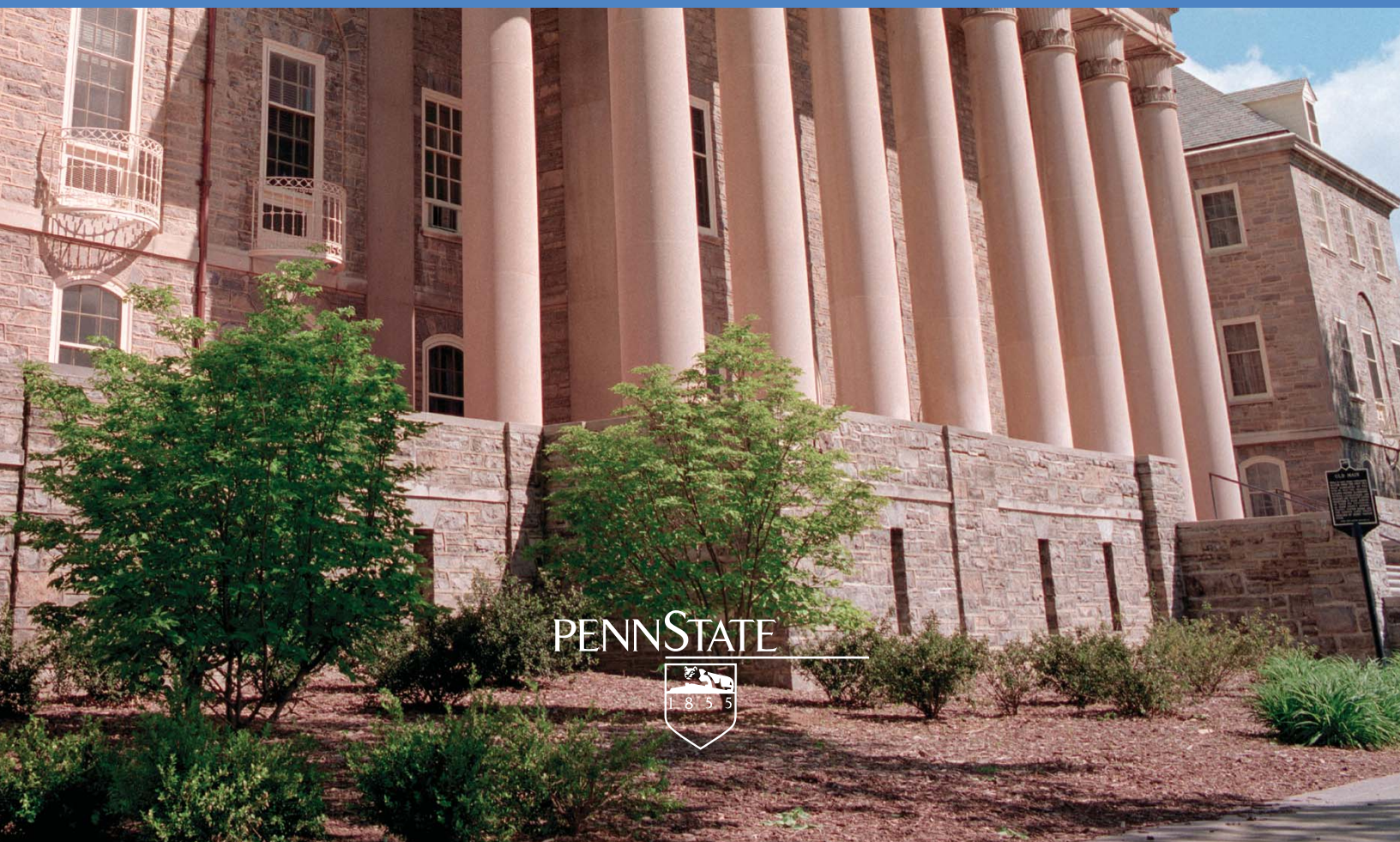# A Framework to Foster Diversity at Penn State

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A Framework to Foster Diversity at Penn State

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As we enter this next phase of diversity strategic planning at Penn State, the Challenges identified in the 1998-2003 *Framework* continue to provide a concrete roadmap for achieving our diversity goals. To continue our diversity planning through the next five years, we position the Challenges within four dimensions of diversity which current scholarship suggests must be addressed in higher education. These four dimensions provide a context for the seven Challenges and for developing the 2004-09 diversity strategic plan.

Campus Climate and Intergroup Relations

Challenge One: "Developing a Shared and Inclusive Understanding of Diversity"

Challenge Two: "Creating a Welcoming Campus Climate"

Representation (Access and Success)

Challenge Three: "Recruiting and Retaining a Diverse Student Body"

Challenge Four: "Recruiting and Retaining a Diverse Workforce"

Education and Scholarship

Challenge Five: "Developing a Curriculum That Fosters Intercultural and International Competencies"

Institutional Viability and Vitality

Challenge Six: "Diversifying University Leadership and Management"

Challenge Seven: "Coordinating Organizational Change to Support Our Diversity Goals"

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INTRODUCTION

Penn State has long demonstrated a commitment to diversity and equity that is deeply rooted in both our historic mission and our philosophy of higher education. This document launches the second stage of Penn State's strategic planning process for diversity. It builds on the progress achieved under the guidance of its predecessor, *A Framework to Foster Diversity at Penn State: 1998-2003,* by advancing diversity as an essential component in Penn State's quest for greater excellence, and increasing the synergies between diversity initiatives and the other goals set forth in the University's strategic plan.

As we launch this stage of strategic planning for diversity, our efforts are reinforced by the U.S. Supreme Court's 2003 rulings in the two cases surrounding the University of Michigan's admissions practices. The Supreme Court's landmark decisions clearly affirm the significance of diversity on college campuses and support Penn State's approach to affirmative action in admissions. As President Spanier stated,

> The Supreme Court has acknowledged that racial diversity is a compelling educational purpose . . . . The Supreme Court rulings in the Michigan cases reaffirm Penn State's approach to inclusiveness.[1]

Given these milestone decisions, institutions of higher education must extend their vigilance in not only recruiting and retaining a diverse student body, but also in cultivating a positive and inclusive climate. As the American Council on Higher Education indicated, in upholding racial and ethnic diversity as a compelling state interest, the decisions "enable our institutions to maintain their strong commitment to be welcoming places to students of all races and walks of life and to continue to pursue a wide range of legally permissible means of attaining a diverse student body."[2]

Our longstanding commitment to diversity and equity grows out of our historic mission. As a land grant institution, Penn State is charged to make education available to the sons and daughters of the working classes. This emphasis on access is addressed, in part, by our recruitment and retention of a diverse student body. While efforts to address inequities experienced by racial/ethnic minorities and women constitute an important foundation for diversity efforts, they by no means delimit the scope of efforts necessary for an inclusive institution. The Americans with Disabilities Act (ADA), 1990, for example, mandates equity of access to academic programs and employment opportunities for individuals with disabilities, including appropriate accommodations to facilitate successful program completion and/or performance of job responsibilities. Penn State's nondiscrimination statement includes sexual orientation as a category for which protection against discrimination and harassment is mandated. Veterans and adult learners constitute important populations that contribute richly to diverse classroom experiences, particularly at locations other than University Park.

Significant progress has been made in the area of student recruitment. In the last ten years Penn State's minority enrollment has increased from 7.9 percent to 11.8 percent. In each of the last six years we have set new records for the total number of students of color enrolled. Fall 2002 data indicate that African American students now number more than 3,700 and Hispanics number 1,944. Both figures are all-time highs. The six-year graduation rate for University Park students of color is 69.4 percent, over twenty points above the national average, with our overall rate for all students being 79.8 percent.[3] While we must continue to improve in every area of recruit-

ment and retention, these data signify that we are making good progress. Continued progress will require that we overcome new challenges such as those presented by increasing tuition necessitated by shrinking state support and increases in the costs of delivering high quality education.

Penn State's student profile is inclusive of many additional diverse populations. Women students make up 47 percent of the total University enrollment. Nearly 3,500 international students (graduate and undergraduate) are enrolled, representing approximately 140 countries.[4] Approximately 1,700 students University-wide are registered as having a disability,[5] and adult learners comprised 13 percent of the total fall 2002 undergraduate enrollment, with more than 8,700 students University-wide.[6] Although it is difficult to determine the exact number of lesbian, gay, bisexual and transgender individuals, a significant number of Penn State students identify as not being heterosexual. The broad range of perspectives, experiences, and backgrounds inherent in our demographic diversity create rich learning communities from which all our students have the opportunity to benefit.

Complementing our diverse student profile is our continued progress in diversifying our faculty and staff. We have continued to add women to both faculty and administrative ranks. A recent Commission for Women survey of tenured faculty members at University Park revealed significant satisfaction among women faculty.[7]

Penn State's diversity goals are also rooted in sound educational philosophy. The purpose of higher education is to promote the life of the mind and the world of ideas. This intellectual inquiry is dependent upon free and robust discourse representing a multitude of perspectives. As U.S. Supreme Court Justice John Powell argued in *Regents of the University of California v. Bakke* (1978):

> The atmosphere of speculation, experiment and creation – so essential to the quality of higher education – is widely believed to be promoted by a diverse student body.

> . . . It is not too much to say that the nation's future depends upon leaders trained through wide exposure to the ideas and mores of students as diverse as this Nation of many peoples.

Justice O'Connor, in *Grutter v. Bollinger et al.* (2003), also addressed the importance of a diverse educational setting in preparing students for citizenship and leadership:

> In order to cultivate a set of leaders with legitimacy in the eyes of the citizenry, it is necessary that the path to leadership be visibly open to talented and qualified individuals of every race and ethnicity. All members of our heterogeneous society must have confidence in the openness and integrity of the educational institutions that provide this training.

Citing the many briefs submitted to the court in support of the University of Michigan, as well as studies on the impact of a diverse learning environment on majority students, the court stressed the substantial educational benefits of diversity. In addition to promoting cross-racial understanding and breaking down racial stereotypes,

> Numerous studies show that student body diversity promotes learning outcomes, and "better prepares students for an increasingly diverse workforce and society, and better prepares them as professionals" . . . . These benefits are not theoretical but real, as major American businesses have made clear that the skills needed in today's increasingly global marketplace can only be developed through exposure to widely diverse people, cultures, ideas, and viewpoints.

We might add that a diverse faculty, staff, and administration further enhance the likelihood of a dynamic, high-quality learning environment.

It should not be lost on us that Justices Powell and O'Connor referred to the development of the nation's future leaders. U.S. Census 2000 data reveal that the Hispanic population has grown by 60 percent from the 1990 Census and is now roughly equal to the African American population, each at about 12 percent of the U.S. population. White Americans now make up about 75 percent of the U.S. population, down from approximately 80 percent in 1990. As the demographics of the American population continue to shift, diversity must be recognized as essential to higher education not only to produce future leaders, but also to assure an educated and productive citizenry.[8]

Still, despite the educational and pragmatic arguments for diversity in higher education, regressive forces have been marshaled to stem progress. Diversity efforts will likely continue to be challenged, despite the Supreme Court's affirmation of diversity as a compelling interest and its deference to universities' ability to shape their student bodies to create the most dynamic learning communities and educational opportunities. What is at stake is far more than legal determination of specific admissions procedures: the academy must remain free to educate all the nation, opening doors of opportunity to all our fellow citizens. Penn State has long been committed to this work and intends to continue it, improving on our successes and learning from our failures. Our historic mission, contemporary educational philosophy, and the national interest require nothing less.

BACKGROUND

Penn State's diversity planning has evolved over a number of years. In 1994, each college and academic support unit at Penn State was charged with preparing a diversity strategic plan to promote equity for faculty, staff, and students. Analysis of the plans by the University Planning Council led to a revision of the strategic planning process. In 1995, each unit was asked to produce two strategic plans: a general plan and a diversity plan. From this effort, it was clear that a comprehensive, University-wide approach was necessary if Penn State was to become a national leader in diversity efforts. In 1996, amid a national climate challenging the constitutionality of affirmative action and diversity initiatives, Penn State's Board of Trustees unanimously passed a resolution to move forward with the University's diversity efforts. The University Planning Council commissioned the Office of the Vice Provost for Educational Equity to develop a comprehensive strategic plan for diversity. The result was *A Framework to Foster Diversity at*

Penn State: 1998-2003, which outlines seven challenges that must be met to foster diversity as an essential ingredient in Penn State's quest for greater excellence.

In spring 2001, a coalition of Penn State students, who referred to themselves as "the Village," called for the Penn State administration to take a more aggressive and proactive stance in combating hate and improving race relations at the University. The administrators agreed that new initiatives needed to be put into place and approved a new "Plan to Enhance Diversity." This plan outlined several important endeavors including a new Africana Research Center and, more importantly for the implementation of the 1998-2003 *Framework,* announced that each strategic planning unit's progress assessment would be posted on the University's Web site.

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

A Framework to Foster Diversity at Penn State: 1998-2003 was developed in recognition of the need to prepare all students for life and work in a civil democracy in the twenty-first century. It was designed to increase the synergy between diversity initiatives and other projects across the University by addressing the continuing challenges faced by colleges and academic support units, as well as challenges for which the efforts of individual units were insufficient for resolution. Development of a University-wide plan was based on recognition that to address the challenges effectively requires a centralized coordination effort. Accountability, however, is structured on the local college and unit levels.

The *Framework* identified seven Challenges:

- Developing a Shared and Inclusive Understanding of Diversity

- Creating a Welcoming Campus Climate

- Recruiting and Retaining a Diverse Student Body

- Recruiting and Retaining a Diverse Workforce

- Developing a CurriculumThat Supports the Goals of Our New General Education Plan

- Diversifying University Leadership and Management

- Coordinating Organizational Change to Support Our Diversity Goals

The Mid-point Review Process

At the mid-point of the 1998-2003 *Framework,* the provost requested an update from each strategic planning unit on their implementation of the *Framework.* Units were provided with specific questions designed to help assess their progress; given a demographic profile of their faculty, staff, and students comparing 1997 to 2000; and assigned an Educational Equity staff member to provide consultative assistance. Evaluation teams were selected and charged by both the provost and vice provost for Educational Equity to review each unit's progress report, make suggestions for successfully addressing the Challenges, and identify best practices. The teams consisted of students, faculty, staff, technical-service workers, and administrators and represented a wide variety of constituent groups across academic and academic support units.

Each team's feedback report included a short summary of the strategic planning unit's diversity-related progress and areas in which improvement was possible. Each feedback report was reviewed by both the provost and vice provost and was discussed with unit leaders. Each unit then had the opportunity to respond to the feedback presented by the teams. The feedback reports and revised progress reports were made available for community review via the Educational Equity Web site (www.equity.psu.edu/framework/updates).

The teams noted some very promising progress, innovative approaches, and effective mechanisms for fostering diversity at Penn State. A summary of "best practices" was compiled (http://www.equity.psu.edu/framework/updates/bestpractices.pdf) and definitions of diversity were catalogued and analyzed for common elements. A coherent University-wide paradigm for diversity titled, "Developing a Shared and Inclusive Understanding of Diversity" was developed following the mid-point evaluation to help form the basis for diversity definitions tailored to the specific cultures of each college and unit within the University (http://www.equity.psu.edu/paradigm/dev_diversity.pdf). The paradigm builds on the common elements found in many of the specific definitions, as well as the University's vision of diversity as an integral component for institutional viability and vitality.

The Final Assessment of *A Framework to Foster Diversity at Penn State: 1998-2003*

The 1998-2003 *Framework* cycle will conclude with a review process similar to the mid-point review. This process will also incorporate the beginning of the 2004-09 cycle. Assessment questions similar to those used in the mid-point review were provided to strategic planning units in October 2003. An update of the demographic profiles was provided in June 2003. **Strategic planning units will submit their final reports on implementation of the 1998-2003 *Framework,* along with their plans for implementation of this 2004-09 diversity strategic plan, to the vice provost for Educational Equity on February 16, 2004.** Review teams similar in composition to those reviewing the mid-point updates will be charged by the provost to review the reports and plans, provide feedback, suggest areas for further improvement, and compile proven best practices. "Best Practices" will be defined as "processes, programs, and procedures that most successfully lead to the unit's ability to reach the University's diversity goals and can be validated through measurable outcomes." This process will take place in February and March of 2004. In April and May of 2004, the provost and the vice provost for Educational Equity will meet with each budget executive to discuss the report, the new plan, and the team's feedback. As with the mid-point review, the reports, feedback, and best practices will be available as public information on the Educational Equity Web site at the completion of the process in June 2004.

A FRAMEWORK TO FOSTER DIVERSITY AT PENN STATE: 2004-09

As we enter this next phase of diversity strategic planning at Penn State, the Challenges identified in the 1998-2003 *Framework* continue to provide a concrete roadmap for achieving our diversity goals. To continue our diversity planning through the next five years, we position the Challenges within four dimensions of diversity which current scholarship suggests must be addressed in higher education.[9] These four dimensions provide a context for the seven Challenges and for developing the 2004-09 diversity strategic plan. The dimensions and their relationship to the Challenges of the *Framework* are summarized below.

Campus Climate and Intergroup Relations

The dimension of campus climate and intergroup relations includes not only activities focusing on the needs of individuals from historically marginalized groups, but also scrutiny of institutional characteristics that affect intergroup relations among all students, faculty, and staff. The climate on college campuses is a significant factor because of its impact on the intellectual and academic enterprise, as well as on the individual members of the academic community. The necessity for creating a more inclusive, welcoming climate on college campuses is supported by several national education association reports[10] which suggest that in order to provide a framework within which a vital community of learning can be built, a primary mission of the academy must be to create an environment that ideally cultivates diversity and celebrates difference. Fostering diversity will continue to be an important dimension of educating future citizens at Penn State and at most institutions of higher education. This dimension encompasses the Challenges of "Developing a Shared and Inclusive Understanding of Diversity" and "Creating a Welcoming Campus Climate."

Representation (Access and Success)

The dimension of representation focuses on data gathering and efforts aimed at the inclusion and success of previously underrepresented and/or underserved groups. This dimension is the most commonly understood component of campus diversity and is basic to other facets of diversity. The fundamental importance of access is substantiated in the many *amicus curiae* briefs filed in support of the University of Michigan's admissions policies, speaking to the educational importance of a diverse student body.

While representation is most widely understood in terms of student access, the issues of access and success within the workforce are also critical. The Challenges of "Recruiting and Retaining a Diverse Student Body" and "Recruiting and Retaining a Diverse Workforce" correspond with this dimension of diversity.

Education and Scholarship

The dimension of Education and Scholarship focuses on the "inclusion of diverse traditions in the curriculum, the impact of issues of diversity on teaching methods, and the influence of societal diversity on scholarly inquiry."[11] This dimension recognizes that educating all students for the realities of today's increasingly diverse society and global community is integral to the mission of higher education, and that diversity is integral to teaching and learning. While the dimension of Education and Scholarship in many ways encompasses all aspects of the University, the Challenge of "Developing a Curriculum That Fosters Intercultural and International Competencies" is a key element.

Institutional Viability and Vitality

This dimension refers to systemic and structural realignments necessary to support the first three dimensions. To ensure institutional viability and vitality, the organization must be able to achieve a holistic view of diversity. Consequently, we must ask ourselves, what message is sent to our students and other important internal and external constituencies when the diversity championed in our mission statement is not reflected in the leadership of the institution? What role does diversity play in ensuring an institution's future? What are the prospects for an institution that proves itself incapable of engaging pluralism at its highest levels? These questions point to the link between diversity and institutional sustainability. The Challenges of "Diversifying University Leadership and Management" and "Coordinating Organizational Change to Support Our Diversity Goals" must be met at all levels of the University.

In this document, the seven Challenges are organized under these four dimensions of diversity. A review of the progress on the Challenges to date acknowledges achievements and identifies continuing concerns, referring to work already completed (e.g., benchmarks, paradigm for diversity definitions, best prac-

tices, etc.). Next, targeted areas for improvement within the dimension are presented. Finally, assessment questions are provided that will be used to evaluate each unit's progress on strategic initiatives. In preparation for the periodic assessment of progress in implementing this document, it is the responsibility of each unit to develop appropriate measures of success for behaviorally anchored outcomes.

It should be noted that these dimensions, as well as the Challenges themselves, are interrelated and success in one cannot be fully realized without achievement in the others. Similarly, as a University community, no unit or college functions in isolation; lack of success in any part of the University affects the whole community. Meaningful diversity initiatives MUST encompass initiatives targeted to multiple groups; success in one arena does not allow units to forego aggressive action in others.

Assessment

Strategic planning units are asked to consider their progress in implementing the 1998-2003 *Framework* along with this document in developing their new diversity strategic plans. **The final reports on implementation of the 1998-2003 *Framework* along with the plans for implementation of the 2004-09 diversity strategic plan will be submitted to the vice provost for Educational Equity on February 16, 2004.** Teams similar to those utilized in the 1998-2003 *Framework* mid-point reviews will review the documents, and feedback will be provided to each unit by May 2004. At the mid-point (December 2006) and conclusion (December 2009) of the next planning cycle, evaluation teams that include key stakeholders will be utilized in the evaluation process. Demographic data profiles will be updated for each unit prior to the mid-point and the final assessment to assist them in evaluating their diversity initiatives. Interim data will be made available by request.

The assessment questions are based on those asked in the 1998-2003 *Framework* mid-point reviews and reflect the targeted areas for improvement presented under each Challenge. It is the responsibility of each unit to develop appropriate measures. These measures will be developed and reported in the new plan for submission in February 2004. Supporting data will be included in the mid-point and concluding reports. Collection of data over the life of the plan will permit longitudinal analysis of progress. Identification of

most successful initiatives will facilitate identification of best practices--processes, programs, and procedures that most successfully lead to the unit's ability to reach the University's diversity goals and can be validated through measurable outcomes--that can be shared among units. Analysis of less successful practices and processes will help to distinguish institutional barriers that must be addressed from unit-specific trends.

A timeline of assessment over the life of this plan is included in Appendix 1.

CAMPUS CLIMATE AND INTERGROUP RELATIONS

Challenge 1: Developing a Shared and Inclusive Understanding of Diversity

Positive perceptions of the institution's commitment to diversity increase positive perceptions of climate; therefore, a comprehensive and collective understanding of the meaning of diversity is required.[12] Lacking such an understanding, it is not possible to develop coherent goals related to meeting the Challenges.

The 1998-2003 *Framework* offered broad guidelines on ways in which diversity could be defined, noting that "we seek to create an environment characterized by equal access and respected participation for all groups and individuals irrespective of cultural differences and, more importantly, where the multiplicity of characteristics possessed by persons are not simply tolerated but valued."[13] Colleges and academic support units used these guidelines to refine definitions that reflected their unique cultures and strategic goals. Definitions varied widely, as might be expected; not all definitions were inclusive, and few units had broad-based strategies for ensuring full understanding through consistent communication.

The roles of diversity committees and college multicultural coordinators also varied widely. While some committees are very active in sharing information about diversity and in making recommendations to the leadership of their units, others are virtually inactive. Similarly, some multicultural coordinators have access to their deans and resources while others function with few resources and without visibility.

Review of the definitions of diversity used across the University indicates that shared and inclusive defini-

tions of diversity have several key elements. These elements are summarized in a paradigm for diversity definitions titled, *Developing a Shared and Inclusive Understanding of Diversity.*

Targeted Areas for Improvement Include:

• Develop and communicate clear and consistent descriptions of Penn State's diversity objectives and initiatives.

• Further refine unit definitions and strategies, ensuring that constituent groups have the opportunity for input.

• Develop mechanisms for assessing the degree to which unit members understand their unit's definition of diversity, strategies to achieve inclusiveness, and University diversity initiatives.

• Reference the unit's understanding of diversity in official communications.

• Form diversity committees that are well-defined, proactive, sponsor a variety of programs, make appropriate policy recommendations, and use a variety of approaches to communicate within the unit. Ensure that diversity committee membership is representative of constituent units, including students and senior administration.

• Provide adequate resources to the multicultural coordinators in the colleges, including access to college leadership. Efforts to develop a common job description for the coordinators should be supported.

• Actively support the University's nondiscrimination policy.

Assessment Questions:

1. How does your unit define or describe diversity? How is this understanding demonstrated in areas of emphasis within your unit?

2. How has your unit distributed information to students about the University's diversity initiatives? Does your unit have formal mechanisms in place for discussion of diversity initiatives with students? If so, please describe.

3. How has your unit distributed information to faculty and staff about the University's diversity initiatives? Describe your unit's formal mechanisms for discussion of diversity initiatives.

4. What is the role of your diversity committee? What is its composition?

5. What is the role of your multicultural coordinator? (colleges)

6. Which strategies have been most successful in addressing this Challenge? Which have been least successful? Which could be termed "best practices"? (Best Practices are processes, programs, and procedures that most successfully lead to the unit's ability to reach the University's diversity goals and can be validated through measurable outcomes.)

7. What measures of success have you identified to gauge your progress in this Challenge? Include data demonstrating outcomes.

Challenge 2: Creating a Welcoming Campus Climate

In order to address this Challenge, several academic colleges and academic support units conducted diversity climate assessments[14] to gather information about constituents' personal experiences within the unit, perceptions of the climate for underrepresented members, and/or perceptions of unit actions regarding climate issues and concerns. The results of these assessments are useful in identifying specific challenges and positive initiatives. Institutionally, the following initiatives provide visible indications of the University's commitment to creating a welcoming climate: creating the Report Hate Web site; developing the Zero Tolerance for Hate Support Network; creating a Diversity Advocate position; creating the LGBTA Student Resource Center; progress toward development of a University-wide climate assessment; and creating the Web Ombudsman. Additionally, the Office of Human Resources will conduct a University-wide survey in early 2004 to assess the general climate and employee satisfaction. While the examples provided indicate many notable actions implemented to create a more welcoming climate,

units need to continue their work to meet this challenge.

Targeted Areas for Improvement Include:

- Institute systematic climate improvement initiatives and assessment processes at all levels and locations.

- Develop a structured process for identifying climate issues and developing unit-wide approaches for proactively addressing climate concerns.

- Increase the visibility of resources for underrepresented groups (e.g., returning adult students, disabled persons, international students, members of the LGBT community).

- Create a unit diversity committee.

- Provide a diversity link on the unit's home page.

- Encourage awareness training for all faculty and staff.

- Include diversity as a criterion in search processes, etc.

Assessment Questions:

1. How does your unit's leadership demonstrate support for diversity?

2. How does your unit identify climate issues?

3. How does your unit monitor climate?

4. How does your unit respond to climate issues?

5. What unit-wide and individualized approaches have you developed to enhance overall climate and individual's satisfaction with the environment?

6. Which strategies for creating a welcoming campus climate for diversity have been most successful? Which have been least successful? Which could be termed "best practices"? (Best Practices are processes, programs, and procedures that most successfully lead to the unit's ability to reach the University's diversity goals and can be validated through measurable outcomes.)

7. What measures of success have you identified to gauge your progress in this Challenge? Include data demonstrating outcomes.

REPRESENTATION (ACCESS AND SUCCESS)

Challenge 3: Recruiting and Retaining a Diverse Student Body

Penn State's history and experience illustrate the centrality of representation. Penn State was the first institution of higher education in Pennsylvania to admit women students and by the early 1900s, approximately one-fourth of graduates were female. Penn State also has a long history of admitting African American students, with its first African American graduate a member of the class of 1904. In the early 1970s, Penn State began actively recruiting African American students years before other diversity initiatives were begun. For many at Penn State, recruiting and retaining a diverse student body are still the primary diversity goals.

Institutional efforts at recruiting, retaining, and graduating students from underrepresented groups have met with some notable successes. Women have now attained parity with men in medical and law school enrollments at Penn State. Although students of color still comprise a small percentage of the overall student population, steady increases have occurred in the past decade. Graduation rates for undergraduate African American students who begin at University Park have risen to the point where they are among the highest in the nation among peer institutions. The enrollment of international students holds steady despite difficulties in obtaining visas in the aftermath of the terrorist attacks on September 11, 2001. The College of Engineering has experienced considerable success in recruiting and retaining women students. Nevertheless, long-standing problems remain. Women are still not well represented in some colleges that have been traditionally dominated by men, and a significant disparity in graduation rates persists between undergraduate students of color and white students.[15]

Fortunately, many initiatives exist at Penn State and peer institutions that can serve as benchmarks for units as they strengthen their own recruitment and retention programs. Such programs include summer recruitment and bridge programs that focus on academic enrichment and adjustment to college; partnerships between specific Penn State colleges or campuses and high schools, colleges and universities serving underrepresented populations; college participation in national consortia that support recruitment and retention goals; and mentoring and scholarship programs.

In the aggregate, these types of programs appear to have had a positive effect on recruiting and retaining a diverse student body. However, the specific impact of individual programs is often difficult to determine. In order to fully assess the impact of these initiatives, program directors must identify measurable outcomes that constitute success and then track these outcomes among students who participate in their programs. Also, while several offices are involved in recruiting and retention efforts at both the undergraduate and graduate levels, efforts are not always fully coordinated. Finally, graduate student recruitment is more decentralized with admissions decisions being made primarily by academic departments. Although the Graduate School remains involved with recruiting efforts, sharing of expertise and insights between the Graduate School and academic departments is more difficult under this structure.

Targeted Areas for Improvement Include:

- Reduce intergroup disparities in undergraduate enrollment, retention, and graduation rates through improvements in recruitment processes and retention initiatives.

- Develop and implement proactive strategies to recruit and retain nontraditional students. Explore opportunities to create partnerships with historically black colleges and universities, Hispanic serving institutions, and tribal colleges, as well as other institutions serving underrepresented populations. Best practices, particularly in graduate recruitment, should be shared among units.

- Implement and/or strengthen bridge programs, partnerships, consortia, and mentoring and scholarship programs.

- Identify measurable outcomes to assess program effectiveness, including longer term tracking of participant success.

- Collaborate more effectively among offices and individuals involved with student recruiting and retention to maximize the potential to attract and retain diverse students. Utilizing the expertise of the college multicultural coordinators and the office of Graduate Educational Equity is especially important in graduate recruiting.

Assessment Questions:

1. Describe specific initiatives your unit may have that are intended to contribute to recruiting or retaining undergraduate and/or graduate students from underrepresented groups.

2. Describe specific initiatives your unit may have that are intended to reduce intergroup disparities in enrollment, retention, and graduation rates.

3. What mechanisms for collaboration has your unit established?

4. Which recruitment and retention initiatives have been most successful? Which have been least successful? Which could be termed "best practices"? (Best Practices are processes, programs, and procedures that most successfully lead to the unit's ability to reach the University's diversity goals and can be validated through measurable outcomes.)

5. What measures of success have you identified to gauge your progress in this Challenge? Include data demonstrating outcomes.

Challenge 4: Recruiting and Retaining a Diverse Workforce

Institutional efforts to meet this Challenge have resulted in some progress. Under the 1998-2003 *Framework* and at the urging of several University constituencies, the Affirmative Action Office and Diversity Education has taken a more proactive role in supporting faculty searches to ensure that diverse pools are sought and that diverse candidates are appropriately considered and hired where possible. Initiatives to develop postdoctoral programs are a new strategy being developed to help diversify the faculty. Over the past few years, Penn State's hiring of high quality faculty members from underrepresented groups has improved (see Appendix 2),[16] and the impact from initiatives such as those implemented by

the Affirmative Action Office and Diversity Education is promising. However, continued efforts toward recruiting and, especially, retaining a diverse workforce are needed.

Assessment of the 1998-2003 *Framework* indicated that faculty hiring successes are largely concentrated in a limited number of colleges and departments. Also, retention efforts targeted to underrepresented faculty vary greatly across departments and colleges; some have multiple programs in place while others offer little or no support and guidance. The senior faculty mentor position has been restructured, but it remains difficult for one part-time position to support the success of all junior faculty members from underrepresented groups throughout the University. Also important to retention and success is appropriate evaluation of diverse scholarship within the tenure and promotion process. New approaches to evaluating diversity scholarship must acknowledge the scholarship inherent in research, teaching, and service without relying on narrow and unquestioned rubrics.

While faculty and administrator searches draw on national or international pools, staff hiring is largely bound to region. Penn State campuses not located in or adjacent to areas of Pennsylvania with a comparatively diverse population understandably struggle to achieve diversity among staff. However, the assessment of the 1998-2003 *Framework* indicated that locations with access to more diverse search pools for staff positions often have not achieved any greater success than those in less diverse locations. New initiatives to enhance the diversity components of the Staff Review and Development Plan will support retention by encouraging diversity-oriented staff development opportunities.

Targeted Areas for Improvement Include:

- Develop and implement strategies to improve the success of search processes in identifying and assessing the credentials of women and minority employee candidates for faculty and staff positions.

- Expand faculty and staff retention programs to include all underrepresented groups.

- Accelerate the introduction of "family friendly" policies and programs, expanded reward systems, and expanded personal and professional development opportunities.

- Continue to develop proactive measures for achieving an appropriately representative search pool for faculty and administrative positions, as well as for staff positions, where possible. Utilizing the assistance of the senior faculty mentor and colleagues in other units may help in recruiting faculty from underrepresented groups into nondiverse departments. Highlighting the benefits of Penn State employment as they appeal to targeted audiences may help in developing diverse search pools, especially at the staff level.

- Emphasize retaining and promoting high quality faculty and staff members from underrepresented groups. Efforts may include mentoring, staff development opportunities, and leadership development opportunities. Opportunities for promotion to leadership positions are crucial. Initiatives to increase a sense of community are also imperative for retention.

- Identify and assess initiatives aimed at promoting success and achievement of employees from underrepresented groups. Such efforts vary greatly across units. An inventory of unit-level efforts may lead to enhanced effectiveness of University-wide efforts such as the senior faculty mentor's services.

- Emphasize diversity-related activities and professional development in employee performance evaluations.

- Acknowledge and appropriately value the relationship of diversity within the tenure and promotion process. New approaches to evaluating diversity scholarship must be implemented. Research should be evaluated on its scholarly merits without prejudgments regarding the value of topics and approaches.

- Encourage respect for intellectual diversity including different schools of thought, scholarship, paradigms, research methodologies, etc.

Assessment Questions:

1. How has your unit actively and successfully engaged in locating and recruiting faculty and/or staff from underrepresented groups?

2. What strategies have been implemented to improve identification and assessment of credentials for purposes of hiring and promotion?

3. What retention strategies have you implemented in your unit to retain and promote the success of faculty and/or staff from underrepresented groups?

4. Which recruitment and retention strategies have been most successful? Which have been least successful? Which could be termed "best practices"? (Best Practices are processes, programs, and procedures that most successfully lead to the unit's ability to reach the University's diversity goals and can be validated through measurable outcomes.)

5. What measures of success have you identified to gauge your progress in this Challenge? Include data demonstrating outcomes.

EDUCATION AND SCHOLARSHIP

Challenge 5: Developing a Curriculum That Fosters Intercultural and International Competencies

Thus far, there has been only limited progress in addressing this Challenge. In order to effectively proceed on this Challenge, linkage of the curricular requirement to the contemporary issues surrounding gender identity, race/ethnicity, sexual orientation, and other aspects of diversity must be determined. Only with resolution of this issue can there be a context through which to shape the curriculum. Curriculum transformation is guided by research, so it is also essential that diversity-related research and teaching initiatives be supported and appropriately valued in tenure and promotion decisions.

Two University Faculty Senate committees have been working to examine and strengthen the General Education intercultural/international competency requirement, taking into account input from several University constituencies. However, proposed approaches to the requirement and what it entails have varied dramatically, making it difficult to achieve meaningful consensus. The assessment of implementation of the 1998-2003 *Framework* indicated that locations other than University Park in many cases have been more flexible than University Park in implementing the requirement; however, it is difficult to identify a single approach that works at all locations.

Beyond General Education, efforts to develop effective pedagogical approaches and coherent curricula for diversity have been sporadic. Within several colleges there is some movement to incorporate relevant diversity issues, topics, and perspectives throughout the curriculum. One such initiative cited in the best practices is the Curriculum Infusion Project undertaken by the College of Agricultural Sciences in cooperation with the Office of the Vice Provost for Educational Equity to analyze and enhance diversity content in classes throughout the college curriculum. Another example is the cross-college team working to develop a proposal for a minor in Gender, Sexuality, and Identity. However, there is continued opportunity for expanding and strengthening curricular integration approaches, especially in upper level and graduate courses.

Targeted Areas for Improvement Include:

- Institute curricula and research initiatives that provide students with the skills and orientation to function effectively in multicultural workplaces and social environments.

- Strengthen the General Education Intercultural/International Competency requirement to focus on preparing students for life and work in today's multicultural world.

- Beyond General Education, incorporate/infuse diversity issues, topics, and perspectives as relevant to the topic and scope of each undergraduate and graduate course.

- Emphasize understanding of contemporary domestic diversity within national, international, and historical contexts.

- Provide resources and opportunities to support scholarship in diversity (i.e., access to quality primary and secondary research materials; support

for conference participation, international study, service learning opportunities; etc.).

- Explore opportunities afforded by the Africana Research Center and other relevant units to conduct research that can support curriculum transformation efforts. Also, organize workshops, guest speaker series, etc., that provide faculty with information useful for curriculum transformation.

- Recognize and value the articulation between faculty research involving issues of diversity and the classroom. Curricula may be expanded and modified to include new areas of inquiry. Service learning opportunities may provide opportunity for integration of research, service, and teaching scholarship in the context of engaging with underrepresented and underserved groups in a diverse community. Multicultural teaching and research initiatives must be valued appropriately in tenure and promotion decisions.

Assessment Questions:

For Colleges:

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

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

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

4. Which strategies for developing a curriculum that fosters intercultural and international competencies have been most successful? Which have been least successful? Which could be termed "best practices"? (Best Practices are processes, programs, and procedures that most successfully lead to the unit's ability to reach the University's diversity goals and can be validated through measurable outcomes.)

5. What measures of success have you identified to gauge your progress in this Challenge? Include data demonstrating outcomes.

For Academic Support Units:

1. Does your unit contribute to a curriculum that supports the diversity goals of the University? If so, how? What practices have been most successful? Least successful? Which could be termed "best

practices"? (Best Practices are processes, programs, and procedures that most successfully lead to the unit's ability to reach the University's diversity goals and can be validated through measurable outcomes.)

2. What measures of success have you identified to gauge your progress in this Challenge? Include data demonstrating outcomes.

INSTITUTIONAL VIABILITY AND VITALITY

Challenge 6: Diversifying University Leadership and Management

Central to our institutional mission of creating a world-class University is the question of what kind of leadership best facilitates success. Perhaps nowhere else are our values and priorities shown more clearly than by whom we choose as our leaders. As our student population and society in general become more diverse, we must commit to the goal of establishing a University leadership that reflects society's diversity. Well-managed diverse leadership teams are able to take advantage of a broader range of perspectives, insights, and approaches to better understand and serve all University constituents. Internal and external constituencies both expect to see visible signs of commitment to diversity reflected in the institution's leadership.

It is particularly important that this Challenge be addressed not only at the level of each individual unit, but through the coordinated efforts of the central administration and other supervisory bodies that provide the direction and set the tone for the University as a whole. As originally noted in the 1998-2003 *Framework,* "Penn State's commitment to diversity must be visible in its most public face, that of the senior managers and leaders of the University. The charge to colleges, units, and departments to recruit and retain a diverse faculty and staff rings hollow if not modeled in the leadership and management of the University" (p. 33).

During the 1998-2003 *Framework* period, there have been several endeavors regarding best practices for hiring, including initiatives from the Commission for Women, the Commission on Racial/Ethnic Diversity, and the Affirmative Action Office and Diversity Education. There have been several executive searches

during the 1998-2003 *Framework* period and in virtually every instance the pools have been significantly more diverse than in previous years. Penn State has made noteworthy advances in diverse hiring practices, particularly in appointing women to administrative posts at all levels. Assessment of the 1998-2003 *Framework* suggests that similar progress in regard to ethnic minority leadership remains an area for improvement, although some units such as the Commonwealth College and the University Libraries have made gains.

The University's Administrative Fellowship Program is one initiative that has had some success in providing diverse internal applicants for leadership positions, but this program alone is not sufficient. Enhancement of the present programs/practices and development of new initiatives designed to diversify the University leadership and management and provide opportunities for advancement for qualified internal candidates will help to address perceptions about the current profile of University leadership. While it is not practical to expect to make a diverse appointment for each open position, administrative hires should have the capacity for and experience with leadership to foster the inclusive and equitable environment Penn State seeks to achieve. Having managers and supervisors at all levels who have the skills to recruit, manage, and mentor diverse populations will be an important factor in the long-term vitality and viability of the institution.

Entities such as the Commission for Women, the Commission on Racial/Ethnic Diversity, and the Commission on Lesbian, Gay, Bisexual and Transgender Equity have long advocated for inclusive implementation of University policies and practices with recommendations aimed at proactively enhancing institutional viability. Advisory bodies that are not tied to a specific strategic planning unit, such as President's Council, Academic Leadership Council, Faculty Senate, and Alumni Council, must be consid-

ered in light of the link between diversity and institutional vitality. Not only is it important for such entities to demonstrate the University's commitment to diversity, but such leadership bodies may benefit from diverse perspectives, insights, and approaches to better serve the University. Continued recognition by the Board of Trustees of the importance of diversity to institutional excellence is also vital to our success. The Board's 1996 statement in support of Penn State's diversity goals, as well as its annual meeting with representatives of the Commissions for progress updates, have helped to establish the foundational importance of diversity and equity.

Targeted Areas for Improvement Include:

- Demonstrate support and leadership for addressing all of the Challenges/dimensions.

- Implement a results-oriented plan for recruiting and retaining diverse administrators. Conduct post-search reviews to identify any impediments to recruiting diverse pools of candidates and assessing credentials that could be avoided in future searches. Explore the feasibility of using executive search firms if current strategies generate few competitive candidates from underrepresented groups and women.

- Require demonstrated skills in managing diversity as a standard qualification for all leadership positions.

- Compose search committees that are broadly representative and also knowledgeable of the University's diversity objectives. Provide complete information about expectations regarding candidates' skills and experience with managing diversity.

- Cultivate diverse management teams at all levels of the University, especially in administrative and advisory levels.

- Include members of underrepresented groups in strategic planning committees, senates, and other governing and management bodies within the unit.

- Appoint members of diverse groups to University-wide commissions, task forces, and governing bodies.

- Provide opportunities for faculty and staff from underrepresented groups to be promoted to leadership positions.

Assessment Questions:

1. How are unit leaders actively involved in diversity efforts?

2. What is the diversity profile of the unit's administrative and executive levels?

3. Describe the procedures followed to create both diverse applicant pools and search committees for administrative searches. How is information about expectations regarding candidates' skills and experience with managing diversity communicated to the committee and to the candidates?

4. How does your unit identify staff and faculty from underrepresented groups who have administrative aspirations and potential, as well as assist them in developing leadership and management skills? How are such individuals supported in identifying opportunities for advancement?

5. Which strategies for diversifying your unit's leadership and management have been most successful? Which have been least successful? Which could be termed "best practices"? (Best Practices are processes, programs, and procedures that most successfully lead to the unit's ability to reach the University's diversity goals and can be validated through measurable outcomes.)

6. What measures of success have you identified to gauge your progress in this Challenge? Include data demonstrating outcomes.

Challenge 7: Coordinating Organizational Change to Support Our Diversity Goals

If we truly believe that diversity is an essential component in contemporary higher education, Penn State's structure and organization must reflect this value. Our efforts to improve the climate for diversity, ensure representation, and broaden the curriculum must be undergirded by systemic change. Diversity must become part of the Penn State culture to assure our vitality and viability in an increasingly diverse society. Leadership in coordinating organizational change to support diversity goals remains essential.

The progress we have made toward implementing diversity initiatives must be made permanent by committing to long-term fiscal investments; comprehensive, public, and meaningful systems of accountability; and an efficient and collaborative infrastructure.

Making funds available to support diversity initiatives is a difficult challenge in our current fiscal environment in which inadequate levels of public support have become the norm. We must remain vigilant in upholding diversity as a priority. If we truly believe that diversity is as important in today's world as technology, new budget and development strategies must be employed to secure our diversity priorities.

As public financial support for higher education decreases, collaborative efforts are necessary to achieve a number of institutional goals. Since the early 1990s, coordination of Penn State's diversity efforts has been located in the Office of the Vice Provost for Educational Equity. At the same time a number of critical units are housed in other administrative areas including Affirmative Action and Diversity Education, the Office of Graduate Educational Equity, Minority Admissions and Community Affairs, the College Directors of Multicultural Programs, and several offices located in Student Affairs. The current organizational pattern reflects an effort to strike a balance between centralized activities where collaboration and efficiency are maximized, and decentralized activities that require critical functional areas to assume direct responsibility for ensuring equitable delivery of services to all. For this structure to operate optimally, we must continually assess the efficacy of the existing configuration of offices and reporting relationships to identify methods to facilitate and enhance coordination between centralized and decentralized units.

Additionally, meaningful linkages with underrepresented communities are valuable resources to draw upon as we work to achieve our diversity goals. For example, several colleges have cultivated relationships with high schools and Historically Black Colleges and Universities that have led to long-term channels for sustaining commitment to diversifying the student body. The work of the College of Arts and Architecture with the Hamer Center provides an example of how research, service, and teaching have been integrated to provide students an opportunity to be engaged with underrepresented and underserved groups in a diverse community. And, expansion of the course "Rethinking Urban Poverty in the United States" into a new intercollege service learning initiative named the Philadelphia Semester of Public Scholarship involves developing courses that respond to inner-city communities' needs such as small business development, nutrition and health, transportation, and housing.

One of the strongest aspects of Penn State's diversity progress is a system of accountability that is comprehensive, participatory, and public. All progress reports related to the implementation of the 1998-2003 *Framework* have been reviewed by representative committees and posted on the University's Web site. The integrity of this system of accountability must be maintained and improvements made in order to address the widely held but inaccurate perception that units are never "punished" for failure to advance diversity goals nor rewarded for significant progress.

Targeted Areas for Improvement Include:

- Institute any necessary organizational realignments, systems of accountability, resource mobilization and allocation strategies, and long-term planning strategies necessary to ensure realization of the University's diversity goals.

- Ensure that the unit mission statement and strategic plan reflect the University's strategic emphasis on diversity.

- Assess the efficacy of the existing configuration of offices and current reporting relationships, and identify methods to facilitate and enhance coordination between centralized and decentralized units.

- Prioritize diversity initiatives in development initiatives and capital campaigns.

- Identify new approaches to safeguard the financial stability of our diversity priorities.

- Develop meaningful linkages with underrepresented communities.

- Define systems of accountability and reward.

Assessment Questions:

1. How does your unit's strategic plan reflect the importance of diversity for meeting your goals and objectives?

2. What organizational realignments, systems of accountability, resource mobilization and allocation strategies, and long-term planning strategies have been implemented by your unit to ensure the realization of the University's diversity goals?

3. What budget and development approaches have been implemented by your unit to ensure financial stability of diversity priorities?

4. Describe the systems of accountability and reward that support the achievement of diversity goals.

5. What partnerships, with internal or external units and/or constituencies, have you created to advance the University's diversity goals?

6. Which strategies to coordinate organizational change in support of diversity goals have been most successful? Which have been least successful? Which could be termed "best practices"? (Best Practices are processes, programs, and procedures that most successfully lead to the unit's ability to reach the University's diversity goals and can be validated through measurable outcomes.)

7. What measures of success have you identified to gauge your progress in this Challenge? Include data demonstrating outcomes.

CONCLUSION

Given Penn State's decentralized structure, each college and unit bears a great responsibility for addressing these four dimensions of diversity and for successfully fulfilling the Challenges. However, full implementation rests upon centralized leadership for diversity and University-wide responses to each of the Challenges. At a recent CIC diversity conference the keynote address stressed that "creation of an inclusive campus environment reflecting institutional commitment to the synergistic goals for excellence and equity must be the overarching purpose for higher education in the 21st century."[17] Penn State's successful transformation into a truly "pluralistic learning community characterized by excellence,"[18] a leader in higher education in the twenty-first century, will be built upon continued commitment to integrated efforts to achieve the Challenges throughout all levels of the University.

APPENDIX 1

Timetable for Diversity Strategic Planning

2004	February 16	Submit final report on implementation of *A Framework to Foster Diversity at Penn State: 1998-2003* and the new 2004-09 diversity strategic plan to the vice provost for Educational Equity
	February through April	Teams will review reports and provide feedback
	April through May	The provost and vice provost for Educational Equity meet with unit/college executives to discuss reports and feedback
	May	Reports, feedback, and best practices posted on Web site
2006	June	Demographic data profile updates provided to units/colleges
	December	Submit update report on implementation of diversity strategic plan to vice provost for Educational Equity
2007	February through March	Teams review plans and provide feedback
	April through May	The provost and vice provost for Educational Equity meet with unit/college executives to discuss report and feedback
	May	Reports, feedback, and best practices posted on Web site
2009	June	Demographic data profile updates provided to units/colleges
	December	Submit final report on implementation of 2004-09 and new diversity strategic plan to vice provost for Educational Equity
2010	February through March	Teams review reports and provide feedback
	April through May	The provost and vice provost for Educational Equity meet with unit/college executives to discuss report and feedback
	June	Reports, feedback, and best practices posted on Web site

APPENDIX 2

Faculty Employment, by Rank[1], by Gender, 1997/2002, All Locations

FALL 1997

Gender	Professor % (N)	Associate Professor % (N)	Assistant Professor % (N)	Instructor % (N)	Total % (N)
Female	11 (100)	24 (230)	34 (394)	46 (444)	29 (1168)
Male	89 (807)	76 (738)	66 (779)	55 (531)	71 (2855)
TOTAL	100 (907)	100 (968)	100 (1173)	100 (975)	100 (4023)

FALL 2002

Gender	Professor % (N)	Associate Professor % (N)	Assistant Professor % (N)	Instructor % (N)	Total % (N)
Female	14 (150)	29 (327)	36 (550)	46 (589)	33 (1616)
Male	86 (893)	71 (785)	64 (968)	54 (682)	67 (3328)
TOTAL	100 (1043)	100 (1112)	100 (1518)	100 (1271)	100 (4944)

Note: Percentages may not sum to 100 due to rounding.

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[1] Based on Equivalent Rank: Professor rank includes Librarian and Senior Scientist; Associate Professor rank includes Associate Librarian and Senior Research Associate; Assistant Professor rank includes Assistant Librarian and Research Associate; Instructor rank includes Research Assistant, Lecturer, Assistant, Senior Lecturer, Senior Instructor, and Senior Research Assistant.

Faculty Employment, by Rank, by Ethnicity, 1997/2002, All Locations

FALL 1997

Ethnicity	Professor % (N)	Associate Professor % (N)	Assistant Professor % (N)	Instructor % (N)	Total % (N)
Asian American	8 (72)	7 (69)	13 (147)	4 (35)	8 (323)
Black American	1 (10)	2 (17)	4 (42)	2 (19)	2 (88)
Hispanic/Latino	1 (9)	2 (20)	2 (20)	1 (11)	1 (60)
Native American	<1[2] (1)	0 (0)	<1 (3)	<1 (1)	<1 (5)
Total	10 (92)	11 (106)	18 (212)	7 (66)	12 (476)
White	90 (815)	89 (862)	82 (961)	93 (909)	88 (3547)
TOTAL	100 (907)	100 (968)	100 (1173)	100 (975)	100 (4023)

FALL 2002

Ethnicity	Professor % (N)	Associate Professor % (N)	Assistant Professor % (N)	Instructor % (N)	Total % (N)
Asian American	9 (95)	10 (107)	12 (184)	5 (64)	9 (450)
Black American	2 (18)	4 (39)	4 (61)	2 (29)	3 (147)
Hispanic/Latino	1 (14)	2 (20)	2 (26)	1 (19)	2 (79)
Native American	<1 (2)	0 (0)	<1 (4)	<1 (1)	<1 (7)
Total	12 (129)	15 (166)	18 (275)	9 (113)	14 (683)
White	88 (914)	85 (946)	82 (1243)	91 (1158)	86 (4261)
TOTAL	100 (1043)	100 (1112)	100 (1518)	100 (1271)	100 (4944)

[2] <1 indicates less than one percent.

NOTES

[1] Statement by Penn State President Graham B. Spanier, (June 23, 2003). Available: http://live.psu.edu/index.php?sec=vs&story=3349.

[2] "Joint Statement by National Higher Education Leaders on Today's Decision by the U.S. Supreme Court in *Gratz v. Bollinger* and *Grutter v. Bollinger,*" (June 23, 2003). Available: http://www.acenet.edu.

[3] Data provided by the University Budget Office and the Penn State Fact Book http://www.budget.psu.edu/factbook/.

[4] Data provided by the Office of the Vice Provost for Undergraduate Education and International Programs.

[5] Data provided by the Office for Disability Services.

[6] Center for Adult Learner Services, November 2002, based on enrollment information supplied by the University Budget Office, analysis of number of undergraduate students who are 24 years of age or older and who are enrolled as resident instruction or continuing education students.

[7] Commission for Women, unpublished survey of Penn State tenured faculty, conducted fall 2002.

[8] C. Russell, *Racial and Ethnic Diversity* (Ithaca, NY: New Strategist Publications, 1998).

[9] Daryl Smith's meta-analysis of research on diversity in higher education and the impact of campus diversity initiatives on college students suggests four interdependent dimensions of campus diversity. See Caryn MacTighe Musil, Mildred García, Cynthia A. Hudgins, Michael T. Nettles, William E. Sedlacek and Daryl G. Smith, *To Form a More Perfect Union: Campus Diversity Initiatives (*Washington, D.C.: Association of American Colleges and Universities, 1999); Daryl G. Smith, "Strategic Evaluation: An Imperative for the Future of Campus Diversity," in *Diversity and Unity: The Role of Higher Education in Building Democracy, 2nd Tri-nation Campus Diversity Seminar,* ed. M. Cross, N. Cloete, E. Beckham, A. Harper, J. Indiresan and C. Musil, (Capetown: Maskew Miller Longman, 1999), 155-176; Daryl G. Smith, Guy L. Gerbrick, Mark A. Figueroa, Gail Harris Watkins, Thomas Levitan, Leeshawn Cradoc Moore, Pamela A. Merchant, Haim Dov Beliak, and Benjamin Figueroa, *Diversity Works: The Emerging Picture of How Students Benefit* (Washington, D.C.: Association of American Colleges and Universities, 1997).

[10] Ernest Boyer, *Campus Life: In Search of Community* (Princeton, N.J.: The Carnegie Foundation for the Advancement of Teaching, 1990); AAC&U *The Drama of Diversity and Democracy* (Washington, D.C.: Association of American Colleges and Universities, 1995).

[11] Daryl G. Smith; Guy L. Gerbrick, Mark A. Figueroa, Gail Harris Watkins, Thomas Levitan, Leeshawn Cradoc Moore, Pamela A. Merchant, Haim Dov Beliak, and Benjamin Figueroa, *Diversity Works: The Emerging Picture of How Students Benefit* (Washington, D.C.: Association of American Colleges and Universities, 1997).

[12] Daryl G. Smith and Natalie B. Schonfeld, "The Benefits of Diversity: What the Research Tells Us," *About Campus* (November/December 2000): 16-23.

[13] *A Framework to Foster Diversity at Penn State: 1998-2003*, page 8.

[14] Assessments included surveys, focus groups, interviews, online discussion groups via ANGEL, etc.

[15] Data to support points made in this paragraph regarding the enrollment of Penn State students and the graduation disparities between undergraduate students of color and white students were obtained from the Penn State Fact Book (www.budget.psu.edu/factbook/). The NCAA Web site (www.ncaa.org/grad_rates/2002/d1/index.html) was the source for data on the graduation rates of undergraduate African American students at Penn State and at peer institutions. Some specific points of these data include: Penn State enrollment of students of color among all students at all locations was 5,711 or 7.6 percent in fall 1992 compared to 9,352 or 11.3 percent in fall 2002; the Penn State four-class average graduation rate after six years was 65 percent for African American undergraduate students (University Park) which, among prominent benchmark institutions (Cal Berkeley, Michigan, North Carolina at Chapel Hill, Texas at Austin, and Virginia), was only exceeded by Virginia.

[16] Data provided by the University Budget Office.

[17] John Brooks Slaughter, "Diversity: An Opportunity for Excellence and Equity—The Essential Role of Faculty Diversity," *Diversity Forum 2003 Lessons Learned: What Works and What Hurts,* Conference Report Draft, Committee on Institutional Cooperation, July 2003. p. 23.

[18] John Brooks Slaughter, "Diversity: An Opportunity for Excellence and Equity—The Essential Role of Faculty Diversity," *Diversity Forum 2003 Lessons Learned: What Works and What Hurts,* Conference Report Draft, Committee on Institutional Cooperation, July 2003. p. 18.