

## Diversity Fund Report

### Background

The Diversity Fund was established in September 1996 as a new source of financial support for recruitment and retention projects and for research on diversity in higher education. The first Diversity Fund awards were disbursed in the spring of 1997. Awards totaling roughly \$120,000 annually have since funded a variety of projects submitted in response to a call for applications published yearly in *Almanac*.

A steady growth in the number of applications submitted has resulted in more proposals being funded, but with relatively small awards and almost always for less than requested. Along the way, three programs were pulled out of the competition and funded outside of the Diversity Fund: the LEAD program offered by the Wharton School, the African American Summer Institute offered by the School of Arts and Sciences, and the PACE Program offered by the Greenfield Intercultural Center.

Recent years have seen other changes as well. First, the Fund is receiving more proposals from the faculty. Initially, nearly all the proposals were from staff members in various areas of the Division of University Life or more specific school minority recruitment programs. Second, the fund has become more broadly aimed at increasing campus diversity along multiple dimensions, supporting projects that are more inclusive and less specifically focused on race and gender.

### Funded Activities from 2005 to 2007

In the three years from 2005 to 2007, the Fund supported about 20 projects per year, with awards generally ranging from \$2,000 to \$10,000. The total amount disbursed annually ranged from \$109,000 in 2005 to \$120,000 each year in 2006 and 2007.

The majority of the funded projects promoted a diverse student body and sought to enhance the academic and social experience of Penn's undergraduate students. In general, projects supported by the Fund fell into four broad categories of activity: (1) efforts to improve the recruitment and retention of minorities; (2) ongoing student services provided by Penn's cultural centers or the Vice Provost for University Life; (3) research on diversity; and (4) instructional efforts aimed at educating students and faculty about diversity issues pertaining to Penn's academic mission.

Tables 1-3 detail the projects supported by the Fund, sorted by general type of activity. In 2005, the Diversity Fund provided a total of \$109,000 to support 19 projects. During the 2006 competition, the Diversity Fund received an unusually large number of proposals—35—requesting a total of \$474,303. The selection committee chose 20 for funding, with awards ranging from \$2,000 to \$10,000, and \$120,000 in total funding provided. In 2007, 20 proposals were received, requesting a total of \$297,569. All 20 proposals were funded, but again at reduced amounts from \$2,000 to \$10,000, for a total expenditure of \$120,000.

Several schools implemented projects supported by the Fund that focused on the recruitment and retention of minority students. For example, *Paseo a Penn* focused on recruitment of Hispanic doctoral students in nursing. Other projects focused on increasing racial and gender diversity in the health sciences, city planning efforts, dentistry, computer and information sciences, natural and physical sciences, and engineering and mathematics. Some projects sought to establish a pipeline for high school students by preparing them for college. Generally, these are summer projects. The DRUM Project, for example, is an internship program that is open to all area high school students and exposes them to several research and academic disciplines in the context of biomedical research and the environment. Other projects focused on preparing students to apply for and succeed in graduate school, including pre-law and pre-health mentoring programs and a biomedical graduate studies summer program.

The Fund also supports several programs at the various cultural centers, including the Asian Pacific American Leadership Initiative and the Promoting Enriching Experience, and Relationship Mentoring Program, the Latino Professional Pathways Program, the Latino Dialogue Institute, and the Alliance and Understanding Project, which focuses on Black-Jewish relations. Even though a specific cultural center developed and implemented each of these programs, they were open to all undergraduates.

Another set of projects focused on research on diversity. This group included a study exploring Asian American history at Penn, and another that examined the impact of existing pre-college programs to increase the

*(continued on page II)*

**Table 1: 2005 Diversity Fund Summary**

Nature of Project	Number	Total Funding	Title of Grants
Recruitment and retention of minorities	5	\$22,000	<i>Ethnic Diversity in Biomedical Research</i> (Jan Eeckhout); <i>Increasing Women and Minorities in the Department of Computer and Information Science</i> (Fernando Pereira); <i>Recruitment and Retention of Minority Students in Dental Medicine</i> (Rose Wadenya); <i>Latino Collegiate Leadership Development Program</i> (Jorge Santiago); <i>DRUM—Internships for Undergraduate or HS Students in CCEB</i> (Tom Ten Have)
Ongoing student services provided by Penn's cultural centers	9	\$56,500	<i>Emerging Leaders: Black Students Program</i> (Karlene Burrell-McRae); <i>Girl Talk: Rap Session Group Mentoring Program</i> (Karlene Burrell-McRae); <i>Asian and Pacific American Leadership Initiative</i> (June Chu); <i>PEER Mentoring Program</i> (June Chu); <i>Professional Pathways Program</i> (Anamaria Cobo de Paci); <i>Latino Dialogue Institute</i> (Anamaria Cobo) de Paci; <i>PACE</i> (Valerie De Cruz); <i>Pre-Law Mentoring Program-VPUL</i> (Terry White); <i>Pre-Health Professional Mentoring Program-VPUL</i> (Terry White)
Research on diversity	2	\$10,000	<i>Diversifying GSE's Student Body by Drawing from HBCUs</i> (Marybeth Gasman); <i>Citizen Penn: An Urban University and Its Community, 1862–Present</i> (Jon Puckett)
Educating students and faculty about diversity issues	2	\$12,500	<i>An American Studies Film and Lecture Series</i> (Ajay Nair); <i>Diverse Music Programming</i> (Michael Rose)
Other	1	\$8,000	<i>ICA Soft Sites</i> (Johanna Plummer)

## Diversity Fund Report

(continued from page I)

pipeline. One study examined anxiety, competence, and identity during a racial interactions course. A funded project focused on strengthening social networks and exposing common vision among Penn diverse service communities, and another examined queer studies as a significant educational component of the Penn Compact.

Several projects focused on educating students and faculty about diversity issues. These projects included a program that focused on building faculty diversity in the School of Arts and Sciences, and a program by the Annenberg Center for the Performing Arts demonstrating the various aspects of diversity in the arts, and sharing arts and theater with the West Philadelphia community.

Across each of the broad types of funded activity, one can also discern a set of recurring themes, including mentoring, leadership development, intercultural relationship development, socio-cultural education, and women in initiatives in science.

### Challenges, Issues, and Strategies for Moving Forward

As this review illustrates, the Fund has supported a wide range of innovative and important efforts to diversify the Penn community. The projects funded over the past several years have engaged many scholars, administrators and students across campus, and have made their mark in innumerable ways. At the same time, the Fund and the work it promotes face a number of challenges and issues that deserve consideration moving forward.

*Lack of systematic evaluation.* Although all of the awardees worked diligently in implementing their excellent projects, most did not include an evaluative component to demonstrate outcomes. Unfortunately, then, we do not know the impact of most of our funded projects. Going forward, it would make sense to: (a) create new guidelines for the evaluation of programmatic outcomes and impact for each project; (b) require awardees to complete the evaluation/project summary form by the end of the project funded period; and (c) create higher impact initiatives so that the projects can have stronger outcomes that can lead to extramural funding opportunities.

*Small awards.* Most of the projects submitted to the Diversity Fund were excellent and warranted funding. However, available funds are limited; hence, we are not able to fund all deserving grantees at their requested levels. The result is a program that spreads resources across many small projects, each with a limited impact and uncertain prospects for continuing support. Going forward, therefore, we might consider directing larger grants toward more ambitious efforts, and encourage applicants and grantees to raise matching funds from schools and outside sources. It may be particularly useful to identify strategies for seeking foundation funds or development dollars.

*Too broad a focus.* The aims of the Diversity Fund are to support recruitment and retention projects and research on diversity in higher edu-

(continued on page III)

**Table 2: 2006 Diversity Fund Summary**

Nature of Project	Number	Total Funding	Title of Grants
Recruitment and retention of minorities	12	\$51,000	<i>Paseo a Penn: Recruitment of Hispanic PhD students in Nursing (Julie Fairman); Supplemental Funding for NSF Student Research (Jeremy Sabloff); Establishing the Pipeline-Penn Health Science Summer Scholars (Terri Lipman); Increasing Diversity in City Planning (Amy Hiller); Recruitment and Retention for Minority Dental Students (Rose Wadenya); Recruitment and Retention of Women and Minorities in the Department of Computer and Information Science (Fernando Periera); Center for Clinical Epidemiology and Biostatistics Internships for Undergraduate and HS Students (Tom Ten Have); Biomedical Cognitive Summer Program for HS Students (Britton Chance); Matching Funds for the American Chemical Society Project for HS Students (Simon Knight); Biomedical Graduate Studies Summer Program (Susan Ross); University Library Professional Internship Program (Valarie Pena); Edward S. Cooper Visiting Clerkship in Internal Medicine (Horace DeLisser)</i>
Ongoing student services provided by Penn's cultural centers	8	\$39,000	<i>Professional Pathways Program (Anamaria Cobo De Paci); Latino Dialogue Institute (Anamaria Cobo De Paci); Asian Pacific American Leadership Initiative (June Chu); PEER Mentoring Program (June Chu); Pre-Health Mentoring Program (Terri White); Pre-Law Mentoring Program (Terri White); Developing Cultural Support Initiatives for Graduate and Professional Students (Anita Mastroieni); Alliance and Understanding: Civil Rights History and Black-Jewish Relations (Valerie De Cruz)</i>
Research on diversity	4	\$15,000	<i>A Study to Examine the Impact of Existing Pre-college Programs to Increase the Pipeline (Harold Haskins); Examining Anxiety, Competence and Identity During a Racial Interactions Course (Diane Hall); Strengthening Social Networks and Exposing Common Visions among Penn's Diverse Service Communities (Jessica Januzzi); Recruitment and Retention of AA Women in Science, Technology, Engineering and Math: The Role of HBCUs (Laura Perna)</i>
Educating students and faculty about diversity issues	4	\$15,000	<i>Building Faculty Diversity in the Arts and Sciences: Lecture and Conversation Series with Latino Scholars (Rebecca Bushnell); Exploring Asian American History at Penn (Ajay Nair); Queer Studies as a Significant Component of the Penn Compact (Robert Schoenberg); West Philadelphia Audience Initiative (Michael Rose)</i>

(continued from page II)

cation. However, over the years of funding the themes have grown to include mentoring, leadership development, intercultural relationship development, and educating students and faculty about diversity issues pertaining to Penn's academic mission. Each year we receive excellent projects, but their focus is rather broad. In the future, we should seek more focused requests for proposals, perhaps by creating new guidelines for funding and for the grant review process.

*Highlighting grants and grantees.* Since 1997, many excellent projects have been implemented with awards from the Diversity Fund. However, these projects were not given the sort of attention that might bolster Penn's diversity initiatives. In addition, awardees never had an opportunity to meet as a group or share ideas. If the awardees and their projects were better publicized, strategies for collaborating for future projects could be developed and lessons learned could be shared. Therefore, going forward we should create a way to highlight the grants and the grantees in new and creative ways, perhaps on the Provost's website, in the *Almanac*, or through a listserv.

*Similar focus in different proposals.* Proposals submitted to the Diversity Fund demonstrate that many of the applicants are focusing on similar issues, often with very similar strategies and populations. These proposals could be strengthened with stronger outcomes if applicants with similar interests and objectives could partner together, thus supporting a collaborative approach and making more efficient use of limited funding. Going forward, we might seek ways of helping applicants identify potential collaborators, perhaps by fostering inter-group exchange.

*Funding the cultural centers and the VPUL.* At least a third of Fund awards are typically allocated to the cultural centers and to the Vice Provost for University Life: over \$50,000 in 2005, \$39,000 in 2006, and \$84,000 in 2007. Penn's cultural centers and the VPUL provide an array of excellent programs to enrich our campus on the critical diversity issues that enhance our life and our view of the world. However, a number of

these programs have become dependent on the Diversity Fund, necessitating annual proposals and competition for funding, which has the effect of creating burdens for the centers and putting a squeeze on funding that might serve other deserving applicants. It would seem desirable to find a way to fund these center programs through other, more consistent sources, although this might be challenging to accomplish without reductions in the Diversity Fund.

*Slow disbursement of awards.* Awardees are usually eager and prepared to begin their projects on July 1, but for a variety of reasons have not received a timely transfer of funds. Going forward, we should identify a more effective system to expedite the disbursement of the funds to the awardees.

### A Valuable Resource for the Future

Increasing diversity at Penn is a shared mission, and the Diversity Fund has proven valuable in supporting the work of many deeply committed members of the campus community. The scope of projects supported by the Fund has increased, and the program has experienced an increase in applications, particularly from members of the faculty. Projects have sought to increase diversity of the student body, to retain underrepresented students, and to enhance the academic and social experience of all students, while maintaining a pipeline for high school students to pursue higher education. In addition, research has sought to understand the implications of diversity efforts.

This report underlines the need to maintain the Diversity Fund, but also the value of streamlining and refocusing our administration of the program and deployment of Fund resources. We thank the Fund awardees for all of their valuable work in the service of Penn's diversity agenda, and we look forward to receiving new and innovative proposals this year.

—Loretta Sweet Jemmott,

Assistant Provost for Gender and Minority Equity Issues

(Response from the Provost on next page)

**Table 3: 2007 Diversity Fund Summary**

Nature of Project	Number	Total Funding	Title of Grants
Recruitment and retention of minorities	8	\$38,000	<i>Diversity Initiative in Research for Underrepresented Minorities (DRUM) (Tom Ten Have); Matching Funds for the American Chemical Society Project (SEED) Program for Economically Disadvantaged High School Students (Simon Knight); A Program to Increase the Recruitment and Retention of Women and Minorities in the Department of Computer and Information Science at Penn Schools (Fernando Pereira); Biomedical Graduate Studies Recruitment of Additional Underrepresented Populations Including Disadvantaged and Disabled Students (Susan Ross); Leadership Education and Policy Development (LEAP) for Retention and Productivity of Racially and Ethnically Diverse Doctoral Students (Mary Lou de Leon Siantz); Determining the Effectiveness of Direct Outreach and Recruitment on Increasing Involvement of Traditionally Underrepresented Students in STEM Programs at Penn (Dawn Bonnell); Diversity Recruitment Initiative for Medical Postdocs at Penn (Vidal Pizaro); Edward Cooper Visiting Clerkship in Internal Medicine (Horace DeLisser)</i>
Ongoing student services provided by Penn's cultural centers	8	\$59,000	<i>Asian Pacific American Leadership Initiatives (June Chu); Promoting Enriching Experience &amp; Relationship Mentoring Program (June Chu); Emerging Leaders: The Paul Robeson Mentoring and Leadership Program (Karlene Burrell-McRae); Latino Professional Pathways Program (Anamaria Cobo de Paci); Latino Dialogue Institute (Anamaria Cobo de Paci); Alliance and Understanding: Civil Rights History and Black-Jewish Relations (Valerie De Cruz); Building Partnerships to Increase the Admission Rate of Underrepresented Students to Law Schools (Valerie Swain-Cade McCoullum); Building Partnerships to Increase the Admission Rate of Underrepresented Students to Medical School (Valerie Swain-Cade McCoullum)</i>
Research on diversity	1	\$6,000	<i>Recruitment and Retention of Underrepresented Doctoral Students of Color at Highly Selective Universities: The Role of the Undergraduate Institution (Marybeth Gasman)</i>
Educating students and faculty about diversity issues	3	\$17,000	<i>Advancing Gender and Sexuality Studies at Penn (Rita Barnard); World Theatre Diversity (Michael Rose); Developing Intercultural Awareness among Incoming Penn Students (Rodolfo Altamirano)</i>

# A Response from the Provost

## A Continuing Effort

I thank Dr. Sweet Jemmott for her report on the Diversity Fund and her many helpful suggestions for refining our efforts going forward. I also appreciate this opportunity to thank Loretta personally and publicly for her extraordinarily valuable service to the University as Assistant Provost for Gender and Minority Equity Issues over the past three years. Having served as Assistant Provost since 2004, she has decided to step down, taking a well-earned sabbatical before returning full time to her work as van Ameringen Professor in Psychiatric Mental Health Nursing in the School of Nursing. Unflinching in her commitment to fairness and a tireless advocate for gender and minority equity, Loretta has been key to our efforts aimed at recruitment, retention, education and celebration of women and people of color. She has also been a wonderful colleague whose great personal warmth and good humor will be missed in College Hall.

In her report, Professor Sweet Jemmott recommends several modest but significant changes in the way we manage the Diversity Fund. I welcome these recommendations and have asked those responsible for the Fund going forward—Associate Provost for Faculty Affairs Vincent Price and our new Associate Vice Provost for Access and Equity Will Gipson—to implement revised guidelines. Accordingly, this year’s call for applications (see announcement below):

- Underscores our interest in better supporting a smaller number of more ambitious programs, including multi-year projects, with very

clear prospects for being sustained by schools and centers as ongoing enterprises

- Encourages applicants and grantees to raise matching funds from schools and outside sources
- Requires that proposals specify clear and compelling plans and procedures for evaluating program impact

We will also require that all awardees submit to the Office of the Provost a summary and evaluation of their project, with special emphasis on measurable outcomes, by the end of the project funding period. We anticipate publicizing projects and findings to the University community and beyond, to share our success stories and draw needed attention to the cause of diversity in higher education.

Finally, in light of the report’s findings and recommendations that center programs now supported by the Diversity Fund be supported through other, more consistent sources, we will provide an additional \$40,000 for the cultural centers and the VPUL to operate various programs heretofore supported by the Diversity Fund. This provision will not detract from the Fund itself, which will again be allocated \$120,000 this year.

I thank those colleagues who have made such creative and effective use of the Diversity Fund to open and improve the University community, and I welcome those who have not done so to consider joining us in these critical efforts.

—Ronald J. Daniels, Provost

## 2008 Diversity Fund Call for Proposals: March 19

### Statement of Purpose

The Diversity Fund was established several years ago to promote the University’s mission to create and maintain a diverse student body, faculty, and community, as well as to facilitate research on diversity in higher education.

The Fund supports implementation of schools’ strategic plans to support the presence of underrepresented groups, research on diversity in higher education, and projects that diversify the campus. Our intention is to seed innovative projects which, if successful, can then be supported by schools, centers and extramural funding. Multi-year projects will be considered and, although the amount of funding provided will vary, most awards will not exceed \$30,000 per year. Priority consideration will be given to projects with strong prospects for sustainability, as reflected in matching financial commitments from schools or centers, extramural support or well-articulated plans to seek such support.

### Application Process

An original proposal and three copies must be submitted to the Office of the Provost, 122 College Hall/6303 by *March 19, 2008*. Successful applicants will generally be notified by the end of May, with funding available July 1.

Brevity and clarity will increase the likelihood of an application’s success. Failure to provide the information in the order requested below, or to comply with page limitations, will risk disqualification from the competition.

All applications should be limited to *no more than ten pages* and should include:

#### Section One: Cover Sheet And Abstract

1. A cover sheet, which should include:
  - a) Principal Investigator’s name (one individual only) and rank, phone number, e-mail address, department, school, campus address, and mail code
  - b) Business Administrator’s name, phone, and e-mail address
  - c) Title of the proposal
  - d) Signatures of the Principal Investigator, Department Chair, and Dean.
2. A list of any other Co-Principal Investigators or Co-Investigators involved with the project and their school affiliations. (Students should not be listed as Co-Investigators.)
3. An abstract of no more than 100 words.

#### Section Two: Budget

1. Total amount requested from the Diversity Fund for the project.
2. Detailed budget. Items should be listed in order of importance to the project. (Please note that financial support cannot be provided for non-

Penn faculty.) Budgets for a multi-year project must have a clear delineated budget for each year.

3. Detailed budget justification.
4. Other funds committed to the same project, if any, identifying sources and amounts.
5. Other pending proposals for the same project, if any, identifying sources and amounts requested.
6. A brief biographical sketch of each investigator (preferably one paragraph).
7. A list of related support received during the past three years, with amounts listed by year. If the proposal was funded in the past by the Diversity Fund, a report on the use of those funds and an assessment of the project’s impact should be attached as an appendix to the application (the appendix is not counted in the total page limit).
8. A written commitment that the project will not exclude anyone from participation on the basis of any class protected by law.

#### Section Three: Project Description

1. A detailed description of the research proposal (not more than 6 single-spaced pages), which must include the following:
  - a) Scope of the project
  - b) Rationale
  - c) Significance
  - d) Plan and procedures
  - e) Expected outcomes
  - f) Evaluation plan

#### Criteria for Review

Criteria for review and evaluation will be based on the following:

- Relation of the project to the Penn Compact and the University’s goals for recruitment and retention of underrepresented minorities.
- Clarity of goals and procedures, and evaluation plan with measurable outcomes.
- Potential for sustainability over time with school, center, or extramural funding, particularly as demonstrated by matching funds.
- Likelihood of generating new insights about diversity in higher education.
- Budget appropriateness.
- Potential for sustainable partnerships among schools, departments or university programs.

Questions should be directed to Lubna Mian or Noah Drezner in the Provost’s office (215-898-4032 or [provost-fac@upenn.edu](mailto:provost-fac@upenn.edu)).