A Framework to Foster Diversity in the Liberal Arts at Penn State:

2010-2015
Introduction

The College of the Liberal Arts is pleased to submit this plan designed to maintain progress toward the welcoming and inclusive college and university envisioned in the initial Framework to Foster Diversity in 1998. The most recent version of the Framework, focusing on 2010-2015, enumerates many successes and outlines the challenges ahead.

As documented in the College’s final update to its 2004-2009 plan, while much remains to be done, our progress has been significant and sustained. Given the centrality of the Liberal Arts to the University and our broad and deep commitment to diversity, it can reasonably be argued that much of the University’s progress reflects to a considerable degree progress in the Liberal Arts.

Such improvement is in many respects especially noteworthy given that progress has required more than mere rhetoric and mere process improvements. Meaningful and lasting progress nearly always requires dollars, and permanent dollars, not just temporary commitments or short run add-ons to existing programs and activities. The University’s budgetary situation and the cumulative taxes on the College’s permanent budget, totaling over $2.2 million over the last three years, make the priority assigned to meeting the challenges comprising the Framework and our associated progress all the more notable.

Going forward, the College welcomes the new emphasis in the Framework on streamlined, focused and strategic planning for diversity. Accordingly, what follows reflects an increased specificity of goals and strategies and some proposed measures of their success. We hasten to add, however, that quantitative measures are not the only measure of progress. Some may not even be good indicators of progress. As in all endeavors, we must also focus on quality.

Our approach is unrelentingly strategic and thus reflects difficult choices that have to be made in a constrained budgetary environment. In general, the plan that results is comprised of: (1) the continuation (and in some cases the fine tuning) of those initiatives, process changes and activities previously undertaken that are highlighted in our final update to the 2004-2009 plan; and (2) a small number of focused new initiatives that have the potential to be signature advances and the kind of best practices that will breed lasting and meaningful progress.

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1 This, of course, implies that some activities and initiatives have been scaled back or dropped in light of experience and an assessment of effectiveness. We should also add that there is an understandable degree of overlap in the various challenges. Thus, it should not be surprising that many of the action items, whether existing or new, will have an effect on more than one challenge.
Challenge # 1 Developing a Shared and Inclusive Understanding of Diversity

It is unrealistic to expect everyone to think of diversity in the same way. There is certainly a diversity of views on diversity and that can be healthy. Diversity needs are situational. For example, women are underserved in graduate programs in economics, but it’s men who are underserved in study abroad programs. Latinos are not represented well in most of our graduate programs, but are a significant part of the faculty and student body of our Spanish department. And we can probably make these kinds of comparisons with all the groups that are underserved in some aspect of Penn State and the College, as well as that small minority of people who are not “underserved” in at least one way.2

The liberal arts encompass an array of disciplines that study the human condition across time, across the globe, and across analytical, linguistic, cultural, and social perspectives. Hence, diversity, in all its meanings, is a core element of the College, not an add-on that might be spliced into teaching, research, and service. Our commitment manifests itself in our acceptance, understanding, and support for individual differences in gender, race, ethnicity, background, orientation, and beliefs. We believe such commitment develops through a variety of avenues including our curriculum, research, workplace, and service activities. It permeates the daily interactions among faculty, students, staff, and visitors. A commitment to diversity is the foundation of a quality liberal education in the humanities and social sciences, and the quality of a Penn State education, given that all Penn State students take nearly one-third of their credits in liberal.

We cannot continue toward our goal to be among the most outstanding public universities without sustaining an environment that includes recruitment and retention of outstanding faculty, staff, and students who infuse different backgrounds, perspectives, and experiences into our community. Our support of diversity must not be silent and invisible, but must be demonstrated in actions. We must recruit faculty, students and staff from underrepresented groups and provide them with a supportive environment as we do for all members of our community. We also need to continue our efforts to recruit faculty, students, and staff from minority groups with a low representation in our ranks.

With this as background for this and other challenges, the table below highlights the most important elements of our strategic approach to Challenge #1.

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2 That is, young straight white males who are not veterans, disabled, immigrants, international students, low income, or first generation college students. This category represents less than one-quarter of our students.
<table>
<thead>
<tr>
<th>Challenge #1 – Developing a Shared and Inclusive Understanding of Diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goals/Projected Outcomes/Overall Challenge</strong></td>
</tr>
<tr>
<td><strong>Performance Indicators</strong></td>
</tr>
<tr>
<td>a. Increase the awareness of the college’s and University’s Framework endeavors among administrators, faculty, staff and students, including an awareness of the breadth of diversity efforts at both the college and university levels.</td>
</tr>
<tr>
<td><strong>Actions</strong></td>
</tr>
<tr>
<td>a. Distribute a revised and improved Diversity Fact Sheet (Appendix 2) to prospective and incoming students, faculty and staff.</td>
</tr>
<tr>
<td>b. Continue regular publication of information/news items on diversity and diversity-related events in multiple communication formats and locations, including in LA Times, the College’s monthly on line faculty/staff newsletter, and in LAUS News, the College’s on line newsletter for students. (Examples appear as appendices in the final planning update.)</td>
</tr>
<tr>
<td>c. Continue the incorporation of diversity issues in the variety of workshops conducted by our director of administrative services and by the dean welcoming of new faculty and the workshops for new college and department administrators.</td>
</tr>
<tr>
<td>d. Continue to support the Race Relations Project.</td>
</tr>
</tbody>
</table>

There is considerable overlap between and among the various challenges. Hence, other actions that contribute to progress toward this challenge are listed under other challenges where they are seen as central. Also, we view many of our typical operations, such as our review of unit publications as part of the UEd process, as contributing to this challenge; however, since such operations are not typically viewed as strategic priorities, they are not listed here and will not be individually assessed going forward.
**Challenge #2 Creating a Welcoming Campus/College Environment**

<table>
<thead>
<tr>
<th>Goals/Projected Outcomes/Overall Challenge Performance Indicators</th>
<th>Actions</th>
</tr>
</thead>
</table>
| a. Build on an already welcoming college climate for students, faculty and staff, especially those in the various underserved and underrepresented populations listed in the Framework.  
 b. Strengthen the college’s response to specific incidents that detract from the college’s climate. | a. Continue to support financially the massive number of diversity-related lectures and workshops detailed in the Plan Update.  
 b. Be even more proactive in dealing with the possible acts of intolerance by sharing communications from the dean to the college community addressing the relevant issues (see Appendix 3).  
 c. React to actual acts of intolerance swiftly and decisively and disseminate to our community, with due regard for legal and other restrictions, the nature of what has happened, what has been done in response, and the dean’s expectations about behavior going forward.  
 d. Expand the orientation of new staff, faculty and students by including relevant material on the college’s position on diversity, including links to this plan. (See Appendix 4 for the outline of a recent workshop for graduate students, a letter the multicultural coordinator sends to first year and change-of-assignment students each fall, and the summary to be included in the orientation material for new staff and faculty.)  
 e. Charge the College Climate Committee with developing implementation plans for their most |

Progress toward these goals will be assessed by the college survey outlined in Challenge #1 and by the number of confirmed acts of intolerance over time.
important recommendations and those most doable in the constrained financial environment in which we are operating (Appendix 5).

**Challenge #3 Recruiting and Retaining a Diverse Student Body**

Recruiting and retaining a diverse student body are related but separate issues, and recruiting and retaining undergraduate and graduate students are separate but related challenges. However, to state the obvious, progress within all the other challenges covered in this plan is a common denominator that complements and reinforces success in recruitment and retention. More specifically, a welcoming environment, aggressive recruiting strategies and tactics, the prospect for degree completion and subsequent career development and placement, a strong faculty, a challenging and dynamic curriculum attuned to evolving societal needs and grounded in our historical and cultural heritage, and financial assistance are all critical elements driving recruitment and retention of outstanding students.

For some of the underserved or underrepresented groups, favorable demographic shifts, as detailed in the Framework, may be of some help. However, as noted there, beyond achieving demographic diversity, we must invest in strengthening support structures that will build capacity for our students to reach their full potential.

<table>
<thead>
<tr>
<th>Challenge #3 Recruiting and Retaining a Diverse Student Body</th>
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</thead>
<tbody>
<tr>
<td>Goals/Projected Outcomes/Overall Challenge Performance Indicators</td>
</tr>
<tr>
<td>a. Be the Penn State leader in recruiting a diverse student body at both the graduate and undergraduate levels.</td>
</tr>
<tr>
<td>b. Be the Penn State leader in retaining and graduating a diverse and successful student body at both the graduate and undergraduate levels.</td>
</tr>
<tr>
<td>Progress toward these goals will be measured by improvements in the various indicators listed below.</td>
</tr>
<tr>
<td>Indicators</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>a. Undergraduate and graduate enrollments by gender and by race and ethnicity.</td>
</tr>
<tr>
<td>b. Five and six year undergraduate graduation rates by gender and by race and ethnicity.</td>
</tr>
<tr>
<td>c. Undergraduate adult learners by gender and by race and ethnicity; include World Campus as appropriate and pending data availability.</td>
</tr>
<tr>
<td>d. Undergraduate aid recipients by gender, race and ethnicity, low income and by first generation.</td>
</tr>
<tr>
<td>e. Number of students engaged in study abroad; financial support for study abroad and other enrichment opportunities.</td>
</tr>
<tr>
<td>f. Graduate program retention and time to degree by gender and by race and ethnicity.</td>
</tr>
<tr>
<td>g. Quality of underserved and underrepresented students, as measured by GPA’s, GRE’s, and SATs.</td>
</tr>
<tr>
<td>h. Number of underserved and underrepresented undergraduate students graduating with an honors designation (Paterno and/or Schreyer).</td>
</tr>
<tr>
<td>i. Placements of underserved and underrepresented graduate student PhDs and professional master’s.</td>
</tr>
</tbody>
</table>

b. Build financial support for students in the current capital campaign, *For the Future: The Campaign for Penn State Students*. Among our featured objectives are $33 million for undergraduate scholarships, including funds for study abroad and other out-of-the-classroom enrichments, most of which will be need-based, and $20 million for graduate support.

c. Develop signature programs which, as a result of their overarching quality, will be particularly attractive to top underserved or underrepresented students. Our strategic focus will be on the Paterno Liberal Arts Undergraduate Fellows Program, now in its second year, and the Asian studies program, recently formed and on its way to full departmental status. (Appendix 6 summarizes some of the features of these initiatives.)

d. Increase efforts by college advisors to identify, track and support students most vulnerable to not being retained; invest in appropriate training for advisors to this end; encourage stronger partnership, collaboration, and communication with the multicultural coordinator and his programs aimed at first year and change of assignment students.
b. Require the development of unit-level plans for improving the recruitment, retention, graduation and placement of underserved and underrepresented graduate students. An example of strong leadership at the unit level is the new program in the department of philosophy on the critical philosophy of race. Built around a newly hired endowed professor, we now have 10 students of color enrolled in the department’s graduate program compared to 4 two years ago.

c. Continue the college’s innovative use of the Bunton-Waller funds provided by the graduate school; in brief, we make individual awards used to supplement department and college graduate assistantships in ways that address the needs and desires of individual applicants and the competitive environment we are facing in recruiting the top underrepresented students; for the most part, the funds are used to top off other awards or for summer support.

<table>
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<tr>
<th>Challenge #4 Recruiting and Retaining a Diverse Workforce</th>
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<tr>
<td>At the very heart of any plan to improve diversity must be a strong and abiding commitment to increasing the number of highly qualified underserved and underrepresented faculty and staff. As the data in the Final Update document, we have had many successes; however, we also acknowledge some setbacks. In Centre County this remains a vexing and frustrating challenge. Well known issues including our geographic location, our constrained budgets, the still small number of talented underrepresented scholars receiving PhD’s in many disciplines, and the constraints of the staff bidding system are all out of our control and pose severe constraints on progress, however committed we are to diversity and all it can do to elevate us.</td>
</tr>
</tbody>
</table>
In addition, reflecting some of the top quality junior minority faculty we have hired and the strong market for such scholars, we have lost several faculty to some of the nation’s top universities. While gratifying that our faculty are in demand, losing such emerging stars, despite our best retention efforts, is disappointing. And our turnover rate among junior faculty, of all categories, is high. Junior faculty, in general, are a risky recruitment target, given that they are relatively untested and that our research and teaching expectations are commensurate with our reach for national leadership. Thus, we need to continue to make improvements in several aspects of our recruitment processes, procedures and programs.

We have sought out best practices elsewhere, and, informed by our own experience over the past decade and longer, focused on those aspects of recruiting and retention that we have some degree of control over, and that have a reasonable chance of supporting progress going forward.

<table>
<thead>
<tr>
<th>Challenge #4 Recruiting and Retaining a Diverse Workforce</th>
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<tbody>
<tr>
<td><strong>Goals/Projected Outcomes/Overall</strong></td>
</tr>
<tr>
<td><strong>Challenge Performance Indicators</strong></td>
</tr>
<tr>
<td>a. Be the Penn State leader in recruiting and retaining underserved and underrepresented faculty.</td>
</tr>
<tr>
<td>b. Improve the quality and number of underserved and underrepresented staff.</td>
</tr>
<tr>
<td>Progress toward these goals will be measured by improvements in the various metrics below.</td>
</tr>
<tr>
<td><strong>Metrics/Indicators</strong></td>
</tr>
<tr>
<td>a. Full time faculty by gender and by race and ethnicity</td>
</tr>
<tr>
<td>b. Full time staff by gender and by race and ethnicity</td>
</tr>
<tr>
<td>c. Faculty turnover rates by gender and by race and ethnicity</td>
</tr>
<tr>
<td>d. Tenure success rates by gender and by race and ethnicity</td>
</tr>
<tr>
<td><strong>Actions</strong></td>
</tr>
<tr>
<td>a. Continue to improve the Africana Research Center/Liberal Arts Fellows Program. (Appendix 7)</td>
</tr>
<tr>
<td>b. Continue the college leadership workshop program, with special preference for participation by underserved and underrepresented faculty. (Appendix 8)</td>
</tr>
<tr>
<td>c. Launch an Administrative Fellows program for college faculty, patterned after the Provost’s program. (Appendix 9)</td>
</tr>
<tr>
<td>d. Continue the Dean’s open- ended offer to recruit high quality minority faculty, even if a faculty line in the relevant unit is not currently open. (Appendix 10)</td>
</tr>
</tbody>
</table>
| e. Continue the Dean’s oversight of faculty search committees to ensure minority candidates are actively sought and those that posses the requisite
f. For those searches where the pool of qualified minority applicants is relatively deep, shift the hiring strategy away from new junior candidates to more experienced candidates, whenever possible.

g. Provide seed money and other support to emerging research areas and programs and relevant dual-degree graduate programs that could be decisive in improving the recruitment and retention of underserved and underrepresented faculty. Examples include the Asian Studies Program, the Center for Democratic Deliberation and its work in deliberating across differences, the Population Research Institute and its work in racial segregation, the Migration Studies Project, and the Center for Language Science and its core work on bilingualism.

h. Continue the extensive efforts of our Director of Administrative Services, in concert with the Staff Advisory Committee, to improve training and mentorship governing the recruitment and retention of underserved and underrepresented staff. (Appendix 11)

Challenge #5 Developing a Curriculum That Fosters United States and International Cultural Competencies

As the final update to our 2004-2009 plan makes abundantly clear, the Liberal Arts comprise the core of Penn State efforts to develop a curriculum that is infused with diversity content and that fosters United States and international cultural competency. On average, every Penn State
An undergraduate student is enrolled in such liberal arts courses every year, regardless of major, through graduation. Our progress in meeting this challenge, documented in the update, includes the development of courses, majors, minors, and dual degree programs.

Our approach is predicated on the notion that focused efforts to build quality programs are superior to developing a scattering of unrelated courses. With that in mind, we are confident the following goals and actions will maintain our progress.

<table>
<thead>
<tr>
<th>Challenge #5 Developing a Curriculum That Fosters United States and International Cultural Competencies</th>
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<tbody>
<tr>
<td>Goals/Projected Outcomes/Overall Challenge Performance Indicators</td>
</tr>
<tr>
<td>a. Continue to be the campus leader in developing a curriculum with substantial diversity content and that fosters United States and international cultural competency.</td>
</tr>
<tr>
<td>b. Translate a small number of focused strategic investments into high-quality signature programs and projects fostering diversity.</td>
</tr>
<tr>
<td>c. Increase the number of diversity and international liberal arts courses available through on-line World Campus course offerings.</td>
</tr>
</tbody>
</table>

Progress toward these goals will be measured by improvements in the various indicators listed below.

Metrics/Indicators

a. Number of and enrollments in permanent undergraduate courses with substantial diversity content, including courses that foster United States and international cultural competency.
| b. | Enrollments in relevant majors and minors at the undergraduate level, and in dual-degree programs and minors at the graduate level. |
| c. | SRTE’s in a cross section of relevant courses. |
| d. | Financial support for and participation in study abroad. |
| d. | Continue working with the Department of African and African American Studies toward a dual-degree graduate program. |
| e. | Support and promote the new minor in Sexuality and Gender Studies. (http://www.womenstudies.psu.edu/sexuality-and-gender-studies/) |
| f. | Support and promote the minor in Latino/a Studies. (http://english.la.psu.edu/undergraduate/minorjump.htm) |
| g. | Expand offerings in Asian American Studies, now located in the Asian studies department. |
| h. | Support the Migration Studies Project (http://www.migrationstudiesproject.psu.edu/home.html) and relevant developing projects in the Population Research Institute on immigration and segregation (http://www.pop.psu.edu/). |
| i. | Expand study abroad, where we are traditionally among the top two colleges participating, by improving financial support for students and strengthening partnerships between and among our departments and quality programs abroad. |

**Challenge #6 Diversifying College Leadership and Management**

The leadership of the College is much more diverse than ever before, with women occupying 40 percent of the departmental headships, 60 percent of the directorships of centers, 60% of the
college deanships, and with an African American department head and center director and Asian American associate dean.

**Challenge #6 Diversifying College Leadership and Management**

<table>
<thead>
<tr>
<th>Goals/Projected Outcomes/Overall Challenge Performance Indicators</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Continue to build the leadership for diversity and the diversity of college leadership, including department heads, center directors, associate deans, administrative assistants, and chairs of key committees, including tenure and promotion committees at department and college levels, and the development council and alumni society board.</td>
<td>a. Maintain dean’s oversight of search committees for administrative positions at all levels to ensure appropriate representation and expertise in seeking candidates that foster a diverse, inclusive, and equitable environment.</td>
</tr>
<tr>
<td>b. Survey results regarding leadership to foster diversity from the Survey on the Climate in the College of the Liberal Arts (Appendix 1), to be re-administered in 2011, using 2008 results as a baseline, and the University Faculty/Staff Survey.</td>
<td>b. Continue to nominate and support underrepresented faculty for Provost’s Administrative Fellows Program and CIC Academic Leadership Program.</td>
</tr>
<tr>
<td>Metrics</td>
<td>c. Strengthen the college’s administrative assistant internship program.</td>
</tr>
<tr>
<td>a. Administrators by gender and by race and ethnicity.</td>
<td>d. Launch a college administrative fellows program.(Appendix 9)</td>
</tr>
<tr>
<td>b. Survey results regarding leadership to foster diversity from the Survey on the Climate in the College of the Liberal Arts (Appendix 1), to be re-administered in 2011, using 2008 results as a baseline, and the University Faculty/Staff Survey.</td>
<td>e. Continue college leadership workshop, with appropriate focus on diversity-related issues.</td>
</tr>
<tr>
<td>f. Continue college workshop for new heads and associate deans, with appropriate focus on diversity-related issues.</td>
<td>f. Continue college workshop for new heads and associate deans, with appropriate focus on diversity-related issues.</td>
</tr>
</tbody>
</table>
## Challenge #7 Coordinating Organizational Change to Support Our Diversity Goals

<table>
<thead>
<tr>
<th>Goals/Projected Outcomes/Overall Challenge Performance Indicators</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Foster a closer articulation between strategic planning and diversity planning.</td>
<td>a. Move the reporting line of the Multicultural Coordinator to the Associate Dean for Undergraduate Education and re-title his position “Assistant to the Dean.”</td>
</tr>
<tr>
<td>b. Foster a focus on implementation that is more strategic and more supportive of actions that will inculcate lasting change.</td>
<td>b. Move the Asian Studies Program toward departmental status.</td>
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<td></td>
<td>c. Strengthen the position of Assistant to the Dean for Study Abroad.</td>
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<td></td>
<td>d. Charge the Director of the Paterno Liberal Arts Undergraduate Fellows Program with increasing the diversity of honors graduates.</td>
</tr>
<tr>
<td></td>
<td>e. Invest further in centers contributing to college diversity, including the Africana Research Center, the Rock Ethics Institute, the Richards Civil War Era Center, the Language Science Center, the Language Acquisition Center, and the Center for Democratic Deliberation.</td>
</tr>
</tbody>
</table>
APPENDIX 1

Survey On The Climate In The College Of The Liberal Arts:
Faculty Version

Overview

Thank you for participating in a faculty survey regarding the climate in the College of the Liberal Arts. When we refer to climate, we are referring to current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential.

We will also be conducting surveys of students and staff. These surveys will provide important information about our climate and will enable us to improve the environment for working and learning in the College of the Liberal Arts.

At the end of each page of the survey you will be prompted with the word "next." If you do not see the word "next" you will need to scroll down the page to get to this word.

You will first be asked to read a consent form. At the end of the form you will indicate your agreement to participate in this survey.

Next you will be asked some general questions about the climate in the College of the Liberal Arts and then some specific questions about your experiences in the college.

Finally, you will be asked to indicate demographic information about yourself. We will use this information to determine group differences in responding. We will not identify any individuals. Only aggregate information will be presented.

Individuals who complete the survey will have their names entered in a random drawing to win $100.
Consent Form

Implied Informed Consent Form for Social Science Research
The Pennsylvania State University

Title of Project: College of the Liberal Arts Climate

Principal Investigators:
Ronald Jackson, Ph.D., 234 Sparks Bldg, University Park, PA 16802
(814) 863 6260, rlj6@psu.edu

Samuel M. Richards, Ph.D., 211 Oswald Tower, University Park, PA 16802
(814) 863-7456; smr8@psu.edu

Janet K. Swim, Ph.D., 515 Moore Building, University Park, PA 16802
(814) 863-1730; jks4@psu.edu

Purpose of the Study: The purpose of this survey is to assess the climate in the college of the Liberal Arts.

Procedures to be followed: You will be asked some general questions about the climate in the College of the Liberal Arts and then some specific questions about your experiences in the college, then you will be asked demographic questions.

Discomforts and Risks: There are no risks in participating in this research beyond those experienced in everyday life. Some of the questions are personal and might cause discomfort.

Benefits: These surveys will provide important information about our climate and will enable us to improve the environment for working and learning in the College of the Liberal Arts.

Duration: It will take about 10 to 15 minutes to complete the survey.

Statement of Confidentiality: Your data will be transmitted via the internet. Your participation in this research is confidential. Only the select members of Penn State’s Survey Research Center will know if you participated. The data will be stored and secured on a password protected secure server. The Office for Research Protections and the Social Science Institutional Review Board may review records related to this project. In the event of a publication or presentation resulting from the research, no personally identifiable information will be shared.

Right to Ask Questions: You can ask questions about this research. Contact Janet Swim at (814) 863-1730 or Patricia Wamboldt at (814)-863-0169 with questions or concerns.
Payment for participation: Individuals who complete the survey will have their names entered in a random drawing to win $100.

Voluntary Participation: Your decision to be in this research is voluntary. You can stop at any time. You do not have to answer any questions you do not want to answer.

You must be 18 years of age or older to take part in this research study. If you agree to take part in this research study please click on the "I agree" button below. Completion of the survey indicates your consent to be in the study. Please print out this consent form for your own records.

Consent.

☐ I agree to participate in this survey
☐ I do not agree to participate in this survey

Please click the Next button to continue.
Overall perceived climate

The first set of questions asks you to assess your perception of climate in the college and your department or administrative unit.

Climate refers to current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential.

1. Within the past year:

<table>
<thead>
<tr>
<th>Very Comfortable</th>
<th>Comfortable</th>
<th>Unsure</th>
<th>Uncomfortable</th>
<th>Very Uncomfortable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall, how comfortable are you with the climate at Penn State University?</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Overall, how comfortable are you with the climate in the College of the Liberal Arts?</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Overall, how comfortable are you with the climate in your department or administrative unit?</td>
<td>○</td>
<td>○</td>
<td>○</td>
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</tr>
</tbody>
</table>
Perceptions of climate related issues in department

2. Please indicate the extent to which you agree with the following:

<table>
<thead>
<tr>
<th>I feel respected by faculty members of my department or unit.</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel like my voice is heard within my department.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I have the resources I need to conduct my research (e.g., time, money, space, materials, computer support, support for grant writing).</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I have been given adequate recognition and compensation for my research.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I have the resources I need to teach (e.g., time, adequate classrooms, teaching assistants, materials, computer support).</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
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<tr>
<td>Statement</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>I have been given adequate recognition and compensation for my teaching.</td>
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<tr>
<td>I have the resources I need to do service roles for my department or</td>
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<tr>
<td>academic unit, the college, and national organizations.</td>
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<tr>
<td>I have been given adequate recognition and compensation for my service</td>
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<tr>
<td>roles.</td>
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<tr>
<td>There is adequate department or unit support when health issues (e.g.,</td>
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<tr>
<td>personal and family emergencies, chronic health issues) interfere with</td>
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<tr>
<td>my work.</td>
<td></td>
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<tr>
<td>There is adequate department or unit support when my work and family</td>
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<tr>
<td>responsibilities interfere with each other.</td>
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</tr>
</tbody>
</table>
3. Please indicate the extent to which you agree with the following:

<table>
<thead>
<tr>
<th>My end of year evaluations are fair.</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>My annual salary is fair for my position and rank.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The tenure and promotion process is clear.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The tenure and promotion process is fair.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I am satisfied with the extent of formal collaboration between candidates and their tenure and promotion committees.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The current tenure and promotion process is equally rigorous for all faculties (people of all races, national origins, religions, gender, ages, disabilities, sexual</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
I am satisfied with the mentoring and direction I have received in my department or unit.
4. Think about your significant interactions with the following individuals over the last seven days. How many times have you interacted with the following people in your department or unit?

- Tenured faculty
- Nontenured faculty
- Department head

5. Please indicate the extent to which you agree with the following?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Strongly Agree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are effective channels in my department or unit I can go through if I have a grievance.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Grievance concerns are adequately responded to or resolved.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I am able to talk with a sufficient number of people about concerns I have about the climate in my department or administrative unit.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
Assessment of diversity related climate

6. To what extent do you agree with the following with regard to your department or administrative unit?

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>My department actively seeks out a diverse faculty (i.e., members of all races, national origins, religions, genders, ages, disabilities, sexual orientations, political views, and economic status.)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>There is fair and equitable treatment of faculty applicants of all races, national origins, religions, genders, ages, disabilities, sexual orientations, political views, and economic status.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Diversity issues are a concern for faculty retention.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>When we prioritize having a diverse faculty, the quality of our faculty suffers.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
My department **actively seeks out** a diverse graduate student body (i.e., members of all races, national origins, religions, genders, ages, disabilities, sexual orientations, political views, and economic status.)

| There is fair and equitable treatment for **graduate student applicants** of all races, national origins, religions, genders, ages, disabilities, sexual orientations, political views, and economic status. |
|---|---|---|---|---|---|---|---|
| Diversity issues are a concern for **graduate student retention.** |
| When we prioritize having a diverse graduate student body, the quality of our students suffers. |
| Research related to diversity issues is perceived as at least as academically rigorous as other areas of research. |
| Research related to diversity issues is valued. |
I feel pressured to assume a particular philosophy about diversity issues in my department.

|   |   |   |   |   |   |   |

I am comfortable with the range of ideological perspectives represented in my department.

|   |   |   |   |   |   |   |
7. With regard to the treatment of faculty in my department or administrative unit the climate is a welcoming place to work for:

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Men</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Racial and ethnic minority group members</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>White people</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Persons with disabilities</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Gay/lesbian/bisexual/transgender people</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Religious group members</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>People with different political views</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>People of all ages</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
8. **To what extent are the following true?**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Not at all</th>
<th>A little</th>
<th>Somewhat</th>
<th>A great deal</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>The leadership in the College of the Liberal Arts (Deans, department</td>
<td></td>
<td></td>
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<tr>
<td>heads, people with decision making power) fosters a positive climate.</td>
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<tr>
<td>I make a special effort to be inclusive of a variety of perspectives</td>
<td></td>
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<tr>
<td>in my class (e.g., assuring that people from a variety of groups have</td>
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<tr>
<td>opportunity to speak; attending to my nonverbals in interactions with</td>
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<tr>
<td>others; thinking about how different groups would respond to examples I</td>
<td></td>
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<tr>
<td>use).</td>
<td></td>
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</tr>
<tr>
<td>I make a special effort to be inclusive of a variety of perspectives</td>
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<tr>
<td>in the materials I provide to my class (e.g., lectures, reading</td>
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<tr>
<td>materials, films).</td>
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</tr>
<tr>
<td>Students desire more diversity related content in my courses whose</td>
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</tr>
<tr>
<td>primary content is NOT diversity related.</td>
<td></td>
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<tr>
<td>I receive positive feedback about my efforts to include diversity related</td>
<td></td>
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</tr>
<tr>
<td>content in my courses whose primary content is NOT diversity related.</td>
<td></td>
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</tr>
<tr>
<td>A significant number of my courses have primary content that deal with</td>
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<tr>
<td>diversity related issues.</td>
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</tr>
</tbody>
</table>
I am aware of services and resources provided by various offices on campus designed to assist members of underrepresented groups (e.g., Multicultural Resource Center, Center for Women's Concerns, LGBTQ Student Resource Center.)
9. To what extent do you agree with the following?  
I would be willing to integrate more diversity related topics into my class if:

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>It did not interfere with my other professional responsibilities.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I received financial reward.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>It would lead to increased status or promotion.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Students wanted it.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>My department wanted it.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I knew I would not be penalized by students.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I knew faculty would respect my course.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I perceived it to be relevant.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I was given adequate guidance about how to do so.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
10. To what extent would you be willing to have department or unit funds supporting diversity related initiatives as a budget priority?

- Not at all
- A little
- Somewhat
- A great deal
- Not Applicable

11. If more money were available to spend on diversity initiatives, I would recommend spending money on:

<table>
<thead>
<tr>
<th>Factor</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Developing mechanisms for recruiting diverse faculty.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2. Retaining diverse faculty.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3. Hiring several diverse faculties at once to form a cohort within a department or administrative unit.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4. Recruiting diverse graduate students.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5. Retaining diverse graduate students.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>6. Post docs who specialize on diversity related topics.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>7. Visiting faculty positions for those who specialize on diversity related topics.</td>
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<tr>
<td>8. Bringing multicultural expertise into the Advising system</td>
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<tr>
<td>9. Developing changes in the curriculum to address more multicultural topics.</td>
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<tr>
<td>10. Developing cross department cooperation.</td>
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<tr>
<td>11. Traveling to conferences or workshops to learn about diversity issues.</td>
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</tr>
<tr>
<td>12. Annual symposia on diversity topics.</td>
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<tr>
<td>13. Funds to develop diversity related research.</td>
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</tr>
<tr>
<td>14. Money to support undergraduate research assistants from underrepresented groups.</td>
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</tr>
</tbody>
</table>
15. Money to support undergraduate research on diversity related topics.

16. Creating an Alumni network for those in underrepresented groups.

12. If you had to choose three of the above possibilities, what would they be? Please write the numbers corresponding to your top three choices below.

1
2
3

Next
Personal experiences

13. Over the past year, how often, if ever, have you experienced or observed interpersonal discrimination within the College of the Liberal Arts that has interfered with your ability or another person's ability to work?
   • When we refer to interpersonal discrimination we are referring to, for example, stereotyping, derogatory, patronizing, disrespectful or offensive comments or behaviors.
   • Focus on just your department or unit or the College offices in the Sparks Building.

   ○ Never
   ○ Once this year
   ○ A few times this year
   ○ About once a month
   ○ About once a week
   ○ About every day
Specific personal experiences

14. Considering your answer in the previous question, in what form were these experiences? (Check all that apply.)

☐ Stereotyping (e.g., assumptions about beliefs, personality, interests, or abilities, being singled out as the 'resident authority,' racial/ethnic profiling, mistaking one person for another member of a group)
☐ Derogatory remarks, derogatory labels, or group based jokes
☐ Belittling of beliefs associated with a particular group (e.g., political beliefs, religious beliefs, beliefs about equality)
☐ Poor treatment (e.g., excluded from conversations or events, treated in a patronizing manner, received substandard service)
☐ Inappropriate sexual attention, touching, or comments
☐ Fear or anxiety about future treatment (e.g., concerns about unfair evaluation or stereotyping, fear of an undisclosed identity being exposed)
☐ Physical threats or harm (Physical violence, sexual assault, attempted sexual assault, fear of assault)
☐ Other (please specify) [Blank]

15. Where did this or these experiences occur? (Check all that apply.)

☐ In a class
☐ In your own office
☐ In a faculty office in the department or unit where you work.
☐ In a faculty office in some other location in the College of the Liberal Arts
☐ In a staff office in the department or unit where you work.
☐ In an IT staff office
☐ In a Liberal Arts College wide staff office (e.g., Dean's office, Financial Office, LAUS, Alumni and Development, Grants and Contracts).
☐ In the hallway or elevator
☐ In a meeting
☐ In an email exchange
☐ In a phone call
☐ Off campus
16. Who was the source of the conduct? (Check all that apply.)

- Faculty
- Student
- Teaching/graduate assistant
- Administrator (e.g., department head, Dean)
- Departmental staff person (e.g., advising, secretary)
- Department or University Computer Support
- University office (e.g., Human Resources, Internal Review Board, Affirmative Action Office)
- Campus security/public safety
- Don't know how to classify this person
- Other (please specify)
Demographics

17. What is your gender identity?
   - Female
   - Male

18. What is your race/ethnicity? (If you are multi-racial/ethnic/cultural, check all that apply.)
   - African
   - African American/Black (not Latino(a)/Hispanic)
   - Asian/Asian American/Pacific Islander
   - Latino(a)/Hispanic
   - Middle Eastern
   - American or Native American/Alaskan Native/Hawaiian Native
   - Caucasian/White (not Latino(a)/Hispanic)
   - Other (please specify)

19. What is your religious affiliation?
   - Christian (Protestant or Catholic).
   - Other (e.g., Jewish, Muslim, Buddhist, Hindu).
   - I have no religious affiliation.

20. Which term best describes your sexual orientation?
   - Heterosexual
   - Gay man, lesbian, bisexual, transgender

Next
21. What year were you born?

(Click here to choose)

22. Do you have a disability that substantially limits a major life activity (e.g., vision, hearing, learning, walking)?

○ Yes
○ No

23. What is your citizenship status?

○ US citizen -- born in the United States
○ US citizen "naturalized"
○ Permanent resident (immigrant)
○ International (F-1, J-1, or H1-B visa)

24. What is your academic rank?

○ Not tenure track
○ Nontenured but tenure track
○ Tenured
25. What year were you employed by your current department or administrative unit at Penn State?

(Click here to choose)

26. Which department(s) or administrative unit(s) are you in? (Check all that apply.)

- Do not wish to specify
- African and African American Studies
- Anthropology
- Classics and Ancient Mediterranean Studies
- Communication Arts and Sciences
- Comparative Literature
- Economics
- English
- French and Francophone Studies
- Germanic and Slavic Languages and Literatures
- History (includes Religious Studies)
- Jewish Studies
- Labor and Employment Relations
- Linguistics and Applied Language Studies
- Philosophy
- Political Science
- Psychology
- Science, Technology, and Society
- Sociology (includes Crime, Law, and Justice)
- Spanish, Italian, and Portuguese
- Women's Studies
27. I am or have ever been a department head, chair, person in charge, or other similar primary leader positions.

☐ Yes
☐ No

28. If there are any comments you would like to make, please do so here.
APPENDIX 2

Liberal Arts Diversity Fact Sheets for Enrollment and Graduation Data

The College of the Liberal Arts at Penn State University has been a quiet leader on the University Park Campus in creating a climate of excellence for students of color. Our mission is to provide students with experiences that foster and expand the critical thinking, problem-solving and leadership development skills for the 21st century marketplace.

- In 2009, the university provided two additional categories for students to indicate their ethnicity: two or more races, or unknown. Thus, the 2009 figures reflect that measurement change.

- Over 5% of LA baccalaureate student enrollments are African Americans and another 5% are Latino/as. Asian American and Pacific Islander students comprise 3%.

<table>
<thead>
<tr>
<th>Liberal Arts (UP only)</th>
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<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
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</tr>
<tr>
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<tr>
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<tr>
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</tbody>
</table>

Data compiled from Penn State Fact Book and Enterprise Information System.

Liberal Arts Undergraduate Studies • 102 Sparks Building • University Park, PA 16802
814-865-2545 (phone) • 814-865-3641 (fax)
www.la.psu.edu/undergrad/welcome.htm
DIVERSITY FACT SHEET
College of the Liberal Arts

GRADUATION DATA 2000-2004

This table tracks the graduation rate of the baccalaureate students entering as Liberal Arts freshmen at University Park in the years noted. It compares these rates with all University Park students entering in those years. For example, of African American student entering the College as freshmen in fall 2000, 79% graduated. For all African American freshman students at University Park that year, 71% graduated.

<table>
<thead>
<tr>
<th>Liberal Arts</th>
<th>2000</th>
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<tr>
<td>(379)</td>
<td>(431)</td>
<td>(481)</td>
<td>(484)</td>
<td>(432)</td>
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</tr>
</tbody>
</table>

* not available
GRADUATE AND PROFESSIONAL SCHOOL
Each year a greater number of LA students of color go on to higher education programs at universities such as University of Chicago, Columbia University, New York University, Duke University, Ohio State University, Syracuse University, University of Delaware, University of Pennsylvania, University of Maryland, Villanova School of Law, Dickinson School of Law, University of Texas, and George Mason School of Law.

CO-CURRICULAR OPPORTUNITIES
You can prepare for graduate school by participating in the Summer Research Opportunities Program. Learn more about governmental agencies and democratic processes by spending the fall semester in the Penn State Washington Program or the year-round Washington Internship Program. Students interested in financial leadership, corporate law, management consulting and philanthropy as career options participate in the SEO (Sponsors for Education Opportunity) internships and mentoring in the NYC area. Students thinking about law school can consider the Penn State Dickinson Summer Law Scholars Programs. Students can enhance their education experience by participating in our Education Abroad Programs. Spend a semester abroad becoming fluent in French in Montpellier; study history, economics, or political science in universities located throughout England, South Africa, Ghana, and Venezuela. These are just some of the opportunities that LA students of color can explore as part of their educational experiences.

LEARN MORE ABOUT THESE OPPORTUNITIES BY CONTACTING:

Earl F. Merritt, Coordinator
Multicultural Equity Programs
College of the Liberal Arts
(elm1@psu.edu)
814-863-2510

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www.la.psu.edu/undergrad/welcome.htm
APPENDIX 3

Dean’s Emails to College Community

1. After a reported incident:

Faculty and staff colleagues,

Recently a staff member in the Liberal Arts was a target of hate mail and threats based on sexual orientation. To say that acts of intolerance and harassment are unacceptable does not fully express my contempt for these acts.

An essential expectation for all our faculty, staff, and students is to treat each member of our community with respect. This value is the first of the Penn State principles: “I will respect the dignity of all individuals within the Penn State community.” We in the Liberal Arts are firmly committed to supporting and promoting the diversity of our community, and creating a supportive and civil environment for work and study; only in this way can we be truly committed to truth and free and open inquiry.

Each member of the Penn State community must abide by this principle of respect; otherwise acts of intolerance undermine the ability of other members of the community to study and work productively. Moreover, many University policies explicitly prohibit acts of intolerance and provide serious sanctions for such activities up to and including expulsion and dismissal.*

I call on each of you to oppose intolerance, hate, and prejudice. Let us stand for the values of tolerance and respect for individual worth that we as Americans, Penn Staters, and members of the College of the Liberal Arts can be proud of.

* See, for example, policies AD 29, AD 41, AD 42, HR 01, HR 11, and HR 76.

2. Annual email

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APPENDIX 4

Diversity-Related Materials Shared With New Staff, Faculty, and Students

A. Statement on diversity for new staff

The College of the Liberal Arts is committed to developing a diverse workforce by creating and working to enhance the experience of underrepresented and underserved groups in the University community. Why? A diverse workforce exposes Penn State students to a variety of cultures and international perspectives which will help prepare them for our increasingly interconnected world. Diversity in the workforce brings unique ideas and perspectives to projects, challenges, and opportunities encountered at work. Employees who feel valued are more likely to contribute their ideas to help Penn State grow and improve. By valuing each of our employees and offering protection against discrimination and intolerance we are able to attract and retain strong employees. In Liberal Arts, we offer monthly professional development opportunities; many concentrate on enhancing diversity at the University. You should demonstrate a respect for the value of individuals regardless of their background or culture, contribute to processes that create and support a diverse environment, and participate in diversity programming and activities. Diversity is one of several performance factors on which you will be evaluated as part of the annual evaluation process. For a listing of our professional development offerings visit the following link: http://www.la.psu.edu/CLA-Deans_Area/human_resources/LAHRWorkshops.shtml. Also, visit our College web site http://www.la.psu.edu/ and read our diversity statement: http://www.la.psu.edu/CLA-Deans_Area/new_faculty/diversity.shtml.

Learn the many ways in which we are committed to enhancing diversity in our community. Be sure to read the LA Times, our monthly College publication. It will provide you with all the details you will need to visit an exhibit or event, attend a lecture or symposia, or read about the research that one of our faculty members is completing on a diverse topic. We welcome you to Liberal Arts and ask you to join us as together we build a climate of mutual respect.

University Calendar/Events/Updates

Multicultural Updates: http://www.equity.psu.edu/
Diversity Staff Events: http://www.events.psu.edu/cgi-bin/cal/webevent.cgi?cmd=listweek&ncmd=startup&cal=cal330
Diversity Calendar-Events: http://www.events.psu.edu/cgi-bin/cal/webevent.cgi?cmd=opencal&cal=cal11&
Diversity Calendar-Exhibits: http://www.events.psu.edu/cgi-bin/cal/webevent.cgi?cmd=opencal&cal=cal12&
University Committees/Commissions

Commission for Adult Learners: http://www.outreach.psu.edu/commission/Superior-Service.html
Commission on Lesbian, Gay, and Bisexual Equity: http://www.equity.psu.edu/clgbte/
Commission on Racial/Ethnic Diversity (CORED): http://www.equity.psu.edu/cored/
Commission for Women: http://www.equity.psu.edu/cfw/
Equal Opportunity Planning Committee: http://www.equity.psu.edu/eopc/
Veterans Outreach: http://www.equity.psu.edu/veterans/

University Resource Centers/Offices

Affirmative Action Office: http://www.psu.edu/dept/aaoffice/
Center for Adult Learner Services: http://www.outreach.psu.edu/lifelearner/archive/SP06/default-Other6.htm
Center for Women Students: http://www.sa.psu.edu/cws/
Diversity Support and Education Center: http://www.sa.psu.edu/lgbt/
Multicultural Resource Center: http://www.equity.psu.edu/mrc/
Office of the Vice Provost for Educational Equity: http://www.equity.psu.edu/
Paul Robeson Cultural Center: http://www.sa.psu.edu/prcc/

University Diversity Goals & Initiatives

A Framework to Foster Diversity at Penn State: http://www.equity.psu.edu/framework/
Diversity at Penn State University: http://www.fandb.psu.edu/diversity/default.shtml
PSU Office of Human Resources: http://www.ohr.psu.edu/home.cfm

University –wide Programs and Services Available

ONE PROGRAM (Opportunity Network For Employment): http://www.ohr.psu.edu/diversity/services/one.cfm
Serving individuals with disabilities who are seeking employment at Penn State

Recruitment Program: http://www.ohr.psu.edu/diversity/services/recruitment.cfm
Striving to attract and retain a more diverse work force

HRDC Diversity Programs: http://www.ohr.psu.edu/diversity/services/hrdc.cfm
Diversity related courses for employees

Internship Opportunities: http://www.ohr.psu.edu/diversity/services/internship.cfm
Training opportunity for students and recent graduates from diverse cultural and socio-economic background.

**Dual Career Program:** [http://www.ohr.psu.edu/dual_career/home/home.htm](http://www.ohr.psu.edu/dual_career/home/home.htm)
Facilitates the employment process for partners of newly recruited or relocating Penn State faculty and staff.

**B. From College Web Site for New Staff and Faculty**

**What is Diversity?**
The College of the Liberal Arts recognizes diversity as a broad and multi-faceted issue. We strongly support the University's nondiscrimination policy and seek to provide an environment of mutual respect among individuals of all backgrounds and among individuals holding differing perspectives and ideas. We are committed to immediate public responses to any incidents of intolerance; we do not tolerate episodes of racial, religious, or sexual discrimination or harassment. We value our members from different countries and cultures, recognize the need to have greater representation from different minority groups, and to have appropriate gender balance across all constituent groups in the college.

We strive to have a climate supportive of and welcoming for everyone, including those of different cultures, different racial and ethnic backgrounds, those of different sexual orientation, different religious beliefs, physical disabilities, and non-traditional learners.

**What is Climate?**
Climate is the word we use to describe the atmosphere in the college. How does it feel to be a member of our college?

**State College Community Diversity Group**
The State College Community Diversity Group (CDG) is a local coalition of community members from private business, government, Penn State University, non-profit organizations and private citizens whose mission is to foster an INCLUSIVE community which attracts and retains a pool of potential employees from ethnically underrepresented groups. On this website you will find a diversity calendar of events along with a resource listing for everything from ethnic hair care and groceries to spiritual affiliations and international communities.

**C. From College Web Site for Graduate Students**

**Information on the Diverse Graduate Student Community**

The College of the Liberal Arts is committed to the recruitment, development, graduation, and placement of outstanding students from diverse backgrounds. Over twenty-five per cent of Liberal Arts graduate students are international, including many from Asia and Africa; and
about 10% of domestic students are minorities. In addition to substantial financial aid, minority students at Penn State and in the Liberal Arts can count on support services, cultural events, and research and professional development opportunities that they need to reach their goals.

**Africana Research Center** - to promote research and scholarship that will advance the historical and contemporary understanding and enhancement of the lives of African Americans, Africans and Afro-Caribbean peoples.

**Multicultural Equity Program**

**Diversity in the Graduate School**

**Multicultural and Diversity Resources** - Office of the Vice Provost for Educational Equity fosters diversity at Penn State and supports educational access for targeted groups of low-income, potential first-generation college students both here at Penn State and at sites throughout the state.

**Calendar of Diversity Related Events**

**University Office of International Programs** - provides a full range of international programs and services to University students, faculty, and staff and to faculty and professionals from abroad.

**D. Letters to students from the coordinator for Multicultural Equity Program**

Date: 19 July 08

From: Earl F. Merritt, Coordinator

To: L A First Year Students

Re: College Meeting 24 August 2008

---

We extend welcome and greetings for continuing your learning experiences in the College of the Liberal Arts. The first week of the semester can set the tone for your closing years at Penn State. I encourage you to become aware of the myriad of resources available in the College. This office is part of the College’s commitment to ensuring that traditionally underrepresented students have an environment responsive to their needs. Part of our mission is to assist you in
navigating and discovering the richness of experiences available to all students in the College of the Liberal Arts. Ask about the Paterno Undergraduate Fellows Program!

Once you have settled in your residence hall over arrival weekend take some time to become familiar with the campus. There are some crucial events that you need to attend so you can be informed of the choices and options you can make for the start of a successful year. I look forward to meeting with you sometime during the semester.
Please contact me (see below) if you have any questions/concerns.

*Liberal Arts College Meeting on Sunday, August 24th at 1:00 – 2:00 p.m., Schwab Auditorium. Learn more regarding the College of the Liberal Arts. You start off the semester behind if you are not there. Ask any questions about your schedule. Meet your advisor.*

Planning for Academic Success Session, August 26th, 6:30p.m., in 10 Sparks Building. Meet your peers, learn various strategies on succeeding, plus ask questions. Call 863-2510 to register. Refreshments served.

*Multicultural Networking Reception, Monday, September 17th, 3:00 - 6:00, HUB/Robeson – Heritage Hall. Considering full-time, co-op, summer jobs, and internship opportunities. Sign-up@www.fairs.sa.psu.edu/fall An event you should attend with your resume*

*Law School Day, Tuesday, October 14th and Grad School Day, Thursday, October 16th, 3:00 – 6:00, HUB/Robeson – Alumni Hall. If you are thinking about Graduate or Professional School upon graduation this is the place to start. If Medical School is your preference a similar activity is occurring in HUB-Robeson Center/Heritage Hall. First year students can learn what law and graduate look for when you apply. Juniors/Seniors should be attending and networking with Graduate School representatives.*

Respectfully,

Multicultural Equity Programs
College of the Liberal Arts
Penn State University
122 Sparks Building
University Park, PA 16802
efm1@psu.edu
814-863-2510
814-865-3641 (fax)
http://laus.la.psu.edu/equity/idex.htm
Date: 20 July 07

From: Earl F. Merritt, Coordinator

To: L A Change of Assignment/Transfer Student

Re: 26 August 2007 College Meeting

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APPENDIX 5

College Climate Committee

The College Climate Committee was established by Dean Susan Welch in November 2004. The committee for the current 2009/10 year is comprised of:

Chair: Terri Vescio, Associate Professor of Psychology and Women's Studies
Earl Merritt, Coordinator of Multicultural Equity Programs
Jack Selzer, Professor of English and Director of the Paterno Liberal Arts Undergraduate Fellows Program
Laurence Prescott, Professor of Spanish and African American Studies
Gretchen Casper, Associate Professor of Political Science and Asian Studies
Tracey Jackson, Information Technology Specialist

The Committee’s early work focused on the design, administration and analysis of a major climate survey. (See the Final Update for a summary of the survey results.)

The recommendations were:

1. Develop unit strategic diversity plans
2. Minority cohort hiring and graduate student recruitment
3. Develop a minority student mentoring program
4. Systematize inclusion of minority students in faculty research
5. Renew and reemphasize recruitment and retention of minority students
6. Allocate increased funding to the race relations project
7. Increase support for including diversity elements in external research funding applications
8. Address the issue of adding diversity content to non-diversity courses
9. Direct each unit to make time to summarize results of climate survey for entire unit
10. Better educate staff about promotion opportunities
11. Enhance minority staff recruitment activity
12. Report to CLA constituents the positive progress CLA is making in enhancing climate
13. Publicize means for reporting grievances and other complaints
14. Continue to address pay equity
15. Launch information campaign to publicize resources for underrepresented groups
16. Charge next climate committee with examining minority graduation retention
17. Charge next climate committee with examining advising effectiveness

For the current year, the dean has charged the Committee with setting priorities among these recommendations and developing implementation plans, taking into account the constrained financial environment.
APPENDIX 6

Signature Academic Programs

A. Paterno Liberal Arts Undergraduate Fellows Program

Overview

The College of the Liberal Arts and the Schreyer Honors College (SHC) have formed an innovative, landmark partnership that will invigorate undergraduate education in Liberal Arts for hundreds of students. This partnership—the Paterno Fellows Program—is a unique melding of the Liberal Arts identity and the Schreyer reputation for academic achievement. The program challenges students to perform to their full potential and offers them the support they need to do so.

By selecting themselves into this program (it is available to all Liberal Arts first-year students beginning with the class of 2012), Paterno Fellows agree to distinguish themselves in areas traditionally associated with the liberal arts: ethics, service, and leadership; excellence in communication; and international and intercultural awareness. So that they make best use of elective and general education credits, Fellows will be expected to finish a second major or a 24-credit minor.

The Paterno Fellows experience offers “an education for leadership” in the best tradition of the liberal arts. It molds well-rounded students who are ready for the world and prepares students for citizenship, for lifetime learning, and for the pleasures associated with the educated person. Fellows will typically be admitted to the Schreyer Honors College after the freshman or sophomore year, their accomplishment will be acknowledged at graduation and on the diploma, and their achievements will be valuable features of their post-graduate résumés and application materials. In short, Fellows will aspire to the kind of high achievement, values, and integrity associated with the Paterno family name and the Schreyer Honors College.

Benefits of the Fellows Program

- The most significant benefit to Paterno Fellows is the challenge it puts before students to undertake a rigorous and stimulating academic experience.

Transformative academic development in the liberal arts tradition is the hallmark benefit of the program: Fellows will graduate with in-depth academic credentials in at least two fields; develop ethical principles and leadership ability; and gain the ability to think critically, do independent research, communicate effectively, and demonstrate global and intercultural sophistication. While all Liberal Arts students gain such an education at Penn State, Fellows achieve an education of special ambition, depth, and distinction.
Paterno Fellows are admitted to the Schreyer Honors College after they prove themselves in their first and second year. When they graduate, they will be acknowledged as Honors and Fellows graduates.

All Liberal Arts students not admitted to the SHC upon admission are eligible to perform their way into the SHC by virtue of their accomplishments inside and outside the classroom. Those who meet the challenge are admitted to the prestigious Schreyer Honors College after the freshman or sophomore year, depending on when they qualify. (Some students may be able to be admitted in the junior year if they are on schedule to meet Fellows expectations.)

**Financial support for enrichment activities**

Paterno Fellows will receive $1,500–$2,500 from the College of the Liberal Arts toward meeting their research, study abroad, and internship aspirations; and build a portfolio of experiences that will influence employers, professional schools, and graduate schools. These are the types of experiences that prepare students for leadership and that students and alumni describe as the most defining and unforgettable moments in their college careers. Students who are ready to apply for these funds should fill out the Liberal Arts Enrichment Funds application.

**Special advising**

Under the guidance of a small advisory board, Liberal Arts will provide academic advising to Paterno Fellows; ensure that students are meeting expectations in a timely way; administer applications for enrichment funds; and work with departments, Centers, and other university agencies to locate and create academic and co-curricular opportunities for students. When it is appropriate, Fellows can participate in the College mentor program, which provides one-on-one alumni guidance.

**Participation in a special academic community**

Fellows will have opportunities to participate in special seminars and presentations by visiting lecturers, arts activities, off-campus expeditions, even social events that promote group identity and a sense of *esprit de corps*.

**The Specific Responsibilities of Fellows**

- **Maintain at least a 3.4 GPA**: This expected GPA, in keeping with guidelines for the Schreyer Honors College, reflects the consistent academic excellence to which Fellows must aspire.

- **Complete a specified number of Liberal Arts honors courses (or certified honors equivalents) each year**, within the major(s) or minor(s) or through general education: Fellows should complete at least eighteen honors credits (three honors courses per
year) in the freshman and sophomore years and at least fourteen credits in the final two years. (Note that students entering Liberal Arts in the spring semester of freshman year must complete the eighteen credits in just three semesters, not four.) In general agreement with Schreyer Honors College guidelines, Fellows may satisfy their honors credit requirements in five ways: honors courses, honors option courses, honors independent study or research, advanced courses (defined as 400-level courses taken in the first and second years) or graduate-level courses, and international study or research.

- **Satisfy any requirements for entrance into the Paterno Fellows program stipulated in the intended major and complete the application forms for entrance to the Schreyer Honors College.**

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Many departments, and the majors they oversee, will automatically endorse entrance into the Schreyer Honors College as long as students satisfy the GPA* and honors credit requirements stated above. These departments are African and African American Studies, Anthropology, Asian Studies, Classics and Ancient Mediterranean Studies, Jewish Studies, Latin American Studies, Philosophy, Sociology, and Women’s Studies.

- **Complete a second major, in addition to the primary Liberal Arts major; OR complete a minor with at least 24 credits:** Fellows are expected to make the best use of elective and general education credits so that their achievements include substantial expertise in a second academic area. (Note: some minors already require 24 or more credits—such as the Business and the Liberal Arts Minor. Others require 18 credits—but Fellows would complete an additional 6 credits. Also note that the second major or the minor need not be in the College of the Liberal Arts—though the primary major must be in Liberal Arts. But a concurrent major or minor in International Studies does not satisfy this requirement.)

- **Complete a study abroad experience (brief study abroad experiences embedded in a Penn State course do not qualify) OR a credit-bearing internship** (for at least 3 credits). Suitable non-credit internships can be substituted with permission.

- **Complete an ethics course, as well as a suitable and substantial leadership or service commitment:** Fellows are expected to develop strong ethical principles and to give back to their community, whether this is in the Penn State/State College community or the hometown community or elsewhere.

A list of expectations for the service requirement is currently under consideration and
will be posted shortly. [Note that students with academic integrity violations typically will be disqualified from the Fellows Program.]

- **Achieve the Liberal Arts Communication Excellence Certificate** OR complete two additional courses beyond the 12th-credit-level proficiency in one foreign language OR achieve 12th credit proficiency in two foreign languages.
  This requirement may also be satisfied by an approved study abroad experience in a non-English speaking country. Those students majoring or minoring in a foreign language would automatically meet this requirement; students whose graduation might be delayed by this requirement may petition for a partial waiver.

- **Complete a capstone self-sponsored research or creative project** (this does not necessarily need to be in the major): Fellows, like other Honors students, should demonstrate the ability to make use of the special research and critical thinking methods associated with the humanities and social sciences.

*Fellows aspirants who have completed 30 or more credits will be welcomed into the Schreyer Honors College if they have a GPA of 3.5 or above, meet any department requirements, and are ready to declare a major. Those with a GPA below 3.5 after the first year will be welcomed when they complete 60 credits with a GPA of 3.4 and meet department requirements.

**B. Asian Studies Program**

Asian Studies offers **undergraduate majors** in Asian Studies, Chinese, and Japanese, and minors in those same fields. We also offer four semesters of Korean and Hindi.

Asian Studies offers **dual-title PhD degrees** in a number of fields. These interdisciplinary degree programs will draw on programmatic strengths in East and South Asian history, East-West comparative literature, religious studies, comparative politics, political economy, the literature and history of the Asian diaspora, comparative colonialism and ethnicity, and historical and cultural linguistics. If all goes well, we hope to begin enrolling students in Fall 2010.

Our **award-winning, widely published faculty** have research interests in a wide variety of fields, including Islam in China, the Ryukyu Islands, the architecture of the Indian city, Mughal political culture, East-West comparative literature, Confucian philosophy, contemporary Asian American fiction, medieval Japanese Buddhism, the history of Empire, the politics of democratization, and more. They come from a wide range of disciplines, including Applied Linguistics, Art and Art History, Classics and Ancient Mediterranean Studies, Comparative Literature, Economics, English, History & Religious Studies, International Affairs, Labor Studies & Employment Relations, Political Science, and Women's Studies.
APPENDIX 7

Africana Research Center/Liberal Arts Fellows Program

About the Program

In the autumn of 2005, The Pennsylvania State University (PSU) initiated a postdoctoral fellowship program for scholars conducting research on Africa and the African Diaspora. Housed in the Africana Research Center (ARC), and jointly sponsored by the Provost and the College of the Liberal Arts, this initiative is intended to foster a world-class community of early-career scholars. The mission is to assist these scholars in establishing themselves in the academy and the larger academic community. Scholars selected as fellows have opportunities to showcase their research and scholarship as well as to engage with noted scholars in their respective fields. Both contribute to the academic and cultural environments at PSU. Beyond this, the fellows can be considered for tenure line positions in the college. Since its inception, we have had 8 fellows, and 4 have been hired into tenure line positions.

Program

The postdoctoral fellows program runs from August through June each year. Fellows are expected to be in residence and to be active in PSU’s community of scholars. During their residency, fellows have no teaching or administrative responsibilities. In addition to focusing on research and publications, fellows participate in monthly professional development seminars as well as writing for publication sessions. Each fellow is matched with a mentor—generally, a senior scholar in the field who understands the importance of supporting and nurturing junior scholars. The fellowship provides a salary of $47,000, plus health insurance and funds for research and moving expenses. Office space and a computer are also provided.

Eligibility

Applicants must conduct research that centers on or is related to Africa and the African Diaspora. Ideally, applicants will have been awarded the doctorate within the last five years or will earn the doctorate before the start of the fellowship year. Applications are accepted from all disciplines. However, as the ARC is housed in the College of the Liberal Arts (CLA), preference is afforded to applicants with research that aligns with the CLA departments.
Application Process

Applicants must submit the following: (1) a two or three-page cover letter that outlines goals for the fellowship year and describes how a black intellectual community has been important to your development as a scholar and how you envision incorporating that experience into your career; (2) a current curriculum vita (6 page maximum); (3) one writing sample (no more than 30 double-spaced pages in length); and (4) three letters of recommendation. Letters of recommendation should be addressed to the attention of the Selection Committee and should be signed. Letters of recommendation can be uploaded at Submit an Application or emailed directly to africanacenter@la.psu.edu. If you prefer to mail the letter, it can be sent to Africana Research Center, 217 Willard Building, University Park, PA 16802.

Submission Process

All applications and letters of recommendation must be submitted online.

Online submissions will be accepted starting September 2009.

Applications. The cover letter, curriculum vita and writing sample must be saved and submitted as one (1) Adobe PDF file.

Letters of reference. Please ask references to save and submit their letters as Adobe PDF files. Each file name should be formatted as follows: applicantlastname-referencelastname.pdf (Example: Smith-Johnson.pdf).

Application Deadline

The application deadline for the 2010-2011 fellowship program is November 16, 2009. All applications must be electronically submitted. Applications received after November 16, 2009 will not be reviewed.

Selection Process

Applications will be evaluated by a committee of senior scholars. A select number of top-tier applicants will be invited to campus to participate in the Emerging Scholars Speaker Series (ESSS), which will take place in February 2010. Participation in this series affords selected applicants the opportunity to showcase their research and scholarship, engage with PSU scholars and administrators, and tour the campus. Postdoctoral fellows for the 2010-2011 academic year will be chosen from the ESSS participants.
Applicants selected to participate in the ESSS will be notified by December 12, 2009. Airfare and hotel accommodations will be arranged and funded by the ARC.
Each year department heads, deans and center directors are urged to nominate colleagues for the workshop who have demonstrated some administrative potential, with special emphasis on faculty from underrepresented and underserved groups. The workshops are designed to nurture the next generation of college leaders, be they department heads, center directors, associate deans, or chairs of key college and department committees, such as tenure and promotion, and strategic planning. The topics covered in four sessions over the academic year include the budget, faculty development, revenue enhancement through external funding, online courses and programs, and fund raising (development), recruiting, diversity, and legal issues.

Since the workshop began three years ago, several minority participants have moved into senior administrative positions, including the current head of the Department of African and African American Studies.
APPENDIX 9

College Administrative Fellows Program

Goals

• Identify faculty, particularly from underrepresented or underserved groups, who have demonstrated potential for effective leadership as center directors, department heads, associate deans, etc.
• Increase awareness of complex issues in higher education administration
• Provide opportunities for participation in decision making processes
• Provide opportunities for learning activities related to educational leadership

Possible Mentors

• Dean
• Associate Deans (current and former)
• Assistant Dean
• Department Heads (current and former)
• Associate Department Heads
• Graduate Officers
• Undergraduate Officers
• Center/Institute/Consortia Directors
• Director of Development
• Director of Administrative Services

Who Is Eligible To Apply For The Fellowship?

Any standing faculty member having been successfully tenured and promoted to at least the rank of associate professor.

Timing and Other Details

The Fellowship will occur over one semester and is accompanied by a one-course teaching release. While each Fellowship will be customized to some extent, the Fellow would normally have 1-2 mentors, participate in the new heads workshop, administrative committee meetings, the leadership workshop, and other events, including development events, to gain the desired depth and breadth of exposure and experience.

First nominations/applications will be solicited spring 2010, with the first fellows appointed in 2010/11. The number of fellows will depend on the budgetary environment and the degree of
match between and among college needs, nominee preferences, and availability of specific mentors.
APPENDIX 10

Dean’s Email to Department Heads Promoting Hiring of Underrepresented Faculty

As we enter into the hiring season, I want to emphasize that the College will support hiring top quality African American faculty even if they do not squarely fit into the job descriptions that you are searching for and even if you are not currently searching. As with any other appointment we make, we want to hire those who we think can make tenure, if they are junior faculty, and be important contributors to the intellectual and programmatic development of the department, if they are tenured faculty. If someone looks promising but especially green, we could consider nominating him or her for the ARC post doc for 2010-11 with a downstream tenure line appointment for fall 2011.

As you know, we lost several African American faculty in recent years, so this is an especially appropriate time to make sure we are considering diversity in our hiring plans. Let me know if you have questions.

Regards, Susan
APPENDIX 11

Examples of Efforts Undertaken By Director of Administrative Services
to Improve Staff Diversity

Liberal Arts Human Resources Workshops

November 18 - HOW TO TALK ABOUT DIFFICULT ISSUES IN THE WORK PLACE

8:30 AM – 10:30 AM – Room 124 Sparks Building
Presenter: Jennifer Morris
Audience: All Liberal Arts staff members

December 16 - INTRODUCTION TO HIGHER EDUCATION FOR THE NEW HIRE

8:30 AM– 10:30 AM – Room 124 Sparks Building
Presenter: Jennifer Morris and Betsy Will
Audience: All new hires of six months or less

January 20 - CONSTRUCTIVELY CRITICIZING YOUR SUPERVISOR

8:30 AM – 10:30 AM – Room 124 Sparks Building
Presenter: Jennifer Morris
Audience: Any Liberal Arts staff member who does NOT have a supervisory role.

February 17 - SKIN, SKIN COLOR AND DIVERSITY ISSUES

8:30 AM - 10:30 AM - Room 124 Sparks Building
Presenter: Nina Jablonski, Head, Department of Anthropology
Audience: Any Liberal Arts Staff Member

March 30 - VISA SERVICES REFRESHER

8:30 AM - 10:30 AM - Room 124 Sparks Building
Presenter: Michele Barosh, International Scholars and Faculty Visa Services Office
Audience: Any Liberal Arts staff member who is responsible for assisting with visa and permanent residency applications.