

**Assessment of Progress
Toward Implementing
A Framework to Foster Diversity
at Penn State: 1998-2003**

COLLEGE *of* EDUCATION

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SECTION I: BACKGROUND AND CONTEXT

The College of Education at Penn State is fundamentally committed to creating a climate that nurtures and enhances the work of its increasingly diverse population of faculty, staff, and students. Moreover, we construe the term “diversity” broadly so that our commitment extends to fostering and respecting diversity in ethnic, racial, and cultural identities as well as in philosophies and points of view along with sensitivity to issues surrounding gender identity, age differences, and the challenges associated with disabilities of various kinds.

The College of Education’s mission is to deepen and extend knowledge about the formation and utilization of human capabilities. This mission captures the spirit of our interest in doing the research, teaching, and service that will advance our field. It also captures our overarching interest in outreach and our faith in the potential for skillful teaching and meaningful learning to transform the lives of all who can be reached. We are attracted to this mission precisely because it is broadly instrumental and speaks to the potential for good education to bring the very best out of the human spirit.

We are also mindful of the tensions and dilemmas that are embedded in the pursuit of a “diversity agenda.” As a College, we have entered a period where externally set standards for performance are rising, and we recognize the importance of achieving these goals. We are also deeply committed to setting high standards for ourselves, and we set these expectations for every faculty member, staff member, and student in the College.

A term that is sometimes used to describe our climate is “chilly.” This is a very telling, but potentially misleading term. If a climate is “chilly,” it would seem obvious that we need to take steps to add “warmth,” and it might seem that we need to do things like become more accepting, more tolerant, friendlier, and more encouraging. But, the challenge is far more complex than this. We are a College with research, teaching, and outreach responsibilities. We have already indicated that we are in a period where expectations for high performance and accountability are rising. If performance falls below an established standard, we have an obligation not to be “accepting” and “tolerant” of the performance, regardless of who the faculty member, the staff member, or the student might be. However, our pursuit of high performance needs to be done in caring and humane ways. We are a community of educators and as such we need to find ways to make experiences educational even when the results lead to disappointment.

We also exist in an environment with many constraints that are slow to change. For example, Penn State is a complex university with numerous

procedures and rules. In the field of education, the constraining nature of these rules is compounded by additional rules that are imposed by State certification requirements, Federal government rules and regulations, and external accrediting board requirements. These are very real constraints on our flexibility and our ability to respond to unique circumstances. We must also realize that it is possible for us to hide behind these various rules. It is possible to make reference to the rules as a justification for an action that in reality is simply making it easier for us to run a program. Students are often mystified by the myriad of rules governing certification and are not in a good position to challenge statements about something not being possible because of the State or because of an accrediting body or because of Old Main. We need to resist whatever temptation there might be to engage in this behavior. We need to work hard at finding ways to adapt the system to the legitimate needs and special circumstances of our students, faculty members, and staff members. Again, this is our responsibility as caring educators who have been entrusted with a great privilege.

In the fall of 1999, we created a Planning Task Force for Creating a Climate that Fosters Diversity and Collegiality. This Task Force included faculty and staff members from within as well as outside the College and was co-chaired by Professors Edgar Farmer and Lourdes Soto. The Task Force worked for more than a year and issued its report, including its recommendations, in June of 2001. A copy of the recommendations from this Task Force can be found in Appendix A. A copy of the complete Final Report from the Task Force is available from the Dean's Office.

In the fall of 2001, all five Departments in the College were asked to prepare strategic plans that included their approaches to our collective interest in fostering diversity within the College. A College-wide retreat was held on September 6, 2001 to assist in this effort. The Planning Task Force for Creating a Climate that Fosters Diversity and Collegiality made a presentation at this retreat and each Department was invited to reflect on the findings of this Task Force (along with three other Planning Task Forces) as they developed their respective strategic plans. In particular, each Department was asked to respond to the following questions: *How effective have your efforts been to foster a climate that supports diversity? What will you be doing over the next three years to make further improvements?* There followed a period when the Departments worked internally to refine their responses to these (in addition to other questions) and the results were submitted in a series of reports on October 1, 2001. The Departments' responses to the diversity questions can be found in Appendix B.

In his memorandum dated May 8, 2001, the Executive Vice President and Provost asked each College to respond directly to a set of questions about diversity. We have used these questions to organize this report on the College of Education's progress toward implementing Penn State's plan to foster

diversity at the University. We are proud of the progress we have made even as we are gaining a heightened sensitivity to the need for accomplishing more. In the course of responding to the Provost's questions, we examine and reflect upon selected trend lines using data that have been shared with us by the Office of the Vice Provost for Educational Equity along with some national data that have been provided by the College's Center for the Study of Higher Education.

We welcome this opportunity to report on our progress, and we look forward to being active participants in the on-going and continuing conversation about what the College and University can do to more effectively reach the goals that have been established.

SECTION II: THE SEVEN CHALLENGES

Challenge 1. Developing a Shared and Inclusive Understanding of Diversity

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

As we indicate in our introductory statement, the College of Education defines the term "diversity" broadly so that our commitment extends to fostering and respecting diversity in ethnic, racial, and cultural identities as well as in philosophies and points of view along with sensitivity to issues surrounding gender identity, age differences, and the challenges associated with disabilities of various kinds.

There are quite a large number of examples of specific initiatives that we pursue in the College in support of our diversity agenda. We will name just a few of the most recent steps that we have taken here and report on the others in response to the subsequent questions. Our most recent new initiatives include:

- a) The creation of new partnership agreements with other universities, including Historically Black Colleges and Universities (HCBU) and Hispanic Serving Institutions (HSI) like Xavier University and the University of Puerto Rico, to build more diversity into our Curriculum and Instruction and teacher education programs;
- b) The creation of a new summer opportunity program that will be designed to attract high school students from underrepresented groups to Penn State and careers in the field of education;
- c) The expansion of our outreach efforts so that they are reaching an international clientele such as the group of 21 Chilean master teachers who recently spent six weeks in the College of Education learning about instructional technology in their native language, Spanish;
- d) The development of new courses in our curriculum that explicitly address diversity issues; and
- e) The redesign of the College web page so that it is now available in Spanish and also provides some accommodation for disabilities by being Bobby Approved;

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

The College makes extensive efforts to communicate its commitment to diversity to prospective as well as enrolled students. We endeavor to send consistent and clear messages regarding this commitment in our print as well as electronic publications. For example, each of the most recent issues of *Penn State Education* includes at least one major feature article on a diversity topic, including an article entitled "A Black Experience" in the Fall 2001-Winter 2002 issue and an article about the American Indian Leadership Program's 30th Anniversary Celebration and Pow Wow in the Spring 2001 issue. Similarly, our orientation programs stress our interest in building a climate that fosters diversity. For example, we state unequivocally in our orientation materials that we strive to "enhance the commitment of faculty, staff, and students to the centrality of diversity, social justice, and democratic citizenship."

In addition we have taken several steps to improve communications in general within the College. These efforts have included:

- a) Creation of the Dean's Student Advisory Forum which is a representative group of students from undergraduate and graduate programs that meets with the Dean on a monthly basis to discuss student concerns about climate within the College;
- b) Creation of Department Town Meetings where the Dean, Department Head, and Professors in Charge within a Department meet informally for dinner in the Dean's home with student leaders to discuss student life in the Department;
- c) Inclusion of students in the distribution of the periodic Updates the Dean provides about decisions and developments within the College;
- d) Inclusion of advanced graduate students on faculty search committees along with undergraduate as well as graduate students on various College and Department committees.
- e) Creation of a new newsletter, *Mosaic*, from the Office of Multicultural Student Services (see Appendix C for copies); and
- f) Creation of the new Multicultural Student Services list group, which connects students who are active within the Office of Multicultural Student Services with each other via electronic technology.

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

We use the College's internal newsletter, *Connections*, that reaches faculty and staff to report on initiatives within the College and University that pertain to diversity issues. In particular, significant accomplishments of the faculty and staff are featured in the newsletter. Recent examples of diversity related feature articles include: "Racism Still Evident in Vocational Rehabilitation" (October, 2001); "Women's Studies Still Struggle for Legitimacy on Campuses" (October, 2001); "Increasing Access to Higher Education – The Gear-Up Program" (September, 2001); "Autism Conference Provides Opportunities" (September, 2001); "Gender Differences in Distance Education" (May, 2001); and "Media Literacy Teaches Skillful Bias Detection (March, 2001).

The Dean also uses his column in the newsletter to comment on the College's progress toward diversity goals. For example, his column for the March, 2001 issue was titled "Promoting Diversity in the College." A new column will be appearing in the Dec 2001/January 2002 issue and the title will be "Search Committees and our Commitment to Diversity." Copies of both these columns appear in Appendix D.

The annual meeting of the College's faculty and staff takes place early in the fall semester and we use this as an opportunity to review our progress toward diversifying the student body as well as the faculty of the College. The Dean presents the most recent data and there are opportunities to comment.

We have also organized professional development seminars for faculty and staff members. For example, during the 2000-2001 academic year we held a day-long retreat for Department Heads and other members of the academic leadership team in the College with Dr. Sandra Vactor who led us through an examination of what it means to create a climate that fosters diversity and collegiality.

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

The Office of Multicultural Student Services (MSS), a unit in the Office of the Dean in the College of Education, was created for the purpose of coordinating and sponsoring recruitment and retention activities for underrepresented students and to assist the College in its efforts to meet the diversity goals of the University. We recently re-examined and redesigned this unit and appointed a new Director, Ms. Maria Schmidt, in the summer of 2000. New College resources have been allocated into this program, and we are in the process of expanding staff and student support. The budget for the Office grew by 39% during the past year, and we are in the process of hiring a new staff assistant for the program. In addition, the Director now reports directly to the

Dean of the College, and we have redefined the Director's responsibilities so that they no longer include general advising expectations. The intent has been to provide additional time for the Director to plan and implement multicultural program initiatives.

The Director's principal duties and responsibilities include:

- Develop and coordinate recruitment programs for multicultural graduate and undergraduate students in consultation and collaboration with:
 - Associate Deans and academic departments in the College of Education
 - The Office of Recruitment, Certification and Education Services in the College of Education
 - Minority Admissions and Community Affairs/Admissions personnel
 - Recruitment Centers
 - Graduate Educational Equity Office;
- Develop and coordinate programs for graduate and undergraduate retention of multicultural students;
- Act as ombudsman and provide advocacy for multicultural students;
- Provide individual and group counseling;
- Maintain working knowledge of diversity issues; identify, gather and disseminate information relevant to retention and recruitment programs;
- Maintain working knowledge of issues, concerns and the environment for multicultural students in the College;
- Establish, coordinate and maintain working relationships with associate/assistant deans, academic departments, and related offices throughout the University system. Solicit and provide exchange of support services, information, resources, etc.;
- Select and manage the Bunton-Waller Undergraduate Fellows program;
- Oversee the Puksar Assistantship selection process (graduate student support for underrepresented students);

- Coordinate the Summer Research Opportunity Program (SROP) at the College Level;
- Develop, implement, coordinate and supervise the College of Education's new summer program for high school students; and
- Serve on the College scholarship and climate committees.

5. *Does your College have a diversity committee? What is its role?*

The College has had a long tradition of maintaining a diversity committee as an on-going part of its governance structure. This committee has had different responsibilities in different periods. For example, during the early 1990s it sponsored a series of annual Multicultural Conferences that attracted between 100 and 300 registrants. These committees have also conducted climate surveys and reviews of the College's curriculum.

In the fall of 1999, we created a Planning Task Force whose charge was focused on diversity issues. This Task Force recommended that the College create a standing committee (see Appendix A) on this topic. We are planning to follow the spirit of this recommendation by appointing committees in sequence that will work with specific charges and responsibilities. We will begin by appointing a committee that is broadly representative of the College to implement two of the other recommendations of the Planning Task Force for Diversity. In particular, we will be charging this committee with responsibility for conducting a new climate survey for the College and to work at developing diversity related SRTE items and encouraging their use within the College and perhaps beyond. We will also provide this committee with a budget to support its efforts.

At the conclusion of this committee's work, our intent is to appoint a successor diversity committee that will also have a specific charge and time line. We believe that a series of diversity committees with an evolving membership and with specific charges and time frames will provide us with the most effective means of making further progress with our diversity agenda.

Challenge 2. Creating a Welcoming Campus Climate

1. *How does your College and Department leadership demonstrate visible support for diversity?*

The College and Department leadership teams have been instrumental in supporting diversity initiatives in many different areas of the College. In response to this question, we provide an illustrative list of these initiatives

along with a very brief description of the program. In some cases, these are quite large programs that have been in place for many years (e.g., PEPP—the Penn State Educational Partnership Program). In other cases, the program is at a design stage (e.g., the new summer educational opportunity program). Additional details about any of these programs and initiatives are available through the Dean’s Office in the College.

Education Work Experience. We require all aspiring teachers to have an 80 hour education work experience before they can gain entrance to a teacher education major. Moreover, we stipulate that at least half of this experience must be with learners whose cultural, social, or ethnic backgrounds differ from the candidate’s own.

Special Needs Learners. Our teacher certification programs require candidates to demonstrate that they are knowledgeable about and sensitive to the needs of special needs learners. SPLED 400 is a course that students can take to meet this requirement.

Student Teaching Placements. Our Office of Pre-Teaching Experiences endeavors to place student teachers in schools that offer a rich, diverse climate that reinforces and illustrates the principles of diversity that are taught in the concurrent seminars and related courses. Given our geographic location and the large number of placements that we make each year (over 600 in a typical year), we sometimes struggle to find a sufficient number of culturally diverse settings such as those found in urban areas. We are responding to this challenge by developing new student teaching sites. Currently we offer external sites in England and on an American Indian Reservation in South Dakota. We are actively developing new sites in Puerto Rico and in Trondheim, Norway, and we plan to continue broadening the range of available sites.

Urban Early and Middle Childhood Education Degree. We work collaboratively with the Delaware County Campus to offer a teacher certification program and baccalaureate degree in urban education. We are also working with the Commonwealth College to see if this program could be expanded to other Penn State campuses.

First Year Seminars. We place emphasis on diversity related topics within the common curriculum of the First Year Seminars that are offered through the College of Education.

Student Orientation. As students enter the College we call attention to diversity issues, both in text materials that are distributed (and available on the Web) and in oral presentations.

International Efforts. We have recently strengthened our Committee on Comparative and International Education (CIED), which oversees a dual-title graduate program in comparative education. We have earmarked a new faculty fellowship endowment that was recently created in the College to support the work of this Committee. In addition, we are party to numerous Memorandums of Understanding with universities in Taiwan, Korea, Sweden, and elsewhere that facilitate faculty and student exchange programs.

Penn State Educational Partnership Program (PEPP). The PEPP program has been based in the College of Education for 11 years, and operates out of three locations, McKeesport, Reading, and Philadelphia. This is a large and growing outreach program in the College that connects Penn State students as tutors with “at-risk” middle and secondary school students. The goal of the program is to raise the sights of the middle and high school students so that doing well in school and going to College become realistic possibilities. The program has served more than 1400 middle and secondary school students during its history and has involved more than 950 Penn State students as tutors. The College dedicates a portion of its general funds budget to support PEPP. This is an example where a diversity enhancing program that was started with grants and gifts has become institutionalized within Penn State. We are now seeking to expand PEPP and one idea we are considering involves adding a residential program in the College for high school students during the summer between their 10th and 11th grades.

American Indian Leadership Program. This initiative dates back 30 years and is designed to prepare American Indians for leadership positions within educational organizations. Over 180 American Indians and Alaska Natives have earned graduate degrees from Penn State under the aegis of this program and are now serving in administrative and other leadership positions in schools, colleges, and universities throughout the nation and beyond. This is the only program that has continued without interruption since the initial seed monies were provided by the Federal Government. It is a case where the College and University have identified Penn State resources to support the work of the Center and these resources have proven to be invaluable for sustaining the program during the ups and downs of Federal funding. During the spring of 2001, the Program celebrated its 30th anniversary with a national symposium that included an authentic American Indian Pow Wow. Over 400 members of the Penn State community attended this gala event and the College of Education was a proud co-sponsor of the celebration. Plans are being made for hosting another Pow Wow in the spring of 2003.

National Association for Multicultural Education (NAME). The College is an active supporter of this organization, both at the national and at the

state levels. We have been a co-sponsor of several of the PA-NAME conferences, including the most recent conference at the Penn State during the spring of 2001. In addition, Mr. Andrew Jackson, Sr. has been an elected member of the national governing board, and the College has covered the costs of his participation at the national conference and related meetings.

Institute to Foster Multicultural Understanding. The College was approached last year by an Alumnus whose goal is to create a new Institute at Penn State to study and improve multicultural understanding. The College has been responsive to this effort and has helped develop a prospectus that will soon be shared with individuals, foundations, and corporations for possible funding.

African Presence Institute. The College supports efforts initiated by graduate students and faculty to promote the African Presence Institute. Designed as an annual event, this institute met for the first time in April 2000 and brought together about 80 graduate students, faculty, and scholars from University Park campus and from other Commonwealth campuses to examine issues related to the African presence at Penn State University. The objective was to stimulate research and initiate changes in the current African presence in U.S. institutions of Higher Education. Issues of academic climate were also addressed. A monograph of the proceedings is under preparation. Future institutes are planned to continue these efforts.

Multicultural Student Services Office. As we have indicated, this Office has been significantly redesigned and enhanced during the past two years.

Urban Programming. The College is actively seeking to strengthen its program offerings in urban areas of the Commonwealth. For example, we are working with Penn State Great Valley, Abington, and the Delaware County Campus to develop a new secondary certification program in shortage areas like science and mathematics. This program would be tailored for individuals who majored in a content area and who may also be seeking to change careers. We are also actively exploring a research/outreach partnership with the Chester community and will soon be seeking Kellogg funding for this initiative. We have already mentioned the possible expansion of the Urban Education program within the Commonwealth College, and we recently learned of interest in this program at the Berks-Lehigh Valley College. The College is also discussing with the Philadelphia School District, the Penn State Delaware County Campus, and Philadelphia Academies, Inc. the possibility of creating an "academy" in Philadelphia high schools that would be designed to facilitate and encourage inner city youth to pursue careers in

urban teaching. Further information about the “academies” program can be found at: <http://www.phsainc.org>. We are also actively involved with the Philadelphia Honors Convocation for Outstanding High School students.

Support for University Organizations. Faculty, staff, and students from the College of Education participate actively in University organizations that are working to strengthen diversity programming at Penn State. Dr. Beverly Vandiver, for example, is currently the President of the Forum on Black Affairs (FOBA) and is serving on the implementation committee for the new Africana Research Center. Mr. Andrew Jackson, Sr. served previously as the President of FOBA. The College also routinely supports these organizations by sponsoring tables at various events, including the Martin Luther King banquet, the Commission for Women banquet, and the Commission on Lesbian, Gay, Bisexual and Transgender Equity (CLGBTE) banquet. We also support various projects that are pursued by these organizations (e.g., Hispanic Heritage Month, Black, History Month, Asian American Month, and National Disability Month).

Summer Research Opportunity Program (SROP). The College actively supports this collaborative program that provides summer opportunities for Big 10 University students from underrepresented groups to learn about graduate school and careers in research. We began to support this program in 1993, and in the past four years, the College of Education provided \$45,000 in support and members of our faculty guided 18 participants in their summer research programs.

2. How does your College identify climate issues?

Climate issues surface from many sources, and we endeavor to be sensitive to the signals even when they may be distant and muted. Our goal is to establish good communication among all of the many individuals and groups within the College. We also firmly believe that good communication presupposes an ability and willingness to receive as well as to send. Toward this end, we have taken steps to strengthen the two-way nature of communication within the College. These efforts have included doing more with various newsletters, town meetings with Departments, enhanced social events that are designed to bring groups together in informal settings, and regular informal discussion between the Dean and students serving on the Student Advisory Forum.

A committee from the University Faculty Senate visited the College last year and interviewed students as part of its review. The follow-up session with the academic leadership of the College proved to be very helpful and identified a number of student as well as faculty concerns. One of the messages that we

received from the students was a concern about the lack of a common place where students could meet informally. The students told us that having a facility of this kind would significantly improve the climate within the College. The Dean subsequently discussed this idea with members of the Student Advisory Forum, and a decision has been made to redesign and equip space in Chambers Building to serve this purpose. This is a good example of how a piece of information about climate surfaced and where some progress has been made. We expect the new student lounge to open during the spring 2002 semester.

We also look forward to the results of the climate survey we will be conducting later this year. A thorough survey will provide some comprehensive insights into the current state of the climate within the College. If we can conduct the survey skillfully, it should be possible for even those who are reluctant to speak to get their issue onto the table for discussion and consideration.

We have also taken advantage of professional development opportunities to help sensitize those in leadership positions to the importance of listening and responding to concerns that surface. Our sense is that these workshops have been helpful, but we have a growing feeling that we need something that is more particularly connected to the work that goes on within Colleges of Education. We are aware of professional organizations that are knowledgeable about providing customized dramatizations that are designed to explore and provide insight into areas of sensitivity. For example, two years ago at Penn State's Encampment, SST Communications, Inc. presented dramatizations that provided insights into customer services issues at large universities. A similar kind of program was offered to students in the first year seminar program where the goal was to raise students' sensitivity to issues surrounding the abuse of alcohol and related topics. We are very interested in inviting this group or some similar group to the College to help raise sensitivity to diversity issues that are common parts of our day-to-day work. Our plan is to draw upon this expertise to develop vignettes that apply to persons in different roles within the College, faculty members, staff members, and those in administrative positions.

We are currently relying heavily on our Director of Multicultural Student Services as the recipient of diversity related concerns. It is good that students and others feel comfortable with making their concerns known in this way, although this sometimes places the Director in an awkward position. We would like to move toward a situation where the comfort level is higher with raising concerns with others in the College who are directly involved with the activities that are giving rise to the concern. We also need to keep in mind that we have no direct way of knowing about instances where individuals are uncomfortable with speaking out about their concerns. We are hopeful that future professional development activities that take advantage of customized dramatizations of real world situations in Colleges of Education will make significant

improvements in our ability to become aware of climate concerns within the College.

3. How does your College respond to climate issues?

Our approach is to treat each issue that surfaces on its merits and to recognize that we need to be sensitive to the unique features of each concern. Depending on the circumstances, we look for assistance from the various University offices including the Educational Equity Office, the Affirmative Action Office, the Multicultural Resource Center, and the various President's Commissions (the Commission on Racial/Ethnic Diversity (CORED), the Commission on Lesbian, Gay, Bisexual and Transgender Equity (CLGBTE), and the Commission for Women (CFW)).

In cases where an issue has been shared with the Director of the Multicultural Student Services, the follow-up takes several forms but typically involves contact with the Department or unit that is involved. The Director also consults with the Dean and the relevant Associate/Assistant Deans and in some cases the Deans will become directly involved in trying to resolve the issue. In matters dealing with personnel policy and practices, we directly involve our Coordinator of Human Resources.

We also attempt to be pro-active by involving students, faculty, and staff members in the governance of the College. We have recently taken the step of broadening search committees for units seeking to make new appointments so that they include advanced graduate students as well as faculty representation from outside the unit. Departments in the College also involve students in their governance and typically invite students to participate in Department meetings.

Our goal is for students, faculty, and staff members to feel that we will be responsive to concerns that they may have. Our further goal is to create a climate that fosters trust along with a shared set of goals. It is best when concerns can be raised and resolved close to the source, but we need to be ready at different levels to provide assistance in a timely way when additional help is needed.

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

The Office of Multicultural Student Services has recently created a new listserve (list group), newsletter, and web site that will all provide direct connections with students. These enhanced services are designed to respond

directly to questions about financial, academic/professional, and campus life needs of students, on a case-by-case basis.

As we indicated earlier, we have decided to accept a recommendation about creating a student lounge that was made to the College by the visiting committee from the University Faculty Senate last spring. We believe this new space will significantly enhance the quality of life for students within the College.

The next iteration of our diversity committee will come to life in the spring 2002 semester and we will be asking this committee to conduct a new climate survey for us. We will also be asking this committee to help us move forward with the introduction of useful new SRTE items that will deal with diversity issues.

We have also taken advantage of professional development activities for faculty and staff members, and we plan to continue utilizing these programs. We are also particularly interested in identifying programs that can be tailored more precisely to the work we do within the College. We plan to make use of customized dramatizations for this purpose, and plan to explore the availability of these programs for workshops within the College.

Challenge 3. Recruiting and Retaining a Diverse Student Body

The College of Education has entered a new phase of planning that is built around serious self-reflection and a re-evaluation of its recruitment and retention practices and policies for students from underrepresented groups within the College. An immediate outcome of this effort has been the redesign and redirection of the Multicultural Student Services office that we have described in response to an earlier question. The new Multicultural Student Services Office underlines our commitment toward the reduction of inter-group disparities and our efforts to satisfy the nation's need for a diversified pool of education professionals. In doing so, we recognize the importance of implementing appropriate recruitment and retention practices as a key means of maintaining excellence and international recognition for our programs. Our further goal is to create a multicultural environment that is more representative of society at large.

While we stand by the above beliefs and hold strong to our commitment, the re-evaluation of this Office also provides us with a clear understanding of the challenges we face. Moreover, we face competition from roughly 100 other teacher education programs in the Commonwealth of Pennsylvania alone. In addition, our largest teacher education program is located at the University Park campus, which is geographically remote from areas of the state with the richest pools of students from underrepresented groups. It is in this context

that we seek to recruit and retain students from underrepresented groups. Our approach is to make sure that prospective students are aware of the outstanding opportunities for professional growth that exist within the Penn State system in the field of Education. We are convinced that as we do a better job at making students aware of the high quality programs that we offer, we will enjoy increased success at attracting outstanding students from underrepresented groups into the College.

In addition to making students more knowledgeable about our programs, we believe we have a responsibility to help prospective students develop the attitudes and academic skills they will need to be successful in post-secondary education. This interest gave rise to the longstanding and quite successful Penn State Educational Partnership Program (PEPP) that is based in the College of Education. PEPP provides after school tutoring and mentoring activities for middle and high school students who have the potential to succeed in college, and we are interested in building on these successes.

In what follows, we describe the steps we are taking to reach these students and to provide the support they need to thrive within the Penn State environment. In particular, we have focused our energies during the past year around three main areas: a) making more efficient use of existing recruitment and retention programs and collaborations; b) developing new partnerships; and c) developing new recruitment and retention strategies that are specifically designed for those seeking education careers. Therefore, our responses to the posed questions reflect a combination of redesigned existing strategies and programs along with the introduction of new initiatives.

We set the context for this discussion by first summarizing and reflecting upon selected data trends in student data for the College. These data come to us from two sources: a) materials that were distributed by the Office of the Vice Provost for Equity and b) national data that were gathered for us by the Center for the Study of Higher Education.¹ The Center's data permit us to compare ourselves with other Colleges of Education in peer institutions where we define the comparison group to be Colleges or Schools of Education in 18 land grant universities in the northeast and the Big 10 mid western states.

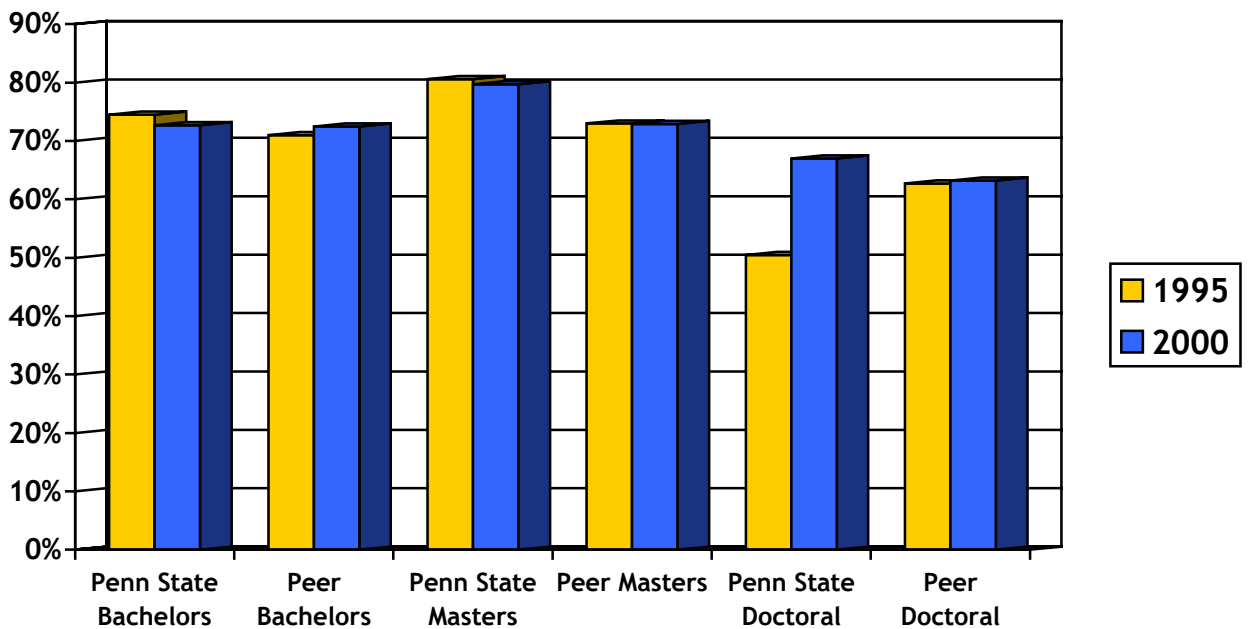
Gender balance. There were no major changes between 1997 and 2000 in the incidence of female students who were enrolled in the College. There was a slight increase in the percentage of female students at the undergraduate

¹ These data come from the IPEDS data set and the 18 peer institutions include the following universities: Purdue University-Main Campus, University of Wisconsin-Madison, West Virginia University, University of Virginia-Main Campus, University of Pittsburgh-Main Campus, Ohio State University-Main Campus, Rutgers University-New Brunswick, University of Nebraska at Lincoln, University of Minnesota-Twin Cities, Michigan State University, University of Michigan-Ann Arbor, University of Massachusetts-Amherst, University of Maryland-College Park, University of Iowa, Iowa State University, Indiana University-Bloomington, University of Illinois at Urbana-Champaign, and the University of Connecticut. The Penn State data come from the University Park campus.

level and a slight decrease at the graduate level, but overall the balance appears to be stable. The College of Education enrolls a substantially higher percentage of female students than is the case for the University as a whole. For example, at the undergraduate level in the fall of 2000, the percentage of female students in the College of Education was 76%; for the University at all locations, the comparable statistic was 46%.

The available data for comparisons with our peers can be found in Chart 1 where we focus on counts of degrees awarded. The percentage of diplomas that we award to female students at the undergraduate level is very similar to what we see for our peers (72.7% for Penn State and 72.5% for our peers in 2000). At the master’s level, the Penn State College of Education awards diplomas to a somewhat higher percentage of female students than do our peers (79.7% for Penn State and 72.9% for our peers in 2000). The statistics for the doctoral level are perhaps the most interesting and suggest that Penn State has made significant gains in the representation of female students among the recipients of doctorates in Education and that our more recent numbers have reached the point where they are similar to what we see for our peers. Penn State increased from 50.5% to 67.0% between 1995 and 2000 and our percentage for 2000 exceeds that for the peer institutions (67.0 % for Penn State and 63.2% for the peers).

Chart 1
**Education Degrees Awarded to Females:
 Comparing Penn State to 18 Land Grant Peers**



Racial and ethnic balance. We have experienced declines in the percentage of Asian American (2% to 1%) and Black American (3% to 2%) students enrolled in the College at the undergraduate level between the fall of 1997 and the fall of 2000. The percentages of Hispanic/Latino and Native American students did not change over this period. These percentages are below the comparable percentages for the University as a whole. Moreover, during the same period, the University experienced increases in the percentage of enrolled Black American (4% to 5%) and Hispanic/Latino (2% to 3%) students.

At the graduate level, we have also experienced declines in the percentage of Black American (8% to 6%) and Hispanic/Latino (3% to 2%) students along with increases in the incidence of Asian American (1% to 2%) and Native American (1% to 2%) students. The most striking change for our graduate students is in the count of international students where we increased the percentage quite substantially from 11% to 19%. This growth in the presence of international students can be attributed to the growing international reputation of the College, since our limited financial aid for graduate students is not directed toward international students.

While the percentage of Black American graduate students in the College of Education has been declining, it is still above the University-wide average of 4%. The incidence of Hispanic/Latino graduate students in the College is now at the University-wide average (2%). The gains we have experienced with enrolling Native American graduate students put us above the University-wide average (1%) while we remain below the University-wide average for Asian American graduate students (3%).

The comparisons with our peer institutions are interesting and appear in Charts 2 and 3. These data provide insight into the incidence of awarded degrees and reveal growth in the percentage of Penn State education degrees being received by members of ethnic minorities across all three degree levels. Chart 2 makes it clear that growth of this kind also occurred at our peer institutions. We note further that our percentages are low relative to our peers at the bachelors level (6.0% compared to 9.1% for 2000). At the master's level, our percentages are similar to what we see for our peers (10.6% compared to 9.7% for 2000), and at the doctoral level we post higher percentages (18.7% compared to 15.0%), although it is clear that the percentage for our peers grew more rapidly during this period.

Chart 2

**Education Degrees Awarded to Ethnic Minorities:
Comparing Penn State to 18 Land Grant Peers**

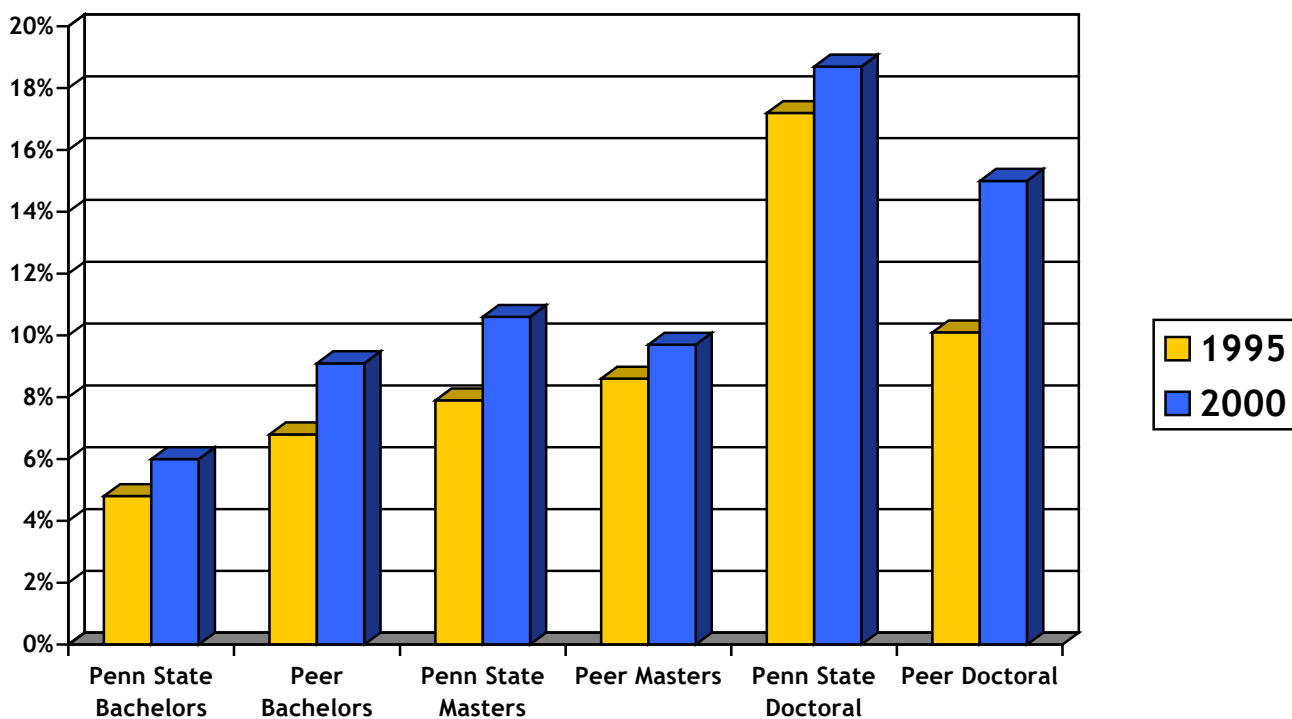
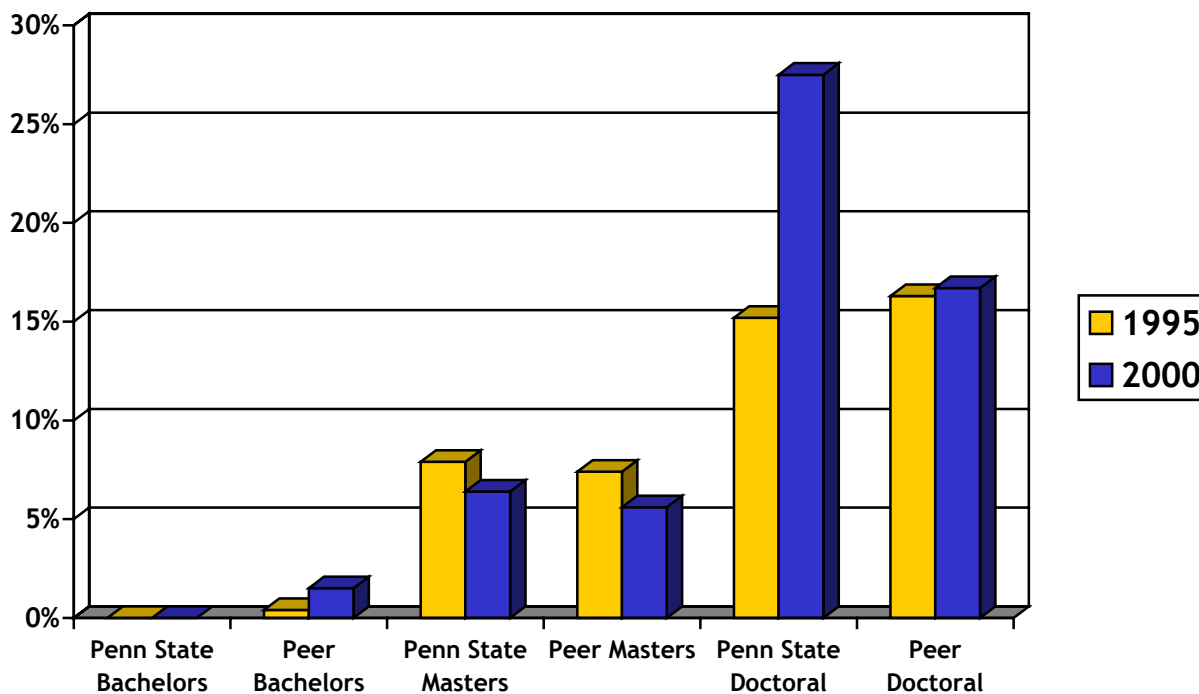


Chart 3 provides comparable information about international students, and here we can see that in recent years Penn State has been awarding substantially higher percentages of diplomas to international students. The recent nature of this phenomenon is also readily visible in the chart.

Chart 3



Education Degrees Awarded to International Students

We are disturbed by a number of the trends revealed by these data, particularly the percentages suggesting that we are losing ground in our efforts to add racial and ethnic diversity to the student body of the College. There are reasons we can offer such as the high degree of competition we face for students of color from other teacher education programs. As we mentioned above, in Pennsylvania alone there are approximately 100 competing teacher education programs, many of which are located in urban areas with large populations of Black American and Hispanic/Latino student populations. Rather than belabor the reasons that may lie behind the trends, we think it is more useful to focus on the steps we will be taking to make further progress toward diversifying the student body within the College. We describe these steps below.

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

The College of Education is actively engaged in recruiting efforts. We believe recruiting works best when the efforts are on-going and involve multiple strategies, including: a) early interventions, b) collaborative activities, and c) scholarship support. Undergraduate recruiting efforts in the College of Education are coordinated by the Offices of Recruitment, Certification and

Education Services (ORCES) and Multicultural Student Services (MSS) in collaboration with the academic departments.

Early Interventions

The Penn State Educational Partnership Program (PEPP). One of our most valuable programs, The Penn State Educational Partnership Program (PEPP), is a statewide collaborative effort that focuses on early intervention programming, parental academic empowerment and pragmatic teacher preparation and renewal. A description of PEPP can be found in Appendix E and additional information, including PEPP's strategic plan, can be obtained from the Dean's Office.

College of Education Summer Opportunity Program (New in the Summer of 2002). Another early intervention initiative is our new high school summer opportunity program scheduled to begin in June 2002 with the financial support of the Office of the Vice Provost for Educational Equity. Through a six-week rigorous academic enrichment and orientation program underrepresented high school juniors who are interested in Education careers will be offered the opportunity to experience college life on the University Park campus. The program is designed to address areas that include academic and study-skills, admission criteria/application processes, financial aid, leadership, community service, cultural-affirmation, and career and personal development through a highly intensive and individualized educational program. An outline of the design for the new initiative appears in Appendix F.

Philadelphia Academies. There have been recent conversations between the College of Education and Philadelphia Academies, Inc. about the possibility of creating a new academy for Urban Teaching. The purpose of these academies is to educate high school students about career opportunities. An Urban Teaching Academy would be designed to attract youth from groups that are underrepresented in the teaching profession, into the field of education. Urban school districts face serious shortages of highly qualified teachers and we are interested in cooperating with programs like this to stimulate interest in teaching within urban areas.

Collaborative Activities

During the past year the Office of Multicultural Student Services in the College of Education has focused on strengthening its involvement with existing recruitment strategies coordinated by the Office of Minority Admissions and Community Affairs (MACA), the Community Recruitment Centers, the Bunton-Waller Undergraduate Fellows Program and the Philadelphia Honors Convocation as well as with programs organized by the Office of the Vice Provost for Educational Equity such as HAP and Upward Bound. Through these activities we have aimed at 3 goals: a) the identification of promising prospective students;

b) the provision of academic and career counseling to the identified students; and c) the provision of information to these students about College, University, Federal, State, and other sources of financial assistance. In addition, the office of Recruitment, Certification and Education Services has assisted the Multicultural Student Services' Director in enhancing traditional recruitment activities by providing additional personalized attention.

The following list summarizes the main activities and programs that have contributed to the recruitment of undergraduate students from underrepresented groups:

- Bus Trips/High School Visitations
- Achievers Weekend
- Philadelphia Awards Convocation Campus Visit
- Philadelphia Awards Convocation Banquet
- Phone-A-Thon
- Personalized attention to Internet/COE Web inquires and MACA, Recruitment Centers, Faculty, Alumni, high schools teachers and guidance counselors referrals
- Personalized contact through letters, e-mail, and phone calls to prospective students who received an offer of admission to the College of Education

Scholarship Support

The successful recruitment of students of color has been greatly enhanced thanks to the allocation of scholarships to incoming freshman. These awards have included two annual allotments from the Bunton-Waller Undergraduate Fellows Program and up to six awards from the College of Education's Alumni Society's Scholarship fund.

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

The College of Education has played an active role in graduate recruitment by supporting and participating in the activities coordinated by the Office of Graduate Educational Equity and the Committee on Institutional Cooperation. Prospective students are identified through graduate fairs, trips to institutions, referrals, conferences and campus visits. Some of the most valuable activities within this collaboration are the College's participation in the Summer Research Opportunity Program (SROP) and the Annual Pennsylvania Conference on Graduate Opportunities. Nevertheless, as the data previously discussed suggests, there appears to be the need to become more aggressive in our recruitment efforts. To this end, the Associate Dean for Graduate Programs, Academic Department Heads, Professors in Charge of the Graduate

Programs, and the Director of Multicultural Student Services will hold strategic meetings during the spring of 2002 to develop recruitment initiatives tailored to our needs and to be implemented during the recruitment period of 2002-2003. The first of these meetings has now been scheduled for January 2002.

Various strategies and new initiatives in the College have yielded successful outcomes. The most significant initiatives include the following:

Thomas Puksar Graduate Assistantships in Education. The College provides each of its five departments one Puksar graduate assistantship. The purpose of the assistantship is to recognize and support outstanding graduate students enrolled or planning to enroll in the College of Education and whose ethnic, cultural, and/or national background contributes to the diversity of the student body.

Bunton-Waller Graduate Awards. In partnership with the Graduate School, academic departments provide support through awards to graduate students who contribute to the diversity of Penn State's graduate student body. Priority is given to U.S. citizens and permanent residents who are African Americans, Hispanic Americans and Native American Indians.

New Partnerships with Historically Black Colleges and Universities (HBCU) and Hispanic Serving Institutions (HSI). Recently established cooperative agreements with the University of Puerto Rico-Mayaguez Campus and Xavier University of Louisiana are designed to aid in the recruitment of top students of color into the College's graduate programs. In addition, there are ongoing discussions with Lincoln and Cheyney Universities, the two HBCU universities in Pennsylvania, and we hope to establish similar cooperative agreements with these Universities.

American Indian Leadership Program (AILP). The AILP is one of a few programs in the country that prepares American Indians and Alaska Natives for leadership positions in education. The program was recently awarded two grants from the U.S. Department of Education for 5 doctoral fellowships and for a cohort of eight students to become school principals.

Bilingual Education Fellows Program. Sponsored by the Office of Bilingual Education and Minority Language Affairs (OBEMLA) within the U.S. Department of Education, this program has offered support in the form of fellowships to graduate students who are committed to serving students and families in the United States who have limited English proficiency.

Suinn Award. In 2000, the Counseling Psychology graduate program received the Suinn Award from the American Psychological Association for success in recruiting, retaining, and graduating ethnic minority students. This graduate program assigns a high priority to diversifying its student body, and

currently upwards of 45% of its enrolled students are from underrepresented groups.

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

The Offices of Recruitment, Certification and Education Services (ORCES) and Multicultural Student Services (MSS) offer comprehensive support services that aim at decreasing the isolation of multicultural students and provide programmatic support in a number of key areas, including:

Tutoring Services. In collaboration with the Multicultural Resource Center and the University Learning Resource Center, we provide tutoring assistance for education students, as well as study-skill, test-taking, and time-management workshops. Furthermore, the Director of Multicultural Student Services personally searches for appropriate tutors within the College to aid students who are facing difficulties in specific Education courses.

Mentoring Services. Through the FastStart program we match students with a Faculty/Alumni mentor to encourage and offer guidance throughout their academic experience.

Additional Academic Interventions. We monitor the academic progress of multicultural students through ORCES/AAC's "Academic Alert/Tracking System", Registrar's "Mid-semester Alert System" and through the Bunton-Waller Fellows Program with emphasis on freshman and sophomores whose cumulative grade point average below the enrollment control requirements. Special attention is also given to students under the AAP, CSP, CAMP and MRC programs.

When needed, the Multicultural Student Services office follows up with phone calls, correspondence or e-mail to inform and discuss personal or academic problems that affect academic performance. Through personalized attention, students are encouraged to also make use of University or community resources that are appropriate given the particular issues or circumstances. The Director of Multicultural Student Services also performs the role of Ombudsman for students of color and attends to student grievances and advocates on behalf of students.

Multicultural Newsletter—*Mosaic*. The Multicultural Student Services provides a newsletter, *Mosaic*, as a forum for discussion and dialogue on multicultural issues. See Appendix C for examples of *Mosaic*.

Electronic List Group ("MSSUG"). This list group was developed to provide information about academic, college, campus/community, financial and

professional news and opportunities. The list group also makes it easier for students to connect with each other, with the Office of Multicultural Student Services/College of Education, and with the larger University community. This tool is proving to be particularly effective in directly connecting multicultural students at the Commonwealth campuses with the College of Education.

Financial Aid. The Offices of Recruitment, Certification and Education Services and Multicultural Student Services identify, nominate and assist students in their efforts to apply for College, University and external awards. In collaboration with the Office of Student Aid, we guide students through processes that are related to State and Federal financial aid and we also advise students about budget and financial management issues.

We operate several scholarship programs that are designed to assist with the retention of students from underrepresented groups. These programs include: The Richard A. Peyton Jr. Memorial Scholarship Fund for African American undergraduate students and the J. Ralph Rackley Memorial Fund that provides assistance for American Indian students in the special education teacher preparation program.

Career and Internship Opportunities. In conjunction with Career Services, we help students in their efforts to identify future employers and internship opportunities. We also provide counseling about goal clarification, career decision-making, resume preparation, interviewing skills, and job search strategies. During the last year, the Multicultural Student Services Office developed a collaborative effort with Penn State's Cooperative Extension Minority Student Internship Program. The initiative immediately benefited two Education students with internships during the 2001 summer (Rehabilitation Services and Elementary Education majors). One of these students graduated last August and was hired by Cooperative Extension thanks to the summer internship opportunity.

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

The Office of the Associate Dean for Graduate Programs, Academic Departments and the Office of Multicultural Student Services work collaboratively to promote and support graduate students of color. Efforts to enhance the intellectual and personal growth of these students during their graduate experience are highly varied and include:

Networking and Mentoring Initiatives

Group and individual orientations are conducted at the beginning of each year by individual Departments and Graduate Programs. Additional support is

offered through the College of Education's participation in the Graduate Retention Conference coordinated by the Office of Graduate Educational Equity. These activities facilitate guidance, role modeling and provide graduate students with the opportunity to establish networks with faculty members and other graduate students.

Some academic programs have developed successful mentorship programs by matching a faculty member or a more advanced graduate student with new graduate students. Students are also encouraged and invited to participate in faculty meetings and on committees of various kinds. Personalized attention, individual counseling and support in navigating the University system is also provided by the Multicultural Student Services Office.

Improvements in Student Life

College and Department social activities are organized to promote and enhance a sense of community. Some of these activities are designed to help students from other cultures understand American customs. One example can be found in the Department of Adult Education, Instructional Systems, and Workforce Education and Development where there is an annual Fall Festival that is designed to introduce students from many different cultural backgrounds and traditions to customs in central Pennsylvania. The Department sponsors a social event on an area farm that includes a traditional hay ride and pumpkin carving activities. Furthermore, the Office of Multicultural Services frequently provides financial support for events and graduate student organizations' activities that enhance the cohesiveness of the community, and these efforts include:

- The Multicultural family Reunion and Resource Fair
- (Delta Sigma Theta Sorority Inc.)
- The Touch of Africa
- (African Student Association)
- The African Presence Institute
- (College of Education and the African Student Association)
- The International Fair and International Coffee House
- (International Student Council)
- The Achievement Conference: "Sharing Our Successes in the Academic Setting" (Black Graduate Student Association)

Through the electronic list group (MSSGR) students receive information about academic, community, financial and professional opportunities and are invited to share their thoughts and experiences through the newsletter *Mosaic*.

Financial Aid and Scholarships

In addition to the Puksar Assistantships and Bunton-Waller Graduate Awards, the College of Education supports retention of students of color by providing fellowships and scholarships to qualifying candidates. These fellowship endowments include:

- Burdett E. Larson Graduate Fellowship in Education
- Rodney J. and Vernell A. Reed Graduate Scholarship in Urban Education
- J. Ralph Rackley Memorial Fund
- Conrad Frank, Jr. Fellowship in the College of Education

Supplemental financial support is often available to cover expenses related to professional activities and research opportunities. A good example of this kind of assistance takes the form of travel and project support for the Holmes Partnership. The Holmes Partnership is a national organization that whose goal is to attract students from underrepresented groups to the education profession. We have significantly increased our participation in the Holmes Partnership in the past year (moving from one to five students), and the program includes travel to the annual national conference in addition to the support of partnership projects.

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

We can point to several strategies that provide immediate benefits. Perhaps the most significant of these is the creation of additional financial aid endowments so that we can make more multi-year commitments to promising students. The Puksar Assistantship Endowment, in particular, is proving to be invaluable to us for this purpose. We are working hard to encourage donors to the College to create additional endowments that will support graduate student assistantships and fellowships.

In addition, collaborations are also leading to immediate successful outcomes, and a good example involves Penn State's Cooperative Extension Minority Internship Program and the placement of Education students in summer internships.

Initiatives that enhance communication among students of color in the College of Education have also proven to be effective retention strategies. These initiatives cover areas of student life, mentorship and support. We have been very excited to find that students warmly received the creation of the list groups, graduate (MSSGR) and undergraduate (MSSUG) respectively. Through feedback from students we have learned the list groups have made them more

knowledgeable about the Office of Multicultural Student Services and its availability as a centralized support service. This knowledge allows students to feel more connected with the College and better informed about current events and opportunities.

As we review and reflect on various strategies that through the years appear to be most effective for both recruitment and retention, it appears that we have the greatest success when we combine adequate financial support with efforts to work with cohorts of students. Excellent examples of this approach include the American Indian Leadership Program (AILP) and the Bilingual Education Program. In light of these lessons that we have learned, we are very optimistic that the development of new partnerships that we are developing with Historically Black Colleges and Universities (HBCU) and Hispanic Serving Institutions(HSI).

Challenge 4. Recruiting and Retaining a Diverse Workforce

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

We place great emphasis on the importance of searching diligently for strong candidates from underrepresented groups in every search that we conduct. We have pointed out to members of search committees that it is not sufficient to simply post a position and place an advertisement in *The Chronicle*. We have stressed the importance of making phone calls and following up directly with promising candidates.

We invite a member of the University's Affirmative Action office to meet with each search committee that we establish. These meetings have helped to sensitize search committee members to the importance of enhancing our diversity. The representative from the Affirmative Action office also provides us with very useful insights into the nature of the application pools that we will be searching within. The office also provides information about directories that contain information about candidates who are searching for positions.

The Dean also meets with all tenure line faculty search committees for the purpose of emphasizing the College's commitment to strengthening diversity. He asks the committees to identify all candidates the committee feels enthusiastic about as prospective members of the faculty along with those who are ranked as the top three candidates. Search committees understand that they will face questions if they identify diversity enhancing candidates they feel enthusiastic about as prospective colleagues but who are not ranked among the top three candidates in the pool.

The Dean has also conveyed a message to the Departments that they need to work proactively at identifying strong diversity enhancing candidates who would enhance our programs. We are finding ways to invite these individuals to campus and we use these visits as opportunities to explore mutual interests. We have identified some outstanding prospects using this approach, and we see this as a long term investment in the improvement of the faculty.

While there is always room for improvement, we believe we are making good progress with our efforts to make outstanding appointments that diversify the faculty and staff. In particular, in the past two years we have added three new tenured women to the faculty, two at the full professor rank. We have also made progress with new appointments of faculty members of color. For the academic year 2001-2002, we are welcoming four very impressive new faculty members of color, and two of these appointments are at the associate professor rank with tenure.

2. What recruitment strategies have been most successful?

We have found it most useful to make personal contacts in our recruiting efforts. This applies to all candidates, but it seems to be particularly important for diversity enhancing candidates. We have also found that it helps to contact individuals who are not actively looking for a new position. It has been our experience that the more a candidate knows about the opportunities at Penn State, the more inclined he or she is to become a candidate for a position.

During candidates' visit to campus, we have also found that it is beneficial to deal directly with climate and diversity issues. It can help to make the candidates aware of opportunities that exist within the new Africana Research Center and the African and African American Studies Program. It also helps to offer to build into itineraries opportunities to meet informally with individuals who are knowledgeable about what it is like to live as a member of an underrepresented group in this community.

We have discovered that an important key to successful recruiting is doing whatever is possible to have the search committee internalize the diversity goal. This realization has implications for the selection of committee members and also for the orientation that is provided for the committee. It explains why we place such great emphasis on having the Affirmative Action Office and the Dean meet with the committees. The search committees need to understand and accept the fact that diversity is not something we think about after everything else is addressed. It is, instead, a central part of what we are trying to accomplish with every search that we conduct.

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

One of the most significant reasons why we lose some very good people from the College involves partner placement. There are several cases where we have lost a faculty or staff member because we were unable to find a suitable position for a partner. In the past we have fallen prey to the temptation of thinking that we need to deal with this issue only if the candidate raises it at the time of hire. Quite frankly, this has been an error on our part. We have discovered that it is much better to raise the question at the time we make an offer to a candidate. Hoping that "something will work out down the line" has not proven to be a very effective approach.

We have also found that faculty and staff members are significantly motivated by being part of a functional and productive team. Of course, salary and benefits are important and need to be addressed, but it is clear that efforts to strengthen programs pay handsome dividends in terms of improving morale and retention.

We are taking steps to build more of a sense of community within the faculty and we have placed special emphasis on faculty members at the assistant professor level. A new mentor program is being put into place and this program parallels an ongoing informal effort to convene this group of faculty members periodically to learn more about each other. An added benefit of the mentoring effort is that it provides a common interest and activity for our associate and full professors. As part of this effort, we are trying to provide guidance to the mentors as they seek to be helpful to their more junior colleagues.

We also take advantage of University services that are available to assist in the retention of faculty and staff members. A good example is the Senior Faculty Mentor. We endeavor to make sure our faculty members are aware of the kind of assistance that is available from the Senior Faculty Mentor.

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

As we have indicated above, experience has taught us that retention is very sensitive to partner situations. When the partner is not satisfied with Penn State or State College, there tends to be serious interference with productivity and this makes us very vulnerable to losing the individual we are trying to retain. It has also been our experience that the quality and strength of the relevant program is a key factor in people's willingness and interest in staying. This realization speaks to the importance of building and maintaining strong academic programs. We have enjoyed good success at retaining faculty and staff members in the College. In general, people seem to enjoy working with

each other in the College, and we benefit from having a very loyal and dedicated group of colleagues.

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

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

The College's entire curriculum is organized around the scholarship of teaching and learning. This provides us with a very natural base from which to explore the teaching and learning needs of learners from different cultural backgrounds. We address these needs in two ways. First, we make efforts to be attentive to the learning needs of the students who enroll in our courses, and we strive to create environments where learners from different cultural backgrounds and traditions can succeed. Indeed, we find that the quality of instruction can be enhanced to the degree that we take advantage of the different cultural perspectives that our students bring to the classroom. Our confidence in the salutary benefits of having diverse student populations in our classes is an important source of our support for efforts to recruit and retain diversity enhancing students. Our commitment to enhance and take advantage of cultural diversity in our student population extends to our outreach program where we are often dealing with adult populations.

Second, we believe we have a responsibility to prepare our students so that they will themselves become sensitive to multicultural issues as they pursue their chosen careers. Many of our students are heading into careers as professional educators and will become future teachers, administrators, counselors, psychologists, and therapists in many different settings. They will be dealing with many different cultures as they work, and it is important for their pre-service preparation to prepare them for what they will encounter. This reasoning lies behind requirements for pre-service teaching experiences to include work in culturally diverse settings. We also consciously introduce curricular material into our courses that is designed to help our students gain insight into cultural differences that bear on the performance of students in educational settings. We do this by incorporating this topic into courses that deal broadly with educational issues, and we also create entire courses that specialize with a focus on multicultural issues. Courses where there is a significant emphasis on multicultural issues include:²

ED 100S	First Year Seminar in Education
ED THP 115	Education in American Society

² Please note that this is an illustrative list and virtually all courses in our curriculum deal in substantive ways with issues of diversity and the cultural foundations of education.

ED THP 411	Ethnic Minorities and Schools in the U.S.
ED THP 412	Education and the Status of Women
ED THP 533	Social History and Educational Policy
ED ADM 597A	Diversity and Leadership
ED ADM 597C	American Indian Education Seminar
HI ED 503	Ethnicity, National Identity, and Education
CN ED 507	Multicultural Counseling Foundations
CN ED 597D	Counseling Gay, Lesbian, Bisexual Clients
CN ED 597C	Gender Issues
CN PSY 554	Cross-Cultural Counseling
SPLD 402	Human Rights: Historical and Current Issues in Special Education
WF ED 450	Cultural Diversity in the Workplace
CI 295	Early Field Experience—includes a “culture walkabout” assignment
C&S 496A	Curriculum Practicum in Puerto Rico
C&S 560	Principles of Instructional Supervision
C&S 596A	Curriculum Study in Puerto Rico
C&S 597B	Educational Change: Theory & Practice (Summer 1998)
CI 412W	Secondary Teaching
LL ED 402	Teaching Children’s Literature
LL ED 497I	Foundations of Second Language Acquisition
LL ED 480	Media Literacy in the Classroom
LL ED 541	Adolescent and Children’s Literature Related to Ethnic & Social Issues
LL ED 550	Theory and Practicum in Assessment and Remediation of Reading Difficulties
LL ED 577	Multicultural Issues in Literacy Education
LL ED 597D	Language, Politics, and Practice in Latin America (Spring 2002)
SSED 430W	Teaching Social Studies in the Elementary Grades
SS ED 597A	Race, Class, and Gender in the Educational Context
SS ED 597A	Women Theorists of Color (cross-listed with WMN ST 597C, Women Theorists of Color)

In addition, we are in the process of developing new courses that address these issues. Mr. Andrew Jackson, Sr. offered a pilot course (ED 197) during the summer of 2001 and Dr. Beverly Vandiver will be offering a new course (CN ED 297) dealing with the psychology foundations of discrimination during the spring of 2002. We have discovered that we need to work proactively to make students aware of these courses, particularly these new courses that have been developed. We also need to help students understand the importance of becoming knowledgeable about the research that helps us understand the

impact culture in general and multiple cultures in particular can have on educational phenomena.

We have worked collaboratively with other Colleges to address diversity issues. For example, within the past year we established a joint faculty position with the College of Liberal Arts and the Women's Studies Program. We have now made a successful appointment in this area and courses are being developed and offered that explicitly address feminist pedagogy issues.

An additional curriculum and research area that is a priority for us lies in the area of indigenous knowledge. The Interinstitutional Consortium for Indigenous Knowledge (CIK), established in the College in 1995, brings together scholars from several Colleges and meets regularly to explore and dialogue about the different perspectives faculty and students bring to the classroom, including their indigenous knowledge and traditions. Several members of the faculty within the College take an active interest in this topic and offer courses as well as research opportunities for our students.

Our interest in cross-cultural phenomena proved to be helpful recently in the aftermath of the tragic events of September 11th. Two departments in the College (Education Policy Studies and Curriculum and Instruction) were actively involved in events on campus in cooperation with the Committee for Dialog, a group of Penn State faculty members and community members who are working with the Islamic Society of Central Pennsylvania. The Committee organized two events on September 24th and 29th for the purpose of informing the University community about the meanings and traditions of Islam, Middle-Eastern and South Asian Cultures, and US foreign policy.

We have also developed a dual title graduate degree program in the area of Comparative Education that helps us address multicultural issues in the curriculum. This program includes faculty members from across the College and beyond and offers an interdisciplinary curriculum for graduate students who wish to include a cross-cultural comparative dimension in their program.

Finally, we wish to reiterate our earlier point about how we choose to construe the term "diversity" broadly. We see multicultural issues in a similar light. For example, we are concerned deeply about special needs learners including those with visual and hearing impairments. We have an entire undergraduate and graduate program in the area of special education and we work aggressively in this arena to improve the educational circumstances for students with these special needs. One can conceive of a culture that develops around learners with special needs. The deaf community is a good example, and there is a great deal of debate about how best to conceive of the "deaf culture." There are similar "cultures" that surround learners with other special needs such as those who are physically challenged, who have emotional needs, who are learning disabled, or who must deal with conditions like autism. Within

the College of Education, our commitment to understanding the role of culture in educational settings extends to cultures that transcend ethnic and racial identities. We offer courses about the needs of these learners, and we believe we have a responsibility to integrate curricular materials into our courses that will sensitize our students to these learners' needs.

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

A significant number of faculty members in the College of Education conduct research on topics directly involving diversity. For example, a number of faculty members are doing research on affirmative action and the legal issues surrounding access and admissions to higher education. Others are researching the effects of Title VI of the Civil Rights Act of 1964 and the breakup of the dual systems of higher education, including the system in Pennsylvania. Research is currently ongoing that investigates climate and culture issues that affect schools and higher education organizations. One recently awarded grant explores the work life of female faculty in institutions of higher education as it relates to the integration of career and personal life issues. Research on the relationship between race, social economic status and academic performance and admissions is another area of active research within the College. Finally, College faculty members are researching ways to improve the professional development of teachers by learning more about the role of culture in educational settings. This work includes efforts to examine and understand the role of indigenous knowledge in educational contexts.

We are proud of steps we have taken to strengthen connections between on-going research and creative scholarship and practice in the field. These outreach efforts typically include a significant teaching component and often there is an emphasis on diversity. A good example is the annual children's literature conference that is sponsored by the College of Education. This has developed into a large conference that attracts an audience of approximately 550 teachers, librarians, and concerned citizens throughout Pennsylvania and beyond. The conference features numerous authors of color and effort is made each year to make sure that the program is diverse and includes as wide a range of perspectives on children's literature as possible.

We are also taking aggressive steps within the College to better support research and outreach projects. New seed money programs have been established to encourage proposal writing, and we are strengthening the infrastructure we provide to support projects that receive funding.

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

We integrate diversity into our curriculum a) by developing entire courses that specialize with a focus on diversity related topics; and b) by incorporating relevant diversity topics into courses that deal more generically with educational phenomena. The courses that we listed above as examples of specialized courses that focus on multicultural issues help us deal with diversity issues. Examples of areas of where we integrate diversity topics into the generic curriculum are readily at hand. For example, we have organized a significant first year seminar program where we explicitly address the importance of diversity by including components on multiculturalism on campus, in education, and in society at large. We also emphasize the importance of individual student's rights and responsibilities in these various contexts. Eleven sections of the seminar serve the College's incoming, first year students at University Park each year. Further information about our first year seminar program can be found at: www.ed.psu.edu/edservices/fys/first

A second good example of where we integrate diversity issues into our curriculum occurs in the classroom management section area of our teacher preparation program. In our classroom management courses, we help our students understand the role of diversity in classrooms and the implications it can have for student behavior in formal educational settings like public schools.

A third example can be found in the area of literacy and the efforts we make to prepare our students to teach reading. Culture and diversity play pivotal roles in how learners develop decoding skills and make sense of various print symbols. Our entire literacy effort, ranging from the program in Curriculum and Instruction to prepare reading teachers for elementary school children to our family literacy programs that deal with adult populations, addresses the impact of diversity in general and cultural differences in particular.

A fourth example can be found in the field of educational psychology where many of our measurement and statistics classes discuss differential validity and reliability issues. These are the topics that allow scientific investigations of test bias. Law and ethics seminars in school psychology and classes in special education discuss educational discrimination issues.

At the Department and College levels we have curriculum committees that ask questions about how each new course and proposed changes in existing courses contribute to our students' awareness of diversity issues. These committees oversee the evolution of our curriculum and we ask them to be attentive to diversity issues.

The various accrediting bodies for the College (the National Council for Accreditation of Teacher Education (NCATE) and the Pennsylvania Department of Education (PDE), to name just two) are also pursuing diversity agendas and have established standards that we must meet in order to remain accredited and registered. These standards are very consistent with what we perceive to be our responsibilities as educators, and our intention is to be in full compliance.

Challenge 6. Diversifying University Leadership and Management

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

We encourage the professional development of faculty and staff from underrepresented groups in several different ways. First, as a College we are quite active in the leadership development programs (Mastering Supervision, Penn State Leadership Academy, Penn State Management Institute, and The Penn State Leader) that are offered by the Human Resources Office at Penn State. Not only do our faculty and staff members enroll in these courses, but there are many cases where College of Education personnel are serving as panel members and/or as instructors.

Second, we try to make it possible for personnel from the College to serve in key leadership roles for the University. For example, at the present time, Dr. Beverly Vandiver is serving as the President of the Forum on Black Affairs (FOBA) and Mr. Andrew Jackson, Sr. served previously in this role. Dr. Vandiver is also currently serving as a member of the implementation committee for the Africana Research Center. In addition, Dr. John Tippeconnic is serving as the chair of the Commission on Racial/Ethnic Diversity (CORED) and also recently chaired the search committee for the new Director of Affirmative Action for the University. Dr. Tippeconnic has also served in the role as Interim Senior Faculty Mentor for Minority Faculty.

Third, we have routinely nominated faculty members from underrepresented groups for leadership development programs. For example, we succeeded last year at having Dr. Edgar Farmer appointed as one of Penn State's participants in the Committee on Institutional Cooperation (CIC)'s Academic Leadership Fellows Program. We also offer nominations for the Penn State Administrative Fellows program. In addition, several female members of the faculty, Drs. Jacqueline Stefkovich and Carol Colbeck, were nominated by the College for participation in the Pennsylvania Education Policy Fellowship Program. This is a statewide program that provides leadership development opportunities for emerging leaders in the policy-making community. Both of

these nominations were accepted and the College covered the full costs of participation in this leadership development program.

Fourth, we have made a number of significant recent appointments of women into administrative and leadership positions. For example, Dr. Patricia Nelson serves as our Associate Dean for Outreach, Cooperative Extension, Technology, and International Programs and Dr. Jacqueline Stefkovich was just appointed Head of our Department of Education Policy Studies. We also recently appointed Dr. Eunice Askov as a Distinguished Professor in the College.

Fifth, the electoral processes we use to select individuals for key roles in the College governance structure have led to selections of faculty members from underrepresented groups for key leadership positions. For example, the current Chair and the Chair-elect of our Faculty Council are members of underrepresented groups in the College. Our Promotion and Tenure Review Committees at the Department as well as at the College levels regularly include faculty members from underrepresented groups.

Finally, we have taken steps to more directly involve the Director of the Office of Multicultural Student Services in the governance of the College. The Director reports to the Dean of the College and participates in meetings of the academic leadership team for the College.

Challenge 7: Coordinating Organizational Change to Support Our Diversity Goals

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

We have made a number of organizational changes within the past few years that help us realize the University's diversity goals. These changes include the redesign of the Office of Multicultural Student Services. As we have pointed out, this redesign involved changes in reporting line arrangements along with an expansion of budget and staff. We have also changed the nature of the position so that it has become a standing staff exempt position rather than a fixed term position.

Second, we redesigned a major endowment fund within the College (the Puksar Endowment) so that it could support graduate students from underrepresented groups throughout the College. The administration of this endowment has also been moved from the Dean's Office to the Office of the Director of Multicultural Student Services.

Third, we have established two new “venture capital” funds in the College, one earmarked to stimulate the preparation of proposals for externally funded research and one designed to foster the growth of experimental outreach programs. Many of the resulting projects involve diversity topics.

Fourth, we have created a new fund that is supported by endowments in the College to provide seed money for new assistant professors who are launching their research careers. Several faculty members from underrepresented groups have benefited from the creation of this fund.

Fifth, we have streamlined our World Campus program review process and see the growing level of involvement of faculty and staff within the College as a means toward reaching increasingly diverse external audiences.

Sixth, we have entered into several new partnership arrangements with universities from around the world. These new Memoranda of Understanding are serving to facilitate increased student as well as faculty exchanges. The results are mutually beneficial and serve to enhance our diversity as a College.

Seventh, we have made some significant changes in the guidelines that we provide for search committees within the College. In particular, the Dean along with a representative from the University’s Affirmative Action Office now meet with search committees for the purpose of explaining and emphasizing the importance of having the search committee internalize the diversity goal. Several changes have also been made in the guidelines that are designed to improve our success at identifying outstanding candidates from underrepresented groups from within the College.

SECTION III: APPENDICES



Appendix A: Recommendations from the Task Force on Climate that Fosters Diversity and Collegiality

1. Provide mandatory diversity training for all deans, department heads, program leaders (professors-in-charge), faculty, and staff personnel by an external consultant with expertise and experience in delivering diversity training to college administrators and faculty.
2. Develop a curriculum policy that would require all students in the College of Education, both undergraduate and graduate, to enroll in and complete a cultural diversity course for credit within two semesters of attending the University Park campus.
3. Make provisions to develop a faculty senate resolution to add several diversity items on the Student Rating of Teacher Effectiveness (SRTE) Form to increase the accountability of faculty in fostering a climate of diversity and collegiality in their respective classrooms.
4. Establish a standing College committee on campus climate and diversity initiatives that would collaborate with other University committees.

Appendix B: Department Responses to Strategic Planning Questions about Diversity

Adult Education, Instructional Systems, & Workforce Education & Development

4. *How effective have your efforts been to foster a climate that supports diversity? What will you be doing in the next three years to make improvements?*

The Department has made a sincere effort to attract a diverse faculty and student population, and our efforts are evident. Our “numbers are good,” especially in terms of the numbers of international students, faculty, and visiting scholars we attract, but we are not yet satisfied with the climate that we are creating.

Changes we are considering and have begun to implement include changes to the comprehensive examination policies to reflect the needs of students for whom English is not the primary language; diversity-related courses; the use of case studies in courses to reflect international settings and diverse cultures; adding items to the SRTE that allow us to monitor progress with regard to diversity, and the creation of a survey (discussed in response to Question 6 below) to assess our progress in creating a culture that invites, respects, and promotes diversity.

Counseling Education, Counseling Psychology, & Rehabilitation Services

4. *How effective have your efforts been to foster a climate that supports diversity? What will you be doing over the next three years to make further improvements?*

The department has historically been committed to fostering a climate that supports diversity, broadly defined to include ethnic and cultural diversity, sexual orientation, gender, and disability status. The effectiveness of that commitment can be seen in the diverse students the programs have attracted and the fact that each of the programs currently has at least one ethnic minority faculty member. Course materials typically address issues involving diversity. Many faculty publications represent additions to the study of diversity, as do many of the dissertations and publications of students. The new undergraduate course by Dr. Vandiver entitled “Understanding

Discrimination: An Educational Perspective” is the latest extension of the general effort to assure that a multicultural perspective is integral to the course offerings of all the programs. The Rehabilitation Services program plans to require this course for undergraduates. The counseling psychology program was awarded the Suinn Award in 2000 for success in recruiting, retaining, and graduating ethnic minority students and 45% of the current students are ethnic minority. The program has been very highly rated in terms of its multicultural emphasis.

Plans for Future Improvements:

- a) The department will continue its commitment to recruit and hire diverse faculty members with the counseling psychology search this coming year and in all future searches.
- b) The faculty will examine and discuss the recruitment materials currently in use by the programs and will investigate other means that can be used to recruit and attract students who will add to the diversity of students in our programs.
- c) The Curriculum Committee will review the syllabi of the department’s courses to ensure: (1) there is an active infusion of multicultural topics and materials in each of the courses offered in the department, and (2) that the courses and training in the department provide our students with preparation for effectively practicing in a diverse society.
- d) Methods of enhancing the training of the faculty and students will be explored at Issues Meetings that are scheduled in the department. The clear need to continue to develop in this area calls for future discussions and additional training for faculty as well as students. The “Difficult Discussions” planned for this year by the counseling psychology program, involving both students and faculty, is one example of a program designed to continue the exploration of issues of diversity. Others will need to be developed.

Curriculum & Instruction

4. *How effective have your efforts been to foster a climate that supports diversity? What will you be doing over the next three years to make further improvements?*

Although the C&I faculty have made deliberate attempts to help foster a climate honoring diversity, we must attract a more diverse student

population. At the graduate level we have become more aggressive in our recruitment of racial, ethnic and linguistic minority students through cooperative agreements with the University of Puerto Rico-Mayaguez, Xavier University of Louisiana, and North Carolina A&T. We, in partnership with the Admissions Office, need to establish similar arrangements with community colleges and high schools for our undergraduate programs. Gender equity is greatly improving with seven of the past eight hires female. All were at the assistant professor level, however, and we must closely mentor these faculties to lead to their promotion to senior ranks.

We seek funding for the recruitment of underrepresented groups for our teacher education programs. We have begun collaborative exchanges with several universities that will increase the diversity of our graduate programs and perhaps faculty.

Education Policy Studies

4. *How effective have your efforts been to foster a climate that supports diversity? What will you be doing over the next three years to make further improvements?*

We have made important strides in fostering a climate that supports diversity, but we recognize we have a long way to go. Our Department has great diversity with regard to its international students, often representing developing nations and diverse cultural, religious and ethnic groups. We have been highly successful in this area, providing graduate assistantships and mentoring programs for these students. Our American Indian Leadership Program is one of only a few in this country aimed at providing leadership training for American Indians and Alaska natives. This program was recently awarded two grants from the U.S. Department of Education, which will provide eight fellowships for graduate students in this program. In addition, our faculty's research and scholarship on underrepresented and disadvantaged populations have been instrumental in attracting a very diverse student body. Thus, our publication and research agenda (and our minority alumni) also shape our recruitment.

We agree with the task force report on climate issues that diversity training sessions are important. We plan to continue and enhance student-mentoring programs for international students and for American-born students from underrepresented groups with the goal of better integrating these students into our department. We would like to promote faculty, staff and student interaction to access climate so that we can be more active in openly addressing issues of diversity. We have made efforts to recruit American-born students from underrepresented groups, however, this has been difficult

despite the fact that we have been able to make available some research assistantships aimed at these populations. We are working to enhance our recruitment efforts and are examining ways to provide additional assistantships to attract qualified under-represented minority students. We also recognize the critical need to diversify the faculty, staff, and curriculum. During the next three years, as opportunities arise, every effort will be made to meet this effort.

Education & School Psychology & Special Education

4. *How effective have your efforts been to foster a climate that supports diversity? What will you be doing over the next three years to make further improvements?*

Our current faculty are fairly diverse with regard to gender, sexual orientation, and ethnicity. We believe that the climate in the Department is quite supportive of diversity. For example, we have a strong mentoring program to retain new faculty members, and guide them through the promotion and tenure process. Our School Psychology faculty work very closely with the Office for Disability Services providing advice and assessment involving disability issues. For students, the Special Education program has a grant to support underrepresented students, and another specifically targeted toward Native American students. Many of our courses stress issues surrounding the inclusion of persons with disabilities. Our students take courses and clinical training in communication and problem solving skills that provide a foundation for a climate that supports diversity. However, all three programs have tremendous difficulty recruiting high-quality graduate students from all backgrounds (represented or underrepresented) due to the poor level of financial support available. This recruiting difficulty is compounded by the keen competition from other universities for these same high quality graduate students. One of the facts that is particularly noteworthy is that we do not have a faculty member who is disabled. With our research, service, and teaching highlighting disability issues, we believe it is important to have faculty representation in this area; therefore, one of our goals is to attract a qualified faculty member with a disability.



**Appendix C: Copies of *Mosaic*,
the New Newsletter from the Office of Multicultural Student Services**

Copies of the August 2001 and the October-December 2001 issues of *Mosaic* follow.

Appendix D: Dean's Editorials on the Topic of Diversity in the College

From: Connections: News & Notes for Faculty and Staff of the College,
March 2001

PROMOTING DIVERSITY IN THE COLLEGE

At the bi-weekly meetings of the Council of Academic Deans (CADS), there has been some important recent discussion about diversity. As a follow-up, Vice President Janis Jacobs and Bonnie Ortiz, director of affirmative action, have been visiting the deans of the various Colleges with data sets that reveal the comparative performance of the different Colleges. While it is always possible to quarrel with the nature of the indicator data, there are lessons to be learned. One of these is that the College of Education needs to improve its record with respect to both the recruitment and retention of culturally diverse faculty, staff, and students.

With respect to faculty recruitment, I have now been involved with 14 searches for tenure track professorial positions that have reached completion, and I am impressed with our ability to attract strong female candidates. However, it is becoming distressingly clear to me that we are not succeeding at attracting strong candidates of color. In these 14 searches, there were only two finalists whose hire would have improved the ethnic and racial diversity of the faculty. The reports from the search committees all address the diversity question and tell me that aggressive efforts were made to search diligently for qualified applicants that would enhance the diversity of the College. While I do not doubt these efforts are being made, the record suggests that we need to change our strategies.

We also face challenges with respect to retention. Female faculty members were disproportionately represented among the resignations we received last year, and this is worrisome. We need to succeed at providing a warm and supportive environment for all members of the College, and I look forward to receiving the recommendations of the Climate Planning Task Force at the end of this semester.

I have shared these thoughts with the College Advisory Committee, and we have begun to generate a list of ideas for new strategies we might pursue. The items currently on the list are: (1) Develop partnership and exchange programs with Universities that serve under-represented populations; (2) Create a special fund to support visiting scholars during summers and use this program as a means of

adding breadth to our curriculum; (3) Invite faculty members from under-represented groups who have succeeded with tenure and promotion to serve collectively as mentors for faculty members who are preparing for their tenure and promotion reviews; (4) Have the dean call attention to the issue and encourage discussion; and (5) Consider declining to invite any candidates to interview for a position unless the pool of finalists includes one or more qualified individuals whose hire would promote the College's progress toward the University's diversity goals.

I welcome your thoughts about this topic, and I would be happy to add ideas you have to this working list of steps we might take. I look forward to seeing the College improve its performance in this very important dimension of what defines us, and encourage you to give careful thought to the issues.

*From: Connections: News & Notes for Faculty and Staff of the College,
December 2001/January 2002*

SEARCH COMMITTEES AND OUR COMMITMENT TO DIVERSITY

I had occasion recently to meet with a search committee that is beginning its work to help the College appoint a new member to the tenure-line faculty. I have decided to meet with search committees for the sake of stressing the importance of making progress toward diversifying the College. I said the usual sorts of things about how we need to search diligently for strong candidates and that it is a mistake to sit back and think that we are already such a good place that strong candidates will come, hat in hand, and apply. The committee members listened politely, and my sense was that they have heard all this before and that they had already planned to search diligently.

Things became more interesting when I started to talk about the screening part of the committee's responsibility. We call these committees "search" committees, but they actually function as "search and screening" committees, since they make critical ranking judgments about the candidates in the pool. I observed that we ask committees to make two judgments where the first involves differentiating between candidates who are considered to be acceptable from those who are not and where the second involves identifying the top three candidates from those who are considered acceptable. I then noted that if we have a diversity enhancing candidate in the group of acceptable candidates, I would be quite puzzled if this candidate did not surface as one of the top candidates.

This latter comment prompted quite a reaction, and I found myself being quizzed on whether I was saying that committees should sacrifice their judgment about which candidates best fit the specifications of the job for the sake of

enhancing diversity within the College. As the conversation progressed, I began to realize that some of the difficulty was surfacing because of a difference in how we were using the term “acceptable.” I have in mind a high standard in the sense that an acceptable candidate is one that the faculty would be enthusiastic about having as a colleague. So, it would be puzzling to me to find a diversity enhancing candidate identified as someone the faculty is enthusiastic about but who was not on the short list of candidates recommended for an interview.

But in a sense, this is just semantics, and I do not want to paper-over what I think is a very real issue for us. I worry about a tendency I see on occasion for search committees to be very mechanical in how they assess goodness of fit between the credentials being offered by a candidate and the specifications we have established for a position. Typically, there are multiple dimensions to these jobs. We are looking for faculty members who are going to excel as teachers, researchers, and as good citizens of their department, College, University, and larger profession. We tend not to assign explicit weights to these areas, and it is hard to say how we would rank a candidate who looks okay on all of the dimensions we are assessing from a candidate who looks extraordinarily strong on, say, two of the dimensions but has a weakness in some other area(s).

These ranking judgments do not lend themselves to formal, mechanistic, bean-counting kinds of exercises. There is fluidity and room for debate here and this is why it is important to bring different perspectives into search committees. It also explains why we have persons serve on search committees who come from outside the program and department where the appointment is being made.

We need to take an active interest in promising candidates who would help diversify the faculty. I want to do everything we can to avoid thinking of diversity as something we address after everything else has been resolved. Our commitment to diversity is not an “add-on.” Diversity enhancement is an integral part of every search we conduct, and all of our search committees need to accept this priority. When we decide to exclude a diversity enhancing candidate from a pool, we need to be very sure that we are not missing something that would make us realize that this person is in fact a very strong candidate. Please join me in doing whatever we can to avoid making this kind of false negative judgment.

Appendix E: Penn State Educational Partnership Program (PEPP) Overview 2000-2001

Strategic Plan

The University has committed itself, through the Penn State Educational Partnership Program (PEPP), a statewide collaborative effort housed in the College of Education, to early intervention programming, parental academic empowerment and pragmatic teacher preparation and renewal. Since its inception in 1988, PEPP has developed and implemented programmatic efforts for at-risk youth that are designed to address universal issues identified in the partnership strategic plan.

Action I: *To enhance academic preparedness and motivational levels of low income, minority, underrepresented and/or at-risk students*

Justification: There is a growing concern over decreasing retention and graduation rates, as well as the lack of preparedness or under-preparation of entering undergraduate students statewide and nationally.

Action II: *To increase self-esteem, social skill development and career awareness in order to enhance PEPP students' ability to successfully function in society*

Justification: There are prevailing perceptions that the greater number of at risk student populations are academically and socially incompetent yielding low expectation levels, assumed absence of higher level thinking skills, and general perceptions of inability to perform or function as responsible individuals.

Action III: *To heighten family awareness regarding the value of education and increase parental involvement in the educational decision-making progress*

Justification: The vast majority of the PEPP target population (average to above-average students) experience limited home-based or community educational support systems. Many students, particularly those in urban communities, are not encouraged to

pursue post-secondary educational opportunities, while others view college as unattainable due to economic factors, institutional fears, apathy, and ignorance of school procedures and services.

Action IV: *To offer in-service and pre-service teachers professional development workshops in critical content areas and innovative teaching methods to better serve the at-risk student in the culturally diverse classroom*

Justification: Teachers are a vital component in the success or lack of success experiences by all student populations. However, teachers must be trained, renewed and empowered with academic skills and tools that ensure student success and effectively reduce the growing dropout rate.

Background

The partnership has planned and implemented programmatic efforts that are specifically designed to address the education-related issues that plague our schools and are described in the PEPP strategic plan. These programs and activities are making a significant impact in the communities in which they reside:

- Tutoring/mentoring by Penn State students in an extended school-day format
- Summer experiential learning opportunities for middle-school students
- Residential summer programs for high-school students at Penn State (University Park and local campuses)
- Professional development programs and institutes for in-service teachers
- Multicultural education workshops for teachers
- Parent Empowerment Workshops on the value of education and how to prepare children for college (financially, academically, and socially)
- Integration of partnership concepts and activities into College of Education pre-service teacher preparation programs.

After-School Study Programs:

PEPP Academy. The PEPP Academy, an extended school-day program, was designed to provide academic assistance to targeted middle school (fourth through eighth grade) student populations. Students are considered for enrollment based on teacher recommendation, self-referral, academic potential not realized in the traditional classroom setting, and/or potential to become

first-generation college attendees. Most of this target population could be characterized as average to above-average and “middle-of-the-road” students with some inclusion of higher achievers still considered to be at-risk due to low self-esteem, limited family value toward education or increased peer pressure toward anti-intellectualism.

PEPP Academy assists students in the development and enhancement of academic skills, provides experiential/educational field trips and exposure to a variety of role models, and fosters a tutor/tutee mentoring relationship between Penn State undergraduates and middle school students.

PEPP Institute. The general success of the PEPP Academy presented a pressing need to implement a programmatic continuum for Academy participants moving on to their high school years. PEPP students have developed a momentum that must be “protected” from the societal conditions and/or economic circumstances that contribute to escalating high school dropout rates, indifference to education, and dwindling post-secondary participation.

In order to ensure that PEPP Academy students continue to aspire toward higher education, the PEPP Institute, a high school-based educational intervention program, was designed and implemented. The program provides students with academic independence, self-exploration, career awareness, enhanced personal growth, self-esteem, cultural diversity and educational guidance.

Tenth-Year Anniversary. Although Partnership activities began during 1989, including professional development workshops for classroom teachers (i.e. Writing Across the Curriculum, Science/Technology/Society, Middle School Science Teacher Institute), school visits by celebrity individuals (i.e. Guion Bluford, first Black NASA astronaut and PSU alum, as well as famous author James Michner), PEPP was also fortunate to have been involved with the Pennsylvania Literacy Corp via the Institute for the Study of Adult Literacy where Penn State students were able to provide reading assistance to a variety of students in McKeesport and Reading partner schools.

During January 1990, PEPP Academy was implemented with a total of 80 students at Cornell and McClure Middle Schools in McKeesport. Spring Semester 2000 marked the 10th year anniversary of the PEPP Academy. Various activities, field trips, and summer programs were planned to honor this milestone (see attachments) at all three PEPP locations (McKeesport, Reading and Philadelphia).

Students, parents, teachers, school administrators, and community leaders alike continue to sing the praises of PEPP. Ten years later they consistently express their appreciation to Penn State and the College of Education for the long-term commitment to excellence PEPP has been able to foster in its participants. This

fact is especially poignant when one considers that nationally, in 1989-90, most major universities and colleges sponsored some form of collaborative effort or partnering with "schools and students in need." In the year 2000, the problems in schools are more complex. However, Penn State, the Land Grant University of Pennsylvania, is still "in the fray" trying to make a difference for the future of Pennsylvania and beyond. For that, we are proud and grateful!

PEPP Student Contact 1989-2000

PEPP is proud of its ten-year history of student interaction and contact. Partnership participants are blossoming academically and personally. New levels of self-esteem and confidence are being realized. Long-term goals and aspirations are becoming a reality.

These statements describe students associated with PEPP (participants in grades 4 to 12), as well as students of Penn State University, particularly those enrolled in the College of Education.

PEPP provides a unique opportunity to nurture excellence in student academic progress at the elementary and secondary levels while positively influencing University students from all educational disciplines. College of Education majors gain early and valuable hands-on field experiences in structured and diverse academic settings. At the McKeesport Campus, College of Education majors are required to work with PEPP as either part of their "freshman experience" class or in the Curriculum and Instruction 295: "Introductory Field Experience for Teacher Preparation," as a valuable "early field experience." Both courses factor in a portion of the semester grade based on the tutor performance evaluation. Additionally, a sizable number of student teachers (Education seniors) elect to work with PEPP during their practicum in order to sharpen educational skills and enhance their chances of gainful employment in the teaching profession. University students from other academic majors also benefit from giving of themselves to help PEPP students.

In its ten-year history, PEPP Academy and PEPP Institute have enrolled, encouraged, and served almost 1400 student participants. These interactions and contacts have been executed by nearly 1000 Penn State students. It should be noted here that PEPP strives to maintain a 5 to 1 student-to-tutor ratio. However, University student academic requirements, varying class schedules, and promotion to upper class campus locations yield a high rate of turnover among PEPP Learning Assistants. Thus, large numbers of college students are required for operation purposes. Conversely, on average, PEPP participants remain enrolled for almost five years and, in increasingly more instances, as many as eight years of enrollment and participation.

The following information exhibits the number of students with which PEPP has been associated since 1989:

	PEPP Students	PEPP Tutors	<u>Education Majors</u>		<u>Student Teachers</u>	
			No.	(%)	No.	(%)
McKeesport	680	616	356	(58)	103	(29)
Reading	551	310	147	(47)	31	(21)
Philadelphia	164	33	21	(64)	--	--
TOTALS	1,395	959	523	(55)	134	(26)

* Reflects Education majors as a percentage of PEPP Tutors (PLAs)

** Reflects Student Teachers as a percentage of Education Majors.

Appendix F: Design of the New Summer Opportunity Program

COLLEGE OF EDUCATION SUMMER OPPORTUNITY PROGRAM

CAMPUS LOCATION	University Park
ADMINISTRATIVE UNIT	College of Education
CATEGORY	Recruiting & Retaining a Diverse Student Body

PROGRAM DESCRIPTION

A 6-week rigorous academic enrichment and orientation program offering racial/ethnic underrepresented and at-risk high school juniors who are interested in Education careers, the opportunity to experience college life during the summer session at University Park. The program is specifically designed to address areas that include academic and study-skills, admission criteria/application processes, financial aid, leadership, community service, cultural-affirmation, and career and personal development through a non-judgmental and nurturing environment.

The program runs during the second six-week summer session at University Park campus. Students live in University residence halls experiencing campus life as any regular student.

Students register for 4 credits of college credit work: two credits of Language and Literacy Education 297A (Developmental Reading and Writing) and two credits of Language and Literacy Education 297C (Study Skills and Surviving in a Higher Education Institution). The program also offers other highly structured academic and socio-cultural activities. These activities provide students with

out-of-the classroom learning experiences and facilitate campus and town life adjustment.

Participation in the program is viewed as a privilege. Therefore standards and expectations around work, integrity, cooperation and sincerity are very high.

Program Highlights:

- Student will earn 4 credits of course work in reading/writing and learning/study skills. Credits earned may be used as elective credits or general education credits when enrolling at a higher education institution
- Tuition, books, room & board, and extracurricular activities are paid by the program
- Individual or small group tutoring tailored for specific areas of individual need
- Parental awareness through a family visitation weekend offering a non-threatening environment where parents and guardians interact with faculty and staff and participate in workshops on college life, admissions and financial aid processes
- Giving back to society: the program emphasizes helping students who commit themselves to helping others. In exchange for participation, students are expected to design outreach projects to be carried out back in their schools and neighborhoods