctoral Directory (MWDD)*;
- Use of the Professional Entry Program (PEP);
- Distribution of the University's Affirmative Action policy as presented in the publication, *Getting Different Results*, in staff search and screen committee charges.

##### **2. What recruitment strategies have been most successful?**

Web-based advertising of vacant positions on professional and scholarly journal sites has been one of the most successful ways of increasing minority applicants for faculty positions. The use of journal websites provides an opportunity to put discipline-specific vacancies in the forefront of discipline-specific targeted readership.

##### **3. What retention strategies have you implemented in your college to retain members of under-represented groups?**

- All new tenure-track faculty are given a reduced teaching load during their first two years.
- All new tenure-track faculty have priority in receiving funding from the College Research Council to support their individual research agendas.
- "Roads Scholars," a bus tour guided by the University's President, provides recently hired faculty the opportunity to experience, first-hand, the extent of the University's teaching, research and outreach across the Commonwealth and meet colleagues

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<sup>9</sup> Detailed information on each initiative is presented in *A Framework to Foster Diversity at Penn State 2004-2009, Capital College*

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throughout the University. In the past two years, five Capital College faculty have participated.

- The Office of the Associate Provost/Senior Associate Dean for Academic Affairs conducts an extensive orientation series for new (first three years of service) full-time faculty. The Provost and Dean participates in these sessions. Faculty from under-represented groups are encouraged to contact the University's Senior Faculty Mentor and to participate in related professional development and informal activities sponsored by that office.
- School Directors provide mentoring and other guidance to all new tenure-track faculty. Additionally, senior peer colleagues initiate one-on-one dialogues with new faculty to provide a sense of community and caring. Examples include invitations to lunch, accompanying new faculty members to College-sponsored events, etc. School-based mentoring programs also pair senior faculty to new and provisional faculty with similar research interests to assist them in meeting scholarly and research expectations.
- Participation on University-wide presidential-level commissions affords opportunity for interaction with central executive leadership. The College has enjoyed active participation in commission on Racial/Ethnic Diversity (CORED). Two former chairs and the chair-elect of this commission are members of the Capital College community. Participation in these commissions by members of the College community is a strategic indicator in the College's Strategic Plan.

#### **4. What retention strategies have been most successful?**

- The College encourages participation in the Penn State Leader and Mastering SuperVision programs. These programs are designed to prepare staff and faculty for higher-level positions within the University. Within the last two years, more than 40 women (including two minority women) and more than ten men have completed the Penn State Leader program. Additionally, 11 Capital College employees participated in the Mastering SuperVision program.
- The Staff Review and Development Plan (SRDP) provides staff members an opportunity to develop action plans for future professional development. This is an excellent opportunity for supervisors to encourage employees to identify diversity and cross-cultural training objectives.
- The College has benefited from making successful University-wide programs available on campus. A number of these have focused on diversity-related topics that included completion of climate assessments, development and promotion of PenOwl theatrical productions, international dinners, Diversity and Equity dialogues, etc.

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The data below provide the status of minority and women hires as of Fall 2002 <sup>10</sup>.

*Faculty*<sup>11</sup>

In the past year the College has been successful in attracting women and members of minority groups to its ranks. The College increased the number of tenured and tenure-track faculty positions by a total of nine (6.25%) from 136 in 2001 to 145 in 2002. Of the 145 tenured and tenure-track faculty members, 31 are minority and 54 are women.

While the College has had ongoing success in the recruitment of minority and women faculty, efforts continue in all academic disciplines to reach and exceed the availability and goals generated by the University's Affirmative Action Office.

The numbers for non-tenure track faculty are declining by design. The goal of the College is to increase tenure-track appointments to meet the quality demands of accreditation and the needs of students as they prepare for 21<sup>st</sup> Century careers. The College exceeds the availability and goal for non-tenure track women faculty hires and falls below the goal for non-tenure track minority faculty hires. Of 52 non-tenure track faculty, two positions are held by minority faculty and 27 positions by female faculty. The College will continue aggressive efforts to increase the complement of minority employees at all levels of employment within the College, with an emphasis on tenure-track positions.

*Administrative and Non-Faculty*<sup>12</sup>

Harrisburg

During the past year (fall 2001 data vs. fall 2002 data), the number of women administrators in the Executive/Administrative/Managerial category exceeded availability and goals. Currently, the Harrisburg campus exceeds availability and goals for minorities and women in the Executive/Administrative/Managerial and Professional Non-Faculty categories.

In the Secretarial/Clerical category, while the number of minority employees remained constant, Harrisburg continues to fall below availability and goals data for minority employees (3% vs. 10%). The number of women in this category far exceeds the availability and goals data (94.4% vs. 76.8%).

Despite an overall decline in Technical and Paraprofessional staff (21 in 2001; 12 in 2002), the availability and goals were exceeded for minority (8.3% vs. 6.6%) employees. The percentage of women falls below the availability and goals (8.3% vs. 30.1%) in this category.

In the Skilled Crafts and Service Maintenance categories, the percentage of minority employees significantly exceeds availability and goals data in Service/Maintenance (42.4% vs. 13.2%), and is slightly below availability and goals data for Skilled Crafts (5.2% vs.

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<sup>10</sup> Data tables are presented in *A Framework to Foster Diversity at Penn State 2004-2009, Capital College*

<sup>11</sup> Table 8, *A Framework to Foster Diversity at Penn State 2004-2009, Capital College*

<sup>12</sup> Tables 9 and 10, *A Framework to Foster Diversity at Penn State 2004-2009, Capital College*

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5.9%). There are currently no women employed in Skilled Crafts, and the percentage of women in Service/Maintenance falls below availability and goals data (36.3% vs. 66.1%).

### Schuylkill

In the past year, the overall number of minority employees and women employees has remained constant. The campus exceeds availability and goals data for women in all but two categories—Skilled Crafts and Service/Maintenance.

Since the 2002 report, the campus has hired two women minority staff in the Professional/Non-Faculty category. In addition, the campus has seen an increase in the number of minority and women applicants for wage positions in Skilled/Unskilled Trades and Service/Maintenance. The latter holds promise for recruiting minorities and women for future full-time staff positions.

The campus falls below availability and goals in all employment categories for minority recruitment, with the exception of Secretarial/Clerical (6% vs. 0.4%).

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

**1. What initiatives has your college taken in supporting multicultural curriculum efforts?**

The College has a variety of multicultural credit courses, and new courses have been added in the past year. Every semester, the College offers approximately 40 different courses, some in multiple sections, dealing with issues of racism, multiculturalism, and diversity.<sup>13</sup>

Schools within the College continue to develop new courses and programs that focus on diversity issues.

**2. What research and teaching in your college has advanced the University's diversity agenda?**

Faculty Research and Scholarship – In the past year, Capital College faculty continued to engage in research and scholarship pertaining to various cultures and societies, global and area studies, women's studies, issues of the aging, and minority concerns.<sup>14</sup>

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

- Honors Program
- Summer Reading Program
- Diversity specializations in majors and minors
- Increased opportunities for study abroad and international study tours
- Field placement in urban settings for pre-professional study

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<sup>13</sup> Detailed information on courses is presented in *A Framework to Foster Diversity at Penn State 2004-2009, Capital College*

<sup>14</sup> A list of faculty research and presentations in the past year is presented in *A Framework to Foster Diversity at Penn State 2004-2009, Capital College*

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

**1. How has your college assisted faculty and staff from under-represented groups in developing leadership and management skills?**

- The University's commitment to creating a diverse body of faculty and staff is integrated into all faculty and professional staff searches within the College.
- In conjunction with the College's approach to faculty development, professional development resources and support, including mentoring, are earmarked for new and provisional faculty from under-represented groups.

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

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

Eleven of the College Strategic Plan's Diversity Theme initiatives address issues of organizational realignment, accountability, resource mobilization, and allocation strategies. Following are specific actions taken or underway:

- A DEEC has been established;
- First Response Teams have been established at both campuses;
- Retention Committees have been established at both campuses;
- The School of Behavioral Sciences and Education is near completion of an interdisciplinary Diversity Certificate Program intended for resident and continuing education offerings;
- Discussion of diversity issues has been included in the FTCAP and Academic Advising and Registration Program for all new Capital College students;
- In the past year additional international student groups have emerged, including the Chinese Student Association and an informal Korean social group. Monthly socials for all international students have been initiated;
- A series of educational programs have been offered to the campus community in American Sign Language and SQ4R study methods. These programs are intended to increase the College's capability in assisting persons with disabilities;
- MAEP has increased its outreach and programming activity. In fall 2003, 11 MAEP sessions were conducted at both campuses, and a mentoring program for MAEP students was initiated. Overall, MAEP realized a 10% increase in minority student participation;
- The Academic Affairs Committee of the College Faculty Senate initiated a curriculum program review to expedite the proposal and review of GI courses;
- Capital College Libraries has enhanced diversity-related collections, acquiring an additional 217 titles at Harrisburg and 86 at Schuylkill. Included is the expansion of Holocaust and Genocide collections, with 99 new titles acquired in 2002 and 34 additional titles in 2003. In addition, the Penn State Harrisburg Library has promoted its Alice Marshall Collection and realized increased usage by the College and broader community.

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2003 Diversity-Focused Programming Report

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