

ACTION REPORT
SEPTEMBER 2012

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My action plan was presented to serve as a formative assessment, gathering current and historical documentation and assessment data, and to inform future actions and needs of the key stakeholders. The first-year of this work will inform programmatic and financial decisions made by both the PCD and the PSU administration.

As the PCD Diversity Fellow I have begun to implement several strategies to assess, document, and expand diversity initiatives in and beyond the campus community. The main activity that I have begun is an assessment of multicultural awareness and campus climate of PSU students, staff, faculty, and administration.

Progress/Activities to date

- Discussed PSU Diversity Initiatives with representative from Rhode Island College. They are conducting research to determine the multicultural resources utilized at state universities in New England.
- Conducted initial multicultural awareness survey (MASQUE) with PSU Community Advisors during their week of training prior to the first day of classes. Feedback was received on the survey items and results were analyzed to explore the survey structure (found psychometrically valid) and the overall level of multicultural awareness on the 3 survey factors (Know, Care, and Act). See result summary below.
- Met with President Steen (Sept. 20) to discuss the Diversity Fellow position and associated roles and responsibilities.

Upcoming Activities

- Sept. 27: Meeting with Sage Center and other university student groups to discuss this work and secure active participation in the data gathering process.
- Oct. 18 – 20: Possible attendance at the Association of American Colleges and Universities Modeling Equity, Engaging Difference: New Frameworks for Diversity and Learning Conference in Baltimore, MD.
<http://www.aacu.org/meetings/diversityandlearning/DL2012/>
- Oct.: Develop and distribute multicultural awareness survey to faculty, staff, and administration.

Challenges

- Distribution of MASQUE survey to students has been delayed due to inability to utilize student email distribution list. Alternative methods to reach all students in this data collection process are being explored. Hopefully, this issue will be resolved and the survey will be offered to students before the end of October.
- Financial resources have been difficult to access. There have been questions about which funding line the Diversity Fellow budget will extend from: PCD, Provost office, or President

office. This has yet to be clarified and is resulting in an inability to register for the AACU conference (mentioned above), purchase program resources (best practices in Higher Education Diversity Assessment and Initiatives book), or provide refreshments for Diversity Fellow events (in development).

CA Survey Results

Demographics. A total of 64 Community Advisors agreed to complete the MASQUE measure, demographic information, and provide feedback on the survey items. Of these students, 44 (68.8%) were female; 50 (78.3%) were between the ages of 19-22 with 13 (20.3%) reporting their age at over 22 years. The majority of students were sophomores, juniors, or seniors (21.9%, 31.3%, and 25%). Students also reported being at the graduate level (12.5%) or staff (4.7%). Over 98% of students reported living in student apartments or residence halls. Nearly 80% (79.7%) of participants reported their race as white.

MASQUE Results. The MASQUE measure consists of 18 items over three factors of Know, Care, and Act. The MASQUE utilizes a 6 point Likert-type scale with ratings of 1 indicating low-levels of awareness and ratings of 6 indicating high-levels of awareness. The mean for the Know factor across all participants was 5.49; Care factor mean was 4.63 and the Act factor mean was 4.37. It is common to see higher levels of awareness in the Know factor and this was indeed the case in this sample of PSU CA's. There were no significant differences in the mean factor scores across gender, age, college year, college program, or race.

The MASQUE measure has been found to align with developmental aspects of human development. It is expected that people need to have knowledge of issues (in this case issues of multicultural awareness) before they can care about these issues. It is also known that people need to care about issues before they act on or for them. It would be a cautionary recommendation that programs be offered that reach students where they currently are in their multicultural awareness but also provide opportunities for them to grow in areas such as taking action to impact diversity issues.

MASQUE Feedback. Students reported having difficulty understanding certain items on the MASQUE. The particular items mentioned were mostly the items that were reverse scored and constructed with negative wording. There were also comments about definitions of certain words used in the survey such as 'sensitive' and 'ethnicity'. However, a factor analysis did not confirm the concerns raised by CA's.

Task	First Quarter	Second Quarter	Third Quarter	Fourth Quarter	Purpose	Progress to Date
Identify and meet with key stakeholders both on and off campus	X	X			Data Gathering to determine support and needs of university and community	In progress. Sept. 27 will be a major initiative in this area. Holding/attending events will increase progress in this area.
Assess students on multicultural awareness. Will collaborate with stakeholders to create protocol and questions	X		X	X	On-line survey utilizing demographic questions and MASQUE. Intend to survey entire student body (grad & undergrad)	In progress. Survey conducted with 64 Community Advisors in August. Feedback collected to refine questions. Protocol in development.
Identify current and recent (previous 2 years) diversity initiatives on campus	X	X			Create an account of established and available diversity activities available to students and faculty	In progress. Excel spreadsheet developed.
Establish and maintain data base of diversity initiatives		X	X	X	Keep a record of the activities that are occurring on campus. Where is there overlap, where are the gaps, who is doing what and what collaborative efforts are there	In progress. Excel spreadsheet developed.
Recruit and train diversity fellows from residential life (DFRL) to collect course info		X	X	X	Determine the number and types of courses currently being offered that have a cultural component	Activity not occurring due to elimination of the DFRL positions.
Create and maintain Mahara site for Diversity Fellow position		X	X	X	Links to diversity activities for student and faculty access. DFRL to assist with maintenance of site	Completed and being maintained.

Collect participation numbers in diversity related events	X	X	X	X	Determine gaps in offerings, areas of strength - What is PSU doing well and what areas need attention	Will begin in October.
Develop strategic plan			X	X	Upon review of collected data through formal and informal mechanisms (conversations, surveys, etc.) draft 5-yr strategic plan for PCD that aligns with and supports PSU strategic plan	Scheduled for later in academic year.
Meetings with PCD and PSU President	X	X	X	X	Report updates, identify gaps in data collection, data gathering	On-going.
Written report to PCD		X		X	Mid and final report to PCD to present information, results, outcomes, and suggestions for programmatic implications	Adjusted to reports being submitted monthly to the PCD.