

**Before you read the feedback and report revisions, you are strongly encouraged to review the Overview, History and Calendar Web page at**

**< <http://www.equity.psu.edu/framework/updates> >**

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

## **Report for the College of Agricultural Sciences**

**May, 2002**

### **A Tradition of Academic Excellence**

The College of Agricultural Sciences was the first of the eleven colleges established at Penn State, which began in 1855 as the Farmers' High School. The sixty-nine students in the first class were taught by five faculty members. The level of instruction was high, and graduate study soon was offered. In 1862, the institution became the Agriculture College of Pennsylvania. Two months later, on July 2, President Abraham Lincoln signed the Morrill Land-Grant Act, which offered each state free public land that it could sell to endow institutions of higher learning. The institutions were "to teach such branches of learning as are related to agriculture and the mechanic arts . . . in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life." In 1863, the Pennsylvania legislature designated the Agricultural College as the land-grant college of the Commonwealth. The College broadened its instruction and began to admit female students, increase its enrollment, and enlarge its facilities. In 1874, the institution's name was changed to The Pennsylvania State College.

Today, Penn State's College of Agricultural Sciences now is among the largest agricultural college 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. The College 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 a 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. Unit Leaders are responsible for the management of local Extension staff and program by working through County Extension Directors across Pennsylvania.

### **Planning for the Future**

The College has focused its strategic planning effort on program development and on the human dimensions of the college, including major efforts on fostering diversity. Though the University reporting and planning cycle for the next three years has put special, separate emphasis on diversity, our College's new strategic plan for 2002-2003 to 2004-2005 will continue to have a specific goal devoted to strengthening the human resources and diversity efforts across our programs.

As outlined in Dr. Erickson's May 8, 2001 memo and in accord with the detailed guidance on questions provided by Dr. Jones, the College's responses are below. We are pleased to provide this draft report, and we look forward to comments and questions from Dr. Jones and 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?**

- A shared or inclusive understanding of diversity was first developed in the College of Agricultural Sciences' 1995 Strategic Plan Update document by the College's Diversity Advisory Committee, wherein the College's Diversity goal was clearly defined. Diversity was defined as, "differences among people with respect to age, class, ethnicity, gender, physical and mental ability, race, sexual orientation, spiritual practice or other human differences."
- Since 1995 that understanding, with its concomitant values and beliefs, has been instrumental in guiding the College in its areas of emphasis of teaching, research and extension. As the goal, values and beliefs became imbedded into the College of Agricultural Sciences organizational culture, positive change towards achieving a more diverse organization across the faculty, staff, student and external stakeholder sectors of the organization has occurred. By emphasizing diversity, our work and learning culture strives to incorporate mutual respect, acceptance and full and influential participation by all College of Agricultural Sciences faculty, staff, students and external stakeholders.
- This emphasis was made clearer in the 1997–2002 update of our Strategic Plan's core values; specifically, we stated the following three core values for the College of Agricultural Sciences; 1.) dedication to diversity, multicultural understanding, and cross cultural competence, 2.) an atmosphere of mutual respect which promotes open sharing of ideas and viewpoints and debate of issues and concerns, 3.) our employees and an environment that nurtures personal and professional growth. Additionally, one of the five major strategic goals of the College of Agricultural Sciences speaks directly to strengthen our human resource level diversity efforts: *"Enhancing the human resources of the College by aggressively hiring outstanding faculty, county extension agents and support staff; investing in their professional development, and increasing efforts to ensure a diverse, inclusive and supportive work environment in the College."* This strategic goal has charted the course for several proactive initiatives designed to meet the goal's objectives. These will be cited later in other sections of this progress assessment. Performance indicators were developed to measure progress within this goal and most, if not all, indicators are moving in a positive direction.
- Cooperative Extension has been very diligent in developing a shared and inclusive understanding of diversity; listed below are several examples:
  - ❖ The Carlson Company Diversity Profile has been administered and discussed in at least two regions of the state;
  - ❖ The training film, "A Peacock in the Land of Penguins" has been used in at least 5 of the regions
  - ❖ The North Central Regional Director required all staff to develop and report on a personalized diversity experience.

- ❖ Montgomery County reports using the "Celebrate Diversity: Activities for Youth and Adults "materials in a train the trainer workshop for camp and youth programs"
- ❖ The Clinton/Centre unit arranged for a session on the "State of Hate" to help clientele understand issues associated with hate groups;
- ❖ The Northwest region formed a task force to develop a diversity resource notebook for staff to use both internally and with clientele groups. This project was funded by a grant provided by Cooperative Extension administration.
- ❖ Two training sessions on "Recognizing One's Prejudices" were conducted in the Northeast region. A fall meeting was followed by one in the spring to build on discussion points raised in the fall;
- ❖ The Director's office publicized and several Regional Director's supported agent participation in the conference, " Serving Amish and Anabaptist Communities: A Conference for Professionals" sponsored by the Ohio State University.
- ❖ A "Diversity Through the Americas: Exploration of Latino America was held in which 173 youth were enrolled in one county."
- ❖ At 4H Camp Shehaqua, the entire 2001 camping season had a theme which focused on understanding Native American cultures;
- ❖ An agent in Montgomery County attended an ACA conference entitled, "Making Camp Safe for Gay/Lesbian Staff/Campers";
- ❖ Staff in Montgomery County participated in the poverty simulation "What It's Like To Be on Welfare" and conducted a similar simulation with members of the Family Living Advisory Committee, and
- ❖ The Associate Director presented several sessions on the new "Civil Rights Performance Plan" for Cooperative Extension at the County Extension Director Management Institute.

**Q#2. How has your College distributed and discussed information to the 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. Ag 150 is offered at a number of campuses. In addition, Ag 297 is a class designed for students who transferred to University Park, CAS 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.
- A Diversity Essay Contest was held in 2000-2001. Outreach and Cooperative Extension and the Office of the Vice-Provost for Educational Equity jointly sponsored this contest. The contest invited middle school and high school students in Centre, Clinton, and Clearfield counties to write an essay focused on the importance of diversity. Winners were presented with plaques and checks at their local school board meetings. Presentations were documented on public television and in local newspaper articles. An interview with one winner and faculty member was aired on WPSX-TV. Winning and high ranked essays were placed on a Web site.

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

- The College actively uses electronic communication delivery, such as the web or e-mail list serves which are directed to all College faculty and staff. Face to face communications in open forum discussions or within departmental meetings to inform faculty and staff about both the College and the University diversity initiatives, such as the Strategic Framework for Diversity, are also used.
- Examples include: the dissemination of University posters, publications, diversity calendars, WISE Institute opportunities, sponsored monthly diversity forums, MANRRS (Minorities in Agriculture, Natural Resources and Related Sciences) chapter information, pertinent articles from the Chronicle of Higher Education, pertinent USDA CSREES information regarding the subject of diversity in the cooperative extension and cooperative research systems, are frequently distributed and discussed in a variety of settings.
- The results from the 2000 *Perception of Climate* surveys, conducted by the College's Diversity Task Force was made available on the College's homepage on the www.
- The College's 2000-2001 Diversity Task Force report is available on the College's web site [http://www.cas.psu.edu/Diversity\\_report.htm](http://www.cas.psu.edu/Diversity_report.htm)
- For Cooperative extension, both the federal civil rights program review and the new Civil Rights Performance Plan are available on the web <http://www.extension.psu.edu/civilrights>.

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

- The College of Agricultural Sciences employs two full time individuals whose responsibilities focus on diversity, civil rights and minority affairs.

**Dr. Catherine Lyons** serves as the Assistant to the Dean for Minority Affairs, and in her role she is responsible for developing and marketing graduate and undergraduate programs to under represented ethnic/cultural students and to recruit and retain minority students in the College. Her responsibilities include serving on graduate thesis/dissertation committees, directing the Minority Student Apprenticeship Program, the Bayou and other feeder programs, implementing the College's recruitment scholarship awards programs, serving as academic co-advisor and personal counselor to target group students, advising the Penn State Chapter of Minorities in Agriculture and Natural Resources Association (MANRA), preparing proposals for program funding, and representing the College on the Council of Directors of Minority programs and other appropriate committees. Dr. Lyons' activities undergird and support academic and student services such as:

Pre-enrollment

- Meeting with school personnel
- Meeting with families
- Organizing activities to increase the prospect pool
- Determining status for award if appropriate

Enrollment

- Entrance Interviews
- Planning meeting
- Advising and going over classes
- Advising MANRA
- Individual and group meeting
- Attendance at evening and weekend activities

Dr. Lyons is also an Assistant Professor of Agricultural and Extension Education.

**Mr. James Locker** serves as Equal Opportunity Coordinator and as such is responsible for developing and conducting recruitment programs that would be utilized to aggressively recruit racial minorities into internship and permanent employment opportunities within Penn State's College of Agricultural Sciences; working directly with individuals and groups from the minority community and institutions in establishing Penn State's College of Agricultural Sciences as an employer of choice; developing recruitment information which will be used in recruitment efforts that is customized for an audience who desire to work in the agricultural sciences; working with the University Affirmative Action office to acquire reliable data which speaks to the availability of minorities for the College of Agricultural Sciences disciplines; working with Associate Deans and Unit Leaders to establish recruitment goals where under-utilization exists; working with College search committee chairs to insure that University recruitment policies and procedures are being followed. Mr. Locker also represents the College in University wide functions and cooperates with other university offices to enhance the College's commitment to affirmative action, e.g., Vice provost for Educational Equity, Affirmative Action, Black Caucus, Minority Faculty and Staff Development programs, etc. Mr. Locker also serves as a member of the College's administrative team to insure that extension and research programs are being carried out in accordance with the federal CSREES, Office of Equal Opportunity, recommendations.

Mr. Locker also serves the Office of Undergraduate Education by assisting Dr. Lyons' office in a variety of programs that reach out to academically talented minority high school students, their teachers and counselors.

**Q#5. Does your College have a diversity committee? What is its role?**

Yes. The College has had an ongoing Diversity Committee since the first committee was named in 1990 as the Diversity Advisory Committee. The charge of that committee was to:

*“Foster and encourage activities to improve the College’s environment for minorities and women including developing programs that raise the level of awareness of majority students, faculty, staff and administrators.”*

*“Enhance diversity by developing strategies which will attract and retain highly qualified minority students, faculty and staff.”*

*“To build a welcoming environment in the university’s classrooms and research centers and in our communities that reflect the changed role of women; our nation’s diverse racial and ethnic populations; and the multi-faceted histories, experiences and knowledge of all humankind.*

Over the past two years, the College’s Diversity Task Force conducted two climate surveys: one for our faculty and staff and a second one for our students. The findings of those surveys and the comprehensive report with recommendations from the task force were widely discussed with all Unit Leaders and copies of the survey findings and report recommendation appear on the College’s web site. Each recommendation was linked to one or more findings from the survey. One major recommendation of the task force was to name a Diversity Coordinating Council. In response, the Dean named the council in 2002 to lead and monitor our progress within the University Framework for Diversity. All previous committees and task forces have been supplanted by the Council. The members of the council are key administrative and academic personnel who have ongoing responsibility for the College’s diversity programs. The council is open to adding to its membership for purposes of inclusion. The membership of the council is balanced across race, gender and classification; the council has two African American females, one African American male, three Caucasian American males, three Caucasian American females, one Asian American male and one Hispanic American for a total of eleven faculty, staff and students. The council will endeavor to meet the following charge:

- be added to and participate in meetings of the Dean's cabinet;
- participate in meetings of the College academic program advisors;
- be included in discussions about annual budgets and diversity plans of the College;
- participate in review and approval of annual budgets for College units and, in relation to this, certify progress on the diversity plans of each unit;
- contract for and/or oversee independent review of College diversity efforts;
- lead formation of the College progress report on A Framework to Foster Diversity at Penn State: 1998-2003 and subsequent diversity progress reports;
- consult with peer colleges to identify possible additional systems of accountability or oversight of the implementation of College and unit diversity plans;

- collaborate with the Office of the Vice Provost for Educational Equity to ensure that appropriate investigations of bias-motivated incidents and hate crimes are initiated, coordinate follow-up activities, comply with all University policies and laws regarding the reporting of hate crimes, and disseminate incident reports;
- represent the College on a University-wide diversity coordinating council.

Corollary activities stemming directly from the creation of the College Diversity Council would include the following:

- Feature activities of the College Diversity Coordinating Council in a diversity page on the College Web site. (all findings)
- In conjunction with the College Office of Information and Communications Technology), encourage continued sensitivity to diversity in imagery and language used throughout all College media. (all findings)
- Conduct focus groups to gather information on the experiences of female staff and students within the College with regard to discrimination and career advancement issues. (The primary focus of the College's 1997 Gender Issues Study Report was on faculty.) [F/S1, F/S2, S1, and S2]
- In addition, Cooperative Extension has a Catalyst Team which is a state partner in the multi-state *Change Agent States for Diversity Project*. This eight-state consortium is dedicated to enhancing diversity in Cooperative Extension and the Land Grant University System. The objectives of this project include:
  1. To provide leadership for the consortium of states in the Change Agent States for Diversity project by providing coordination, organization and assistance in multicultural organizational development that includes profile improvement, managing diversity skill development training, and valuing differences education.
  2. To provide support to each state catalyst team in the assessment, implementation and evaluation of each state's goals.
  3. To generate programmatic resources for sustaining diversity as a part of the organizational culture.

The Pennsylvania Catalyst Team has adopted goals in the following three areas: programs and audiences, environment, and workforce. Sub committees are currently working to address specific goals in each area.

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

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

- Through open expression of support for it, through establishing guiding principles, by diversity training followed by establishing clear expectations, through financial support for diversity related efforts and through close examination of position searches.

- The Dean of the College of Agricultural Science and the Associate Deans for Research, Cooperative Extension, and Undergraduate education respectively, have each made it a practice to express, in writing and in person, their personal commitments to insure that our College faculty and staff understand their responsibility to afford equal access to and participation in our educational programs.
- Our Academic, Regional and Administrative Unit Leadership team frequently meets and discusses ways to become more diverse and responsive to the needs of a changing society. This leadership is expressed in our diversity strategic planning and in the implementation of our College and Unit level diversity strategic goals.
- Whenever an administrative leadership position becomes available, representatives from the College Diversity Council are invited to participate in the interview process. Their input is important to assess if the potential leader is sensitive to matters of diversity and whether or not the candidate has any experience in effecting organizational change towards diversity.
- In Cooperative Extension, our “campus environment” is the county or region where our educational programs are being held. This presents some interesting leadership challenges and opportunities, as well. An opportunity may be to have a program in the educational center of an African American church; a challenge may be to run a 4H camping program that provides a welcoming environment to children with disabilities. Cooperative extension agents face daily climate challenges that are unique within the university context. The extension organization provides ongoing leadership in meeting these challenges and taking advantage of those opportunities. Training, workshops, on line offerings and other resources are provided by extension educators. Examples of such follows: Teaching in An Increasingly Diverse Society, Diversity: Overview Awareness-An educational Packet, Directory of Diverse Organizations in Pennsylvania, Issues of Sexual Orientation: Training for County Extension Directors, Preparing Youth Professionals and Volunteer Leaders to work with Diverse Audiences, are but a few of the examples of ways the extension/ college leadership, through its encouragement and support for such training demonstrates visible support for diversity.
- Diversity education for county extension directors has been held either regionally or at system wide sessions. Four regional training sessions were conducted by the University’s Diversity Support and education unit. The purpose was to assist county extension directors to understand issues and concerns of gay, lesbian and bisexual employees and volunteers. A staff member from the Center also conducted a workshop, “People Stuff” at a management institute for county directors. This session helped directors understand and manage diversity.
- The *Change Agent States for Diversity* project is an excellent example of the visible support by College leadership. CASD is a consortium of eight states (Arizona, Colorado, Georgia, Missouri, New York, North Carolina, North Dakota, and Pennsylvania) dedicated to supporting greater cultural diversity in the land grant system by bringing needed technical skills and training to each member state. Through this collaborative approach, the consortium will develop successful models and strategies that can be applied throughout the Land Grant University system. Our College has made the following commitments based upon the availability of intramural and extramural funds:
  1. To conduct a system wide profile assessment

2. To attend managing diversity and ongoing strategic planning sessions
3. To conduct managing diversity skill workshops for administrators
4. To offer valuing differences workshops for staff
5. To identify a diverse state catalyst team of 7-10 persons with at least 10% of their time dedicated to implementing their state diversity project. The Director of Cooperative Extension is a required member of the team.
6. To commit to a three-year effort
7. To designate a state contact person
8. To attend 6-8 consortium meetings over three years and participate in conference calls
9. To facilitate regular meetings for catalyst team members
10. To commit resources in support of the project
11. Supervise an in state evaluation of the project

Penn State is also acting as the fiscal agent for the consortium (fy2000) \$119,823 (fy2001) \$108,000.

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

Although the major thrust of initiatives in affirmative action, equal opportunity and diversity has been to change the racial and gender profiles of College personnel and the student body, equally important are those efforts to enhance awareness and change attitudes relative to diversity and multiculturalism. While the quality of the climate for diversity is hard to quantify, it can be assessed.

- During Spring 2000, a *Perception of Climate* survey was conducted by the College's Diversity Task Force working through the Office of the Vice Provost for Educational Equity to assess faculty and staff perceptions. Surveys, accompanied by a cover letter from Dean Robert Steele were distributed to 1212 full time faculty and staff and 499 surveys were completed and returned for a 41% response rate. Employees were asked to respond to questions in the following areas of inquiry:
  - ❖ Experiences with Diversity
  - ❖ Experience with Discrimination
  - ❖ Attitudes and Actions Relative to Diversity Issues
  - ❖ Experiences as a Member of an Under-Represented Group
  - ❖ Methods of Improving Campus Climate
  - ❖ A section for comments specific to climate issues were offered
- Results of the survey were posted as a downloadable pdf file on the College's website located at: <http://www.cas.psu.edu/Survey.htm>
- Similarly, during Fall 2000 the College's Diversity Task Force working through the Office of the Vice Provost for Educational Equity conducted another climate survey for students aimed at the same areas of inquiry. A total of 1,158 responses were received. An Executive Summary of the survey results is attached. (**Attachment I**)

- Results of the survey were posted on the College's website: <http://www.cas.psu.edu/Survey.htm>
- During the Spring, 1997 a Faculty Gender Issues Study Report (Attachment II) on issues confronting academic men and women, was conducted as part of the College's overall effort to meet the goals outlined in our *Strategic Plan for Diversity*. The purpose of the study was to identify the gender related issues that might act as barriers to the successful performance of our faculty in academic units. The College felt that several gender issues identified in an earlier multi-college study by the WISE organization deserved our attention. Consequently, we developed a rather extensive study using focus group methodologies to determine issues confronting men and women from both the male and female perspective. The results of the study were shared via direct mail with all College faculty and staff. Subsequent to this, a unit leaders retreat was held to discuss the issues, recommendations and solutions suggested by the focus groups; following this, units were asked to engage a similar dialogue as they develop a plan to address departmental gender issues as they emerge. Lastly, a task force of male and female faculty was appointed by the Dean to further advise the Dean on gender issues.
- The College has several faculty and staff advisory committees who serve to air concerns about workplace climate issues among other things. There is a Staff Advisory Committee to the Dean, A Faculty Advisory Committee to the Dean, a County Agent Advisory Committee to the Director of Extension and the Diversity Coordinating Council. These groups can and will identify climate issues and discuss them with administrators in open forums. An example of a discussion currently underway with focus groups is about managing faculty and staff differences as it relates to recognition and respect issues.
- The College's Office of Human Resources and Organizational Development staff provides individual interventions on matters of perceived discrimination, sexual harassment, and other workplace climate issues. Often by working one on one with the parties involved in such issues, we have been able to amicably resolve and educate where needed, so that workplace behaviors which affect climate are improved.
- An earlier, but extremely important assessment, was developed during the early to mid 1990's, wherein an extensive Civil Rights Assessment project was initiated to evaluate the current status of diversity in Cooperative Extension's programs, its audiences, its executive advisory boards and program planning committees. Assessment teams of College faculty and staff and administrators made site visits to each of the 67 county offices and interviewed resident staff, county directors, community service providers, parents of 4H members, and representatives of the minority community. Overall, 500+ employees, 617 volunteers and 149 new minority individuals contacted learned that diversity is critically important to Cooperative Extension. The assessments were also used to educate staff and administrators on the College's organizational imperatives in this area and four measurable impact goals to increase diversity in extension programs has become the organizational norm. We continue to conduct these reviews on a formal and systematic basis. See Timeline and schedule (Attachment III).

**Q#3. How does your College respond to climate issues?**

The College responds to climate issues by being proactive and reactive.

- We have adopted a proactive stance through a variety of ways, such as: employee orientation, in-service training, surveys, the formation of focus groups around issues of climate, enabling and empowering employees by giving them a voice to administration and the establishment of diversity committees, taskforces and councils.
- When a climate issue specific to an individual(s) or department comes to the attention of the College, we exercise care to be as responsive as possible. Once we know about such an issue, we always strive to provide “hands on” intervention to get at the root of the problem. Often times we may involve other offices from outside of the College such as OVPEE, Affirmative Action, Human Resources, Environmental Health and Safety, office of Disability Services, University Legal Counsel, University Ombudsman, etc. to reach a solution to a climate concern.

**Q#4. What College wide and individualized approaches have you developed to enhance overall climate and individual’s satisfaction with the environment?**

In addition to those approaches previously mentioned, the College has several unique opportunities that build morale and maintain and enhance a positive climate for faculty, staff and students. Events and programs such as Ag Progress Days, Pennsylvania Farm Show, Extension Annual conference, Ag Arena events, Philadelphia Flower Show, Short Courses and Conferences, the Governor’s School for Agricultural Sciences, the Great Insect Fair, regional and county events and student organizations and clubs all serve to unify and enhance the experiences of our faculty and staff and many of our students. These programs and events are a source of satisfaction and invigoration for many individuals, which only add to the rich texture, experience and satisfaction of being in our College. The College makes special efforts to invite members from the minority community to lead or participate in the types of programs.

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

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

In Fall 2000, the College had 1,920 undergraduates students at the University Park location. Of these, ninety-six (5%) of those reporting racial data indicated they were under-represented categories. The College will continue to benchmark against other land grant University Colleges of Agricultural Sciences and Natural Resources. Data from the Food and Agricultural Information System (FAEIS) from Texas A&M is compared on a regular basis. Undergraduate comparison data for female and minority enrollments in the 1862 Land Grant Universities data is provided in (**Attachment IV**).

The College’s Assistant to the Dean for Minority Affairs works in concert with a number of high school faculty, staff, teachers and administrators in identifying and establishing an under-represented prospect pool. Below are some specific examples of successful strategies used in recruiting undergraduates from underrepresented populations.

- **MANRA (Minorities in Agriculture and Natural Resources Association.)**  
The retention activities are structured to provide both formal and informal retention strategies. For some students, large group activities are sufficient but for others, there is a direct need for individual and personalized retention intervention. For example, individual interviews are conducted at the beginning of a student’s matriculation to insure that retention for that student is based on those activities that are important to that particular student. In

addition, class monitoring and individual academic counseling is done for all students who indicate an interest.

MANRA serves as a great retention tool because it is peer to peer. Students take the leadership role in providing support for each other. In both small group and large groups, seniors and juniors are willing to work with new students in helping them understand how to navigate the Penn State System.. For example, last semester, MANRA sponsored an “Ask the Seniors in Science” session. In this session seniors talked to students in very open terms about what it means to be successful at Penn State. In addition, MANRA seniors and juniors often serve as mentors to the younger students. They are a very close knit group and work well together for the advancement of the entire group. The annual MANRA plan of work is appended to the report in (**Attachment V**).

- **Junior MANRA (Minorities in Agriculture and Natural Resources Association).** Penn State’s College of Agricultural Sciences works in concert with Junior Minority in Agriculture and Natural Resources groups in both the Philadelphia and Pittsburgh areas. Each spring, the Collegiate MANRA Organization sponsors a conference for the Junior MANRA Groups. The participants are students from Junior and Senior high schools where we have identified strong math and sciences programs. For example, in Philadelphia we work directly with Lincoln High School where there is an Environmental Academy and in Pittsburgh at the Westinghouse high School there is the Math and Science Program. These programs serve as great feeders for the CAS.
- **Minority Student Apprenticeship in Agriculture Program.** Each summer the College sponsors up to six students in a five-week research experience for high school juniors. The students are expected to work as part of an assigned faculty’s research team. They are introduced to the kinds of research and offerings available within the College of Agricultural Sciences. Many of those students have subsequently enrolled within the College.
- **Visits to and from high schools.** During the academic year, visits are made to several high schools within Pennsylvania. For example, several visits are made to WB Saul High School of Agriculture in Philadelphia. There, we meet with administrators, teachers, guidance counselors, and students. In turn, the Junior Class is invited to University Park in the fall of the year to visit the College. In addition, we work closely with Minority Admissions in greeting students who visit Penn State as a result of the bus trips planned by admission.
- **Work with Recruitment Centers.** Regular contact is maintained at the Community Recruitment Centers in Philadelphia, Harrisburg and Pittsburgh. We have visited schools and community gatherings together in efforts to inform parents and students about the offering of College. For example, November 2001, Dr. Lyons attended a Community Education Day with Joel Jones from Philadelphia Recruitment Center sponsored by State Senator Vincent Hughes. There we met representatives of many community organizations who were interested in knowing more about the University.
- **The Food and Agricultural Science Institute.** This annual weeklong summer program brings fifteen to twenty high achieving minority high school students to the College to explore the College, work with faculty, and learn about the field of agricultural science.
- **4-H Youth.** Minority youth involved in 4-H are encouraged to enroll at Penn State. Diverse youth participate in the 4-H Youth program and are active participants in state and national

events including 4-H Congress, 4-H Conference, the National 4-H Tech Team, and the Keystone Teen Council.

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

The College's Assistant to the Dean works in concert with a number of faculty, staff, College Honor's Directors, feeder programs and administrators in identifying and establishing an underrepresented prospect pool. Regular visits are made to both 1862 and 1890 institutions. In some cases there are College-to-College formal agreements, for example, Penn state has agreed formally to accept at least two students from Southern University to participate in the Summer Research Opportunity Program. Below are some specific examples of successful strategies used in recruiting graduate students from underrepresented populations.

- **Summer Research Opportunity Program (SROP).** Faculty members serve as mentors for underrepresented students during the Summer Research Opportunity Program (SROP). Student participants are currently enrolled in undergraduate programs and are strongly encouraged to consider graduate education.

During the summer the College hosts College junior and seniors for eight weeks where they work as part of an assigned faculty research team. They are expected to assist the faculty and complete a portion of the team's research. Summer 2001, the CAS hosted 13 such students. Many of these students are recruited as CAS Graduate Students.

- **McNair Programs.** The CAS Faculty has been very active in attending and meeting McNair students from throughout the country as they attend the PSU National McNair Conference in each August. Last August, Entomology hosted an evening dinner for some of the science students who attended the conference. These functions serve as a great recruitment tools for the college and department.
- **Recruitment Fairs .** Over the past 18 months, Dr. Lyons has attended the following institutions to recruit graduate students: FAMU, Southern University, Dillard, Xavier, Jackson State, Davis, South Carolina State University, University of Georgia, Athens.
- **Recruitment Conference.** In addition to recruitment fairs, within Pennsylvania, Dr. Lyons recruited at the Fattah Graduate Opportunity Conference and recruited at the National MANRA Conference.

With regard to our performance indicators for graduate students from underrepresented categories, we are using the entire graduate student population in each unit (and the college as a whole) to calculate the figures. For example, in Fall 2000, the College had 447 graduate students (including students enrolled in Intercollege Graduate Degree Programs). Of these, 23 were from underrepresented categories, for a College-wide enrollment of just over 5%. This value will serve as a baseline for improvement. The College will continue to benchmark against Graduate enrollment data from the FAEIS information system for Master's and Doctoral enrollments in the Land Grant Colleges of Agriculture and Natural Resources system as reflected in (**Attachment VI**).

**Q#3. What strategies have you implemented to retain undergraduate students from underrepresented groups?**

It is the College's belief that at the onset of the recruitment process, and the very first time you make contact with a prospect, you are not recruiting an individual student but rather a family and to a larger degree a community. It's during those initial contacts that the advisement process starts. Those exchanges create the foundation on which the trust system is built. If the long-term advisement is to be effective and to survive the matriculation, that initial relationship, Pre-Penn State determines the parameters.

#### First Year

Once the student enrolls under-represented students are expected to visit with the Assistant to the Dean for Minority within the first week of the semester. A file is created for that student and an entrance interview is conducted at that initial meeting. That document becomes the tool to begin her work with the student.

#### First Year and Beyond

To further develop the relationship, students are encouraged to become involved in clubs, etc within the College like The Minorities in Agricultural and Natural Resources Organization (MANRA). This provides a wonderful basis to learn about the students' professional, career, family and community interests.

Strategies that have been used to encourage retention include, but are not limited to, the following examples:

- ❖ Individual one-on-one advising
- ❖ Developing relationships with student's family
- ❖ MANRA
- ❖ Professional Development
- ❖ Scholarships
- ❖ Monitoring of individual students
- ❖ Individual recognition as needed

#### **Q#4. What strategies have you implemented to retain graduate students from underrepresented groups?**

Similarly to working with undergraduates, graduate students within the CAS are provided with direct support from the Assistant to the Dean as well from individual faculty with their specific departments. Every opportunity is made to assist the graduate students into developing into good citizens of the profession. As a result students are invited to a part of research teams, co-author papers with faculty, present research at professional conferences, etc. The Assistant to the Dean provides support such as the ones listed below.

- ❖ One-on-one counseling sessions as needed
- ❖ Professional development opportunities
- ❖ Monitoring of students
- ❖ Individual recognition as needed

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

There isn't a single strategy that works alone, but rather a combination of strategies.

- The CAS provides a number of resources that aids in the successful recruitment of capable students. For example, for undergraduate, the CAS provides a very competitive scholarship

“CAS Incentive Award” for underrepresented students that pays the tuition for high achieving in-state and out of state students. This scholarship has proven to be quite an incentive for both recruiting and retaining students. This academic year, a total of \$408,448 has been awarded to 38 underrepresented students. (\$378,448 College and \$30,000 USDA)

- The College has been awarded a USDA Grant for providing financial assistance to several undergraduates. Assistantships have been available to several of the graduate students. In almost all cases, a co-shared financial package has been offered to graduate students emphasizing the investment and commitment of the Graduate School, individual academic departments and the College.

#### ***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?**

The College has demonstrated a strong commitment to the principles of affirmative action and equal opportunity in striving for progress towards adding females and minorities to its faculty and staff ranks where underutilization of the available pool exists. Workforce data from 1997-2001 is appended to this report in (**Attachment VII**).

- The College’s federal partner, USDA CSREES routinely conducts civil rights compliance reviews by its Office of Civil Rights. An extensive on site review was conducted in October 1999 to examine the extent to which our research and extension components of our College have been responsive to diversity in our programs and our workforce. Accordingly, the College has responded to the findings and recommendations of the federal review team. Many of the recommendations were with respect to recruiting and retaining a diverse workforce. For both Research and Extension, response documents have been prepared by the College; the Civil Rights Performance Plan for Cooperative Extension is cited immediately below; a formal submission requirement of the Research response has been delayed by the Administrator, CSREES.
- Penn State Cooperative Extension’s document, Civil Rights Performance Plan <http://www.extension.psu.edu/civil> outlines nine strategies which specifies ways in which Cooperative Extension will increase the representation of minorities and females among the cooperative extension staff ranks. This document has been widely discussed and shared with all cooperative extension county directors and their staffs and will guide Cooperative Extension in its’ recruitment efforts
- Position announcements for vacant Cooperative Extension positions are being sent to all agencies and minority serving organizations that are on local "grassroots" lists. Groups on such lists included, but are not limited to the following: NAACP, Latino Community Services, Korean Church groups, India Association of the Lehigh Valley, Negro Culture Association, Hispanic serving organizations like Casa Guadalupe Center, and Vietnamese Community Associations. Personal contacts are being made by county staff to local minority leadership when positions are available.
- Regarding staff recruitment, as well as for cooperative extension educators, the College has been actively engaged in attempting to locate and recruit staff from underrepresented groups. Above and beyond routine job announcement procedures and advertising specifically directed

towards publications, agencies and institutions, we have attempted largely through the leadership of our EEO Coordinator and support from Human Resources, extension Regional Directors and field based extension staff, to enhance our staff recruiting efforts. Listed below are recruitment fairs and other special active engagements directed towards this ongoing effort:

1. Pennsylvania Dept. of Labor & Industry and The Goodwin Memorial Baptist Church, and the African American Chamber of Commerce  
Harrisburg, PA  
August 23, 2001
2. Puerto Rican Career Festival  
Philadelphia, PA  
September 19, 2001
3. University of Maryland, Eastern Shore (1890 institution)  
Princess Anne, MD  
October 11, 2001
4. Pennsylvania Statewide Latino Coalition  
Philadelphia, PA  
October 25, 2001
5. WestPACS (Western PA Career Services Association)  
Monroeville, PA  
November 7, 2001 & March 7, 2002
6. National Conference of Puerto Rican Women  
Philadelphia, PA  
November 9, 2001
7. College of Agricultural Sciences Career Day  
University Park, PA  
November 14, 2001
8. Professional & Technical Diversity Job Fair  
Co-sponsored by Pittsburgh NAACP and Pittsburgh Urban League  
November 19, 2001  
Pittsburgh, PA
9. Ohio State University  
Office of Minority Affairs Career and Job Fair Student Association  
Columbus, OH  
January 23, 2002
10. University of Maryland  
College Park, MD  
February 13, 2002
11. Millersville University  
Millersville, PA

April 10, 2002

12. West Virginia State College (1890 institution)

Institute, WV

April 11, 2002

- The College makes every effort to cast a wide net through extensive advertising of vacancies though the print and electronic media (including media which serves minority populations), established mailing lists such as USDA Job Line, CSREES Job Line, Affirmative Action register, AG/HRNET list serve, Hispanic Outlook, etc.
- The EEO Coordinator frequently reviews central Human Resources Minority Vita Bank to determine if there are candidates who have qualifications to be considered for employment with Penn State Cooperative Extension.
- Candidates identified are contacted via email and/or telephone and encouraged to review the web site for announced position vacancies.
- Reviews of the IMdiversity.com web site are conducted to view resumes of candidates who may be considered for employment with PSCE. Candidates are contacted by e-mail or telephone call to further assess qualifications and interest; if interested and qualified their resume is either placed in our minority vitabank or the individual is given information about current vacancies and is encouraged to submit an application.
- We also provide to Coordinators of Minority Programs in certain colleges, information pertaining to Cooperative Extension vacancy announcements. Also, we provide copies of certain extension vacancy announcement(s) for distribution on the minority list serve at University Park.
- The EEO Coordinator also maintains personal contact via telephone and/or email with students met at diversity functions on campus to encourage student interest in employment opportunities with Penn State Cooperative Extension. Some of these students have not yet graduated; others may have graduated but wish to be kept in mind for future employment opportunities in certain regions and/or specific counties.
- Since its inception, minority students have participated in 58 cooperative extension minority student internships throughout the state. The goal of this program is to provide exposure to Penn State Cooperative Extension to minority students primarily who have junior/senior class status. After completing their internship experience and gaining exposure to cooperative it is hoped that these students will become applicants for available positions. In 2001, four minority interns completed their assignments resulting in one county (Cumberland) hiring a minority intern as an Extension Program Assistant, 4-H/Youth Development. The intern, who is from upstate New York, received her Bachelor's Degree in August, 2001, from Penn State in Counselor Education/Rehabilitation Services from the College of Education.
- The College has participated in a collaboration with the Opportunity Network for Employment (ONE), a venture between Penn State, the state Office of Vocational Rehabilitation, The ARC of Centre county, SKILLS of central PA, Inc., the State College Area School District, and other school and community rehabilitation service providers for the

purpose of developing employment opportunities for a diverse population of qualified people with disabilities.

- The solution for hiring faculty from under-represented groups is difficult because few women are available and even fewer minorities are available who have PhD's in many of our Agricultural Sciences disciplines. One long-term solution to increasing women and minority representation on the faculty including the following: recruit under-represented students into the undergraduate and graduate programs; provide them with appropriate support systems needed for degree completion; and encourage them to pursue academic careers.
- Over the past five years, the College has been very aggressive in seeking out minority and female candidates for tenure track positions. Department heads and faculty search committees have used their contacts in professional societies and personalized their approach to recruitment. With a relatively small pool of available candidates in many of our agricultural science disciplines, the personal approach has been helpful. Once recommendations are made to the dean on potential interviewees for positions, there is often discussion about female or minorities who may not have been recommended for interview. The intent is to assure all qualified females and minorities apply and subsequently are given serious review and consideration.

The College has been aggressive also in requesting funding from the Provost's opportunity hiring funding. Just in the past several months, three females (one full professor) have been hired with this assistance on salary cost-share and start-up funding.

Our members of female and minority tenure track faculty are steadily growing. As of September, 2000, minorities comprised 8.6% of faculty and females comprised 15%. Since September, 2000, we have successfully recruited and hired an additional six minority tenure track faculty and another four female faculty.

**Q#2. Which recruitment strategies have been most successful?**

- It is never one strategy, but rather a combination of things that might cause us to be successful when recruiting from underrepresented groups. Sometimes members from underrepresented groups learn about us through our current organizational level affirmative action efforts; other times they become aware of opportunities through individual employee's networking with them and making them aware of College opportunities or how to access the system.
- A fundamental strategy is to insure that search committees have balanced representation and that search committee chairs are apprised of the workforce utilization data, affirmative action procedures, and are provided with the Guidelines for Recruiting a Diverse Workforce document developed by the Affirmative Action office. The EEO Coordinator meets with each chair of a faculty search to outline the spirit and requirements of the University and CSREES.
- To insure that diversity efforts were made or to recommend further intensification of the search, searches, once completed, are reviewed by a higher authority in our College.
- Provide teaching, research, and/or extension experiences to graduate students--especially under-represented students--to introduce them to some of the challenges, opportunities and benefits of academia.

- Interact with women and minority professional organizations to identify potential faculty members and graduate students.
- Involve women and minority professionals employed by government and industry in our research activities.
- Access databases of under-represented graduate students, Ph.D. graduates, and current faculty members at universities throughout U.S. and Canada. Seek qualified Ph.D. candidates and establish relationships with them one or two years before graduation.
- Conduct seminars and training sessions for all personnel in the Departments on diversity issues and climate improvement to enhance the environment for diversity.
- Allocate appropriate levels of resources needed to enable faculty to become more involved in promoting diversity issues and increasing enrolment of students from diverse backgrounds.
- Provide additional recognition of faculty efforts in promoting diversity issues and attracting students and faculty from diverse backgrounds. Recognition can be provided through the P & T process, annual merit salary increases, and special considerations.
- In several departments, we have recruited faculty and students through matching funds from the Graduate School. We have retained these students through minority supplemental grants from National Institutes of Health. These NIH grants have been successfully used to enhance salaries and research support. This program has proven to be extremely helpful. By bringing minority underrepresented graduate students into our programs, we increase the pool of potential faculty members—at Penn State and nationally.
- One recruitment strategy, which is beginning to show promise, is our Minority Internship Program which provides for minority students to receive a tuition grant for 3 credits and a \$3,000 stipend to serve an internship in a county extension office. Regional and county budgets also provide financial support for travel and supplies that allow interns to carry out their assignments. Last year, one female intern, a Hispanic American, was offered and accepted full time employment as an extension agent. Other interns have chosen to go on to graduate school in our College or elsewhere.
- All of our recruitment materials ranging from brochures, downing board displays used at recruitment fairs, CD-ROM kits or the College Viewbook have sensitivity to minority and underrepresented populations

**Q#3. What retention strategies have you implemented in your College to retain members from underrepresented groups?**

- The College has been fortunate to attract highly qualified employees from underrepresented groups and we have a good record of retention at University Park

- Our greatest challenge has been at the county level where recruitment of minorities has proven to be difficult. Certain regions and counties of the state have very low minority populations and minority candidates often times do not express and interest in vacancies in those locations, perhaps because of fear of isolation or cultural differences or lack of community support systems
- While searches for all extension positions will be conducted according to established guidelines and procedures, aggressive searches to attract and hire minority applicants will be conducted in those counties having minority populations greater than 5%. Nineteen counties have been identified: Allegheny, Beaver, Berks, Bucks, Centre, Chester, Dauphin, Delaware, Erie, Huntingdon, Lancaster, Lehigh, Mercer, Montgomery, Monroe, Northampton, Philadelphia, Union and York.  
This strategy should enhance our retention rates.
- In Cooperative Extension, the Civil Rights Performance Plan calls for an annual meeting with the Director and Associate Director to which all minority staff members are invited to discuss organizational climate issues related to employment.
- The College participates in several exit interview programs established by the University. Exit interviews are to be conducted with members from underrepresented groups to determine if adverse climate or working conditions contributed to their decision to terminate from the College.
- Orientation programs, mentoring programs and informal mentoring occur across our College.
- Equitable starting salaries and annual salary administration and equitable promotion policies and procedures are in place to insure that underrepresented individuals are being treated fairly relative to the majority population.
- Staying the tenure clock, when appropriate for faculty who may have child bearing, childcare or elder care issues.
- Utilization of the University's dual career program resources and College funding support of dual career couples.

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

- Fair and equitable treatment of all our employees by being proactive and reactive is probably our most successful strategy.

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

**Q#1. What Initiatives has your College taken in supporting multicultural curriculum efforts?**

- The College of Agricultural Sciences 2001-2002 project, *Infusing Multicultural Perspectives into Higher Education Curricula* began its first of seven meetings on September 18. Twenty-seven faculty members met in three small groups and participated in a nominal group process to answer the question, "what do faculty members need to infuse multicultural perspectives into their curriculum?" the highest ranked need was a definition for the term

“multiculturalism”. Faculty members discussed definitions and issues, reviewed their own curricula to highlight how participated in a retreat held on October 2,3 wherein they viewed several videotapes, multiculturalism appears in their curriculum.

- The goals of this project highlight initiating faculty into a multicultural learning and self-awareness experience and helping faculty make significant curricular revisions in their courses to better reflect diversity. Faculty commit to participating in monthly professional development sessions over the course of the academic year and read various assigned articles/chapters/books in preparation for meetings; infuse a course to reflect a diversity perspective the semester following the completion of the professional development meetings; develop new educational materials needed to support course revision; complete appropriate outcomes assessment to reflect changes in student learning. Seventeen faculty members in the College of Agricultural Sciences began working on this Infusion Project in September 2001 and will be completed in May 2002. The project is funded by EOPC, Educational Equity Office and Office for Undergraduate Education.

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

- Numerous diversity-focused workshops, seminars and presentations have been offered to extension faculty and staff professionals and extension clientele both here at the University Park campus, as well as at several locations in communities across the state.
- 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.
- The college offers YFE 438: Teaching In An Increasingly Diverse Society for 1 - 3 credits. This course has been taught three times over the past three summers with a total enrollment of thirty-seven students.

**• Diversity -Focused Extension Publications and other examples**

- ❖ *Diverse Issues* is a quarterly newsletter distributed to extension professionals across the state (465 copies are mailed each issue). The goal of the newsletter is to increase an awareness of, appreciation for, and valuing of diversity. The newsletter is designed as an educational resource. It is available on the Internet; there have been nearly 4,000 visits to the site.
- ❖ *Diversity Activities for Youth and Adults* is a Cooperative Extension publication. Approximately 4,000 copies have been distributed on request. The publication is in its third printing.
- ❖ A new publication: *An Overview of Diversity Awareness* has been published and advertised to Pennsylvania Cooperative Extension educators. It is currently being used in extension programming with community groups.
- ❖ A new extension diversity-focused curriculum is available to extension professionals. The title is Proverbs to Promote Understanding Across Generations and Cultures.

- Dr. Patreese Ingram, Associate Professor of Agricultural Extension has contributed by speaking about diversity issues to several undergraduate and graduate classes such as: AEE 590, AEE 150, AEE 450, AEE 455, AEE 555).
- The Impact 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 is a research study that is currently being conducted.
- Eleven diversity-focused research papers have been published in refereed and non-refereed journals, and conference proceedings. Some examples are:

Ingram, P. D. & Nyangara, F. M. (1997). Recruitment, retention, and participation of underrepresented groups on Pennsylvania Cooperative Extension advisory boards and committees. *Journal of Agricultural Education*, 38 (4), 21-29.

Ingram, P.D. & Moore, E.A. (1999). Attitudes toward diversity within Cooperative Extension: A two-state study. *Equity & Excellence in Education*, 32(3), 83-92.

Ingram, P. (1999). Attitudes toward diversity in 4-H programs. *Journal of Extension*. [online], 37(1), feature article. Available: <http://www.joe.org>.

Ingram, P. D. (2000). Diversity experiences take agriculture educators out of their comfort zone. In *Proceedings of the National Association of Colleges and Teachers of Agriculture 46th Annual Conference: The Future at Hand: Experiential Learning for the Next Millennium*. Delaware Valley College, Doylestown, PA, June 18-21, 2000

Baggett, C. D., Fetzer, L, & Dills, G. (2000). *AgrAbility: Maximizing abilities in agriculture for farmers after an injury or health condition*. Pennsylvania's Office of Rural Health Conference.

Bowen, C. F., Lago, D., and Furry, M. ( Fall1997), *Money Management in Families: A Review of the Literature with a Racial, Ethnic, and Limited Income Perspective*. *Advancing the Consumer Interest* 9, 2, 32-42.

Flanagan, C., A. & Botcheva, L. (1999). Adolescents' interest in other cultures: Patterns across eleven countries. In F. Alsaker & A. Flammer (Eds.), *The adolescent experience: European and American adolescents in the 1990s* (pp. 131 - 144). Hillsdale, NJ: Erlbaum.

Kaplan, M. (2002) *Intergenerational programs in schools: Considerations of form and function*. *International Review of Education*, Vol. 48, #4, September.

Below is a description of a joint project we are working on that focuses on several African-American communities near Pittsburgh, PA.

### **INCREASING INTERGENERATIONAL COMMUNICATION IN SUBURBAN AFRICAN-AMERICAN COMMUNITIES**

The Community and Economic Development Graduate Program (CEDEV), the McKeesport Campus, Allegheny County Cooperative Extension, and the Department of Agricultural and Extension Education at University Park are currently exploring the potential for conducting an innovative intergenerational visioning process with several African-American communities in the Mon Valley, an economically distressed region south of Pittsburgh. To date, an Outreach

Partnership Fund grant for \$2200 has been received to support these activities. The planning grant will allow a team of University Park faculty (Frank Higdon and Matt Kaplan) and graduate students (from Adult Education, Ag and Extension Education and the CEDEV program) to conduct a multi-community needs assessment in 3 African-American communities in the Mon Valley during the Summer and Fall of 2002. The needs assessment is aimed at determining which communities and community groups are potential partners in a proposed intergenerational Outreach initiative called "Future Festival". The needs assessment will require several visits to the communities in coordination with staff from the McKeesport Campus and Allegheny Cooperative Extension. The team of faculty, staff and CEDEV graduate students will work with local Outreach staff to conduct a series of personal interviews with local leaders, nonprofit managers, youth development workers, case managers, youth and elderly residents. The interviews will gauge resident's knowledge and interest in community visioning activities and provide a clear indication of their interest in collaborating with Penn State Cooperative Extension in the creation of an intergenerational visioning program.

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

- Diversity is a key topic within the courses offered in the Leadership minor in the Agriculture and Extension Education degree program.
- The current initiative, *Infusing Multicultural perspectives into Higher Education Curricula*, should yield many further curriculum changes.
- Relative to Cooperative Extension efforts to integrate diversity into their educational programs, many examples can be cited such as those below:
- The Associate Director sent information to all county offices on the availability of the "Food Guide Pyramid" in 37 different languages. Several counties sent responses that they were glad to have the information available for use with a variety of groups.
- Several regions have purchased the ServSafe® curriculum in Chinese as a result of food service owners request to offer the certification program in the Chinese language. The Capitol region hired a Chinese instructor and piloted a region wide training session for Chinese employees for food establishments; such curriculum revision is critical to meet the needs of a large segment of the population requiring certification under state law. It is anticipated that the training will be offered in other regions in coming years. Bucks County also reported making the material available in Korean
- Northampton county agent adapted ServSafe® materials for a blind participant and made arrangements to present the exam orally instead of written format.
- One county reported adapting the 4-H project "Building Character" for the Easter Seals Camp Lily program which reached 45 physically challenged youth;
- Several programs have been offered on topics related to the Hispanic workforce in the dairy industry. Vinton Smith in Adams county, worked collaboratively with colleagues in NY state to develop and present "Managing the Hispanic Workforce", a multi-state educational effort with several sessions presented in PA;

- As a result of requests that have surfaced from the regions, the Associate Director worked with the Information Communications Technologies Unit of the College, to have several program pieces made available in alternative media. During the past year the following occurred:
  - ❖ The Pesticide Education manual was developed into an audio tape format;
  - ❖ The learn at home "Visits with You and Your Baby" were developed into Braille for use with a teen parent class in the Midwest Intermediate Unit 4;
  - ❖ The "Bouncing Back When your Income Drops" newsletter series was developed in an audio format for visually impaired clientele
  - ❖ Master Gardener materials were provided for a legally blind program participant in the NC region
  - ❖ The ServSafe® resource book provided on audiotape for visually impaired
  - ❖ The curriculum notebook for "Skills for Taking Control of Your Future: Life Skills" was completely translated into Spanish and handout materials are available in translated form. Chester County reports that a bi-lingual instructor was engaged to participate in the train the trainer workshop on the Life Skills curriculum;
  - ❖ Several counties report having to obtain (hire) "signers" for hearing impaired program participants;
  - ❖ Staff in Montgomery County adapted "Introduction to Nutrition" and "Food Safety For You" curricula for Sudanese High School refugee students;
  - ❖ "Visits with You and Your Baby" learn at home materials continue to be made available in Spanish versions in many counties;
  - ❖ A summer intern from the Schreyer's College employed in Berks County worked to develop and provide Braille information at the County Adaptive Recreation area thereby allowing those visitors to the Center who are wheelchair bound and/or sight impaired to gain from the educational experience. The College has partnered with the Schreyer's Honors College to place interns in Cooperative Extension offices. Each College will contribute \$10,000 to support year 2 of this program.
  - ❖ The Expanded Food and Nutrition Education Program has approximately 43% of its participants as minorities. When the Nutrition Advisors work with diverse audiences, they are sensitive to cultural background, language, teaching environment and effective teaching strategies.

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

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

- Over eighty (80) College of Agricultural Sciences faculty and staff have attended University sponsored leadership and management training through the following programs: Mastering

Supervision, the Penn State Management Institute, the Penn State Leader, and the Penn State Leadership Academy.

- 53 % of those who were sponsored were minority and female employees. The outcomes have been positive for those individuals who have been afforded the leadership/ management training and many individuals, particularly females have been appointed to leadership and management positions especially in cooperative extension. We probably have afforded similar opportunities to LGBT and employees with disabilities, but have no way of tracking this characteristic.
- Annually, Penn State Cooperative extension conducts a three day Leadership and Management Institute for its County Extension Directors; twenty three of the sixty seven counties have a female CED.
- The National Extension Leadership Development (NELD) program has been afforded to all extension staff with financial support from college administration; many NELD graduates have developed into regional or county administrators. Fifteen Cooperative Extension faculty and county staff has graduated from NELD. One of the major components of NELD is an in-depth workshop and on-site diversity experience.

### ***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. has your College implemented to insure the realization of the University's diversity goals?**

Long run organizational change will hopefully be accomplished through the Change Agent States for Diversity project across several key initiatives, which can be appended to the report. The other organizational initiatives cited below and in other sections of the report reflect explicit changes in the College's infrastructure which are geared to enhancing diversity. Over the long run the outcomes will become more apparent.

- The Change Agent States for Diversity, PA Catalyst Team have been working since July 2000 to identify key issues and develop a plan to address these for Cooperative extension. This plan focuses on three main areas: programs and audiences, environment and the workforce. Within these three areas the Team has outlined specific goals, objectives and strategies to address each of the target areas.
- Diversity has more prominence in the College's Strategic Plan, particularly within its student and human resources goals and its core values.
- A Director of International Agriculture has been added to staff to expand and enhance our efforts resulting in more international opportunities for our students, faculty and staff.
- The Director of Human Resources and Organizational Development now reports to the Dean and has leadership responsibility for implementation of our HR strategic goal.
- The Dean has required that an amount equivalent of 1.5% of salary be provided for professional development for staff.

- Diversity accountability to USDA CSREES requires significant organizational effort for both Research and Extension.
- Departmental Strategic plans are expected to have a diversity component built in.
- Cooperative Extension and the Department of Agricultural Extension and Education have committed significant resources to a minority internship program, which couples undergraduate credit with summer work experience to minority students interested in careers in Cooperative Extension.
- The College has partnered with the University for Opportunity funding for faculty positions.
- A College Diversity Award provides recognition of outstanding employee efforts in the area of diversity. This award has been given since 1992.
- Outreach and Cooperative Extension joint partnership provide a Diversity Award.
- USDA CSREES provides a National Diversity Award (Dr. Patreese Ingram, a faculty member in Agricultural and Extension Education was the 2000 national winner)

## List of Attachments

### Attachment I

*Executive Summary Fall 2000 College Climate Survey administered to students*

### Attachment II

*Gender Study issues report affecting male and female faculty*

### Attachment III

*Civil Rights Compliance Plan Timeline for Penn State Cooperative Extension*

### Attachment IV

*FAEIS Table: Fall 1999 Baccalaureate enrollment data by Race/ Ethnicity and Gender*

### Attachment V

*Minorities in Agriculture and Natural Resources Association (MANRA) annual work plan for academic year 2000/01*

### Attachment VI

*FAEIS Tables: Fall 1999 Master's and Doctoral program enrollment data by race/ ethnicity and gender*

### Attachment VII

*College of Agricultural Sciences Workforce, data by race/ethnicity and gender, 1997-2001*