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

College of Health and Human Development

May 2002

The College of Health and Human Development (HHD) is pleased to have this opportunity to reexamine and update its contributions to the strategic plan to enhance diversity at Penn State. Given the significant changes in leadership that have occurred in the College during the past 24 months, this reexamination is both timely and appropriate.

Following the retirement of Dean Barbara Shannon in December 1999, the College was under the interim leadership of Dr. Lynne Vernon-Feagans for a six-month period before Dr. Raymond T. Coward became dean on July 1, 2000. During Dean Coward’s first academic year at Penn State, the administrative structure of the Dean’s Office was reorganized and two new associate deans were selected and hired. This new administrative leadership has been in place for the past academic year. During this same time period, the College also experienced a transition in the leadership of the HHD Diversity Enhancement Program. In May 1999, Ms. Joyce Hopson-King became the director of that program. As this brief chronology illustrates, there has been a complete turnover in most of the influential administrators who prepared and submitted the original HHD plan for implementing the “Framework to Foster Diversity at Penn State: 1998-2003.”

Throughout this document we will use the term “multicultural” to represent both individuals from racial/ethnic minority populations and individuals who are lesbian, gay, bisexual or transgender (LGBT). The terms “diverse backgrounds” and “diversity” will be used more broadly to include multicultural students, staff and faculty as well as individuals with physical/learning disabilities, non-traditional aged students and others from underrepresented groups. The College of Health and Human Development is devoted to improving our sensitivity and awareness of the needs of students, staff and faculty from diverse backgrounds.

In that context, this report addresses each of the seven challenges that comprise the core of the strategic plan to enhance diversity at Penn State. For each of the challenges, we attempt to summarize some of our progress to date and, more importantly, to describe actions that we will take during the final 12 months of this strategic planning period (July 1, 2002 to June 30, 2003) to further advance our College.

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

The College of Health and Human Development has a fully functional and operational Diversity Committee. The committee includes a faculty or staff representative from each of the eight

academic units in the College,¹ the College's director of Diversity Enhancement Programs and both undergraduate and graduate student representatives.

During the calendar year 1998, the HHD Diversity Committee sponsored a series of workshops for staff members in the College that helped create a shared understanding of the University's diversity goals among an important group of Penn State employees. The workshops also were intended to raise the awareness of the staff about cultural differences on campus. The Diversity Committee also has been active in inviting and hosting nationally acclaimed scholars and industry leaders of color to campus to interact with students and faculty in the College.²

In September 2000, shortly after arriving at Penn State, Dean Coward met with the HHD Diversity Committee. Because Dean Coward envisioned a more expansive leadership role for the Diversity Committee within the College, he and the members agreed that one of their primary tasks for the 2000-2001 Academic Year was to describe and articulate a direction and purpose for the group. As a result, the committee devoted substantial time and effort to creating a mission statement for the committee. Their efforts in this regard were greatly facilitated by interacting with Dr. Annette Bookter from the Penn State Diversity Support and Education Center.

After meeting with Dean Coward regarding their discussions, the committee described their projected role in a memorandum dated July 23, 2001:

“Our mission is to promote a climate of inclusiveness for all people in the College of Health and Human Development, and in the larger University.”

In that same document, the committee defined its shared understanding of diversity by stating:

“We propose to work toward this goal through increasing knowledge and visibility of diversity issues related to age, class, disability, ethnicity, gender, sexual orientation and other human differences.”

¹ The College of Health and Human Development consists of two schools (Nursing and Hotel, Restaurant and Recreation Management) and six departments (Biobehavioral Health, Communication Sciences and Disorders, Health Policy and Administration, Human Development and Family Studies, Kinesiology and Nutrition).

² For example, during the Fall 2000 semester, the committee hosted Dr. Peggy Dilworth-Anderson from the University of North Carolina at Greensboro. Dr. Dilworth-Anderson is an African-American scholar with expertise in minority families and is well known for her work on cultural competency in research. In Spring 2001, the Diversity Committee joined with the College's Center for Human Development and Family Research in Diverse Contexts to host a lecture by Dr. Michael Omi, an Asian-American scholar from the University of California, on “The Language of Race and Racism.” During the Spring 2002 semester, the committee hosted Dr. Raynard S. Kington, director of the Office of Behavioral and Social Sciences Research at the National Institutes of Health. Dr. Kington is an African-American scholar who is an expert on health disparities among minority populations. In Fall 2002, the committee will co-sponsor a visit by Mr. Herman Cain, an African-American hospitality industry leader who is the former chairman and CEO of Godfather's Pizza. Mr. Cain is a successful businessman and author with a world reputation as a motivational speaker. During his visit to campus, Mr. Cain will meet with small groups of students as well as deliver an evening presentation that will be open to students from across campus.

The committee concluded its report by indicating that it expected to serve as a facilitator and that it would advocate for, and maintain a focus on, diversity in the College by directing its efforts toward six tasks:

- Promoting the recruitment and retention of faculty, staff and students representing the full spectrum of diversity and human difference;
- Supporting students and student organizations like the Student Advisory Committee on Multicultural Affairs (SACOMA) and the National Society of Minorities in Hospitality (NSMH), whose focus is underrepresented groups;
- Sponsoring diversity workshops for faculty, staff and students;
- Inviting speakers to campus to explore diversity issues through public presentations of their research, civic-action and service, personal experience and other perspectives;
- Recognizing individuals and actions that help to promote diversity; and
- Serving as a resource to the College and the dean.

In the July 2001 issue of an electronic newsletter that is distributed to all faculty and staff in the College of Health and Human Development,³ the Dean shared the committee's report, including the mission statement, the definition and scope of diversity as defined by the group, and the tasks that had been identified by the committee. In addition, the newsletter listed members of the HHD Diversity Committee for the 2001-2002 Academic Year so that faculty and staff would know who represented them on this important committee.

Building on this base of activities during the remaining 12 months of this strategic planning period, the College of Health and Human Development will undertake the following actions to continue to develop a shared and inclusive understanding of diversity:

1. *The College of Health and Human Development will continue to promote discussions among faculty, staff and students about the educational importance of enhancing diversity at Penn State.*

Several of the academic units within the College of Health and Human Development have created regular and routine opportunities for faculty to discuss the educational importance of enhancing diversity at Penn State. The Department of Communication Sciences and Disorders, for example, sponsors an annual retreat for its faculty focused on understanding diversity. In addition, several academic units – the School of Nursing, the School of Hotel, Restaurant and Recreation Management and the Department of Communication Sciences and Disorders – have formed committees to foster ongoing discussions related to these issues.

³ The electronic newsletter, "Ruminations from Ray," is distributed periodically throughout the year and serves as an informal mechanism for the dean to communicate with all of the employees in the College of Health and Human Development.

During the final phase of this strategic planning period, such opportunities will be supplemented by at least one College-wide forum that will be devoted to diversity during each of the remaining three semesters (i.e., Spring 2002, Fall 2002 and Spring 2003).

For the Spring 2002 semester we selected one of our ongoing workshops for untenured assistant professors as the College-wide forum to discuss these issues.⁴ In March 2002, approximately 25 untenured assistant professors from the College of Health and Human Development gathered for a discussion of multiculturalism and diversity led by the College's director of Diversity Enhancement Programs. The discussion was a lively, informative exchange that focused on the wide-range of multicultural and diversity programs currently underway at Penn State as well as the challenges that academic units must overcome to promote a more diverse campus. In future semesters, Dean Coward will consult with the HHD Diversity Committee and the director of Diversity Enhancement Programs within the College to identify appropriate venues for this ongoing series of discussions.

During the final 12 months of this implementation period, the leadership of the College of Health and Human Development will explore other opportunities to promote discussions among faculty, staff and students about the educational importance of enhancing diversity at Penn State. Specifically, the Dean will consult with the HHD Undergraduate Student Council, the Graduate Student Council and other student organizations to determine the best means for sponsoring opportunities for students to participate in such discussions.

The College of Health and Human Development also utilizes student orientation periods as an opportunity to communicate Penn State's commitment to enhancing diversity. This is a routine part of the orientation for HHD undergraduate students. At the same time, those graduate students who serve as teaching assistants receive an orientation that includes a discussion about creating a classroom environment that is respectful, inclusive and open to varied perspectives. Finally, in Fall 2002, we intend to have all orientations for incoming graduate students in HHD include an exposure to the College's plan to enhance diversity.

2. Create a "Multicultural Achievement Award."

As recommended by the HHD Diversity Committee, the College of Health and Human Development will develop an award to honor individuals within our College who have made significant contributions to fostering diversity at Penn State. Currently, the College has an award structure that honors members of the faculty and staff who have made significant contributions to excellence in instruction, research and outreach. It is only fitting, therefore, that we also celebrate and honor individuals who have made distinct and important contributions to fostering diversity

⁴ Each semester the College of Health and Human Development sponsors two or three forums for untenured assistant professors. Each forum is devoted to the discussion of a single topic that is of importance to this particular segment of our faculty. The forums often involve a speaker or panel, but the primary mode of interaction is a free-flowing discussion driven by the interests, questions and comments of the untenured assistant professors. Attendance is encouraged, but is completely voluntary.

within our College and University-wide. Similar to other awards presented by the College, the recipient of this honor will receive both a plaque and a cash award.

The HHD Diversity Committee has developed criteria for the Diversity Achievement Award: “The award recognizes a person (faculty, staff or student) who demonstrates commitment to the value of diversity and has been instrumental in creating or facilitating a climate of inclusiveness in the College.” The new award was included in the call for nominations in Spring 2002; the first recipient has been chosen and will be honored at a ceremony planned for Fall 2002.

Challenge #2: Creating a Welcoming Campus Climate

As mentioned previously, the College of Health and Human Development is devoted to improving our sensitivity and awareness of the needs of students, staff and faculty from diverse backgrounds. For example, in his first “State of the College Address,” Dean Coward outlined five goals on which the College would focus during the 2001-2002 Academic Year.⁵ One of those goals related to multiculturalism. In his remarks he challenged the College to “*intensify our commitment to building an ethnically diverse faculty.*”⁶

Although the College has made important strides in this area in recent years,⁷ we are still not where we want to be. Indeed, Dean Coward in his address to the faculty and staff said:

“In mid-April, a representative of Penn State’s Commission for Women shared data with the College’s Executive Committee that demonstrated our shortcomings in this area. The Commission’s data indicated that although minorities represent 16.8 percent of the national pool of faculty in the academic disciplines included in our College, only 10.4 percent of the College’s tenure eligible faculty are minorities. While we may quibble with the precision of these numbers, I don’t think we can dispute the ultimate conclusion of these findings: minorities are underrepresented in our faculty and we must make a concerted effort to change this.”

⁵ Dean Coward delivered his first “State of the College” Address on April 27, 2001, which more than 150 members of the faculty and staff of the College of Health and Human Development attended. A Web-based, written copy of the presentation was forwarded to all members of the faculty and staff in the College. In addition, printed copies of the address were distributed to the Board of Directors of the HHD Alumni Society and to a select group of 500 influential friends and alumni of the College.

⁶ By concentrating his remarks on racial and ethnic minorities, Dean Coward did not intend to de-emphasize or diminish the College’s dedication to improving the campus climate for women, persons with disabilities, older adults or LGBT individuals. Rather, his intentions were to focus the attention of the College on one of its primary shortcomings – i.e., the recruitment and retention of an ethnically diverse faculty.

⁷ Data provided by Vice Provost W. Terrell Jones on June 15, 2001, indicated that between Fall 1997 and Fall 2000, the College of Health and Human Development increased the number of minority individuals in faculty ranks (i.e., professor, associate professor, assistant professor or instructor) by 15 percent (from 33 to 38 individuals). Two more faculty members of color were hired by our College in the Fall of 2001. Thus, since Fall 1997, we have experienced a 21 percent increase in the number of ethnic minorities represented among our faculty ranks. [Two additional ethnically diverse faculty, one an African-American and the other an Asian, already have been hired for the 2002-2003 Academic Year and will begin their duties in August 2002.](#)

He went on to suggest that:

“Diversifying our faculty is no longer a nicety – it is a necessity. Today, African-Americans, Hispanics, and Asian-Americans/Pacific Islanders make up approximately 26 percent of our population, a figure that is projected to grow to 36 percent by the year 2020 and to 47 percent by 2050. The most recent census indicates that Anglo-Americans are already the minority in California, Hawaii, New Mexico and Washington, D.C., and that they are likely to become the minority in Texas before the decade is over.

“To properly prepare Penn State students for the world that they will soon inhabit, it is crucial that our faculty is a more accurate reflection of the ethnic diversity in our nation. It will take all of us to achieve this goal, and today I ask for your help and support to make this happen.”

To transform this rhetoric into reality, Dean Coward outlined actions that he would take during the 2001-2002 Academic Year to move the College toward achieving this goal:

“Therefore, as we recruit faculty next year, I will challenge each of our committees to intensify their search for minority candidates. I will insist on reviewing a plan that details how each committee intends to ensure that their pool will adequately represent minorities, and I will insist on reviewing the materials of all minority candidates before invitations for campus visits are issued to any candidates. This fall, we will also hold a seminar for the faculty who will be serving as chairs of search committees in our College to expose them to the “best practices” used by academic departments from around the nation.”

In Fall 2001, a seminar was held for all faculty members who were chairing a search committee in the College of Health and Human Development. Also attending were the heads of all of our departments, the directors of our two schools, the Dean and the associate deans. Staff from the Diversity Support and Education Center of Penn State’s Affirmative Action Office led the discussion. The morning seminar provided a lively and frank discussion of the difficulties and challenges that confront academic units dedicated to recruiting a diverse faculty.

The leadership of the College of Health and Human Development also demonstrated its commitment to enhancing diversity within our academic units by promoting Ms. Joyce Hopson-King. Since 1999, Ms. Hopson-King has served as the director of the College’s Diversity Enhancement Programs. In Fall 2001, she also assumed the title of “Assistant to the Dean.” This new position is intended to provide greater visibility for the many contributions to the College made by Ms. Hopson-King and to provide her with greater responsibility and authority within our student services division. As Assistant to the Dean, Ms. Hopson-King reports directly to Dean Coward and is one of the principal members of the staff working with the Associate Dean for Outreach and Undergraduate Education (Dr. Fred W. Vondracek). Ms. Hopson-King is charged with the development, coordination and implementation of programs and policies that affect the recruitment and retention of students from underrepresented groups.⁸

⁸ So not to diminish the effort that HHD was devoting to its Diversity Enhancement Program, when Ms. Hopson-King was promoted to “Assistant to the Dean,” we created a “half-time” diversity advisor position so that we could

Finally, the College of Health and Human Development has been proactive in attempting to gauge the climate for diverse faculty and students in our academic units and research centers. For example, in 1997 the College Diversity Committee conducted a survey of multicultural students in the College and the results of that survey were used by our Diversity Enhancement Program to improve services. In February 2002, we conducted a series of focus groups (including both minority and majority students) to provide a more current assessment of the climate within our College and at the University. The results of these focus groups have provided critical input for a more systematic survey of students that we have planned for the 2002-2003 Academic Year (see action item #4 later in this text).

However, perhaps our best gauge of the climate in which our multicultural students are operating is our regular and routine contact with them. Ms. Hopson-King and her staff regularly meet and communicate with students individually to discuss their academic progress, their concerns and social adjustment and their career development. This constant and reliable link, we believe, provides our College and our multicultural students with the most reliable means to identify and address issues within the campus environment that are unwelcoming or are of a concern to them.

In a similar attempt to gauge the climate for faculty in the College of Health and Human Development along a number of critical dimensions, in Spring 2001 the HHD Faculty Council distributed a survey to all individuals with appointments in faculty ranks. The Faculty Council is an elected group of representatives from each of the two schools and six departments that are administratively affiliated with the College of Health and Human Development. A president that is elected by a vote of the entire faculty chairs the Council.

The Council presumed that the feedback received from such a survey would provide helpful and useful input to a new dean. The Council used a variation of an instrument that had been developed at the Higher Education Research Institute of the University of California at Los Angeles (UCLA) and had been previously employed in a national survey of faculty from different types of institutions of higher education, including public research universities. Several questions on the survey related to how faculty perceived that our College treated women and individuals representing different racial groups and sexual orientations.

The results of this survey have been presented and discussed at several meetings of the Faculty Council, at a meeting of the College faculty on October 31, 2001 and at meetings of the College Executive Committee. Although the clear interpretation of the results of this survey is not entirely straightforward, there are some worrisome items that deserve further discussion and consideration (see action item #4 below).

Building on these actions and activities during the remaining 12 months of this strategic planning period, the College of Health and Human Development will undertake the following actions to continue its efforts to create a welcoming campus climate:

be sure that there would be no diminution in the services that were available to multicultural students in our College. Therefore, a half-time diversity advisor, a half-time clerical staff, and an undergraduate and graduate student – both of whom work part-time – support the efforts of Ms. Hopson-King.

- 3. We will continue a systematic review of all printed and electronic materials distributed by the College of Health and Human Development to ensure that the language and images that are used communicate reinforce our commitment to creating a climate that is welcoming to everyone.**

To bolster our efforts to create a welcoming campus climate, we will continue to review our printed and electronic materials to ensure that they communicate and reinforce our dedication to this principle. We will devote particular attention to the materials that we use to recruit new students to campus. It is imperative that these materials represent our best efforts to create a welcoming environment and that they communicate to potential students from diverse backgrounds the many activities that are ongoing at Penn State to enhance diversity. To assist us in these efforts, we will consult with key commissions and groups on campus to secure materials that we can use in our recruitment efforts – including establishing appropriate links from our Web site to the Web sites of other resources that are available on campus.

- 4. During the Fall 2002 semester, the College of Health and Human Development will pilot an innovative approach to foster discussion among faculty about the results of the climate survey conducted by the Faculty Council.**

Given that the climate in different departments and schools can vary dramatically, it was decided that the next step in interpreting the feedback received in the Faculty Council survey was to pilot a method to foster conversations about these issues at the academic unit level. Since such discussions can be difficult and uncomfortable for those individuals who may be feeling some form of discrimination, we sought a method or technique that would promote an open and frank discussion of the issues, but at the same time would maintain confidentiality. Using an electronic network that assures anonymity, we will gather faculty colleagues from a single academic unit in a room to discuss the results of the climate survey conducted by the Faculty Council. The format will include written, but anonymous, exchanges as well as verbal interactions. It is hoped that this format will provide a “safe” environment for discussing difficult issues and will encourage colleagues to be honest and straightforward with each other.

These discussions will focus on two questions: (1) What concerns might be embodied in these results? and (2) Are these results reflective of what is happening in our individual unit? As part of these discussions, the faculty will be asked to provide one to three specific recommendations describing actions that could be taken to improve the climate for diverse faculty in the College of Health and Human Development. Faculty will be encouraged to frame their recommended actions in a manner that is realistic and can be implemented, as opposed to “pie in the sky” recommendations.

This innovative approach between colleagues will be piloted with two academic units. If the methodology proves valuable, consideration will be given to expanding the opportunity to the other academic units within the College. All of the recommendations from the pilot will be assembled and discussed at a joint meeting of the College Executive and Diversity committees.

- 5. During Academic Year 2002-2003, the director of HHD Diversity Enhancement Programs, in consultation with the HHD Diversity Committee and the Dean, will undertake a survey of students enrolled in the College of Health and Human Development to explore their perceptions about the climate for certain types of diverse students at Penn State and, specifically, within our academic units.**

To augment the survey that was conducted among the faculty, a systematic survey of students enrolled in the College of Health and Human Development would be a useful source of information.⁹ A stratified random sample of students will be selected with a disproportional sampling of minority students.¹⁰ To ensure the academic credibility of the sampling procedures that will be employed, Dean Coward will set aside resources to seek consultation from the new Penn State Survey Research Center. The primary focus of this student survey will be on the climate for students representing certain diverse backgrounds (i.e., women, students of color, students of different sexual orientations) and on the degree to which our curriculum focuses on diverse populations.

Ms. Joyce Hopson-King, assistant to the Dean and director of HHD Diversity Enhancement Programs, will oversee this survey effort. To assist her in this task, she will create a committee of students, faculty and administrators from the College to advise her. So that we can have confidence in the results of the survey, Dean Coward will make available to the committee sufficient financial resources to complete the project in a professional manner. Once the results are collected and analyzed, Ms. Hopson-King will create a written report for dissemination. The report will be widely circulated and forums for discussion among students and faculty will be created. Finally, Ms. Hopson-King, in consultation with the HHD Diversity and Executive committees, Associate Deans Vondracek and Newell and Dean Coward, will prepare a plan of action based on the results of the survey by July 1, 2003 for implementation beginning in the Fall 2003 semester.

Challenge #3: Recruiting and Retaining a Diverse Student Body

The College of Health and Human Development continues to maintain a strong enrollment of female students.¹¹ In Fall 2000, more than two-thirds (69 percent) of our undergraduate and graduate students were female. This proportion has remained stable since 1997 among our undergraduates and represents a slight increase (+3 percent) among our graduate students. The

⁹ So as not to “reinvent the wheel” and to provide validity and perhaps comparability to our efforts, we will search the literature to determine if there are existing instruments available to measure the climate for diverse students in institutions of higher education. We will also seek the advice of faculty experts in this area both here at Penn State and throughout the nation.

¹⁰ Because of the enrollment pattern within HHD, there is no need to over-sample women since two-thirds of our undergraduates and three-quarters of our graduate students are women. Moreover, because of the lack of a predetermined list of students from other diverse backgrounds (e.g., LGBT students, non-traditional aged students or students with disabilities) an over-sampling technique cannot be used. Rather, the distribution of these groups will reflect their prevalence in the larger student body and the willingness of students to self-identify themselves with these groupings.

¹¹ Again, these statements are based on data provided to the College of Health and Human Development by Vice Provost W. Terrell Jones in a report dated June 15, 2001.

racial and ethnic diversity of our student body is not quite so impressive, although we have experienced a substantial growth (+9 percent) since 1997 in our minority and international graduate student enrollment – due primarily to a larger number of international students enrolled in our College. Currently, about one in eleven of our undergraduates (9 percent) represent an American minority population, while less than one percent are international students. In contrast, among graduate students, 9 percent are minorities and 21 percent are international students. Thus, nearly one-third (30 percent) of our graduate students represent from U.S. minority or international populations.

The responsibility for maintaining and expanding our enrollment of minority students is assigned to our director of Diversity Enhancement Programs. Ms. Hopson-King engages in a wide-range of activities that are directed toward this purpose. For example:

- The College of Health and Human Development collaborates with Minority Admissions and Community Affairs in 6 to 8 high school visitation days annually. In addition, the College collaborates with Penn State recruitment centers in Harrisburg, Philadelphia and Pittsburgh to identify and recruit individual minority students with career interests that correspond with our programs.
- Ms. Hopson-King represents our College in the review of applications of prospective HHD minority students. She is responsible for minority student prospect follow-up including written correspondence, telephone contacts, and face-to-face meetings with students and their families.
- Ms. Hopson-King represents our College at national and regional college fairs and has visited local high schools with significant minority populations.
- Ms. Hopson-King has been especially active in representing our College at graduate school fairs and at the exhibitions of professional associations with a minority focus.

Ms. Hopson-King also oversees activities within the College of Health and Human Development related to the retention of multicultural students. These activities include the following:

- The HHD Diversity Enhancement Program provides individual counseling, referral advocacy and mediation for all multicultural students enrolled in the College.
- The HHD Diversity Enhancement Program plans and implements an annual luncheon, hosted by the Dean, to honor and recognize all multicultural students who have performed with excellence in the classroom and who have been named to the “Dean’s List” as a result of their academic performance.
- The HHD Diversity Enhancement Program maintains a “list serve” which provides multicultural students in our College with ongoing information related to student academic resources and educational and enrichment programs within the College and elsewhere on campus.

- The HHD Diversity Enhancement Program oversees an early intervention program that corresponds with all multicultural students whose performance falls below acceptable academic standards. Students are instructed to set up an appointment with Ms. Hopson-King to discuss strategies for improvement and success.
- The HHD Diversity Enhancement Program coordinates a “book loan” program for students who are experiencing financial stress. Students can submit an application for assistance in purchasing books for their classes. If they receive support, they are asked to return the books at the end of the semester so that other students facing similar circumstances might benefit from these resources the future.
- The HHD Diversity Enhancement Program maintains a fund to help defray the expenses incurred by multicultural students from our College who are attending or presenting at professional conferences.
- Each year the HHD Diversity Enhancement Program hosts a reception for multicultural students to meet multicultural faculty in the College of Health and Human Development.
- In Fall 2000, the College of Health and Human Development provided support for 10 multicultural students to attend the National Minority Research Symposium in Washington, D.C. This experience provided the opportunity for students from our College to present research in which they had participated at a national assembly that included other undergraduate student researchers.
- In Fall 2000, the HHD Diversity Enhancement Program initiated an orientation program for multicultural “first year” and “change of assignment” students. This session identifies resources within the College and throughout the University that might be of assistance to the students.
- The HHD Diversity Enhancement Program publishes and distributes a newsletter titled “Horizons” to all multicultural students enrolled in the College. The newsletter contains information and details on scholarships and academic affairs, recognizes the achievements and successes of multicultural students in the College, reviews resources available for students throughout the University and announces programs and opportunities that may be of interest to students.
- Finally, the HHD Diversity Enhancement Program coordinates and oversees the activities of our Student Awareness Committee on Multicultural Affairs. This is a student organization dedicated to the academic success, socialization and leadership development of multicultural students. The group also creates opportunities for multicultural students to become involved in community service.

The College of Health and Human Development is also very proud to sponsor the Minority Access to Research Careers (MARC) program, an eight-week summer internship for academically talented minority students. The program provides each student with an opportunity to participate in an active program of research and to begin to experience the challenges and

rewards of a scientific career in the disciplines associated with health and human development. The program selects students from universities throughout the United States to work with Penn State faculty in the College of Health and Human Development.¹² Since 1998, 33 students have participated in this program. Last summer we expanded the opportunity to include 10 participants. Students receive free room and board while on campus plus a stipend – all funded from HHD monies. Each student is assigned an HHD faculty mentor and works on a research project of their choice. Faculty members are not reimbursed for their time; rather, they participate voluntarily because of their commitment to increasing the number of minority scientists in our disciplines.

The College has also been active in other summer programs that bring talented minority students to the Penn State campus for educational experiences. For example,

- The Educational Equity Office of the Penn State Graduate School coordinates the “Summer Research Opportunity Program” (or SROP) that hosts approximately 40 students each year. Each summer, faculty in the College of Health and Human Development serve as mentors for three to five of these students (15 since 1998).
- Dr. Jill Patterson of our Department of Nutrition directs a grant from the National Science Foundation that provides summer research experiences for undergraduate minority students or undergraduate students from colleges without broad research activities. The program is targeted at students who have an interest in pursuing graduate training in nutrition, biochemistry, molecular biology or a related biological science. Participants conduct full-time research under the mentorship of faculty members in the College of Health and Human Development, the College of Agricultural Sciences or the Eberly College of Science. A seminar series and workshops on science communication and research opportunities prepare students for graduate education. The financial support for the participants includes a stipend plus room and partial food allowance for ten weeks.
- In a similar manner, Drs. Gary King and Collins Airhihenbuwa from our Department of Biobehavioral Health have received a four-year Minority International Research and Training grant from the Fogerty International Center of the National Institutes on Health. This program supports the research training of one dozen minority students each summer at sites in France, Switzerland, Senegal and South Africa. The substantive focus of the program is on smoking intervention research and HIV/AIDS intervention strategies.
- Dr. Linda Burton of our Department of Human Development and Family Studies and director of our College’s Center for Human Development and Family Research in Diverse Contexts directs a program funded by the National Institute on Mental Health

¹² In the past four years, students from a wide variety of universities have participated in MARC, including students from Hunter College of the City University of New York; Jackson State University; the University of Texas at San Antonio; Dillard University; the University of Texas at Austin; Clark Atlanta University; California State University at Long Beach; Delaware State University; Hofstra University; Rutgers University; Talladega College; Xavier University; Virginia Polytechnic Institute and State University; Boston University; the University of Puerto Rico (both the Rio Piedras and the Mayaguez campuses) and Penn State.

titled “Family Research Consortium III.” This collaborative training program involves family researchers from a variety of disciplines in locations across the United States. The goal of the program is to promote intellectual exchange and collaborative research and training on socioeconomic and racial/ethnic diversity, family processes and child and adolescent mental health. As part of the training program associated with the consortium, post-doctoral students spend a summer in residence in the College of Health and Human Development.¹³ Senior mentors from across the United States, many of whom are minority scholars, travel to Penn State to share their research with the post-doctoral students. Last summer, we had six students in residence in this program.

- Finally, in Summer 2000, Dr. Keith Whitfield of our Department of Biobehavioral Health hosted a summer institute for young minority scholars sponsored jointly by the American Psychological Association and the National Institute on Aging. The two-week seminar brought to campus young pre- and post-doctoral minority scholars interested in the health and well being of older adults. Senior scholars working in this area, both from Penn State and other campuses, served as lecturers and mentors to the group. The substantive focus of the seminar was on the antecedents and consequences of the health disparities that have been identified between minority and majority elders.

There are two other initiatives – both affiliated with the School of Nursing – about which we are very proud. The first program is a partnership with a Historically Black Institution in New Orleans (Dillard University), and the second is a collaborative effort with the National Black Nurses Association. The goal of both programs is to increase the number of minority graduate students enrolled in our School of Nursing, and both have contributed to our success in this arena.

The association with Dillard University has been coordinated with our summer MARC program (see page 10). Each year, two juniors from Dillard are selected to participate in the MARC program and to spend their summer working with faculty in our School of Nursing. During the course of the summer, these students are encouraged to consider Penn State as a place where they can pursue their graduate education. Thus far, all four of the Dillard students who have participated in the summer program have enrolled in graduate programs in our School of Nursing. In a similar manner, the School of Nursing has established a relationship with the National Black Nurses Association whereby that group nominates a member of their organization for consideration for a graduate fellowship at Penn State. The first candidate that was selected for this fellowship completed her master’s degree in Fall 2000. Both of these programs will continue and, indeed, we expect that the Dillard University partnership will be a model that we can duplicate within other academic units within our College.

Throughout the remainder of this strategic planning period, the College of Health and Human Development will continue to sponsor and support many of the activities and programs described above. Indeed, our strong and comprehensive commitment to the recruitment and retention of a

¹³ Although this program is not exclusively for minority students, because of the substantive focus of the program (i.e., socioeconomic and racial/ethnic diversity) a significant proportion of the post-doctoral students are young scholars of color.

diverse student body will continue and we will retain our dedication to providing a wide-range of summer experiences that attract young minority scholars to the disciplines and professions represented in the College of Health and Human Development. At the same time, we will undertake some new and exciting activities that we believe will enhance even further our goal of recruiting and retaining a diverse student body. Included in this latter category are:

6. Over the course of the final year of this strategic plan, our School of Hotel, Restaurant and Recreation Management will begin an aggressive program of outreach and education to high school students aimed at providing them with compelling information about career opportunities in the hospitality industry.

Despite enormous opportunities, there continue to be relatively small numbers of minority students enrolled in hospitality management programs.¹⁴ Potential minority students are too often deterred by a lack of knowledge about the diverse and rewarding careers that are available in the hospitality industry. Indeed, some minority students have had negative work experiences in fast-food establishments and have generalized these experiences to include the wide range of employment opportunities available in the hospitality industry. Recognizing these shortcomings, industry leaders have begun to sponsor outreach efforts that are intended to inform young minority students about all of the options that are available to them.

Our hospitality management program at Penn State, one of the oldest and most respected in the United States, has received a \$200,000 gift from the Carlson Foundation to change some of these circumstances. As a result, starting July 1, 2002, we will begin implementing the following types of education and outreach activities:

- Written and video recruitment materials will be created to communicate to minority high school students the career opportunities that exist within the hospitality industry. These materials will feature prominent minority leaders in the hospitality industry (including, whenever possible, Penn State alumni).
- These written and video recruitment materials, as well as an attractive and professional exhibit display, will be used at career and college fairs in geographic areas with high concentrations of minority students. These outreach efforts can serve a dual purpose as much of this recruitment will take place in larger population centers where we are more likely to meet and interact with students from many diverse backgrounds.
- Penn State faculty will work with selected urban high schools with substantial minority enrollments to establish “hospitality clubs.” Like other extracurricular career exploration activities, these clubs would expose high school students to the breadth and depth of opportunities that are available in the hospitality industry. Using the extensive network of

¹⁴ During the Fall 2000 semester, we had 662 undergraduate students enrolled in the hotel, restaurant and institutional management program at Penn State. Sixty-two of these students (9.4 percent of the total enrollment) were minorities, including 25 Asian Americans or Pacific Islanders (3.8 percent), 21 Hispanics (3.2 percent) and 16 African-Americans (2.4 percent).

Penn State alumni, high school students would have the opportunity to interact with industry leaders and to take field trips to a variety of venues representing the range of career outlets that are available. In addition, we will involve minority students who are currently enrolled in our program to interact with their high school counterparts and to reinforce the messages that are coming from faculty.

- Again employing the extensive network of Penn State alumni, a program of paid internships (both during the school year and in the summer) would be created for a small select group of high school students at properties managed or supervised by Penn State graduates. The host company would pay the student an hourly wage, while the education and outreach program created by the Penn State School of Hotel, Restaurant and Recreation Management will be responsible for screening and matching qualified minority students with available opportunities. Penn State would also help to prepare the students for success in the work setting.
- Finally, after identifying interested minority students at career and college fairs, through the hospitality clubs and from paid-internships, Penn State would invite selected students to visit our campus. The target audience for these visits would be minority students who are sophomores or juniors in high school. The visits would include a general overview of the University and a more detailed introduction to the faculty and students in the hotel, restaurant and institutional management program.

We expect that these activities will lead to a larger number of minority students enrolling in our School of Hotel, Restaurant and Recreation Management. Dr. Bart Bartlett of the School of Hotel, Restaurant and Recreation Management, former chair of our Diversity Committee, is directing this effort.

7. We will work to increase the number of academic scholarships available for minority students enrolled in the College of Health and Human Development.

We are pleased to announce that we recently received an endowed scholarship that was specifically given to us in support of our goal to recruit and retain a more diverse student body. An alumnus of our College provided this gift because he understood that financial barriers make it difficult for some minority students to pursue or complete their education at Penn State. This \$25,000 gift will permit us to provide scholarship support to a deserving student from an underrepresented group. We need more such scholarships. In the final phases of this strategic planning period, we will direct some of our development efforts at increasing the number of scholarships that are specifically targeted at minority students who are enrolled in our College.

8. The Dean of the College of Health and Human Development will become personally involved in the recruitment of minority students.

Dean Coward has committed himself to becoming personally involved in the recruitment of minority students into the College of Health and Human Development. He wants to lend his

talents to convincing minority students and their families that Penn State's College of Health and Human Development is an ideal environment for achieving their career goals.

Working with Ms. Hopson-King, Dean Coward will concentrate his efforts on improving our "yield rate" by making personal contact with those minority students who have been offered admission into the College of Health and Human Development. When traveling throughout the state and region, Dr. Coward will also use such opportunities to meet personally with accepted minority students and their families to answer any questions that they might have about student life at Penn State or in the College of Health and Human Development. The expectation is that this personal contact may make some minority students feel more comfortable about a decision to enroll at Penn State.

In addition, we will explore opportunities to engage students from diverse backgrounds who are currently enrolled in our programs as "ambassadors" in their home communities. These students can be used to introduce prospective high school students to the Penn State experience and can provide prospective students with honest and frank assessments of what it is like to be a diverse student at Penn State.

Challenge #4: Recruiting and Retaining a Diverse Workforce.

Like many other units on campus, we have not experienced a great deal of success in recruiting a diverse clerical staff. As has been suggested in previous analyses of this issue, staff hires are often drawn from a more local workforce market and, as a consequence, are more likely to mirror the demographics of the region. Nevertheless, since 1998 we have successfully recruited two new staff members from underrepresented groups (both African-Americans) to the College of Health and Human Development. One of these hires had been a participant in the Summer 1997 Staff Assistant Training Program.

The College has recently invested significant resources directed at recruiting and retaining a racial and ethnically diverse faculty. Specifically, because we believe that a world-class faculty is the cornerstone of a successful academic program, we have made the recruitment of minority faculty the #1 priority in our diversity plan.¹⁵ Earlier in this report (see especially Footnote #7), we described the recent success that we have had in expanding the number of minority faculty in our College. **In the four-year period between the Fall 1997 and Fall 2001 semesters, we achieved a 21 percent increase in the number of racial and ethnic minority scholars represented among our faculty ranks.** At the same time, we are also proud that during this same time period we have been able to retain several of our most senior and most productive minority faculty members by successfully countering attractive offers from other prestigious institutions of higher education. If we continue to be successful in retaining the best of our current minority faculty and are simultaneously successful in recruiting bright new minority faculty to complement this core, then we are convinced that we will move this College forward.

¹⁵ The faculty in the College of Health and Human Development comprises an almost equal number of men and women – 54.3 percent male and 45.7 percent female, compared to 70.6 percent and 29.4 percent, respectively, for the entire University). Moreover, the percentage of female faculty in the College of Health and Human Development is significantly higher than the University as a whole in both tenured (41.2 percent vs. 20.2 percent) and untenured (46.2 percent vs. 39.6 percent) faculty.

We are particularly encouraged by the racial and ethnic distribution of our faculty across academic ranks. In recent years, graduates of doctoral programs throughout the nation have included more scholars of color. As a result, our faculty ranks reflect the greater availability of minority scholars in pools of recent graduates. Specifically, more than one in six of our untenured assistant professors (17.7 percent) represent a racial or ethnic minority group. In contrast, less than one in ten faculty in our senior ranks (6.7 percent of our full professors and 8.6 percent of our associate professors) are scholars of color. All three of these percentages lag behind similar rates for the entire university. However, upon closer examination, it becomes obvious that our success in recruiting African-American scholars is superior to the rest of the university – our percentages are higher at all three ranks; whereas, we lag behind the rest of Penn State in the recruitment of scholars with both Asian and Latino backgrounds (accept at the rank of assistant professor, where our rate of Latino hires is more than twice the level of the entire university).

Earlier in this report, we described the emphasis on recruiting minority faculty that will be a part of every search that is conducted by the College of Health and Human Development (see the text in the section related to Challenge #1). In addition to these efforts, we will be employing another strategy as well. Specifically, during the past academic year, two of our faculty searches sought individuals whose research and teaching expertise related to the multicultural aspects of health and human development. Although this strategy does not guarantee that scholars of color would be hired, it substantially increased the odds that minority scholars will be among the pool of candidates. The Children, Youth and Family Consortium (CYFC) at Penn State jointly funded both of these new positions – one in the Department of Communication Sciences and Disorders and the other in the Department of Health Policy and Administration. Briefly summarized, the proposals had the following orientations:

- The proposal from the Department of Communication Sciences and Disorders built upon a solid intellectual foundation of faculty strength that has already been assembled in that unit. Specifically, faculty in this department are currently directing a multi-year, multi-million dollar study, funded by the National Institutes of Health (NIH), to examine the speech, language and literacy development of preschool-aged children of Puerto Rican descent. In addition, the Department includes an African-American faculty member who is interested in figurative language comprehension in racially diverse populations. The proposal that the Department presented to the CYFC sought to supplement and expand upon this existing expertise in multicultural issues to include a scholar with expertise in school-age language and literacy development among minority children and an interest in skills-based literacy intervention. This search was successful and an African-American scholar will be joining the faculty in August 2002.
- The second proposal, from the Department of Health Policy and Administration, was similarly focused on a multicultural issue – i.e., racial and ethnic disparities in the health and well being of children. As was the case with the first proposal, this new faculty recruitment was also built on and extended faculty expertise that already existed within the department. Currently, the Department has faculty who are studying children's mental health policy and the demography of disadvantage, the performance of health care

providers in serving the needs of minority and disadvantaged populations, and the delivery of health care services to disadvantaged and minority youth through state supported public health agencies. This search was also successful and in August 2002 a scholar with expertise in racial and ethnic disparities in children's health will join our faculty. This person is not a scholar of color but will be an important intellectual asset to the growing number of scholars in our school who are interested in the health and well being of minority populations. This new member of our faculty will be an affiliate of our College's Center for Human Development and Family Research in Diverse Contexts.

In addition to these two positions, Dean Coward has committed two additional faculty lines to our College's Center for Human Development and Family Research in Diverse Contexts. This Center has established itself as a national center of excellence in studying children, youth and families from diverse racial and cultural groups. For example, the Center has assumed a major role in a national, multi-year study of welfare reform and, as discussed earlier in this report, the Center has provided the primary leadership for a national consortium of family scholars dedicated to illuminating the unique characteristics of research in multicultural contexts.

Dean Coward is of the opinion that Penn State has the opportunity to be among a small elite group of institutions in the United States that specialize in research on minority families, which is why he has committed two new faculty lines to the Center for Human Development and Family Research in Diverse Contexts. Those commitments have already been used to leverage a partnership with one of the existing academic units within the College of Health and Human Development. Specifically, the Center has pledged one-half of one of those positions to recruit a faculty member in the Department of Biobehavioral Health with expertise in the health disparities of minority populations (the department has pledged the other half of the position). Thus, already the commitment of two positions to the Center has grown to a minimum of 2.5 positions and the Center is looking for additional departmental partners.

The end result of all of these efforts will be the addition of four or five new faculty members in the College of Health and Human Development with intellectual interests in multicultural aspects of health and human development. Moreover, this initiative has already added one new African-American faculty member to our ranks and it is highly likely that some of the remaining hires will be scholars of color. Combining these new positions with our commitment to explore aggressively minority candidates for all of our open positions, we are confident that the end result will be the addition of more faculty members representing racial and ethnic minority groups.

9. The College of Health and Human Development will recruit a minimum of two new minority faculty members in each of the last two years of this diversity initiative.

We are confident that this goal can be attained. Since Dean Coward's arrival, our hires for tenure line positions have included two new minority scholars in each of the last two years, or 22.2 percent of all of the people hired to tenure eligible positions during this time period. As we continue to hire more minority faculty, we will soon begin to achieve a "critical mass" within the College of Health and Human Development (if we are able to experience no attrition among

those faculty of color who are presently on our faculty). That critical mass, we believe, will serve as a further attraction for future minority scholars who are candidates for positions at Penn State.

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

Since 1998, the College of Health and Human Development has developed a series of new courses with a multicultural focus. At the same time, the multicultural content in a number of our courses has been enhanced, expanded or refreshed. Below is a list of the new courses that have been developed or substantially overhauled during the past four years:¹⁶

- RPM 277: Recreation for Persons with Disabilities. This course encourages an appreciation for human diversity and the impact of physical and mental disabilities on involvement in recreational activities.
- HRIM 597: International Issues in Hotel, Restaurant and Institutional Management. This course focuses on the challenges and opportunities in a global economy for the travel and tourism industries as well as the socio-political and historical issues impacting on our institutions and agencies. It provides knowledge about other cultures, opportunities to experience another culture, and the preparation to explore careers in other parts of the world.
- LEST 597: Leisure and Culture. Leisure is a cultural concept that is prescribed, proscribed and experienced differently around the world. The purpose of the course is to examine how the forms and experiences of leisure are similar and different cross-culturally and how these forms and experiences relate to other aspects of culture.
- CMDIS 297H: Exploring Culture and Communication. Participants in this honors course are exposed to the primary literature linking communications and culture. A special emphasis is on understanding the rich cultural context in which all communication occurs and identifying issues that may arise in intercultural communication.
- CMDIS 550: Language, Cognition and Aging. Through a critical evaluation of aging research, this course explores the role of theory, research methods, analysis and interpretation in selected topics related to language, cognition, and aging.

¹⁶ In addition to these new courses, the College of Health and Human Development has numerous other courses that were developed prior to 1998; including: (1) BBH 302 – Diversity and Health; (2) BBH 315 – Gender and Behavioral Health; (3) CSD 269 – Deafness and Society; (4) HDFS 250 – Sexual Identity over the Life Span; (5) HDFS 287 – Intercultural Community Building; (6) HDFS 315 – Family Development; (7) HDFS 469H – Family Change in the Global Economy; (8) Kinesiology 424 – Women and Sport; (9) Nursing 415 – Community and Family Health Nursing; (10) Nursing 417 – Family and Community Health Concepts; (11) Nursing 499 – Foreign Study; (12-15) Nutrition 199, 299, 399, 499 – Foreign Study; (16) Nutrition 421 – Cultural Aspects of Foods; and (17) Nutrition 430 – Global Food Strategies.

- CMDIS 597E: Multicultural Seminar: Social and Cultural Influences on Communicative Behavior. This course surveys the sociocultural influences of age, race, ethnicity, religion, socioeconomic status, and geographical region on communication acquisition, function and use. Cross-cultural communication in educational and health care settings is emphasized.
- CMDIS 597E: Multicultural Issues in Communication. This survey course provides students with foundational, conceptual, and practical information related to working with culturally and linguistically diverse individuals with communication disorders. Understanding cultural competency in clinical settings is emphasized.
- HPA 401: Comparative Health Systems. Comparative analysis of health services in selected developed and developing countries.

During the initial phase of this plan, the academic units within the College of Health and Human Development have frequently supplemented the diversity content contained in ongoing course offerings with special presentations for students and faculty (i.e., seminars, guest lectures or colloquia presentations) by visiting minority scholars. For example, our School of Hotel, Restaurant and Recreation Management sponsors several forums that bring to campus industry leaders to interact with our students (e.g., a “Distinguished Speakers Series” and the “Conti Professors” program). Several times each academic year these forums have featured industry leaders from underrepresented groups. The School also sponsors a student group for the minorities enrolled in their programs (e.g., the National Society for Minorities in Hospitality).

Other units have taken different approaches. The Department of Communication Disorders, for example, invited a minority scholar (Dr. Joyce Harris from the University of Texas) to spend a summer “in residence” at Penn State. During her time on campus, Dr. Harris taught a graduate seminar, met with students from the Schreyer Honors College and gave guest lectures in several HHD courses. In a similar manner, our School of Nursing has hosted minority scholars for extended visits (two to six weeks) to teach specialized courses and to provide consultation to our faculty regarding the development of our multicultural curriculum. Finally, several of our departments (Biobehavioral Health, Human Development and Family Studies and Health Policy and Administration) and research centers (The Center for Locomotion Studies, the Gerontology Center and the Center for Human Development and Family Research in Diverse Contexts) have hosted minority scholars for shorter visits (one or two days). These latter visits often include a “public” lecture or colloquium as well as more informal visits and meetings with individuals and small groups. Collectively these activities reflect a substantial investment of resources by the College and serve to broaden the academic exposure of our students to a wider range of scholars.

As new faculty are recruited and hired with intellectual interests and expertise focusing on multicultural aspects of health and human development (see text related to Challenge #4), we fully expect additional new course offerings to emerge. As a result, during the remaining 12 months of this strategic planning period, the College of Health and Human Development will undertake the following action to continue to develop a curriculum that supports the Penn State goal of fostering diversity:

10. We will develop and implement a minimum of two new courses during the final year of this strategic planning period that are focused on important and critical multicultural topics in health and human development.

By supporting the faculty expertise which exists within our College and employing the talents and interests of new faculty who are hired, we will continue to expand the number of courses in our curriculum that are focused on multicultural aspects of health and human development. During this final year of the strategic planning period, we will also continue to work on the development of a “minor” focused on the health and human development of vulnerable minority populations. We anticipate that the requirements for such a minor will include both coursework and practicum experience and will attract students currently enrolled in our College as well as in other University Park colleges.

In our recent strategic planning process, we set a goal to establish such an academic minor by June 2005. As the planning for this new curriculum begins to take shape over the next three years, we will consult with other units within our College and on campus that are involved in similar initiatives such as the Department of African and African American Studies, the Hamer Center for Community Design Assistance, the Commission for Women, the Commission for Racial/Ethnic Diversity and the Commission for Lesbian, Gay, Bisexual and Transgender Equity.

Challenge #6: Diversifying University Leadership and Management

As mentioned previously, in Fall 2000, the College of Health and Human Development promoted one of its most talented and valued members of the administrative team in the Dean’s Office, Ms. Joyce Hopson-King (Director of the HHD Diversity Enhancement Program) to assistant to the Dean. This change in assignment was implemented to achieve two goals. First, we wanted to make it clear that enhancing diversity in the College was a top priority for the new Dean and, therefore, that he would oversee directly the operations of that program. Second, to take full advantage of the many talents that Ms. Hopson-King has in working with students, we wanted to elevate her status in the Dean’s Office so that she could advise and assist directly the Associate Dean for Outreach and Undergraduate Studies. These actions, we believe, have reinforced the central role of Ms. Hopson-King in the Dean’s Office.

At the same time, during the course of negotiating a counter-offer for one of our very talented and highly valued mid-level minority faculty members (an associate professor with tenure), that individual expressed an interest in further developing his leadership and management skills.¹⁷ As a consequence, Dean Coward agreed to meet monthly with this individual to discuss issues and challenges related to higher education leadership. In addition, Dean Coward promised to “be on the look out” for conferences, seminars and professional development opportunities that would enhance further this individual’s growth and development in this area, and to cover the cost of such activities.

Although we have no specific actions to undertake in the final two years of this plan that are related to this challenge, we will continue to look for opportunities in which we can foster and

¹⁷ For reasons of confidentiality, the name of this person is not being divulged.

mentor faculty and staff from underrepresented groups in developing their leadership and management skills.

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

As discussed previously, we have invested substantial resources in new faculty positions that will focus on multicultural issues in health and human development. We believe these investments are the key to our long-term success in enhancing diversity within the College of Health and Human Development. It is our judgment that this strategy will produce a series of cumulative benefits.

- First, we expect that positions that are structured in a manner that focuses on the multicultural aspects of health and human development are more likely to produce a pool of candidates that include scholars of color.
- Second, having identified qualified scholars from underrepresented groups, we expect to be able to recruit them successfully to the College of Health and Human Development.
- Third, with more scholars from underrepresented groups on our faculty, we expect that prospective minority students will be more likely to consider the College a welcoming climate within which to pursue their higher education.
- Fourth, with more faculty and students from underrepresented groups forming a “critical mass” within the College, we expect that it will be easier for us to build on our success and to move forward in enhancing diversity within our College.

Finally, there is one more initiative that we want to mention. The College of Health and Human Development has begun a process to explore the creation of an “urban” presence for our College. The demographic realities of urban America must be reflected in the programs that are affiliated with our College; more specifically, we must train some of our students to work, practice and live in urban America.

As a result, we are pursuing two activities simultaneously. First, we are exploring the creation of a minor in the health and human development of vulnerable minority populations (this initiative was discussed earlier under Challenge #5). This program would include both coursework and internship experience that would familiarize students with the health and human development needs of urban populations. At the same time, we are exploring the location of a permanent College representative in a major metropolitan area – a person who wakes up each morning and asks, “How can I connect the College of Health and Human Development to the needs of this urban community?”

Although these initiatives would not have an exclusive focus on minority populations, the reality of urban settings is that the issues and concerns of underrepresented groups are of primary importance within such environments. Thus, we believe that our establishment of a permanent link between our College and a major metropolitan area will enhance the educational programs

that we are able to offer to our students, will create research opportunities with minority populations for our faculty, and, ultimately, may bring us into contact with prospective students who might become interested in pursuing their education at Penn State.

As the growth and development of our College continues to unfold, we will be constantly seeking opportunities to advance and extend our efforts to enhance diversity at Penn State.