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A Framework to Foster Diversity at Penn State 2010–15

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A Framework to Foster Diversity at Penn State

2010–15

Since the implementation of the initial Framework in 1998, Penn State has made considerable strides toward building a truly diverse, inclusive, and equitable institution and in establishing an infrastructure to facilitate effective diversity planning, implementation, and reporting processes. Fostering diversity must be recognized as being at the heart of our institutional viability and vitality, a core value of the academic mission, and a priority of the institution. With this 2010–15 *Framework,* Penn State begins the next phase of achieving our diversity potential.

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Midpoint and final unit updates should convey progress on implementation of the unit diversity strategic plan, and should address the following set of questions for each of the seven Challenges:

1. Taking into account the unit's and University's history with this Challenge, the targeted areas for improvement as they apply to your unit, and your unit's diversity strategic plan and general strategic plan, what progress have you made toward this Challenge during this reporting period?
2. What measures of success or strategic indicators gauge your progress toward this Challenge? What specific data in relation to these measures and indicators demonstrate your progress?
3. Among the strategies you have employed to make progress with this Challenge, which specific approaches are considered your "signature" initiatives and 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.) Describe these signature and/or best practice initiatives, the metrics by which their success is gauged, and the measurable outcomes.

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Introduction

With more than a decade of experience in advancing our diversity goals through strategic planning and a rich history of valuing diversity, Penn State is among the national leaders in higher education in diversity strategic planning. Our position in various rankings and benchmarks indicates achievement across several fronts, some of which are highlighted in Appendix A, which is taken from our fall 2007 update to the Penn State Board of Trustees.[1] While our initial diversity efforts were largely ad hoc, our current strategic planning approach, adopted in 1998 with *A Framework to Foster Diversity at Penn State: 1998–2003*, is now guided by established institutional processes, and we are presently embarking upon the third five-year plan, *A Framework to Foster Diversity at Penn State: 2010–15*. As Penn State embarks upon this next phase of diversity strategic planning, the urgency of multicultural transformation has never been greater. Promoting equity and inclusivity in higher education is not only the right thing to do, it is also the strategic thing to do.

In the current financial, political, and social climate of our nation and our state, we frame our diversity goals not only in social justice but in terms of institutional viability and vitality, clearly locating diversity as a central value to our core mission. Traditionally, diversity goals have been pursued as a "moral imperative," but this approach doesn't provide a clear picture of the essential role diversity plays within higher education and society. Over time, legal and legislative challenges to diversity have brought about a more nuanced understanding of the advantages of diversity, such as being able to live, work, and lead in a global environment where multicultural skills are at a premium. Heterogeneous groups are stronger than homogeneous ones, engendering creativity and new approaches that are essential to maintaining a competitive edge—what is now known as the "business case" for diversity.

Another rationale has emerged that complements the business case by focusing on the broader importance of diversity in higher education. What might be called the "economic imperative" case for diversity arises from the insights of prominent economists such as Alan Greenspan[2] and Robert Hormats,[3] who contend that America's economy and global competitiveness depend upon each citizen receiving quality higher education. This approach considers the demographic changes of the nation's workforce and the increasing need to tap into the subsets of the American population that traditionally have been underrepresented and/or underserved in higher education. Otherwise, "the U.S. economy will suffer and social divisions in this country will increase."[4] This imperative is given added significance in light of the global and national economic crisis that we currently face.

Within education policy circles, the same imperatives emerge. The March 2008 edition of *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1992–2022*,[5] identifies two main sets of findings: changes in

total production of high school graduates and ever-increasing diversification. The conclusion of the executive summary describes the resulting challenges to the nation's schools, concluding that:

> Our ability to meet these challenges will go a long way in determining whether all individuals have an equal opportunity to obtain a good education, get a decent job, and be productive contributors to our society and economy. It will also play a pivotal role in whether our states and our nation can remain competitive in a global, knowledge-based economy that is dependent upon our improving the educational attainment levels of all citizens, including those minority populations that are clearly growing the fastest in our society.

Pennsylvania's demographic projections are roughly comparable to those at the national level, though changes in Pennsylvania will be somewhat less dramatic. Expected changes include the rapid growth of the number of Hispanic high school graduates, coupled with a shrinking number of white non-Hispanic graduates. Pennsylvania's projected decline in the total number of public high school graduates between 2007–08 and 2014–15 is just over 9 percent, with the racial/ethnic composition continuing to diversify. The percentage of nonwhite students is projected to grow from 19 percent in 2004–05 to an estimated 25 percent by 2014–15.[6]

Higher education can and must make a significant contribution to meeting these societal challenges through initiatives that support the access and success of a diverse student population and give all students experience with intercultural issues. Thus, student success at Penn State must be envisioned, enacted, and evaluated in the context not only of our traditional student population base, but particularly of the segments of our student population that historically have been underrepresented and underserved in higher education, but are now increasing. These populations include low-income, first-generation college students; students of color; women students, including women in the sciences, technology, engineering, and math (STEM) fields; veteran students; students with disabilities; adult learners, including those with dependent-care responsibilities; LGBT students; students from families that have recently immigrated to the United States; and international students. Such students typically bring great strengths, including intelligence, persistence, cognitive flexibility, and multicultural fluency. Recognizing and affirming the many positive and unique qualities and merits that each student brings to the table helps us to expand our definition of what constitutes excellence at Penn State.

The business and economic cases for diversity suggest that our "flat world" places a premium on international and multicultural skills among college graduates and that graduates with these types of skills, in turn, will make the strongest contribution to national and world economic growth. With the increased range of perspectives, approaches, skills, and knowledge bases in our world economy, the quality of educational outcomes and the ability of all graduates to be productive citizens and effective leaders in a global society will need to increase.[7] Indeed, as we noted in the 2004–09 *Framework*, the compelling interest of diversity in higher education and the educational benefit to all students are now well known, and were acknowledged by the U.S. Supreme Court in its 2003 rulings in two challenges to affirmative action

involving the University of Michigan.[8] Subsequent legislative and referendum challenges, proactive approaches, and continuing research have reinforced this understanding.[9]

Penn State takes great pride in helping to prepare the leaders of the future. Our graduates reflect and contribute to the success and reputation of our institution. Our emphasis on student centeredness and the corresponding benefits of diversity to the student body operate within the context of our role as one of the top institutions of higher education in the world.[10] Our priority must be to provide the benefits of a diverse cohort to our student body, and also ensure an institution in which our diversity values are realized at all levels of the University including students, faculty, staff, leadership, governing and advisory bodies, curriculum, and outreach endeavors so as to optimize opportunities for excellence in all our endeavors by tapping into a broader range of intellectual diversity and expertise.

Higher education organizations such as the Association of American Colleges and Universities (AAC&U), American Council on Education (ACE), and others have long championed diversity initiatives as integral to the future. Current initiatives include AAC&U's "Making Excellence Inclusive: Diversity, Inclusion, and Institutional Renewal," co-sponsored by the Office of Education and Institutional Renewal and the Office of Diversity, Equity, and Global Initiatives, and "Core Commitments: Educating Students for Personal and Social Responsibility," a signature initiative that "helps campuses create learning environments that prepare students to fulfill their obligations in an academic community and as global and local citizens."[11] A new issue brief released by ACE, "Too Many Rungs on the Ladder? Faculty Demographics and the Future Leadership of Higher Education," emphasizes that "shifting demographic realities may require higher education to reexamine its traditional career ladder." The study is part of the "Spectrum Initiative: Advancing Diversity in the College Presidency," which promotes diversity at executive leadership levels in higher education, "capitalizing on the imminent wave of college presidents' retirements and the resulting opportunity to ensure a more inclusive pool of leadership talent."[12]

Fostering diversity must be recognized as being at the heart of our institutional viability and vitality, a core value of the academic mission, and a priority of the institution. We must enact what we envision and pursue the ongoing institutional transformation to achieve even greater success across all the dimensions and within each of the seven Challenges. With this 2010–15 *Framework*, Penn State begins the next phase of achieving our diversity potential.

A New Approach to Planning and Assessment

The 2010–15 *Framework* continues our institutional diversity planning trajectory, and it is recommended that those seeking a full picture of our diversity planning commitment become familiar with not only this document, but also its two predecessors, the 1998–2003 and 2004–09 *Frameworks*. These materials are readily available at **www.equity.psu.edu**.

Given the progress fostered through the previous decade of diversity strategic planning, the seven Challenges established when the *Framework* was initiated continue to be our best means for guiding multicultural transformation, and they will likely remain so for some time to come. With this *Framework*, we again note that our work aligns with current scholarship in the field. We continue to draw from the work of Daryl Smith and her colleagues, particularly in regard to "building capacity" for institutional change.[13] We also draw insight regarding organizational assessment of diversity leadership, the key role of faculty, and curricular approaches in a student-centered context from James A. Anderson.[14]

It is also clear that our approach to planning and assessment can be further refined. In the early stages it was necessary to structure reporting around detailed descriptions that revealed the depth and breadth of unit activity and ensured adequate attention to the multifaceted aspects of each of the Challenges. We are now at a point where detailed description and evaluation of multiple individual initiatives may become counterproductive by obscuring focus on overall progress achieved under each Challenge. Shifting focus away from micro-level reporting in favor of demonstrating macro-level progress in achieving goals for each Challenge represents the next level of advancement.

Emphasis during this *Framework* period will be on more streamlined planning and reporting. Diversity strategic plans should focus on coordinated goals, strategies, and expected outcomes, utilizing appropriate metrics and performance indicators for each Challenge against which actual outcomes can be measured and reported for the midpoint and final progress reports. The basic approach of the *Framework* has been strengthened and updated in several important ways:

- A more streamlined approach to unit diversity strategic plans, with an emphasis on concrete action plans that are clear and succinct. One option would be to structure planning and monitoring through use of a matrix or table format.
- A more streamlined approach to unit progress updates with fewer assessment questions. This approach will help to condense narrative reporting and allow for greater emphasis on the unit's update to its individual unit plan.
- A clearer distinction between operational reporting (detailed explanation of all processes and programs) and strategic planning (targeting specific

processes and initiatives for improvement), with a stronger emphasis on strategies for future accomplishment and reporting progress toward those specific planning goals.

- A greater emphasis on assessment, calling for performance indicators and measures of success that focus on achievements that contribute to advancing specific *Framework* Challenges.
- Updated language in Challenge Five to remain in alignment with the University Faculty Senate's terminology.

With this model, there will be more emphasis on planning that is intentionally "strategic." This approach focuses on establishing unit priorities under each Challenge that will guide unit activity through the planning cycle, coupled with self-assessment of progress, proven impact, and effective utilization of resources. Units are encouraged to engage in systematic program review to identify programs with the greatest impact or potential impact and to focus resources accordingly.

As indicated above, this model will lead to less emphasis on detailed descriptions of numerous programs and activities and more emphasis on measuring impacts of processes and initiatives, particularly those processes and initiatives that the unit considers most "strategic" in meeting its diversity goals. It will also help to avoid focusing on activity as an end in itself, a phenomenon termed "project-itis" by Smith and the James Irvine Foundation in the Campus Diversity Initiative study.[15] Instead, progress updates will emphasize:

- Updating progress on the unit's strategic diversity goals as presented in the unit's plan
- Demonstrating progress toward each Challenge by the use of meaningful performance indicators
- Outcomes assessment of key initiatives and signature programs by means of appropriate metrics (e.g., benchmarks, thresholds for success, and measurement of outcomes against these thresholds)

Under this structure, much of the planning update could be presented in an outline, or a matrix or table format (a basic example of a planning and reporting table is available in Appendix B). Several units have already successfully employed versions of this method. Of course, this technique is only one among many that units can employ, and each unit should develop an approach that most readily meets its reporting needs. Given the improvements in data gathering capability such as the Enterprise Information System (EIS) and Fact Book Plus, units can gather *Framework*-related data more readily throughout the planning cycle, which will enhance their ability to set goals related to data and provide updates that report on progress toward these goals.

One notable change in the current *Framework* is that the set of assessment questions is now the same across all Challenges. The questions are designed to simplify update reporting. The assessment questions to be answered for each of the Challenges follow:

1. Taking into account the unit's and University's history with this Challenge, the targeted areas for improvement as they apply to your unit, and your unit's diversity strategic plan and general strategic plan, what progress have you made toward this Challenge during this reporting period?
2. What measures of success or strategic indicators gauge your progress toward this Challenge? What specific data in relation to these measures and indicators demonstrate your progress?
3. Among the strategies you have employed to make progress with this Challenge, which specific approaches are considered your "signature" initiatives and 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.) Describe these signature and/or best practice initiatives, the metrics by which their success is gauged, and the measurable outcomes.

Unit plans under this 2010–15 *Framework* will be reviewed in spring 2010, concurrent with the review of final updates under the 2004–09 *Framework* plans. Midpoint and final update reviews will also be undertaken during the upcoming planning period. The timeline of the assessment over the life of this plan can be found in Appendix C.

Strategic Performance Indicators

Within the two previous *Framework* cycles, units have been asked to identify their own measures of success. These "measures" often have been descriptions of activities or specific programs; documentation of measurable outcomes for activities, or performance indicators gauging overall progress under each Challenge, have been used inconsistently. For continued progress, we must move beyond measuring activity to measuring achievement.

An important next step in advancing the *Framework* is identification of a set of University-wide performance indicators by which the University's progress under each Challenge can be monitored. The Office of the Vice Provost for Educational Equity has compiled a pilot set of indicators, which will be published as a complementary document to this *Framework* and will also be available online at **www.equity.psu.edu/Framework/indicators/**. These indicators are not linked to particular activities, but are designed to monitor progress under each Challenge that can be attributed to the combined effect of all efforts in support of that Challenge. Some Challenges lend themselves to direct quantitative measures (e.g., graduation rates), while others require more indirect measures.

It is also worth noting that we are at a point where emphasis on groups for which data are more widely available (primarily gender and race/ethnicity) tends to overshadow attention to a broader range of diverse populations. What gets measured tends to get accomplished, and data tend to drive progress and development of initiatives. Consequently, we must remain attentive to fostering progress among groups for which data are not as readily available. In developing the University *Framework* indicators, we try to identify indicators that address such populations, but much of the progress in these areas may be best gauged at the

unit level. Gathering data regarding sexual orientation and disabilities is particularly difficult because of confidentiality considerations; however, the University's Faculty/Staff Survey does provide valuable data that provide the University and each unit with considerable insight into those populations. For the purposes of monitoring and reporting *Framework* progress, units are encouraged to adopt relevant *Framework* indicators as applicable to the unit (for example, if University-wide and/or University Park retention and graduation rates are an indicator under Challenge 3, a college may choose to use college-retention and graduation rates as an indicator under Challenge 3 in their update). Units are also encouraged to develop additional unit-specific performance indicators that demonstrate their progress under each Challenge.

A Framework to Foster Diversity at Penn State: 2010–15

Since the implementation of the initial *Framework*, we have achieved considerable progress in creating the environment we envisioned, one "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."[16]

Under each of the Dimensions and Challenges below, we present outcomes noted through comprehensive analysis of the review process and areas targeted for continued improvement. More information about best practices in place at the unit level is available on the Educational Equity Web site (**www.equity.psu.edu**) through the Best Practices documents and the review updates and feedback.

Campus Climate and Intergroup Relations

Challenge 1: Developing a Shared and Inclusive Understanding of Diversity

Review of the definitions of diversity across the University indicates that most units have developed and put into place a unit-wide definition of diversity and that definitions have become more comprehensive and inclusive, encompassing populations beyond race and gender. Units are making more purposeful efforts to publicize and distribute the definition of diversity and otherwise foster a shared understanding of diversity.

While units may have broad and inclusive definitions of diversity, these definitions are not always apparent in a similarly broad array of programming, curricula, and other

initiatives, as well as assessment methods and identification of best practices. While it is true that progress tends to be data driven, the range of emphasis should extend beyond populations for which data are most easily gathered (i.e., race/ ethnicity, gender) to include additional diverse populations that are reflected in the unit's definition of diversity (e.g., LGBT people; those with disabilities; veterans; low-income, first-generation students; adult learners; those with dependent-care responsibilities; etc.).

A wider array of communication strategies, utilizing both traditional and newer technologies, is used to disseminate information and resources for diversity, and such information has become more prominently displayed on unit Web sites.

Most units now have an active diversity committee, the scope and responsibility of which has increased significantly over the past two planning periods. Many committees not only produce programming and coordinate events, but also are actively involved in *Framework* planning, implementation, and reporting activities in conjunction with the unit executive.

The role of the college multicultural officer has also expanded. While this structure has been in place for more than two decades, several colleges have enhanced the position, giving the multicultural officer increased access to and involvement with college administration; in several cases to date, the position has a seat on the dean's executive council (a structural change relevant to Challenge 7). In four cases to date, the position has been upgraded to the level of assistant/associate dean. To maximize effectiveness, attention should be given to increasing the capacity of individuals in these positions through access to profes- sional development opportunities and appropriate resources to support fulfilling increased expectations and accountability. The multicultural officers have traditionally collaborated with and now are convened by the vice provost for Educational Equity as part of the Administrative Council on Multicultural Affairs (ACMA).

While these changes are positive, more work can be done to ensure that diversity councils and multicultural officers have adequate resources and recognition for their work and that multicultural officer position descriptions are more consistent across colleges.

Targeted Areas for Improvement:

- Use multiple communication formats with a combination of traditional and cutting-edge technologies to share diversity information, goals, and

accomplishments throughout the unit and across all constituencies, including students, faculty, staff, administration, alumni, the wider Penn State community, and external constituents.

- Increase the responsibilities and influence of the unit diversity committee. Ensure that committees have a proactive, well-defined mission, with an open line of communication established with the budget executive for making appropriate policy recommendations, and use a variety of approaches in their work and communication. Ensure that committee membership is representative of all stakeholders, including students, senior faculty, unit administration, and staff and that committees receive appropriate resources and recognition for their work.

- Increase the responsibilities and influence of the college multicultural officer position, providing adequate resources, including access to college administration leadership. Support efforts to develop a consistent set of responsibilities, organizational structure, expectations, and accountability for the position.

- Align the range of programming, curricular and co-curricular offerings, programmatic and structural initiatives, assessment, identification of intergroup disparities, and other activities across all of the Challenges with the unit's broad and inclusive definition of diversity.

- Actively demonstrate support of and adherence to Penn State's nondiscrimination policy.

Challenge 2: Creating a Welcoming Campus Climate

Units gather information and data about climate in a variety of ways. These methods include informal town-hall-style discussions, discussions over meals, focus groups, and formal surveys. Intervention and response strategies also vary. Many units have implemented a campus response team of some type to monitor and respond to acts of intolerance or "chilly" climate issues. Most interventions involve key administrators who are in a position to take action and mobilize resources for swift and appropriate responses. Many of our campuses have developed collaborations to extend efforts to create a welcoming climate into their surrounding communities, and such efforts are encouraged.

A number of units have conducted diversity climate assessments to gather information about experiences and perceptions of climate within the unit. Results are useful in determining areas of emphasis within the unit and in gauging progress. While surveys can be useful, additional means of gathering climate information on a more regular and ongoing basis are also necessary and allow for climate to be considered with finer degrees of distinction.

At the University level, the 2004 Faculty/Staff Survey, commissioned by the Office of the President and coordinated by the Penn State Office of Human Resources, included a section of diversity questions for the first time in the survey's history. The 2008 survey continued this initiative, thus building upon the baseline data.

The Faculty/Staff Survey results provide some insight into this Challenge. The 2008 results indicate that 77 percent of respondents agree that the workplace climate in

their department/unit is welcoming to employees from underrepresented groups, up from 72 percent in 2004. As noted in the executive summary of the 2008 results, the topic "Climate for Diversity in Dept/Unit" has the second most positive topic result among topics related to working environment, with a 73 percent favorable response, following work/life balance with a 75 percent positive response. Most notably, the Engagement Model analysis reveals that one of the five strongest correlates of desired outcomes of engagement is "Climate for Diversity in Department/Unit." Appendix D provides more detailed results.[17]

We have made some notable advances toward this Challenge. Penn State was listed among the top twenty "Best of the Best" schools in the nation in *The Advocate College Guide for LGBT Students*[18] and ranked among the top five LGBT-friendly campuses in the nation by Campus Pride.[19] Our LGBTA Student Resource Center is a national model among its peers. Another often invisible population is that of people with disabilities. As revealed in the *Framework* review, initiatives for persons with disabilities tended to focus on physical access issues for students; however, accessible buildings are mandated by federal law. More comprehensive programming for and about students, faculty, and staff with disabilities is needed. During the spring 2008 semester, the Disability Advisory Group was formed to address a broad range of issues related to Penn State students, faculty, and staff with disabilities. Another population with specialized needs is adult learners. Several Penn State campuses and outreach centers emphasize adult learners and workforce education opportunities.

Targeted Areas for Improvement:

- Develop and maintain systematic climate assessment processes and initiate unit-wide approaches for proactively addressing climate concerns and for comprehensive response to incidents. Utilize the results of the 2008 Faculty/Staff Survey and initiate unit-specific assessment processes to probe more deeply into climate issues within the unit and to guide climate improvement initiatives.
- Maintain high visibility of diversity resources.
- Promote an atmosphere where differing strengths can be recognized and valued. Some examples of actions that support a positive climate for diversity and contribute to the success of the *Framework* are initiating training for diversity skill building among faculty, staff, and students; including diversity expertise as a criterion in search processes; and being mindful of implications for diversity and climate in all decision-making processes.
- Promote ideals that regard diversity as a strength and a necessity for unit success.

Representation (Access and Success)

Challenge 3: Recruiting and Retaining a Diverse Student Body

Historically, Penn State has devoted considerable attention to this Challenge and has garnered considerable success in this area. Our enrollment of domestic students from diverse racial/ethnic groups has increased steadily, at both University Park and other

campuses, reaching a total of 11,752 University-wide in fall 2008, which comprises 13.6 percent of the overall student body (excluding World Campus), our highest rate ever. Given national and state demographic trends, these numbers will continue to rise through this planning cycle and beyond. Our baccalaureate retention and graduation rates compare favorably with the most selective national public universities. For example, Penn State's most recent six-year graduation rates for African American students are among the highest in the Big Ten, flagship state universities, and other Pennsylvania public research universities.[20] The Dickinson School of Law topped the American Bar Association's 2007 list of law schools in minority enrollment by both percentage of growth and in absolute numbers,[21] despite national trends to the contrary. The College of Medicine has also achieved notable success in their enrollments, with fall 2008 enrollment figures at 49 percent women and 33 percent among students from diverse racial/ethnic groups.

As indicated above, the profile of Penn State students will change considerably over the next planning cycle and beyond. Changes will reflect national trends and include demographic shifts, decreasing numbers of high school graduates, and increasingly prevalent characteristics of the millennial generation. Given these shifts, the range of student characteristics and student needs will be broad and include a wide range of academic preparation. Capacity for individuation and customization will be key to addressing student needs and ensuring high rates of student retention and success. Changes in the federal IPEDS requirements for gathering and reporting demographic data will also have an impact. These shifts represent an important opportunity to strengthen our infrastructure and resources to better meet the needs of a dynamic and diverse student body.

Beyond achieving demographic diversity, we must emphasize support structures for student success and for building the capacities of all of our students. For some students, particularly low-income, first-generation students, we should contribute to building their academic abilities in their precollege years to help them prepare to become successful in higher education. Programs such as Upward Bound and Upward Bound Math and Science, which are hosted by Penn State, and a few Penn State programs offered through various colleges, most notably STEM fields, focus on this task, but more work needs to be done across multiple units to address this need.

Once enrolled at Penn State, many student populations such as low-income, first-generation; international; adult learners; students with disabilities; and students who come to the University less prepared to meet the academic demands of college, all benefit from additional support structures to ensure student success and timely graduation. Critical transitions such as the first year, change of campus, and entering graduate studies place more demands on students and the resources that support their success. Offices and programs such as the Multicultural

Resource Center, Student Support Services, Office for Disability Services, University Office of Global Programs, and others address these needs for the students they serve, and much more must be done within each College. We must be attuned to the needs of students who, with some additional support, can develop the social and cultural capital necessary for success and leadership in today's global world.[22]

The most daunting barrier to this Challenge is the rising cost of tuition (as well as fees, books, housing, food, and all costs associated with college attendance), a situation exacerbated by declining state appropriations. Especially within an era of economic downturn, college costs are obviously a major barrier for low-income students and those whose families may have moderate levels of income but not significant assets to comfortably support their children's education, a situation now encountered more often than ever.[23] Some emphasis has been placed on establishing scholarships for these groups, and this trend must continue. The Brook J. Lenfest Scholarship Program reaches students from selected Philadelphia public high schools to provide, in combination with other student aid programs, full support for tuition, fees, room, and meals. Educational Equity administers scholarships that support approximately thirty low-income, first-generation students. Ten scholarships have been established to target students with disabilities at any Penn State campus. The recently established Osher Reentry Scholarship Program benefits adult learners throughout the Penn State system. The U.S. Department of Education CCAMPIS grants have funded child care access for many Penn State students in recent years. The Renaissance Fund, created in 1969, continues to provide scholarship support to "the brightest of the neediest"

Photograph: Cody Goddard

students. Additionally, Penn State's Board of Trustees recently established the Trustee Matching Scholarship Program for low-income students. To date, more than 4,000 students have received Trustee Scholarship funds, with a significant percentage being students of color and/or those who are the first generation in their family to attend college. The median grade-point average for Trustee Scholars is 3.27. The current *For the Future* development campaign, which focuses on philanthropy to support student scholarships, seeks to help alleviate the amount of debt that many students must incur for a Penn State education.

Penn State's emphasis on need-based aid admirably counters the national trend toward "merit-based aid," which tends to support those who have been educationally advantaged throughout their lives; it also shifts some of that support to needy high-achieving students who would not otherwise have the financial means to attend Penn State. Emphasis on need-based aid also aligns with our land-grant mission and enacts the imperative to maintain institutional competitiveness by educating those who have traditionally not had access. As stated by Vice Provost Terrell Jones, many of these students "redefine what merit is." Additional support and structures for monitoring and addressing issues of retention and appropriate progress toward a degree are particularly necessary for ensuring the success of low-income students.

Efforts to create an inclusive environment and build our capacity to provide the educational benefits of diversity to all include international students and the need to make international experiences available to all students. Internationalization is an area of emphasis for the University, and in support of these goals the University Office of Global Programs administers both International Student Services and Education Abroad and provides opportunities for international and domestic students to interact in social and co-curricular venues.

While Penn State tends to rank among the top ten institutions in the United States in the number of Ph.D.'s awarded, the numbers are not as positive for underrepresented/underserved students. One intervention undertaken by the Graduate School is participation in Phase II of the Ph.D. Completion Project, sponsored by the Council of Graduate Schools. This project aims to strengthen pipelines into graduate study at Penn State for targeted groups of students, and to increase retention and reduce time to graduation. The Graduate School also houses the Ronald C. McNair Program, which facilitates the transition of talented undergraduate students into graduate study, and hosts an annual McNair conference drawing upward of 400 participants each year. Penn State also participates in the Summer Research Opportunities Program through the Committee for Institutional Cooperation, hosting a number of potential graduate students in a summer research project with participating faculty. Recently introduced policies facilitating parental leave for graduate assistants and postdoctoral fellows are aimed at improving retention rates, particularly for women.

Targeted Areas for Improvement:

- Assist students from underrepresented/underserved populations in gaining access to higher education and developing their academic, co-curricular, and societal skills for success.
- Increase commitment to need-based aid and other means of support for low-income students to alleviate debt incurred while at Penn State.
- Increase commitment to retention and student support to ensure student success, appropriate progress toward degree, and timely graduation.
- Identify and address intergroup disparities between underrepresented/underserved student populations and the general student body in areas such as retention rates, graduation rates, and other indicators.
- Support initiatives to augment the internationalization of Penn State, including study abroad opportunities for domestic students; academic, co-curricular, and social support systems for international students; and efforts to utilize international students and faculty to enhance international exposure and interaction for domestic students.

Challenge 4: Recruiting and Retaining a Diverse Workforce

Over the next decade, Penn State, like other institutions, will face the impending increase in retirements among the baby boom generation,[24] and we face losing many long-standing faculty, staff, and administrators. This reality presents great opportunity if approached strategically. We must engage in succession planning to ensure the continuity of essential ongoing operations. Also, we must recognize the

number of potential hiring opportunities that can enhance our institutional diversity over the next five years, thinking carefully of our longer-term disciplinary, curricular, and programmatic staffing needs rather than taking the shorter-term perspective of one-to-one replacement. We must also continue to improve the success of search processes in valuing diversity expertise and identifying and assessing the credentials of high-quality diverse applicants. Strategic hiring decisions can result in considerable progress in changing the profile of the faculty, staff, and administration over a five-year cycle. It should be noted that changes in the federal IPEDS requirements for gathering and reporting demographic data will also refine our demographic profile.

Hiring and retaining diverse staff and technical-service employees remains a critical element to realization of *Framework* goals. Barriers include the bidding system and demographics of various geographic regions among Penn State campuses. However, it has been noted that campuses in more diverse geographic regions have not achieved significantly better results than campuses in more homogenous regions. In response to the need for more diversity-friendly hiring practices, the Office of Human Resources has launched Hire Power, which is now being utilized by a number of units. Hire Power training emphasizes strategic hiring practices, identifying the necessary competencies for the job, and keeping staff hiring practices consistent and in alignment with Affirmative Action practices. The University has also recently joined the Higher Education Recruitment Consortium (HERC), a national organization that will facilitate Penn State's ability to attract talented, competitive, and diverse individuals from a nationwide pool. A related initiative is the Supplier Diversity Program, established to ensure that woman-owned, minority-owned, veteran-owned, and HUBZone-certified businesses have full opportunity to compete for the University's business. Informational seminars are offered through the University and the state of Pennsylvania to increase participation. Through the Supplier Diversity Program, units can ensure that the University's diversity values are reflected in the community vendors with which they do business. While these initiatives are relatively new, we look forward to improvement in this area. We must also increase our retention efforts, both for faculty and for staff, to limit the revolving-door effect that substantially limits progress for this Challenge. Faculty and staff turnover rates must be analyzed for disparities, and we must gain a better understanding of why diverse faculty and staff leave. Beyond simple retention, we must strive to increase opportunities for professional growth and advancement among faculty and staff from underrepresented/underserved groups at all levels.

Issues of work–life balance are an important component in retention. Penn State has made great strides in recent decades in facilitating access to quality child care and establishing parental leave and modified duties policies that are well beyond those offered at most universities. Such efforts are crucial to attracting and retaining the growing numbers of faculty and staff who have ongoing dependent-care commitments. Dual-career management is also an area that offers potential for increasing our competitive advantage. In addition to serving as an attractive feature to candidates, dual-career support is a powerful retention incentive. Additionally, cluster hiring has been shown to be not only an effective strategy for increasing the diversity of faculty, but also an effective means of creating a sense of community that facilitates retention.

Many colleges and campuses now have mentoring programs for faculty, including some programs targeted to diverse faculty. The University's Senior Faculty Mentor continues to offer support for professional development and tenure and promotion for junior faculty from diverse racial/ethnic groups. Utilizing networks of successful senior faculty members throughout the regions of the Commonwealth has expanded the reach of the position. However, many units still have no systematic mechanism for identifying diverse staff members for professional development paths to expand and enhance skills. Also, few units, particularly among the colleges, have mentoring systems in place for staff. Centrally, the Commission for Women (CFW) offers a mentoring program that is often the benchmark for development of similar programs. The CFW also offers a Technical Service Workshop and a shadowing program, both aimed specifically at the professional development needs of technical-service employees. Recently, the Commission on Racial/Ethnic Diversity launched a mentoring program for staff of color, in partnership with the Office of Human Resources.

While centralized programs offering mentoring and professional development support to faculty and staff members from underrepresented/underserved groups are quality programs that make a positive difference, they can serve only a comparatively small number of individuals each year. Departments and units must also create such opportunities to develop skills and the knowledge base of both faculty and staff at all levels. Departments and units are also instrumental in ensuring that employees are welcomed and engaged within the Penn State community, which is a significant factor in retention and employment satisfaction, particularly for diverse faculty and staff. Without full participation at the department level, Penn State's goals for a diverse workforce cannot be effectively realized.

Appropriate evaluation of diversity within the evaluation and advancement process is increasingly necessary as the demographic profile of the student body and employee base shifts. Also, as we stress the need to educate students for today's diverse and global environment, we must also support all of our staff and faculty in increasing their capacity to navigate in a diverse academic environment. The Human Resources Development Center and the Affirmative Action Office offer diversity education and training opportunities that can be tailored for the needs of a particular unit. For staff, support of diversity is a performance criterion on the Staff Review and Development Plan. Supervisors and staff should develop action plans that build in diversity-related activities and professional development. For faculty, appropriate evaluation of diversity scholarship within the Promotion and Tenure (P&T) process remains a particular obstacle.[25] Quality training for hiring and P&T committees would increase their capacity for recognizing the intersections of quality and diversity. The very nature of a research university calls for innovative approaches and intellectual diversity, especially in an era of rapid advancement, yet narrow assumptions of quality and traditional rubrics of evaluation often remain unchallenged.[26]

Targeted Areas for Improvement:

- Approach hiring as an opportunity to augment the diversity profile of the unit and consider diversity expertise and credentials as an important job criterion.
- Utilize the Affirmative Action Office and the Office of Human Resources to facilitate search and hiring processes that will attract talented and diverse pools for faculty and staff at all levels. Continue to develop professional networks, community connections, targeted advertising strategies, and other avenues that facilitate recruitment of diverse applicants.
- Emphasize new approaches to evaluating the merit of diversity scholarship and research, encourage respect for intellectual diversity, and promote a holistic approach to scholarship that strikes an appropriate balance among research, teaching, and service within the faculty tenure and promotion process.
- Emphasize the value of diversity expertise and diversity professional development within the staff annual review process. Provide avenues for professional growth and advancement opportunities for faculty and staff from diverse groups at all levels.
- Establish and strengthen mentoring programs for diverse faculty and staff.
- Ensure that employees, new hires, and job candidates are made aware of work-life benefits available, including leave policies, child care resources, and options for modified duties.
- Monitor tenure success rates and turnover rates by cohort, gender, and ethnicity and take appropriate steps for improvement.
- Monitor turbulence and turnover rates for staff by gender and ethnicity and take appropriate steps for improvement.

Education and Scholarship

Challenge 5: Developing a Curriculum That Fosters U.S. and International Cultural Competencies

Experience in diverse and international environments is an indispensable aspect of quality education for today's global society.[27] Studies show that several benefits accrue to students involved in diversity-related curricular and co-curricular activities, such as "increased cognitive complexity, reduction of stereotypes, multiperspective thinking, and the ability to work in and lead diverse groups."[28] Eighty-seven percent of the more than 3,334 students who responded to the 2007 NASPA Profile of the American College Student survey indicated that the "ability to interact with individuals of diverse backgrounds will be helpful after college." However, two-thirds were neutral or only somewhat agreed that they have become more open minded about diversity-related issues since starting college. Employers not only actively seek out diverse hires, but expect from their employees the ability to flourish in diverse and/or international contexts. Thus, this Challenge becomes a key *Framework* priority, necessary to bring diversity into the heart of our educational mission.

To effectively address this Challenge, we must ensure that we deliver diversity education in a sustained and integrated manner throughout the curriculum on both

the undergraduate and graduate levels. Of course, many students, faculty, and staff come to Penn State with significant diversity experience and expertise, and they are immediately capable of making positive contributions both inside and outside the classroom. However, for others, whose previous educational and social environments may leave them less experienced with diversity, we must build understanding, experience, and fluency in cross-cultural competencies needed to thrive as leaders in the multicultural contexts of today's world.

Across the University, and often within each college or campus, the array of diversity-related courses has seen some increase. In summer 2005, the University Faculty Senate established the current General Education diversity requirement of 6 credits, 3 each in U.S. culture and international cultures. Under this new policy, courses that had met the previous 3-credit requirement were recertified as meeting either or both of the new categories and additional new courses were developed. The recertification process confirmed that the majority of qualifying courses were in international competencies; thus, development of a complementary range of U.S.-focused courses remains an area of need. Course offerings for 2007–08 included 268 undergraduate courses with the IL designation, 192 courses with the US designation, 121 courses that carry both designations, and 431 permanent foreign studies (study abroad) courses with the international (IL) designation (397 undergraduate, 32 graduate, and 2 law). Additional courses available on a one-semester basis included 120 undergraduate (74 IL, 23 US, 23 US and IL), nine graduate-level (5 US and 4 US and IL), and 16 law

(all IL). Still, course offerings within a college and even within a department are highly dependent on the teaching and research interests of individual faculty members.

One strategy to increase the effectiveness of curricular integration efforts is to approach Challenge 5 in a more compre-hensive rather than ad hoc manner. With such an approach, both U.S. and international diversity topics and issues can be better integrated throughout the curriculum in more meaningful ways and diversity courses can better support college and University diversity goals. The Department of English has successfully established a minor in Latino/a studies. The Commission on Lesbian, Gay, Bisexual and Transgender Equity, along with other interested members of the University community, has long advocated for a minor in gender and sexuality studies. Progress has been frustratingly slow. A proposal developed by the College of the Liberal Arts is currently within the administrative review process and is expected to be implemented soon.

Increased interest exists in service-learning courses, which integrate outreach and community service in an experiential learning approach. Begun in 1998, "Rethinking Urban Poverty: The Philadelphia Field Project" was recently awarded the 2008 C. Peter Magrath University Community Engagement Award by the National Association of State Universities and Land-Grant Colleges (NASULGC) and the Outreach

Scholarship Partnership. The University Office of Global Programs has also emphasized purposeful course-related approaches to study abroad opportunities, with meaningful international experiences embedded within classes. To help open these experiences to all students, Global Programs offers Diversity Grants-in-Aid to students with high financial need, students from diverse racial/ethnic groups, and students with disabilities. Travel to nontraditional destinations, particularly Africa and South America, is also encouraged. Such experiences are an important component in our internationalization goals. To facilitate further progress, the Equal Opportunity Planning Committee (EOPC) has focused its funding priority on curricular integration and funded several creative programs that create or expand diversity curricula. Many of these programs exist at Commonwealth Campuses.

An additional aspect of curricular integration is increasing the capacity of the faculty in working with diverse populations and diversity topics in order to ensure equitable academic outcomes across diverse groups of students. Just as we must identify and address intergroup disparities where data are readily available, such as graduation and retention rates, we must also gather data and examine disparities on more nuanced strategic indicators, such as teaching effectiveness, student learning, course enrollments, and final grades for selected courses.[29] Disparities across demographic lines may be indicative of approaches and requirements that disproportionately affect certain students—for example, low-income, first-generation students or adult learners. The University offers a number of resources for faculty members who are interested in increasing their capacity to effectively reach diverse students and successfully integrate relevant diversity topics into their classes. The Schreyer Institute for Teaching Excellence, Project Meld, Straight Talks, the Africana Research Center, EOPC, and other resources support curricular integration efforts. Given the increasing necessity of cross-cultural competencies in today's marketplace, we must also ensure that diversity-related course initiatives and the pedagogies and research that support them are appropriately valued in the tenure and promotion process.

Formal curriculum can be reinforced and complemented by co-curricular experiences that support academic excellence. Many nonacademic units take very seriously their commitment to contribute to students' out-of-class diversity experiences. Throughout the University, particularly at the campuses, there are numerous examples of resourceful collaboration between Student Affairs and other units in support of courses or groups of courses. Obviously, not every unit is directly involved in providing curricular initiatives or co-curricular experiences, yet many administrative units do recognize their indirect support of this Challenge through efforts such as contributing resources, funding, collaborations, and opportunities that support scholarship in diversity.

Targeted Areas for Improvement:

- Promote curricular and research initiatives that increase all students' capacity to understand domestic and international diversity issues and live and work effectively within multicultural and international workplaces along with diverse social environments.
- Infuse diversity issues, topics, and perspectives into undergraduate and graduate courses as relevant to the topic and scope of the course.
- Emphasize student capacity to understand contemporary U.S. diversity issues within national, international, and historical contexts.
- Determine whether patterns of intergroup disparities exist in outcomes such as course enrollments and final grades for selected courses.
- Increase the capacity for diversity scholarship by providing opportunities and resources, such as access to research materials, conference participation, international study, service learning, workshops, speaker series, etc., that support curricular transformation.
- Support innovative teaching approaches such as service learning and embedded travel experiences, both in the U.S. and abroad, particularly to nontraditional destinations.

Institutional Viability and Vitality

Challenge 6: Diversifying University Leadership and Management

Leadership for diversity encompasses both demographic diversity and a demonstrated capacity within our leadership for fostering a diverse, inclusive, and equitable environment. Certainly the demographic profile of leadership is a prominent and visible component. The assertion of the original *Framework* remains true: "Penn State's commitment to diversity must be visible in its most public face, that of the senior managers and leaders of the University."[30] We must also seek leaders with experience, understanding, ability, and drive to foster diversity at all levels and within all aspects of the organization, leaders who value educational excellence and position diversity within the institution's core values.

The *Report on the Status of Women at Penn State: 2007–08*, recently published by the Commission for Women, highlights some gain in the number and percentage of women at administrative levels. Progress in regard to race/ethnicity remains elusive. Much work is needed for advancement of all diverse groups within administrative levels. Search processes have been strengthened, and the vice provost for Affirmative Action now charges all faculty and administrative search committees with, and provides assistance on, diversifying the pool of highly qualified candidates for leadership positions. Some progress has been made, but clearly this goal remains a priority area for improvement at the University, unit, and departmental levels.

Beyond attention to executive and administrative positions within the University, we must also consider the profile of governing and advisory bodies such as the Board of Trustees, University Faculty Senate, President's Council, Alumni Council, Staff Advisory Committee, commissions for equity, and other organizations at the University level along with similar bodies at the campus and unit levels, as well as leadership at

student levels. The Board of Trustees has demonstrated sustained support for diversity and the *Framework*, receiving biennial reports of progress and hosting representatives of the commissions for equity for discussion on an annual basis. Also, the trustees have reflected diversity in their own ranks, with two African American chairs elected within the past fifteen years, including the University's second woman chair. The University Faculty Senate has shown its support through the formation of a standing committee on Educational Equity and Campus Environment, which brings equity issues to the attention of the Senate and serves as an advisory body to the vice provost for Educational Equity. Such support from leadership bodies helps to emphasize the link between diversity and institutional excellence.

Department-level leadership for diversity is also critical. Even where strong leadership for diversity exists at the top administrative levels of a unit, it can be particularly challenging to reach the departmental level. Diversity strategic planning often takes place at the unit level, yet many curriculum, hiring, and programmatic initiatives take place at the departmental level. As analysis of our Best Practices indicates, successful diversity implementation goes several layers deep within the unit.[31] More can be done to effectively drive unit-level discussions and directions down through the departmental levels.

The Faculty/Staff Survey again provides some insight on the question, "My department/unit provides visible leadership to foster diversity." In the 2008 survey, 64 percent of respondents strongly agreed or agreed that their department/unit provides visible leadership to foster diversity, as compared to 63 percent in 2004. Appendix E provides additional details on this question.

Targeted Areas for Improvement:

- Active and visible support from executive leadership remains critical to continued progress at both the University and unit levels.
- Strengthen the articulation between unit-level and department-level diversity planning, implementation, and reporting and enhance department-level participation.
- Ensure that search committees for leadership positions require expertise in fostering a diverse, inclusive, and equitable environment as a particularly desirable characteristic for leaders and that all appropriate efforts are made to ensure a diverse candidate pool.
- Promote diverse composition of leadership teams at all levels of the University, especially among administrative, advisory, strategic planning, governing, and management bodies.
- Provide pathways for individuals from diverse groups to demonstrate and increase their leadership abilities and opportunities.

Challenge 7: Coordinating Organizational Change to Support Our Diversity Goals

Actualization of this Challenge in many ways facilitates progress in all other Challenges and is key to the sustainability of our *Framework* progress. We have noted increasing attention to this Challenge as units gain recognition that an inclusive environment benefits all members of the University community and embrace diversity

as central to the higher education mission. Yet opportunity exists for further improvement. By fully realizing diversity as a core ideology of the organization, we ensure that our commitment to diversity, inclusivity, and equity is part of our central values and enduring principles and are able to transcend periodic changes in environment and personnel. Doing so also implies updating other organizational ideologies, which can be supported by our belief in the benefits of creating a welcoming and inclusive environment across the institution.[32]

Each *Framework* review period gives us a clear picture of where the University stands in its implementation of our diversity goals. Active support and participation of executive leadership is crucial to success, and this support is increasingly reflected at the unit level, with unit executives now making diversity an active priority. Many units now include the multicultural officer and/or diversity committee member on their executive council. In some cases, the multicultural officer is at the level of associate dean, assistant dean, or assistant to the dean. Also, involvement from the multicultural officers and diversity committees in diversity strategic planning and reporting appears to be on the rise.

Successful institutionalization goes several layers deep within the organization, and over the long term, momentum can never be dependent on specific individuals. We have found more active involvement in embracing the goals of the *Framework* at all levels of the University; however, additional progress is needed. Unit-level discussions must be more effectively taken up at the department level so that better articulation exists between units and their departments for a more purposeful, planned approach. Involvement of faculty, particularly senior faculty, is critical.

Substantial progress requires sustained momentum, and the efforts of some units are still somewhat inconsistent throughout the cycle, which short-circuits effective planning and implementation. The mid-point progress review assists in sustaining momentum, along with the series of Best Practices in Diversity Strategic Planning workshops, which have been well received. Nevertheless, as is true in general strategic planning, it is tempting, once the plan or report is completed, to put it on the shelf and not refer to it again until the next planning or reporting phase of the cycle. Effective implementation such as devoting periodic staff meetings to reviewing progress toward strategic planning goals and asking what upcoming decisions could be impacted by seeking guidance from the unit diversity strategic plan, can help to overcome this problem.

A number of specific initiatives and structural alignments have been implemented within the 2004–09 planning period. In support of our internationalization efforts, the position of the vice provost for Global Programs was created to oversee Education

Abroad and International Student Services. This position should help to encourage the pursuit of global perspectives in education and the workplace. Penn State's Affirmative Action Office has also been strengthened with the promotion of the director to the level of vice provost. University Policies AD 29, Statement on Intolerance, and AD 42, Statement on Nondiscrimination and Harassment, were expanded to include gender identity. The Faculty/Staff Survey has added a section of questions regarding diversity, which yields University-wide data and comparable unit-level data supplied to the unit executive, disaggregated by multiple demographic categories.

Perhaps most importantly, articulation between diversity planning and general strategic planning places diversity at the core of the institutional mission. The University's diversity planning and general planning processes have always been intertwined. The first University-wide general plan, *Academic Excellence: Planning for the Twenty-First Century,* and *A Framework to Foster Diversity at Penn State: 1998–2003* were born out of the same planning process and launched in close proximity. Certainly, synergies are growing. We have found many diversity initiatives embedded within unit overall strategic planning, something that was rare even ten years ago.

Enhancements to the diversity strategic planning, implementation, and reporting process have helped to institutionalize the relationship between diversity and unit missions. Units are putting greater emphasis on regular assessment and analysis of diversity initiatives, the results of which provide focus and direction for future planning and priorities. Structural alignments and allocation of appropriate resources, as well as systems of accountability and reward, facilitate progress and convey a sense of priority for unit diversity goals.

The relationship between diversity and strategic planning is reinforced by the continuing general planning goal to "create a more inclusive, civil, and diverse University learning community." The reporting guidelines for the 2008–2009 through 2012–2013 unit plans specifically called for "an indication of how elements of the *Framework to Foster Diversity* are incorporated into the unit's strategic plan." Almost all units responded with detailed information and themes of diversity throughout their plans. The University Strategic Planning Council, whose charge is to create the University's 2010–15 general strategic plan, deemed diversity one of the core elements that cuts across all of the specific topics considered. Most important, the *Framework* and general plan again share the same five-year cycle, presenting even greater opportunities for confluence.

Within the context of greater understanding of the centrality of diversity to institutional viability and vitality, units are making more meaningful linkages with communities and better use of University resources to support diversity, such as those offered through the Affirmative Action Office, Office of Human Resources, Office of Planning

and Institutional Assessment, Office of the Vice Provost for Educational Equity, Office of Graduate Educational Equity Programs, Undergraduate Admissions, Office of Student Aid, Student Affairs, college multicultural offices, unit diversity committees, and other services. The capacity of and collaborations among these support structures must be maintained and expanded to meet ever-growing demands.

Targeted Areas for Improvement:

- Foster synergies among diversity, mission, and institutional viability and vitality and ensure that these relationships are highlighted in unit mission statements, planning documents, and development priorities.
- Institute necessary organizational realignments, systems of accountability, resource mobilization and allocation strategies, long-term planning strategies, and inclusive metrics necessary to optimize the realization of the University's diversity goals.
- Enhance the role of the multicultural officer and/or diversity committee at the executive level in all planning and decision-making venues.
- Promote the involvement of faculty, particularly senior faculty, in championing diversity realignments.
- Augment meaningful linkages and partnerships with underrepresented/underserved communities.
- Establish solid connections between executive-level and department-level planning and implementation.
- Develop processes, including regular reports to executives, that will help sustain momentum throughout the planning cycle.
- Consistently disaggregate data across diverse demographics in all aspects of unit decision making so as to reveal areas of disparity that can be addressed. Identify and address intergroup disparities between underrepresented/underserved populations and the University and/or unit general population.
- Increase the collaboration, capacity, and utilization of resources and infrastructure that support the realization of diversity goals.
- Amplify the synergies between general planning and diversity planning. Develop processes that place the unit's diversity strategic plan along with the general strategic plan at the core of all major decisions.

Assessment

All units are asked to submit a unit diversity strategic plan based on this 2010–15 *Framework* by the December 1, 2009, deadline (see Appendix C). The final update report based on the 2004–09 *Framework* will be submitted at the same time. Midpoint and final unit updates for the 2010–15 *Framework* will be submitted in 2012 and 2015. The updates should convey progress on implementation of the unit diversity strategic plan, and should also address the following set of questions for each of the seven Challenges:

1. Taking into account the unit's and University's history with this Challenge, the areas targeted for improvement as they apply to your unit, and your

unit's diversity strategic plan and general strategic plan, what progress have you made toward this Challenge during this reporting period?

2. What measures of success or strategic indicators gauge your progress toward this Challenge? What specific data in relation to these measures and indicators demonstrate your progress?

3. Among the strategies you have employed to make progress with this Challenge, which specific approaches are considered your "signature" initiatives and 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.) Describe these signature and/or best practice initiatives, the metrics by which their success is gauged, and the measurable outcomes.

Increasing our Capacity for Diversity Planning, Implementation, and Evaluation

Penn State has demonstrated a deep and rich commitment to diversity and equity, and we continue to be mindful of the history on which we build. As we move into this third phase of diversity strategic planning in 2010–15, the previous University-wide diversity strategic plans, *A Framework to Foster Diversity at Penn State: 1998–2003* and *A Framework to Foster Diversity at Penn State: 2004–09*, remain foundational. The Office of the Vice Provost for Educational Equity maintains a Web site at **www.equity.psu.edu** that forms a comprehensive repository of *Framework* documentation. The site also features an overview of Penn State's diversity planning history, including a detailed timeline. A complete review of this site along with the two previous *Framework* documents is recommended for a thorough understanding of our history and activities to date.

A Framework to Foster Diversity at Penn State: 1998–2003 and 2004–09

Diversity planning at Penn State has always been intertwined with its general strategic planning. The increasing articulation between the general strategic planning process and the *Framework* in both the University-and unit-level planning is particularly indicative of our level of commitment. While the University had been engaged in unit-level planning for some time, a University-wide strategic plan was not developed until the mid-1990s. At that time, a University Planning Council was charged to develop a plan based upon thorough review and evaluation of unit-level plans. Review of unit-level plans in regard to diversity revealed efforts to be inconsistent across units and without centralized coordination. It was clear that a comprehensive, University-wide approach was necessary if Penn State was to achieve its diversity potential. The University Planning Council commissioned the Office of the Vice Provost for Educational Equity to develop the University's first comprehensive strategic plan for diversity to form a common set of diversity goals for the entire University, which would be implemented within the context of each unit's specific needs and culture. The resulting plan, *A Framework to Foster Diversity at Penn State: 1998–2003*, was launched in early 1998, nearly simultaneously with the University's first general strategic plan, *Academic Excellence: Planning for the Twenty-First Century*, which was launched in July 1997.

The 1998–2003 *Framework* positioned diversity as central to Penn State's aim of strengthening its position as an international leader in higher education. The purpose of the *Framework* was to outline a plan to leverage institutional resources to bring about multicultural transformation and augment the University's leadership position in an increasingly diverse world. In order to realize this vision, the *Framework* identified seven institutional challenges that could not be sufficiently addressed by ad hoc efforts from various units or individuals:

1. Developing a Shared and Inclusive Understanding of Diversity
2. Creating a Welcoming Campus Climate
3. Recruiting and Retaining a Diverse Student Body
4. Recruiting and Retaining a Diverse Workforce
5. Developing a Curriculum That is Supportive of the Goals of Our New General Education Plan
6. Diversifying University Leadership and Management
7. Coordinating Organizational Change to Support Our Diversity Goals

At the beginning of *A Framework to Foster Diversity at Penn State: 1998–2003*, units provided a brief overview of their plans for implementation within their general strategic planning reports. The University Planning Council provided brief feedback on these plans. To determine progress in implementing the *Framework*, a comprehensive and participatory assessment of unit-level updates was conducted at the midpoint of the planning period in 2001. A similar review was conducted at the conclusion of the *Framework* planning period in 2004.

A Framework to Foster Diversity at Penn State: 2004–09 was launched in January 2004 to continue the University's diversity strategic planning trajectory. Analysis of our progress and implementation indicated that the central tenets of the initial *Framework* remained relevant and effective. The scholarship of Daryl Smith, one of the leading scholars on diversity and institutional planning, identified four dimensions as critical to comprehensive campus diversity: (1) Campus Climate and Intergroup Relations, (2) Representation (Access and Success), (3) Education and Scholarship, and (4) Institutional Viability and Vitality.[33] Framing the seven Challenges within these dimensions affirmed the alignment of the Challenges we had identified with national scholarship on diversity and institutional transformation. Several items designed to improve the review process were built directly into the 2004–09 *Framework* document and represent institutionalization of our diversity planning. These items included a timetable for activities within the planning cycle, assessment questions, and specific "Targeted Areas for Improvement" for each Challenge. Also, the wording of Challenge 5 was modified to keep it in line with the terminology in the General Education requirements.

The review of unit diversity strategic plans under the 2004–09 *Framework* was

conducted concurrently with the final review of the 1998–2003 unit updates in spring 2004. The midpoint assessment of implementation was conducted in spring 2007 and the resulting analysis led to development of this current 2010–15 *Framework* plan to facilitate further University progress. The final assessment of the 2004–09 *Framework* updates will be conducted in spring 2010.
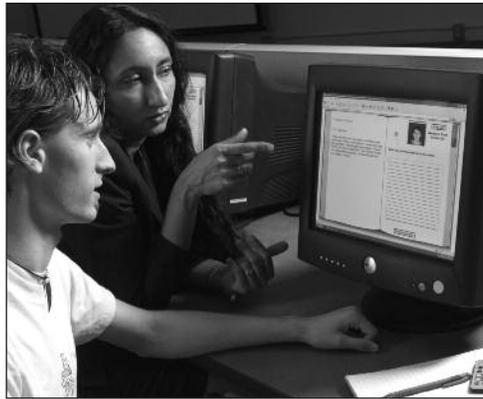
Accountability: Review and Evaluation

The most unique feature of the *Framework* and one of its greatest strengths is the review process. The reviews are comprehensive and participatory and feature the unique public accountability of final materials being posted on the Office of the Vice Provost for Educational Equity Web site.[34] Each strategic planning unit submits a diversity strategic plan based on the *Framework* and its own planning goals to Educational Equity at the beginning of the planning period. These plans are reviewed concurrently with the final update reports from the previous planning period. Progress updates are then submitted by each planning unit at the midpoint and end of each planning cycle. A specific set of assessment questions regarding unit-level implementation guide the updates. Unit diversity strategic plans and updates are evaluated by review teams that represent broad constituencies across the University.[35] The review teams make candid and thorough evaluations, ranging from specific observations and suggestions to the identification of broad themes of progress, ongoing challenges, and opportunities for improvement. Review team feedback reports are provided to both the provost and the vice provost for Educational Equity, who then meet with each unit executive for discussion. The units have an opportunity to make a written response to the feedback reports following the meeting.

Highest emphasis is placed on the integrity of the process and the results. Each team is staffed by a representative from Educational Equity to coordinate consistency of the procedures, approach, and tone across all the teams and from one review to the next. The review proceedings remain confidential until final materials are posted on the Educational Equity Web site. The Web site maintains a comprehensive repository of unit diversity strategic plans, updates, and feedback reports from each *Framework* cycle.

Best Practices

Each review includes identification of best practices, 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." The best practices documentation includes both an executive summary and the complete list of identified practices, arranged by the seven *Framework* Challenges.

Analysis of the potential best practices identified at the 2007 midpoint review reveals several themes that are critical to success:

- purposeful, integrated approaches across units, particularly colleges, and coordination of central and department level efforts
- collaborative, participatory approaches within the unit, across the University, and with applicable external resources
- broad and inclusive communications strategies using multiple communication formats and cutting-edge technologies
- alignment between diversity planning and general strategic planning
- identification of effective measures of success and use of assessment to gauge progress
- most importantly, active leadership from the unit's administration

More information on these themes, as well as the complete list of best practices identified in each review is available at **www.equity.psu.edu/Framework/bestpractices.htm**

Best Practices Workshops

Clearly, sustaining momentum throughout the planning cycle is important. In an effort to keep diversity planning efforts in the forefront during nonreview years and to foster dialogue across units, a series of Best Practices in Diversity Strategic Planning workshops have been presented. Aimed at budget executives and representatives from their staff who are involved in diversity planning, implementation, and reporting, the workshops include plenary and breakout sessions covering specific Challenges and foster dialogue about effective approaches. Keynote speakers and breakout session panelists highlight our progress and facilitate sharing best practices across units. Post-workshop questionnaires and other feedback indicate that these workshops have been very positively received. Notes and materials from each of the workshops are available at **www.equity.psu.edu/workshop/**.

Integrated Postsecondary Educational Data Systems

To comply with new federal requirements of the Integrated Postsecondary Educational Data Systems (IPEDS) for the collection and reporting of racial and ethnic data by the nation's colleges and universities, Penn State must make changes to its data collection process. The new requirements reflect a change in the government's data collection policy and are designed so that federal agencies such as the U.S. Department of Education can collect and report information that more accurately reflects the increasing diversity of the nation's population. The University has implemented a process for collecting the new data from students planning to enroll. It also will collect the same data as part of the hiring process for incoming faculty and staff. Additionally, Penn State will re-collect data from all current students, faculty, and staff. The new data collection structure utilizes a two-part question allowing respondents to identify their ethnicity as either Hispanic or non-Hispanic, then identify their race from among the categories: white; Black or African American; Asian; American Indian or Alaska Native; Native Hawaiian or Other Pacific Islander. Internal and external reporting will also follow this structure.

Conclusion

Our dedication has grown and strengthened steadily throughout the years, contributing immeasurably to our goal of academic excellence. We will not abandon our long-held belief in diversity and equity, but will amplify our efforts through this planning cycle and beyond. Penn State has made considerable strides toward building a truly diverse, inclusive, and equitable institution, and establishing an infrastructure to facilitate effective diversity planning, implementation, and reporting processes to continue to drive progress. We must continue to build our capacity to foster diversity as central to institutional viability and vitality, moving toward more intentional, coordinated, and coherent efforts through which our overall progress can be gauged. Along the way, we must acknowledge incremental change and capitalize on opportunity for far-reaching innovation.

Appendix A

Our 2007 *Framework* update to the Board of Trustees reported that:

- The Dickinson School of Law now tops the list of American Bar Association law schools in both percentage growth of its diverse student population—273 percent—and absolute numbers. Dickinson's increase in student body diversity has been accompanied by an equally dramatic increase in student academic credentials. Source: *The National Jurist*, March 2007, pp. 16–25.

- Penn State ranks fifth in the nation and third in the Big Ten in the number of Black faculty at flagship state universities. Source: *Journal of Blacks in Higher Education*, Summer 2006.

- Penn State's LGBTA Student Resource Center is listed among the top twenty "Best of the Best" schools in the nation. Source: *The Advocate College Guide for LGBT Students,* 2006.

- Penn State ranks tenth in the nation and second in the Big Ten for graduation rates among African American undergraduates at flagship state universities. Source: *Journal of Blacks in Higher Education*, Winter 2006–07, pp. 58–66.

- Our six-year graduation rates are strong across the board. Source: *NCAA*.

- Minority enrollments have steadily increased at both University Park and the campuses over the past ten years. Total minority enrollment at all campuses increased to 13 percent in 2006 (10,905 students). Source: *Penn State Fact Book*.

- The New Faces of an Ancient People Traditional American Indian Powwow is one of the largest traditional powwows in the east, drawing more than 105 dancers and 6,000 visitors to the annual two-day event.

- The Alliance for Earth Sciences, Engineering, and Development in Africa is an interdisciplinary research, education, and outreach initiative aimed at harnessing geo-resources for sustainable livelihoods in Africa, with a focus on underrepresented populations. It operates through partnerships among Penn State, Historically Black Colleges and Universities in the United States, select African universities, and public and private-sector organizations.

- Each year there are approximately 1,000 diversity-related events held at Penn State. These include activities related to race/ethnicity, gender, LGBT, adult learners, disabilities, international studies, low-income, first-generation college students, and veterans. Source: *Penn State Diversity Calendar*.

Appendix B

Sample Strategic Planning Outline

A Framework to Foster Diversity at Penn State: 2010–15
Unit Diversity Strategic Planning and Reporting

Unit Name:

Challenge #1 – Developing a Shared and Inclusive Understanding of Diversity
Taking into account the unit's and University's history with this Challenge, the targeted areas for improvement as they apply to your unit, and your unit's general strategic plan, what are your strategic goals and supporting actions for advancement of this Challenge?

Planning			Reporting			
Goals	**Action Items/ Description**	**Projected Outcomes**	**Planned Completion Date**	**Status**	**Outcomes**	**Notes**
Unit Goal for this *Framework* Challenge	• Unit Action in support of this goal • Unit Action in support of this goal • Unit Action in support of this goal	• Projected outcome 1 for action A • Projected outcome 2 for action A • Projected outcome 1 for action B •				
Unit Goal for this *Framework* Challenge	• Unit Action in support of this goal • Unit Action in support of this goal •					
Unit Goal for this *Framework* Challenge	•					

Unit Strategic Indicators for this Challenge

• **Indicator:**
• **Indicator:**
• **Indicator:**

Appendix C

A Framework to Foster Diversity at Penn State: 2010–15
Timetable for Diversity Strategic Planning

2009	December 1	Submit final update on implementation of *A Framework to Foster Diversity at Penn State: 2004–09* AND The new 2010–15 diversity strategic plan to the vice provost for Educational Equity
2010	January through April	Teams review final update reports and diversity strategic plans and provide feedback reports to units
	May through July	The provost and vice provost for Educational Equity meet with budget executives to discuss feedback reports
	September	Updates, plans, feedback reports, and best practices posted on the Educational Equity Web site
2012	December 1	Submit midpoint update on implementation of *A Framework to Foster Diversity at Penn State: 2010–15*
2013	January through April	Teams review midpoint update reports and provide feedback reports to units
	May through July	The provost and vice provost for Educational Equity meet with budget executives to discuss feedback reports
	September	Updates, feedback reports, and potential best practices posted on the Educational Equity Web site
2015	December 1	Submit final update on implementation of *A Framework to Foster Diversity at Penn State: 2010–15*
2016	January through April	Teams review final updates and provide feedback reports to units
	May through July	The provost and vice provost for Educational Equity meet with budget executives to discuss feedback reports
	September	Updates, feedback reports, and best practices posted on Educational Equity Web site

Results from 2004 and 2008 Faculty/Staff Survey

Question		2004		2008	
		% Agree[1]	% Disagree	% Agree	% Disagree
"The workplace climate in my department/unit is welcoming for employees from underrepresented groups" (all respondents).		72	10	77	7
By gender:	Female	74	10	79	6
	Male	71	9	75	7
	Transgender	N/A[2]	N/A	67	11
By race/ethnicity:	Respondents from diverse racial groups (not including Hispanic/Latino)[3]	N/A[4]	N/A	68	14
	American Indian or Alaskan Native	59	23	53	27
	Native Hawaiian or Other Pacific Islander*	N/A	N/A	75	25
	Asian or Pacific Islander*	61	12	72	10
	Black or African American	67	21	67	17
	Hispanic/Latino	65	17	63	17
	White	73	9	78	6
By sexual identity:	LGB	62	20	N/A[5]	N/A
	Lesbian	N/A[6]	N/A	68	18
	Gay	N/A	N/A	64	21
	Bisexual	N/A	N/A	74	9
	Heterosexual	74	9	78	7
	Uncertain	N/A	N/A	72	9
By disability status:	Respondents with a disability	62	16	74	8
	Respondents without disabilities	73	9	77	7
"Acceptance of diversity in the workplace has improved on my campus in the past three years"[7] (all respondents).		45	8	45	7
By gender:	Female	50	7	46	6
	Male	45	9	43	7
	Transgender	N/A	N/A	56	22

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Results from 2004 and 2008 Faculty/Staff Survey *continued*

Question		2004		2008	
		% Agree[1]	% Disagree	% Agree	% Disagree
By race/ethnicity:	Respondents from diverse racial/ethnic groups (not including Hispanic/Latino)	N/A	N/A	41	11
	American Indian or Alaskan Native	59	18	60	13
	Native Hawaiian or Other Pacific Islander*	N/A	N/A	25	38
	Asian or Pacific Islander*	43	10	42	7
	Black or African American	38	28	43	12
	Hispanic/Latino	47	20	44	15
	White	49	8	45	6
By sexual identity:	LGB	36	15	N/A	N/A
	Lesbian	N/A	N/A	38	24
	Gay	N/A	N/A	37	21
	Bisexual	N/A	N/A	43	11
	Heterosexual	45	7	45	6
	Uncertain	N/A	N/A	36	15
By disability status:	Respondents with a disability	51	12	49	10
	Respondents without disabilities	48	8	44	6

* Per footnote 3 below, "Native Hawaiian or Other Pacific Islander" was only a separate category on the 2008 survey. For the 2004 survey, this grouping was included with "Asian" as "Asian or Pacific Islander."

[1]"Agree" represents those who indicated "Strongly Agree" and "Agree," and "Disagree" represents those who indicated "Disagree" or "Strongly Disagree"; those who indicated "Uncertain" are not included.

[2]In the 2004 survey, transgender was not an identified population.

[3]Respondents in this group indicated "American Indian or Alaskan Native," "Asian or Pacific Islander," or "Black or African American" on the 2004 survey. On the 2008 survey, "Asian or Pacific Islander" was broken out into "Asian" or "Hawaiian or Other Pacific Islander." Hispanic/Latino is not included in this grouping per the new federal reporting categories.

[4]Results from the 2004 survey did not aggregate responses from these groups.

[5]Those who indicated "Lesbian," "Gay," and "Bisexual," did not have their responses aggregated in the 2008 survey.

[6]Those who indicated "Lesbian," "Gay," and "Bisexual," did not have their responses disaggregated in the 2004 survey, and those who indicated "Uncertain" did not have their responses reported in the 2004 survey.

[7]Only responses reported are from those who had been employed at the University for three or more years.

Results from 2004 and 2008 Faculty/Staff Survey

Question	2004		2008	
	% Agree[1]	% Disagree	% Agree	% Disagree
"My department/unit provides visible leadership to foster diversity" (all respondents).	63	15	64	12
By gender: Female	64	15	67	11
Male	60	16	61	13
Transgender	N/A[2]	N/A	88	13
By race/ethnicity: Respondents from diverse racial groups (not including Hispanic/Latino)[3]	N/A[4]	N/A	58	18
American Indian or Alaskan Native	59	23	64	21
Native Hawaiian or Other Pacific Islander*	N/A	N/A	63	25
Asian or Pacific Islander*	57	17	53	15
Black or African American	48	30	62	23
Hispanic/Latino	56	30	56	21
White	63	15	65	12
By sexual identity: LGB	56	23	N/A[5]	N/A
Lesbian	N/A[6]	N/A	64	20
Gay	N/A	N/A	49	27
Bisexual	N/A	N/A	61	17
Heterosexual	64	15	65	12
Uncertain	N/A	N/A	50	14
By disability status: Respondents with a disability	57	16	61	20
Respondents without disabilities	63	15	64	12

* Per footnote 2, See Appendix D, "Native Hawaiian or Other Pacific Islander" was only a separate category on the 2008 survey. For the 2004 survey, this grouping was included with "Asian" as "Asian or Pacific Islander."

Footnotes: Please refer to Appendix D.

Notes

[1] The full presentation, including slides and text, is available at **www.equity.psu.edu/**

[2] Qtd. in Margaret Spellings, "The Road to Reform" (Prepared Remarks for Secretary Spellings at the James B. Hunt, Jr. Institute for Educational Leadership and Policy 2005 Governors Education Symposium in Charlotte, N.C., November 10, 2005). **www.ed.gov/news/speeches/2005/11/11102005.html** (Accessed November 10, 2008).

[3] Robert Hormats, "Reducing International Divisions in the Global Economy" (The Elliott School JAMA Lecture, The Elliott School of International Affairs, The George Washington University, Washington, D.C., March 29, 2001). **www.jama.org/library/hormats_lecture_032901.pdf** (Accessed November 10, 2008).

[4] Ibid., 11

[5] Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity*, 1992 to 2022, **www.wiche.edu/policy/knocking/1992-2022/index.asp** (Accessed November 10, 2008).

[6] **www.wiche.edu/policy/knocking/1992-2022/Pennsylvania.pdf**

[7] Ka-yee Leung, Angela et al., *Multicultural Experience Enhances Creativity: The When and How*, April 2008, American Psychologist, Vol. 63, No. 3, 169–181.

[8] Jennifer Gratz and Patrick Hamacher v. Lee Bollinger et al. 539 U.S. 244 (2003); Barbara Grutter v. Lee Bollinger et al., 539 U.S. 306 (2003).

[9] Recent research includes James A. Anderson, with Foreword by Ronald A. Crutcher, *Driving Change Through Diversity and Globalization: Transformative Leadership in the Academy* (Sterling, VA: Stylus Publishing, 2008), 42-43; George D. Kuh, Jillian Kinzie, John H. Schuh, Elizabeth J. Whitt, *Assessing Conditions to Enhance Educational Effectiveness: The Inventory for Student Engagement and Success* (San Francisco: Jossey Bass, A Wiley Imprint, 2005), 53-55; Alma R. Clayton-Pederson, Sharon Parker, Daryl G. Smith, José F. Moreno, and Daniel Hiroyuki Teraguchi, *Making a Real Difference with Diversity: A Guide to Institutional Change*, (Washington, D.C.: Association of American Colleges and Universities, 2007), 37; Jeffrey F. Milem, Mitchell J. Chang, and Anthony Lising Antonio, *Making Diversity Work on Campus: A Research-based Perspective*, (Washington, D.C.: Association of American Colleges and Universities, 2005), 26-27; Mary J. Fischer, "Does Campus Diversity Promote Friendship Diversity? A Look at Interracial Friendships in College," *Social Science Quarterly*, 89, no. 3 (September 1, 2008): 631-655. **www.proquest.com/** (Accessed November 1, 2008); Anthony Lising Antonio, Mitchell J. Chang, Kenji Hakuta, David A. Kenny, Shana Levin, and Jeffrey F. Milem, "Effects of Racial Diversity on Complex Thinking in College Students," *Psychological Science*, 15, no. 8 (August, 2004): 507-510.

Notes

[10] Penn State ranks number 42 on the *2008 Academic Ranking of World Universities* by the Center for World-Class Universities, Shanghai Jiao Tong University, the most widely accepted ranking system **www.arwu.org/rank2008/EN2008.htm**, and number 105 on the *Times Higher Education* "World University Rankings 2008" **www.timeshighereducation.co.uk/**
More information on Penn State rankings is available at **www.psu.edu/ur/rankings/**

[11] More information about AAC&U diversity initiatives, including Core Commitments, is available at **www.aacu.org/resources/diversity/index.cfm**.

[12] More information about ACE access and equity initiatives is available at **www.acenet.edu/AM/Template.cfm?Section=AccessEquity&Template=/TaggedPage/TaggedPageDisplay.cfm&TPLID=69&ContentID=18350** Information on the Spectrum initiative is available at **www.acenet.edu/Content/NavigationMenu/ProgramsServices/CAREE/ProgramsInitiatives/Spectrum.htm**

[13] Alma R. Clayton-Pedersen, Sharon Parker, Daryl G. Smith, José R. Moreno, and Daniel Hiroyuki Teraguchi, with contributing Editor Nancy O'Neill, *Making a Real Difference With Diversity* (Washington, D.C.: Association of American Colleges and Universities, 2007).

[14] James A. Anderson, with Foreword by Ronald A. Crutcher, *Driving Change Through Diversity and Globalization: Transformative Leadership in the Academy* (Sterling, VA: Stylus Publishing, 2008).

[15] Alma R. Clayton-Pedersen, Sharon Parker, Daryl G. Smith, José R. Moreno, and Daniel Hiroyuki Teraguchi, with contributing Editor Nancy O'Neill, *Making a Real Difference With Diversity* (Washington, D.C.: Association of American Colleges and Universities, 2007).

[16] *A Framework to Foster Diversity at Penn State: 1998–2003*, 13.

[17] Results of the 2008 Faculty/Staff Survey are available **http://facultystaffsurvey.psu.edu/**

[18] Shane L. Windmeyer, *The Advocate College Guide for LGBT Students* (Alyson Publications, Inc., 2006).

[19] **www.campusclimateindex.org/**

[20] According to 2008 NCAA federal graduation rate data, the following universities' six-year four-class average graduation rates for African American undergraduate students were Virginia, 88%; North Carolina at Chapel Hill, 74%; Michigan, 71%; Cal Berkeley, 71%; **Penn State, 68%**; Illinois at Urbana-Champaign, 64%; Pittsburgh, 60%; Wisconsin at Madison, 56%; Temple, 56%; Ohio State, 52% **www.ncaa.org/wps/ncaa?ContentID=38757**

Notes

[21] *The National Jurist*, (March 2007), 16-25.

[22] See Kenneth Oldfield, "Humble and Hopeful: Welcoming First-Generation Poor and Working-Class Students to College" *About Campus*, January-February 2007, 2-12.

[23] Dalton Conley and Rebecca Glauber, "Wealth Mobility and Volatility in Black and White" Center for American Progress. (July 2008) available: **www.americanprogress.org/issues/2008/07/wealth_mobility.html** (Accessed November 10, 2008).

[24] Employee counts for 1997 put 24% of employees in the 50-59 age group whereas in 2007, it increased to 31%. Source: *Penn State Enterprise Information System (EIS)*.

[25] Drew Hyman, John E. Ayers, Erskine H. Cash, Donald E. Fahnline, David P. Gold, Elise A. Gurgevich, Robert O. Herrmann, Peter C. Jurs, David E. Roth, John D. Swisher, M. Susie Whittington, and Helen S. Wright, *UniSCOPE 2000: A Multidimensional Model of Scholarship for the 21st Century*, University Park, PA: The UniSCOPE Learning Community, (2000).
Available: **http://cas.psu.edu/docs/CASPROF/keystone21/uniscope/default.htm** (Accessed November 10, 2008).

[26] See Alma R. Clayton-Pederson, Sharon Parker, Daryl G. Smith, José F. Moreno, and Daniel Hiroyuki Teraguchi, *Making a Real Difference with Diversity: A Guide to Institutional Change*, (Washington, D.C. 2007), 25-35.

[27] See James A. Anderson, with Foreword by Ronald A. Crutcher, *Driving Change Through Diversity and Globalization: Transformative Leadership in the Academy*, (Sterling, VA: Stylus Publishing, 2008), 42-43; George D. Kuh, Jillian Kinzie, John H. Schuh, Elizabeth J. Whitt, *Assessing Conditions to Enhance Educational Effectiveness: The Inventory for Student Engagement and Success* (San Francisco: Jossey Bass, A Wiley Imprint, 2005), 53-55.

[28] See Alma R. Clayton-Pederson, Sharon Parker, Daryl G. Smith, José F. Moreno, and Daniel Hiroyuki Teraguchi, *Making a Real Difference with Diversity: A Guide to Institutional Change*, (Washington, D.C.: Association of American Colleges and Universities, 2007), 37; Jeffrey F. Milem, Mitchell J. Chang, and Anthony Lising Antonio, *Making Diversity Work on Campus: A Research-based Perspective*, (Washington, D.C.: Association of American Colleges and Universities, 2005), 26-27.

[29] See James A. Anderson, with Foreword by Ronald A. Crutcher, *Driving Change Through Diversity and Globalization: Transformative Leadership in the Academy*, (Sterling, VA: Stylus Publishing, 2008), 53; Alma R. Clayton-Pederson, Sharon Parker, Daryl G. Smith, José F. Moreno, and Daniel Hiroyuki Teraguchi, *Making a Real Difference with Diversity: A Guide to Institutional Change*, (Washington, D.C. 2007), 33.

[30] *A Framework to Foster Diversity at Penn State: 1998–2003*, 33.

Notes

[31] **www.equity.psu.edu/Framework/bestpractices.htm**

[32] James A. Anderson, with Foreword by Ronald A. Crutcher, *Driving Change Through Diversity and Globalization: Transformative Leadership in the Academy,* (Sterling, VA: Stylus Publishing, 2008), 20.

[33] 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).

[34] **www.equity.psu.edu**

[35] Review team membership includes faculty, staff, students, and administrators, including representatives from Commission for Women, Commission on Racial/Ethnic Diversity, Commission on Lesbian, Gay, Bisexual and Transgender Equity, University Faculty Senate, campuses, and diversity student organizations.

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