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

# **PENN STATE CAPITAL COLLEGE**

## **UPDATE ON PROGRESS ON DIVERSITY**

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

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

In the broadest sense, Capital College defines diversity as critical to the strength and viability of a community:

The strength and resilience of a living community is a reflection of its diversity. The exclusion or removal of any group or individual from the community disrupts the dynamic interrelationships essential to the community, diminishing the community's integrity and well-being. Only communities that increase in diversity are able to respond to a changing environment and hence, only these communities will exist.<sup>1</sup>

Traditionally, diversity initiatives refer to efforts directed at inclusion and acceptance of groups within the College community identified as under-represented. They include:

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

While Capital College continues to direct efforts aimed at these under-represented groups, the College has broadened the scope of diversity to include other groups such as individuals with disabilities, military veterans, returning adult students, and persons of all sexual orientations.

As the communities we serve become increasingly diverse, it is the goal of Capital College to take a leadership role within those communities by providing:

- Increased access to educational and employment opportunities at Capital College
- Learning that fosters an environment of civility and respect
- Graduates prepared to participate and succeed in this increasingly diverse society
- A welcoming classroom environment that is supportive of intellectual diversity

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These concepts are addressed more specifically in the College Diversity Plan mission statement:

- We will continue to strive to create an open and inviting environment by promoting civility and appreciation of difference;
- We will continue to strive to create open environments within our classrooms and College communities that foster opportunities where students and faculty can engage in a wide variety of cultural and international perspectives;
- We will include among our most important educational endeavors the development of conscience, character, citizenship, respect for others, and social responsibility; and
- We will strive to remove institutional barriers and cultural indifference that can promote the seeds of discontent and conflict.

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

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

- Directed efforts toward hiring a balanced representation of minority faculty (See faculty search and screen diversity initiatives, page 7; see Table 7, page 16.)
- Recruitment of a diverse body of students (See locating and recruiting, page 11; Tables 1-6, pages 13-16.)
- Supportive academic programming—we currently have over 100 intercultural and international competency courses in our curriculum, and approximately 40 are offered each semester.
- Faculty Research and Scholarship
  - Capital College faculty have a robust record of scholarly activity with varied interests. College faculty from four of our five academic schools and the library are engaged in research and scholarship pertaining to various cultures and societies, global and area studies, women's studies, issues of the aging, and minority concerns.
- Faculty Engagement in Community Outreach
  - Some recent examples of faculty outreach initiatives include:
    - AIDS Awareness and Research in the Hispanic Community
    - Americans with Disabilities Act 10-Year Review Programming
    - Programming for Japanese Expatriates
    - Global Health Promotion in Mexico
    - Mexico Education Overview
    - Current Topics in Education - London
    - Honors Program Study in Canada
    - Summer Spanish Language Program
    - International Capital Markets - London
    - North American Collaboration: A collaborative seminar connecting Penn State Capital College with the National University of Mexico (UNAM) and McGill University, Canada
    - Spanish Language and Mexican Cultural Institute: 2000

- Examples of Ongoing Faculty Outreach Initiatives:
  - Harrisburg School District -- 21<sup>st</sup> Century Schools Initiative for after-school and summer programs.
  - Women's Enrichment Center -- provides humanities-oriented programs on women's issues to the non-served and under-served citizens of the city, and houses the Women's Legislative Exchange.
  - Pennsylvania Program to Improve State and Local Government -- an organization that serves the public sector, especially in rural populations, through research and training.
  - Urban Leadership Academy -- the College is providing program-planning assistance to aid the Urban League of Harrisburg in the development of programming for the Urban Leadership Academy.
  - United Way of the Capital Region Strategic Initiatives Task Force -- A partnership of several groups serves in an advisory capacity to provide professional assistance in the development of a Healthy Community Indicators Study in the Harrisburg area.

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

University diversity initiatives are distributed to students through:

- Academic programming\_- First-Year Seminar, Summer Reading Program and intercultural and international competency focused coursework.
- Co-curricular programming -- Regularly scheduled weekly programming including open forums and a variety of cultural, international, educational, social and retention programs sponsored by the Office of Student Services.
- Publications -- "The Penn State Principles" is posted in prominent public areas. Diversity-focused event information is posted regularly on the web, and through in-house publications including *This Week* and *Insighter*. The Student Handbook is distributed to all students and lists information on diversity-focused activities.

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

- Hiring -- In the hiring process, diversity issues are addressed before administrative positions are filled. Diversity-related accomplishments and views are evaluated in the screening and interview process for key positions in the College.
- New Employee Orientation -- The Office Human Resources delivers orientation programming to all new employees of Capital College. Included in the New Employee Orientation is information on the University's commitment to the diversity of its workforce, the University Strategic Planning Mission and College mission, values and beliefs.
- Publications -- "The Penn State Principles" is posted in prominent public areas. Diversity-focused events are posted regularly on the web, as well as in-house publications including *This Week*, *Insighter*, and *Currents*.
- Specialized brochures are widely distributed articulating available services for students with disabilities. These brochures include a general brochure on disability services at Penn State Harrisburg, as well as individualized brochures on services for students with learning disabilities, mobility impairments, visual impairments, health-related disabilities and services for students who are deaf or hearing-impaired.

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

At Capital College, the Director of Student Support and Intercultural Affairs facilitates these duties. This position provides direction and supervision of programs and services for special student populations including:

- Under-represented minorities
- International students
- Non-traditional students
- Students with disabilities
- Adult learners

The areas of focus for programming and sample programs include:

##### Retention:

- Minority Academic Excellence Program (MEAP)
- The Bridge Peer Mentoring Program
- EOP Programming
- ADA support services
- Adult learner support services

##### Cultural Programming:

- Feast of the Holidays
- Monthly featured cultures programming
- Multicultural Play Series
- Heritage Film Festival

##### International Programming:

- Lunch With An International Flavor
- International Festival
- International Student Support Socials

##### Educational Programming:

- College Wide Diversity Training
- Multicultural Lecture Series
- Women's Lecture Series
- Religious and Philosophical Forum
- Diversity Training for Student Leaders

##### Social Programming:

- Black Student Union activities
- Latino Student Union activities
- Trips to various community sponsored diversity events
- Social Mixers

The Director of Student Support and Intercultural Affairs co-chairs the College Committee on Diversity and Educational Equity with a senior faculty member, and is the administrator for the operating budget assigned to that committee.

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

The College Committee on Diversity and Educational Equity, with active participation from both campuses, is comprised of faculty, staff, students, and administration. This committee is funded through the Office of the Provost and Dean, and reports directly to the Office as an advisory group.

The committee oversees periodic campus climate assessments. The committee works with the senior administration, faculty governance, and human resources personnel to provide advice and recommend activities to improve our campus environments.

Based on these assessments, the committee organizes and sponsors training, workshops, and seminars with the goal of improving the climate of the College. In addition, it sponsors educational activities such as lectures and performances for the general college community as well as the broader public.

Another function of the committee is to identify and facilitate linkages across academic disciplines within the College and University diversity focused committees (e.g. Commission on Racial/Ethnic Diversity, Commission for Women and the Commission on Lesbian, Gay, Bisexual and Transgender Equity (CLGBTE). These linkages serve to facilitate greater participation in collaborative leadership and policy making, and information sharing.

A subgroup of the Committee on Diversity and Educational Equity is the First Response Team to Acts of Intolerance. Appointed by the Provost and Dean, the First Response Team gathers immediately upon report of an act of intolerance. The team collects information from those adversely affected by the incident and establishes support system when appropriate. The Team counsels senior administration on possible responses. The Team assembles College employees with expertise in communications, psychological counseling, law enforcement, and intercultural affairs.

## Challenge 2. Creating a Welcoming Campus Climate

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

- Diversity issues are included as a part of each College unit's strategic plan.
- The University's commitment to creating a diverse faculty body is integrated into all faculty and professional staff position searches.
- In conjunction with the College's commitment to faculty development, resources are provided for professional development to faculty from under-represented groups.
- The College sponsors an ongoing series of multicultural lectures, music, arts and social programs, and events. Programs are generally open to the public and promote appreciation and understanding of diversity, and acceptance of diverse populations. Specific programs with diversity themes include:
  - Black History Month
  - Women's History Month
  - Martin Luther King's Birthday
  - International Film Festival
  - Lunch With an International Flavor
  - Live in the Gallery Lounge (a series of multicultural performances)
  - Topical speakers (e.g. Holocaust and genocide)
  - Take Your Daughter to Work Day
  - Summer Reading Program (Fall 2001, all first-year students at Schuylkill read James McBride's *The Color of Water*; McBride guest lectured on campus December 3, 2001)
  - November 30, 2001 in partnership with the Urban League of Harrisburg, the Downtown Improvement District, and Harrisburg Young Professionals, Penn State Harrisburg sponsored a lecture by Dr. Maya Angelou. More than 1,800 residents of the Harrisburg community attended the event. Additionally, Penn State Harrisburg was a co-sponsor of a high school student essay contest on the theme of Dr. Angelou's works entitled "And Still I Rise." Essays were reviewed by the Penn State Harrisburg International Honor Society in Education. More than 100 high school students received certificates of merits.

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

There are multiple venues for the assessment of climate issues, both formal and informal:

- Formal avenues for the identification of climate issues include:
  - Annual student satisfaction survey: On an annual basis, Student Services administers the Noel/Levitz Center's *Student Satisfaction Inventory*. This inventory measures students' satisfaction with a wide range of college experiences.

Among other indicators, Capital College students are asked to rank their level of satisfaction on the College's commitment to: part-time students, evening students, older returning learners, under-represented populations, and students with disabilities. Capital College students indicate a higher overall level of satisfaction commitment to these populations than do students in the national norm.
  - Periodic faculty/staff surveys
    - Prior to 1998
      - Assessment of institutional climate survey: In 1995, the Committee on Diversity and Educational Equity assessed the climate on the Harrisburg campus through an extensive survey *Assessment of Institutional Climate* which led to college-wide training, workshops, discussions, and other activities to address diversity needs.
      - Faculty/Staff satisfaction survey: In 1997, the Office of Student Services administered the Noel/Levitz Center's *Faculty/Staff Satisfaction Inventory*, which generates a comparative analysis of faculty/staff and student perceptions along a common set of indicators.
    - 1998 to Present
      - Core values survey: In 2000, the Strategic Planning Steering Group initiated a survey of the University Core Values to assist in the strategic planning process.
      - Focus groups on institutional climate: In 2000 and 2001, the Committee on Diversity and Educational Equity conducted a series of focus groups of faculty, students and staff.
- Informal climate assessment opportunities occur through:
  - Monthly meetings of the administration and faculty senate executive committee
  - Bi-monthly meeting of the academic leadership (Academic Council) and staff leadership (Provost Council)
  - Regularly scheduled school meetings, with attendance of the Provost and Dean annually
  - Quarterly open houses for students hosted by the Provost and Dean
  - Individual academic school student open forums every semester

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

The College takes a proactive approach, through utilization of established climate measurement channels. For example:

- The Student Support staff at both locations of the College offers a series of programs and services throughout the academic year to heighten awareness and appreciation for a wide range of diversity related issues.
- The Committee on Diversity and Educational Equity oversees periodic campus climate assessments. The committee works with the senior administration, faculty governance, and human resources personnel to provide advice and recommend activities to improve our campus environments.
- Based on these assessments, the committee organizes and sponsors training, workshops, and seminars with the goal of improving the climate of the College. In addition, it sponsors educational activities such as lectures and performances for the general college community as well as the broader public.
- As previously discussed, a subgroup of the Committee on Diversity and Educational Equity is the First Response Team to Acts of Intolerance. Appointed by the Provost and Dean, the First Response Team gathers immediately upon report of an act of intolerance. The team collects information from those adversely affected by the incident and establishes support system when appropriate. The Team counsels senior administration on possible responses. The Team assembles College employees with expertise in communications, psychological counseling, law enforcement, and intercultural affairs.

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

#### College-Wide Programming

- The College sponsors an ongoing series of multicultural lectures, music, arts and social programs, and events. Programs are generally open to the public and promote appreciation and understanding of diversity. Some specific programs with diversity themes include:
  - Black History Month
  - Women's History Month
  - Martin Luther King's Birthday
  - International Film Festival
  - Lunch With an International Flavor
  - Live in the Gallery Lounge (a series of multicultural performances)
  - Topical speakers (e.g. Holocaust and genocide)
  - Take Your Daughter to Work Day
  - Summer Reading Program (Fall 2001, all first-year students at Schuylkill read James McBride's *The Color of Water*; McBride guest lectured on campus December 3, 2001)
  - Unity Picnics (Initiated Spring 2001, at each campus students host picnics with the theme of "No Hate at Penn State," for entire college community)

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

1 2 3 4 5 6 7 8 9 10

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

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

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

- The College has a full-time Assistant Director of Admissions for Multicultural Recruitment position within the Office of Enrollment Services.
- The Harrisburg Community Recruitment Center is located on our campus. Partnership initiatives have focused on increasing joint recruitment efforts with possible feeder high schools, community colleges, and other Penn State campuses.
- Penn State Harrisburg is represented at community affairs where the target audience is the under-represented groups.
- The Office of Enrollment Services at Penn State Schuylkill works closely with the Philadelphia Community Recruitment Center.
- The Schuylkill Office also conducts workshops on the process of college admissions and financial aid to parents of the under-represented groups.
- Dual Admission and articulation agreements are in place with local community colleges, where a number of under-represented students begin their college education. These agreements allow for seamless transfer from their community college into a Penn State baccalaureate program.
- Targeted advertising campaigns to under-represented populations for recruitment open houses are implemented several times per year.

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

- Some academic units have adopted informal mentoring programs, where faculty identify undergraduate students from under-represented populations who show an interest in pursuing graduate studies. Faculty assist the students with selection of the appropriate graduate programs and application to those programs.
- The Office of Enrollment Services has developed a list of minority-owned business, and sends recruitment event information to those businesses.
- Targeted advertising campaigns to under-represented populations for recruitment information nights are implemented several times per year.

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

The Minority Academic Excellence Program (MEAP) is a peer tutorial and leadership development support group designed to assist the participants in developing the requisite skills to achieve success and campus-wide leadership positions. Skill building and networking programs are scheduled weekly.

The program components include, but are not limited to, peer tutoring, study groups, study skills assessments, learning style inventories, personal counseling, career planning, leadership training, mentoring, faculty, staff, and student networking, and academic achievement awards.

The Provost and Dean, as well as other academic leadership, meets regularly with this group.

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

Retention strategies for graduate students are implemented on an individual mentoring basis at the program level, and coordinated through the Office of Research and Graduate Studies. Each program has a designated graduate coordinator with responsibility for the retention of students, working closely with school directors and the Office of Research and Graduate Studies.

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

The Minority Academic Excellence Program, which incorporates the following retention strategies:

- Peer tutoring
- Study groups
- Study skills assessments
- Learning style inventories
- Personal counseling
- Career planning
- Leadership training
- Mentoring
- Faculty, staff, and student networking
- Academic achievement awards

The College has made considerable progress in attracting more students from the under-represented (UR) groups, both at undergraduate and graduate levels. The following statistics will indicate the progress made by the College in this regard.

Overall, the University Park campus' total minority enrollments represent 11.5% of the student population for Fall 2001. Capital College's total minority enrollments represented 11.4% of total enrollment for Fall 2001. The Schuylkill campus' total minority enrollments for Fall 2001 were 16.7%. Penn State Harrisburg's total minority enrollments for Fall 2001 were 9.7%.

**Table 1**  
**Official Undergraduate Enrollment by Ethnic Origin**  
**Penn State Harrisburg**

<b>Ethnic Background</b>	<b>Fall 1996</b>	<b>%</b>	<b>Fall 1997</b>	<b>%</b>	<b>Fall 1998</b>	<b>%</b>	<b>Fall 1999</b>	<b>%</b>	<b>Fall 2000</b>	<b>%</b>	<b>Fall 2001</b>	<b>%</b>
<b>African American</b>	72	3%	82	4%	95	5%	100	5%	82	5%	83	5%
<b>Asian American</b>	60	3%	60	3%	88	4%	99	5%	84	5%	85	5%
<b>Hispanic American</b>	34	2%	34	2%	30	1%	32	2%	30	2%	30	2%
<b>Native American</b>	9	0%	6	0%	8	0%	5	0%	5	0%	5	0%
<b>Total Minority</b>	175	8%	182	9%	221	11%	236	13%	201	11%	203	12%
<b>International</b>	10	0%	6	0%	5	0%	7	0%	21	1%	21	1%
<b>White American</b>	1711	83%	1633	81%	1613	80%	1503	80%	1385	79%	1538	87%
<b>Unknown</b>	173	8%	195	10%	181	9%	132	7%	148	8%	0	0%
<b>Total</b>	2069	100%	2016	100%	2020	100%	1878	100%	1755	100%	1762	100%

Over the past six years, the minority undergraduate student body has been stable and has increased its share of the total student population at the Harrisburg campus. The undergraduate minority population increased from 8% in 1996 to 12% in 2001. The campus has enjoyed this growth despite an overall decline in undergraduate enrollments at the campus.

**Table 2**  
**Official Undergraduate Enrollment by Ethnic Origin**  
**Penn State Schuylkill**

<b>Ethnic Background</b>	<b>Fall 1996</b>	<b>%</b>	<b>Fall 1997</b>	<b>%</b>	<b>Fall 1998</b>	<b>%</b>	<b>Fall 1999</b>	<b>%</b>	<b>Fall 2000</b>	<b>%</b>	<b>Fall 2001</b>	<b>%</b>
<b>African American</b>	69	7%	88	9%	111	10%	107	11%	126	11%	118	11%
<b>Asian American</b>	19	2%	25	3%	39	4%	33	3%	44	4%	37	4%
<b>Hispanic American</b>	12	1%	17	2%	19	2%	22	2%	27	2%	25	2%
<b>Native American</b>	4	0%	4	0%	1	0%	1	0%	2	0%	2	0%
<b>Total Minority</b>	104	11%	134	14%	170	16%	163	16%	199	18%	182	17%
<b>International</b>	0	0%	1	0%	0	0%	2	0%	2	0%	1	0%
<b>White American</b>	828	84%	802	82%	856	80%	809	80%	872	78%	869	83%
<b>Unknown</b>	56	6%	44	4%	44	4%	41	4%	51	5%	0	0%
<b>Total</b>	988	100%	981	100%	1070	100%	1015	100%	1124	100%	1052	100%

The Schuylkill campus shows even larger gains. The student population of minority students constituted 11% of the total student body in 1996, and in 2001 it is 17%.

**Table 3**  
**Official Graduate Enrollment By Ethnic Origin**  
**Penn State Harrisburg**

<b>Ethnic Background</b>	<b>Fall 1996</b>	<b>%</b>	<b>Fall 1997</b>	<b>%</b>	<b>Fall 1998</b>	<b>%</b>	<b>Fall 1999</b>	<b>%</b>	<b>Fall 2000</b>	<b>%</b>	<b>Fall 2001</b>	<b>%</b>
<b>African American</b>	36	3%	44	3%	44	3%	39	3%	40	3%	51	3%
<b>Asian American</b>	25	2%	29	2%	27	2%	36	3%	38	3%	33	2%
<b>Hispanic American</b>	9	1%	9	1%	15	1%	14	1%	20	1%	23	2%
<b>Native American</b>	4	0%	3	0%	5	0%	2	0%	2	0%	2	0%
<b>Total Minority</b>	74	5%	85	6%	91	6%	91	7%	100	7%	109	7%
<b>International</b>	13	1%	26	2%	33	2%	35	3%	41	3%	50	3%
<b>White American</b>	1253	92%	1326	91%	1286	89%	1209	89%	1226	88%	1303	88%
<b>Unknown</b>	23	2%	19	1%	27	2%	25	2%	26	2%	25	2%
<b>Total</b>	1363	100%	1456	100%	1437	100%	1360	100%	1393	100%	1487	100%

At the graduate level, the proportion of minority students increased from 5% in 1996 to 7% in 2001.

**Table 4**  
**Official Undergraduate Enrollment by Gender, Penn State Harrisburg**

<b>Gender</b>	<b>Fall 1996</b>	<b>%</b>	<b>Fall 1997</b>	<b>%</b>	<b>Fall 1998</b>	<b>%</b>	<b>Fall 1999</b>	<b>%</b>	<b>Fall 2000</b>	<b>%</b>	<b>Fall 2001</b>	<b>%</b>
<b>Female</b>	1085	52%	1069	53%	1052	52%	977	52%	966	52%	890	51%
<b>Male</b>	984	48%	947	47%	968	48%	901	48%	899	48%	872	49%

**Table 5**  
**Official Undergraduate Enrollment by Gender, Penn State Schuylkill**

<b>Gender</b>	<b>Fall 1996</b>	<b>%</b>	<b>Fall 1997</b>	<b>%</b>	<b>Fall 1998</b>	<b>%</b>	<b>Fall 1999</b>	<b>%</b>	<b>Fall 2000</b>	<b>%</b>	<b>Fall 2001</b>	<b>%</b>
<b>Female</b>	584	59%	534	54%	593	55%	539	53%	613	55%	595	57%
<b>Male</b>	404	41%	447	46%	477	45%	476	47%	511	45%	457	43%

**Table 6**  
**Official Graduate Enrollment By Gender, Penn State Harrisburg**

<b>Gender</b>	<b>Fall 1996</b>	<b>%</b>	<b>Fall 1997</b>	<b>%</b>	<b>Fall 1998</b>	<b>%</b>	<b>Fall 1999</b>	<b>%</b>	<b>Fall 2000</b>	<b>%</b>	<b>Fall 2001</b>	<b>%</b>
<b>Female</b>	808	59%	843	58%	822	57%	759	56%	799	57%	855	58%
<b>Male</b>	555	41%	613	42%	615	43%	601	44%	594	43%	622	42%

Our campuses enroll 51% and 57% undergraduate female students, respectively, at Harrisburg and Schuylkill. 58% of our graduate enrollment is females. At University Park, the distribution is 47% female and 53% male.

**Table 7**  
**International Student Enrollment, Penn State Harrisburg**

	<b>Fall 1997</b>	<b>Fall 1998</b>	<b>Fall 1999</b>	<b>Fall 2000</b>	<b>Fall 2001</b>
Graduate	26	33	35	41	50
Undergraduate	6	5	7	15	21
<b>Total</b>	<b>32</b>	<b>38</b>	<b>42</b>	<b>56</b>	<b>71</b>

The number of international students, though a small percentage of total enrollment, has almost tripled since 1996.

## Challenge 4. Recruiting and Retaining a Diverse Workforce

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

- Faculty Search and Screen Diversity Initiatives
  - While charging all tenure-track and Fixed Term I faculty search and screen committees, a human resource representative informs the committee members about the University's commitment to creating a diverse faculty body and discusses ways to accomplish that goal.

In particular, University's Affirmative Action policy as presented in the publication *Getting Different Results*, is reviewed and discussed.

- Search and screen committee members are encouraged to utilize their discipline-specific networks to contact minority colleagues including leadership of minority caucuses of national organizations, discipline-specific web-sites, and publications targeting minority professionals, *Black Issues in Higher Education*, *Hispanic Outlook in Higher Education*.
- *Minority/Women Doctoral Directory (MWDD)* is made available with accompanying mailing address labels to identify discipline-specific applicants for Capital College vacancies specifically targeting candidates for tenure-track assistant professor positions.
- Tenure-track (and some Fixed Term I) faculty announcements to Historically Black Colleges and Universities (HBCUs) are distributed. A letter of announcement is sent to department chair, dean of faculty and/or college/university president of HBCU. This strategy heightens the name recognition of Capital College among master's and doctoral students from minority institutions.
- The Office of Human Resources supports search committees in their efforts to identify prospective minority candidates. For reconsideration and comparative purposes, the committee is advised of minority applicants in the pool who have not advanced to the short list for reconsideration. This process has resulted in a more inclusive list of finalists.
- Foreign national applicants who apply for tenure track positions and do not have U.S. citizenship status must be processed via H1B. HR works with the candidate and school director to effect H1B status for the candidate.

- Staff Search and Screen Diversity Initiatives
  - While charging staff search and screen committees, the Office of Human Resources distributes the University's Affirmative Action policy. The policy, as presented in the publication, "Getting Different Results" is reviewed and discussed.
  - Search and screen committee members are encouraged to utilize their program-specific networks to contact minority colleagues; including leadership of minority caucuses of national organizations, department-specific web-sites, publications targeting minority professionals, *Black Issues in Higher Education*, *Hispanic Outlook in Higher Education*.
  - Standing and fixed term staff vacancy announcements are distributed to HBCU's. A letter of announcement is sent to the department chair and/or college/university president of HBCU. This strategy heightens the name recognition of Capital College among master's and doctoral students from minority institutions.
  - The Office of Human Resources supports search committees in their efforts to identify prospective minority candidates. For reconsideration and comparative purposes, the committee is advised of minority applicants in the pool who have not advanced to the short list for reconsideration. This process has resulted in a more inclusive list of finalist. This strategy has resulted in hires.

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

### Recruitment

- Historically Black Colleges and Universities (HBCU) – A position announcement is sent to the complete list or to the East Coast list of HBCU's to increase the number of minority applicants in the pool of candidates.
- Review Short Lists –The Office of Human Resources supports search committees in their efforts to identify prospective minority candidates. The committee is advised of minority applicants in the pool who have not advanced to the short list for comparative purposes. This process has resulted in a more inclusive list of finalists.
- Advertisements – HR submits faculty and administrator position announcements to *Black Issues in Higher Education* and to the *Hispanic Outlook in Higher Education*.
- Search Committee Charge – In charging each search and screen committee, a human resources representative advises committee members of professional organizations with minority caucuses and advises contact with those caucuses. In many cases, the Office of Human Resources prepares the letter to send to the caucus and to other sources identified by the search committee.
- Job Fairs – The Office of Human Resources attends job fairs which have targeted a minority applicant base.

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

All new tenure track faculty are given reduced teaching load during the first two years.

All new tenure track faculty have priority in receiving funding from the College Research Council, from the Provost and Dean's Office, and from the academic Schools.

School directors provide mentoring and other guidance to all new tenure track faculty.

Some disciplines within schools have established new faculty-mentoring programs for groups of new faculty within the discipline, and to assist in the orientation of new faculty to the campus and the surrounding community.

The College has participated in a Provost Mentoring program.

Participation on University-wide presidential-level commissions afford opportunity for interaction with central executive leadership. The College has enjoyed active participation in Commission on Racial/Ethnic Diversity (CORED). A former chair and the chair-elect of this Commission are members of the Capital College community.

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

The College encourages participation in the Penn State Leader and Mastering SuperVision programs. These programs are designed to prepare staff and faculty for higher-level positions within the University. Between Spring 1999 and Spring 2001, 35 women (including 2 minority women) and 13 men attended the Penn State Leader program. During the same time period, nine women and 2 men (including 1 minority male) participated in the Mastering SuperVision program.

The Staff Review and Development Plan (SRDP) provides staff members an opportunity to develop action plans for future professional development. This is an excellent opportunity for the supervisor to encourage employees to identify diversity and cross-cultural training objectives.

The College has benefited from making successful University-wide programs available on campus. A number of these have focused on diversity related issues (e.g., Understanding and Valuing Diversity, Diversity and Equity, Cross-cultural Communication.)

The College continues to be attentive to hiring minority and female employees at all faculty (Table 8) and non-faculty (Tables 9,10) ranks. This continued commitment has resulted in advancing the College towards the established goals. In the past two years the College has added 14 new minority faculty and staff and 38 women faculty and staff, as well as two administrative/executive women.

The data below provide the status of minority and women hires among faculty, staff and administrative/managerial positions as of Fall 2001. In recent years the College has been quite successful in attracting women and members of minority groups to its ranks.

**Table 8  
Utilization and Goals  
Faculty within College by Division  
Fall 2001**

CAPITAL COLLEGE	Total	Minority		Women		Availability %		Goal**	
		N	%	N	%	Minority	Women	Minority	Women
<b>Tenured &amp; Tenure Track</b>									
Behavioral Sciences	35	5	14.3%	22	62.9%	15.9	54.3	15.9	
Business Administration	23	7	30.4%	4	17.4%	16.5	31.6		31.6
Humanities	23	1	4.3%	8	34.8%	12.6	48.6	12.6	48.6
Library	5	1	20.0%	0	0.0%	23.4	74.0	23.4	74.0
Public Affairs	16	3	18.8%	7	43.8%	19.0	42.9	19.0	
Science, Engineering & Technology	34	10	29.4%	4	11.8%	19.1	29.6		29.6
<b>Tenured &amp; Tenure Track Total</b>	<b>136</b>	<b>27</b>	<b>19.9%</b>	<b>45</b>	<b>33.1%</b>	<b>*17.0</b>	<b>*41.5</b>		<b>41.5</b>
<b>Non-Tenure Track Total</b>	<b>65</b>	<b>4</b>	<b>6.2%</b>	<b>30</b>	<b>46.2%</b>	<b>*19.2</b>	<b>*40.2</b>	<b>19.2</b>	
<b>College Total</b>	<b>201</b>	<b>31</b>	<b>15.4%</b>	<b>75</b>	<b>37.3%</b>	<b>*19.2</b>	<b>*40.2</b>	<b>19.2</b>	<b>40.2</b>

\* Weighted Availability

\*\* Based on goals established for 2000, Office of Affirmative Action

Of the total, 136 tenured and tenure track faculty positions, 27 are held by minority faculty and 45 by women. The Capital College exceeded its overall goal for minority faculty hires albeit variation among academic schools is evident. Capital College has not yet met its overall goal for women faculty hires with the exception of Behavioral Science which has exceeded its goal.

Of 65 non-tenure track faculty, four positions are held by minority faculty and 30 positions by women. Given the availability data, the College exceeds its goal for non-tenure track women faculty hires and falls considerably short of its goal for non-tenure track minority faculty hires.

**Table 9  
Utilization and Goals for Harrisburg Campus  
Administration and Non-Faculty, Fall 2001**

CAPITAL COLLEGE HARRISBURG CAMPUS	Total	Minority		Women		Availability		Goal	
						Minority	Women	Minority	Women
EEO-6 Category		N	%	N	%	%	%	%	%
(01) Executive/Admin/Managerial	17	3	17.6%	5	29.4%	11.1	37.2		37.2
(03) Professional Non-Faculty	61	6	9.8%	35	57.4%	9.3	54.0		
(04) Secretarial/Clerical	67	2	3.0%	66	98.5%	10.0	76.8	10.0	
(05) Technical/Paraprofessional	21	4	19.0%	12	57.1%	6.6	30.1		
(06) Skilled Crafts	18	3	16.7%	0	0.00%	5.9	8.9		8.9
(07) Service/Maintenance	34	15	44.1%	13	38.2%	13.2	66.1		66.1
<b>Total</b>	<b>218</b>	<b>33</b>	<b>15.1%</b>	<b>131</b>	<b>60.1%</b>				

**Table 10  
Utilization and Goals for the Schuylkill Campus  
Administration and Non-Faculty, Fall 2001**

CAPITAL COLLEGE SCHUYLKILL CAMPUS	Total	Minority		Women		Availability		Goal	
						Minority	Women	Minority	Women
EEO-6 Category		N	%	N	%	%	%	%	%
(01) Executive/Admin/Managerial	6	0	0%	2	33%	11.1	37.2	11.1	37.2
(03) Professional Non-Faculty	21	1	5%	13	62%	9.3	54.0	9.3	
(04) Secretarial/Clerical	16	1	6%	16	100%	0.4	76.5		
(05) Technical/Paraprofessional	4	0	0%	2	50%	1.4	21.1	1.4	
(06) Skilled Crafts	4	0	0%	0	0%	0.7	7.8	0.7	7.8
(07) Service/Maintenance	9	0	0%	1	11%	1.3	68.0	1.3	68.0
<b>Total</b>	<b>60</b>	<b>2</b>	<b>3%</b>	<b>34</b>	<b>57%</b>				

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

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

The College has a variety of multicultural credit courses. Every semester, the College offers about 48 different courses, some in multiple sections, dealing with issues of racism, multiculturalism, and diversity.

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

- a. Faculty representing three academic schools within the College have developed a minor in Women's Studies.
- b. The faculty of School of Business Administration developed a minor in International Business that requires proficiency in a foreign language and overseas field experience.
- c. Undergraduate elementary education students are required to complete an Urban Field Placement as part of their teacher education program.
- d. Study abroad initiatives and international student exchange programs are in place and are coordinated through the Office of Outreach and International Initiatives. More than 60 Capital College students studied in a foreign country in 2001

The College libraries are quite fortunate to hold a number of special collections which enhance curriculum, teaching, and research. Among the most notable collections are: The Alice Marshall Women's History Collection, considered the most comprehensive, private collection of women's history materials in the United States; the Mac E. Barrick Collection of several thousand manuscripts, photographs, indexes, and recordings focusing on Pennsylvania folklore and folklife; and the John Yetter Collection of Steelton Historical Materials containing more than 2,000 photographs and hundreds of publications on Steelton, Pennsylvania.

Additionally, the College has a continually growing collection of materials related to Holocaust and genocide studies, supported through private fund raising efforts.

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

### Research and Scholarship

An examination of the recent scholarly productivity of our faculty shows a wide and enriching array of diversity-related research interests. In the past several years, over 30 of our faculty have published nearly 200 articles, chapters and or books on issues with a diversity focus.

These include research topics addressing gender issues, critical studies of African American and other minority groups, participation by minorities and women in the political process, the criminal justice system as it relates to minorities and women, multicultural studies, cross-cultural communication, and discriminatory lending practices, to name a few.

Additionally, our faculty are engaged in area studies (e.g. political and social issues in Russia and former soviet republics, social, cultural, and political aspects of Africa, effects of cultural differences in international marketing).

The College considers faculty research and scholarship accomplishments quite positively, particularly in making recommendations with respect to tenure, promotion, and annual merit reviews. The College encourages research and scholarship by providing funding for research, professional travel, and other support.

### Teaching

The curricular initiatives are mentioned above. All students are exposed to the diversity focused courses as part of general education. A number of our majors and minors have integrated diversity content in their courses and co-curricular activities. (See page 23 for a listing)

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

- Diversity (GI) courses for undergraduate students
- Diversity specializations in majors and minors
- Increased opportunities for study abroad
- Field placement in urban settings for pre-professional study

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

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

The College provides educational and training opportunities to minorities and women.

- Mastering SuperVision
- Penn State Leadership
- Nominations for participation on University-wide commissions and task forces
- Academic Leadership Forum
- Academic Leadership Program in conjunction with the Committee on Institutional Cooperation

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

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

- The College Diversity Committee receives an annual budget from the Office of the Provost and Dean.
- Diversity is a required component in each College unit's strategic planning process.
- Advertising dollars for use in the recruitment of under-represented student populations is reallocated from the general marketing budget.
- The Student Services Division of the Capital College was recently reorganized to strengthen the College's ability to implement diversity goals. One Senior staff was reassigned and two new staff were added with dedicated responsibility for intercultural affairs.

## **List of Appendices**

(to see appendices, go to <http://www.cl.psu.edu/diversityupdate>)

### **Appendix A**

*Penn State Harrisburg Assessment of Institutional Climate Summary Report and Diversity Assessment Instrument*

### **Appendix B**

*College Diversity Committee Membership*

### **Appendix C**

*MAEP Parameters*