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*A Presidential Leadership Academy Proposal*

# Equal Access to Opportunity in Education: Increasing Diversity at Penn State

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## **SECTION I. INTRODUCTION**

## 1.1 THE HISTORY OF DIVERSITY AT PENN STATE

Long before the name Martin Luther King Jr. was ever whispered across Penn State's campus, racial tension due to a lack of diversity was omnipresent in State College. Founded in 1855, Penn State started off as an institution of higher education for white men and women. As a land grant institution, Penn State was dedicated to enroll the local community members. Data from this time period shows that there was an overwhelmingly white majority, with the first African American student being enrolled in the School of Agriculture in 1899, 44 years after the founding of the institution. Calvin Hoffman Waller, the only African American student on campus, suffered greatly and almost did not return his 3rd year. Sources say he was suffering from loneliness as a result of the severe lack of diversity (Roney).

Under the Morrill Act of 1863, Penn State was granted land by the government in order to prosper the education of not only the upper-class, but also to support the growing class of industrial workers. As the "Great Migration" of Southern African Americans moved towards the Northern States looking for work and increased quality of life, the Penn State demographics began to evolve (Verney).

Penn State's historically rough transition from exclusive Caucasian community to that of today's comparably diverse makeup includes many stories that show us how far we have come, stories that are often suppressed when talking about the need for fostering diversity at Penn State. Once, a student from Liberia was suffering from malnutrition. He fell ill, and when doctors prodded as to the cause, he explained that, "no one in town would serve him" (Roney). Even The Corner Room refused to serve blacks.

Black students had to drive 28 miles out of State College to a town called Tyrone, just to get a haircut. No one in town would serve them. One barber was quoted, "Not that I've got anything against them myself, mind you! But it's the trade you've got to be careful of. You know, a lot of people wouldn't come in here if they saw a nigger in the chair." Black students began protesting the treatment from barber shops (Critique). During the 1960s, the focus of African Americans who had been advocating for fair treatment in barbershops shifted. Instead of spotlighting the inequality that existed within the community,

students began directly targeting Penn State administration for change. At its historical climax, 1960s racial tensions in State College were making national headlines. Protests on Old Main lawn were a regular event, and a black student association made the initiative to give a speech at the halftime Blue and White game in the spring of 1969.

This first diversity organization on Penn State record, dedicated to the inclusion of African American minorities, was named the Douglass Association. Formed in 1968, students in the club were passionate about achieving racial equality. It was inspired by Frederick Douglass, a noted African American abolitionist of the 19th century. Their primary goal was to have some of the following requests granted by administration: gain more black professors, graduate students and athletes; establish a Negro history course; promote black literature; and dedicate a building after Martin Luther King Jr. Even with only 3 black professors on campus to back faculty support, administration signed these requests the day they were proposed (Epstein).

The second organization dedicated to promoting healthy discussion about racism was called The White Liberation Front. This student group was aimed at targeting white students by handing out “anti-bigotry kits.” These kits addressed facts on welfare, education, and conversations on bigotry. The White Liberation Front wanted to address the arguments of George Wallace, and why “he is wrong.” (Klein).

The Douglass Association morphed into a new organization, renaming themselves the Black Student Union (BSU). The BSU was given the opportunity to speak at half-time at a fall football game: “Since we cannot reach you at any other place, we find it necessary to come to a football game to ask you to think as members of an academic community. We wish to express an analysis of our situation, and we ask you to join us in these thoughts.” The statements were not well received by the attendees of the game, as many boos were heard echoing within Beaver Stadium (Kranzley).

From the 1960s until the turn of the century, Penn State saw hundreds of more protests. With time, more interest groups dedicated to increasing fairness and diversity on campus sprung up and led the front of the fight against racial bias. Many of these efforts brought pleasing results to the students; the effort to recruit black students and faculty was advanced, the position for vice provost of Educational

Equity was established, and the Commission of Racial and Ethnic Diversity was organized to assess how the university change the campus climate and makeup. In addition, the Paul Robeson Cultural Center was developed, and the University Budget added 3 credits of “diverse” coursework to the curriculum requirements.

Even as these improvements were made, the problem had not disappeared. In fact, racial tension was ever more present on campus. By the late 90s and early 2000s, death threats, attacks on black students, and racist flyers were common. Various student organizations such as Womyn’s Concerns and the Lambda Student Alliance led a candle vigil on Old Main Lawn to examine individuals’ stories about inequality. They called it the “Take Back Our Campus” vigil.

In 2001, two black bodies were found shot and killed in the woods, one in Bradford County, one in Centre County. The case of the Centre County body was never solved, but students suspected that he was the victim of a hate letter. The events shook campus and caused widespread fear and safety concerns.

Within the last decade, huge strides have been made to create an environment of equality. The power of the vice-provost position has increased, scholarships for minorities have become available in every academic college, the number of black faculty has increased with more tenure tracks available in the African and African American Studies Department, and the creation of the Africana Research Center all have contributed to a better campus climate.

Though as a community we have become more diverse over the years, we believe there still is much work to be done to improve the social climate of the university. One of the first steps in this process is realizing the sheer importance of this issue and how the lack of diversity impacts and shapes each and every student that attends this university. President Barron himself believes that diversity is one of the six main imperatives this university needs to improve. If the President of the University sees this as an issue, we believe the rest of the university should as well.

## **1.2 DEFINING DIVERISTY**

The second step in this process was to define diversity, as this term is perceived differently among people. We have deemed diversity as the umbrella term, and we have defined it as a representation of core values and principles of Penn State, as well as a set of experiences and attributes that allow for personal and professional growth as well as increased intellectual richness of the institution. Diversity pertains to not one idea, but a culmination of multiple entities that can be evaluated both qualitatively and quantitatively. Because one of the main components of diversity, underrepresented students, is the focus of our policies, we believe that by increasing the number of underrepresented minority students, a multitude of other aspects of diversity, such as experiences and perspectives, will be increased as well.

## **1.3 THE FAIRNESS**

The next step in this process was to determine how attending a university that does not accurately represent the demographic makeup of the community, the state of Pennsylvania, fell on the fairness scale. This is where our question of fairness comes in. We centered our work around the question, “Is it fair to perpetuate a higher education system that does not accurately represent the diversity of the community?” We as a group do not believe this is fair, and we began to discuss ways to increase the diversity of this university in answer to this question.

We as a group examined a variety of issues that could contribute to the lack of diversity at Penn State and initially settled on affirmative action, but after speaking with Melissa Doberstein, the Director of the Presidential Leadership Academy, we learned that this university does not use any sort of quota system or use affirmative action in the application process. A number of group think sessions later, we have reached the conclusion that a multifaceted issue needs a solution of the same caliber to begin tackling a few problems at a time, rather than trying to improve just one issue at once. This helped us realize that diversity is not just an issue once a student comes to campus; it is an issue before students even apply. Because having multiple ideas to tackle problems throughout the education process will most effectively strike at the root of the problems we face, we are proposing three policies that focus on

building relationships between current Penn State students and students in middle and high schools, recruiting diverse students, and retaining these students in order to create equal access to opportunity in education.

**SECTION II: TALENT SEARCH &  
SCHREYER HONORS COLLEGE  
PARTNERSHIP**

## 2.1 UNEQUAL ACCESS TO A QUALITY EDUCATION

When examining issues of fairness in access to higher education at Penn State for underrepresented minorities, it is ineffective to wait until the actual college application process to begin attempting to affect change. Although there are key issues that must be addressed at this stage and beyond, and will be addressed by later policies in this proposal regarding recruitment and retainment, the first issues that must be addressed start long before that time, during the middle and high school years.

Across the state of Pennsylvania, middle and high school students are already facing unequal access to quality education in their school districts, and this unequal access feeds directly into the problem of underrepresentation at Penn State. This phenomena is not shocking, and there are already programs at Penn State designed to address it. Based on the current success of these programs, and the already-existing funding and relationships associated with them, additional support and development directed toward these programs would be the most expedient and cost-effective way to increase pathways for underrepresented minority students to have a fair chance to attend Penn State, or other institutions of higher education. This increased support could be provided by a number of different departments and programs within Penn State, but due to the increased focus on diversity within the Schreyer Honors College, including the recent development of a Diversity Council and a \$25,000 gift marked for diversity outreach, the most straightforward way to increase the fairness of higher education for underrepresented minorities would be a partnership between the Schreyer Honors College and already-existing programs at Penn State.

One already-existing program at Penn State that the Schreyer Honors College could pursue a partnership with is Talent Search. A member of the Department of Education's TRIO programs, Talent Search is already operating out of Penn State's University Park campus to provide numerous services for underserved high school students, including career exploration, academic advising and preparation, and financial aid planning assistance ("Services"). The program is designed to serve "students [who] come from households with limited financial resources where no one has completed a higher education degree"

(“Talent Search”). Within the Talent Search program, these factors are highly correlated with students from underrepresented minorities: of the 1,541 total students served by both divisions of Penn State’s Talent Search program during the 2014-2015 academic year, 1,082, or 70.21%, identified as non-white (Appendix A). The services Talent Search currently provides to these students could be expanded and developed through a partnership with the Schreyer Honors College in two major ways: the creation of a cyber tutoring program, and the expansion of an interest development program.

## **2.2 CYBER TUTORING PROGRAM**

Currently, the Talent Search program receives its funding from the Department of Education. State-wide, Talent Search receives approximately \$134 million dollars of funding per year, and their minimum required reach is one student served for every \$460 received (Bastian). Because this is a relatively low amount of funding per student served, Talent Search is able to extend their reach by applying for additional funding and grants. According to director Stephen Holoviak, Penn State’s Talent Search program would be more competitive in the funding application process if they had a tutoring or mentoring program, which is not a service currently provided by Talent Search (Bastian). This need, in connection with the existing resources of the Schreyer Honors College, leads to a natural partnership between these two entities for the purpose of increasing fairness in education for underrepresented minorities, both during their middle and high school years and during their pursuit of higher education.

One of the best resources of the Honors college is the Scholars themselves, and the success of this partnership would rest primarily upon them. Because Scholars represent disciplines all across the many colleges and majors offered at Penn State, they are a unique collection of students extraordinarily gifted in a variety of different fields. Although success in a field as a student by no means guarantees success as a teacher or mentor, it is an important first step. From there, Scholars could be trained in the basics of how to effectively tutor and mentor younger students. Penn State already has many peer tutoring programs across campus, including the Writing Center and the Speaking Center, and Schreyer could look to these

already established, paid programs for insight on how to effectively prepare students for voluntary tutoring jobs.

In order to develop an effective tutoring program, there must be an effective way to connect tutors with students. Because the vast majority of Schreyer Scholars are located at the University Park campus, and all the schools that currently partner with Penn State's Talent Search are located in Western Pennsylvania, creating opportunities for Scholar tutors and Talent Search students to regularly meet in person would incur a prohibitive level of monetary investment and travel time. Instead, utilizing the technology already available at both locations would enable the development of a cyber tutoring program that would require little to no traveling between Talent Search schools and the University Park campus. According to Talent Search Director Stephen Holoviak, there are already computer labs in the Talent Search high schools (Bastian). On-site Talent Search counselors could assess these computer labs and determine if any additional technology, such as microphones or webcams, would need to be purchased for the program, but the cost would be quite minimal compared to creating new space and purchasing new computers. At Penn State's University Park campus, there is already an abundance of advanced video-conferencing technology available that could be utilized for this program. Through cyber tutoring, Scholars and Talent Search students could be effectively brought together with minimal trouble and expense.

This type of cyber tutoring program has the potential to create valuable benefits for both the Talent Search students and the Schreyer Honors College. For the students, it would be a valuable, no-cost academic resource to help them effectively progress through high school and prepare for college. Additionally, it would provide the opportunity for them to develop a mentoring relationship with a current high-achieving college student, who could be a valuable source of advice and inspiration. For the Honors College, it would be a wonderful opportunity to give back to the Pennsylvania community, and in the process, would greatly increase the name recognition of the Schreyer Honors College in diverse and underserved communities. The program truly has great potential to further the mission and success of both Talent Search and the Schreyer Honors College.

## **2.3 INTEREST DEVELOPMENT PROGRAM**

Talent Search can further impact its students by developing ways to foster the interests of students. Partnering with the Schreyer Honors College, short promotional videos could be created highlighting discipline specific achievements or undertakings that current Scholars are pursuing. These could be focused around research for a senior thesis, involvement in a student organization, or specific major related achievements. For example, a highlight video could be made focused on the research being done by a current biology major, and another could be focused on the summer internship a current business major worked in. These videos would serve to show current Talent Search students what opportunities are available through higher education. The videos hone in specifically on what Penn State and Schreyer can do for a student, and how undergraduates are able to pursue their passions here at University Park. By displaying the achievements of current Scholars, the videos aim to motivate Talent Search students to pursue their own passions and to make the most of the opportunities that can be made available by institutions of higher education. Furthermore the videos aim to push Talent Search students to further pursue their interests and passions while still in high school or middle school. Director of the program, Stephen Holoviak, says that Talent Search really pushes its students to challenge themselves academically and to constantly pursue the highest level of achievement in their specific areas of interest (Bastian). These videos would tie into that underlying message and aim to motivate students by showing them the possibilities and opportunities that arise through challenging oneself and through pursuing higher education.

Though in many cases producing videos such as these can be very costly, Penn State can not only minimize cost but also strengthen the message of the videos by outsourcing a majority of the production to students. By creating a program where current Scholars who are interested in film studies, video production, and other related areas, make the videos, the cost of producing the videos can be drastically reduced. These Scholars can rent equipment from the Media Commons for free, can utilize software on school computers to edit and create the videos, and most importantly, rather than being paid, they will

receive valuable experience in their desired field through this program. Furthermore, by having Scholars produce the videos, Talent Search students are again exposed to the message that pursuing one's interests and passions in higher education, even in video production, can lead to amazing opportunities and achievements.

Aside from focusing on fostering interest in higher education for Talent Search students through video, Talent Search and Schreyer can take this process one step further by hosting campus visits. As it stands, Talent Search occasionally organizes campus visits, and with limited funding this can be very difficult to do. However, by partnering with the Schreyer Honors College, Talent Search can facilitate its students attending events like Scholars Day or Spend a Summer Day. Furthermore, Talent Search can work to create events that focus again on the interests of its students. By arranging with specific academic college advisors, something that the Schreyer Honors College suggests as a type of tour to consider when visiting University Park, Talent Search can create major or discipline specific visits that center around the interests of its students. This further reinforces the idea that pursuing higher education can create many opportunities in the Talent Search students' areas of interest. Furthermore it displays the availability of resources at Penn State and highlights the achievements of current Schreyer Scholars and Penn State undergraduates. Funding for visits such as these is difficult to estimate, as the number of Talent Search students who would be interested in attending cannot be properly gauged. That being said, by working together with other academic colleges as well as with the Schreyer Honors College, and by utilizing already existing infrastructure for events such as Scholars Days, the cost to Talent Search can be minimized. Furthermore, by adding this strategy into Talent Search's TRIO proposal, Talent Search increases its chances of receiving additional government funding and grants which would in turn help mitigate the cost of hosting such visits.

Aside from mere feasibility, it is important to note that a partnership between the Schreyer Honors College and Talent Search would be mutually beneficial, achieving goals set by both programs. While these programs would help to develop Talent Search students and increase their academic success, it also increases the name recognition of Penn State and the Schreyer Honors College. The primary focus

is not to increase the number of Talent Search students who come to Penn State that is simply a projected side effect that comes with the increased name recognition. The reason this partnership aligns with the goals of the Schreyer Honors College is rooted in the college's mission statement, particularly the "C" in the college's "ABC's". The "C" in this mission statement stands for "Creating opportunities for civic engagement and leadership" ("Mission and Vision") This partnership has the added projected benefit of increasing number of talent search students attending Penn State, however the focus is developing Talent Search students, and by giving current Scholars the opportunity to aid Talent Search students, the program creates opportunities for civic engagement, one of the core items in the college's mission statement.

## **SECTION III. THE TRAVELING LIONS**

### **3.1 PARTNERING PENN STATE STUDENTS WITH RECRUITERS**

As Penn State utilizes programs like the one outlined in our first policy to maintain positive relationships with middle and high schools, it is important to consider how those relationships can be further built upon for the purpose of recruitment. In the first policy, Penn State students would make themselves available to students through technology, but the second policy takes this idea even further, actually bringing current Penn State students to the middle and high schools themselves. To give prospective students a glimpse of Penn State life, current students could be sent with recruiters to schools. The second policy allows for this pathway through an organization that would be called “The Traveling Lions”. This group would send students with a diverse set of experiences to schools with prospective students in hopes of “Turning Cubs into Lions,” -- the official slogan.

### **3.2 DEFINING THE STUDENT CHARACTERISTICS**

“The Traveling Lions” differs from organizations like Lion Scouts and SMART in that the organization will pair current college students with official recruiters on campus to heavily emphasize outreach. The organization would not offer students exposure to the campus itself via tours but would focus fully on ensuring strong outreach for prospective students in their own communities. The organization would focus more on choosing a diverse set of college students than previous organizations have. What we mean by diverse is by major, prior experiences, and involvement around campus. We want the organization to have 30 students, with at least one student from each college (Agricultural Sciences, Arts and Architecture, Smeal College of Business, Communications, Earth and Mineral Sciences, Education, Engineering, Health and Human Development, Information Sciences and Technology, The Liberal Arts, College of Medicine, College of Nursing, Eberly College of Science, Schools of Law, and the Schreyer Honors College (“Penn State Colleges”). We hope to also attract athletes, members of Greek life, participants of THON, and other aspects of Penn State culture. Through this, we hope to show prospective students a fair and diverse view of Penn State.

### 3.3 THE APPLICATION PROCESS

The process for marketing this organization is to ensure that all students know the difference they would be making in the lives of prospective students as well as the university. The students that are given the privilege of going to these schools and representing the 45,000 person student body here at Penn State will leave a lasting impact on prospective student's lives. Not only will they show the prospective students how amazing this university is, they will open prospective student's eyes to the idea of continuing education. Having such a wide pool of students allows prospective students to see majors that they may have never seen before in high school, inspiring life long goals. Not only would the thirty students chosen to recruit for Penn State be able to gain professional experience, but they would also gain an experience worth sharing with prospective students for a lifetime.

The selection of these students is meant to be firm but sensible. We want the best students to be representing this school with all factors considered. Candidates should have a clear ability to convey points to different types of audiences and not be afraid to reach out to someone who might not want to be reached out to. Candidates should embody the pride and loyalty of Penn State and have a diverse set of experiences at the university. Candidates should maintain at least a 3.20 GPA and have a recommendation letter from a faculty member. In the application process, all candidates will need to answer essay questions pertaining to why they want to be a part of the organization and why their personality and experiences would be a good fit. Some potential essay questions are:

1. We live in a society where many people believe that "ignorance is bliss" refusing to truly learn about others who are different than them in all aspects of life. What is one way that you have been able to overcome this veil of ignorance? (500 word limit)
2. What does it mean to have a diverse campus at Penn State? (300 word limit)
3. How has your involvement at Penn State impacted your life? (500 word limit)
4. Why did you choose Penn State and what is your favorite thing about this university? (300 word limit)

5. What is one change you would make to the Penn State culture? (1000 word limit)

### **3.4 CREATING THE TRAVELING LIONS**

After the pre screening, candidates will be interviewed by recruiters who will gauge the candidates' personalities and traits to see if they would be an accurate representation of Penn State. Furthermore, The Traveling Lions is going to be established as a student-run organization through the Office of Student Activities. In order to begin the process of creating this unique and one-of-a-kind club, we first need to submit an "Intent to Organize" form ("New Student Organizations"). In order to submit the form a required number of steps is needed. The first necessary step is to create a constitution so that members understand the expectations required of them when joining this organization. A sample of the constitution can be found in Appendix B.

The next step is to recruit a minimum of ten members. We can do this by advertising this organization in the different colleges and programs around the University Park. Likewise, we can hold information sessions for anyone who is interested, in order to explain the purpose and properly reflect the intent of the Traveling Lions. Once we are able to recruitment ten potential members, we will need to approach the Office of Recruitment at University Park in order to secure a staff advisor to oversee the Traveling Lions, and to build the bridge so that the students involved in the Traveling Lions are able to assist the recruiters when visiting the different high schools around Pennsylvania. Finally, representatives of our organization will proceed to attend the new New Student Organization Orientation, in order to submit all of the components of the application, and to see if the Office of Student Activities will allow the Traveling Lions to form as a student organization.

"The Traveling Lions" would be a valuable asset to increasing access to opportunity at Penn State, because it is a way for Penn State to come and meet students wherever they are, rather than requiring them to first come and engage with the Penn State community on someone else's terms. This organization also demonstrates the commitment and personal investment current Penn State students are willing to make to provide opportunities and a welcoming environment for future students. Even further,

by building on the specific relationships developed with high schools through our first proposed policy, “The Traveling Lions” could specifically reach out to underserved schools with high populations of underrepresented minorities, thereby increasing access to opportunity for these underserved communities. These purposes all work together to make “The Traveling Lions” a valuable asset for Penn State’s recruitment in the broader context of seeking to increase diversity.

**SECTION IV. MULTICULTURAL  
ADVANCEMENT AND GROWTH  
INTERCONNECTING COLLEGES**

## 4.1 FOSTERING A DIVERSE ENVIRONMENT

There is currently a large emphasis on diverse recruitment within higher education, and rightfully so, but it is not enough to merely get diverse students to an institution of higher learning. Creating an environment that is welcoming to all is an integral aspect of maintaining diversity on campus, so this policy address the issue of retention and proposes a solution that aims to foster a warm and supportive diverse community at Penn State.

When reflecting on the history of progress towards a more diverse community here at Penn State, it is clear that many of the landmark improvements would not have come about if it were not for the voices of student organizations. The power of students promoting diversity has made all the difference since the barber shop protest days. Building on the former success of student-led initiatives here on campus, our final policy seeks to address the importance of creating an ever more welcoming community for diverse students after they have arrived, thereby improving their experience and increasing retainment.

In order to build on previous student-led initiatives, we thoroughly examined the programs, clubs, and initiatives that already exist, and from there sought to identify and increase the most successful methods for fostering diversity on campus. When looking specifically within the academic colleges, we learned that each college has a Diversity Coordinator who oversees the development of such programs. Looking across all the colleges, we found that some colleges have extremely mature programs, while other colleges have programs that are poorly developed. A few of the leading successful programs we identified are Millennium Scholars in Eberly, Bunton Waller across various colleges, and Women in Engineering Program. The success of these individual programs indicates potential that aspects from them could be implemented to foster diversity across all colleges. These programs are some of the best that Penn State has to offer and were created at the requests of thousands of students who sought to make Penn State more accurately and fairly portray the nation's diversity.

As a first step towards developing our policy, we thoroughly examined these three programs to see what they do and what makes them successful. The following are our descriptions and findings about

existing diversity programs of which have successfully fostered equal access to opportunity. Instead of attempting to reform every small diversity program in every college, our policy aims to pool the best characteristics from these programs across the university to create a multicultural-centered framework designed for implementation within each academic college.

## **4.2 WOMEN IN ENGINEERING**

One successful organization that promotes diversity and increases the retention rate for underrepresented minorities is Women in Engineering. The program focuses heavily on student involvement, communication with administration, and the necessity for an increase of women in STEM fields.

The lack of women in technical fields at Penn State is rooted in and caused by many moments in history. Ever since the early 1900s, a large disparity within engineering has been the reason behind the disproportionately large number of men compared to women. At Penn State, this imbalance started to decrease when the first female undergraduates, Carrie McElwain and Emma Camp, graduated from the civil engineering program in 1893 (Sonnenklar 68). Major publicity for these women encouraged and promoted women enrollment and higher graduation rates, specifically in engineering. In 1914, Congress passed the Smith Lever Act, in which Penn State was granted ten thousand dollars to increase the quality and availability of education for home economics (Sonnenklar 69). Women taught families and children about agriculture and nutrition, increasing the inspiration of younger girls and older women to pursue long-term education. This change in ideology promoted a cycle of women providing education to other women. This type of perpetuation sparked a greater increase in women in education.

This biggest increase in education for women occurred during World War II. Women assumed roles in the work force that were traditionally for men. In fact, the Dean of Women, Charlotte Ray, addressed similar sentiments in a college bulletin:

"You are aware that World War II has opened to women many jobs formerly reserved for men, thus duplicating the history of the Civil War. At the close of that war, two historic results had been

accomplished: a wider opportunity for women in industry and an urge for better education. Now, the task of women is to accept their responsibility... The women of today have greater possibilities for setting things right than ever before in the history of the world” (Sonenklar 68).

This belief became so popular at Penn State that, during the time of war, there were about 1,700 women and 1,200 men studying at the university. In particular, students studying chemistry, physics, and engineering increased (Sonenklar 68). Such a large demand for education pushed for funding that supported retention; funding was allocated so that women were able to participate in sports as well as social activities. These acts were eventually expanded towards other minorities besides women.

In 1998, the first Strategic Plan for Diversity was created ("Diversity 2014-2019 Strategy"). This framework developed facilities such as the Office of Affirmative Action, Multicultural Resource Center, and the Office of Engineering Diversity. The aims of the strategic plan are aligned with the College of Engineering in regards to increasing diversity, as mentioned in the Preamble.

"The College of Engineering is committed to fostering diversity by continuing to build a welcoming and supportive environment for its students, faculty, staff, partners, and other constituents and to nurturing a learning and working environment that respects differences in culture, age, gender, race, ethnicity, physical ability, sexual orientation, and religious affiliation ("Diversity 2014-2019 Strategy")."

The national push for increase in diversity for universities can be recognized by percentages of underrepresented minorities in fields. Although Penn State has done profoundly well in increasing the number of multiple minorities in engineering, efforts can be improved. Current statistics show Penn State as first in the number of B.S degrees for minority students in engineering, seventh in B.S. degrees for women, and forth in the number of tenure or tenure-track women in faculty ("Diversity 2014-2019 Strategy"). While total numbers show impressive results, percentages show otherwise. Particularly, the lower percentage of women compared to men in engineering is of concern to Penn State, which is a target that the Women in Engineering Program directly tackles.

Women in Engineering Program (WEP) is formally known as an application-based program to increase opportunities for networking, information sessions with companies, optional housing, and

mentoring relationships. Incoming freshmen who intend on joining register to attend a three day orientation. Afterwards, multiple weekly and monthly events help students in the program develop personally through social activities and professionally through advising and counseling, if desired.

One main attribute to the success of the program and its participants is optional housing for freshmen. Students in WEP as well as other students focused in academics may join FISE, a residence hall focused on academics ("Office of Engineering Diversity"). In-house tutoring sessions and opportunities for collaboration are available for this co-ed hall. The other housing opportunity, EASI, serves similar to an organization with secondary activities such as THON involvement, charity work, and campus activity involvement. The housing is available for students in the College of Engineering and the College of Science, building unity across colleges. Thus, creating a collaborative environment without coercion creates more room for success.

Another unique aspect to WEP is that the degree to which students can be involved varies depending on their interest. Technically, every women enrolled in the College of Engineering has access to course help from WEP meetings, but students formally in the organization can apply as incoming students to become more involved during orientation and networking sessions (Pareek). Additionally, WEP enhances the connection between administration requirements and student needs by sustaining Diversity Roundtables. According to an interview with Cheryl Knobloch, the Associate Director of the Office of Engineering Diversity, Diversity Roundtables involve student leaders from different multicultural organizations in engineering and administration from those respective groups coming together to discuss news, changes, and issues that need to be addressed in their groups (Pareek). Because of these meetings, groups become more informed, build aspects of their organizations based on ideas that are collaborated, and have a better sense of building community through connected involvement. This increase in communication allows for proactive problem-solving. Instilling such a format in the design of a new model for diversity would involve communication similar to WEP, in which each college could connect through the diversity model proposed in the third policy.

WEP is an important facet towards building a multicultural and diverse environment at Penn State because of its recruitment and retention capabilities. The lack of women in STEM fields has been unfair for many decades, as the university is making strides towards balancing the gender gap in engineering. The entire program is built to sustain a welcoming environment of support for women in these fields, so the creation and sustainability of WEP can be one of many direct causes for the increase in graduation rates of women in engineering. Increasing such a statistic promotes a quantitative and qualitative sense of diversity at University Park. This measurable benefit supports the claim that several aspects of the program should be adopted by other organizations in order to successfully promote a more diverse institution.

### **4.3 BUNTON WALLER FELLOWSHIP**

Established in 1989, The Pennsylvania State University's Mildred S. Bunton and Calvin H. Waller Undergraduate Fellowship program seeks to enhance the diversity of undergraduate representation on campus. Simply referred to as The Bunton-Waller fellowship, the scholarship offers complete in-state tuition, room, and board to select Pennsylvania residents and out-of-state tuition to non-Pennsylvania residents ("Penn State Science). The college program seeks to "enhance the diversity of undergraduate representation," by creating an environment that accurately resembles the racial and ethnic diversity within Pennsylvania and the nation (Daisey).

The Bunton-Waller Fellowship has much historical precedence and is named after the first African-American male and female to attend and graduate from the Pennsylvania State University. The prestigious scholarship program is a result of two courageous scholars, Mildred S. Bunton and Calvin H. Waller, for their assistance in breaking racial barriers and promoting an environment of acceptance and multicultural achievement on the University Park campus.

In 1929, Mildred Settle Bunton was the first female student of color accepted to Penn State. Her high academic achievement and consistent naming to the Dean's List allowed her to graduate with honors in 1932. Battling the gaze of community members who had "never seen a colored woman before," she

strived toward academic achievement. Bunton's accomplishments paved the way for the thousands of Black women that would attend the University years after.

A Pennsylvania native, Bunton spent her early years in Philadelphia and always dreamed of attending a college or university. After her father's sudden death, she spent her first four years out of high school caring for her family's nine children and mother. Working in her church's Sunday school and babysitting, she saved enough money to attend Penn State. As her money dwindled, she worked for faculty in exchange for room and board, borrowed money for tuition and won helpful scholarships from organizations like the State Federation of Pennsylvania Women (Roney).

Bunton's time at Penn State wasn't without discrimination and conflict. In an interview with Lisa Roney, Bunton noted her very first moment on campus. "You should've seen what happened when I appeared on the scene. I transferred from New Orleans to Penn State, and he said, 'Umm I haven't seen anything like you around here.' and I said, 'Well really I don't intend to leave, so you may as well get used to seeing me, because I was number 10 in my high school class and I certainly can go...'" (Roney). She went on to discuss her occasional feelings of loneliness and rare name calling from students and faculty alike. Despite barriers, she worked toward achieving a major within the home economics department.

Following her graduation from Penn State, Bunton later earned a master's degree from Cornell University in 1953. She became the director of dietetics at a local hospital, associate professor at Howard University, a historically black university, and worked alongside the White House Conference on Nutrition, Food, and Health in 1969. Her academic and career achievements earned her a spot on the "Who's Who Among Blacks in Metropolitan Washington" article, a nationally viewed literary work.

Similar to Mildred Bunton, Calvin Waller was an equally notable force on Penn State's campus. Although race and ethnicity weren't documented in admissions offices at the time, Calvin Hoffman Waller is credited with being the first African-American male to attend and graduate from Penn State ("This is Penn State"). Prior to his attendance at Penn State, he'd completed study alongside Booker T. Washington at the Tuskegee Normal and Industrial Institute and an agricultural institute in South Carolina

(Daisey). Unfortunately, neither institute was equipped to issue degrees. Hailing from Georgia, Waller traveled to Penn state in 1899 and later graduated in 1905 with a Bachelor of Science degree in agriculture.

During the course of his undergraduate study, Waller served as the associate editor of the yearbook, a member of Alpha Zeta agricultural fraternity, and the natural history club. Outside of academia, he played as the quarterback for the intramural football team, was a vocalist in the Cecilian Quartette, and president of the Glee Club. Upon graduation, Waller taught at Haynes Institute in his hometown and later became the Agricultural department head at what is now Prairie View A&M University. His strive for academic achievement earned him the title of a “respected African-American agriculturalist.” Calvin Waller died in April of 1941.

Established to continue a legacy of high achievement and promote higher education, The Pennsylvania State University established a fellowship in honor of the late Mildred Bunton and Calvin Waller. Since 1989, sixty students have been awarded full or partial scholarships each academic year in hopes that they will strive toward set goals.

The scholarship and initial acceptance to the fellowship program is awarded to high achieving first-year students. In order to maintain eligibility, students must be accepted into study at the University Park campus, display financial need, and must agree to maintain a 3.5 GPA. The scholarship is renewable for four years and should cover the majority of student costs. As Bunton-Waller fellows, students are expected to strive toward academic excellence and scholarly behavior (Crutchfield).

In efforts to form community and promote close friendships, all recipients of the fellowship are required to live in Ritner Hall. The hall is also serves as a special living option for students interested in science and women in engineering. The “Ritner Experience” provides the opportunity for in-dorm activities, socials, academic advancement opportunities, guest speakers, networking experiences and more. All activities are planned by the advisory board, Program Assistants and Resident Assistants; however, students are often encouraged to provide ideas and suggestions. Alongside participation in the “Ritner Experience,” incoming first-year students are required to register and complete a course focused

on scholarship and leadership. African and African-American Studies 003: Scholarship and Community (AAA S 003) intends to “foster an academic community in a residual environment.” The course syllabus advocates for discussion on topics pertaining to the community, academic, and social experiences while in an area of higher learning.

The goals of the fellowship include wanting participating students to appreciate the diversity within a community and understand how differences in background and interest contribute to a positive multicultural environment. Scholarship recipients should think through personal long-term goals and establish initial priorities for reaching set goals. Students are encouraged to understand the nature of scholarship at Penn State and the opportunities that exist for students who excel academically, and balance the demands of scholarship with the needs of friendship and other social and personal issues.

As agreed upon when accepting the initial fellowship, incoming students are prohibited from completing membership in the Interfraternity Council, Panhellenic Council, National Panhellenic Council, and the Multicultural Greek Council fraternities and sororities. The fellowship program recognizes that the transition from high school to college may be difficult, and argues that such time consuming extracurricular activities may alter the academic ability and learning opportunity of young scholars. Students are welcome to join various sister and brotherhoods during their sophomore year and beyond.

The Bunton-Waller Fellowship as a whole is both fair and necessary because its implementation results in a student body that more closely reflects the cultural, racial, and ethnic diversity in Pennsylvania and the nation. Bunton-Waller fellowship and program participants display a 97% graduating success rate, proving that it can be used as guide for other developing programs (bursar retention site). As of Fall 2015, there are over two hundred students expected to graduate with high honors and a better understanding of the world around them. This high graduation rate speaks to the success and determination of both this program and its participating students, as this has not always been an easy goal to reach. As Pamela Blake Welmon, alum of Penn State’s 1975 graduating class states, “The problem wasn’t so much getting in as it was getting out with a degree” (Roney). Progress is not always measured by the percentage of students in attendance; it is rather measured by those students’ accomplishments. This program is one that assures its

students not only attend this university, but leave with a degree in hand and the resources they need for a brighter tomorrow.

#### **4.4 MILLENNIUM SCHOLARS PROGRAM**

The Millennium Scholars Program “is designed for high achieving... STEM students who will become leaders in their chosen field and are committed to increasing the diversity of researchers and leaders in STEM fields ("Penn State Millennium Scholars Program").” The program, started in 2013, “began as a collaborative project between the Eberly College of Science and the Penn State College of Engineering” ("Penn State Millennium Scholars Program"). It is modeled after a program at the University of Maryland, Baltimore County - “the highly regarded Meyerhoff program ("Penn State Millennium Scholars Program").

With the large amount of success the Meyerhoff program has achieved to date, it is no surprise that The Pennsylvania State University created a program in its likeness with the purpose of attaining record-high goals. The Meyerhoff program boasts over 800 graduated students over the last twenty-five years, which speaks to the benefit of having a close community of scholars with similar academic goals and post-undergraduate aspirations.

Starlette Sharp, the director of the Millennium Scholars Program, clearly laid out the program’s goals, intended outcomes, successes, and areas of improvement in a personal interview. The main focus of this program is to recruit and retain students that want to get their Ph.D. in STEM fields. This not only pushes the individual student to achieve success; it also increases the diversity in higher education at the doctorate level. The Millennium Scholars Program encourages its students to succeed and provides the means that greatly assists them in their endeavors. By being in the program, the students gain and receive a tight knit community of learners that will lead into network connections, the summer bridge program that is free of cost, a yearly scholarship of \$15,000, which is about the cost of in-state tuition, special living options, academic advising and counseling, and resources and contacts to help scholars obtain

summer internships and opportunities to work in research labs on campus during each academic year ("Penn State Millennium Scholars Program").

Creating a climate conducive to a community connected by ambition is not always a simple or easy task. A challenge that arises when creating the proper environment for the students is recruitment, but once the students arrive and begin the Summer Bridge Program, they are off and running, and they learn to appreciate each other. Another challenge this program faces is the low number of applicants, which is partly due to the current university climate. In Ms. Sharp's words, "Not enough students apply, but it's really hard for me at this point to think about what's going on, not just in higher education or at Penn State, but, this is a really interesting time to be a black woman in science or a black person in higher education... so how do you come here? It's still a very tough environment" ("Interview about Millennium Scholars").

Another contributor to the low number is the concept of de-selection. Ms. Sharp explains that this is when a student decides to remove or prevent him or herself from certain fields in academia and potential success due to previous negative experiences, lack of encouragement, subpar instruction, a combination of these factors, and more unlisted. Her concern lies with the students who do not apply, as shown by her following statements and question. "It is not a challenge to get good students to apply here. There are people that want to come here. But the people that don't apply here, the ones who are lost, why didn't they apply?" Further exploring the issue, she continues, "Why is it that African American women don't major in physics? Why don't they major in math? Are they not good at math? You mean to tell me there's not one black woman that's good at math? That can't be" ("Interview about Millennium Scholars"). Because de-selection occurs before a student gets to college, suggesting that a student applies to Penn State might not always be enough. The challenge here lies in taking the students that have removed themselves from a field or an interest and showing them that they can achieve, thrive, and excel in an area they've been discouraged from.

Because this program is still in its infancy, there is not any statistical data about the number of students that have earned their Ph.D. However, that does not mean that this program has not achieved

great success within the university since its creation. This program, in its three years, has never had a student fail Calculus 140, Calculus 141, Chemistry 110, Chemistry 112, Chemistry 210, or Chemistry 212. The students have had internships at Harvard College, M.I.T., Vanderbilt University, The University of Pennsylvania, Stanford University, The Scripps Research Institute, Boeing, Lehigh University, Duke University, and The University of Pittsburgh. Six students in the program have a publication, one student has two and a half publications, and one student has a patent. Although there are no statistics about this program's post-undergraduate success, Ms. Sharp firmly believes that the number of quality internships, the number of awards the students in the program have won, and the students' 3.6 GPA average speak to and define the success of the program. "Though the success of this program cannot be measured by the number of students who've earned their Ph.D. quite yet, I think that the statistics given show that this program is the way to get there" ("Interview about Millennium Scholars").

This program is a great success, and Ms. Sharp credits the students for all that it has accomplished. Still, because this is a program that has started quickly, there are a lot of aspects and additional challenges that need to be solidified and addressed. These challenges are referred to as growing pains, as it is difficult for the program to grow and develop into a program of its own. Ms. Sharp revealed that the program is going to move from a partnership between two colleges to being a partnership among the five STEM colleges, which are the College of Agricultural Sciences, the College of Earth and Mineral Sciences, the College of Engineering, the College of Information Sciences and Technology, and the Eberly College of Science. "Having an identity and being known as another type of scholars program is what this program is striving toward" Ms. Sharp states. "I want to make sure that it is highly regarded and that the program is doing what it's supposed to be doing. I want the students to feel like they've received all that they were promised when we recruited them. I think, once all that is done, everything else will fall into place" ("Interview about Millennium Scholars").

The Millennium Scholars Program is one of Penn State's important and necessary programs. This is one of very few that creates an environment for a multicultural group of scholars to excel and gets such prestigious positive results. Because both recruitment and retention are areas of concern for this

university, a program that incorporates both and goes above and beyond by creating leaders in areas that do not have much diversity is a valuable asset.

The aforementioned areas of improvement do have solutions that will make the program stronger than it has ever been and will make potential students more aware of its benefits. Changing the current advertising tactics can potentially work in this program's favor, as potential students must know of this before their first semester of college starts to apply so they can attend the mandatory Summer Bridge Program. One suggestion is the official partnering of Penn State with several high schools so guidance counselors and teachers can relay the information to their students. Having a presentation about this program during events such as Achiever's Weekend would also make potential students aware of this wonderful program. Despite the growing pains it is currently experiencing, the Millennium Scholars program does have many wonderful aspects that can be used to further develop other programs that seek to foster diversity.

#### **4.5 M.A.G.I.C**

Building on the successes of other Penn State programs, and as the final step in our plan to foster diversity through increased relationship, recruitment, and retainment, this policy works to improve Penn State's diversity by focusing on the students who are already on campus. We've named it the Multicultural Advancement and Growth Interconnecting Colleges, otherwise known as MAGIC. This model attracts academic achievers from various ethnic and cultural backgrounds. Benefits include networking opportunities, specialized advising personnel, and connection to scholarships. With biweekly meetings and social events, the program easily establishes a sense of community. And remarkably, the cost of this model is free. While it will be directed by existing diversity coordinators in each college, student leaders will volunteer to implement the program. Instead of the current competition between college diversity programs, MAGIC will unite all of Penn State in the effort to maintain diversity.

Once diverse candidates are accepted and enrolled into select colleges, many often express feelings of isolation, causing some to leave the institution. In order to combat this rising issue, it is

important that colleges consider the well-being of diverse students already in attendance. At Penn State, some of the smaller academic colleges contain poorly developed diversity-seeking programs while larger colleges such as Engineering, Eberly College of Science, and SMEAL College of Business contain exemplary programs with great retention initiatives. M.A.G.I.C. would serve as a model that could be implemented across all colleges to provide the support and community students are seeking.

Seen in the Bunton Waller Fellowship and Millennium Scholarship, establishing academic requirements proves to be beneficial and drives participating students to strive for success. In order to remain a participant, students must create a digital portfolio, attend a mandatory orientation, maintain a GPA of a 3.0 on a 4.0 scale, and attend at least one enrichment opportunity each semester. Interested students are considered M.A.G.I.C aspirants as they work to meet requirements.

Participation in the program provides countless benefits including an abundance of networking opportunities, specialized advising personnel, and connection to scholarship programs. Though students may enter the program during their freshman or sophomore year, all incoming participants are required to attend an orientation. The mandatory orientation event is held in the beginning of the academic school year and encourages participating students to share their personal stories. Required attendance to enrichment programs include alumni speakers, video conferencing with employers, and optional peer mentoring programs. Led by existing positions on campus, the cost of creation is remarkably low.

Implementation of the program would be handled by each college's diversity coordinator. Coordinators hold the responsibility of program oversight as volunteer students hold the title of Program Assistants. In order to successfully become a program assistant, upperclass students must be enrolled at University Park full time, must be pursuing a degree within the selected college, maintain a GPA of 3.0 or higher, and have an interest in fostering diversity on campus. The carefully selected students would assist in coordinating special features and provide a form of mentorship to students. The amount of program assistants required for implementation directly correlates with the size of the selected academic college.

Students who have met requirements and are considered active members in the program will graduate with complete online portfolios and earn a web-badge of achievement. It is with high hopes that

students who have dedicated their time and effort to complete the program graduate with feelings of success, acceptance, leadership skills, and the necessary motivation for the continual strive of diverse and accepting communities.

# **SECTION V: CONCLUSION, WORKS CITED, APPENDIX**

## 5.1 THE IMPACT

Penn State has been struggling in the area of diversity for many decades. The strides of the university to solve such a long-term, complex issue have been multifaceted and innovative. After noting the various causes that have resulted in lack of diversity at University Park, our policies were developed in order to address these factors, integrating past actions, programs, and entities into our solutions. Creating a diverse environment, especially in an institution of so many inhabitants, will take a very long period of time, so our policies address the long-term nature of the problem by weaving together current resources and future possibilities.

By creating a long-lasting relationship between younger, underserved students and Schreyer Scholars through our first policy, diversity will slowly become more evident as new classes of undergraduate students arrive at main campus. Building on these relationships, our second policy would enhance the bridge between admissions and enrollment, in which “The Traveling Lions” would be able to provide a personal perspective. Providing recruitment to students through a more personal standpoint would provide students in high schools with better understandings of Penn State core values. This would not only increase the exposure for students in Penn State, but also generate communication between the administration and students. Increased communication pairs well with the third policy, which would allow each college to develop unique programs in order to increase retention rates for underrepresented and diverse students throughout each college of the university. The MAGIC model would operate with flexible, yet reasonable requirements, building a more inclusive environment for personal and professional growth. Each policy is intertwined in its nature, as multiple dimensions of diversity can be addressed.

As students, faculty, and advocates for equal opportunity, the university as a community is well aware of the fact that diversity is a major issue. We wholeheartedly believe that each policy can be implemented to produce a positive impact within University Park. Although it is highly doubtful that the changes will create an immediate transformation, the policies can strengthen a powerful cycle of

inclusion, appreciation, and diversity. Ultimately, these programs can perpetuate a higher education system that promotes diversity in multiple perspectives.

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## 5.3 APPENDIX A: TALENT SEARCH CURRENT STATISTICS

Penn State Talent Search Program

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School Year: 2014

Date: 11/30/2015 8:47:00 AM

	AQ	CL	FR	NC	NK	SH	Total
Total # in Cohort	182	187	24	209	226	209	1037
Total # in Rigorous Curriculum Cohort	24	21	2	32	61	36	176

### Demographics

() = students in Rigorous Curriculum Cohort as a subset of Total

12	28(24)	28(21)	4(2)	46(32)	69(61)	52(36)	227(176)
11	29	27	17	41	55	63	232(176)
10	38	27	1	32	35	16	149(176)
9	27	23	1	33	41	35	160(176)
8	29	34	1	21	11	21	117(176)
7	26	31	0	32	8	18	115(176)
6	0	16	0	0	0	1	17(176)
Withdrawn Students	5	1	0	4	7	3	20
Dropout Students	0	0	0	0	0	0	0

### Gender

Male	69	92	13	64	97	75	410
Female	113	95	11	145	129	134	627

### Ethnicity

American Indian/Alaskan Native	1	0	0	0	2	2	5
Asian	1	0	0	2	1	0	4
Black or African American	114	116	19	37	44	65	395
Hispanic/Latino	7	9	2	8	11	12	49
More than one race reported	22	30	3	41	35	31	162
Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	0
White	37	32	0	121	133	99	422

### Eligibility Status

Both	132	144	18	134	139	135	702
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## Penn State Talent Search Program

First Generation	24	18	3	31	30	19	125
Low Income	18	15	3	15	15	26	92
Neither	8	10	0	29	42	29	118
% of Both	73%	77%	75%	64%	62%	65%	68%

### Rigorous Cohort Eligibility Status

Both	-1	-1	-1	-1	-1	-1	-6
First Generation	-1	-1	0	-1	-1	-1	-5
Low Income	-1	-1	0	-1	-1	-1	-5
Neither	0	0	0	-1	-1	-1	-3
% of Both	-1%	-1%	-4%	0%	0%	0%	-1%

### Participant Age as of Sept.1

11-13	57	76	0	57	18	37	245
14-18	125	111	24	152	206	172	790
19-27	0	0	0	0	2	0	2

### Total # of Active Students

Total # in Cohort	182	187	24	209	226	209	1037
# Receiving Services	182	187	24	209	221	209	1032
# Not Receiving Services	0	0	0	0	5	0	5
# of Parent Contacts	40	38	3	91	67	49	288

### Service Provision - of total # in cohort

Academic Advising & Intervention	173	187	24	139	208	206	937
Academic Preparation & Study Skills	170	172	16	187	130	80	755
Career Assessment	0	40	0	31	0	1	72
Career Information & Exploration	182	185	24	173	156	209	929
College Application Assistance	48	45	15	88	113	186	495
College Application Preparation	13	94	14	74	154	186	535
College Choice/Major Exploration	128	45	24	171	173	206	747
College Entrance Exam Preparation	38	62	20	134	149	82	485
College Major Selection	15	41	24	79	125	207	491
College/Career/Cultural Visit	103	70	11	139	110	133	566
Course Selection for Postsecondary Preparation	81	88	0	187	168	44	568
EOC or Community Agency Referral	0	2	0	2	0	0	4
Financial Aid & Scholarship Application Assistance	21	46	1	51	74	14	207
Financial Aid & Scholarship Information	123	95	23	141	137	205	724
Financial Literacy	29	94	19	89	138	138	507
GED Preparation & Referral	0	0	0	1	0	0	1
Interview Skills	84	81	21	180	84	205	655
Mentoring	182	163	24	191	84	209	853
Parent Activity/Contact	77	51	1	111	151	39	430
Postsecondary Academic Preparation	170	99	21	206	197	108	801
Postsecondary Options	182	152	24	205	218	209	990

## Penn State Talent Search Program

Postsecondary School Information	182	156	24	193	189	209	953
Referral to Collegiate TRIO Program	0	3	0	0	1	0	4
Self Development/Self Esteem	100	157	24	207	187	209	884
Study Skills Assessment	0	0	0	63	0	9	72
Transition to Postsecondary Education	118	64	24	107	158	209	680
Tutoring Referral	0	131	0	9	3	0	143

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School Year: 2014

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	DV	FE	GD	HP	JK	MC	NH	PD	WP	Total
Total # in Cohort	30	34	18	19	24	35	1	36	307	504
Total # in Rigorous Curriculum Cohort	0	0	0	0	0	0	0	0	62	62

## Demographics

() = students in Rigorous Curriculum Cohort as a subset of Total

12	0	0	0	0	0	0	0	0	81(62)	81(62)
11	0	0	0	0	0	0	0	0	69	69(62)
10	0	0	0	0	0	0	0	0	46	46(62)
9	0	0	0	0	0	0	1	0	51	52(62)
8	6	4	1	7	2	5	0	10	60	95(62)
7	1	10	6	4	8	16	0	4	0	49(62)
6	23	20	11	8	14	14	0	22	0	112(62)
Withdrawn Students	0	0	0	0	0	0	0	0	0	0
Dropout Students	0	0	0	0	0	0	0	0	0	0

## Gender

Male	10	12	6	10	11	15	1	12	110	187
Female	20	22	12	9	13	20	0	24	197	317

## Ethnicity

American Indian/Alaskan Native	0	1	0	0	0	1	0	1	0	3
Asian	0	0	0	0	0	0	0	1	5	6
Black or African American	11	13	6	7	7	14	0	11	108	177
Hispanic/Latino	14	15	10	9	16	17	0	19	138	238
More than one race reported	2	1	0	1	0	0	0	0	39	43
Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	0	0	0	0
White	3	4	2	2	1	3	1	4	17	37

## Eligibility Status

Both	25	30	14	17	24	32	1	35	244	422
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## Penn State Talent Search Program

First Generation	1	0	0	0	0	0	0	0	32	33
Low Income	4	4	4	2	0	2	0	1	19	36
Neither	0	0	0	0	0	1	0	0	12	13
% of Both	83%	88%	78%	89%	100%	91%	100%	97%	79%	84%

### Rigorous Cohort Eligibility Status

Both	0	0	0	0	0	0	0	0	-1	-1
First Generation	0	0	0	0	0	0	0	0	-1	-1
Low Income	0	0	0	0	0	0	0	0	-1	-1
Neither	0	0	0	0	0	0	0	0	-1	-1
% of Both	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

### Participant Age as of Sept. 1

11-13	27	34	18	19	24	35	0	34	55	246
14-18	0	0	0	0	0	0	1	2	251	254
19-27	0	0	0	0	0	0	0	0	0	0

### Total # of Active Students

Total # in Cohort	30	34	18	19	24	35	1	36	307	504
# Receiving Services	28	34	14	19	23	29	0	36	293	476
# Not Receiving Services	2	0	4	0	1	6	1	0	14	28
# of Parent Contacts	23	30	17	16	22	31	0	35	71	245

### Service Provision - of total # in cohort

Academic Advising & Intervention	20	21	12	6	10	2	0	35	172	278
Academic Preparation & Study Skills	28	31	13	18	22	28	0	36	286	462
Career Assessment	21	9	2	7	8	17	0	28	55	147
Career Information & Exploration	25	27	8	9	7	8	0	36	246	366
College Application Assistance	0	0	0	0	0	0	0	0	89	89
College Application Preparation	10	0	0	0	0	1	0	0	189	200
College Choice/Major Exploration	1	23	2	6	2	6	0	35	257	332
College Entrance Exam Preparation	0	0	0	0	0	0	0	0	187	187
College Major Selection	16	0	1	7	0	1	0	0	68	93
College/Career/Cultural Visit	1	17	0	0	0	0	0	0	96	114
Course Selection for Postsecondary Preparation	16	0	1	7	7	2	0	0	103	136
EOC or Community Agency Referral	0	0	0	0	0	0	0	0	118	118
Financial Aid & Scholarship Application Assistance	0	0	0	0	0	0	0	0	73	73
Financial Aid & Scholarship Information	20	22	7	6	7	8	0	35	225	330
Financial Literacy	1	7	1	7	2	0	0	0	168	186
GED Preparation & Referral	0	0	0	0	0	0	0	0	0	0
Interview Skills	0	0	1	0	10	3	0	0	46	60
Mentoring	0	0	0	0	0	3	0	0	4	7
Parent Activity/Contact	7	15	6	11	17	17	0	6	50	129
Postsecondary Academic Preparation	21	13	2	4	13	19	0	28	249	349

## Penn State Talent Search Program

Postsecondary Options	26	24	9	9	15	21	0	36	268	408
Postsecondary School Information	0	0	1	0	2	1	0	28	202	234
Referral to Collegiate TRIO Program	0	0	0	0	0	0	0	0	76	76
Self Development/Self Esteem	26	9	3	7	15	20	0	28	152	260
Study Skills Assessment	25	2	10	0	14	18	0	28	55	152
Transition to Postsecondary Education	1	2	1	0	3	16	0	28	204	255
Tutoring Referral	0	0	0	0	0	0	0	0	110	110

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## 5.4 APPENDIX B: TRAVELING LIONS CONSTITUTION

The Traveling Lions

Date of origin: TBD

### I. Purpose

A. The purpose of The Traveling Lions is to allow members of the student body to partner with recruiters in order to provide prospective students with a more comprehensive view of life at Penn State both academically and socially.

### II. Membership

A. The majority (50% + 1) of all active members shall be full-time, currently, and officially registered undergraduate students at the University Park campus.

B. The membership shall be divided into active and associated members.

1. Currently registered students are eligible for active membership.

2. All others interested in furthering the purpose of the Traveling Lions including but not limited to faculty and staff shall be associate members.

C. There must be at least 10 active student members at all times for undergraduate and graduate organizations.

D. Only active members may vote, preside, officiate, or solicit funding on the organization's behalf.

E. The club reserves the right to expel a member who is not following the policies of the organization with a super majority vote of attending members – (quorum) the minimum is 75% of active members.

F. In the case of violations of constitutional policies and/or a conflict between members within the organization, the highest-ranking officer that is not involved in the conflict, with the assistance from the advisor (if applicable), will facilitate an informal mediation procedure.

1. The mediator shall:

- i. Arrange for a mediation meeting outside of the regular organization meeting

- ii. Explain their role as the impartial party and the objectives of the mediation
- iii. Set ground rules
- iv. Allow each party to express their views by allowing the conversation to go where the parties wish for it to go
- v. Collect any available resources that might assist in the resolution (financial documents, emails, photos, etc.)
- vi. As a third party, do not suggest resolutions but rather leave the responsibility for the resolution with the parties involved
- vii. Facilitate goal setting to reach a win-win resolution

#### G. New Membership and Recruitment

- a. Any and all new members will be given full disclosure during recruitment, including but not limited to the disclosure of:

- i. Organizational documents (Constitution, Bylaws, Manuals, etc.)
- ii. Schedule of organization events and activities
- iii. A list of responsibilities
- iv. A copy of the University Hazing policy, prescribed by Policies and Rules for Student Organizations (These documents will be available upon request by the Office of Student Activities).

- b. All members, including but not limited to new members and recruits, reserve the right to refrain from participating in any activities without consequence, based upon personal/religious beliefs, personal values, or moral reserve as defined by the member.
- c. Any and all interaction/activity between members and/or new members will be limited to guidelines stayed by university policy, as well as local, state, and federal laws.

### III. Officers

- A. Undergraduate candidates must be full-time, officially registered active student members to be selected at the time of the appointment or election. Graduate candidates may be full-time or part-time,

officially registered active student members to be selected as officers at the time of appointment or election. Officers may change from full-time to part-time, or vice versa, after becoming an officer. Student organizations may establish and apply additional eligibility criteria for appointed or elected leaders/officials.

#### **B. Offices**

1. The President is the spokesperson for the organization. The President presides at all meetings.
2. The Vice President shall serve as President when the President is unable to do so.
3. The Treasurer shall be charged with handling all organizational finances.

#### **C. Filling unexpected vacancies:**

1. Nominations are taken at the meeting following the vacancy. Elections also occur at this meeting.
2. If a majority (50% + 1) is not obtained by any of the candidates, the candidate receiving the lowest number of votes is eliminated, and the active members shall vote again.
3. When nominations are being taken to fill unexpired terms, any member of the organization may nominate another member of the organization by simply raising his/her hand and indicating such when recognized.

### **IV. Meetings**

- A. The Traveling Lions will meet at least four times per semester (the ultimate goal is to meet weekly).
- B. Adequate advanced notice must and shall be given to all active members.
- C. The President, with the consent of the Vice President may change meeting frequency.
- D. Members shall be notified of all meetings by e-mail.
- E. The President may call special meetings should he/she see fit.

### **V. Voting**

- A. Only active members may vote.
- B. Quorum for all voting shall be thirty-three percent (33%) of the active membership.
- C. A simple majority (50% + 1) shall be necessary for all voting. This majority shall be derived from the active members present.

## **VI. Finances**

- A. All organizational funds are to be deposited and handled exclusively through the Associated Student Activities (ASA) in 240 HUB.
- B. This organization will not have an off-campus account(s).
- C. This organization shall collect dues that will not be excessive.
- D. The Treasurer, with the consent of the President will determine dues.
- E. Dues shall be collected annually.
- F. The Officers of The Traveling Lions may spend up to \$50 of the organization's funds without the approval of the general membership.

## **VII. Elections**

- A. Nominations and elections shall take place during the third meeting of the spring semester.
- B. This meeting shall be publicized in the meetings preceding it.
- C. Election codes:
  - 1. Any member may nominate an active member for any office by raising his/her hand at the appropriate time and being recognized by the presiding official. Next, the active members shall cast, secret, written ballots for the candidate of their choice. Each active member shall have one vote per office.
  - 2. If 50%+1 cannot be obtained, the candidate with the lowest number of votes shall be dropped from consideration, and the active members shall vote again.
  - 3. In the event of a tie, the ballot will be recast.
- D. All officers serve for a term of one year, beginning in the month following elections and ending the month of elections.
- E. No one involved in conducting the elections may be an official candidate.

## **VIII. Amendments to the Constitution**

- A. Amendments to this constitution may be introduced at the conclusion of any meeting. Voting shall occur at the meeting following its introduction, with the amendment taking effect following Office of Student Activities approval.

B. Any member may introduce a constitutional amendment at the conclusion of any meeting. At the following meeting, the active members shall vote on the amendment, as outlined in the article on voting.

If the amendment passes, it shall be sent to the Office of Student Activities for approval.

C. All amendments are subject to the approval of the Office of Student Activities.

#### **IX. Parliamentary Authority**

A. *Robert's Rules of Order, Newly Revised*, by Sarah Corbin Roberts shall be used in all cases not covered by this constitution.

#### **X. Accessibility of this Constitution**

A. Copies of this constitution shall be made available to anyone upon request.

#### **XI. Advisor**

A. This organization must retain an advisor at all times. The advisor will be a full-time Faculty or Staff member of The Pennsylvania State University, University Park campus and will be chosen by the organization.

B. This organization will choose an advisor through a majority vote.

## 5.5 APPENDIX C: M.A.G.I.C SEMESTER DETAILS

### **M.A.G.I.C.**

*A multicultural centered program with the ability to be implemented within each academic college.*

#### **Statement of Purpose**

The MAGIC program is a multicultural oriented undergraduate program aimed at establishing and maintaining a diverse community on campus. This program attracts academic achievers and students from various ethnic and cultural backgrounds and hopes to serve as a center for open discussion, networking, and the pursuit of success.

#### **Requirements**

- Maintain a GPA of 3.0
- Create a digital portfolio
- Attend mandatory orientation
- Attend at least one enrichment opportunity each semester

*(Enrichment opportunities may include guest speakers, special lectures, or cultural events)*

#### **Benefits**

There are countless benefits to this program including an abundance of networking opportunities, specialized advising personnel, and connection to scholarships. With biweekly meetings and social events, the program easily establishes a support system and creates a sense of community among those involved.

#### **Specialized Orientation**

Students interested in joining the program are required to attend a mandatory orientation event in the beginning of the school year. The orientation includes explaining the basis of this program, but also encourages students to share their personal stories.

**Staff**

Aside from utilizing the diversity coordinators and leaders within each college, the program's staff will include student-volunteers. These volunteers hold the title of Program Assistants and work alongside the coordinators. In order to become a program assistant, an aspiring student must be pursuing a degree within the college, maintain a 3.0 GPA or higher, and have an interest in fostering diversity on campus. The amount of necessary program assistants directly correlates with the size of the college.

**General Program Timeline**

*It is with high hopes that students who've dedicated their time and effort complete this program with feelings of success, acceptance, and the necessary motivation to strive for diverse and accepting communities.*

**Freshmen**

Semester 1: Incoming students attend mandatory orientation. Students considered aspirants as they work to meet key requirements.\* Opportunity to attend biweekly meetings with guest speakers, open forum discussions, and cultural events.

Semester 2: Students who've met requirements considered active members in the program. Introduction of student-to-student mentorship program. Students have a meet and greet with their college's advising unit and are introduced to their personal advisor (may include faculty member, staff...etc.)

**Sophomores**

Begin working on student portfolios focused on capturing one's personal experiences while also building a professional online media resource. Presented with networking events and greater access to specialized funding for research and study abroad experiences. Sophomores are encouraged to promote the program to freshmen and may even speak to visiting high school students.

**Juniors**

Increase in special invitations and networking opportunities with multicultural Penn State graduates.

**Seniors**

Completion of student portfolios. In order to successfully complete the program, students must've attended at least 1 enrichment opportunity (i.e. guest speaker, cultural night) during each semester in the program.

*\*Students who wish to participate in this program have the ability to join during their freshmen AND sophomore year*