

A Framework to Foster Diversity at Penn State: 2004-09

Progress Assessment, January 2004-August 2006

Research and the Graduate School Including the Defense-Related Research Unit

December 2006

Revised Report

Research

Senior Vice President's Administrative Office
Animal Resource Program
Finance Office
Human Resources Office
Industrial Research Office
Office of Military and Security Programs
Office for Research Information Systems
Office of Research Protections
Research Publications
Center for Space Research Program
Office of Sponsored Programs

Research and Technology Transfer Organization
Ben Franklin Technology Center of
Central and Northern PA, Inc.
Innovation Park at Penn State
Intellectual Property Office
Research Commercialization Office

Strategic and Interdisciplinary Initiatives
Institute for the Arts and Humanities
Penn State Institutes of Energy and the Environment
Huck Institutes of the Life Sciences
Materials Research Institute
Social Science Research Institute
Children, Youth, and Families Consortium

The Graduate School

Senior Associate Dean's Administrative Office
Data Systems and Analysis Office
Fellowships and Awards Office
Office of Graduate Educational Equity
Office of Graduate Enrollment Services
Graduate School Alumni and Public Relations Office
Thesis Office

Defense-Related Research Unit

Applied Research Laboratory
Electro-Optics Center

INTRODUCTION

As we reflect on the first two years of “A Framework to Foster Diversity at Penn State, 2004-2009,” the Research and Graduate school administrators, faculty, and staff continue to make progress. We have an active Diversity Council charged with:

- *reviewing planning documents that represent the diversity initiatives of our units*
- *developing approaches to diversify leadership and management within our units*
- *identifying long-term planning strategies to support the University’s diversity goals*
- *examining climate issues within our units*
- *addressing recruitment and retention issues of faculty, staff, and students within our units*

Our Diversity Council meets regularly and has met with various Directors and staff from our units. During those discussions, the Council members have been able to offer constructive suggestions on ways to examine climate, provide a more welcoming environment, address recruitment and retention issues, and to develop diversity programs within our various offices.

Our administrative unit as outlined on the first page is comprised of many diverse areas: research administrative and service offices, interdisciplinary research institutes and consortia, technology transfer offices, and administrative and service offices for Penn State’s graduate students. These offices interact with many segments of the University community. Our Defense-Related Research Unit, comprised of the Applied Research Laboratory and the Electro-Optics Center, is Penn State’s largest research entity and a major player in Penn State’s research program. Diversity is an integral part of their mission as evidenced in their reports and appendices.

 **Eva J. Pell, Senior Vice President for Research, Dean of the Graduate School
December 2006**

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Research and the Graduate School

Challenge 1: Developing a Shared and Inclusive Understanding of Diversity

Enabling diversity makes possible an open, safe, and welcoming climate at Penn State and in the surrounding community. Serious effort at diversification occurs by encouraging the presence of an increased number of faculty, staff, and students from underrepresented groups. The underrepresented groups we recognize include those from various racial/ethnic backgrounds, ages, ancestries, veteran statuses, colors, countries and cultures, genders (including those who describe themselves as transgendered), disabilities, religions, and sexual orientations. Diversification efforts also include interacting with companies, their owners, and clients of various origins, and promoting heterogeneity in research programs.

Our definition of diversity will continue to be integral to all functions within the Research and Graduate School units. One of the key components of our mission is to foster communication and exchange across disciplinary divides by creating bridges among academic units and between the University and the community at large. Our interdisciplinary consortia and institutes are highly diverse environments with representation from a variety of nationalities and religions. The nature of our business and diverse client base demands a shared and inclusive understanding of diversity. Our directors will continue to be expected to set the tone for a welcoming and inclusive environment for all persons. We will continue to support equity among all groups and be intolerant of discrimination or unfair treatment.

We continue to make our definition known to those entering the environment and continue to reinforce these ideals with current staff and students. Student workshops emphasize the need for inclusiveness for all student groups throughout the year.

The complex population of international and domestic graduate students at Penn State requires the staff of Graduate Enrollment Services (GES) to be sensitive to culturally-based differences, values, and perceptions. The leadership in GES will continue to stress to staff that we must contribute to a welcoming environment for individuals regardless of their background or culture. The GES staff will continue to keep abreast of international matters as well as domestic educational issues that are emerging by engaging in daily discussions, subscribing to domestic/international admissions list serves, and attending in-depth training sessions regarding international educational systems and intercultural awareness.

All new Research and Graduate School faculty and staff are required to attend the University's expanded New Employee Orientation Program that exposes them to the University's diversity, customer service, and continuous improvement values. Our Human Resources Manager conveys to new employees the importance of respect for all faculty, staff, and students on a continuous basis, and offers an open door for confidential discussions about diversity, harassment, and other issues of concern. New employees are encouraged to visit the University's diversity website, as well.

Links to numerous diversity websites continue to be shared on a regular basis with directors and managers to promote a shared awareness of supporting cultural diversity among its staff through encouraging participation in diversity education programs and University colloquia. Many of our staff have enrolled in, or are currently registered for, diversity courses as a result of the encouragement of our directors and our Human Resources Manager.

Diversity information is routinely e-mailed unit-wide by our Human Resources Manager. She also regularly circulates a religious holiday list with a request to post the information on unit bulletin boards. Our units are providing feedback that these lists are becoming more important in their planning, and that religious holidays are taken into consideration when scheduling meetings or events.

Our two University Editor representatives continue to review all publications to ensure that their content and illustrations are inclusive and support our diversity goals.

A number of our units promote diversity awareness in their staff meetings and encourage staff to visit the University's website on fostering diversity. Diversity and the University's diversity calendar events are covered as a continuing agenda item during the weekly team meetings of the Senior Vice President's support staff.

During the annual performance evaluation process, our Human Resources Manager continues to remind all supervisors to address diversity when conducting reviews with their employees. She is in constant discussion with supervisors during the review process to use that opportunity to assist them in completing the Support of Diversity core factor on the Staff Review and Development Process. She also provides a document entitled "Suggested Language for Recommended Diversity Core Factor Ratings" to assist supervisors. We continue to remind all staff during performance evaluations to respect differences, understand attitudes, and promote acceptance of individuals from diverse backgrounds. Many of our supervisors and managers strongly encourage their staff during these performance review meetings to attend Human Resources Development Center (HRDC) diversity courses and/or to include such courses in their action plans for the next year.

In December 2003, the Senior Vice President and Dean (SVP/D) appointed a Diversity Council comprised of faculty, staff, and students from various ethnic backgrounds, cultures, genders, and employment classifications (including leadership positions). The Council was charged with:

- reviewing planning documents that represent the diversity initiatives of our units
- developing approaches to diversify leadership and management within our units
- identifying long-term planning strategies to support the University's diversity goals
- examining climate issues within our units
- addressing recruitment and retention issues of faculty, staff, and students within our units

The Diversity Council has continued to meet regularly since its establishment in 2003. The SVP/D has sought advice from the Council by asking for its review and input of long-term planning documents, e.g., *A Framework to Foster Diversity*. The Council has been meeting with various Directors and staff from our units, and during those discussions, has offered a number of constructive suggestions on ways to examine climate, provide a more welcoming environment, address recruitment and retention issues, and to develop diversity programs within their units. As a result, these units have pursued a much more aggressive approach to promoting diversity.

The Diversity Council also participated in the Northeast Alliance for Graduate Education and the Professoriate Annual meeting at Penn State, April 30-May 2, 2006. Members of the Council actively participated in panel discussions and presentations. The SVP/D also sponsored a continental breakfast for attendees on National Education Association Science Day. The Council shares opportunities for diversity events and programs that are being presented in their units with other Council members, who in turn, may share with employees in their respective work units.

The Diversity Council actively sought input from their members and their respective units regarding content and linkages to be included in the SVP/D diversity website. The project is currently in progress.

As part of the *Framework to Foster Diversity Update 2004-2009* report submitted to the SVP/D, the Office of Research Protections (ORP) diversity committee produced and submitted a video. This video captured the essence of the diversity efforts initiated in the ORP and the impact these initiatives have had upon the ORP members' understanding of Challenge 1; namely, "a shared and inclusive understanding of diversity." This video was also presented to the Diversity Council, and there are plans to incorporate it into other Research and Graduate School events.

A number of our individual units do not currently have diversity committees due to their disparate and/or small sizes. Instead, we have specifically attempted to include representatives from those units on the revolving membership roster of the Research and Graduate School Diversity Council to provide further inclusiveness in our units.

Several of our other units, e.g., Social Science Research Institute (SSRI) and the Penn State Institutes of Energy and the Environment (PSIEE), have committed to creating internal diversity committees during the next year, to enable more of their employees to take ownership of creating a shared and inclusive understanding of diversity. We will be recruiting participants and formatting initial goals and plans for enhancements in programming on diversity and inclusiveness.

The SVP/D will continue to offer the Staff Diversity Award to deserving employees during her Annual Research and Graduate School Staff Appreciation Program. The process includes a request for nominations followed by a

selection by a committee appointed by the SVP/D. The selection committee membership is drawn from directors, administrative and staff assistants, and technical employees in an effort to keep the committee diversified.

Challenge 2: Creating a Welcoming Campus Climate

The Research and Graduate School including the Defense-Related Research Units consists of very diverse units with faculty, staff, and students from many nationalities and religious backgrounds. The leadership of our individual units continues to provide consistent and visible support for diversity.

Our unit leaders encourage participation of all staff in a wide range of professional development opportunities, from HRDC courses to off-campus vendor-provided seminars to participation in the Penn State Forum lunches. According to data received from the central Office of Human Resources (OHR), the variety of professional development activities and number of hours of participation by Research and Graduate School employees was higher than that reported by University-wide staff. This is due in part to the support and encouragement shown by our leadership.

The Graduate School

The Graduate School continues to promote all activities that contribute toward maintaining a welcoming campus climate. All staff are encouraged to attend diversity workshops and conferences; invite speakers into the units who can address multicultural concerns. Each unit provides the time and financial support for any staff who chooses to attend diversity workshops as well as time to serve on committees and commissions that deal with diversity matters. Some of our staff members have become leaders in this area. A staff assistant in the Office of Graduate Educational Equity (OGEE) Programs is now chair of the Lesbian, Gay, Bisexual, and Transgender (LGBT) Equity Commission. She has been instrumental in structuring very helpful dialogue surrounding issues at Penn State and the State College community.

A major objective of the OGEE is to ensure that all students, faculty, and staff feel welcomed at our workshops, conferences, seminars, and social activities. Many of the events deal directly with inclusiveness issues, which creates natural mechanisms to explore this topic and help the Graduate School staff continue to think critically about ways in which we can ensure that the open environment we presently have continues to thrive. The public forums are open to the entire Graduate School staff and in the past several have attended the Inclusiveness Series, which addresses diversity issues in graduate education as well as those who have attended the Achievement Conference, Professional Development and Retention Conference, the McNair Conference, and other events.

All of the events, although intended for the targeted underrepresented students as stated in the overall University recruitment efforts, are open to all students. Often other students from various diverse groups attend the conferences and workshops.

The Graduate School staff has also worked harder to bring a more diverse group of speakers to our events. Over the past two years we have had such distinguished speakers as Dr. Antonio R. Flores, president and CEO of the Hispanic Association of College and Universities, and Dr. Alexa Canady, the first Black woman neurosurgeon in the U.S. This year we welcomed Dr. Tina Nova, scientist and corporate CEO, to our McNair Conference. With our successes has come the understanding of how critical it is to continue to search for diverse voices to address the importance of graduate education for underrepresented communities.

In its public relations role the staff of the Graduate School Alumni and Public Relations Office actively promote the Graduate School's diversity initiatives. Over the past two years, news releases were written and distributed describing the Professional Development and Retention Conference, the Achievement Conference, the Summer Research Opportunities Program (SROP), the McNair Scholars Program Summer Research Conference, the Northeast Alliance for Graduate Education and the Professoriate Annual meetings, and Science Day at Penn State. A news release reporting SROP students volunteering at the local area food bank was also written and distributed in July 2006. In addition, the staff has supported the Inclusiveness Series programs and attended a luncheon with prospective students from Medgar Evers College.

The GES staff assists hundreds of students on a daily basis. The majority of graduate students are international and, occasionally, language barriers make it difficult for students to communicate with the staff. The staff is aware of language-related issues and continues to take extra efforts to assist students while making them feel

comfortable. It is important to GES staff that mutual respect and a supportive environment are realized by students at all times.

The Network Operations Team provides technical support for all diversity programs. The team has helped design and update websites, interactive web pages, and registration sites for conferences, workshops, and other activities. Their technical contributions help the Graduate School staff communicate the importance of diversity programs in a format that reaches large populations.

Research

Our units have continued to sponsor and co-sponsor programming that recognizes and includes underrepresented groups, and to include partnering with various University units to co-sponsor colloquia and research initiatives focusing on gender, race/ethnic groups, and immigrant populations. Some examples include:

- Co-funding research projects with the Africana Research Center
- Co-sponsoring events with the Center for Human Development and Family Research in Diverse Contexts
- Providing financial and logistical support for a weekly faculty/graduate student discussion group focused on social problems defined along race/ethnic lines
- Hiring a female African American graduate student to act as the primary coordinator of the NSF grant that focuses on the recruitment, mentoring, and retention of underrepresented minority doctoral students, and support of the NSF diversity grant by providing both financial and in-kind support
- Supporting a number of underrepresented faculty members financially and with consultation assistance in the development of their interdisciplinary research programs
- Covering the cost of the Methodological and Statistical Consulting Center to provide free consulting services to all underrepresented graduate students from Psychology, Human Development and Family Studies, Sociology, and Curriculum and Instruction
- Co-sponsoring diverse programming, e.g., Black Romanticism Conference, Islam and Bioethics Conference, Farhat Moazam Distinguished Visiting Fellowship

The Ben Franklin Technology Center (BFTC) staff continues to fund a very diverse population of clientele and continue to track awards to women- and minority-owned businesses. Challenge Investment Awards have been made to two minority-owned businesses in the past few years as well as to ten women-owned businesses in the same period. The BFTC is participating in sponsorship of BASE, Inc. for their Beginning Business Support Center. BASE, Inc. manages the Lancaster Entrepreneurial Development Program and provides support services and skills training to enhance economic self-sufficiency for low- and moderate-income individuals including youth. Additionally, the BFTC programs have succeeded in supporting a number of women-owned businesses for general operating assistance with marketing, design and printing, and professional development activities for both staff and clients.

Over the years, the BFTC has made it a priority to hire employees with disabilities and to retain them as well. An Environmental Safety Office professional recommends accommodations, as needed, for these individuals.

As a follow-up to our original report indicating that the PSIEE leadership was responsible for the installation of handicap parking stalls near a main door to the building, the PSIEE is continuing to work with the Office of Physical Plant to install a power-assisted door to the building.

Because the MRI is a very diverse work unit, the staff plans to undertake several organized activities, such as, pot luck luncheons featuring international and regional dishes and cultural exchanges to create a more accepting climate and to foster diversity within their unit. A recently hired LGBT Network member will be distributing LGBT Network membership information and provide a presentation on Network goals. An option for sign-up will be made at a regularly scheduled staff meeting.

The SSRI hosts numerous widely advertised and well-attended brown bag lunches on topics highly relevant to diverse audiences, to which our employees and students are invited: *Family Formation Trajectories in Early Adulthood* by Paul Amato, *The Demographic Transition and Economic Development in Africa: Evidence from Exogenous Variation in Malaria Burden and Green Revolution Technologies* by Dalton Conley, and *The Transition to Early Fatherhood: National Estimates Based on Multiple Surveys* by Kathryn Hynes.

The Research Publications staff seeks to reflect and enhance the research environment of the University through the *Research/Penn State* magazine. In choosing subjects for the magazine, the editor is always sensitive to the need to foster diversity. A standard issue of the magazine seeks to present research by faculty and students of both genders and many ages, races, ethnicities, and backgrounds. Since 2004, a number of major articles in the print and web versions of the magazine have focused directly on diversity-related research activity: "The Passing of a Griot" (celebration of the African American playwright August Wilson), "The Painful, Joyful Heart" (profile of Liberian poet Patricia Jabbeh Wesley), "Is God Going South?" (transmigration of global Christianity).

Over the same period, Research Publications staff has participated as hosts and mentors associated with Global Connections (formerly the International Hospitality Council) and the FastStart mentoring program, and members of the LGBT association's professional list serve.

In addition, our "Research Unplugged" conversation series, hosted at the Penn State Downtown Theatre, continues to bring the community together to discuss and explore research-related issues that affect society. Diversity has been a common theme, as recent topics have included Yucatec-Mayan myths, surviving war in Liberia, media perceptions of race, and the challenges of learning a second language as an adult.

The ORP staff is sensitive to utilizing programs and offices within the University when hiring, advertising, and expanding. Educational publications and presentations have been designed to reach all areas of the Penn State and local communities to improve the image of the ORP staff and to promote a better understanding of its function. Some of the action items undertaken are:

- preparing an intra-office annual report to track goals and action plans, presented annually to the director
- continuing to organize a minimum of three diversity group activities each year
- continuing to keep staff informed of upcoming events and activities: for example, there was a news bulletin board posted in a centralized location that included a diversity thought each day, along with upcoming events, current news, etc.; this bulletin board was later distributed electronically
- currently working on having all staff subscribed to the diversity newsletter
- continuing to include an agenda item on fostering diversity during office staff meetings and staff assistant meetings
- continuing the competitions for office staff to accumulate points for participation in diversity programs

Our units identify climate issues by zeroing in on the issues identified by the University as a whole. All offices have a staff person identified to post flyers, report hate crimes posters, zero tolerance stickers, etc. throughout the offices and buildings to alert faculty, staff, and students of our position on diversity. Diverse selection committees are assigned when possible. Directors have been strongly encouraged by our leadership to stress at staff and faculty meetings the need for a welcoming climate for all people. As issues arise, discussions are executed and solutions implemented, for example:

Institute for the Arts and Humanities (IAH) sponsored a visit by Salman Rushdie in Spring 2006, which was initially met with some opposition by the campus Muslim community. Sensitive to their needs, IAH met with representatives of the Muslim community, engaged in a constructive and open dialogue, and then agreed to support a series of interdisciplinary lectures and roundtable discussions in 2006-07 on the topic of "Muslims in America."

The employees in the Office of Sponsored Programs (OSP) work with a large number of faculty primarily via e-mail and telephone including many faculty who are non-native speakers. In our 2004 report, OSP stated that it planned to discuss appropriate and inappropriate ways of talking to non-native speakers. Due to the resignation of the Director during the past year, this has not yet been enacted, but OSP has been working for the past several months to develop a speaker series. Diversity will be a major emphasis of this speaker series. The OSP staff has stated an interest in offering proposal preparation workshops targeted to new faculty from underrepresented groups in the colleges; discussions are being initiated with those colleges to see how such a workshop might be established.

Plans are in progress to offer one or more diversity programs to all Animal Resource Program (ARP) staff tailored to address specific ARP needs, in order to provide more relevant information to employees.

Challenge 3: Recruiting and Retaining a Diverse Student Body

The Graduate School

The complex population of international and domestic graduate students at Penn State requires the staff of GES to be sensitive to culturally-based differences, values, and perceptions. The leadership in GES stresses to staff that we must contribute to a welcoming environment for individuals regardless of a student's background or culture. The GES staff continues to keep abreast of international matters as well as domestic educational issues that are emerging by engaging in daily discussions, subscribing to domestic/international admissions list serves, and attending in-depth training sessions regarding international educational systems and intercultural awareness.

The leadership team of GES has met with Educational Advising Center representatives from Pakistan, Romania, Hungary, Nigeria, and Australia to increase its knowledge of these educational systems and cultures. In addition, the team has met with educational representatives from various institutions in Germany to discuss the challenges of implementing the Bologna Exchange and how it will affect equivalencies and standards of German applicants. The GES staff continues to examine its methodology for comparing U.S. and foreign credentials in order to provide a fair and equitable admissions process.

Each year we have the opportunity to assess our recruitment efforts throughout the University. Since 2004 we have seen changes in our graduate level student body. The chart below will give you some idea how the numbers have developed starting with the fall of 2003 and continuing through the fall of 2005.

Enrollment of Underrepresented Graduate Students at Penn State/UP

Fall Enrollment	2001	2002	2003	2004	2005	2006
Native Americas	17	23	34	16	19	19
Hispanics	100	109	135	141	129	151
Black/African Americans	201	230	221	224	205	208
Total Underrepresented Students	318	362	390	381	353	378
Total Students	6289	6616	6793	6465	6072	6177

Enrollment of New Underrepresented Graduate Students at Penn State/UP

Fall Enrollment	2001	2002	2003	2004	2005	2006
Native Americas	4	1	6	2	2	4
Hispanics	16	34	38	36	33	46
Black/African Americans	48	72	69	54	52	49
Total Underrepresented Students	68	107	113	92	87	99
Total Students	6289	6616	6793	6465	6072	6177

We have targeted new recruiting events each year and will continue to do so in the coming years. We hope to find events and campuses that yield higher application and enrollment numbers from the student contacts we make. In addition, we have asked our faculty mentors and department heads to, again, rethink how they work with our SROP students. To this end, we have hosted another faculty meeting to discuss proactive ways in which we can increase the number of SROP students admitted into Penn State graduate programs. These students are prime recruiting prospects if they are perceived in their departments as future Penn State graduate students and not visitors. We have invited faculty members to become a part of the SROP recruiting activities early in the process so that they have more ownership of who comes into the departments for the summer session. We have asked that no students

be recruited into our summer program to work with faculty members unless the faculty members feel strongly that the students would be good graduate candidates for their graduate program.

The Ronald E. McNair Scholars program is now managed by the Graduate School. The synergy between McNair and SROP provides more opportunities for our students as they access enrichment activities from both programs. Similarly, we have access to a larger pool of excellent and diverse graduate student prospects.

The largest growing population for underrepresented students is in the Hispanic community. The senior director will continue to target universities and recruitment fairs that host large numbers of Hispanic students. One such venue being added to the 2006 recruiting schedule is the University of Arizona. According to their sponsors, over 4000 students received bachelor's degrees at the University last year. Many of those 4000 students are Hispanics and Native Americans due to the large numbers from both groups who live in the Tucson area. In addition, we will attend major conferences for Hispanics and Native Americans, such as, the Society for Hispanic Professional Engineers and the American Indian Science and Engineering Society. We will also continue to work with societies and institutions that serve large numbers of Black/African Americans with the goals of increasing numbers in this area as well.

We designed and implemented two new programs this year directed at achieving our goal of recruiting and retaining minority scholars. The two programs are the Graduate Scholars Forums and the McNair and SROP Forums. Both programs are designed to provide opportunities for students to discuss their research with other students and faculty members. The graduate program is attended by graduate students from across disciplines. The undergraduate program is attended by undergraduate and graduate students, along with faculty mentors from the McNair and SROP programs. The faculty and graduate students talk with the undergraduates about ways to prepare for graduate education.

Finally, we received a new grant from the NSF to recruit and retain underrepresented students in the social and behavior sciences and economics. The senior director is the principal investigator on the grant and works with faculty teams from across the University and the grant coordinator, to design several recruitment strategies that are intended to get faculty members more actively involved in recruiting students in these fields.

Penn State hosted its first Northeast Alliance Annual Meeting and Science Day in May 2006. The meeting brought together students and faculty from the Alliance schools and the partner schools which serve many underrepresented students and graduate students in math, science, engineering, and technology. It was good exposure for Penn State and a good experience for all of the students who presented posters at the meeting and attended professional development workshops.

The Office of Graduate Fellowships and Awards Administration staff led by Darrin Thornton works with departments to make the transition of incoming assistantship and fellowship recipients to Penn State a smooth process. The staff oversees the administration of the Bunton-Waller Program, the Alfred P. Sloan Scholars program for underrepresented students, and the AT&T Graduate Student Exchange along with other University fellowships, assistantships, and awards. One of the goals of this Office is to ensure that the academic units understand the importance of diversity recruiting when making their financial awards to incoming students.

In addition to the recruitment activities conducted by the OGEE, the associate director for graduate education in the Huck Institutes has instituted a name exchange with seven institutions targeting the brightest underrepresented students. The associate director gives presentations to students on graduate education admission practices and on ways to achieve success once they are in graduate school. The Huck Institutes also attribute mentorship to their success in recruiting and retaining underrepresented students. The associate director is a major contributor to the development and implementation of mentorship activities.

The GES staff works closely with the International Students and Scholars Office (ISSO) in an effort to maintain an application and admission process that is sensitive to the issues affecting international students, such as, language barriers, time restrictions, and appropriate documents ascertaining when applying for admission. In addition, the current graduate application is being revised and changes are being made to identify students for orientation purposes who are U.S. citizens but have lived out of the country most of their lives. GES and ISSO staffs periodically make changes to the offer of admission letter to facilitate the visa process. The leadership in GES has met with the Director of ISSO in a collaborative effort to admit government sponsored students. GES staff has participated and assisted with the orientation program for international students hosted by ISSO. GES staff

regularly participates in the Returning Adult Student Fair to provide information to non-traditional graduate students. This Fair is a helpful event for adult learners who have a variety of concerns and apprehensions about applying/returning to graduate school. In addition, GES staff works closely with the OGEE to assist in the admission of underrepresented graduate students.

Research

Our research consortia /institutes continue their history of supporting graduate assistantships for minority students. The diversity of the graduate student body and the success of these students in our organization must be a key component of our diversity plan.

Huck Institutes staff disburses all University diversity initiatives to their students via list serves. Also, during orientation, the staff provides a listing to students of the different communities on campus from cultural to sex orientation (“Selected Penn State Resources for Graduate Students at University Park”). Huck Institutes staff has instituted and will continue to sponsor a peer mentorship program for new students, whereby they are placed with a senior graduate student to assist them in adjusting to life at Penn State. Huck Institutes is in the process of establishing a “Student Council,” a new initiative that would address diversity and other student issues. Student interest is being evaluated at this time.

The student recruiter at Huck Institutes continues to attend seven graduate fairs each year that explicitly target underrepresented populations. She has been guest speaker at seven underrepresented universities this past recruiting year. She also attends the Achievement Conference at Penn State, is a guest speaker at the McNair Conference, is a mentor for McNair students, participates in SROP, is a member of the Administrative Council on Multicultural Affairs (ACMA), and serves on a committee in the ACMA for best practices.

The Mentorship Program in Huck Institutes could be termed as a best practice and will be continued, since it has proved to be successful in targeting underrepresented schools for fair attendance, and arranging speaking engagements aimed at underrepresented populations. Annual workshops to prepare students for graduate school and beyond have received good reviews from the participants. These data identify an increase in enrollment of underrepresented students in the programs. This year, programs within the Huck Institutes have recruited five underrepresented students. The current student population is 51 percent female and 47.74 percent international students.

The MRI faculty and staff continue to participate in various programs, such as, Research Experiences for Undergraduates and the International Association for the Exchange of Students for Technical Experience. These programs target training for students to provide a competent workforce in various technical research areas.

The MRI Director hosted an undergraduate student as part of pre-employment training for a national company. MRI faculty will continue to develop graduate students and research collaboration exchange programs with other international universities. In addition, a plan to organize undergraduate recruitment efforts with the Minority Recruitment Office and to add the MRI and Materials Research Laboratory buildings to the campus tours is being planned as a way to broaden student research possibilities.

Many MRI faculty routinely have visiting scholars sponsored through various exchange programs, some of whom have come from Senegal, Africa, Russia, and Korea. Conferences are also organized that are open to faculty, students, postdocs, and industrial companies from both the U.S. and other countries.

SSRI staff will continue to foster the recruitment and retention of minority students in the Population Research Institute’s (PRI) demography dual-title program and the National Institutes of Health (NIH) pre- and post-doctoral training programs. Meetings have been held annually with the training directors to review strategies for recruiting outstanding minority candidates, and providing additional financial support to supplement NIH postdoctoral stipends to aid in the recruitment of minority fellows.

The Center for Space Research Programs (CSRP) provided financial support for facilitating the continuation of the Penn State LionSat Project, a student based project that supports students including underrepresented students, through targeted research programs. Over the past year, the Rural Multi-District Space Alliance was formed entirely due to the efforts of CSRP personnel. Utilizing the many facets of *Space* as a framework, they are working together to provide quality teaching and relevant learning experiences through integration of math and science curricula, and all academic areas. The effort of this team will continue to have a direct effect on several minority

and underprivileged groups, such as, women in science and engineering and the underprivileged rural school systems.

One of the goals established by IAH personnel was to increase the visibility of Institute resources to graduate students from underrepresented groups. They are currently working on plans for implementation. In the near future, they will be sharing their resources and promoting their activities/programs with multicultural student organizations and adding graduate students in the arts and humanities to their list serve. Another IAH goal was to include diversity as a criterion when adjudicating Institute research funding applications. International students and students from underrepresented groups are increasingly submitting applications to the IAH. Every effort will continue to be made to support these projects that promote diversity and contribute to a more global understanding of other cultures.

The IAH now offers two programs that support graduate student research: the Graduate Student Summer Residency program and the Dissertation Semester Release program. Many of the students supported have worked on topics of global and multicultural significance.

The Research Publications staff sponsors a science writing internship program open to undergraduate and graduate students in all majors. Participating students have come from many races, ethnicities, and backgrounds. This internship program has taken students into many intercultural and international situations where they learn to work in diverse settings. This could be considered a best practice as each student has benefited greatly by their experiences in the real world. This program has also been a very good drawing card for prospective students.

Challenge 4: Recruiting and Retaining a Diverse Workforce

The University's rural Pennsylvania location continues to pose a challenge in creating a diverse workplace in a rather homogeneous community. The Research and Graduate School leadership strongly encourages our units to continue to locate and recruit faculty and staff from underrepresented groups by using the following resources when vacancies exist:

- Multicultural Staff Support Center
- Dual Career Assistance Program
- Opportunity Network for Employment Program
- Outreach Program
- Various Internship and Traineeship Programs

We also continue to use the University employment posting system, for which two underrepresented population agencies are contacted automatically for external postings. In addition, we have advertised in urban newspapers and used employment assistance programs. As an example, when conducting the search for the Director of our BFTC, we advertised in seven Pennsylvania newspapers (Philadelphia, Pittsburgh, Harrisburg, and Erie) and sent letters to 17 economic development organizations in within the Commonwealth.

Our Human Resources Manager has provided our units with examples of diversity wording and statements to be used in advertisements and postings with the intent of creating descriptions that are aligned with our diversity goals and to assist units in writing job advertisements that may attract a diverse group of applicants.

Search committees are perfect opportunities to promote diversity. Our directors will continue to assist in the interviewing of job candidates to showcase opportunities for research emphasizing cultural diversity as well as to ensure that candidates are well informed about our financial support, service provision, and consulting assistance. Directors will also continue to assist in strategic hires of underrepresented faculty members by providing salary, start-up funds, and other financial assistance to attract them to Penn State.

Our leadership continues to support creating and maintaining flexibility and a family-friendly work environment. We continue to support and implement employee arrangements for flexible work week scheduling, telecommuting (both temporary and permanent), and pilot job shares. We are supportive of creating arrangements whereby employees can continue their professional careers and remain in the workforce, while having the opportunity to spend valuable time with their families.

We have continued to successfully implement the Vacation Donation Program for staff employees, and several staff members were recently recipients of the generosity displayed by the staff in the Research and Graduate School. This program has been very well received by our employees as demonstrated by their generous contributions of 464 vacation hours to those who are deemed to have catastrophic situations that require them to be absent from work long enough to exhaust all of their personal paid time off.

We will continue to provide ongoing efforts to retain employees with disabilities to include providing funding to accommodate special needs such as parking changes, specialized equipment, and furniture adjustments. We routinely invite Environmental Safety Office representatives into offices and laboratories to assess safety standards, computer positioning, and furniture/equipment layout.

The Graduate School

There are limited opportunities to increase the staff diversity as many of the staff assistants and directors are long-time employees. All of the staff assistants are female. As positions become vacant throughout the Graduate School, search committee members are strongly encouraged to seek out minority applicants.

The McNair staff, which is part of the OGEE, consists of two females and one Black/African American male. The OGEE staff excluding McNair continues to reflect a diverse community. With a small staff of a senior director, staff assistant, work study student, three SROP co-directors, and a summer graduate work-study student, the office has employed Native Americans, Hispanics, and Black/African Americans as well as European Americans. The staff has also represented a broad geographic spectrum from the West Coast to the Southeast forming a wonderful blend of cultures and values.

In a leadership capacity on the Board of Directors for the Graduate School Alumni and Public Relations Office, a former at-large member, who is an African American, was elected to serve as president of the Society from 2003 to 2005 and is now serving as past-president. Three members of the Graduate Student Association (GSA) also serve on the Board. The GSA represents all graduate students at Penn State including members of the Black Graduate Student Association and members of international student groups.

Research

The Office of the SVP/D recently administered three senior consortia/institute director searches: Huck Institutes, SSRI, and the BFTC. The composition of the search committees was varied and the inclusion of women on each of the committees was strongly encouraged: 2 of 10 members on the Huck Institutes committee, 4 of 12 members on the BFTC committee, and 6 of 8 members on the SSRI committee.

The SVP's office manager experienced a situation in which both office staff assistants accepted job offers with another University department within a two-week period. She immediately contacted a local staffing organization and asked them to send their most experienced wordprocessor/receptionist to their office. As stated by the office manager, *"We had the opportunity to hire an African female who was from, Africa. The office executives and staff agree that this was a wonderful experience and a great opportunity for everyone to broaden their diversity skills. The staff searched the web for information on Senegal, Africa, to learn about their new co-worker's country and her Islam religion."* The lesson learned was that there are many well-educated, graduate student partners with diverse backgrounds who may need part-time employment until their partner graduates.

The Industrial Research Office staff regularly provides information on the Women in Engineering, Minority Engineering, and Women in Science and Engineering programs to company representatives. As industry relationships mature, such requests become more frequent, especially pertaining to recruitment. The staff is then in a position to provide information about research opportunities and indirectly assist in recruiting.

The IAH faculty and staff has a long tradition of establishing partnerships with other units and of working collaboratively in order to work with others in fostering diversity and promoting internationalization. The newly established Short-Term Distinguished Visiting Fellowship program has been very successful. One of the Visiting Fellows, Farhat Moazam, a Pakistani female physician and human rights activist, addressed several topics of multicultural relevance today: Women in the Islamic World, Eastern vs. Western Perspectives on the Role of Family, Religion and Education, etc. IAH has now established a mechanism of support that requires at least two other units to collaborate with the IAH in providing funding for the program.

The Innovation Park at Penn State staff will continue to work closely with all incubator tenants to provide tools and assistance for business development. Approximately 25 percent of the companies that are being incubated at either the Technology Center or the Zetachron Center for Science and Technology are minority owned/operated. The Innovation Park staff has posted diversity information links on their website to create awareness of various programs that foster development and opportunities.

SSRI staff has had significant success in attracting and retaining women in its technical positions within the computing, geographic information analysis, and survey cores—positions in which women are traditionally underrepresented. Over the past few years, SSRI staffing has included five women working in technical positions. In addition, flexible scheduling continues to be offered to retain two women in staff support positions. A telecommuting arrangement has also facilitated the retention of SSRI's female web master.

In terms of faculty recruitment, SSRI personnel have, and will continue to be, actively involved in the recruitment of underrepresented faculty. SSRI directors routinely meet with faculty candidates to discuss how the Institute can support the candidates' research programs and to showcase the range of research activities focused on underrepresented groups. These efforts have yielded fruit. The Children, Youth and Families Consortium leadership has successfully assisted in the recruitment of two African American women, one Asian American, and eleven other female co-funded faculty members. Moreover, the SSRI leaders have assisted a number of departments to successfully recruit a diverse faculty. These departments include African and African American Studies, Biobehavioral Health, Agricultural Extension and Education, Health Policy and Administration, the Africana Research Center, and others.

The Electrical Engineering Department's NSF Space Sciences Faculty proposal and search resulted in the recent hiring of a Hispanic faculty member. CSRP provided support letters and CSRP personnel for the proposal generation and candidate assessment.

Small Business Innovation Research is a program of the Small Business Administration, which promotes federal small business high technology programs, especially with women- and minority-owned small businesses. CSRP has also supported this research through both a financial seed grant of \$1,624 and with project management assistance provided by CSRP staff.

Discussions are currently underway with the PSIEE and the Africana Research Center to cooperate in the hiring of a faculty member of color who will focus on environmental justice as it pertains to the status of African American health or environmental health-related issues in Africa.

OSP team leaders and staff have put together a speaker series in their office. The Office for Research Information Systems personnel plan to attend the speaker series as well. Seven dates have already been scheduled to run through mid-2007, beginning in September 2006. Three of these sessions will be devoted exclusively to diversity issues. Their first speaker will address the physical disability challenges she faced as an employee in an office environment here at Penn State. Other speakers suggested for the diversity-themed sessions include LGBT, the Affirmation Action Office, and similar organizations. An additional three diverse speakers per year will be selected from among faculty. As an added benefit, it is OSP/ORIS hope that exposure to a diverse faculty will help to create a more welcoming office environment for customers and staff.

ORP attempted to improve the image of their office and promote a better understanding of their function, in addition to assisting their staff in developing a better understanding of the Penn State Research community, by sponsoring a presentation by Jane Freeman, Teacher and Advocate for the Deaf and Hard of Hearing; a presentation by Denise Hinds-Zaami, Diversity Advocate for the Multicultural Resource Center; and a Discussion on Stereotyping led by Tracie Kahler, a member of the ORP staff. Their staff also attended various Distinguished Speaker Series events, HRDC workshops, plays, movies, worship services, along with organizing various fundraisers and continuing their involvement with Special Olympics.

The ARP recently hired a female laboratory coordinator. The Opportunity Network for Employment Program assisted with the hiring of a part-time disabled employee. Additionally, the ARP Director worked with a minority McNair pre-veterinary scholar to provide information on veterinary schools and a facilities tour.

The Office of Military and Security Programs (OMSP), formerly the Marine Corps University, continues to strive to include underrepresented faculty in their research and education programs. The staff at OMSP is very diverse;

comprised of a Hispanic male Director, a handicapped veteran Associate Director, a female senior level staff member, and a female administrative assistant.

Challenge 5: Developing a Curriculum that Supports the Goals of our New General Education Plan

The Graduate School

The Graduate School is not directly involved in curriculum development. The Dean of the Graduate School, however, works closely with the deans and associate deans of the academic colleges. Whenever appropriate, the SVP/D does address the importance of developing a curriculum that fosters the diversity mission of the University.

The Dean, Senior Associate Dean, and the Associate Dean of the Graduate School continue to work with college deans, research and graduate education directors, the Graduate Council, student groups, and many others to help ensure that our graduate curriculum is inclusive of all cultures and research interests. The Associate Dean and the OGEE Director are members of the Graduate Council Committee on Graduate Student and Faculty Issues, which is a subcommittee of the Graduate Council. This group of faculty members, graduate students, and administrators discuss issues that are pertinent to graduate education and design workshops and seminars that address matters, such as, curriculum.

Research

Although there are limited direct opportunities for curricular development in these units, as curriculum is a college-centric activity, we do seek opportunities to provide value-added approaches to curriculum. A few examples are provided below.

The IAH offers two curriculum-related programs: "Team Teaching Across the Disciplines" and "Bridging the Classroom." Both programs encourage faculty to develop upper-level undergraduate and graduate seminars that connect students from across academic units, and both have been highly successful, as evidenced by the students' course evaluations and Student Rating of Teaching Effectiveness assessments. Several other courses have been very successful in promoting diversity and in addressing the work and artistic contributions of underrepresented groups. Among these was a highly successful course on African and African American Theatre ("Traditional African Roots of Modern African and Diasporic Theatre"), co-taught by faculty in Theatre and Comparative Literature/African, and African American Studies. In Fall 2006, a seminar on Black Paris in the 1920s and 1930s will be co-taught by faculty in French, History, Comparative Literature, and African and African American Studies, with further input by faculty in Music and Art/Art History.

The Integrative Biosciences Graduate (IBIOS) Program in Huck Institutes continues to offer an ethics course that addresses many contemporary diversity issues including challenges facing women, underrepresented minorities, and international students in the life sciences. Also offered is a dual mentorship for students allowing them to experience diversity and interdisciplinarity. The program offers internships to all Huck Institutes IBIOS and IGDP programs.

PSIEE provided support for the AfricaArray project, which is also sponsored by the College of Earth and Mineral Sciences' Alliance for Earth Sciences, Engineering, and Development in Africa. AfricaArray is an initiative to promote coupled training and research programs for building and maintaining a scientific workforce for Africa's natural resource sector. Support included development and hosting of the AfricaArray website; development and publishing of brochures, posters and flyers; and design of the AfricaArray newsletter.

The Worldwide University Network (WUN) is a consortium of universities including six in Great Britain, five in the U.S., and several other partners worldwide. One of the activities of WUN is to support studentships that permit students from Penn State to conduct graduate education with partner institutions abroad.

Challenge 6: Diversifying University Leadership and Management

Our Research and Graduate School leadership continues to strongly encourage and financially support faculty and staff participation in Excellence in Leadership and Management programs sponsored by the Provost's Office and facilitated by the OHR. Each year, our SVP/D nominates our new Research and Graduate School Directors to these programs. One of our female senior staff members sat on the team that designed the programs, and she

continues to participate as an advisor to the Office Professional Certificate program. We also have a female senior staff member who is a former Administrative Fellow. We have had numerous employees attend the Women's Leadership Conference, Penn State Leader, Mastering SuperVision, and the Office Professional Certificate programs, including staff assistants from our BFTC satellite locations in Erie and Harrisburg. All costs and release time are provided by our units. For this reporting period, 289 employees have been supported in their professional development endeavors, not including those employees who are taking classes toward advanced degrees. Specific details include:

Mastering SuperVision	29	Scripting Your Success	17
Office Professional Certificate	23	Penn State Leader	95
Leadership Academy	2	Women's Leadership Conference	108
Penn State Management Institute	15		

The SVP/D supports and will continue to support the Penn State Commission for Women (CFW). At least one female faculty, staff, and/or student will be nominated for the CFW Achieving Woman Award each year. Once again, the SVP/D invited nine females to attend the annual CFW banquet as her guests.

Recently the division head for the former Undersea Technology Office in the Applied Research Laboratory was chosen as the Administrative Fellow to shadow and be mentored by our SVP/D in 2007. Unfortunately, her spouse accepted a position at another research institution, therefore, she was unable to accept the Administrative Fellow appointment.

The Graduate School

The SVP/D supports and will continue to support the leadership role that women, including the Senior Associate Dean, provide in the Graduate School. Three of the five Graduate School directors are women. Two Directors are African American: Senior Director, OGEE; Director, Fellowships and Awards Administration. The Senior Director is a member of the Council of Multicultural Directors, a group that participates in searches for administrative positions, and of the Vice Provost's Advisory Board, a University diversity committee, which enables her to bring University perspectives and vision to the Graduate School. She not only serves as the unit's key recruiter for students of color, but also serves in many capacities on University-wide committees and task forces to study and help resolve issues or concerns for students of color. She provides visibility for the Graduate School, leading discussions, workshops, etc. One of the positions, Director of the Office of Fellowships and Awards Administration, became vacant in November 2003 due to the death of the director. The new director, who is African American, was appointed to the position of Director in March 2004.

All of the units in the Graduate School encourage staff to attend leadership and professional development opportunities when possible. Units nominate colleagues for University staff awards, the Graduate School staff awards and any other forms of recognition that will enhance and encourage leadership in the Graduate School. In addition staff members are part of the interview process for each candidate that is interviewed for a position in the Graduate School.

The Chairs of Intercollege Graduate Degree Programs are comprised of faculty from various backgrounds including underrepresented populations. Periodically, they meet as a group; a leader is selected to organize these meetings. This year's leader is an African American faculty member.

Research

Women account for three of the eight leadership positions in our major interdisciplinary research consortia and institutes. We continue to have many women who serve key roles as directors and provide strong leadership to various technical laboratories within our research institutes and consortia. During the past year, the MRI selected two women faculty to serve as directors of the Materials Characterization Laboratory and the Nanofabrication Facility.

SSRI leadership consists of a director, assistant director, and four research center directors drawn from the University faculty. During the past year, women faculty were selected as Directors of the SSRI and PRI. In the future, our plan is to increase the number of underrepresented minority faculty who are connected in any capacity with the SSRI. In so doing, current leaders will identify underrepresented minority faculty who could serve in strategic leadership roles within the SSRI. SSRI has devoted substantial financial and logistical resources to recruit and retain underrepresented faculty and graduate students. Resources have been devoted to encourage research that aligns with the University's diversity goals.

We are pleased to report that the new Director of the BFTC is a Hispanic American. The Chair of the Board of Directors of BFTC is a female, and plans are in place to actively recruit another female Board member.

In 2005, a female faculty member was named Executive Director of the IAH. The IAH makes every effort to include members of underrepresented groups on the Institute's advisory board, and other boards, planning committees, etc. The IAH and Africana Research Center have formed a highly successful and visible partnership, and together, have established the ongoing initiative "In Pursuit of Social Justice: Recognizing Pennsylvania Black Artists." Of the thirteen members on the steering/planning committee, nine are member of the African American community.

The Huck Institutes encourage and financially support faculty to organize retreats and symposia to bring about collaboration and interdisciplinarity among researchers in different departments, colleges, and disciplines.

Challenge 7: Coordinating Organizational Change to Support our Diversity Goals

Within the Research and Graduate School units, our challenge remains to bring in more minority students, staff, and faculty members. A number of our consortia/institutes are attempting to build a dynamic environment that brings together scientists from different disciplines, cultures, and backgrounds, and to encourage them to identify important problems to solve together. We continue to strive to recruit the best scientists, support them well, and create an intellectual environment that allows ideas to accelerate rapidly and in unexpected directions. None of this can be accomplished in isolation from the rest of the University; our connections to the University as a whole are critical to our success. As we build this scientific team, what matters most is quality—training, discipline, productivity, creativity, and the ability to attract and motivate the best diverse faculty, staff, and students.

The Research and Graduate School units now have a standing Diversity Council that can monitor, discuss, and implement diversity initiatives. This Council meets regularly and the members serve as liaisons between the SVP/D and the numerous units.

The Graduate School

OGEE staff continues to be leaders in diversity promoting within the Graduate School. OGEE will continue to provide opportunities for diverse students to interact with the student body as a whole, work to bring more underrepresented students on campus, work with faculty members to make sure that they continue to focus on the importance of a diverse student body, and continue to design and implement interesting programs to contribute to degree completion for our students.

Research

Our research consortia/institutes will encourage collaborative research alliances through a variety of mechanisms that integrate graduate training and research across disciplines. The research faculty and staff continue to provide funding for graduate fellows from all races, religions, and nationalities. They will also cooperate with departments of the participating colleges to identify emerging areas of research importance and assist in hiring new faculty with a particular emphasis on encouraging faculty to participate in collaborative and multidisciplinary efforts. As an example:

A large portion of the Huck Institutes' budget has been committed to recruiting both co-funded faculty and students into their programs. The co-funded faculty are all hires initiated by the colleges. Although the Huck Institutes does not participate in the initial hiring process of the co-funded faculty, efforts are made to be very proactive in recruiting students from underrepresented populations and to specifically budget funds for their support. Although the Huck Institutes has utilized the original allotted budget for its co-funded faculty hires, the Director has requested additional funding to be able to continue assisting colleges and departments with hiring of diverse and talented faculty. The Huck Institutes also continue to financially support programs that attract faculty, staff, and students from underrepresented groups to the University. The Huck Institutes fund approximately 40 new graduate students each year through various interdisciplinary programs. Women in science are a minority and Huck Institutes has assisted in hiring 16 women into co-funded positions. Currently there are six students from underrepresented populations in the Huck Institutes' graduate programs and five additional students have been recruited for the 2006-07 academic year.

Applied Research Laboratory (ARL)

Introduction

This mid-term diversity report details some of ARL's recent activities and accomplishments that are part of a diversity program that began in the early 1990s. Its presentation closely parallels challenges found in "A Framework to Foster Diversity at Penn State, 2004-2009." It is a continuation and an expansion of activities reported in our 1998-2003 "Framework ..." response, and reflects the goals alluded to in the ARL Strategic Plan for Diversity, 2004-2009. This document's primary reporting device is a matrix (Appendix A) that presents activities by relationship to characterizations in the seven Challenges of the "Framework" It also contains new initiatives, outcomes, and measures of performance. Appendix B reports data on new hires and promotions.

It should be noted that one of ARL's primary thrusts has been its continuing outreach to and collaboration with Historically Black Colleges and Universities (HBCUs) and Minority Serving Institutions (MSIs). ARL has crafted Memorandums of Understanding (MOUs), and maintains formal collaborations with several such institutions, while continually seeking additional opportunities to expand these interactions. ARL expects that such investments will continue to have payoffs for all parties involved.

A greater number of employees are electing to attend seminars and take courses that focus on diversity. In addition, matrix data show that ARL employees have good participation rates in campus committees and programs that foster diversity. These activities bode well for the developing diversity climate at ARL and throughout the University. The Deans' Council of the HBCUs has ranked ARL as seventh in the top 100 supporters of HBCU engineering schools. This accolade was reported in the July/August 2005 issue of *U.S. Black Engineer & Information Technology* magazine. Similar imprimaturs from sponsors encourage the lab even more. ARL believes that the recognition validates its decision some years ago to invest more heavily in outreach.

As a result of persistent efforts to portray ARL/Penn State and the Centre Region as great places to work and live for persons from all backgrounds, ARL is beginning to see increased interest from students, recent graduates, and others from diverse backgrounds. A very new initiative to support recent graduates has already resulted in a hire in the newly created ARL Engineering Apprentice Program. ARL intends to exploit the attractiveness of this program and expects great success from it. Though a planned lab-wide climate survey has yet to be conducted, some of the new initiatives and climate directed activities have resulted in a noticeable improvement in employee appreciation of ARL, as evidenced by many positive comments on such instruments as new employee surveys, student questionnaires, and mentee feedback forms.

ARL will continue to pursue those actions and activities that show the greatest promise for an improved work environment for our current employees, and a welcoming environment for potential employees and students from all backgrounds.

ARL/CAMPUS CLIMATE AND INTERGROUP RELATIONS

Challenge 1: Developing a Shared and Inclusive Understanding of Diversity

How does your unit define or describe diversity? *Diversity is a commitment to create an inclusive work environment that values and strengthens the individual contributions of its faculty, staff, and students of various races, ethnicity, culture, sexual orientation, gender, ability, religion, sexual orientation, citizenship, and veteran status.*

The definition was crafted in the mid-1990s with input from ARL's Diversity Process Action Team, which was composed of ARL management, faculty, and staff. The definition has been further defined over the years by ARL office heads and the Diversity Committee during the preparation of the ARL Diversity Plan.

ARL promotes:

- Equitable and fair treatment for all employees, students, visitors, and sponsors
- Respect for the individual, regardless of race, creed, socioeconomic status, or professional rank
- Intolerance of social bias
- Intolerance of harassment

How has your unit distributed information to faculty and staff about the University's diversity initiatives?

Diversity information is distributed throughout the organization via the ARL World Wide Web (<http://www.arl.psu.edu>), the ARL Intranet, via list serve announcements, through signs and posters, through circulation of library materials, and through special programs including health promotion and charity events. Reports are given at the director's management meetings, at division and department meetings, and at bi-annual ARL board meetings. Persons responsible for disseminating information include the ARL director, division/department heads, the Diversity Office staff, employees in OHR, diversity committee members, the Employee Benefits Association (EBA), and various employees who hold responsibility for coordinating special lab-wide programs.

All Diversity Committee members receive a copy of *A Framework to Foster Diversity at Penn State*, and the ARL Diversity Plan, which is reviewed during an orientation session given by the diversity committee chair. Directors and office heads receive a copy of the *Seven Framework Challenges* to use as a reference when reporting on diversity initiatives within each office. Copies of the reports are made available to any employee who makes a request.

The ARL Internet and Intranet feature diversity web pages, with links to ARL's Diversity Plan, "Framework ..." progress reports, the Penn State Review Team responses, the Staff Review and Development Plan (SRDP) examples for completing diversity requirements, and information about ARL diversity programs. Also included are links to Penn State's diversity pages, i.e., the President's Commissions, multi-cultural student organizations, Report Hate Network, Diversity Newswire, Diversity Calendar, and many others. Employees are periodically requested to review the site. A web counter is now available to provide statistics on web page hits.

A sampling of full-text resource publications on the website include:

- 101 Tools for Tolerance
- A Majority-Minority University Partnership
- Make a FastStart - A How-to Guide for Mentors and Students
- Standing Our Ground - A Guidebook for STEM Educators
- WEB-Based - Library of Multicultural Materials
- Guidelines for Recruiting a Diverse Workforce
- ARL Student Mentor Guidebook

All new employees receive a booklet entitled, *100 Tools for Tolerance* in an orientation packet. A New Employee brochure is also included that features a blurb on the Diversity Committee and the EBA. The OHR is currently developing a training session for new employees to include a session on valuing diversity, which could potentially become a best practice.

What is the role of your diversity committee? What is its composition? The ARL diversity committee was restructured in 2002 to include two members from each of ARL's six offices. Members are appointed by the director to serve two-year, rotating terms. Four standing appointees include the director and assistant manager of the OHR, the head of the Diversity Office, and a 29-year veteran employee. The committee is comprised of administrators, faculty, staff, and students of varying educational backgrounds, abilities, gender, ages, races, ethnicity, creed, veteran status, and citizenship. ARL hired its 2004 participant of the Penn State Staff Assistant Training Program to support the Diversity Office. The position is currently being upgraded from SPEC 15 to SPEC 16.

The director charged the Diversity Committee to:

- Recommend programs and actions to improve the diversity climate at ARL/Penn State
- Establish diversity goals, and develop a plan to achieve the goals
- Establish a budget for outreach programs, recruiting, and diversity events
- Provide an inclusive and welcoming environment to gain maximum employee benefit for ARL
- Promote a positive and productive work environment that supports diversity
- Provide an education element
- Work with HBCUs in productive and collaborative efforts
- Review diversity best practices at Penn State and beyond
- Create connections with University groups and societies
- Team with other universities on research efforts

- Provide written diversity reports as required by ARL, Research and the Graduate School, the Office of Educational Equity, and ARL sponsors

ARL employees also have independent roles in coordinating activities to enhance diversity and climate.

What is the role of the Multicultural Coordinator? The assistant to the director for Information and Diversity Programs reports to the director on matters of diversity. This position was created in 1998 to head the Diversity Office; prepare and administer the diversity budget; supervise office support staff; chair the diversity committee; coordinate outreach programs for faculty and students from HBCUs; assist in developing collaborative partnerships with HBCUs/MSIs and constituents; recruit a diverse workforce; assist OHR in establishing policies, procedures, and programs to recruit and retain a diverse workforce; coordinate diversity presentations/workshops and special events; oversee the diversity website; prepare and distribute diversity announcements; prepare newsletter articles and diversity reports; act as a liaison to Penn State and to the community; serve on diversity councils/committees and community boards.

Challenge 2: Creating a Welcoming Campus Climate

ARL provides an orientation program to acclimate students and employees to the unit and to the Penn State community. Employees are paired with department personnel who provide invaluable information about ARL and Penn State. In addition, a Mentoring Program was established in 2005 to pair employees with senior employees for the purpose of knowledge sharing. In 2006, the Diversity Committee established a *Lunch with the Director* program to provide employees with opportunities to interact with the director, and establish camaraderie with fellow employees. Thirty-five new employees began the pilot program in early July. Survey results are forthcoming.

The Diversity Committee has begun to collect names to create an ARL Ambassadors List. These volunteers are willing to meet with candidates to promote ARL as the best place to work, and to provide knowledge of ARL culture and the Centre Region.

ARL has provided tours to groups, such as, the Research in Undergraduate Education summer interns, PA Career Link clients, high school students, and children of ARL and Penn State employees. The Diversity Office head provides visiting students and faculty with extensive tours of ARL, Penn State, and the surrounding community. In an effort to attract students to the Centre Region, visiting students are introduced to key faculty and administrators at the University and within the community. Student questionnaires note high marks for all activities aimed at making a favorable impression of the ARL/Penn State community, and the town in which it resides.

ARL employees have readily volunteered to serve as mentors in the FastStart Mentoring Program for first year underrepresented students. Approximately 42 employees have participated as mentors during 2004-2006. Year-after-year employees have expressed their satisfaction with serving the students as evidenced by those who repeat the program.

Several employees serve as advisors to student organizations including the Women in Engineering Program, the CFW, underrepresented Greek organizations, the Jazz Club, the Christian Faculty/Staff Fellowship, and campus ministry groups. An African American male has served as advisor to the Society of Hispanic Professional Engineers (SHPE) during 2005 and 2006. This individual also served as the keynote speaker for the 2006 SHPE banquet. Also of note, several ARL employees offered their homes to students who attended the SHPE 2004 Sub-Regional Conference.

Employees have served on various committees and commissions devoted to creating a welcoming climate. To name a few, the head of the ARL Diversity Office served as the chair and past chair of the President's Commission on Racial and Ethnic Diversity (CORED) from 2003-2005. An ARL faculty member will serve as an affiliate member of CORED in 2006-2007. Two faculty members have accepted appointments to serve a three-year term on the University Faculty Senate to include serving on the Educational Equity for Student Engagement subcommittee. In 2005, at the invitation of President Spanier, ARL faculty and staff attended and contributed to the Penn State Climate Summit.

Other examples of University sponsored programs in which ARL members participate:

- MentorNet: a national electronic mentoring program promoted by WISE
- Staff Advisory Committee
- Women in Science and Engineering
- Americans with Disabilities Act boards
- LionLink
- Alumni Council
- Forum on Black Affairs
- Veteran's Affairs

How does your leadership demonstrate support for diversity? The creation and placement of the Diversity Office on ARL's organizational chart gave credence and visibility to the importance of diversity within the workplace. The Office administers a budget to support many of the diversity initiatives of ARL. During a presentation to the Research and Graduate School Diversity Council, the director reported that ARL encumbered \$400,000 to support diversity efforts for 2004/2005. Approximately one-fourth of the budget is spent on outreach programs for underrepresented students and faculty. The ARL OHR spends approximately \$15,000 to attend diversity specific recruitment events each year.

The ARL director provides financial support and release time for employees who desire to participate in diversity-related programs at ARL/Penn State. Attendees have completed Penn State Leader, Mastering SuperVision, Faculty/Staff Forum luncheons, CFW Leadership Conferences, Forum on Black Affairs events, WISE sponsored events, HRDC workshops, and Penn State classes. In the period for this report, 186 employees attended diversity-related classes and programs as reported by ARL's OHR, and the HRDC. Several in-house sponsored activities also provide for professional development. Sixty employees in the Communication and Navigation Office viewed the video, "Wealth, Innovation, and Diversity." A Diversity Committee member facilitated the discussion. Evaluation forms showed high marks for the value of the message.

The head of the Diversity Office attends the Director's Manager's meetings. The director publicly endorses all diversity messages and programs, which are coordinated through the Diversity Office or through other factions. Diversity reports are presented by the director at all ARL Advisory Board meetings. The Board is comprised of the SVP/D, campus faculty members and deans, government officials, and HBCU partners.

A new initiative was instituted to have the Diversity and Human Resource Office staff train all employees who will serve as chairs of search committees. Members of the Diversity Committee recruitment and retention subcommittee are presently reviewing procedures for assessing the value of the briefings.

How does your unit identify climate issues? How does your unit respond to climate issues? Employees are invited to inform their immediate supervisors or contact the ARL OHR with matters concerning climate.

The Diversity Office staff and members of the Diversity Committee are sometimes approached with climate concerns. Climate concerns may also be placed in the newly created ARL suggestion boxes. Issues are discussed at committee meetings, and then forwarded to an appropriate person for response or action, often with recommendations from the Committee itself.

How does your unit monitor climate? Climate is monitored informally by each office or department head. Managers maintain an open door policy with employees and students. Student interns complete surveys and questionnaires at the beginning and completion of their summer internship experiences, which speaks to climate. Ratings have been favorable. A formal climate survey is conducted every five years.

ARL has two employees who have been trained as sexual harassment coordinators. These individuals are available to meet with employees who may feel they are being harassed. Such meetings are few.

What unit-wide and individualized approaches have you developed to enhance overall climate and individual satisfaction with the environment? The Diversity Committee has instituted the use of physical and electronic suggestion boxes to encourage employees to provide constructive ideas to improve the climate and efficiency of the unit. Employees have used these boxes as an outlet to express climate concerns, such as, the need for bike racks, awnings, showers, outdoor seating, or recognition and rewards. Office heads and/or the director are notified of such concerns. A formal response is expected within a two-month period. Responses of a

non-personal nature are published on the Intranet site. The director reviews non-responses with his executive leadership team. Entries in the suggestion box can be selected for awards of \$50 to \$250.

The EBA coordinates activities to foster camaraderie among employees. ARL recently held its 4th annual employee picnic. Six hundred eighty-eight employees and their family members attended a picnic at Medlar ballpark. The activity was partially funded by the director in appreciation for employee productivity. The EBA also sponsors ice cream socials, ARL clothing and merchandise sales, employee appreciation banquets, and mock tailgates. Employees have expressed positive comments toward employee-sponsored events.

Challenge 3: Recruiting and Retaining a Diverse Student Body

Describe specific initiatives your unit may have that are intended to contribute to recruiting or retaining undergraduate and/or graduate students from underrepresented groups. Although limited in hiring practices by certain restrictions imposed by the Defense Security Service for contractual compliance, ARL hires a diverse group of students through recruitment at multi-cultural job fairs (including the Black Engineer of the Year Awards Conference), Career Service agencies, broadcast announcements to universities, networking events, and word of mouth. ARL also works with appropriate colleges/departments within the University, such as, Engineering, Mathematics, Computer Science, and Information Sciences and Technology to recruit student employees.

ARL employs over 300 undergraduates and graduate students each year to assist faculty with research projects while matriculating at Penn State. Students apply for positions through the OHR. Researchers and members of the Diversity Committee assist in identifying potential students to support ARL projects. Diversity is central to the recruitment process. Appendix B, Table 1, reports data for new hires in the underrepresented student category.

ARL and the College of Engineering are collaborators on a new program that brings graduate students from HBCUs to Penn State to work with experienced research faculty. The Student Research Associate Program is funded by the Defense Threat Reduction Agency.

The Open D.O.O.R. (D.O.O.R.) and Fluid Mechanics Summer Internship programs are other avenues to introduce students to opportunities for employment or higher education pursuits at ARL/Penn State. A Morgan State 2001 graduate with a B.A. in Computer Science, and former ARL D.O.O.R. intern, received a Ph.D. in August 2006 from the College of Information Sciences and Technology. This former intern joins the ranks of other HBCU students who were recruited through the D.O.O.R. internship program into graduate study at Penn State, or to opportunities for employment with university or government research laboratories.

Describe specific initiatives your unit may have that are intended to reduce intergroup disparities in enrollment, retention, and graduation rates. Several programs are available to attract students to employment with a university or government affiliated research laboratory. As a University Affiliated Research Center, ARL is mandated to perform contractual work with HBCUs. The students who participate in ARL's 10-11 week summer internship programs are encouraged to apply to the graduate programs at Penn State. Those students who accept internships are provided with a challenging research project, room, board, travel expenses, and a salary that is competitive with business. Students who decide to matriculate at Penn State are provided with assistantships, fellowships, thesis advisors, and release time to pursue advanced degrees.

Current programs for undergraduates and graduates are:

- ARL Scholars Program
- ARL Open D.O.O.R. Summer Internship Program
- ARL Fluid Mechanics Summer Internship Program
- ARL Fellows Program
- CO-OPs

What mechanisms for collaboration has your unit established? Penn State leads a University Strategic Partnership Consortium for the Defense Threat Reduction Agency. The consortium includes North Carolina A&T and Florida A&M Universities. Faculty and students from those institutions have participated in research collaborations with faculty and students from Penn State, the University of Florida, and New Mexico Institute of Technology, in Modeling of Progressive Collapse, Knowledge Management, Modeling of Rock Softening, and Modeling of Plume Migration; contract award of \$51 million. In 2005, the consortium, with leadership of ARL,

established a Student Research Associate Program, whereby graduate students spend several weeks during the academic year at one of the host institutions. A graduate student from Florida A&M performed research at ARL's Garfield Thomas Water Tunnel during the Summer of 2006. The contract award for the Research Associate Program is \$900,000.

ARL's Navigation Research and Development Center (NRDC) in Warminster, PA, has collaborated with North Carolina A&T (NCAT) State University to win a \$20,000 proposal to co-produce an Inertial Navigators Algorithm. The Research and Development Center is currently exploring opportunities to expand the NCAT graduate program to include navigation as an area of concentration. The possibility exists for NRDC to offer its distance education courses to the students at NCAT.

The Energy Science and Power Systems Division (ESPSD) maintains an ongoing collaborative research program with Prairie View A&M University (an HBCU). This research was supported from 2002-05 under the Office of Naval Research University Laboratory Initiative (ULI), which specifically mandates the recruitment and retention of participating graduate students. During the academic year, the participating student is resident at their home university. During the summer the student is resident at ARL enabling a direct interaction with ARL-ESPSD faculty and direct exposure to ongoing projects. The student intern is now employed in ARL's newly created Engineering Apprentice Program, and is taking graduate classes at Penn State.

ARL and the College of Information Sciences and Technology have teamed with prime contractor, Tennessee State University, on a \$2.5 million Sensor Fusion Project, which runs from 2004-09. Current plans are underway for ARL and Tennessee State University to establish a Center for Excellence in Energy Science and Technology.

Which recruitment and retention initiatives have been most successful? Which has been least successful?

The provision of financial support toward educational expenses for students has been one of ARL's most successful recruitment and retention initiatives. Graduate students are provided with assistantships through the Exploratory & Foundational (E&F) program. The E&F program currently fully supports 11 underrepresented graduate students who have been in the graduate program since 2004. (Appendix B, Table 1)

ARL faculty members encourage the retention of wage payroll students and interns by engaging them in meaningful work assignments that result in the student remaining in the employ of ARL through his/her academic career. Undergraduate students are hired as wage payroll employees, and after graduation often remain at ARL while obtaining advanced degrees.

The ARL CO-OP Program has resulted in the hiring of underrepresented and women students enrolled in engineering programs.

ARL's Undergraduate Honors Program currently supports twenty students of which eight are students from underrepresented groups.

Challenge 4: Recruiting and Retaining a Diverse Workforce

How has your unit actively and successfully engaged in locating and recruiting faculty/staff from underrepresented groups? ARL's recently restructured recruiting/hiring policies and procedures require that all new hires result from committee searches that feature diversity-trained search committees. ARL has implemented a new resume website with the capability for directed participation, which permits targeting favorable demographics. ARL also uses Penn State diversity resources (IHispanic, HBCU Connect, Alumni Association Career Center) to search for potential candidates. Refer to the "Challenge" matrix (Appendix A) for a more complete listing of diversity recruiting actions. However, the most effective activity is the persistent message to managers to be diversity-aware when recruiting. Data for new hires in the underrepresented category are included in Appendix B, Tables 2 and 3.

What strategies have been implemented to improve identification and assessment of credentials for the purposes of hiring and promotion? ARL has always experienced one particular problem in recruiting. The nature of ARL's sponsored research requires specialized and experienced researchers. Prospects with such credentials are rarely from the ranks of recent college graduates no matter what their intellect or ability. In 2005, by careful use of discretionary funds, ARL created an Engineering Apprentice Program targeted to recent college

graduates. A D.O.O.R. summer internship program participant was hired for the program, which allows participants time to learn specialized jobs without immediate production pressure, and at a salary competitive with industry standards. At the end of the rotational program, participants are full- fledged junior researchers. (Appendix B, Table 3) So far, this and a Professional Intern companion program have produced two new junior engineers in the last year. The prospects for continued success are good thus the Programs are deemed a best practice. The accompanying "Challenge" matrix (Appendix A) lists activities that are underway.

What retention strategies have you implemented in your unit to retain and promote the success of faculty/staff from underrepresented groups? Since ARL has never experienced a retention problem most of our efforts have been focused toward recruiting from both majority and underrepresented groups. However, ARL has begun to pay more attention to reasons why employees terminate employment. Periodic employee surveys are conducted, and the results are presented to management. Diversity Committee members cautiously perform informal interviews with members of underrepresented groups to try and detect levels of satisfaction or dissatisfaction with ARL. The Diversity Office has requested that the ARL OHR department establish an "exit" interview process for all employees. The intent is to gain any information that ARL can leverage to improve its already high retention rate.

ARL established a People of Excellence mentoring program in June 2005. The mission is to improve the careers of ARL employees by helping to establish quality relationships for the purpose of promoting support, stability, leadership, friendship, and community. Nine employees were matched with senior researchers and staff. Evaluation forms indicate that the pilot program is a success.

EDUCATION AND SCHOLARSHIP

Challenge 5: Developing a Curriculum that Fosters Intercultural and International Competencies

As an academic support unit, the ARL faculty have responsibility for research, more so than teaching. Faculty that hold dual appointments with teaching status have not yet reported on how they can influence the curriculum.

An ARL faculty member served as a consultant to the Africana Research Center in developing *In Pursuit of Social Justice: Recognizing PA Black Artists Series*. This faculty member also serves as advisor to the Jazz Club. Every opportunity is taken to enlighten student musicians on the cultural history of jazz. Researchers at ARL's NRDC are currently in discussions with NCAT regarding the delivery of distance education classes to NCAT undergraduate students.

INSTITUTIONAL VIABILITY AND VITALITY

Challenge 6: Diversifying University Leadership and Management

ARL supports attendance in professional development courses provided by the University. Faculty and staff are selected and given release time to attend the Penn State Leader, Excellence in Leadership and Management, Mastering SuperVision, and Office Professional Certificate programs. Additionally, employees are encouraged to take courses offered through the HRDC and through Penn State. For this reporting period, 186 employees have been supported in their professional development endeavors, not including those employees who are taking classes toward advanced degrees. Particularly of note, forty-one female employees were financially supported to attend the Women's Leadership Conference at Penn State for this report period.

Faculty and staff are encouraged to participate on University committees, and community boards that support diversity. Yearly appraisal reviews are held with faculty and staff. All employees are advised and encouraged to list diversity activities on the SRDP or self-reporting documents. The Diversity Office has created a page on the Intranet where employees may list their diversity activities so others at ARL may be advised.

Females interested in leadership are provided the opportunity to attend Management and Leadership training courses, workshops, or conferences to enhance their leadership skills. ARL office heads are encouraged to identify administrative aspirations and provide women and underrepresented employees with opportunities to lead programs, and direct research efforts. Several women engineers have been charged to be the principal

investigators on many of the government assignments. The development of a diverse management team is a regular topic at ARL's executive and department meetings.

ARL developed a monthly professional development seminar for the staff assistants. These monthly sessions are used to develop the skills of individuals in time management, customer relations, computer skills, and other topics of interest. HRDC was contracted to conduct an in-house, three-day, Customer Service workshop, which included a diversity component. Thirty-one staff assistants and administrative assistants attended the workshop, which was funded by the director.

What organizational realignments, systems of accountability, resource mobilization and allocation strategies, and long-term planning strategies have been implemented by your unit to ensure the realization of the University's diversity goals? In 2003, the Diversity Office was established by the new director during a realignment of departments. The assistant to the director for Information and Diversity programs was tasked to lead the effort after several years of coordinating the outreach program to students and faculty from HBCUs. The African American female works with the Diversity Committee, OHR, ARL/Penn State faculty, staff, and students to meet ARL and University diversity goals.

Recently, the division head for the former Undersea Technology Office was chosen as the 2006 Administrative Fellow to be mentored by the SVP/D. The talented scientist regretfully forfeited the opportunity to accept a prestigious position at a top research institution in Georgia.

Employees from various offices are supported to acquire professional certifications, such as, with Business Office Certified Purchasing Professionals. The Business Office staff also participates in monthly instructional teleconferences to increase the skill levels of its employees, which consist primarily of females.

What budget and development approaches have been implemented by your unit to ensure financial stability of diversity priorities? A line item was established in the budget in support of diversity. A support staff member was hired to serve the Diversity Office. ARL's budget is supplemented by project funds and contract awards, which are obtained via collaborative partnerships.

Describe the systems of accountability and reward that support the achievement of diversity goals. The director holds managers accountable for supporting diversity objectives at ARL. Volunteer mentors of student programs receive funding allocations to support the wages of research students. Rewards come in the form of the intangibles; ARL management is in full support of the unit's mission to support diversity.

How are unit leaders actively involved in Diversity efforts? Unit leaders assist in preparing the Diversity Plan, preparing data for diversity reports, and nominating members to serve on the Diversity Committee. ARL has instituted a program to train all search committee chairs in methods for diversity recruiting and selection. The head of the Diversity Office is responsible to be the lead trainer along with members of the ARL OHR. The head of the Undersea Weapons Office took the lead to train his full staff after he was trained. The former head of the Advanced Technology group scheduled a training session for all 200 employees in her division.

What is the profile of the unit's administrative and executive levels? In ARL's organizational structure, the female assistant director/associate director for the OSP and head of the Diversity Office both report to the director. While the current organizational structure denotes a predominantly male hierarchy, more females are being promoted to division, department head, and principal investigator status. An example, the acting division head for the Undersea Technology Office was promoted to assistant director, with responsibilities for managing more than 200 employees.

What partnerships, with internal and external units and/or constituencies, have you created to advance the University's diversity goals? Challenge three lists ARL's current collaborations with HBCU, and Navy partners. Opportunities for expanded collaborations continue to be pursued. ARL has increased the number of contracts it provides to minority- and women-owned businesses. In the past 12 month period, the following business activities have ensued:

- \$8 million to small business
- \$15,000 to an HBCU
- \$30,000 to Hubzone businesses

- \$31,000 to minority-owned businesses
- \$760,000 to veteran-owned businesses
- \$300,000 to women-owned businesses

Electro-Optics Center (EOC) Progress Report on Implementing

Challenge 1: Developing a Shared Understanding of Diversity

The EOC is a new organization that was formerly a part of ARL. The EOC is working towards the development of strategies to ensure that faculty, staff, and students develop an understanding of diversity and the challenges associated with diversity initiatives. While the EOC does not currently have a formal unit specific Diversity Plan or Diversity Committee in place, the Center does employ a faculty member who serves on the Applied Research Laboratory's Diversity Committee. This committee member, along with members of management, Education and Outreach, OHR, and several employees have participated in and initiated various activities to promote the understanding of diversity within our unit.

Challenge 2: Creating a Welcoming Campus Climate

- Winner of the 2005 Top 50 Best Places to Work in Western Pennsylvania; the EOC employees share a general overall sense of satisfaction at their workplace
- The Action Team hosted a Family and Friends Tour of the Northpointe Facility in September 2005
- The Action Team and various employees have coordinated several Technical Seminars for both employees and community members
- Several EOC employees have organized a local chapter through the Optical Society of America

Although the Center has not developed a formal process to assess and improve the climate within the unit, the following suggested/planned activities may lead to an improved method of monitoring and responding to any future climate issues:

- A formal diversity training session, available to all EOC employees, has been scheduled for November 8, 2006: Understanding and Valuing Diversity; to be presented by HRDC
- Explore the possibility of electing a multicultural coordinator or Diversity Committee to represent the EOC
- Continue to support the University's nondiscrimination policy and promote the shared understanding of diversity initiatives
- Continue to offer social activities (sponsored by the EOC Action Team) to all faculty, staff, and students by doing the following:
 1. Planning and executing special events
 2. Looking for new opportunities to improve the EOC as a workplace
 3. Responding to suggestions from the Idea Box as applicable
 4. Be a flexible resource for management, as the need arises

Challenge 3: Recruiting and Retaining a Diverse Student Body

The EOC offers internship/employment opportunities to high school, undergraduate, graduate students, and postdoc scholars. Currently the Center employs the following:

- 11 undergraduate student interns/wage payroll employees
- 5 graduate student assistants/wage payroll employees
- 1 postdoc Scholar

Several EOC employees have participated in outreach programs at local high schools and universities, examples include:

- Provided keynote speaker to FIRSTE (Females Interested in Research Science Technology and Engineering)
- Tour of Northpointe facility to the FIRSTE participants
- EOC frequently participates in various programs that promoted science and technology to women

EOC hiring managers/supervisors have recruited past and present students from degree programs offered by the University, and programs offered at surrounding colleges and technical schools. The EOC Human Resource Department plans to expand student recruiting efforts through the following examples:

- Attend student Career Fairs offered by the University, Grove City College, Robert Morris University, etc.
- Posting of student employment/internship opportunities on EOC external and available applicable websites
- Locate organizations and universities where underrepresented individuals are members/students and establish/ strengthen partnerships with these programs

Challenge 4: Recruiting and Retaining a Diverse Workforce

Recruiting candidates who demonstrate the specialized technical skills necessary for the research/ technology currently taking place at the EOC is a major challenge. Division managers, employees, and OHR routinely use the following methods in an attempt to recruit talented individuals:

- Advertising via local newspapers/websites (i.e., JobMatch, Post Gazette, Leader Times, Tribune Review, etc.)
- Advertise in nationwide newspapers/websites (monster.com, military times, etc.)
- Obtain advertising assistance/advice from University contracted service-nationwide advertising
- Recent partnership with Aerotek Technical Recruiters
- Corporate membership and advertising with Optical Society of America, SPIE (International Society for Optical Engineering), and other technical societies
- Attend technology and career fairs associated with national societies

- Provide diversity literature to all new hires and interview candidates
- Human Resource Representative attended Pittsburgh Diversity Career Fair, January 2006

Challenge 5: Developing a Curriculum that Fosters Intercultural and International Competencies

Not applicable to the EOC

Challenge 6: Diversifying University Leadership and Management

- The EOC is divided into five technical divisions and four administrative divisions with the following management staff; Division Managers: 2 females, 7 males
- The EOC is in the practice of selecting diverse search committees when recruiting internal and external candidates for leadership vacancies
- Human Resource Representative attended OHR Recruiting Strategies training to coordinate training for unit leaders and interview committee members

Challenge 7: Coordinating Organizational Change to Support Our Diversity Goals

The EOC shares membership with over 300 companies in the Electro-Optics Alliance. In 2005, some EOC awarded subcontracts (applicable to this report) were as follows:

- Small Business (minority-owned): \$264, 737
- Small Business (female-owned): \$77,015
- Historical Black Universities and Colleges: \$100,000

Appendix A

APPLIED RESEARCH LABORATORY A FRAMEWORK TO FOSTER DIVERSITY PROGRESS REPORT, 2004-2006

[Maroon Lettering Denotes New Initiatives]

CHALLENGE 1: Developing a Shared and Inclusive Understanding of Diversity

Actions	Administrative Responsibility	Resource/ Funding Source	Outcome/Measures	Time Frame
Enhance Diversity Website	Diversity Office	ARL Webmaster, Diversity Specialist/ Diversity Budget	<ul style="list-style-type: none"> New layout, links, rotating photos, diversity employee diversity activities log, suggestion box page 	2004-ongoing
Publish Newsletter Articles	Diversity Committee, ARL Faculty	Diversity Committee/ Newsletter Editor/ARL Budget	<ul style="list-style-type: none"> Six diversity articles featured in the newly created ARL signature newsletter 	November 2004-ongoing
Diversity Reporting	Diversity Office, Human Resources	Diversity Specialist/HR/ARL Division Heads	<ul style="list-style-type: none"> Director's Manager's meetings, Annual Managers Retreat, Semi-annual ARL Advisory Board meetings, Division meeting reports 	2004-ongoing
Conduct a Climate Survey	Diversity Office	ARL Employees		Pending 2007
Educate Personnel on Diversity Issues	Diversity Office, Diversity Committee, ARL Employees	Bookstores/ARL Budget	<ul style="list-style-type: none"> Tools for Tolerance book included in New Employee Orientation Packet Unit-wide list serve announcements Created and distributed list of suggested diversity activities for completing SRDP Displayed posters and flyers Held employee exhibits and travel photo presentations 	2004-ongoing
Procure and Promote Library Materials	Diversity Office, Information Center	Southern Poverty Law Center, Bookstores, ARL Employees/Diversity Budget, ARL Employees	<ul style="list-style-type: none"> Procured six diversity media kits with books/CDs/videos; used by staff and graduate students Procured 20 diversity posters for posting Added five employee donations to the adult and children's diversity book collection Routed two diversity journals to management Supplied students with 100 Tips for Tolerance, The Penn State Principles, and Report Hate Network materials 	2004-ongoing
Promote Multicultural Understanding	Diversity Committee/ ARL Employees	Diversity Committee/Diversity Budget	<ul style="list-style-type: none"> Hosted Celebrating Our Differences Open House, 201 attendees, 2004, 2005 Held Navigating the Seas of Cultural Differences Workshop, 35 attendees Held Humor in the Workplace workshop, 29 attendees Promoted Africana Research Center; PA Jazz artist series Promoted Commission for Women Programs Promoted participation on LGBT, CORED, CFW Commissions - one new appointee to CORED, 2006 	2004-ongoing

			<ul style="list-style-type: none"> • Promoted Penn State Library and HUB-Robeson diversity exhibits and lectures • Promoted lecture by American Indian Professor • Supported American Indian PowWow, seven volunteers, 2004-2005 • Promoted lecture by Pedro Cortes, six ARL attendees • Promoted lectures by Navy League • Attended six luncheons with Multicultural Engineering Program graduate students, 2005-2006 	
Dissemination of Diversity Information	ARL Division Heads	ARL Employees	<ul style="list-style-type: none"> • Promoted use of the Diversity Newswire and Diversity Calendar • ARL list serve announcements • Diversity reports at Managers, Staff, and Board Meetings • Diversity Video screenings to 60+ • "Framework" booklet distributed to 12 Office representatives on the Diversity Committee, and by request • ARL Diversity Plan and Framework Progress Reports posted on the Intranet; web counter added • Circulation of Library materials 	Ongoing
Promote ARL Best Practices for Quality Improvement Programs	A. Payne/ Human Resources Office	ARL Employees	<ul style="list-style-type: none"> • Report quality improvement programs to the Office of Planning and Institutional Assessment; attend awards luncheon 	Completed 2004
Create Official Publications to Promote ARL Diversity	Diversity Committee, Human Resources, Editorial Dept./ARL Budgets	Editorial Department/Human Resources and Diversity Office Budget	<ul style="list-style-type: none"> • Created and distributed New Employee brochure referencing the Diversity Committee, 2004 • Created and distributed the <i>Mentoring Guidebook for Faculty</i>, 2005 • Created and distributed the <i>Student Intern Handbook</i>, 2005 • Created full page diversity ads, 2005 • Created and distributed <i>Engineering Apprenticeship Program</i> leaflets, 2005 • Created Career Fair handouts, 2004-present • Created broadcast announcements, 2004 • Use of Penn State non-discrimination statement on official publications, ongoing 	2004-ongoing
Volunteer/ Participant at Diversity Programs/Events	Diversity Office/ ARL Event Organizers	ARL Employees	<ul style="list-style-type: none"> • PowWow, Bellefonte Relay for Life Walk, Boalsburg Heritage Festival, Africana Resource Center Recognizing PA Black Artists Series, Operation Salute, CORED Open House, Hurricane Relief Drives, Toys for Tots, United Way Day of Caring, Trash to Treasure, Library Diversity Exhibits & Film Series, Unity Day, School of Information Sciences and Technology (IST) Diversity Lectures and Conferences, Community Diversity Group luncheons, Multicultural Engineering Program luncheons, Center for Ethnic and Religious 	2004-ongoing

			Studies faculty/staff luncheons, Religious Affairs monthly programs, FastStart programs, WEP meetings, SHPE meetings, Diversity Chat, Penn State Multi-Cultural Events	
New Employee Training Sessions	Office of Human Resources	ARL Employees	<ul style="list-style-type: none"> • Create a training program for new employees, to include a Valuing Diversity presentation 	Pending

CHALLENGE 2: Creating a Welcoming Campus/ARL Climate

Actions	Administrative Responsibility	Resource/ Funding Source	Outcome/Measure	Time Frame
Re-establish New Employee Orientation Program	Human Resources/ Diversity Committee	ARL Employees/ Human Resources Budget	<ul style="list-style-type: none"> • New Employees paired with sponsors; surveyed at three months and one year 	2004-ongoing
Improve Orientation Program for Students	Diversity Office	Diversity Specialist, ARL Employees/ Diversity Budget	<ul style="list-style-type: none"> • Two ½ day orientation sessions, including tours of ARL/Penn State facilities and the Centre County community • Presentations by three ARL faculty and staff, 2006 	2004-ongoing
Establish a Mentoring Program	Human Resources	ARL Employees/ Human Resources Budget	<ul style="list-style-type: none"> • Nine new employees paired with ARL senior employees; excellent survey ratings 	2005-ongoing
Provide Family Friendly Work Schedules	Director/Human Resources	HR Policy/ARL Budget	<ul style="list-style-type: none"> • Director announced flexible work schedules for all employees 	2005-ongoing
Collaborate with University Units, Co-Sponsor Programs	Director/ARL Department Heads/Principle Investigators	ONR Funding/ DTRA Award, \$900,000	<ul style="list-style-type: none"> • Hosted ARL/WISE career seminar, 2004 • GTWT/College of Engineering Summer Internship Collaboration, • DTRA Research Associate Program with the College of Engineering and two HBCUs, two participants, 2005-ongoing 	2004-2006
Expand Cultural Activities	Diversity Office/Diversity Committee	Diversity Budget	<ul style="list-style-type: none"> • Hosted “Navigating the Seas of Cultural Difference” workshop • Celebrating Our Differences Open House, 2004-2005 • Employee picnic with cultural music and games, 2005; diversity activity counted as Community Service project for seventeen area high school student volunteers, 2005 	2004-2006
Provide Diversity Assistantships/ Fellowships to HBCU Students	Diversity Office/Human Resources Office	Director/ Exploratory and Foundational Funds	<ul style="list-style-type: none"> • Supported NCATSU, TSU, and Morgan State student to earn M.S. and Ph.D. degrees 	2005-2006 graduates
Serve as Faculty Advisor/	ARL Employees	Director’s Budget	<ul style="list-style-type: none"> • Advisor to Society of Hispanic Professional Engineers, 2005-2006 	2005-ongoing

Mentors to Under-represented Groups			<ul style="list-style-type: none"> • Advisor to Women in Engineering, 2005-2006 • Advisor to Jazz Club, 2004-2006 • Advisor to campus ministry group, 2004-2006 • Advisor to African American Sorority, 2004-2006 • Mentor, Commission for Women • Mentor, FastStart, 42 volunteers 	
Develop ARL "Ambassador" Contact List	Diversity Committee	ARL Employees	<ul style="list-style-type: none"> • Created list of employees to promote ARL and the Centre Region to interview candidates 	Pilot late 2006
Establish Interactive Program "Lunch with the Director"	Diversity Committee	ARL Employees	<ul style="list-style-type: none"> • Piloted quarterly lunch and chat session with the director, 30 attendees, July 2006 	July 2006 - ongoing
Develop Suggestion Box to Improve Climate and Efficiency of Operations	Diversity Committee	Diversity Budget/Director's Budget	<ul style="list-style-type: none"> • Suggestion Box and Suggestion Box Contest established in 2005 • \$50 to \$250 prizes awarded for the best suggestions to improve workplace climate and business processes, 2006 	2005-ongoing
Contribute to the Improvement of the University Diversity Climate		ARL Employees	<ul style="list-style-type: none"> • Participation in University Campus Climate Summit, 2005 • Membership in Report Hate Network • Meeting with PA State Legislatures regarding campus climate, 2006 • Meetings with NCAA representative regarding Climate for Penn State Athletes, 2006 • Meetings with U.S. Dept. of Education Civil Rights Audit Team, 2006 • Board Member, Educational Equity Advisory Board, 2005 • Chair, CORED, 2003-2004 • Coordinator for campus visit by Secretary of the Commonwealth, Pedro Cortes, 2004 • Attended Alumni Council meetings with student leaders of diverse organizations, 2005-2006 • Supporter for Black Caucus Rites of Passage Ceremony, 2005 • Review Team for Africana Research Center student writing contest, 2005 • Program Advisor, Africana Research Center "In Pursuit of Social Justice," 2004 • Panel presentations and workshops at the Commission for Women's Annual Conference, 2004-2005 • Participation on Commission for Women Staff Issues subcommittee 	2004-2006

			<ul style="list-style-type: none"> • Participation on Penn State's Staff Advisory Committee, 2004 • Participation on OHR recruitment review team, 2005 • Participation on the Community Diversity Group, chaired by Penn State, assistant director of Human Resources, 2004-2006 	
Service to Academia	Michael Jonson/ Eric Patterson	Director's Budget	<ul style="list-style-type: none"> • Faculty Senate membership (three-year term) • Membership on Educational Equity for Student Engagement subcommittee, 2006 	2004, 2006

CHALLENGE 3: Recruiting and Retaining a Diverse Student Body

Actions	Administrative Responsibility	Resource/ Funding Source	Outcome/Measure	Time Frame
Utilize Career Fairs, Website Tools, Advertisements to Recruit Students for Internships, Higher Education, and/or Employment Opportunities	Director/Human Resources Office, Diversity Office/Diversity Committee	Diversity Office, Human Resources, ARL Researchers	<ul style="list-style-type: none"> • Sent 30 broadcast announcements to HBCU list serves, 2004-2006 • Utilized Penn State subscriptions to IHispanic, True Careers, HBCU Connect resume websites, 2006 • Attended PA Latino Coalition Conference, 2004 • Attended National Science Foundation/HBCU Research Conference, 2006 • Attended Advancing Minorities Interest in Engineering, 2004-2006 • Attended Black Engineer of the Year Conference/Career Fair, 2004-2006 • Attended National Society of Black Engineers Conference, 2006 	2005-ongoing
Increase Recruitment Presentations to Student Organizations	Diversity Office/ARL Employees	Diversity Committee/ Diversity Budget	<ul style="list-style-type: none"> • Presentation to Tulane University undergraduates, 2004 • Presentation to Tennessee State University undergraduates, 2004 • Presentations to Society of Hispanic Professional Engineers; attendance at Regional Conference, 2004-2006 • Keynote speaker at SHPE Banquet, 2006 • Advisor to Women In Engineering Program (WEP), 2005 • Presentation to Women's Leadership Initiative, 2005 • Panel presentation at CFW's Women's Leadership Conference, 2004, 2005 	2004-2006

			<ul style="list-style-type: none"> • Presentation at HBCU/NSF Conference, 2006 	
Continue Partnerships with HBCUs, Minority Serving Institutions, and Majority Universities	ARL Faculty	Prairie View, North Carolina A&T, Florida A&M,	<ul style="list-style-type: none"> • ONR University Laboratory Initiative (ULI) 2004-2006 • DARPA Sensor Fusion Contract, 2004-2009 • Defense Reduction Threat Agency (DTRA) Contract, 2004-2006 spin-off Research Associate Program, 2006 • Volunteered to provide externships to Bucknell female engineers, 2005, 2006 	Ongoing
Host Summer Faculty Research Program	Diversity Office	ARL Faculty	<ul style="list-style-type: none"> • Hosted visiting faculty from Jackson State U, Prairie View U, and North Carolina A&T 	2004-ongoing
Host Summer Internship Programs for Students from HBCUs and Others	Diversity Office/Garfield Thomas Water Tunnel	ARL Faculty	<ul style="list-style-type: none"> • Hosted multi-cultural students from Tennessee State (1), North Carolina AT (1), Prairie View (2), Florida A&M (2), Florida International (1), South Carolina (1), Alcorn (1), Alabama A&M (1), Jackson State (4) • Offered to host students in the Bucknell Externship Program, 2005, Pending 2007 	2004-ongoing
Continue Co-Op, Honors, and Graduate Programs	Human Resources	ARL Offices	<ul style="list-style-type: none"> • Graduate students (19) • Co-Op (2) 	2004-2006
Increase Tours for Potential Students/Employees	Director's Office/Materials & Manufacturing Office/Diversity Committee	ARL Facilities	<ul style="list-style-type: none"> • Laser & Composites Tours, 2004-2006 • PA Career Link Tour, 2004 • Research Experience for Undergraduate Students Tour, 2004-2006 • Take Our Daughters and Sons to Work Day Tours for 6th-12th graders & parents, 2004-2006 • Water Tunnel Tour for Women in Engineering Program (WEP) 	Ongoing
Mentor Penn State First Year Under-represented Students	Diversity Office	ARL Employees	<ul style="list-style-type: none"> • FastStart Mentors, 42 ARL volunteers 	2004-2006
Support Penn State SROP	Diversity Office	ARL Faculty	<ul style="list-style-type: none"> • Offered to host three Center for Undergraduate Research Opportunities (CURO) applicants, 2004-2005, One accept 	College of Engineering Program on hiatus, 2006
Promote ONR Fellowship Opportunity to Teach at HBCUs after Graduation	Materials & Manufacturing	Office of Naval Research/Donnellan/Rotor Craft	<ul style="list-style-type: none"> • Promote plan to attract Penn State graduate students to teach at HBCUs after graduation in exchange for fellowships during college career, 2004 	Pending

CHALLENGE 4: Recruiting and Retaining a Diverse Workforce

Actions	Administrative Responsibility	Resource/ Funding Source	Outcome/Measure	Time Frame
Implement ARL Resume Website	Alan Payne/ Human Resources Offices	ARL Webmaster/ Diversity Budget	<ul style="list-style-type: none"> Developed Internet recruiting sources Hosted virtual career fair 	Completed 2004
Restructure Recruiting and Hiring Procedures	Human Resources Office/Diversity Office	Diversity Subcommittee/ HR	<ul style="list-style-type: none"> Revised HR policies and procedures to include elements of Affirmative Action Office guidelines, completed Instituted 	2004-2005
Utilize Diversity Resources to Recruit Potential Employees	Human Resources Offices/ Diversity Office	Penn State Diversity Resume Networks/ Multi-Cultural Career Fairs and Conferences, Penn State	<ul style="list-style-type: none"> Search IHispanic, True Careers, HBCU Connect, Penn State Alumni Career Services Network, 2006 Attended the Black Engineer of the Year Career Fair, National Society of Black Engineers Career Fair, Advancing Minorities Interest in Engineering, PA Latino Coalition Conference, NSF/HBCU Conference Hosted intern in the Penn State Staff Assistant Training Program, 2004, hired full-time Hosted intern in the Penn State IT Program, 2004 	Continuing
Increase Under-represented Employees in Professional Positions	ARL Offices/ Human Resources	ARL Offices/ ARL Budget	<ul style="list-style-type: none"> Hired new employees in Washington, DC, Keyport, WA, State College, PA, and Freeport, PA offices 	2004-continuing
Collaborate with Outside Agencies and Boards to Recruit New Employees	Diversity Office	ARL Employees	<ul style="list-style-type: none"> Met with Career Service Counselor at Alabama A&M University and at Morgan State University, 2004 Met with Career Counselor of South Carolina University, 2005, student intern, 2006 Provided venue for South Hills Business School Career Fair sponsored by Penn State's Office of Human Resources, 2005-2006 Hosted a South Hills Business School Intern, 05/06 	2004-continuing
Financial Support to ARL Employees for Higher Education Pursuits	Director	Director's Fee	<ul style="list-style-type: none"> Average eleven assistantships/year, and release time is provided to pursue advanced degrees 	2004-2006
Enhance Mentoring Opportunities	Human Resources Office	ARL Employees/ HR Budget	<ul style="list-style-type: none"> Mentor Program for new or senior employees established in 2005 	2005-ongoing

Utilize the Minority Program Directors for New Employee Leads	Diversity Office	Penn State and HBCU Minority Program Directors	<ul style="list-style-type: none"> Advised engineering and science multi-cultural program directors of internships, wage payroll, or full-time positions at ARL 	2004-ongoing
Provide Programs in Support of Family Needs	Director/Human Resources Office	ARL Office Heads	<ul style="list-style-type: none"> Flexible work schedule offered to satisfy needs of parents, formally announced in 2005 	2005-ongoing
Establish Exit Interviews	Diversity Office/ Human Resources Office	Blannie Bowen, Academic Affairs/Billie Willits, Office of Human Resources	<ul style="list-style-type: none"> Examining Exit Interview policies and forms; create ARL form 	July 2006-December 2006
Promote Diversity Hiring Practices	Diversity Office	Diversity Office Head/Human Resources Manager	<ul style="list-style-type: none"> Conduct Search Committee Chair Briefings and interview team training, 481 trained 	2005-ongoing
Support Employee Attendance at Professional Development Programs	Human Resources Office	ARL Employees/ARL Budget	<ul style="list-style-type: none"> Mastering SuperVision (8), 2004-2006 Penn State Management Institute (15), 2004-2006 Faculty/Staff Forums (38), 2005-2006 Women's Leadership Conference (43), 2004-2006 Forum on Black Affairs Banquets (30)/year Commission on Racial and Ethnic Banquets (30)/year HRDC diversity courses (120), 2004-2006 ARL in-house workshops (48) 	2004-ongoing
Provide Lectures to Students at HBCUs as an Introduction to ARL/Penn State	Diversity Office	ARL Faculty	<ul style="list-style-type: none"> Held faculty lectures at Tennessee State University and Florida International University Planning faculty lectures for Tennessee State University Planning "Presentation Training" workshop for Capstone students presenters at Tennessee State University 	Completed 2004 Pending 2007
Develop Engineering Apprentice Program for Entry Level Engineers	Diversity Office/Human Resources Office	ARL Interns, Wage Payroll Students, ARL Scholars, New Recruits	<ul style="list-style-type: none"> Employed graduate in a two year rotational program; One new hire through D.O.O.R. Internship program 	October 2005-ongoing
Create New Advertising Materials	Al Payne/ Human Resources Office	Editorial Dept/ARL Budget	<ul style="list-style-type: none"> Created full page ad for Engineering Conference booklets and newspapers; Completed and advertised 	2005-2006

Restructure ARL Search Committees	Search Committee Chairs	ARL Employees	<ul style="list-style-type: none"> Inclusion of underrepresented employees on search committees to select Director of Human Resources, Laboratory Director, and other administrators 	2004-ongoing
Create Bridge to Work Programs with HBCUs Graduate Students	Patricia Gruber/ Defense Threat Reduction Agency (DTRA)/ College of Engineering	Graduate Students from HBCUs	<ul style="list-style-type: none"> Created DTRA Research Associate Program to host graduate student research at ARL and in the College of Engineering; \$900,000 award, 1 graduate associate, 2006 	2005-ongoing

CHALLENGE 5: Developing a Curriculum That Fosters Intercultural and International Competencies

Actions	Administrative Responsibility	Resource/ Funding Source	Outcome/Measures	Time Frame
Utilize Distance Education to Foster Diversity in the Curriculum	Warminster Research and Development Center	Warminster/North Carolina A&T Faculty	<ul style="list-style-type: none"> Planning distance education courses for North Carolina A&T students 	2006-2007
Promote Dual Appointments with the College of Engineering and Computer Science	Director	ARL faculty	<ul style="list-style-type: none"> Faculty dual title appointments 2004 (28), 2005 (31), 2006 (25) 	2004-ongoing
Support Faculty and Graduate Research in Diversity Topics	Research and Academic Programs	Exploratory and Foundational Funds	<ul style="list-style-type: none"> Provided Ph.D. candidate with funding for research in Grenada 	Completed 2004
Collaborate With Academic Units on Developing Cultural Programs for Penn State and the Community	Christopher Byrne	Africana Research Center	<ul style="list-style-type: none"> Consultant, 'In Pursuit of Social Justice: Recognizing PA Black Artists" series 	Completed 2004

CHALLENGE 6: Diversifying University Leadership and Management

Actions	Administrative Responsibility	Resource/ Funding Source	Outcome/Measure	Time Frame
Financial Support for Faculty, Staff Attendance at Leadership	Human Resources Director's Office	ARL Employees/ Director's Budget	<ul style="list-style-type: none"> Commission for Women Banquets Penn State Women's Leadership Conference Office Professional Certificate Program 	2004-ongoing

Training Classes, Seminars, Workshops, ARL programs			<ul style="list-style-type: none"> • Penn State Faculty/Staff Forum luncheons <ul style="list-style-type: none"> • WISE seminars/Career fairs • FOBA activities • Penn State Leader • Mastering SuperVision • Leader for a Small Planet • Leadership Centre County • ARL Staff Assistant workshops, forums, and luncheons • Veteran's Affairs meetings and employee luncheons 	
Leadership/ Participation on University Committees	Director's Office	ARL Employees/ Director's budget	<ul style="list-style-type: none"> • Release time to serve: • Commission for Women • Commission on Racial and Ethnic Diversity • Women in Engineering Program • Society of Hispanic Professional Engineers • Framework Review Team • EOPC Review Team • University Search Committees • Community Boards • Forum on Black Affairs • Community Diversity Group • Administrative Fellow • Staff Advisory Committee • Faculty Senate • Henderson/Bennett Child Care Advisory Board • Diversity Climate Summit • Human Resource Development Center 	2004-ongoing
Promotion of Under-represented and Female Employees	ARL Division/Dept. Heads	ARL Office/Division Heads	<ul style="list-style-type: none"> • Promotions of females to Assistant Director, Program Managers, Principal Investigator, Administrative Assistants, Technical Service, Deputy and Associate Deputy Security Officer, Contracts Specialist 	2004-ongoing
Strategic Planning Opportunities for Under-represented Employees	Diversity Specialist/ARL Office Heads	ARL Employees	<ul style="list-style-type: none"> • Aided in preparing the ARL Strategic and ARL Diversity Plan; Participated in focus groups 	2004-2006
Establish an Administrative Fellow in ARL	Director	ARL Faculty	<ul style="list-style-type: none"> • Female division head chosen as 2006 Administrative Fellow to SVP/D 	Declined in 2006; begin work in GA
Recruit Under-represented Candidates to Fill High Level Vacancies	Alan Payne, Diversity Office, Office of Human Resources	Career Fairs, Conferences, Trade Fairs	<ul style="list-style-type: none"> • Reviewing recruitment strategies 	Pending 2007

Promote Research Projects of Under-represented Employees including Students	Director	ARL Employees/ Director	<ul style="list-style-type: none"> • Presentations by female engineers and student interns at ARL Advisory Board Meetings and National Conferences • Interns present at the Manager's Meetings by request of the director 	2005-ongoing
Support Females and Under-represented Employees in Leadership Ventures	Diversity Office/Director	ARL Employees	<ul style="list-style-type: none"> • Nominated Barash Human Service Award Winner, 2005 • Alumni Council Executive Board Member, 2004-2006 • FOBA President, 2005 • CORED Chair, 2003 • Martin Luther King, Jr. Banquet Chair, 2004 • President, Toastmasters International, 2005-2006 • Bennett/Henderson Child Care Steering Group, 2005 • Female Engineer coordinates and directs the Director's Managers meeting; serves as liaison to Laboratory sponsors and constituents 	2004-2006
Collaborate with Outside Agencies to Increase Leadership Skills of Under-represented Individuals with Ties to ARL	Director	Naval Oceanographic Office	<ul style="list-style-type: none"> • Hosted African American, Azed Jean-Pierre, Ph.D., for the Federal Executive Leadership Development Program, completed • ARL faculty serves as an off-site mentor to a female Virginia Tech Ph.D. candidate 	2005
Create Opportunities for Graduate Students to Acquire Leadership Skills	ARL Offices	Dual Appointment Faculty	<ul style="list-style-type: none"> • Assigned a Hispanic student to a teaching assistant role • Assigned female graduate students to co-write and present papers at National Conferences 	2005

CHALLENGE 7: Coordinating Organizational Change to Support Our Diversity Goals

Actions	Administrative Responsibility	Resources/ Funding Source	Outcome/Measure	Time Frame
Support Diversity Activities/ Programs Recommended by the Diversity Office, Diversity Committee,	Diversity Committee/ J. Groenveld/ A. Sonstebly/ Director	ARL Employees, ARL Diversity, Affirmative Action Office, Employee Benefit Association /Rotarians/Rider Auto	<ul style="list-style-type: none"> • Celebrating our Differences Open House, 200 attendees, 2004-2005 • Navigating the Seas of Cultural Differences Workshop, 46 attendees, 2005 • Humor in the Workplace, 32 attendees, 2006 	2004-2006

EBA, Director, or Employees			<ul style="list-style-type: none"> • Veteran's Day Luncheons, 2004-2006 • Diversity Video Showings, 60 attendees, 2004-2005 • ARL 60th Picnic with cultural music and games for children, approximately 60 children and their parents, over 400 attendees, 2005 • Katrina Relief Supply Drive & ARL Tractor Trailer Delivery Service to New Orleans • New Orleans Library Book Drive, 18 cartons of books collected and delivered by State College Rotary Club 	
Support Salaries of Two Half-Time Diversity Specialist	Director	Diversity Office Budget	<ul style="list-style-type: none"> • Continued employment of two Diversity Office staff, • Hired one support staff member, 2004 	2004-ongoing
Support Outreach Programs for Faculty, Staff, Students	Diversity Office Garfield Thomas Water Tunnel Warminster Materials and Manufacturing Undersea Technology	Salaries, Housing, Meals, Travel, Research Projects/ Director's Fee	<ul style="list-style-type: none"> • Open D.O.O.R. Program • Fluid Mechanics Program • Summer Faculty Research Program • Research Associate Program, one FAMU graduate associate, 2006 	2004-ongoing
Promote the Work of the Diversity Office	Director/ Diversity Office		<ul style="list-style-type: none"> • Director's announcements to managers and employees in support of ARL Diversity efforts • Diversity Program lauded at ARL 	2004-ongoing
Provide External Funding to Support HBCU Graduate Student Research	Diversity Office/Director	Director's Fee	<ul style="list-style-type: none"> • Supported Tennessee State University graduate student research in network security; used as a basis for a TSU dissertation 	2004
Increase Awareness of SRDP Diversity Reporting Requirements	Diversity Office	ARL Webmaster	<ul style="list-style-type: none"> • Directions and sample diversity activities list provided to ARL employees for use in completing the SRDP diversity section 	2006
Contract with Diversity Suppliers and Minority Business Owners	Business Office	ARL Contract Administrators	<ul style="list-style-type: none"> • Established new contracts with six minority sub-contractors, and women owned businesses 	2004-ongoing

Appendix B

Applied Research Laboratory New Hires, Promotions, Degree Seeking, All Ranks

Table 1: New Hires, Underrepresented Students, 2004-August 2006

	Undergraduates	Graduate Students*	Co-Ops	Interns	Totals
2004	18	10	1	8	37
2005	13	7	1	10	31
2006	11	2	0	9	22

Source: ARL Office of Human Resource

Underrepresented includes African American, Hispanic/Latino, American Indian, Asian, and women

Table 2: New Hires, Underrepresented Staff, 2004-August 2006*

	Grades 14-15	Grades 16-19	Grades 20-24	Grades 25-32	Totals
2004	1	2	0	0	3
2005	0	9	2	0	11
2006	0	6	1	0	7

Source: ARL Office of Human Resources

Underrepresented includes African American, Hispanic/Latino, American Indian, Asian, and women

*Data does not include Technical Service (Union) Employee, Grade 9, 2005

Table 3: New Hires, Underrepresented Research Faculty/Professional Engineer, 2004-August 2006

	Res. Asst. / Asst. Res. Eng.	Res. Assoc. / Assoc. Res. Eng.	Sr. Res. Assoc. / Res. Eng.	Sr. Scientist/ Sr. Res. Eng.	Totals
2004	1	1	3	0	5
2005	3	2	0	0	5
2006	3	1	0	0	4

Source: ARL Office of Human Resources

Underrepresented includes African American, Hispanic/Latino, American Indian, Asian, and women

Table 4: Promotions Underrepresented Staff, 2004-August 2006

	Grade 14-15	Grades 16-19	Grades 20-24	Grades 25-32	Totals
2004	0	2	0	0	2
2005	0	0	2	0	2
2006	0	4	3	1	8

Source: ARL Office of Human Resources

Underrepresented includes African American, Hispanic/Latino, American Indian, Asian, and women

Table 5: Promotions, Underrepresented Research Faculty/Professional Engineer, 2004-August 2006**

	Res. Asst. / Asst. Res. Eng.	Res. Assoc. / Assoc. Res. Eng.	Sr. Res. Assoc. / Res. Eng.	Sr. Scientist/ Sr. Res. Eng.	Totals
2004	0	1	1	0	2
2005	0	1	0	0	1
2006	0	0	0	0	0

Source: ARL Office of Human Resources

Underrepresented includes African American, Hispanic/Latino, American Indian, Asian, and women

**Does not include in-house promotions

Appendix C

Electro-Optics Center New Hires, Promotions, Degree Seeking, All Ranks

Table 1: New Hires, Underrepresented Students, 2004-August 2006

	Undergraduates	Grad Students	Coops	Interns	Totals
2004	0	0	0	0	0
2005	0	0	0	0	0
2006	1	0	0	0	1

Source: ARL Office of Human Resources

Underrepresented includes African American, Hispanic/Latino, American Indian, Asian, and women

Table 2: New Hires, Underrepresented Staff, 2004-August 2006

	Grade 14-15	Grades 16-19	Grades 20-24	Grades 25-32	Totals
2004	0	1	3	1	5
2005	0	4	0	1	5
2006	0	1	1	0	2

Source: ARL Office of Human Resources

Underrepresented includes African American, Hispanic/Latino, American Indian, Asian, and women

Table 3: New Hires, Underrepresented Research Faculty/Professional Engineer, 2004-August 2006

	Res. Asst. / Asst. Res. Eng./ * Prof. Intern	Res. Assoc. / Assoc. Res. Eng./ * Post Doc.	Sr. Res. Assoc. / Res. Eng.	Sr. Scientist/ Sr. Res. Eng.	Totals
2004	1	0	0	0	1
2005	1 *	1 *	0	0	2
2006	0	0	0	0	0

Source: ARL Office of Human Resources

Underrepresented includes African American, Hispanic/Latino, American Indian, Asian, and women

Table 4: Promotions Underrepresented Staff, 2004-August 2006

	Grade 14-15	Grades 16-19	Grades 20-24	Grades 25-32	Totals
2004	0	1	1	0	2
2005	0	2	1	1	4
2006	0	2	2	1	5

Source: ARL Office of Human Resources

Underrepresented includes African American, Hispanic/Latino, American Indian, Asian, and women

*New Competency Program position reported as SPEC Grade

Table 5: Promotions, Underrepresented Research Faculty/Professional Engineer, 2004-August 2006

	Res. Asst. / Asst. Res. Eng.	Res. Assoc. / Assoc. Res. Eng.	Sr. Res. Assoc. / Res. Eng.	Sr. Scientist/ Sr. Res. Eng.	Totals
2004	0	0	0	0	0
2005	0	0	0	0	0
2006	0	0	0	0	0

Source: ARL Office of Human Resources

Underrepresented includes African American, Hispanic/Latino, American Indian, Asian, and women

Penn State Great Valley
School of Graduate Professional Studies

Diversity Strategic Plan Progress Assessment:
2004 - 2006

Submitted December 2006

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INTRODUCTION

Penn State Great Valley is strongly committed to diversity, as explained in its diversity mission statement:

We, the faculty, staff, and students of the Penn State Great Valley School of Graduate Professional Studies, are committed to being an example for the active exploration of, respect for, and support of the many dimensions of human differences and similarities. We will achieve this through the measurable quality of our diversity initiatives; the expertise and contributions of our increasingly diverse faculty, staff, and students; and our personal and professional growth and achievement.

It is important to note that in the last 3 years campus leadership has transitioned from Dr. Milheim to Dr. Disney. Dr. Disney continues to support diversity efforts through funding, advising, meeting with diversity leadership, and supporting events and programming throughout graduate programs and the Diversity Action Council.

To continue the development and implementation of our diversity initiatives for the 2004-2009 strategic planning period, the campus outlined a strategic process which follows the University guidelines described in *A Framework to Foster Diversity at Penn State: 2004-09*. This document presents a mid-interval review of this effort, covering the years 2004 through 2006.

As background to this report, it should be noted that the campus leadership changed midway during the review period. On July 1, 2005, Chancellor Diane Disney replaced Campus Executive Officer William Milheim. Nonetheless, adherence to the mission statement remained intact.

CHALLENGES AND RESPONSES: 2004-06

The University's Diversity Framework outlines four key areas: campus climate and inter-group relationships, representation (access and success), education and scholarship, and institutional viability and vitality. This section describes how Penn State Great Valley (PSGV) has addressed and proposes to address each of these challenges. It goes beyond responses to items mentioned in 2004 to incorporate additional activities designed since that time to enrich the environment.

CAMPUS CLIMATE AND INTERGROUP RELATIONSHIPS

Challenge 1: Developing a Shared and Inclusive Understanding of Diversity

2004 Targeted Area for Improvement: The Diversity Action Council (DAC) Web site (included as part of the main Penn State Great Valley Web presence) will be further developed to communicate the Council's mission more effectively and provide resources to all members of the Penn State Great Valley community (faculty, staff, and students) as well as prospective students and nearby residents.

December 2006 Update:

- The campus has added a Diversity Action Council Web page on the intra-Web site for staff and faculty to highlight DAC events. A staff member has volunteered to keep the Web page updated to inform students, staff, and faculty of the goals and actions taken on behalf of our diversity commitment. Information on the Web page includes DAC meeting minutes, current DAC membership listing, information for each DAC initiative and program, and DAC annual award winners. Campus diversity events are posted on the University diversity calendar by the DAC co-chair. A link for all diversity topics on the PSUGV Web site can be found at http://www.gv.psu.edu/search_psgv.asp?search=diversity&option=psgv.
- In summer 2006, the Diversity Action Council and this campus's Commission for Women Liaison Committee staffed a table to inform and invite discussion and comments from students on our diversity programming. Feedback from the 89 students who visited the table was extremely positive, indicating students' appreciation for the School's efforts to foster diversity. One student signed up to be a member of the Diversity Action Council, while another asked to be involved with the Commission for Women. Given that nearly all students here are fulltime employees, this willingness to be involved is noteworthy. In addition, 27 staff and faculty members visited the table display.
- Last spring the campus began redesigning its Web site by moving many items to an intranet. This summer the Chancellor appointed a special task force to oversee a complete redesign of the site. That group has identified a design firm and built a requirements document. The team is now investigating the new Penn State pilot WebLion before issuing a contract. When the redesign is completed in the spring, the Diversity Action Committee page will be part of the effort.

- The Commission for Women Liaison Committee meets monthly and prepares several programs for employees on issues affecting female staff and faculty. This committee is subsidized by the Diversity Action Council with \$1,500 per year. Thirty to forty staff and faculty attend each of the programs on average. Topics and programs have included the following:
 - Women’s Annual History Month Keynote Speaker (annual event)
 - Life Choices Annual Program (features two staff and one faculty who share life choices that helped them to be where they are today), averages 35 attendees
 - Financial Well Being: What Every Woman Should Know (November 2005, 12 attendees)
 - Penn State University Employee Assistance Program, “Gaining Power by Changing the Way You Think”(January 2005, 20 attendees)

Challenge 2: Creating a Welcoming Campus Climate

2004 Targeted Areas for Improvement:

- The Diversity Action Council will develop mechanisms for assessing various campus climate issues related to diversity and inclusion. In addition to an assessment previously conducted with alumni, future focus groups will be conducted with current students, faculty, and staff during the upcoming strategic planning cycle. An instrument designed to assess organizational climate factors will also be administered to faculty and staff.
- The Diversity Action Council will continue to support the need and the campus commitment to again fund the position of Special Assistant to the CEO (now Chancellor) for Multicultural Education and Outreach.

December 2006 Update:

- The campus has identified the instrument used by the former Commonwealth College campuses to assess campus climate as one that might be appropriate for use at PSGV. By March 2007 a subcommittee of the Diversity Action Council will review this and other options for adoption or modification, with the goal of being able to assess issues of diversity and inclusion among faculty, staff, and students in Academic Year 2007-08. The assessment results will guide the Diversity Action Council and campus leadership by providing valuable, measurable feedback to the faculty and staff in the area of diversity and our climate at Great Valley.
- The Diversity Action Council continues to believe that the campus should fund the position of Special Assistant to the Chancellor for Multicultural Education and Outreach. However, the multi-year decrease in enrollments and resultant budgetary cuts prevented such funding. Additionally, staffing has not increased sufficiently to warrant making this a full-time position.
- Focusing on campus morale and climate, the Staff Development committee has offered the following programs:
 - FISH Philosophy (October 2004, 70 people in attendance)
 - *FISH is Back* (May 2005, 50 attendees) This was University Park's HRDC program - a follow-up to the FISH Philosophy, with an original employee from the fish market)
 - Family Relationships (in-laws, different religions and backgrounds) (May 2006, 35 people in attendance)
- Great Valley Support Staff Forum (GVSSF), established in 1995, includes a representative from each work unit (including a faculty representative) and meets four times a year to provide a voice for the staff. Its role is to improve communication among support staff and between staff and administration. Members discuss and analyze issues of concern and make recommendations on work-related matters; the goal is to reach positive, mutual consensus in an honest and open format. Concerns are brought to the appropriate administrator or PSU

official to provide an opportunity for faculty and administration to offer suggestions. The group meets with the Chancellor quarterly.

- The Penn State Great Valley's Diversity Action Council and the Commission for Women's Liaison Committee presents annual awards for excellence in diversity and commitment to women's issues at the annual Staff Appreciation Luncheon (sponsored by Staff Development Committee with funds from the Chancellor's Office). A faculty presentation recognizes staff achievements and contributions to the success of the campus. This luncheon helps to create a more welcoming environment for staff and faculty working together.
- Staff Development coordinates monthly theme luncheons that are attended by 25 to 40 staff and faculty, providing opportunities for employees to meet and talk in an informal social environment.
- The School sponsors an annual Halloween luncheon where faculty and staff bring their children in appropriate costumes for food, games, and a parade. Pictures from this fall's event were featured on Penn State Live.
- To make students feel more welcome, the School sponsored two Chocolate with the Chancellor events in November 2006. At this event Dr. Disney greeted every student coming to classes between 5 p.m. and 6 p.m., and provided a variety of chocolate-related drinks and snacks. Over 125 students ate and drank at the chocolate table each evening, and a larger number of students were personally greeted with a handshake by Dr. Disney.

REPRESENTATION (ACCESS AND SUCCESS)

Challenge 3: Recruiting and Retaining a Diverse Student Body

2004 Targeted Areas for Improvement:

- The School is planning new outreach initiatives to provide information to students, executives, and educators regarding various diversity issues. These initiatives will focus on partnerships with local corporations, institutions of higher education, and neighboring school districts.
- The School will continue to strengthen its existing relationship with INROADS (the diversity-focused organization described below), potentially to include the hiring of one or more interns, with the campus also serving as a site for INROADS workshops and seminars. Plans are also underway for Penn State Great Valley faculty and staff to act as facilitators at various INROADS events in December of 2006 and early 2007.
- Penn State Great Valley is committed to strengthening its recruitment initiatives with nearby Penn State Delaware County and Abington campuses, particularly since both locations have relatively large numbers of students from under-represented populations.
- Several academic divisions are working on the delivery of their programs on-site to nearby companies (e.g., Wyeth, Wachovia, and Lockheed Martin) who employ relatively diverse workforces.

December 2006 Update:

- Penn State Great Valley continues to implement a number of strategies to recruit and retain more diverse student, faculty, and administrative staff from within our regional service area. Collaboration is one strategy. During the past year we collaborated with INROADS (a national organization committed to identifying, assisting, and educating under-represented students and promoting minority recruitment to corporate America) in order to increase the diversity of our student body and attract summer interns to our campus. In Spring 2006 Director Ronald Mitchell presented the history and mission of INROADS to inform our staff and faculty of INROADS' services and how the campus could help in that service. Our collaboration has resulted in PSGV faculty (2) and staff (1) volunteering for the past three years as facilitators at INROADS training workshops in the Philadelphia area. In addition, we plan to ask INROADS to bring its workshop training weekends to the PSGV Campus and to attract INROADS scholars to Penn State Great Valley's graduate offerings. Because of Mr. Mitchell's recent resignation, we are contacting the new leadership to keep this relationship flourishing.
- Another approach is to explore various academic and cultural initiatives with Lincoln University and Cheyney University to encourage their graduating students to consider our graduate programs. During 2006, enrollment representatives and faculty from the Engineering Division met with Lincoln and Cheyney University representatives to discuss

ways to encourage graduates to consider enrolling in master' degree programs at Penn State Great Valley. We are also considering providing on-site graduate information sessions. Further, contacts between the Chancellor and the HBCU officials via shared membership on some business-related boards should enhance collaboration in these efforts.

- Graduate enrollment staff members are currently recruiting for the Bunton Waller Graduate Assistantship for Spring 2007. This assistantship is intended to support an enrolled student who will contribute to the diversity of PSGV's graduate student body. One such assistant in Spring 2004 joined Penn State Great Valley as an employee. A second one worked with this assistantship from Fall 2004 to Fall 2005 but had to leave due to personal concerns.
- Penn State Great Valley continues to strengthen its recruitment initiatives with nearby Delaware County Campus and Abington College, particularly since both schools have relatively large numbers of students from under-represented populations. Our Career Center has collaborated with the career centers at those two undergraduate locations to host events and to increase visibility about PSGV to graduating seniors. We participate in at least one open house each year at these sister locations.
- Another approach has been to partner with others to reach audiences that have historically been under-represented in the Penn State student body. For example, we have partnered with Graduate Philadelphia! to offer education fairs throughout the region, many of which are held where high concentrations of minority professionals live and work. The campus also has partnered with JobCircle.com to participate in career fairs through the area.
- Under Dr. Disney's direction, the academic division's leadership and faculty have created new outreach initiatives, using faculty expertise to disseminate various research and diversity topics to the community. These lunchtime and evening programs have included the following:
 - Dr. Barrie Litzky, "Social Capital, Cognition, and Entrepreneurial Opportunities: Are Men and Women Different?" (2005)
 - Dr. Andrea Hornett, "Lock in on Coordinates: Locating the Glass Ceiling" (2005)
 - Dr. Jan Dreachslin, "Can Clinicians Go It Alone? Examining the Essential Role of Leadership and Organizational Behavior in Ameliorating Racial/Ethnic Disparities in Health Care" (2006.)
 - Dr. Sosik, the Management Division, and the Diversity Action Council, "Building Global Citizenship through the African Philosophy of Ubuntu" (2005). (Sixty people attended this evening program, which also was used as a recruitment opportunity for our MBA and Leadership programs.)
- In its enhanced marketing efforts, the School has increased its use of print advertisements and collateral products. In all of these the School uses pictures that reflect diversity by race, ethnicity, and gender.
- While the student enrollment at Great Valley is generally more diverse than graduate enrollment elsewhere in Penn State, the profile has changed little in the past two years, as the following tables indicate. The higher-than-expected percentage of male enrollment is

attributable to the traditional distribution found in Engineering programs, which remain larger than those in Education on campus.

Table 1 Campus Student Enrollments, by Ethnicity

	Am Ind/Ala Nat		Blk/Af Am		As/Pac Am		Hisp		Multicultural Student Subtotal		White/Not Reported		Inter-National		Totals
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
Fall 2005	1	0.1%	79	6.1%	127	9.9%	20	1.6%	227	17.7%	1033	80.3%	26	2.0%	1286
Fall 2006	1		77	5.83%	116	8.8%	24	1.8%	218	16.5%	1073	81.3%	28	2.1%	1319

Table 2 Campus Enrollments, by Gender

	Female		Male		Totals
	#	%	#	%	#
Fall 2005	528	41.1%	758	58.9%	1286
Fall 2006	548	41.5%	771	58.5%	1319

- The School has held an annual Career Workshop for minority professionals since 1992. In the early years PSGV provided limited funding, and support was expanded with some University grants in the mid-1990s. Lockheed Martin generously helped support the program with an annual grant of \$5,000 for five years. In the last two years, another local corporate foundation, the Ametek Foundation, has been the primary external sponsor with an annual gift of \$5,000 to support this workshop. Designed to address current career management issues and challenges for minority professionals, the event attracts 100 to 150 participants each year, many of whom had not visited the PSGV campus before. As follow-up to the workshop, some participants continue to use the career center services and some explore enrollment in Penn State programs.
- The Diversity Action Council offers diversity programming to the public which demonstrates our commitment to diversity and brings awareness and a broader, more diverse population to the campus. Listed below are programs that have been available to faculty, staff, and the community:
 - Understanding People with Disabilities in the Workplace (October 2004), 65 attendees
 - A Summit on Diversity (Roundtable with Executive Board Members of American Institute for Managing Diversity) (February 2005), 120 attendees;
 - Straightforward: Mobilizing Heterosexual Support for Gay Rights (March 2005), 45 attendees
 - Invisible Minority: Homophobia in the Classroom (geared toward education audience) (November 2005), 120 attendees)

- Coming of Age in the 1960's," presentation by Poet Sonia Sanchez (February 2006), 125 in attendance
- Isms and Phobias: Experiencing Diversity (theater group, April 2006), 42 attendees
- Continuing Education and the Engineering Division co-sponsored the fifth annual TechTrek program for technology-focused undergraduate students from nine colleges and universities (October or November each year). TechTrek provides an opportunity for a diverse population of undergraduate students from local universities to learn about technology employment opportunities in Chester County from presentations made by Chester County employers. Each of the past four years approximately 100 undergraduate students have attended this program.
- Conference Planning Services collaborated with the Chester County Fund for Girls for an event that offered 100 high school girls the opportunity to learn mentoring skills to teach other girls how to succeed in life. The Delaware County Campus Admission Office staffed a table with information about PSU and welcomed the group to Penn State at Great Valley. This cross-marketing/recruiting effort benefited both Great Valley and the Delaware County campuses as teachers and counselors and their students were exposed to Penn State offerings.
- In 2005 and 2006, the Engineering Division staffed a table at PSU Engineering Career Fair sponsored by the Penn State Society of Women Engineers (SWE) at University Park, and spoke with 50 female engineering and computer science majors. The staff also attended and spoke with 15 female engineers at the SWE Scholarship Awards Banquet.
- An Engineering staff was a panelist at the *Graduate School Opportunities* program, SWE regional conference, held at Drexel University, where 30 female engineering majors attended the session (PSGV was the only college represented on the panel.)
- Corporate outreach included Technology Day at Vanguard Participant—Celebrating Women in Information Technology, where we spoke to ten diverse female engineering and computer science majors. In November 2006 Engineering participated in SWE Rutgers Career Fair (first time PSGV participated).
- In 2006 the School expanded its graduate Systems Engineering degree to the Philadelphia Navy Yard, a move that increased the likelihood of being able to attract minority students because of the workforce profile in the surrounding area. Currently, a tenth of those enrolled at the Malvern campus are from under-represented minorities, but 15 percent of those enrolled at the Navy Yard are from such groups, thereby validating the wisdom of the program extension.

Challenge 4: Recruiting and Retaining a Diverse Workforce

2004 Targeted Area for Improvement: No planning goals were included for this challenge.

December 2006 Update:

- As of Fall 2005, among the three special-mission campuses (Great Valley, Dickinson, and Hershey), Great Valley ranked first in the percentage of faculty and staff multicultural* employees:

Table 3
Ranking Based Upon Employees by Ethnicity

	Multicultural*		White	
	#	%	#	%

Faculty**				
Great Valley	12	34.3	23	65.7
Hershey	143	20.2	564	79.8
Dickinson	4	8.9	41	91.1
Staff				
Great Valley	10	14.3	60	85.7
Hershey	50	9.1	498	90.9
Dickinson	5	7.8	59	92.2

(Data from Table 7 and Table 17 provided by the Office of Human Resources)

*Defined as American Indian/African American/Asian/Hispanic

**Faculty defined as full-time tenured and term.

- In benchmarking against University Park and the Abington and Delaware Campuses located in the Greater Philadelphia area, Great Valley continues to rank first in the University in the percentage of multicultural faculty:

Table 4
Ranking Based Upon Faculty* by Ethnicity

	Multicultural**		White	
	#	%	#	%

Great Valley	12	34.3	23	65.7
University Park	461	17.6	2,153	82.4
Delaware Campus	12	16.7	60	83.3
Abington Campus	12	10.6	101	89.4

(Data from Table 1 and Table 5 provided by the Office of Human Resources)

*Faculty defined as full time tenured and term.

**Defined as American Indian/African American/Asian/Hispanic

- Since 2004, Great Valley has hired five full-time faculty members, and all are female, multicultural, or both.
- Staff development is a continuing priority for Great Valley. Staff members have completed the following Penn State development programs:

Table 5

Calendar Year	Great Valley Participants			
	2004	2005	2006	Total
Management Institute	2	1	0	3
Mastering Supervision	0	0	1	1
Penn State Leader	0	13	0	13
Office Professional Certificate	10	0	0	10

These programs provide diversity training as a part of the curriculum.

- In addition to participation in the Penn State development programs, the School leads a regional program to bring these programs to the campuses located in eastern Pennsylvania. Geared toward professional development needs common to all three campuses, these programs also foster a welcoming environment and diversity. All programs were attended by 5 to 10 Great Valley participants each:
 - Ethics in the Workplace - Spring 2004
 - Working Effectively with Others During Change - Fall 2005
 - Students in Distress - April 2006

Additional Great Valley faculty and staff are interested in attending these programs. However, the travel cost of sending individuals to University Park is prohibitive. Should the delivery of these programs be modified to incorporate teleconference or Breeze modifications, it is expected that additional faculty and staff will participate.

- Since January 2004, 26 staff employees (in 43% of total staff positions) have been promoted. Great Valley's policy to review all staff positions every five years supports an ongoing focus to assign higher-level duties and responsibilities to staff positions, allowing the positions to be reviewed by classification specialists in the Office of Human Resources. With the formal recognition of the higher-level duties, positions are assigned to higher grade levels within the SPEC position classification system. As a result, the incumbents in the positions are promoted and receive salary increases, in addition to increments received during annual salary increase process. This particular approach to position reviews has a very positive impact on staff retention by providing an ongoing opportunity for individual staff members to strive toward greater levels of responsibility.

Table 6
Staff Position Reviews

Calendar Year	2004	2005	2006 (as of Oct.)	2006 Pending Review
Positions Reviewed	13	12	7	6
Positions Upgraded	11	10	7	
Staff Promotions*	11	9	6	

* during 2005 and 2006, one vacant position each year was upgraded.

EDUCATION AND SCHOLARSHIP

Challenge 5: Developing a Curriculum That Fosters Intercultural and International Competencies

2004 Targeted Areas for Improvement:

- The faculty at Penn State Great Valley will continue to offer individual courses that relate to the diversity and multicultural goals described within this strategic plan. Other courses will include discussions of diversity within the individual content of each course offering.
- The Penn State Great Valley Academic Division Heads, their respective faculty, and all staff involved in outreach, will continue to work closely with local companies and school districts to identify the competencies required by today's workforce where employees must function in ever-increasing multicultural environments. Whenever possible these skills will be considered in academic program planning and career center program planning and incorporated within the appropriate curriculum.
- The Diversity Action Council will continue to offer Travel Authorization Grants to Great Valley faculty to support their research and the dissemination of diversity-related information in their classes.

December 2006 Update:

- The School has a number of graduate courses which have diversity-related elements as the central element:

Education:

- EDTHP 411 – Ethics, Minorities, and Schools in the United States
- SPLLED 401 - Motivating Exceptional Learners
- SPLLED 402 - Human Rights: Historical and Current Issues in Special Education
- SPLLED 409 - Curriculum for Students with Special Needs
- SPLLED 411 - Intervention for Students with Severe Disabilities
- SPLLED 497 - Special Topics: Autism/Pervasive Development Disorder - An Educational Perspective
- SPLLED 510 - Problems in the Education of the Mentally Retarded
- SPLLED 530 - Problems in the Education of the Learning Disabled
- SPLLED 570 - Problems in the Education of the Emotionally Disturbed
- SPLLED 573 - Problems of Research with Handicapped Groups

Engineering:

- SYSEN 550 Problem Solving -- New name and expansion of program
- New Programs:
 - SYSEN 552 Problem Solving II

SYSEN 554 Problem Solving Leadership
SYSEN 555 Invention and Innovative Design.

Management:

BUSAD 556 - Diversity Leadership
LEAD 582 - Social Entrepreneurship and Community Leadership

- The faculty at Penn State Great Valley will continue to offer individual courses that relate to the diversity and multicultural goals described within this strategic plan. Other courses will include diversity-related topics and discussions related to the individual content of each course offering. For example, there is some diversity-related content in virtually all of the graduate programs in Education.
- Engineering offered a Summer Institute that combined a research conference with academic summer program offerings. The IMechE Mechatronics 2006 Conference brought 19 students together with researchers from 22 countries. The School also has packaged some of its special education courses into a certificate program designed to meet the needs of general education classroom teachers who are working with students with diverse learning styles.
- Continuing Education sponsored a daytime program, "Homophobia in the School," which 13 attended in April 2005. It also offered computer camps from February through August, serving 39 students. All students were either clients of, or had a parent who is a client of, The Sickle Cell Disease Association of America, Philadelphia/Delaware Valley Chapter.
- The Penn State Great Valley Academic Division Heads and their respective faculty continue to work closely with local companies and school districts to identify the competencies required by today's workforce where employees must function in ever-increasing multicultural environments. Whenever possible, these skills will be incorporated within the appropriate curriculum.
- The Diversity Action Council continues to offer Travel Authorization Grants to Great Valley faculty to support their research and the dissemination of diversity-related information in their classes. The Diversity Action Council awards \$500 toward diversity professional development to one faculty member in support of this target area.
- The School featured Juan Johnson, Coca-Cola Vice President, and a panel of experts in an evening forum on incorporating strategic diversity management into the Business curriculum (2005). In an effort to help other Penn State locations, this forum was shared across the University via PicTel.
- Dr. Janice Dreachslin has been selected to serve as principal investigator for a three-year national demonstration project on diversity in health care, with funding and oversight from the National Center for Healthcare Leadership (NCHL). She is also part of a team that will be writing a textbook for Prentice Hall on diversity in health care.

INSTITUTIONAL VIABILITY AND VITALITY

Challenge 6: Diversifying University Leadership and Management

2004 Targeted Area for Improvement:

- The School will continue to develop and implement campus strategies to identify and recruit qualified administrators from under-represented groups.
- The School will encourage campus administrators to include members of under-represented groups in various strategic and other planning efforts across the campus.
- Penn State Great Valley will continue to investigate various opportunities for hiring and promoting faculty and staff from under-represented groups to campus leadership positions.

December 2006 Update:

- Due to its small size, Great Valley has a very limited number of senior-level staff (administrator) positions, and turnover is very low. When senior-level positions do become vacant, Great Valley conducts its searches in accordance with the best practices recommended by the Office of Human Resources, Employment Information, and Search Process: Planning for Recruitment and Hiring (www.ohr.psu.edu/emplment/info). To ensure a diverse applicant pool, senior-level positions are posted internal to Penn State, followed by external advertising. Special efforts are made to extend notices to HBCUs in the area.

Since January 2004, the School conducted one senior staff (administrator) search, a newly created position of Director of Marketing and Communications, which was filled with a woman. The vacancy for Director of Continuing Professional Education was also just filled with a woman, who replaced a woman in the acting role. There is currently a search for a third senior-level position, Director of Development.

- The School used a widely inclusive process for development of the Penn State Great Valley School of Graduate Professional Studies Strategic Plan: 2005-2008. Multicultural faculty and staff represented 33.4 percent of the committee membership, thereby affirming the School's commitment to incorporating diverse viewpoints in planning.
- As a measure of commitment to diversity, the School pays for external advertising for all faculty searches and staff searches when positions cannot be filled by internal promotion.

	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06*</u>
Employment Advertising Expenditures	\$ 32,326	\$23,529	\$ 11,565

* as of October 2006, but this figure will probably double by the end of the year

Looking to the future, Great Valley remains committed to generating diverse applicant pools, and will continue to budget in the range of \$ 25,000 to \$ 35,000 annually for employment advertising

Challenge 7: Coordinating Organizational Change to Support Our Diversity Goals

2004 Targeted Areas of Improvement:

- The School will develop and host the *Delaware Valley Diversity Leadership Academy: A Community Leaders Fellowship Program*, focused on educating regional executives in appropriate diversity leadership activities. (This program was scheduled for implementation in Fall 2004 at the campus but was cancelled because of low enrollment.)
- Penn State Great Valley will continue the exploration of various academic and cultural initiatives with Lincoln University and Cheyney University to encourage graduating students from these Universities to consider various graduate programs at Penn State Great Valley.
- The Diversity Action Council will continue to support the initiatives of the Governor's Commission on Latino Affairs through our relationship with the current Secretary of the Commonwealth, Pedro Cortes.
- The School will continue to support the Philadelphia Center at 46th and Market Streets in its outreach efforts in the Greater Philadelphia region.
- The School will continue to preserve the strength and commitment of the Diversity Action Council, a standing campus committee with a representative membership from all Penn State Great Valley stakeholders.

December 2006 Update:

- The School developed and hosted the *Delaware Valley Diversity Leadership Academy: A Community Leaders Fellowship Program November 2004*. This six-session program, developed in collaboration with Coca-Cola, Inc., focused on educating regional executives in appropriate diversity leadership activities, including diversity case studies and scenario analysis of issues common to community organization. Thirty-one senior managers from local companies and organizations attended this program, along with six Penn State University employees: three PSGV administrators and three administrators from other Penn State locations. Of particular note was the participation by Dr. R. Roosevelt Thomas, founder of the American Institute for Managing Diversity. Penn State Great Valley will continue to work with the American Institute for Managing Diversity in Atlanta, Georgia, to be the permanent home of the Delaware Valley Diversity Leadership Academy. The goal is to present one-day workshops to regional corporate, government, and non-profit leaders on cutting-edge diversity topics. A suggested topic for a future seminar is "Globalization: The World Isn't Flat."
- As detailed above, we are continuing our contacts with Lincoln University and Cheyney University.

- The School supported the Philadelphia Resource Center at 46th and Market Streets in its outreach efforts in Greater Philadelphia.
- The School will continue to preserve the strength and commitment of the Diversity Action Council, a standing campus committee with a representative membership from all Penn State Great Valley stakeholders. The DAC will continue to meet with the Chancellor to keep the diversity initiatives alive and active. Members will also advocate for a climate assessment and an assessment of diversity content in curriculum.
- The Diversity Action Council has a high priority for funding from the campus annual operating budget. Each year, after a careful review of the activity plan, the Chancellor approves a budget. Budget information for past three years follows.

	2003-04	2004-05	2005-2006
DAC Budget:	\$ 29,255	\$ 19,102	\$ 24,264

- University leadership partnered with corporate diversity outreach to create the funding for the Annual Martin Luther King, Jr., Celebration Program. The Ametek Foundation provides PSGV with \$10,000 annually to develop the MLK Celebration program held in January or February each year. The program is free to the community and has brought in an array of speakers on Martin Luther King and the civil rights movement, including poet Sonia Sanchez, civil rights activists Julian Bond and Yolanda King, PSU alumnus Guy Buford (first African American astronaut), and actors Clifford Davis, Ozzie Davis, and James Amos. John Weaver, Vice President for Human Resources, also participates on the Diversity Action Council.

Conclusion

Over the next five years, Penn State Great Valley will continue to strengthen its commitment to the four dimensions of diversity by striving to meet the challenges outlined in the *Framework to Foster Diversity at Penn State (2004-09)*. Through the activities described herein, the School will maintain its standing and reputation for providing high-quality educational programming in the Philadelphia region, including a strong focus on diversity in all of its many aspects.

APPENDIX

MEMBERSHIP OF DIVERSITY REPORT TEAM

Dr. Diane M. Disney	Chancellor
Elayna McReynolds	Co-chair DAC/Conference Manager
Dr. Sean Casey	Co-chair DAC/Assistant Professor, Special Education
Dr. Andy Felo	Immediate Past Co-Chair/Assistant Professor, Accounting
Kathy Mingioni	Assistant Director of Student Services/DLA Co-Chair/DAC Member
Carla Holway	Director of Enrollment Management/DLA/DAC Member
Dr. Sally Mahon	Director of Business Services
Dr. Barrie Litzky	Assistant Professor, Management and Organization/DLA Co-Chair/DAC Member
Amanda Crystal	Graduate Enrollment Coordinator, Engineering Division
Dr. Walter Wang	Associate Professor, Marketing/DAC member
Diane Wightman	Staff Forum Member/DAC Member/Enrollment Assistant, Engineering Division
Dorothy Ray	Staff Development/DLA/DAC, Staff Assistant, Chancellor's Office
Suzan Kershner	Staff Assistant, Education Division, Past Chair of Commission for Women
Sharon Kauffman	Program Manager, Continuing Professional Education
Jay Polakoff	Program Manager, Continuing Professional Education