



**DIVERSITY EFFORTS AT PENN STATE**

*More than meets the eye.*

PENNSTATE



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DIVERSITY IS ALWAYS IMPORTANT AT PENN STATE UNIVERSITY. IT IS AN INTEGRAL PART OF THE UNIVERSITY'S MISSION, AND HISTORICALLY, PENN STATE HAS TAKEN GREAT STRIDES TOWARD PROMOTING AND FOSTERING DIVERSITY.

WE ENCOURAGE A WELCOMING ENVIRONMENT, ONE IN WHICH ALL PEOPLE FLOURISH, NOT IN SPITE OF, BUT RATHER, BECAUSE OF THEIR DIFFERENCES. AT A PLACE OF LEARNING AND INQUIRY, ONE OF THE GREAT THINGS THAT CAN HAPPEN IS TO MEET PEOPLE—TO LEARN FROM THOSE WHO ARE DIFFERENT AND TO EXPERIENCE DIFFERENT CULTURES. AND THIS IS IMPORTANT AT EVERY LEVEL OF THE UNIVERSITY—FROM CLASSROOMS TO PLAYING FIELDS, FROM RESEARCH LABS TO STAFF MEETINGS. NO MATTER WHAT YOU'RE DOING IN SOCIETY TODAY, HOW YOU GET ALONG WITH OTHERS WILL DETERMINE HOW YOU SUCCEED.



**CONSIDER THIS BOOKLET** a glimpse into the activity below the surface: a cross-section of a few of the efforts that the people of Penn State—students and alumni, faculty and staff, administrators and friends—have undertaken toward meeting the challenges and opportunities that diversity presents.

**IN DILIGENTLY PURSUING**, supporting, and integrating diversity in the University, a few core concepts unify all efforts. These three concepts are the very same that University President Graham Spanier has ardently promoted throughout his presidency:

**WE MUST DO MORE TO EXPOSE STUDENTS TO A VARIETY OF CULTURES AND INTERNATIONAL PERSPECTIVES IN ORDER TO PREPARE THEM ADEQUATELY FOR THE FUTURE.**

**WE MUST CONTINUE TO FOSTER A HUMANE UNIVERSITY COMMUNITY IN WHICH EVERYONE FEELS WELCOME, BY ELIMINATING DISRESPECT AND HARASSMENT AND WORKING TOWARD THE GOAL OF CIVILITY AND ACCEPTANCE OF EVERYONE.**

**WE MUST CONSIDER AMONG OUR MOST IMPORTANT EDUCATIONAL GOALS THE DEVELOPMENT OF CHARACTER, CONSCIENCE, CITIZENSHIP, RESPECT FOR OTHERS, AND SOCIAL RESPONSIBILITY.**

**AT PENN STATE**, we are committed to long-term planning and to immediate support. We're committed to action and to improvement. We're committed to making the University a welcoming environment where cultures are celebrated and differences are embraced. If after reading through this you have any questions about Penn State's efforts, we invite you to contact the Office of the Vice Provost for Educational Equity at 814-865-5906. For additional information, visit [www.lions.psu.edu/equity](http://www.lions.psu.edu/equity) on the Web.



*Helping Students Succeed*

*“As the University population becomes more diverse, we can anticipate more concerns to arise along cultural, gender, and racial lines. But if we can anticipate and address some of the issues in a proactive way, we can help create a more dynamic environment for education.”*

—Terrell Jones, Campus Environment Team Chair and Vice Provost for Educational Equity

THE UNIVERSITY IS CHALLENGED TO MAKE ITS CAMPUSES PLACES WHERE STUDENTS FEEL AT HOME AND CAN GET THE SUPPORT THEY NEED TO STAY AND FINISH THEIR DEGREES. WHILE MUCH OF THAT REQUIRES THE STUDENTS’ OWN WILLINGNESS TO INVEST THEMSELVES, PENN STATE HAS PROGRAMS AND SERVICES ACROSS ALL DISCIPLINES TO SEE THAT STUDENTS GET AS MUCH SUPPORT, ENCOURAGEMENT, AND MENTORSHIP AS POSSIBLE.

## PROGRAMS THAT ASSIST MINORITY STUDENTS

### Academic Advancement Programs

Penn State’s Academic Advancement Programs were recently awarded more than \$5.2 million by the Department of Education for programs that help students overcome cultural, economic, and academic barriers to success. These programs include the College Assistance Migrant Program, the McNair Post-Baccalaureate Achievement Program, Upward Bound, and the Regional Upward Bound Math and Science Center programs.

### Alumni Interest Groups (AIGs)

Not all of the work toward fostering diversity is being done on campus. Dedicated Penn Staters are working to recruit students, staff, and faculty and create networks for success.

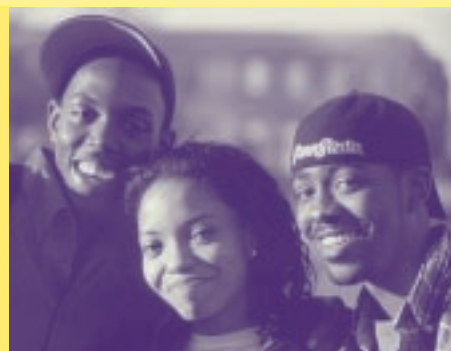
The members of the **AFRICAN AMERICAN ALUMNI ORGANIZATION** assist the University in the recruitment and retention of African American students,

faculty, and staff. They encourage and support educational and career opportunities for African American students. Additionally, they provide means by which African American alumni may be involved in the affairs of the University, and foster a sense of pride in and commitment to Penn State while enhancing its reputation and prestige.

Founded in 1997 to promote the needs of Asian Pacific American (APA) students, faculty, and staff at the University, the **ASIAN PACIFIC AMERICAN ALUMNI INTEREST GROUP** works to support the recruitment, retention, graduation, mentoring, and job placement of Penn State APA students. In addition, the APAAIG provides opportunities for Penn State alumni to create a nationwide base of networking and support to help fellow alumni reach their fullest potential. The alumni also encourage and support educational and career opportunities for APA students and assist in generating financial support for them.

**MINORITY STUDENTS RECEIVING SCHOLARSHIPS**  
from all University sources

Academic Year	No. of Students	Total Dollars
1995–96	2,197	\$7,745,372
1996–97	2,388	\$9,372,854
1997–98	2,577	\$10,429,019
1998–99	2,806	\$11,786,678
1999–2000	3,058	\$12,443,198
2000–01	3,130	\$13,928,531





The alumni of the **LAMBDA ALUMNI INTEREST GROUP** promote the University among prospective and current students, alumni, and friends, in addition to promoting the general welfare and self-affirmation of lesbian, gay, transgender, and bisexual Penn State students and alumni. They are dedicated to promoting the communication between and among lesbian, gay, and bisexual alumni and students and their allies and friends.

The alumni of the **LATINO ALUMNI INTEREST GROUP** are developing working relationships with other Hispanic/Latino groups regionally. They also are developing a professional networking group and providing community services.

### **Campus Environment Team**

Penn State's University Park Campus Environment Team is a ten-member group that works intensively and proactively to address diversity issues, acts of intolerance, and related issues. The team meets once a week to review ongoing issues and make recommendations about handling them to appropriate University administrators and faculty. The team's philosophy is to maintain a low profile and enable the appropriate University units and constituencies to take "ownership" of the best approach to resolving the issue. Created twelve years ago, the team soon realized that while a homogeneous University population creates fewer conflict situations, a heterogeneous University population

has a much broader range of ideas, values, cultures, and interactions—which makes for a richer and more dynamic University environment.

### **The Commission on Racial and Ethnic Diversity**

The Commission on Racial and Ethnic Diversity reports to the President on ways to improve the climate for minority students, faculty, and staff. The Commission on Racial and Ethnic Diversity (CORED) was initiated in 1989 as a University-wide advisory board to the president. Dedicated to enhancing the climate for diversity at all University locations, CORED is a resource for everyone and every department. The commission works to cultivate a safe and supportive community that values diversity and appreciates a multicultural and interdependent society. Members are African/Black Americans, American Indians/Alaskan Natives, Asian and Pacific Islander Americans, Latino/Hispanic Americans, and White Americans, and represent all employment categories in the University, from administrators to undergraduate students.

A sample of CORED's activities and accomplishments include:

- national conference, "Best Practices in Diversity: Exploring Practical Applications for the Twenty-first Century" as well as internal conferences on diversity issues



The School of Information Sciences and Technology sponsors Women in IST (WIST), a student organization focused on gender issues associated with the information sciences.

- study of the University’s curriculum and its treatment of diversity, with recommendations to emphasize and promote diversity perspectives in the curriculum
- analysis of the University’s exit interview policy for departing minority employees and students, and enhancement of diversity as a factor in staff evaluation
- publication of *Terminology Guidelines: Recommendations by the Commission on Racial/Ethnic Diversity*, which establishes appropriate references to various racial/ethnic persons or groups

### The Commission for Women

Since 1981, the Commission for Women has been a forum for exchanging ideas that can improve support for women at Penn State. Its membership represents every University employment category, as well as graduate and undergraduate students. The President appoints the members of the commission as an advisory group to recommend policies and programs to enhance the University’s working and learning environments. One recent initiative is a Mentoring Program, started in 1999, which has since guided more

than seventy women in personal and professional development through mentor–protégé relationships. Started in response to a faculty/staff survey that showed women’s strong interest in personal and professional development activities, the Mentoring Program has filled a need among female employees who want to connect with others facing similar issues.

### The Commission on Lesbian, Gay, Bisexual and Transgender Equity

Created in 1991, the Commission on Lesbian, Gay, Bisexual and Transgender Equity is an advisory group to the President. The commission’s purpose is to improve the climate for diversity within Penn State and specifically to address issues affecting the welfare of lesbian, gay, bisexual, and transgender members of the University community.

### The Equal Opportunity Planning Committee (EOPC)

The Equal Opportunity Planning Committee will spend \$400,000 to provide program funds for groups that historically have been underrepresented in the University and those that historically have been targets of discrimination. The summer 2001 and 2001–02 academic year programs are expected to reach thousands of faculty, staff, students, and prospective students across the Commonwealth. These are just a few of the twenty-five different programs:

#### BUGS, BOOKS, AND BIOLOGY SUMMER CAMP 2001 Penn State Berks

Bugs, Books, and Biology is an academic and recreational summer camp for urban youth from low-income families. The camp’s curriculum includes poetry workshops, 4-H projects, biology lab experiments, computer activities, and recreational activities.

#### NITTANY SCIENCE CAMP FOR GIRLS Penn State University Park

Two one-week day camps, designed for sixth- and seventh-grade girls from underrepresented populations

#### BUNTON-WALLER AWARDS

	1994–95	2000–01
<b>Bunton-Waller Scholarships*</b>	833	1,705
Amount awarded (in millions)	\$2.3	\$4.7
<b>Bunton-Waller Fellowships**</b>	92	197
Amount awarded (in millions)	\$0.9	\$2.1

**\*Bunton-Waller Scholarship**

This scholarship is offered to outstanding students who show strong academic potential. Scholarship awards are \$3,000.

**\*\*The Bunton-Waller Fellowship**

This competitive and prestigious fellowship is offered to students showing the most outstanding academic performance and potential. All academic disciplines are represented. Program awards (to Pennsylvania residents) are equivalent to tuition, fees, room, and board.

(especially African American, Native American, and Hispanic), emphasize self-esteem and confidence building. The girls attend both indoor and outdoor classes exploring topics of physics, design engineering, chemistry, and ecology. An all-female staff and a “visiting scientists day” provide the girls with positive role models.

**“OPPORTUNITY KNOCKS” ACADEMIC SUMMER CAMP  
Penn State New Kensington**

This program introduces a diverse group of students from various ethnic, racial, and socioeconomic backgrounds to careers in the allied health, science, and technology fields with hopes of eventually recruiting these students to Penn State.

**eLION MODULE: SUCCESSFUL ACADEMIC  
ADJUSTMENT TO COLLEGE  
Penn State University Park**

Research indicates that African American and Hispanic/Latino students attending predominantly white institutions are less likely to ask questions when academic difficulties arise. This reluctance stems from a belief that they will be judged as being less able and prepared if they ask for help. Over the past few years, Penn State has developed a Web site, eLion, that assists students with various academic actions, such as getting transcripts and scheduling classes. Although this module is available to all Penn State undergraduates, it is especially beneficial to the target population because students can get the answers they need in an environment that is private and anonymous.

**SENIOR RE-ENTRY SEMINAR  
Penn State University Park**

The Senior Re-Entry Seminar addresses some of the issues that affect the reentry of first-generation multicultural Penn State graduates to their families, home communities, and home job markets. The seminar helps students identify and understand the changes in their personal lives and home communities and use this knowledge to develop strategies to join the professional world effectively and efficiently.

**FastStart**

FastStart is a mentoring program designed to help first-year students from African American, Latino/Hispanic, and Asian and Asian/Pacific American backgrounds to succeed at Penn State. Mentoring teams of a faculty or staff member and an alumnus help students by answering questions, directing students to resources, and offering support. FastStart is also a good way for students to build informal networks for career development. Throughout the academic year, students and their mentors get together for informal receptions and events hosted by FastStart.

**Lesbian, Gay, Bisexual, Transgender  
Support Network**

The Lesbian, Gay, Bisexual, Transgender Support Network distributes a poster that symbolizes unity and support. By displaying the poster, people in the University identify themselves as supportive friends who can provide a safe haven of confidential support and information for lesbian, gay, bisexual, and transgender persons at Penn State. There are close to 350 members of the support network at University Park and other campuses across the Commonwealth.

**Minority Roundtable**

The Minority Roundtable is a group of student leaders representing African American, Latino, Asian American, Native American, and international students who meet monthly with the Vice Provost for Educational Equity, the directors of the Paul Robeson Cultural Center, and the Multicultural Resource Center to address support for student initiatives.

**Multicultural Career Day**

At this year’s Multicultural Career Day, seventy-five employers looking to diversify their workforce came to campus to recruit students for full-time work, internships, co-ops, and summer opportunities. More than 500 students talked with representatives from em-



employers such as the Department of Environmental Protection, Allstate Insurance, Frito-Lay, Lockheed Martin, Motorola, and KPMG.

#### **Multicultural Resource Center (MRC)**

The Multicultural Resource Center provides professional counseling and educational services for students of color, including:

- study skills, time management, and test-taking strategies
- tutorial assistance
- interpersonal-relationship and conflict resolution
- careers, internships, graduate/professional school, job opportunities
- financial aid, scholarships, and money management assistance
- study groups and seminars

The Multicultural Resource Center also sponsors discussion groups and recruitment programs including:

**Blends of Traditional Heritages**—a discussion group for students of biracial backgrounds, specifically those with one African American parent and the other parent of White, Asian, Hispanic, or other ethnic background.

**Knowledge, Excellence, Wisdom and Learning**—an assistance program for first-year Asian and Pacific Islander American students in their adjustment from high school to Penn State. Mentoring relationships benefit the leadership skills, retention rate, and graduation rates of Asian/Pacific Islander American students.

**Hispanics for Academic Progress**—a six-week summer program in which Hispanic/Latino high school students attend University Park campus. Tuition, books, and room and board are funded by Penn State's Equal Opportunity Planning Committee.

**Keepin' It Real**—a three-day spring visitation program for Asian/Pacific Islander American high school students from the Philadelphia area. On the most recent visit, thirty-five participants experienced college life firsthand as they stayed in residence hall rooms with their Penn State student-hosts.



*Growing with Diversity*



### INCREASE IN UNDERGRADUATE APPLICATIONS

By ethnicity, since 1995

African American	48%
Hispanic	45%
Native American	2%
Asian	48%

## DIVERSIFYING THE STUDENT BODY

### Recruiting Undergraduates

Deliberate. Purposed. Succeeding. The Minority Admissions office has been busy improving what they do. Community Recruitment Centers located in Harrisburg, Philadelphia, and Pittsburgh provide a visible presence in locales with large populations of African American students. Recently, an alumnus took the position of full-time regional coordinator for the metropolitan New York region. The regional coordinator visits a large number of high schools, attends almost every college recruitment night in the area, and brings students to campus on bus trips. Recruitment and outreach efforts have also been enhanced in the Baltimore/Washington, D.C., area. Additionally, the student Minority Admissions recruitment team of 125 volunteers (under the direction of a Minority Admissions visitation coordinator added last fall) has been invaluable in connecting prospective students to the University Park campus.

### Recruiting Graduates

Thirteen percent of the University's graduate students are members of underrepresented groups. Several very specific efforts are being made to increase that percent-

age. The Office of Graduate Educational Equity is building alliances with other universities, facilitating on-campus summer research opportunities, and will sponsor the first Graduate School Visitation Day in October 2001. They are also investing in the professional development of current graduate students, who will most likely be our best recruiters in the future.

One specific program is the Applied Research Laboratory Open DOOR (Diversity Outreach Opportunities in Research) summer research program, which provides undergraduate students from Historically Black Colleges and Universities opportunities to conduct research in the applied sciences with engineering and computer science faculty. This hands-on experience cultivates an interest in graduate study at Penn State.

Another program is Recruitment and Retention of Underrepresented Medical and Graduate Students, a program of the College of Medicine at the Penn State Milton S. Hershey Medical Center. Partly due to this summer research program, over the past thirteen years the number of underrepresented students enrolled in the College of Medicine has increased from 7 percent to 23 percent, and the graduate student enrollment has gone from less than .05 percent to 6 percent.

### FIRST-YEAR ADMISSION

(Baccalaureate and Associate)

	1995	(Percent of total)	2000	(Percent of total)
African American	631	4.7%	803	5.7%
Hispanic	322	2.4%	459	3.2%
Asian	608	4.5%	690	4.9%
Native American	15	0.1%	19	0.1%
Total Minority	1042	10.0%	1971	13.9%
All others	11,808		12,169	
<b>Total</b>	<b>13,384</b>		<b>14,140</b>	

### FALL ENROLLMENT, UNIVERSITY-WIDE

	1990	1995	2000	10-year % change
African American	2,308	2,730	3,459	49.9%
Hispanic	867	1,404	1,847	113.0%
Asian	1,777	2,662	3,121	75.6%
Native American	106	118	149	40.6%
<b>Total Minority</b>	<b>5,058</b>	<b>6,914</b>	<b>8,576</b>	<b>69.6%</b>
All others*	70,307	69,683	72,694	3.4%
<b>Total</b>	<b>75,365</b>	<b>76,597</b>	<b>81,270</b>	<b>7.8%</b>

All others includes: White Non-Hispanic, Non-Resident Aliens, and Unidentified students



The College of Engineering's Cultivating Faculty for the Future program offers women and minority students fellowships, research opportunities, and networking directories to promote interest in graduate studies and careers in academia.

### DIVERSIFYING THE FACULTY

The President's Opportunity Fund has made a major impact in increasing faculty diversity in the last ten years. To assist junior minority faculty, a Senior Faculty Mentor position was created, providing support and information workshops on tenure, publishing, funding, and vita development, among other topics. The Senior Faculty Mentor goals for the 2000–01 year included a systematic assessment of the development needs of faculty of color, strengthening communication between graduate students and faculty, and use of e-mail and the Internet to increase communication among minority faculty and enhance the visibility of their research, teaching, and outreach activities.

Though the numbers have increased in the past ten years, minority faculty members account for only 12 percent of all full-time faculty. A limited number of candidates and aggressive recruitment of high-caliber faculty by other institutions are two of the biggest barriers to faculty diversity at Penn State. To retain faculty of color, the University needs more faculty of color. This is an area the University has targeted for improvement.

In April 2001, the University committed to establishing the Africana Studies Research Center, which

will, among other things, provide African American faculty with a forum for research visibility.

### DIVERSIFYING THE WORKPLACE

Seven percent of all full-time employees are members of minority groups. The University is actively working to increase these numbers as well as ensure that the current working climate supports diversity. The Diversity Support and Education Center (within the Affirmative Action Office) acts as a support system, providing mentorship and educational programming, including workshops such as Understanding and Valuing Diversity in the Workplace, Issues of Sexual Orientation in the Workplace, Diversity Leadership, and The Color of Fear: An Open Dialogue on Race.

The Administrative Fellows Program has been valuable in increasing the pool of qualified women and minorities interested in pursuing careers in University administration. By serving under the mentorship of a senior-level administrator, Fellows broaden their perspectives and experiences in higher education administration, become more effective in their existing positions, and gain a base for future advancement in administration.

#### FULL-TIME FACULTY, UNIVERSITY-WIDE

	1990	1995	2000	10-year % change
African American	76	88	117	53.9%
Hispanic	51	58	71	39.2%
Asian	256	309	387	51.2%
Native American	3	3	7	133.0%
<b>Total Minority</b>	<b>386</b>	<b>458</b>	<b>582</b>	<b>50.8%</b>
All Faculty	3,910	4,226	4,704	20.3%

#### PERCENT OF TOTAL FULL-TIME FACULTY

	1990	1995	2000
African American	1.9	2.1	2.5
Hispanic	1.3	1.4	1.5
Asian	6.5	7.3	8.2
Native American	0.1	0.1	0.1
<b>Total Minority</b>	<b>9.8</b>	<b>10.9</b>	<b>12.3</b>



### Dr. Vernis Welmon

Dr. Vernis Welmon, assistant to the dean for Diversity Enhancement and International Programs in The Smeal College of Business Administration, has been key in developing ethnic diversity in the college's MBA program during his fifteen-year tenure. So key, in fact, that in 1999 Smeal College alumnus Harvey Kimmel ('64 Bus) and his wife, Virginia, pledged \$100,000 for an endowment in Dr. Welmon's name.



The Vernis Welmon Endowment for MBA Minority Affairs and International Programs is an unrestricted fund that helps increase the number of talented minorities in the MBA program. Since the nationwide minority pool is already small, competitive funding is essential. Recently, seven inspired students pledged portions of their signing bonuses and starting salaries to the endowment, for a combined gift of \$14,000. That any program could get its fuel from its own participants is a compliment of the highest level to all involved.

Aside from being a popular teacher of international business, Dr. Welmon has been honored for his outstanding student advising. The programs of recruitment, retention, and alumni relations that he has led have benefited hundreds of minority MBAs—and contributed to Smeal's national reputation for leadership in these efforts. He also has undertaken similar work as part of University-wide committees.

Additionally, he has been a guest lecturer in Penn State's Department of African and African American Studies. He was recently

an advisor to the International Business Association, Phi Chi Theta, and is currently advisor to MBA committees for international students and managing diversity. He is also a consultant for the Tertiary Education Linkage Project.

Dr. Welmon played a major role on the Smeal College team that designed and carried out the University of the West Indies/Penn State Management Education Project. Through that project, Smeal assisted in a major revamping of business education at the Jamaica-based school.

Dr. Welmon earned a doctoral degree in interdisciplinary studies at Penn State. His research interests are in African and Caribbean economic and business development and African American business development. He holds a bachelor's degree from Temple University and a master's degree from Columbia University. He joined Smeal in 1983 as coordinator of Ph.D./M.S. programs and has served as assistant to the dean for minority relations and international programs since 1985.

### FULL-TIME EMPLOYEES, UNIVERSITY-WIDE\*

	1990	1995	2000	10-year % change
African American	359	410	437	21.7%
Hispanic	99	114	149	50.5%
Asian	282	323	405	43.6%
Native American	15	22	27	80.0%
<b>Total Minority</b>	<b>755</b>	<b>869</b>	<b>1,018</b>	<b>35.0%</b>
All Employees	11,634	12,076	13,562	16.6%

\*Excludes Dickinson School of Law, Hershey Medical Center, and Pennsylvania College of Technology





*Celebrating Diversity on Campus*



### THE PAUL ROBESON CULTURAL CENTER: A HOME AWAY FROM HOME

In 1999, new construction added 10,000 square feet to the Robeson Center. The new center has several resources for the University and surrounding community, including Heritage Hall (with seating for up to 500 people), a conference room, library, student organization office space, and the Robeson Gallery.

The Cultural Center is ground zero for several student organizations, including the African Student Association, Caribbean Student Association, National Association for the Advancement of Colored People, Latino Caucus, and the Puerto Rican Student Association. As a home away from home, it is a gathering place for students, who often stay late into the night meeting, studying, and socializing.



### RESIDENCE LIFE

Each residence hall area has a cultural lounge dedicated to programs and events dealing with diversity issues. Programs range from guest speakers on human rights in Bolivia, to body art, to events co-sponsored with student organizations, to memorials of major world injustices.

Students who are particularly committed to peaceful means for social change can choose to live in the Martin Luther King, Jr. House, a special residence-life option in Beaver Hall. Every year, approximately twenty-five students choose to become house members, and together focus on living out the social philosophies of Martin Luther King, Jr., Mahatma Gandhi, and Henry David Thoreau. Members work closely with the African and African American Studies department and the Paul Robeson Cultural Center to strengthen their academic and social ties.



The College of Arts and Architecture's Center for the Performing Arts is undertaking a long-term project, *Beyond Tolerance: Reaching toward Unity*, to use art as a catalyst for social change, targeting issues of racism. The program engages a group of artists for a week and brings them to campus to address these issues through direct interaction with students, faculty, administrators, and community members.

**STUDENT AFFAIRS:  
DISTINGUISHED SPEAKER SERIES**

Each year the Distinguished Speaker Series brings diverse nationally and internationally known speakers to campus. Among this year’s speakers were actors Christopher Reeve and Danny Glover, and athlete/activist Martina Navratilova.

**What's more gut-wrenching than a ticket on your windshield?**

A "No n\*\*\*\*\* allowed" sign on a party door.

Take a first step toward breaking down the walls of racism. Realize that for many students, it is real.

\*One Saturday, while my friends and I were looking for our other friend's apartment, we walked past an apartment. There seemed to be a party going on because of loud music coming from the room. Hanging on the door was a sign that said "No n\*\*\*\*\* allowed." We then found a security guard and told him what happened.

This testimonial, given by an Arabic/Italian/White student, is one of a compilation of 250 accounts presented to state legislators in February 2001.

For resources on fighting hate and discrimination in our community, go online: [www.hate.psu.edu/teqny](http://www.hate.psu.edu/teqny), or call the office of Educational Equity at 855-5264.

**ZERO TOLERANCE FOR HATE AT PENN STATE**

**CAMPUS ADVOCACY**

**Advertising Campaign**

One in a series of advertisements appearing in the *Daily Collegian* as part of a University Park diversity campaign launched September 2001.

**Take Back the Night**

On April 18, 2001, hundreds of participants took part in Penn State’s sixteenth annual Take Back the Night rally and march. Take Back the Night is an international movement that began in England and aims to stop violence and sexual assault against women. The march began with speakers

on the steps of Old Main and proceeded to various campus and town locations, where people shared stories in confidence.

**Unity Week**

Unity Week, held in October 2000, united students, faculty, and staff against racism and sexual assault. Activities included a sensitivity workshop, a sexual assault/rape candlelight vigil, and a Black Caucus discussion on hate crimes.

**Unity Days**

The fifth annual Unity Days—a weeklong celebration of diversity and cultures—took place in April 2001. The theme was “Building our CommUNITY.” Nineteen of Penn State’s twenty-four campuses sponsored theme-focused events on Wednesday, April 4, to celebrate Unity Day across the Commonwealth. University Park events included a panel discussion on white roles in fighting racism, a Unity March, a Coaches vs. Cancer all-you-can-eat spaghetti dinner, a Cultural Expressions Celebration, and the Red Ribbon AIDS 5K Walk/Run co-chaired by President Graham Spanier and Professor Sandra Spanier.



**Diversity Art Exhibits**

This is just a sampling of a wide array of multicultural art exhibits featured on campuses across the Commonwealth.

- Celebration of Women at Penn State*, Paterno Library, Penn State University Park.
- AIDS quilt panels, Capital Union Building Student Center, Penn State Harrisburg.
- American Indian Leadership Program: A Tradition of Leadership*, Rackley Building, Penn State University Park. Items and photographs highlight the program’s thirty-year history.



The Smeal College of Business Administration's Mentoring Program partners minority alumni of the MBA program with current minority students for one-on-one career advising.

### Mildred Settle Bunton 1973 Distinguished Alumna

Mildred Settle Bunton's life was an old-fashioned success story. She was the seventh of nine children. Her father died when she was very young—her brother and sisters then ranged in age from 4 months to 21 years. Though she graduated tenth in her high school class, there were no funds for further education. But there was a wealth of determination, and four years after her high school graduation, she began her studies at the University of New Orleans (earning her way as a babysitter), made the dean's list, and transferred to Penn State, where she was the only Black coed on campus in 1929.

She couldn't afford to live in a residence hall, so she worked for room and board in the homes of two faculty members. She couldn't afford tuition either, so she

borrowed that from the Penn State College Fund. She twice won scholarships from the State Federation of Pennsylvania Women, in 1930 and 1931. Poverty was still a burden when Mrs. Bunton graduated with honors in 1932. She entered the dietetic internship program at Freedmens Hospital in Washington, D.C., immediately after graduation. There was no stipend, only room and board.

Her achievements, including a master's degree in nutrition from Cornell University, attested to the strength of her early determination. She retired as director of dietetics at Freedmens Hospital, as well as associate professor at Howard University and clinical coordinator for medical dietetics in Howard's Department of Allied Health Professions. Mrs. Bunton worked with dozens of conferences, panels, educational programs, and committees, including the 1969 White House Conference on Nutrition, Food, and Health. In

that same year, she assisted at the fifth International Congress of Dietetics in Washington. It is no coincidence that two of the University's most prestigious scholarship awards should carry her name: the Bunton-Waller Scholarships and Fellowships represent millions of dollars awarded each year to outstanding students from diverse backgrounds.



- Third biannual Center for Women Students display of the Penn State/Centre County Clothesline Project: *Bearing Witness to Violence Against Women*, Pollock Recreation Room, Penn State University Park.
- Contemporary Arts and Crafts from Africa*, Robeson Gallery, Penn State University Park. More than 100 pieces of basketry, oil painting, fabric and batik art, tapestry, jewelry, pottery, and sculpture.
- Multicultural murals, HUB-Robeson Center, Penn State University Park. Three of the murals from the Multicultural Mural Project depict the diverse cultures present at Penn State.
- Cambodian Student Coalition display, HUB-Robeson Center, Penn State University Park. Musical instruments, silk weavings, and figurines show a glimpse of Cambodian culture.
- Congo images from the Matson Museum of Anthropology collection, HUB-Robeson Center, Penn State University Park. Wood, metal, and stone masks and figurines made by groups such as Kuba, Luba, Bakota, and Songye.
- Black Women: Achievements Against the Odds*, permanent display, Conference Center Main Classroom Building, Penn State York.



*Moving into the Future with Diversity*

## NEW INITIATIVES

At the end of spring semester 2001, the Penn State University administration announced a plan for expanding its diversity programs. The plan's release incorporates a number of suggestions from student leaders, who contributed greatly to the discussion leading to the new initiatives. The expanded diversity plan includes scholarships, additional faculty for the African and African American Studies department, and the new Africana Studies Research Center.



### The following are a few highlights from a newly released Plan to Enhance Diversity at Penn State:

- The University is establishing an Africana Studies Research Center effective with the 2001–02 academic year.
- Penn State is increasing the number of full-time tenured and tenure-track faculty in the African and African American Studies Department and creating several scholarships in the department. (Scholarship recipients will be required to serve disadvantaged areas of the Commonwealth for three years after graduation.)
- The University is adding a Pre-Freshman Seminar experience designed to acquaint incoming students with issues related to racism and diversity.
- Penn State's Vice Provost for Educational Equity now sits on the President's Council as well as the Academic Leadership Council, which includes the academic deans and other senior University officers.
- Penn State has an advisory board, the Commission on Racial/Ethnic Diversity, which reports to the President on diversity issues. Membership includes faculty, staff, and students. The new plan increased the number of student members on the commission.

**Dr. W. Terrell Jones**

Penn State students are lucky to have someone like Terrell Jones working with them. Appointed Vice Provost for Educational Equity in 1998, Dr. Jones has long been both an advocate and a pillar of support for students of color as they find their voice at the University.

In 1997, based on his experiences with students, he co-authored a book, *How To Succeed On A Majority Campus: A Guide*



for *Minority Students*, to help students overcome barriers associated with race, ethnicity, and cultural isolation. Available in bookstores across the country, it addresses issues head-on, including racism on campus, navigating unfamiliar ethical points of view, special challenges for women of color, building relationships with others, and resolving conflicts.

Dr. Jones earned his master’s and doctoral degrees in Student Personnel Services from Penn State. He has presented workshops and speeches on cultural diversity, cultural/ethnic identity, racism reduction models, and intercultural communications for the public and private sectors as well as for student and professional diversity-focused conferences. He is the author of several articles on diversity in higher education and a

consultant for many institutions committed to cultural diversity and multicultural development. As a consultant, he has developed and conducted diversity training programs for such organizations as the National Conference on Student Services, the Pennsylvania Conference of State Trial Judges, Conrail Management Programs, Hewlett-Packard, State Farm Insurance Companies, and numerous universities.

In April 2001, the newest diversity initiatives restructured and expanded the role of the Vice Provost for Educational Equity, adding the position to the President’s Council, the Academic Leadership Council, and discussions about the annual budgets and diversity plans of all colleges and campuses.

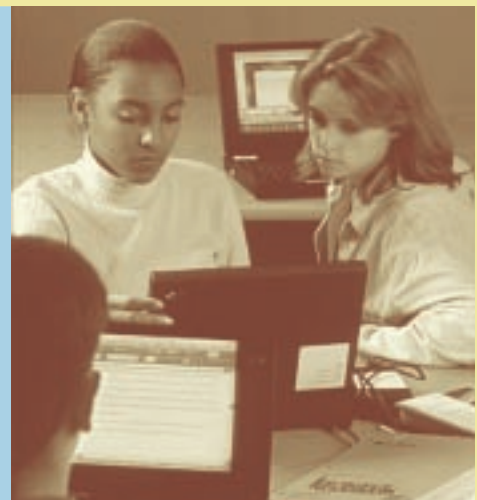
*“... All you have to do is go to any room with a mirror and take a good hard look at yourself in the eyes. Say and mean it, in response to hate mails, racism, sexism, and others acts of intolerance: ‘I pledge, not here, not now, not ever.’”*

—Terrell Jones  
Vice Provost for Educational Equity

**SIX-YEAR GRADUATION RATES AT BIG TEN PUBLIC UNIVERSITIES**

	African American	All Students
<b>Penn State (UP)</b>	<b>62%</b>	<b>80%</b>
Michigan	59%	82%
Illinois	57%	75%
Wisconsin	49%	74%
Purdue	49%	64%
Iowa	49%	62%
Michigan State	41%	64%
Ohio State	37%	56%
Minnesota	36%	51%
Indiana	33%	68%

(Source: 2000 NCAA Graduation Rates Report—1993 Cohort)





*Reaching Out in the Community*



The College of Earth and Mineral Sciences offers an award-winning outreach course, the Philadelphia Field Project, where Schreyer Scholars work, research, and serve in low-income neighborhoods in West Philadelphia.

#### **PENN STATE RESOURCE CENTER**

The Penn State Resource Center, 4601 Market Street, Philadelphia, officially opened in fall 1995. The center's mission is to deliver Penn State's resources to Philadelphia residents in a range of ways.

#### **Penn State Community Recruitment Center**

The center works in support of the University's goal to increase University-wide enrollment of qualified, ethnically diverse students. Efforts include campus visits and financial aid workshops.

#### **Cooperative Extension**

Community education programs of Cooperative Extension include:

##### **THE EXPANDED FOOD NUTRITION EDUCATION PROGRAM**

—Youth in Transition (for kids in foster care), Teen Parent Education and Employment Program, Family Living Outreach Parenting and Child Care Programs, and Welfare-To-Work Training

#### **THE URBAN GARDENING PROGRAM**

—helps to grow food valued at an estimated \$3,276,515 for citywide use

#### **THE 4-H/YOUTH DEVELOPMENT PROGRAM**

—involves more than 10,000 Philadelphia youth with environmental issues and science projects

#### **FAMILY LIVING PROGRAMS**

—offers workshops for child-care providers, focusing on identifying the diverse needs of children requiring day care and after-school care

#### **THE URBAN ENTOMOLOGY PROGRAM**

—offers seminars for more than 1,000 pest control operators statewide

#### **Penn State Educational Partnership Program (PEPP)**

PEPP is designed to work with upper-elementary, middle, and high school students with potential for success and instill in them the value of education. All program elements focus on building self-reliance, developing and reinforcing academic skills, and promoting the desire to successfully complete high school.

#### **Educational Opportunities Center (EOC)**

The EOC helps adults age 19 or older to begin or continue a program of postsecondary education. Adults assisted by EOC programs are low-income individuals whose parents did not graduate from college. The EOC helps program participants plan a career, choose a college or vocational school, and find a suitable financial aid program. These services are provided free of charge to Philadelphia County residents. In the first year of operation, the EOC served 500 participants.



### **Judge Cynthia A. Baldwin**

Judge Cynthia A. Baldwin is distinguished—a Distinguished Alumna of Penn State and Distinguished Daughter of Pennsylvania, not to mention vice president of the Penn State Board of Trustees and the first African American female judge elected to the Allegheny County Court of Common Pleas. But these are only a few of the many accomplishments in her life.

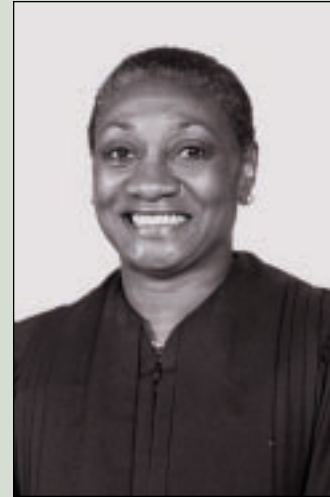
Judge Baldwin received her B.A. and M.A. from Penn State in English and American Literature, respectively. She served as president of the international alumni association from 1991 to 1993 and is a gubernatorial appointee to the Board of Trustees. She received her J.D. from Duquesne University, where she served in both visiting and adjunct professorships, still retaining the latter. She is past president of its Law Alumni board. Judge Baldwin also teaches in the Widener School of Law Intensive Trial Advocacy Program and lectures widely in family law, constitutional law, and jurisprudence.

Judge Baldwin is a past member of the House of Delegates of the Pennsylvania

Bar Association, a member of the Advisory Board of the Homer S. Brown Law Association, a past Master in the Pittsburgh Chapter of the American Inns of Court, and a member of the Allegheny County Bar Association and the Pennsylvania Bar Association.

In addition to being actively involved in the community serving on several nonprofit boards, Judge Baldwin has served as a gubernatorial appointee to the Pennsylvania Commission on Crime and Delinquency since July 1990. She also chairs the Statewide Family Court Computer Project. A seasoned attorney, she has been associated with several law firms and has served as attorney-in-charge, Bureau of Consumer Protection in the Office of the Attorney General, Commonwealth of Pennsylvania.

Judge Baldwin was chosen as a Fulbright Scholar for the summer of 1994 and lectured at the University of Zimbabwe Law Faculty in constitutional law and jurisprudence. She also assisted in the development of a trial advocacy program. While there, she interacted with the members of the Supreme Court on



constitutional issues in the cases coming before them.

In the summer of 1995, Judge Baldwin was on a team sponsored by the American Bar Association, National Judicial Conference, and D.C. Superior Court, which conducted judicial education programs in Malawi, Uganda, and Tanzania. In 1996, she was selected as a Distinguished Daughter of Pennsylvania. In January 2001, she was elected vice president of Penn State's Board of Trustees.



### **FOR MORE INFORMATION**

For a fuller picture of the daily efforts to enhance diversity at the University, we invite you to visit our Web site at [www.psu.edu](http://www.psu.edu) or go directly to these sites:

Educational Equity and Diversity:  
[www.psu.edu/ur/diversity](http://www.psu.edu/ur/diversity)

Office of the Vice Provost for Educational Equity:  
[www.lions.psu.edu/equity](http://www.lions.psu.edu/equity)

Diversity Links at Penn State:  
[www.lions.psu.edu/equity/links.html](http://www.lions.psu.edu/equity/links.html)

**This publication is available in alternative media on request.**

The Pennsylvania State University is committed to the policy that all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. It is the policy of the University to maintain an academic and work environment free of discrimination, including harassment. The Pennsylvania State University prohibits discrimination and harassment against any person because of age, ancestry, color, disability or handicap, national origin, race, religious creed, sex, sexual orientation, or veteran status. Discrimination or harassment against faculty, staff, or students will not be tolerated at The Pennsylvania State University. Direct all inquiries regarding the nondiscrimination policy to the Affirmative Action Director, The Pennsylvania State University, 201 Willard Building, University Park, PA 16802-2801, Tel 814-865-4700/V, 814-863-1150/TTY.

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