

**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> >**

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

Capital College provided a comprehensive update including supporting data. Pride can be taken in the extent and variety of programming and outreach to the surrounding community as well as in the articulation of a clear definition of diversity. An understanding of the effectiveness of the programs would help in the understanding of the portability of programs to other locations. The dedication of funds to the College Committee on Diversity and Educational Equity is a clear signal of the college's commitment to diversity. Good progress has been made in recruiting students from underrepresented groups, due most likely to a wide variety of targeted recruitment techniques and a dedicated position in the Office of Enrollment Services.

It is not clear if the college followed the feedback of the University Planning Committee to more closely align with the University Libraries for University-wide planning of diversity programs and events.

***RESPONSE: Our College Libraries planning is aligned with the University Libraries Strategic Plan, as well as the University Strategic Plan. We will work with University Libraries, especially in the promotion of multicultural special collections.***

Of particular note is the establishment of the First Response Team to Acts of Intolerance, although more details are needed to understand how well it is working.

***RESPONSE: See response to Page 1, Challenge 2, Bullet 2.***

The college is to be commended for its efforts to diversify its faculty. While having some success recruiting and retaining women faculty, more progress can be made in this area; staff, however, are overwhelmingly white. The staff profile is puzzling given recent census data

(<http://factfinder.census.gov>) that shows that 55 percent of Harrisburg is African and African American.

The committee membership suggests that the college explore in more detail the potential reasons for these differences, for example, campus locations, transportation issues, and salaries and compare reasons and profiles with other urban Penn State locations.

***RESPONSE: Overall, Penn State Harrisburg employs 217 staff from an eight-county area (Cumberland, Dauphin, Lancaster, Lebanon, Mifflin, Northumberland, Perry, and York). Based on the overall distribution of our employees and the corresponding census data on minority population in the eight-county area, we would expect that approximately 22% of the Penn State Harrisburg staff would be minority. The actual percentage of minority employees is 15.1%.***

***While there are employees from an eight-county area, the highest concentration of employees is from Dauphin County. Seventy-two percent of staff resides in Dauphin County. Among our staff employees residing in Dauphin County, 36% (55 employees) are from the city of Harrisburg. Of the 55 staff from Harrisburg city, 36% (20 employees) are African American. According to the 2000 census data, we would expect 50.1% (28 employees) of our staff from the city of Harrisburg to be African American.***

***In order to affect change in the percentage of minority staff from the city of Harrisburg, the following steps will be taken:***

***As is indicated in a later discussion on successful recruitment techniques, the largest number of minority applicants for advertised staff positions was achieved through advertising in the daily Harrisburg newspaper. As a supplement to these efforts, additional print and electronic media targeted to residents of the city of Harrisburg will be explored when posting staff vacancies.***

***Penn State Harrisburg will also pursue job fair partnership opportunities with neighboring Penn State campuses—the Milton S. Hershey Medical Center and the Dickinson School of Law. Collectively, our Penn State campuses serve as a major employer in the region.***

Observations and suggestions relating to each challenge are listed below.

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

- ❖ The definition of diversity mirrors that of the University; the College ensured that they took an approach consistent with the institution.
- ❖ Information is shared with students through freshman seminars, summer reading programs, and co-curricular programming.
- ❖ While there is a diversity component in the new employee orientation program, it is only 20 minutes long. The College could enhance the orientation with local efforts.
- ❖ There is a Director of Student Support and Intercultural Affairs.
- ❖ Capital College's diversity committee is centrally funded, comprised of faculty, staff and administrators, and representatives of both campuses. It would be helpful to have more information on the effectiveness of the committee.

***RESPONSE: To assure accountability, the Committee will prepare an annual report for the Provost and Dean. The report will be tied to the College's budget review process and consist of two parts:***

- 1) ***At the beginning of each academic year, the Committee will participate in the College's budget review process. Just as every standing unit of the College does, it will submit a proposed spending plan itemizing proposed programming and activities. The plan will include justifications/rationales and related costs for each activity***
- 2) ***At the end of each fiscal/academic year, the Committee will submit an annual report indicating:***
  - ***How the Strategic Initiatives for the year were met***
  - ***Programs delivered, associated costs, attendance, and participant evaluation***
  - ***Data updating performance indicators in Capital College Strategic Plan related to Diversity***
  - ***Proposed improvements for the upcoming year***

***Program effectiveness will be measured by conducting ongoing climate assessments. The Climate Assessment Committee, a subcommittee of Diversity and Educational Equity Committee, in cooperation with the Center for Survey Research and the Human Resource and Business Committee of the Faculty Senate, will:***

- ***Over the summer, develop a Web-based assessment instrument drawing on questions from past College instruments, recent focus groups, the professional literature, and current University Park instruments.***
- ***During the fall semester, deliver the instrument paying close attention to sample composition and return rate.***
- ***By mid-January, prepare a report/analysis for the Provost and the Faculty Senate.***

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

- ❖ Various assessment measures and techniques are used. Details about findings and the way data were used would be useful.

***RESPONSE: The College's Subcommittee on Diversity, with technical assistance provided by Premier Research Associates, a survey design and consulting company, developed the Penn State Harrisburg Assessment for Institutional Climate (AIC) during 1994 and 1995. The AIC was administered to all faculty and staff and to a random sample of students. The questionnaires were returned directly to the consultant via a postage-paid envelope. The consultant tabulated the data and prepared the analysis of findings.***

*There were a total of six dimensions represented by the diversity questionnaire: 1) staff relations, 2) personal beliefs regarding diversity, 3) personal beliefs regarding diversity programs, 4) personal behavior related to diversity, 5) personal experiences related to diversity, and 6) campus environment. The findings of this assessment became the basis for subsequent programming emphases.*

*Since this assessment occurred prior to Capital College becoming a dual campus college with the addition of Penn State Schuylkill, results were only collected for the Harrisburg campus. All future assessments will include both locations of the College.*

*This instrument and protocol are being used by the current Climate Assessment Committee in developing an assessment to be delivered at both locations of the Capital College during the 2002 fall semester.*

*For greater details about data analysis and summary findings, see Appendix A at [www.cl.psu.edu/diversityupdate](http://www.cl.psu.edu/diversityupdate) .*

- ❖ The First Response Team to Acts of Intolerance appears to be an innovative means to deal with climate issues. Information was not presented to indicate how acts of intolerance are faced and the extent to which students are aware of the team.

*RESPONSE: The college's Response Team deals with acts of intolerance immediately upon discovery. The Response Team to Acts of Intolerance, known locally as the CART team, is comprised of administrators, faculty, and staff representing Capital College's academic, student, and service units.*

*Below is the membership by position of each campus Assessment and Response Team (CART) members:*

*Harrisburg Campus*

*Associate Provost and Senior Associate Dean for Academic Affairs  
Coordinator of Residence Life  
Director of Personal Counseling Programs  
Director of Student Support and Multicultural Affairs  
Manager of Facilities and Maintenance Operations  
Manager of Publications and Public Information  
Manager of Safety and Police Services*

*Schuylkill Campus*

*Assistant Dean for Academic Affairs  
Campus Executive Officer  
Community Services Officer  
Coordinator of Personal and Career Counseling  
Coordinator of Residence Life and Multicultural Affairs  
Coordinator of Student Activities  
Director of Business Services  
Director of Student Affairs and Marketing*

*Director of Student Support and Multicultural Affairs  
Manager of Safety and Police Services*

*Specific procedures are as follows:*

- *Observed or reported acts of intolerance are communicated to the Provost and Dean's Office or any member of the Team.*
- *If there is any imminent danger, Police Services is contacted immediately by the unit supervisor, who also reports the act to the Provost and Dean's /CEO's office. Police Services will determine whether local authorities should be notified in accordance with established procedures.*
- *If immediate assistance is required for any persons or units, the Provost and Dean's /CEO's office notifies the appropriate service units.*
- *The team is assembled as quickly as possible to determine the facts, assign tasks, and prepare to respond with recommendations to the Provost and Dean regarding public information and/or the protection of all persons involved in the incident.*
- *Person reporting the act of intolerance is notified immediately by the unit supervisor or a CART member about any inquiries and informed about what steps will be taken to remedy the situation in accordance with College and University policies.*
- *Within 24 hours, the team meets with the Provost and Dean's Office [i] ascertains all the facts, [ii] conducts an investigation, [iii] determines the appropriate actions, [iv] ensures that those actions are taken, [v] notifies the chairpersons of the Diversity and Educational Equity Committee that an act has occurred and that action is being taken, [vi] notifies the College community as appropriate if such notification is consistent with all other University policies on confidentiality and the protection of individual rights.*
- *Within seven days, the Response Team will make its recommendations to the Provost and Dean. If the team believes that sanctions are required, that information will be included in its recommendations according to AD-29 guidelines.*
- *The Provost and Dean will notify the individual[s] whether there is sufficient evidence to warrant the imposition of sanctions in accordance with the recommendations of the Response Team.*
- *The Response Team will meet periodically to review its practices and determine the effectiveness of recent actions on improving the climate and/or deterring acts of intolerance.*

*The student notification of the Response Team's membership and scope of work includes:*

- *Hall display posters and the Student Handbook*
  - *Distributed to students during the initial orientation session at the beginning of the semester*
  - *Names, telephone numbers, office addresses, and e-mail addresses of Team members displayed on bulletin boards at each campus*
- ❖ The college offers programs not only to members of the college community, but to the general public as well. The college could consider conducting an assessment of the effectiveness of these programs as well as the diversity of audiences.
- ❖ Membership on the College Committee on Diversity and Educational Equity could be specified.

*RESPONSE: The College-wide committee is comprised of administrators, faculty, students, and staff. The committee is co-chaired by a senior faculty member and the Director of Student Support and Multicultural Affairs. See Appendix B at [www.cl.psu.edu/diversityupdate](http://www.cl.psu.edu/diversityupdate) for a complete membership list.*

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

- ❖ The College has a full-time Assistant Director of Admissions for Multicultural Recruitment working in the Office of Enrollment Services.
- ❖ The Minority Academic Excellence Program could have much promise, but more details are needed to be sure.

*RESPONSE: The Minority Academic Excellence Program (MAEP) is a retention program open to all minority students interested in pursuing academic excellence through membership in a supportive program.*

*It is the goal of the program to provide academic and socio-cultural support to all minority students attending Penn State Capital College thereby both increasing the matriculation and retention of minority students and providing a place where students feel comfortable stating their perceived needs.*

*The foundation of the program's approach is an extensive tutorial-study group system supported by peer tutors. Additional support is provided by generalist tutors from the Learning Resource Center on an individual student and group basis .*

*The Kolb's Learning Style Inventory (LSI) is administered to MAEP students. Composite findings inform the selection of topics for scheduled workshops and weekly discussions. For example, weekly meetings involve:*

- *Workshops focused on problem solving, working in teams, conflict management, and developing personal and professional relationships*
- *Interviews/presentations/open forums with key administrators, faculty and staff. (e.g. the Provost and Dean meets with MAEP at least once a semester)*
- *Other programs may include:*
  - *faculty/staff/student dinners*
  - *guest lecturers from the community*
  - *life skills management sessions*
  - *understanding the "academy" workshops*
  - *leadership development*

*Attendance at Harrisburg's weekly meetings is between 25 and 70 students per month, average monthly attendance is 46. At Schuylkill, attendance is between 19 and 128 students per month, average monthly attendance is 79.*

*Each semester, a student at each Capital College campus who demonstrates the potential for developing leadership skills is identified to be MAEP coordinator. The students assist staff in scheduling and running the weekly meetings and assume responsibilities for ongoing communications with MAEP members.*

*See Appendix C at [www.cl.psu.edu/diversityupdate](http://www.cl.psu.edu/diversityupdate) for a full program description.*

- ❖ More information about specific retention efforts would be helpful and of use to other urban locations. The Summer Reading Program in particular seems to have little impact.  
*RESPONSE: The Summer Reading Program is in its first year of implementation at the Schuylkill campus. Retention data will be an evaluation criterion for this program.*

*Supportive of the Penn State Principles, the Summer Reading Program encourages intellectual interaction among students, faculty, and staff. The reading selection focuses on diversity topics emphasizing the human condition. Incoming first-year students in 2001 participated in the summer reading of James McBride's The Color of Water.*

*A campus-wide working group selected The Color of Water and formalized the program's proposal with the support of the Provost and Dean. A faculty member from the School of Humanities served as faculty adviser to the program, preparing Web-based and other study materials and coordinating the use of the text in the first-year writing courses.*

*The Web-based support enabled students to participate in an online discussion on the book prior to their arrival on campus.*

*As part of the program, each first-year student attending FTCAP received a copy of the book, study questions, and other relevant materials with the request to read them before beginning classes in August. The reading was integrated into classes, forums, and displays.*

*The participation in the Summer Reading Program was campus-wide. While its focus is first-year students, all students, faculty, and staff were invited to participate. In addition to the copies purchased for first-year students, copies of the book were also made available to faculty and staff. The program culminated with a campus visit and lecture by author James McBride in early December 2001.*

*The reading selected for fall 2002 incoming first-year students is The Sunflower: On the Possibilities and Limits of Forgiveness by Simon Wiesenthal.*

- ❖ Advertising campaigns are targeted at potential students from underrepresented groups; another interesting recruitment strategy is sending information about the college to area minority businesses.
- ❖ The number of international undergraduate students has almost tripled since 1996.
- ❖ Undergraduate enrollment of students from underrepresented groups increased from 8 percent in 1996 to 12 percent in 2001 despite an overall decline in enrollments at the Harrisburg campus.

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

- ❖ A variety of efforts have been made to attract faculty and staff from underrepresented groups.
- ❖ More success has been made in diversifying the faculty than in diversifying the staff.

- ❖ It would be interesting to know the pay off of advertising in minority publications and on websites and in attending job fairs.

*RESPONSE: Staff Postings*

*Internal*

*During the calendar year 2000, sixteen staff vacancies were filled through internal posting. Four of the sixteen internal postings were at the Schuylkill campus and twelve were for vacancies at the Harrisburg campus.*

*On the Schuylkill campus, the internal postings resulted in promotional opportunities for full-time staff employees of the University as follows: One African-American female; two white females and one white male. Two of the internal vacancies were filled by employees from locations other than Schuylkill campus and two were filled from Schuylkill campus employees who bid on higher graded staff positions.*

*At Harrisburg, of the twelve internal postings, nine positions were filled by white females and three were filled by white males. None of the internal vacancies at the Harrisburg campus were filled by minorities. There were two minority applicants for two of the posted positions.*

*External*

*Of the total staff vacancies at Capital College, 11 at the Schuylkill campus and 19 at the Harrisburg campus were posted externally.*

*These postings are typically advertised in regional newspapers, journals, websites and newsletters. Most announcements of staff vacancies are sent to regional Historically Black Colleges and Universities (HBCUs). Depending on the grade of the vacancy, announcements may also be sent to the entire list of HBCUs. Senior administrative staff vacancies are also advertised in the Chronicle of Higher Education, Black Issues in Higher Education, and Hispanic Outlook in Higher Education. Most frequently, however, the latter three journals are used for promoting faculty vacancies.*

*The newspapers most frequently used to post vacant positions in 2000 were:*

- *Allentown Morning Call, 15 applicants, no minority applicants*
- *Harrisburg Patriot News, 350 applicants, 22 minority applicants*
- *Lancaster Intelligencer Journal, 86 applicants, 5 minority applicants*
- *Pottsville Republican, 81 applicants, no minority applicants*
- *Reading Eagle Times, 16 applicants, 2 minority applicants*
- *York Newspapers, 24 applicants, 3 minority applicants*

*Faculty Postings*

*For 20 faculty vacancies in 2000, there were a total of 438 applicants, including 139 minority applicants.*

*The sources used include:*

| <i>Source</i>  | <i>Total Applicants</i> | <i>Minority Applicants</i> |
|--|-------------------------|----------------------------|
| <i>Academy of Criminal Justice Sciences</i>                            | <i>3</i>                | <i>0</i>                   |
| <i>Acct. Review</i>  | <i>12</i>               | <i>1</i>                   |
| <i>AEAA</i>  | <i>1</i>                | <i>0</i>                   |
| <i>American Acct. Association</i>                                      | <i>10</i>               | <i>0</i>                   |
| <i>American Alliance for Health Physical Education</i>                 | <i>1</i>                | <i>0</i>                   |
| <i>American Educational Research Association</i>                       | <i>2</i>                | <i>0</i>                   |
| <i>American Historical Association</i>                                 | <i>3</i>                | <i>0</i>                   |
| <i>American Marketing Association</i>                                  | <i>8</i>                | <i>1</i>                   |
| <i>American Psychological Association</i>                              | <i>10</i>               | <i>6</i>                   |
| <i>American Public Health Association</i>                              | <i>2</i>                | <i>0</i>                   |
| <i>American Society for Engineering Education</i>                      | <i>4</i>                | <i>3</i>                   |
| <i>American Society of Criminology</i>                                 | <i>1</i>                | <i>0</i>                   |
| <i>American Statistical Association</i>                                | <i>16</i>               | <i>10</i>                  |
| <i>Association Comp. Mach.</i>   | <i>8</i>                | <i>6</i>                   |
| <i>Association for Education in Journalism and Mass Communications</i> | <i>1</i>                | <i>0</i>                   |
| <i>Black Issues in Education</i>                                       | <i>2</i>                | <i>2</i>                   |
| <i>C&amp;RL News</i>   | <i>6</i>                | <i>4</i>                   |
| <i>Chronicle of Higher Education</i>                                   | <i>143</i>              | <i>2</i>                   |
| <i>Comp. Research Association</i>                                      | <i>7</i>                | <i>5</i>                   |
| <i>EEDH</i>  | <i>1</i>                | <i>0</i>                   |
| <i>EIMS</i>  | <i>57</i>               | <i>51</i>                  |
| <i>ETD</i>   | <i>2</i>                | <i>0</i>                   |
| <i>Institute of Electrical &amp; Electronic Engineers</i>              | <i>17</i>               | <i>14</i>                  |
| <i>International Communications Association</i>                        | <i>1</i>                | <i>0</i>                   |
| <i>Local Newspapers</i>  | <i>57</i>               | <i>2</i>                   |
| <i>Mechanical Engineering Magazine</i>                                 | <i>8</i>                | <i>6</i>                   |
| <i>Modern Language Association</i>                                     | <i>18</i>               | <i>0</i>                   |
| <i>Nominees</i>  | <i>37</i>               | <i>3</i>                   |

**Challenge 5: Developing a Curriculum That Supports the Goals of Our New General Education Plan**

- ❖ A Women's Studies minor has been developed by faculty in three academic schools within the college.
- ❖ Detail is needed to understand the "required" diversity courses for undergraduate students.  
*RESPONSE: The phrase "required diversity courses" is incorrect, and will be corrected in the update. All Capital College students are required to meet the university's three-credit requirement for Intercultural and International Competence [GI]. Occasionally, some of the GI courses, e.g., Women's Studies 315 [Issues in Women's Studies] and a number of cross-listed classes, e.g., ENGL 489 [British Women Writers] or ENGL/AMSTD 492 [American Women Writers] may also meet the GI and the major/minor requirements in a specific program.*
- ❖ Forty-eight multicultural credit courses are offered each semester. These courses were generally described as dealing with issues of racism, multiculturalism, and diversity.
- ❖ Capital College's library has The Alice Marshall Women's History Collection, considered to be among the best in the United States.
- ❖ Over 30 faculty members have published nearly 200 articles, books, and/chapters on diversity-related topics in recent years.

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

- ❖ Details are needed on the types of professional development available to assist in promotion.  
*RESPONSE: The Office of Human Resources has delivered the following professional development opportunities to Capital College employees. The selection is based on surveys distributed to the staff and faculty. Those topics/programs most requested are generally offered, in addition to programs intended to assist employees with a wide range of workplace issues and expectations.*
  - *An Overview of Continuous Quality Improvement*
  - *"At Work" Weight Watchers Program\**
  - *Avoiding Negativity in the Workplace*
  - *Diversity Begins With Me*
  - *Improving Resume Writing Skills*
  - *Introduction to Data Warehouse Series\**
  - *Issues of Sexual Orientation in the Workplace*
  - *Mastering SuperVision\**
  - *New Employee Orientation\**
  - *Penn State Leader\**
  - *Quality Customer Service*
  - *Records Retention*
  - *Retirement/Financial Information Planning\**
  - *Safety in the Workplace – Making Workstations Safe for You*
  - *Sexual Harassment: A New Look at an Old Problem*
  - *Staff Review and Development Plan (SRDP) Training\**
  - *State Employees' Retirement System (SERS) Updates\**
  - *Students in Distress – Guidelines for Faculty/Staff Intervention\**
  - *Switch Enrollment for Employee Benefits\**
  - *Understanding the Job Review Process*
  - *Understanding and Valuing Diversity*

*\*Offered regularly*

- ❖ While a number of women and staff from underrepresented groups have attended leadership-training courses, these opportunities are also available to everyone.

**RESPONSE:**

- *While it is clear that professional development opportunities are available to all employees, the administrators who make these decisions are supportive of the University's commitment to foster an inclusive climate that provides under-represented employees with access to a broad range of professional development opportunities. We expect and are pleased that supervisors are sensitive to providing these opportunities. Participation in leadership training is provided in the tables below.*
- *It is equally important to affect change at the hiring stage by increasing the number of women and minority employees to ensure continued participation in leadership training for mid-management and administrative employees.*

**Penn State Leader  
Capital College  
Participants by Gender/Race**

|                | <b>African American</b> | <b>White</b> | <b>Total</b> |
|----------------|-------------------------|--------------|--------------|
| <b>Females</b> | <b>1</b>                | <b>11</b>    | <b>12</b>    |
| <b>Males</b>   | <b>0</b>                | <b>3</b>     | <b>3</b>     |
| <b>Total</b>   | <b>1</b>                | <b>14</b>    | <b>15</b>    |

**Mastering SuperVision  
Participants by Gender/Race**

|                | <b>African American</b> | <b>White</b> | <b>Total</b> |
|----------------|-------------------------|--------------|--------------|
| <b>Females</b> | <b>0</b>                | <b>9</b>     | <b>0</b>     |
| <b>Males</b>   | <b>1</b>                | <b>2</b>     | <b>3</b>     |
| <b>Total</b>   | <b>1</b>                | <b>11</b>    | <b>12</b>    |

- ❖ There are fewer women and staff from underrepresented groups at the Schuylkill Campus. Information on the number of vacancies that have occurred would help in the understanding of this profile.

*RESPONSE: Within the past five years (between 7/1/97 and 3/31/02), there have been 26 new hires at the Schuylkill campus. Of those hires, 14 were white females, two were African-American females, and one was a Hispanic female.*

*Currently, the Schuylkill campus has two full-time African-American staff employees and one full-time, tenure-track African-American faculty member. All three are female.*

*This is significant, given the following context:*

- *Census 2000 data for Schuylkill and Carbon counties indicate African Americans constitute 2.7% of the population, and although white females make up approximately 51.5% of the population in these rural areas, data indicate there was a near 5% decline of females in the Schuylkill County area from 1990 to 2000.*
- ❖ Women and staff from underrepresented groups in managerial positions are identified as candidates for promotion.
- ❖ The appointment of a female dean demonstrates the college's commitment to diversify leadership.

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

- ❖ It appears that there is a solid commitment toward allocating resources to support diversity goals, such as an established budget line item.
- ❖ A proportion of dollars from the college's general marketing budget has been reallocated to target underrepresented groups.
- ❖ The student support unit was reorganized to elevate the position of multicultural coordinator to Director of Student Support and Intercultural Affairs.