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A Framework to Foster Diversity at Penn State: 1998-2003

Progress Assessment Report

Penn State Great Valley

School of Graduate Professional Studies

December 2001

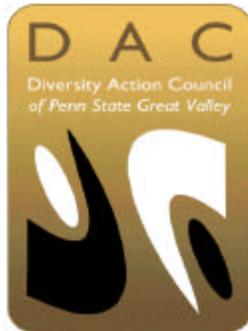


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I. Introduction

This document is the Progress Assessment Report for the Penn State Great Valley School of Graduate Professional Studies (PSGV) as of December 2001. We have addressed our progress at Penn State Great Valley in each specific challenge area outlined in *The Pennsylvania State University Diversity Strategic Plan: A Framework to Foster Diversity at Penn State: 1998-2003*. Many of the activities discussed herein are long-standing, ongoing activities at PSGV, several are new initiatives currently underway, and some are goals and activities identified in the *Penn State Great Valley Diversity Strategic Plan* that are under discussion and/or development.

We believe that Penn State Great Valley is in the vanguard of diversity and diversity-related issues. Our actions and activities promote diversity throughout the campus community, and our strategic plan recognizes areas for on-going improvement. We are committed to diversity at Penn State Great Valley and are working aggressively to foster diversity here in a number of creative and proactive ways. The intent of this progress assessment report is to clearly address our progress, delineate areas of improvement, and outline the commitment at Penn State Great Valley to promote and enhance diversity.

The following table lists the Pennsylvania State University’s diversity goals and the corresponding goals from the Penn State Great Valley Diversity Action Council (DAC) Strategic Plan.

Goals: Pennsylvania State University Diversity Strategic Plan	Goals: Penn State Great Valley Diversity Strategic Plan*
Challenge 1: Developing a Shared and Inclusive Understanding of Diversity.	Goal 1. – 1, 2, 4, & 5 Goal 3. – 1, 3, 4, 5, 7, & 8
Challenge 2: Creating a Welcoming Campus Climate.	Goal 1. – 1, 2, 3, 4, & 5 Goal 3. – 1, 2, 4, 5, 7, & 8
Challenge 3: Recruiting and Retaining a Diverse Student Body.	Goal 2. – 1, 2, 3, 4, & 5
Challenge 4: Recruiting and Retaining a Diverse Work Force.	Goal 1. – 3, 4, & 5
Challenge 5: Developing a Curriculum that Supports the Goals of Our New General Education Plan.	Goal 1. – 1 Goal 4. – 1, 2, & 3
Challenge 6: Diversifying University Leadership and Management.	Goal 1. – 5 Goal 5. – 1, 2, 3, & 4
Challenge 7: Coordinating Organizational Change to Support Our Diversity Goals.	Goal 5. – 1, 2, 3, & 4

**(Note: See Appendix A–Penn State Great Valley DAC Strategic Plan)*

II. Penn State Great Valley Progress Assessment of *A Framework to Foster Diversity at Penn State 1998-2003*

Challenge 1. Developing a Shared and Inclusive Understanding of Diversity

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

In the strategic plan developed from 1998-2001, the Great Valley Diversity Action Council defined diversity by breaking it into several parts including the spectrum of diversity, a definition of diversity, a diversity mission statement, our beliefs about diversity, and diversity-related values. These specific aspects are described below.

A. Spectrum of Diversity

The spectrum of diversity includes the similarities and differences in:

- Academic credentials
- Age
- Alternative lifestyles
- Citizenship
- English as a second language
- Ethnicity
- Family structures (single parent, adoptive parent)
- Gender
- Learning impairment
- Organizational tenure
- Physical challenges
- Race
- Religious practices
- Sensory impairment
- Sexual orientation
- Socio/economic background
- Urban vs. Rural vs. Suburban geographic location

B. Definition of Diversity

Diversity is the multiplicity of people and things that contribute to the richness and variety of life. In practice, diversity refers to the many dimensions within which people share similarities and differences.

C. Diversity Mission Statement

We the faculty, staff, and students of the School of Graduate Professional Studies at Penn State Great Valley, are committed to being an example for the active exploration of, respect for, and support of the many dimensions of human differences and similarities. We will achieve this through the measurable quality of our diversity initiatives, the expertise and contributions of our diverse faculty, staff, and students, and our personal and professional growth and achievement.

D. Beliefs about Diversity

Penn State Great Valley believes the following:

- Diversity is essential to life in the world at large, not just on our campus.
- Diversity is an imperative and must be addressed to ensure the future of our campus.
- Diversity provides an enriched climate for learning and working for all participants.
- Diversity enhances opportunities for personal growth and development through exposure to different perspectives and learning styles.
- Diverse organizations are more vital and responsive to a changing environment.

E. Diversity-Related Values

Penn State Great Valley values the following:

- Self-awareness of expectations and practices.
- Exploration and discussion of the many dimensions of diversity.
- Positive initiatives to achieve diversity.
- Continuous assessment of the effectiveness of diversity initiatives.
- Demonstrated respect for an acceptance of differences.
- A supportive and challenging learning and working environment for everyone.
- Commitment to an on-going process of discovery and positive change.

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

Penn State Great Valley sponsors the following activities related to diversity:

- Celebrations throughout the year.
- Annual Dr. Martin Luther King Jr. Day celebration.
- Essay contests held within local schools.
- The purchase and display of artwork representative of many diverse cultures.
- Publication and distribution of a calendar of religious and cultural holidays.
- Development of a status report on the implementation of the PSGV Diversity Plan.
- Appointment of a permanent Diversity Action Council.
- Implementation of the Management Division's AACSB accreditation goal of demographic diversity among students, faculty, and staff.
(<http://www.aacsb.edu/faq16.html>).
- Alumni Minority Focus Groups.
- Partnerships initiated with minority professional organizations, colleges, and universities.
- Funds furnished for faculty and staff to attend workshops and conferences concerning issues related to diversity.
- Disability Services through the Graduate Program Administration Office.
- Sponsorship of conferences and groups that address diversity issues including:
 - The Commission on Lesbian, Gay, Bisexual, and Transgender Equity;
 - The Commission for Women;
 - The Commission on Racial/Ethnic Diversity.

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

Penn State Great Valley is developing a new comprehensive Web site that will provide students, faculty, staff, and the broader community with a broad array of including activities concerning various diversity initiatives. In addition, the DAC promotes activities and provides information concerning both the University's diversity initiatives and our own efforts to promote diversity and an inclusive environment at Penn State Great Valley. Our marketing and published materials also address and support the University's efforts concerning diversity. Finally, every two years, Penn State Great Valley publishes and distributes a status report with highlights on the implementation of the PSGV Diversity Plan.

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

See #2 above.

5. *What is the role of the multi-cultural coordinator?*

Our campus does not have a multi-cultural coordinator per se, but has recently funded a half-time position for a Special Assistant to the CEO for Multicultural Outreach. This person will be responsible for coordinating diversity-related outreach and development at Penn State Great Valley while working directly with the CEO and other campus administrators.

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

The Diversity Action Council is charged with facilitating and shepherding diversity within the Penn State Great Valley School of Graduate Professional Studies. The DAC has a rich history of providing a variety of activities and critical information to all stakeholder groups concerning diversity within the Penn State Great Valley community. The strategic action plan and goals for the 2001-02 DAC (See Appendix A) reflects efforts to reach all areas within Great Valley.

Challenge 2. Creating a Welcoming Campus Climate

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

The campus has provided the Diversity Action Council with the largest standing budget of any committee within Penn State Great Valley -- an annual budget of \$33,250.00 for the 2001-02 academic year with \$20,000.00 of this year's budget allocated to various Dr. Martin Luther King Jr. activities. Monies from this budget are also allocated to support various other activities, conferences, meetings, discussion groups, and travel to promote and encourage diversity within the Penn State Great Valley community. Additional budgeted items include DACTAG (Diversity Action Council Travel Authorization Grants); The Commission for Women; DAC Outreach Efforts: potential Lincoln University and Cheney University Partnerships; and PSGV alumni and student focus groups.

The Diversity Action Council at Penn State Great Valley consists of nineteen members representative of faculty, staff, and students. This is the largest standing and most diverse committee at Penn State Great Valley. The committee is tasked with coordinating and facilitating diversity at Penn State Great Valley, and its strategic plan is the blueprint that guides this committee in its work.

Diversity Action Council membership for the 2001-2002 year includes:

Johanna Baitinger, Academic Business Office, Co-Chair

Michael Harvey, Education Faculty, Co-Chair

Tim Ballentine , Computer Center

Sheri Buchenroth, Management Faculty

Laura Doughty, Development Office

Claudia Echavarria, Graduate Student Representative

Evelynn Ellis , Graduate School, University Park

Andrew Felo , Management Faculty

Tina Vance Knight, Graduate Student Representative

Barrie Litzky, Management Faculty

John Mason, Management Faculty

Patty McFadden, Continuing Education

Elayna McReynolds , Continuing Education

Kathleen Mingioni, Admissions Office

Karen O'Hara, Bookstore Manager

Robert Scott, Technical Services

Suzanne Shaffer, Management Division Staff

Sally Sue Slish, Engineering Faculty

Eric Stein, Management Faculty

The Campus also has as an on-going commitment of \$2,890.00 to support the Penn State Philadelphia Center. This money supports various salaries and assists in outreach efforts in the Greater Philadelphia area.

The DAC has also appointed a sub-committee to carry out general outreach and promote proactive relationships with the broader community. This subcommittee will provide executive briefings to stakeholder groups as needed and will approach area professional organizations, minority business groups, and African-American clergy, along with others in the African-American, Hispanic, and Asian communities.

2. *How does the college identify climate issues?*

DAC is coordinating alumni and student focus groups through the fall and spring semesters during the 2001-2002 academic year. We have contacted Mahlene Duckett Lee, Ph.D., President/CEO, Divi Holding Group, to run these focus groups for the campus. Dr. Lee will develop the line of questions with a sub-committee of the DAC, will conduct the focus group sessions, and will report the results. These results will be used by Penn State Great Valley and the DAC to shape future recruitment efforts to generate support for current students from underrepresented groups.

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

Penn State Great Valley promotes a welcoming climate for all populations. A number of specific activities related to climate are indicated in #4 below.

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

Penn State Great Valley has promoted and sponsored a number of activities that enhance the overall climate for all populations. We have experienced success in creating an environment on campus that fosters diversity in real and significant ways.

A partial listing of these activities include:

- Dr. Martin Luther King Jr. celebration (See Appendix B)
- Diversity performances at Penn State Great Valley
- Meetings of the Commission on Lesbian, Gay, Bisexual, and Transgender Equity
- The Commission for Women Forum
- Alumni Focus Groups
- PSGV Training and Development Human Resource Forum

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

Without providing a specific number, The Penn State Great Valley Campus would rate itself quite highly concerning its current diversity climate. In addition to an admirable past record, we are continuing to develop initiatives that will improve the climate at Penn State Great Valley even more. While we are located in Chester County, a suburban geographic region with a predominantly white population, we promote diversity within the greater community and will continue to do so.

Challenge 3. Recruiting and Retaining a Diverse Student Body

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

N/A—Penn State Great Valley is a graduate school, and we do not serve undergraduate students.

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

A major goal identified by the DAC is the development of a partnership with Lincoln and Cheyney Universities. This potential partnership with African-American undergraduate institutions will explore partnering in cultural and academic activities and hopefully foster a relationship that will motivate graduates from Lincoln and Cheyney Universities' undergraduate programs to enroll in Penn State Great Valley's graduate programs. We anticipate that preliminary meetings will take place during the spring. (See Appendix C)

The Penn State Great Valley Graduate Program Administration's marketing and outreach efforts continually address recruitment of a diverse student population. Efforts that have focused directly on recruiting graduate students from underrepresented groups include:

- Annual Temple University Graduate Fair
- Eastern Pennsylvania Chapter of the National Association of Graduate Admissions Professionals meeting
- Chakka Fatah's Annual Philadelphia Graduate Fair for Minority Students
- Advertisement campaign in specific minority publications and radio stations

Advertisements are often featured on a local radio station (WDAS) and in *The Black Suburban Journal*. Mailing lists of minority professionals are purchased for direct mail campaigns (e.g., minority business owners, women entrepreneurs).

Penn State Great Valley has worked with Lockheed Martin to develop a Minority Career Workshop to encourage minority professionals to consider Great Valley graduate programs as

preparation for higher level jobs. This half-day event is sponsored each spring and features a number of prominent career specialists and successful minority professionals as well as faculty and staff.

The following table reflects the overall growth rate and percentage increases of our student enrollments by diversity characteristics from 1997 to the Fall 2001. Penn State Great Valley has experienced significant growth in our student population across all diversity characteristics, with the exception of Native Americans, with overall ethnic diversity increasing from 11% to 15%.

Table 1: Penn State Great Valley Student Data by Diversity Characteristics, Academic Year Enrollment, Growth, and Percentage Change

Diversity Characteristic	PSGV 1997		PSGV 2000		PSGV 2001	
	n	%	n	%	n	%
Asian American	74	6%	103	7%	145	8%
Black American	45	4%	63	4%	98	6%
Hispanic/Latino	16	1%	19	1%	23	1%
Native American	3	<1%	6	<1%	3	<1%
Total	138	11%	191	12%	279	15%
International	16	1%	47	3%	62	9%
White	1095	88%	1196	83%	1371	78%
TOTAL	1249	100%	1434	100%	1757	100%

Source: PSU Student Data Tables and PSGV Graduate Program Administration Enrollment Data

The diversity characteristics represented in this table reflect the overall demographics of Chester County, Pennsylvania. Penn State Great Valley is on the Route 202 Corporate Corridor, 30 miles from Philadelphia, and our student body is made up largely of people employed by these corporations and/or individuals who live nearby. With these considerations, we believe that we are making good progress in our recruitment efforts as we continue to explore other ways to improve this critical area of our diversity plan and mission statement. We believe these numbers are positive but view them as a benchmark on which to base future growth.

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

N/A - Penn State Great Valley is a graduate school, and we do not serve undergraduate students.

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

Penn State Great Valley has person-to-person contact in all phases of student guidance. Various marketing personnel and the campus registrar providing personalized assistance in all phases of enrollment, application, and course registration. Additionally, each student has close contact with his or her academic division, respective program area, and faculty adviser. All phases of the process have proven important in the retention process, and this personal attention provided to all students is a very positive aspect of student life at Penn State Great Valley.

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

Student focus groups, advertising in multi-media sources, and visible outreach in the community through businesses, schools, and specific events have aided PSGV outreach and recruitment efforts. Penn State Great Valley has a commitment to personal “customer service” in all phases of recruitment, information sessions, and student advising. This personalized approach provides a welcoming atmosphere to all prospective and current students.

Challenge 4. Recruiting and Retaining a Diverse Workforce

1. *How has your college actively engaged in locating and recruiting faculty and staff from underrepresented groups?*

All advertisements of open positions at Penn State Great Valley include the statement “Penn State is committed to affirmative action, equal opportunity and the diversity of its workforce”, and we actively seek diverse candidates to fill all positions. Penn State Great Valley is committed to locating and recruiting the best-qualified candidates to fill positions at this campus with all qualified candidates being given every consideration in the selection process.

Sources to place ads for positions at Penn State Great Valley have included:

- *The Chronicle of Higher Education*
- Professional journals, newsletters, and magazines
- *Black Issues in Higher Education*
- *Hispanic Outlook in Higher Education*
- *Affirmative Action Register*
- *Philadelphia Tribune*
- *Philadelphia Inquirer*
- *IM Diversity*
- Higher Ed Jobs on Line
- Team PA Career Link
- Targeted letters to specific individuals inviting applications

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

The following media outlets have proven to be the most successful:

- *The Chronicle of Higher Education*
- *Philadelphia Inquirer and Tribune*
- *IM Diversity*
- *Higher Ed Jobs on Line*
- *Team PA Career Link*
- Targeted letters to specific individuals inviting applications

3. *What retention strategies have you implemented in your college to retain members of underrepresented groups?*

Penn State Great Valley has implemented a number of programs and strategies to address this issue. Several programs designed to support faculty and staff are implemented by Tracey L. Dolan our Training, Education, and Development Specialist. Challenge 6 below also outlines many of the strategies that are utilized by Penn State Great Valley.

4. What retention strategies have been most successful?

As mentioned above, the programs developed and run by Tracey L. Dolan, Training, Education, and Development Specialist at Penn State Great Valley, have been quite successful. The mentoring and personal attention provided for new faculty and staff are also important sources of support for our workforce.

The following table represents the overall growth rate of the Penn State Great Valley faculty and staff between 1997 and 2000. These data give a snapshot of the campus by diversity characteristics as well as reflecting the overall growth at Penn State Great Valley. The 50% overall growth rate in total ethnicity of the Penn State Great Valley faculty is an important gain. It is also worthy to note the 100% growth rate in African-Americans on the faculty during this 3-year period. While the data for staff are not quite as positive, our recent funding of a Special Assistant for Multicultural Outreach will help us in all diversity-related areas.

**Table 2: Penn State Great Valley Faculty and Staff 1997–2000
Growth Rate by Diversity Characteristics**

Diversity Characteristic	PSGV Faculty		PSGV Staff	
	n	%	n	%
Asian American	+2	+50%	+3	+100%
Black American	+1	+100%	-3	-40%
Hispanic/Latino	---	---	-1	-100%
Native American	---	---	---	---
Total	+3	+50%	-1	-14%
International	---	---	---	---
White	+6	+27%	+4	+8%
TOTAL	+9	+32%	+3	+5%

The Penn State Great Valley community is committed to diversity and the creation of a diverse population at this campus. We believe the data presented here are generally positive and can act as a benchmark for future growth concerning diversity in all areas at our campus.

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 Diversity Action Council commits a portion of its annual budget to support faculty and staff travel to diversity-related conferences and workshops where they can present papers and/or participate. This support is ongoing and promotes diversity within the campus community. Faculty members are especially encouraged to use this larger funding to enhance their curriculum efforts related to multiculturalism.

The Education Division and the CEO at Great Valley have recently committed to provide 20% of the salary for Dr. Aaron Gresson, a new professor of Education and Human Development at the Delaware campus. Based on this support, Dr. Gresson will be teaching EdThp 597, Diversity and Leadership, a Great Valley course designed to assist graduate students in conceptualizing diversity and developing more comprehensive leadership skills.

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

There are many examples of research and teaching that have advanced diversity at Penn State Great Valley. Some of these activities are summarized below. (Also see Appendix D.)

Dr. Roy Clariana advised an Instructional Systems master's paper conducted by Damon Gray, an African-American student, on the savings and investment attitudes and practices of African-Americans in the eastern region of Pennsylvania.

Dr. Eric Stein attended the International Association of Jazz Educators annual conferences for 2000 and 2001 utilizing a DAC faculty travel award. He has also published and presented papers concerning disability as a diversity issue.

Dr. Addie Johnson presented a paper at the 2000 Annual National Association for Black School Administrators (NABSE) Conference through funding provided by the DAC.

Drs. John Sosik, Janice Dreachslin, and Veronica Godshalk have had several publications related to diversity.

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

There are no specific requirements to address diversity as part of the curriculum, although all faculty members are encouraged to present diversity issues where appropriate in their teaching. All activities and the spirit of Goal 5 are embedded in curriculum development activities and are strongly encouraged by the DAC and PSGV leadership.

Challenge 6. Diversifying University Leadership and Management

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

Our perspective on developing leadership and management skills among faculty and staff is a holistic approach where each individual is encouraged to develop a unique leadership and management style. It is our intent to support the development of these critical qualities to ensure the growth of a healthy and successful workplace. We accomplish this by encouraging all faculty and staff to attend various Penn State development programs including the PSU Leader, Mastering SuperVision, and the Management Institute, in addition to the local PSGV programs listed below.

Over 20 workshops have been offered in the past two years that support our efforts for recognizing, honoring, and/or addressing the challenges that arise among our diverse faculty, staff, and students. These workshops include:

Orientation/Network Programs – This is Great Valley’s orientation program for new staff and faculty. Our first module, A Caring Community Honoring Diversity, explores the ways PSGV supports diversity in the workplace. Topics covered include:

- PSGV’s Diversity Action Council
- The Commission on Lesbian, Gay, Bisexual, and Transgender Equity
- The Commission for Women
- The Commission on Racial/Ethnic Diversity

Getting Involved at PSGV (committees & events at PSGV) – This workshop encourages staff and faculty to contribute their individual skills to our community.

Human Resource Forums – These forums cover a wide range of topics such as work/life balance, diversity in the workplace, coaching for successful performance, conflict resolution, etc.

Follow-up on Your Development Action Plan – This workshop addresses each individual’s development goals that often include leadership and management-related development plans.

Telephone Guidelines Job Aid – This instrument was developed by staff at PSGV to assist English-as-a-Second-Language callers and PSGV clients.

Thriving Amidst Imperfection – This workshop addresses the realities of human imperfection and differences in the workplace and develops skills to recognize and resolve those differences.

Visioning for the Future: Great Valley 2005 – This is an all-encompassing participative management session, upholding the principle that everyone’s opinion is valued and considered, regardless of position or person.

Conflict in the Workplace: Making it Work for You – This workshop addresses conflict, conflict resolution, and maintaining good communications.

Individual & Departmental Communications – This workshop helps participants understand diverse communication styles and teaches clear communication.

Leadership & Management Coaching – This series of individual sessions are held to address learning opportunities and challenges related to individual differences within the workplace and their impact on successful performance, conflict resolution, communication styles, and other related topics.

Challenge 7. Coordinating Organizational Change to Support Our Diversity Goals

1. Which organizational realignments, such as systems of accountability, resource mobilization, allocation strategies, and long-term planning strategies have your college implemented to ensure the realization of the University's diversity goals?

The Strategic Plan developed by the DAC is the primary blueprint for facilitating diversity goals at Penn State Great Valley. There are a number of significant commitments that are in practice or are being implemented to improve our efforts. These include:

- Recent approval of a half-time position for a Special Assistant to the CEO for Multicultural Outreach who will assist and enhance efforts concerning diversity at Penn State Great Valley.
- Support of the Philadelphia Center in their outreach effort in the Greater Philadelphia area.
- The strength and commitment of the DAC, a standing campus committee with representative membership of all Penn State Great Valley stakeholders.
- A DAC sub-committee that actively promotes partnerships with stakeholder groups in the tri-county area and includes professional organizations, minority business groups, African-American clergy, and other members of the African-American, Hispanic, and Asian communities.
- Potential partnership with Lincoln and Cheyney Universities to encourage further graduate study of students graduating from these institutions.

List of Appendices

Appendix A

Penn State Great Valley Diversity Action Council Strategic Plan

Appendix B

Dr. Martin Luther King, Jr. Celebrations

Appendix C

Lincoln University and Cheyney University Partnerships

Appendix D

Faculty Research

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Diversity Action Council Brochures 1998-1999