

# UNIVERSITY OF SCRANTON

## YEAR END REPORT

Dr. Shirley M. Adams, Chair  
Dean George Babcock  
Dr. Hal Baillie  
Mr. Jay Blazes  
Mr. Joseph Cortese  
Dr. Mary Engel  
Mr. Charles Kratz  
Fr. Bernard Mollhenny  
Dr. Michael Mansah

## CULTURAL DIVERSITY COMMITTEE

Mr. Sherman Wooden  
Student Reps: Yohuru Williams  
Clifford Jones

AUGUST 1993

applicants from minority groups for faculty positions. One source for such strategies is provided in the "Faculty Hiring Guide Lines." Progress in this effort will be reviewed as part of a department's Annual Report and the Academic Program Review process.

## **CULTURAL DIVERSITY**

### **YEAR END REPORT 1992-93**

The Cultural Diversity committee was formed during the 1990-91 academic year as a subcommittee of the University Planning Committee (UPC). It was chaired by the Assistant Provost. I assumed the chair at the beginning of the 1992-93 academic year.

#### **Committee Members 1992-93:**

Dr. Shirley M. Adams, Chair  
Dean George Babcock  
Dr. Hal Baillie  
Mr. Jay Blazes  
Mr. Joseph Cortese  
Dr. Mary Engel  
Mr. Charles Kratz  
Fr. Bernard McIlhenny  
Dr. Michael Mensah  
Ms. Evelyn Nadel  
Ms. Rosemary Sylvester  
Prof. Jane Wang  
Mr. Sherman Wooden  
Student Reps: Yohuru Williams  
Clifford Jones

In July 1991, the committee submitted a list of Goals and Objectives to UPC. Following is an evaluation of how well we met these goals.

#### **GOALS AND OBJECTIVES**

##### **Goal:**

1.0 That the University seek to increase the number of American Minority students, faculty, staff, and administrators at the University.

##### **Objectives:**

1.1 That the academic administration ask the academic departments to continue to intensify attempts at employing strategies for enlarging the pool of

applicants from minority groups for faculty positions. One source for such strategies is provided in the "Faculty Hiring Guide Lines." Progress in this effort will be reviewed as part of a department's Annual Report and the Academic Program Review process.

- Affirmative Action Office subscribed to two minority faculty directories. These directories were made available to all departments. Eight departments used the directories for recruiting.
- Ads for faculty positions were placed in minority publications
- Progress in this area was not reviewed as part of the departments' annual review process

1.2 That the Admissions Office with the support of other areas of the University, including the academic departments, would intensify efforts to recruit more American minority students. Recognizing the difficulty of the task, the University should devote resources and added staff who would focus on recruiting a population of minority students. Progress in this regard will be reviewed in the annual report.

- A minority person was added to the Admissions Office staff

1.4 That the university increase its financial aid over all and A review of the existing minority recruitment program was made and developments are under way to expand and strengthen the University's recruiting efforts

- The minority recruitment person visited specially targeted high schools with strong minority populations in a seven state area. She also took part in a number of national college fairs (NACAC, SERO-NSSFNS, ASPIRA, etc.)

1.5 That the University address the unique needs of and Locally meetings were held with community leaders to discuss recruitment strategies and identify potential minority students

- Minority students have access to all campus, academic support services

- A multicultural visitation day was held in the spring. In addition to discussions, tours, lunch, etc., area minority students met with University students of color.
  - The Admissions Office advertised in the minority edition of Private Colleges as well as in Opportunities Magazine and The Multicultural Students College Guide
  - Enrollment of minorities in the freshman class increased 25% (see attached information)
- 1.3 That the University administration develop strategies to enlarge the pool of applicants from minority groups for staff and administrative positions and encourage the use of these strategies. This effort will be reviewed as an element in the Annual Report and the Program Review processes.
- Ads for staff and administrative positions were sent to publications and organizations that would attract minorities
- 1.4 That the University increase its financial aid over all and allocate a significant portion of its financial aid monies to support the effort of achieving a more diverse student population through the recruitment of more minorities.
- The University increased financial aid for 1992-93 and has developed a plan for significantly increasing financial aid over the next few years. Some of this aid combined with our recruitment plan will be used to diversify the population.
- 1.5 That the University address the unique needs of minority students through its existing network of services placing a priority on innovation and outreach to minority students with the goal of reducing attrition among these students.
- Minority students have access to all campus, academic support services

- Conversational ESL classes are provided
  - Clubs have been formed for minority students
  - Encouraged radio station director to have culturally diverse radio programming
- 1.6 That the University participate in efforts by the Association of Jesuit Colleges and Universities to increase the pool of minority faculty on which the University could draw. In addition, that the University consider developing its own program initiatives.
- Although we have participated in efforts, we have not been successful. The University has not developed its own plan.
- 1.7 That the University initiate school/university cooperative programs and/or other programs focused on local economically and educationally disadvantaged students in an attempt to enhance local minority participation and enrollment at the University.
- The OID has a program called Teachers Talking with Teachers that has discussed the need to increase the academic level of all students so more can enroll in the University
  - Through the Volunteer Service Office, students have provided tutoring and other services to minority and economically disadvantaged youth
  - A preliminary proposal has been discussed with the PEW Foundation for funding for a program for local, minority youth

**GOAL:**

- 2.0 That the University seek to continue to include a foreign student population in both its undergraduate as well as its graduate programs.

**OBJECTIVES:**

- 2.1 That the University study the advisability and the means of increasing the number of foreign students in its undergraduate programs and graduate programs.
- The dean of the Graduate School and the dean of Admissions have set goals for keeping a certain ratio of foreign to non-foreign students
  - Enrollment of foreign students has increased. In the spring 1993 total enrollment of international students was 176 (42 enrolled in the undergraduate programs and 134 in graduate programs) representing 35 different countries.
- 2.2 That the University provide support services that will be needed to assist in this initiative to increase the number of foreign students.
- The International Student Affairs Office provides information or student housing, etc. for foreign students. It also sponsors international dinners and a friendship program.
  - The Learning Resources Center provides a conversational English program and other academic support services
  - Foreign students can also take advantage of theme housing arrangements and student clubs
  - Our students are encouraged to attend international student socials at other institutions
- 2.3 That the University consider ways to encourage cultural interaction and exchange among its students as part of campus life including formal programmatic approaches.
- International dinners are held twice a year
  - Theme houses are available
  - Programmatic changes were recommended as part of general

education reform. The proposed GE curriculum did not pass.

2.4 That the University study being a host site for foreign students' year abroad programs.

- Needs further study. The University of Scranton is a host site for ISEP but because of our hightuition students do not take advantage of the program

**GOALS:**

3.0 That the University of Scranton seek to increase the opportunities for its students to gain first hand experience with other socio-economic and or cultural environments through study away from the campus both in the United States and abroad.

**OBJECTIVES:**

3.1 That academic departments consider accommodating foreign study components as options in their programs.

- 3.5 - Adding foreign study components as options to programs has not been discussed except in broad terms as part of general education reform
- A few departments sponsor educational trips for credit to foreign countries

4.0 3.2 That academic departments considered designing study away from campus experiences in culturally different areas or among the economically disadvantaged within the United States as options in their specific academic programs. This might be done in cooperation with other Jesuit educational institutions in the United States.

- 4.1 - The University offers foreign study opportunities and opportunities to do volunteer work in other areas of the United States, other countries, and travel courses
- Foreign study numbers have increased significantly:  
1986-87 - 22 students participated  
1992-93 - 81 students participated

Also, the number of countries in which students study has increased significantly

3.3 That the University consider expanding its staff to initiate and support foreign study initiatives.

- A technical assistant has been hired to assist the program director
- Foreign study resource committee has been expanded from 6 to 15 students. There is now a foreign study office and the students who have studies abroad will be holding country-specific advising sessions on a weekly basis.

3.4 That the University consider establishing exchange relationships for students, staff, and faculty with some of the 32 Jesuit Universities outside the United States.

- Not done

3.5 That the University consider cooperative relations with other institutions abroad to be developed in conjunction with specific academic program initiatives.

- Not done

**GOAL:**

4.0 That the University in its academic programs, cultural programs, and through its other activities seek to expose students to the cultural diversity of the United States and of the world.

**OBJECTIVES:**

4.1 That the Academic Affairs administration ask the academic departments to consider how they can include culturally diverse and/or international perspectives in their programs as they deem appropriate and that professors consider how they can include culturally diverse and/or international perspectives in their courses when deemed appropriate.

- Done as part of International Business program
- College of Health, Education, and Human



Resources added a course HRA 528,  
Cultural Diversity

- Music and Art Department offered a number of programs highlighting different cultures
- 4.2 That the University consider the inclusion of multicultural and international perspectives in the formulation of the University's general education program.
- This was one of the recommendations, but general education reform did not pass
- 4.3 That the Academic Affairs and Student Affairs divisions of the University seek to foster culturally diverse and international perspectives in the cultural programming offered at the University.
- Dr. Molfi Asante addressed faculty and students on cultural diversity
- 4.4 That the University through campus Ministries [and other] volunteer programs continue and expand student volunteer experiences in other cultures and other socio-economic environments.

A very positive summary to this report is the fact that the University Planning Committee has identified cultural diversity as one of its 12 major strategic issues:

10. Seek "The University believes that students should be exposed to many cultural perspectives; thus, it is important that multicultural perspectives be provided through programs and the composition of the student body and staff. The University is committed to advancing this goal by increasing the number of American minority students, faculty and staff, and by continuing to include a foreign student population in both its undergraduate and graduate programs."

SPECIFIC ACTIVITIES FOR 1993 - 1994

1. Participate in Association of American Colleges initiative called "American Commitments: Diversity, Democracy, and Learning."
2. Encourage undergraduate Admissions Office to continue its Visitation Day for Minority Students and to invite students beginning with the 9<sup>th</sup> grade.
3. Continue to work with Affirmative Action to promote hiring a more diverse staff and faculty.
4. Work with the library staff to foster culturally diverse and international perspectives through its collections.
5. Encourage the library to identify multicultural and international materials that should be part of the library's core undergraduate collection.
6. Undergraduate admissions will develop a new plan for recruiting minority students.
7. Submit a grant proposal to PEW for a program for minority youth.
8. Work with the radio station and student groups to sponsor programs on different cultures.
9. See if ARA will add different ethnic foods to their menu.
10. Seek funding for an ESL program.
11. Encourage the incorporation of cultural diversity in the freshman experience course being proposed.
12. Promote the inclusion of cultural diversity in the curriculum.
13. Promote student activities that foster community.

OFFICE OF THE DEAN OF ADMISSIONS

TO: Ms. Rosemary Sylvester  
Asst. Affirmative Action Officer

SUBJECT: INFORMATION ON FRESHMAN MINORITY STUDENTS (1991-92)

DATE: December 18, 1992

Attached you will find my report on minority applicants for the 1992 freshman class. This marks the eighth consecutive year that statistics have been gathered. I am enclosing copies of various computer printouts which have made the tracking and report possible.

1.) Recruiting

In 1991-92 the Admissions Office took part in a number of programs aimed at increasing our minority population.

- NACAC Fairs in Washington, Cleveland, Baltimore, Boston, New York City, Long Island, Philadelphia, Hartford, etc.
- Rutgers SERO/NSSFNS Student-College interview session
- Temple University ASPIRA program
- Buffalo Community Action Organization College Day
- Over 200 college nights and information programs, many of which were in urban centers with sizeable minority populations (v.g., Camden HS, West Philadelphia Catholic HS, Plainfield HS, etc.)
- Each Admissions Counselor visited a minimum of 20 inner city high schools in a geographic area which extended from Boston to Virginia and west to Ohio.
- Certain private and public schools were also targeted for visits. Although these schools had limited minority populations, they had a history of sending high percentages of their minority students on to college.

- Special letters and materials were sent to National Hispanic Scholars encouraging them to consider the University.
- I worked throughout the year with members of our Afro-American Society. These students returned to their high schools, churches and neighborhoods to try to develop interest in the University. These efforts will continue.
- Attention was also given to keeping contact with our accepted black students. In addition to the usual follow-up, a spring telethon was arranged and all 23 students received at least one personal call from Yohuru Williams, an officer in our Afro-American Society.
- The Admissions Office advertised the University in OPPORTUNITIES (a publication for minority students interested in continuing their education) and in the minority edition of PRIVATE COLLEGES. Hopefully these new magazines will become another source of minority applications.

2.) Quantity

This year the Banner system was used for the first time and some changes in the classifications were necessitated. For example, in previous years, there was a category "other" (51 applicants received this designation in 1991). You will note that this category does not exist in the 1992 report. Naturally this will have a negative effect on some of our minority figures.

The overall applicant pool showed a 1.8% decrease. Minority applications dropped 11% (34). Our study indicates that minority acceptances were up 6% and minority enrollments totaled 32 (down 1).

If we focus on the three largest groups in the minority applicant pool, we see some very positive figures:

ASIANs	98	(68 IN 1991)	
BLACKS	37	(33 IN 1991)	
HISPANICS	120	(112 IN 1991)	
Totals	255		242

This represents a 20% increase. Although the yield for minority students increased to 16% (13% in 1991), it is still well below our overall average. This lack of growth continues to be a disappointment, especially since the acceptance rate was increased 6%. In addition special treatment was given to minority financial aid packages and to our Claver minority grants. The main reasons given for not attending the University were location, choice of major, costs, better scholarship/financial aid offers and first choice school. Also it was noted that more black students opted to attend black colleges.

3.) Quality

This year the quality of the SAT minority pool went up 53 points (the non-minority pool increased 1 point). 74% of the minority pool were accepted.

Factors such as leadership qualities, extra curricular activities and social awareness were often used to offset SAT scores. The following statistics will give you more detailed information.

Dr. Richard H. Passon, Provost

	<u>Minority</u>	<u>Nonminority</u>
a.) <u>Applied</u>		
High School Rank	<u>2/5</u>	<u>2/5</u>
SAT Verbal	456	479
SAT Math	510	531
Totals	966	1010
b.) <u>Accepted</u>		
High School Rank	<u>1/5</u>	<u>1/5</u>
SAT Verbal	486	494
SAT Math	545	548
Totals	1031	1042
c.) <u>Rejected</u>		
High School Rank	<u>3/5</u>	<u>3/5</u>
SAT Verbal	387	405
SAT Math	413	444
Totals	800	849

4.) Graphs

I have included a series of graphs which will track a variety of minority information for the years 1985-92.

I hope you will find this report helpful. Velma Cotton, our new minority recruiter, joined the Admissions staff in August. She has been busy at work visiting schools with high minority populations, attending college fairs in urban centers, etc. If I can be of further assistance, please do not hesitate to contact me.

APPLIED ACCEPT SELECTED INCOMPLETE ENROLLED

1.) OVERALL

No Response

Response Totals

Bernard R. McIlhenny

(Rev.) Bernard R. McIlhenny, S.J.  
Dean of Admissions

2.) BRM:dp

cc: Rev. J.A. Panuska, S.J., President  
Dr. Richard H. Passon, Provost

	APPLIED	ACCEPT	SELECTED	INCOMPLETE	ENROLLED
Alaskan Native	4	3	1	0	0
Asian	3	3	3	0	2
Black (non Hispanic)	37	25	16	1	16
Chinese American	1	1	0	0	0
Filipino American	3	2	1	0	1
Hispanic	110	78	29	3	9
Korean American	2	1	1	0	1
Latin American	5	4	1	0	1
Mexican American	1	0	1	0	0
Pacific Islander	1	1	0	0	0
Puerto Rican	4	3	1	0	0
Totals	276	206	64	4	32

3.) MINORITY STUDENTS AS PERCENTAGE OF RESPONSE GROUP

6.8% 6.7% 10.0% 7.0% 3.7%

MINORITY STUDENTS AS PERCENTAGE OF OVERALL GROUP

6.3% 6.3% 9.3% 6.1% 3.5%

# Application Flow Comparison

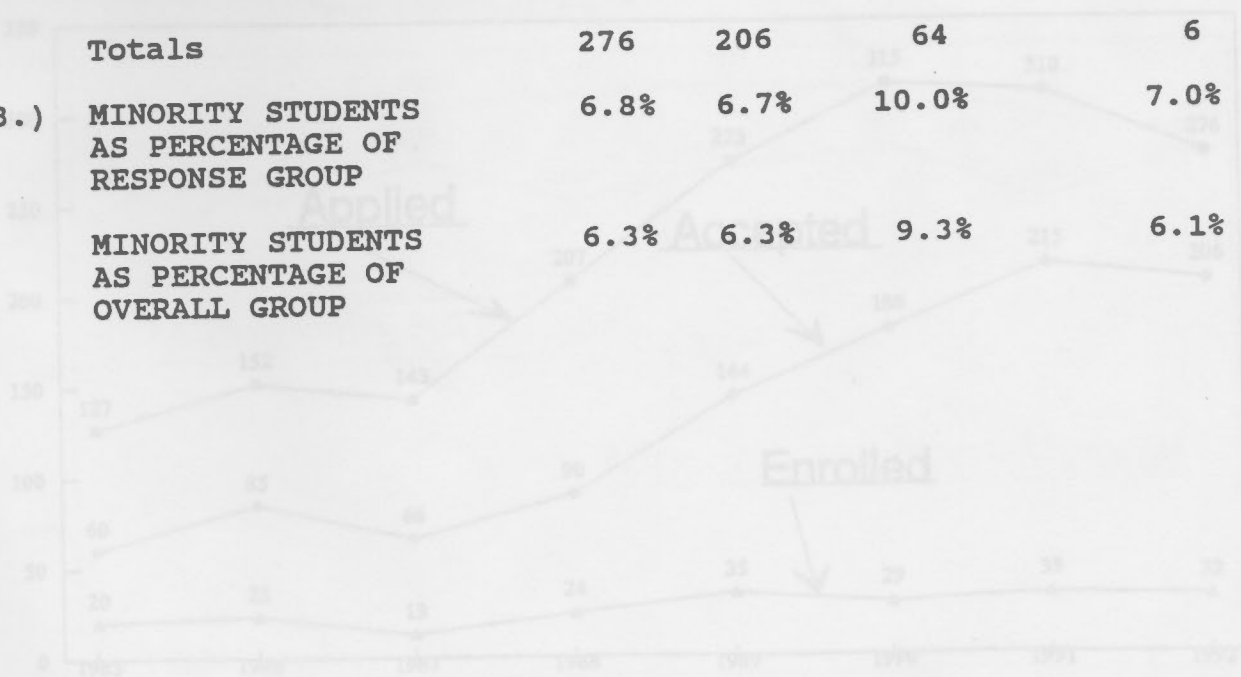
**OFFICE OF THE DEAN OF ADMISSIONS**

**TO: Ms. Rosemary Sylvester  
Asst. Affirmative Action Officer**

**SUBJECT: INFORMATION ON FRESHMAN MINORITY STUDENTS (1991-92)**

**DATE: December 18, 1992**

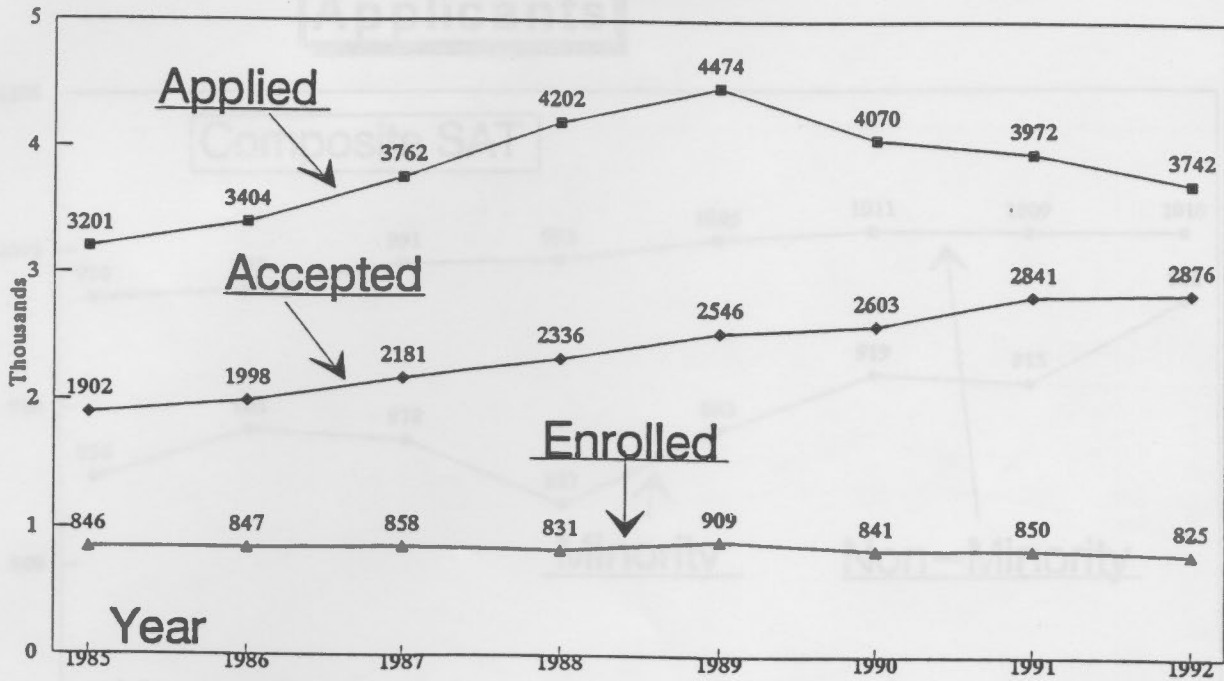
	<u>APPLIED</u>	<u>ACCEPT</u>	<u>REJECTED</u>	<u>INCOMPLETE</u>	<u>ENROLLED</u>
1.) <u>OVERALL</u>	4358	3270	684	97	907
<u>No Response</u>	290	197	48	12	41
<u>Response Totals</u>	4068	3073	636	85	866
2.) <u>MINORITY BREAKDOWN</u>					
Alaskan Native	4	3	1	0	0
American Indian	13	10	3	0	2
Asian American	95	78	16	1	16
Black (non Hispanic)	37	25	10	2	2
Chinese American	1	1	0	0	0
Filipino American	3	2	1	0	1
Hispanic	110	78	29	3	9
Korean American	2	1	1	0	1
Latin American	5	4	1	0	1
Mexican American	1	0	1	0	0
Pacific Islander	1	1	0	0	0
Puerto Rican	4	3	1	0	0
Totals	276	206	64	6	32
3.) <u>MINORITY STUDENTS AS PERCENTAGE OF RESPONSE GROUP</u>	6.8%	6.7%	10.0%	7.0%	3.7%
<u>MINORITY STUDENTS AS PERCENTAGE OF OVERALL GROUP</u>	6.3%	6.3%	9.3%	6.1%	3.5%



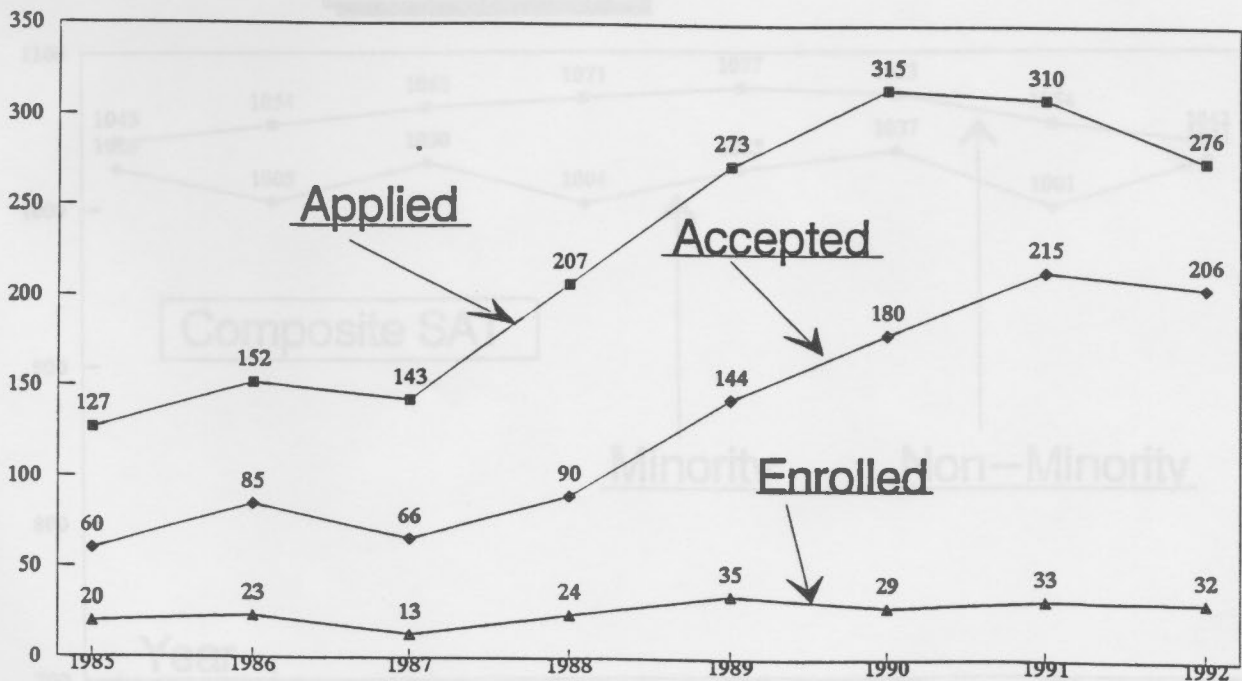
# Application Flow Comparison

1985 - 1992

## Non - Minority



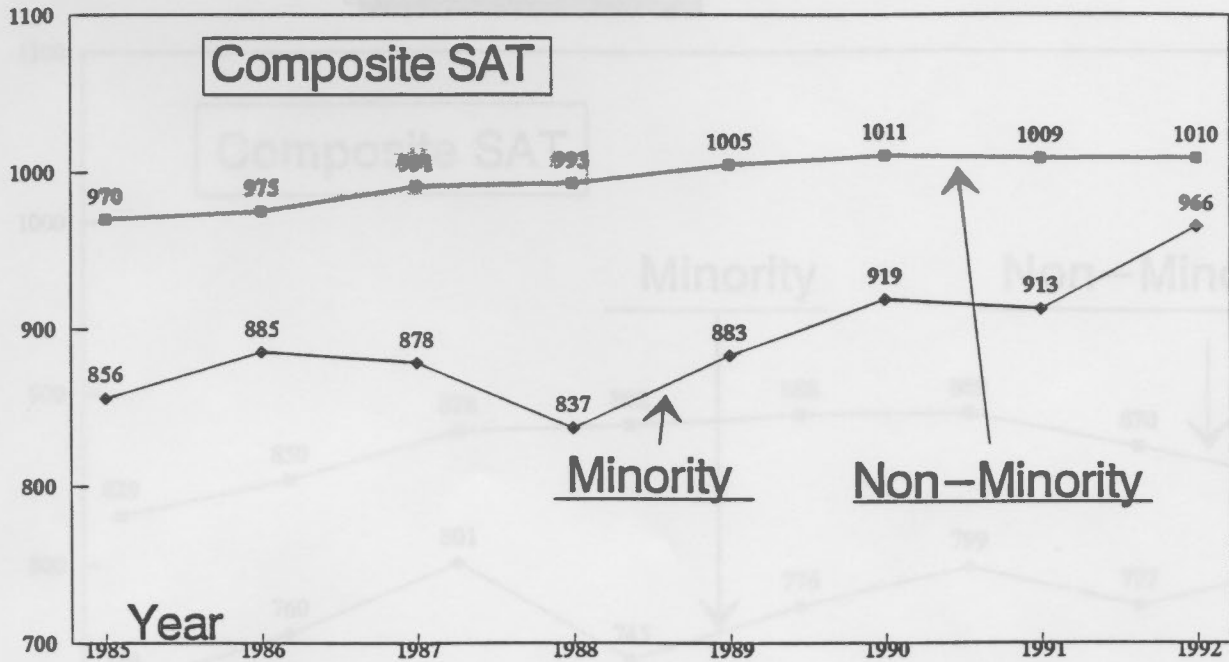
## Minority



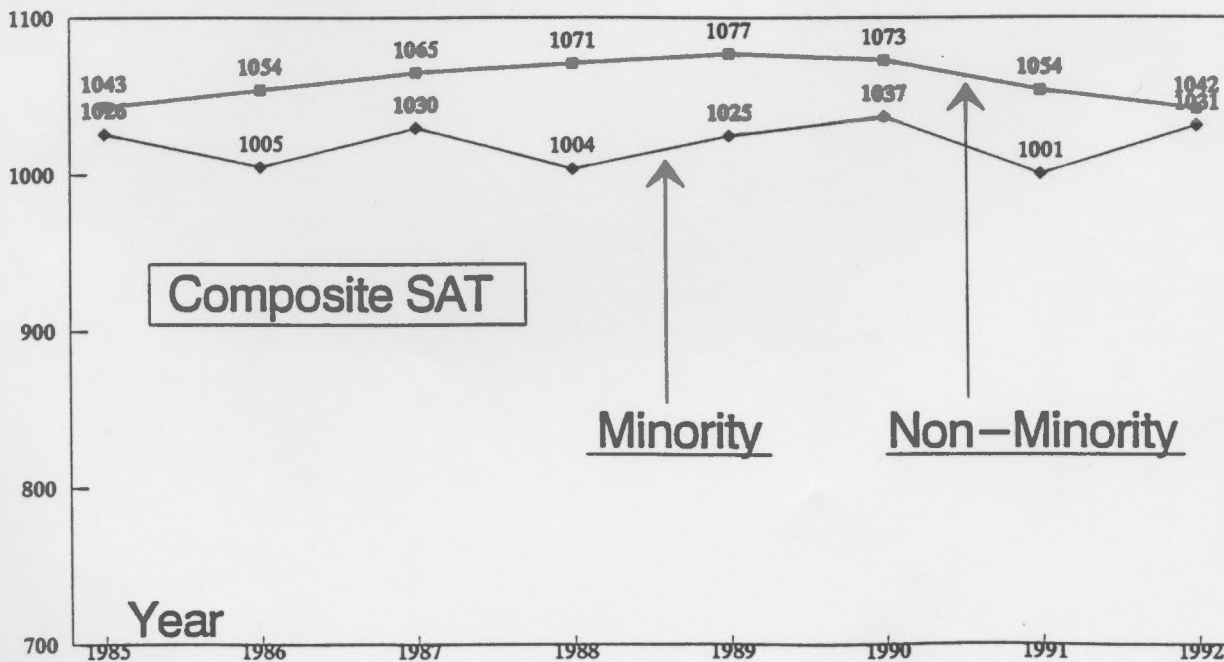


# SAT Comparison Minority to Non - Minority 1985 - 1992

## Applicants



## Accepts



# SAT Comparison Minority to Non-Minority 1985 - 1992

## Rejects

