Penn State Behrend

A Framework to Foster Diversity
2004-09
Mid-term Update

December 1, 2009

Contents

Responses to Assessment Questions

Challenge 1: Developing a Shared and Inclusive Understanding of Diversity

<u>1. How does your unit define or describe diversity? How is this understanding demonstrated in areas of emphasis within your unit?</u>

- Behrend has developed the following definition of diversity:

  The College is committed to the principle of equitable treatment of all individuals. At Behrend we are dedicated to providing an inclusive campus environment reflective of contemporary society. We acknowledge that while individuals are distinguished by a myriad of factors -- such as ethnic heritage, gender, sexual orientation, age, religious beliefs, ideologies, socio-economic status, life experiences, and physical characteristics and capabilities -- we demand that no one should be defined or narrowly perceived by these terms. Our commitment to diversity insists that individuals should be appreciated through their actions and beliefs, and not by their association with a particular group. Institutions of higher learning should be models of inclusiveness for society.

  The College also affirms its belief that diversity has a critical role in a liberal education. A college campus provides a unique intellectual environment for individuals with different experiences, backgrounds, and values to interact with one another. An institution that embraces diversity facilitates discourse by providing all its members opportunities to examine new and unique ideas. Only through the open exchange of different beliefs, experiences, and values can individuals develop the important critical thinking skills that will serve them throughout their life. This type of liberal education allows students and faculty to create and share knowledge in a safe, accepting, and nurturing environment. The breadth of opinions and experiences that the members of our academic community share results in a richer education for all.

  This definition has been reviewed by the Chancellor's Committee on Diversity, the Educational Equity and Campus Environment Committee, the Faculty Council, and the Student Government Association. It has been modified once since it was originally adopted in spring 2005.

- This understanding manifests in many ways across the college, including the following:
  - ➢ Students are introduced to the Behrend definition of diversity in new student orientation.
  - ➢ Faculty members are introduced to the Behrend definition of diversity in new faculty orientation.
  - ➢ Members of the faculty and staff are expected to demonstrate their commitment to diversity in their annual evaluation.
  - ➢ Individuals in leadership and supervisory positions are expected to demonstrate their commitment to diversity.
  - ➢ Faculty members are incorporating multi-cultural content into their curriculum as a strategy to strengthen Behrend's liberal education.

> ➢ Student Affairs provides diverse cultural programming to create a "safe, accepting, and nurturing environment."

2. How has your unit distributed information to students about the University's diversity initiatives? Does your unit have formal mechanisms in place for discussion of diversity initiatives with students? If so, please describe.

- All new students receive a brochure describing the College's definition of diversity, Penn State's first principle, and Penn State Behrend's Office of Educational Equity and Diversity Programs. Students are directed to a web site for additional details on many of the University and the College diversity initiatives (*pserie.psu.edu/student/diversityindex.htm*).

- The orientation program at the beginning of the academic year includes a session on diversity ("Diversity Matters"). In this session students not only learn about diversity, but are also informed about specific locations and resources related to Penn State diversity initiatives. In addition, students from the Multi-Cultural Council hold a social event in which they distribute information about multicultural organizations on campus and how to get involved.

- At the beginning of the fall semester all students receive a welcoming e-mail from the Director of Educational Equity and Diversity Programs describing the office's mission and services.

- Brochures about the university and the Office of Educational Equity and Diversity Programs are placed in the Multicultural Resource Center.

- Students are periodically informed about the college's diversity web site, which includes information about the college's diversity plan and links to the Office of Educational Equity Programs at University Park. Students also receive e-mails regarding diversity-related cultural programs and/or events.

- The Director of Educational Equity and Diversity Programs facilitates student discussion of diversity initiatives through weekly meetings of the Multi-Cultural Council (MCC), a student organization that serves as a liaison between the Student Government Association and other registered student organizations targeted at underrepresented groups.

3. How has your unit distributed information to faculty and staff about the University's diversity initiatives? Describe your unit's formal mechanisms for discussion of diversity initiatives.

- This definition has been made available on the college's diversity web site (*http://pserie.psu.edu/student/diversityindex.htm*), in a letter from the Associate Dean to the faculty, in materials distributed to new faculty, and through its discussion at new faculty orientation.

- The Chancellor discusses the importance of diversity at a Faculty Organization meeting each semester. Sessions on diversity issues have been included in several staff development workshops. For example, the Vice Provost for Educational Equity has given two college-wide workshops on diversity. The most recent diversity workshop given to the

staff was a session presented by Educational Equity and Diversity Programs on safe zones for LGBT individuals (Fall 2009).

- The Education Equity and Campus Environment Committee plans, administers, and evaluates a variety of diversity initiatives each year. Membership of the committee is comprised of faculty and staff members; these individuals report back to the Chancellor and chair of the Faculty Council.

4. What is the role of your diversity committee? What is its composition?

- The charge of the Educational Equity and Campus Environment Committee reflects the priorities of the *Framework to Foster Diversity at Penn State*. The charge of the diversity committee has been changed to reflect the needs of the College. Its current charge is to (1) "recommend and evaluate strategies and policies related to enhancing diversity and improving the campus climate, with a special emphasis on faculty" and (2) "to provide advice and counsel on the College's Strategic Plan for Diversity as it relates to the seven-point University-wide framework for diversity."

- The membership of the Educational Equity and Campus Environment Committee includes:
  - ➤ two faculty members from the Black School of Business
  - ➤ two faculty members from the School of Engineering
  - ➤ two faculty members from the School of Humanities and Social Sciences
  - ➤ two faculty members from the School of Science
  - ➤ Chair of the Women's Liaison Committee
  - ➤ Director of the Office of Education Equity and Diversity (ex officio)
  - ➤ Associate Dean for Academic Affairs (ex officio)

5. What is the role of your multicultural coordinator?

- Develop, implement, and monitor educational, mentoring, and student life programs for the retention of underrepresented student groups and special needs populations.

- Monitor the academic progress and serve as general counselor/adviser to students of color and international students.

- Provide referrals for tutorial assistance, financial aid, and other campus or community resources.

- Assist in assessing the effectiveness of retention efforts of underrepresented groups through evaluation and data collection methods.

- Supervise the Disability Services Coordinator and oversee services for students with physical or learning disabilities.

- Oversee support services for international students, including orientation, I-20s, health insurance, and housing. Also provide informal academic advising assistance.

- Coordinate services and support for students participating in the Educational Opportunity/ Act 101 Program.

- Advise multicultural student organizations and coordinate programming with the Office of Student Activities.

- Oversee the Multi-Cultural Council, serving as the adviser to its executive board.

- Coordinate cultural programs related to multicultural awareness, including the annual Martin Luther King commemoration and the Rhythms of Life series.

- Assist in the recruitment and retention of students of color. Oversee the Minority College Experience/Women in Science and Engineering program and the Promoting Academic Success program.

- Develop and coordinate relevant information for web sites, brochures, and other displays.

- Develop and provide diversity training for resident assistants, First Year Seminars, the Student Government, and faculty and staff search committees.

- Serve on diversity-related committees, including the Educational Equity and Campus Environment Committee.

6. Which strategies have been most successful in addressing this Challenge? Which have been least successful? Which could be termed "best practices"?

- **Most successful**: Educational Equity and Campus Environment Committee.

- **Least successful**: Diversity Web site. Developing a high-quality and up-to-date Web site for diversity resources has proven to be a time-intensive project.

- **Best Practice**: Educational Equity and Campus Environment Committee.

7. What measures of success have you identified to gauge your progress in this Challenge? Include data demonstrating outcomes.

- ❖ **Metric A**: Senior student responses to select diversity-related questions on the National Survey of Student Engagement.

Questions	2005	2008
Included diverse perspectives in class discussion or writing assignments. 1=never, 2=sometimes, 3=often, 4=very often	2.36	2.47
Had serious conversations with students of a different race or ethnicity than your own. 1=never, 2=sometimes, 3=often, 4=very often	2.26	2.49
Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values. 1=never, 2=sometimes, 3=often, 4=very often	2.60	2.61
To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following area: Understanding people of other racial and ethnic backgrounds. 1=very little, 2=some, 3=quite a bit, 4=very much	2.23	2.38
To what extent does your institution the following: Encouraging contact among students from different economic, social and racial or ethnic backgrounds. 1=very little, 2=some, 3=quite a bit, 4=very much	2.17	2.37

❖ **Metric B**: Full-time undergraduate faculty responses to select diversity-related questions on the Higher Education Research Institute survey.

Questions	2004-05	2007-08
During the <u>past two</u> years, have you engaged in the following activity: Taught an ethnic studies course?	9.2%	8.6%
During the <u>past two</u> years, have you engaged in the following activity: Taught a women's studies course?	5.5%	8.6%

❖ **Metric C**: Senior student responses to select diversity-related questions on the Penn State Behrend Senior-Year Student Survey.

Questions	2004	2006
In your experience during your career at Behrend, about how often have you done the following: Made friends with students whose family, economic, or social background was different from mine. Percent responding "often" or "very often"	55%	54%
In your experience during your career at Behrend, about how often have you done the following: Made friends with students whose race was different from mine. Percent responding "often" or "very often"	30%	31%
How have your experiences at Penn State Behrend affected your learning in the following area: Getting along with people of different races or ethnic groups. Percent responding "helpful" or "very helpful"	38%	38%
How have your experiences at Penn State Behrend affected your learning in the following area: Appreciation of different cultures. Percent responding "helpful" or "very helpful"	51%	44%

Challenge 2: Creating a Welcoming Campus Climate

1. How does your unit's leadership demonstrate support for diversity?

- The Chancellor has identified diversity as one of the hallmarks with which Behrend College identifies itself (*www.erie.psu.edu/aboutPS/dean/index.htm*). He has also emphasized the importance of diversity-related activities in teaching, research, and service at the time of two-year, four-year, and promotion and tenure reviews. Diversity-related activities count heavily in the annual performance evaluation for all faculty and staff members.

- The Senior Associate Dean oversees outreach activities with local area schools. These programs include Math Options, the Minority College Experience Program, the Women in Science and Engineering Program, and the Penn State Educational Partnership Program, among several initiatives.

- The Associate Dean for Academic Affairs visibly demonstrates support for diversity by serving on the Educational Equity and Campus Environment Committee, which oversees the diversity-related activities on campus, and the Enrollment Management Group, which identifies and supports recruitment and retention efforts aimed at students from underrepresented groups.

- The Director of Student Affairs oversees diversity-related activities in Students Affairs. He and the Director of Educational Equity and Diversity Programs work with the Student Government Association to promote diversity initiatives.

2. How does your unit identify climate issues?

    and

3. How does your unit monitor climate?

- In summer 2006, as part of the 2004-09 diversity plan, the Institutional Research Committee began designing a campus climate survey to measure student and staff attitudes toward diversity, their familiarity with campus resources, and their knowledge of diversity issues. In spring 2007 the College administered separate surveys to all members of the staff, as well as a stratified sample of the student body.

- In addition, members of the Faculty Affairs Committee conducted confidential face-to-face interviews with all interested female faculty members and faculty members from historically underrepresented groups.

- As a result of the student survey, the staff survey, and the faculty interviews, the College has been able to identify and monitor climate issues across the campus.

- The College also participates in the National Survey of Student Engagement and the Higher Education Research Institute survey on a triennial basis. The Institutional Research Committee analyzes results and shares its findings with the Chancellor, the Associate Dean for Academic Affairs, the Director of Students Affairs, and the School Directors. They share relevant information with others in their administrative unit.

4. How does your unit respond to climate issues?

- The appropriate administrator addresses issues brought to his or her attention. The Educational Equity and Campus Environment Committee, the Faculty Council, and the Chancellor's office address recurrent or major climate issues. The Educational Equity and Campus Environment Committee advises the Chancellor and chair of the Faculty Council on the need for new policies, procedures, and initiatives.

5. What unit-wide and individualized approaches have you developed to enhance overall climate and individual's satisfaction with the environment?

- The College has continually enhanced the Multicultural Resource Center with materials and resources. Diversity-related materials are also displayed throughout campus, including a display case in the student union building featuring various multicultural exhibits throughout the academic year and diversity posters throughout campus encouraging civility and respect.

- In spring 2009 the University's Office of Educational Equity and Diversity Programs provided a campus-wide session on LGBT issues.   It also gave a training session to resident assistants and is currently developing a "Behrend Safe Zone" Web site featuring related resources and information.

- The Office of Educational Equity and Diversity Programs developed and annually distributes a brochure featuring the college's definition of diversity, Penn State's first principle, and Penn State Behrend's Office of Educational Equity and Diversity. Students are directed to web sites for additional information.

- The College has supported the creation of individual web sites dedicated to diversity programs and initiatives. For instance, see *www.pserie.psu.edu/student/groups/groups-mcc.htm* for links to diversity-related student organizations. Active student organizations include the following:

  - ➢ The Asian Student Organization (ASO)
  - ➢ The Association of Black Collegians (ABC)
  - ➢ The Human Relations Programming Council (HRPC)
  - ➢ The International Student Organization (ISO)
  - ➢ The Irish American Society (IAS)
  - ➢ The Muslim Student Association (MSA)
  - ➢ The National Society of Black Engineers (NSBE)
  - ➢ The Organization of African and Caribbean Students (OACS)
  - ➢ The Organization of Latin American Students (OLAS)
  - ➢ The Returning Adult Student Organization (RASO)
  - ➢ Trigon (GLBT)
  - ➢ Women Today

- The Director of Educational Equity and Diversity Programs coordinates "Rhythms of Life," a multicultural performance series featuring artists representing diverse folkloric backgrounds. Performances over the past couple of years include Native Nations Dance Theatre, Tai Yim's Dragon and Lion Chinese Dancers, Rhythms and Blues, Rakish Paddy's

Irish music, Indian Sitar and Tabla, Caribbean Steel Drum/Pan music, Mariachis, and Japanese Taiko Drums.

- The Office of Educational Equity and Diversity Programs provides diversity training sessions to various student groups including residents assistants, student leaders during the annual leadership conference, and leaders for new student orientation. It also makes presentations on related topics in First Year Seminars.

6. Which strategies for creating a welcoming campus climate for diversity have been most successful? Which have been least successful? Which could be termed "best practices"?

- **Most successful**: The Office of Educational Equity and Diversity Programs. The College has invested considerable resources in the office, which supports student organizations aimed at underrepresented students and promotes diversity programming to enhance the cultural life of the campus.

- **Least successful**: Getting all administrative units to use and act on assessment data.

- **Best Practice**: Multi-cultural programming in informal settings. The "Rhythms of Life" occurs in the student union building in the open, which allows students to observe in an informal atmosphere.

7. What measures of success have you identified to gauge your progress in this Challenge? Include data demonstrating outcomes.

- ❖ **Metric A**: Senior student responses to select diversity-related questions on the Penn State Behrend Senior-Year Student Survey.

Questions	2004	2006
I am aware that there is an office for diversity/ multi-cultural affairs on campus. Percent responding "agree" or "strongly agree"	(not asked)	89%
I have attended the following cultural event campus: Rhythms of Life Series Program.	(not asked)	33%
I have attended the following cultural event campus: Rev. Dr. Martin Luther King, Campus-wide Celebration.	(not asked)	17%

- ❖ **Metric B**: Full-time undergraduate faculty responses to select diversity-related question on the Higher Education Research Institute survey.

Questions	2004-05	2007-08
Goals for undergraduates noted as "very important" or "essential": Enhance students' knowledge of and appreciation for other racial/ethnic groups.	46.9%	42.0%
Personal goals noted as "very important" or "essential": Helping to promote racial understanding.	43.3%	60.5%
Agree "strongly" or "somewhat": Racial and ethnic diversity should be more strongly reflected in the curriculum.	41.1%	67.9%
Agree "strongly" or "somewhat": There is a lot of campus racial conflict here.	5.6%	12.5%

Questions	2004-05	2007-08
Issues you believe to be of "high" or "highest" priority at your institution: To create a diverse multi-cultural campus environment.	51.2%	49.4%
Issues you believe to be of "high" or "highest" priority at your institution: To promote gender equity among faculty.	52.4%	51.9%
Issues you believe to be of "high" or "highest" priority at your institution: To increase the representation of minorities in the faculty and administration.	46.0%	45.0%
Issues you believe to be of "high" or "highest" priority at your institution: To increase the representation of women in the faculty and administration.	46.4%	45.7%
Attributes noted as being "very descriptive" of your institution: There is respect for the expression of diverse values and beliefs.	32.8%	32.1%
Agree "strongly" or "somewhat": Promoting diversity leads to the admission of too many underprepared students.	25.2%	17.5%
Agree "strongly" or "somewhat": A racially/ethnically diverse student body enhances the educational experience of all students.	84.9%	88.9%

❖ **Metric C**: Faculty and staff responses to select diversity-related questions on Penn State University Faculty/Staff surveys.

Questions	2004	2008
The workplace climate in my department/unit is welcoming for employees from underrepresented groups. Percent responding "agree"	71%	68%
My department/unit provides visible leadership to foster diversity. Percent responding "agree"	60%	49%
Acceptance of diversity in the workplace has improved on my campus in the past three years. Percent responding "agree"	45%	40%
Have you personally experienced any conduct that has interfered unreasonably with your ability to work or learn on this campus? Percent responding "yes"	16%	23%
How would you rate your department/unit in regard to respect for the following groups?		
African American/Blacks	91%	80%
American Indians/Alaskan Natives	72%	72%
Asians/Pacific Islanders	78%	77%
Chicanos/Latinos/Hispanics	84%	78%
Lesbian, Gay , Bisexual, Transgender	77%	67%
Men	93%	89%
Non-native English speakers	80%	73%
Persons from different employment classifications	79%	71%
Persons with different socio-economic classes	80%	73%
Persons of age different than most others in the unit	89%	79%
Persons with mental disabilities	---	69%
Persons with physical disabilities	---	75%
Persons with religious backgrounds different from most others in the unit	82%	68%
Women	86%	77%

Questions	2004	2008
Whites/Caucasians	94%	89%
I have attended the following diversity-related events/programs at PSU within the last year: Diversity program. Percent responding "yes"	29%	58%

Challenge 3: Recruiting and Retaining a Diverse Student Body

1. Describe specific initiatives your unit may have that are intended to contribute to recruiting or retaining undergraduate and/or graduate students from underrepresented groups.

- The Minority College Experience Program is a free eight-week summer program for academically-talented high school seniors from underrepresented groups. Qualifying students enroll in a college-credit summer course related to any of Penn State Behrend's thirty-four majors. The program offers students the opportunity to interact with college students, professors, administrators and professionals through a variety of workshops and field trips. Many students who attend the programs eventually enroll at Penn State.

- The Penn State Educational Partnership (PEPP) is an after-school academic and social enhancement program in three Erie inner city schools. In a structured setting with teachers, tutors, and community mentors, PEPP provides the opportunity for students from predominantly minority and economically disadvantaged backgrounds to develop leadership skills and improve academically in order to be better prepared to pursue post-secondary education or training. Many students who attend the programs eventually enroll at Penn State.

- The Admissions Office has identified one of its counselors as Minority Admissions Counselor, the primary contact person for Erie County's inner city high schools. These schools have a high percentage of individuals from underrepresented groups.

- The Office of Admissions sponsors "Sleeping Bag Weekend," an annual overnight visitation program that provides high school students from underrepresented groups an opportunity to experience life as a student at Penn State Behrend. Students stay in residence halls with a current student, participate in campus activities, and meet faculty, staff, and students from across campus.

- In 2006 the College received a $1,000,000 trustee scholarship to support students from two local high schools with a heavy percentage of students from underrepresented groups. This fund enabled the College to award an additional $100,000 annually to academically talented students from a variety of ethnic backgrounds.

- In 2009 the College conducted a CQI project to identify new strategies for recruiting minority students. Recommendations included the creation of an African-American fraternity and sorority, the addition of several academic majors, and an expansion of cultural opportunities. The College is in the process of evaluating and implementing several of the recommendations.

- In fall 2005 Penn State Behrend added two major programs that could be completed entirely with evening classes (General Arts and Sciences and Management). The college hopes to attract additional adult students through the scheduling of these programs outside of traditional class hours.

- In spring 2007 the Enrollment Management Group began implementing a series of twenty retention initiatives, several of which focused on students from historically underrepresented groups. These included strengthening academic advising practices and social opportunities to interact with faculty members.

2. Describe specific initiatives your unit may have that are intended to reduce intergroup disparities in enrollment, retention, and graduation rates.

- Under the leadership of the directors of the schools of Science and Engineering, in November 2006 the College received a $500,000 National Science Foundation grant to support scholarship opportunities for female students and students from underrepresented groups enrolled in science, technology, engineering and math (STEM) fields of study.

- In fall 2007 the College created a Nursing program that now enrolls more than 130 students, 85% of whom are women and half of whom are adult students. The addition of more female students helps to balance the College male-to-female ratio, which is heavily skewed to men.

- The Women in Science and Engineering Program is a free eight-week summer program for academically-talented female high students in and around Erie County. Qualifying students enroll in a college-credit summer course associated with the areas of science or engineering. The program offers students the opportunity to interact with college students, professors, administrators and professionals through a variety of workshops and field trips. Many students who attend the programs eventually enroll at Penn State.

- The Office of Continuing Education offers Math Options, a program that highlights math-, science-, engineering-, and technology-related careers. At its annual conference for 7th and 8th grade girls on the Behrend campus, women in careers as diverse as veterinary science, aerospace engineering, and the computer industry give presentations, and students attend workshops on a variety of topics. Participants leave the program with a good sense of career options, the importance of the study of math, and the knowledge that a network of mentors is available. Teachers and guidance counselors attending the career day have the opportunity to attend workshops designed for educators on how to encourage students to pursue math, and related careers.

- The School of Engineering sponsors two societies aimed at retaining students from underrepresented groups: the National Society of Black Engineers and the Society of Women Engineers. Other schools have faculty members who sponsor diversity-related organizations available to students across the campus, such as the Asian Students Society.

- The School of Engineering introduced the Women in Engineering Day for high school students in October 2006, an annual event that introduces 10th and 11th grade girls to engineering. In November 2009 the program hosted 75 girls and their teachers from eight schools in northwestern Pennsylvania.

- The Associate Director of Student Affairs worked with the School of Engineering to create the Women in Engineering First-Year Seminar and Freshman Interest Group (FIG) in fall 2006. This FIG allows first-year female engineering students to establish peer groups by enrolling in two or three linked classes. It is offered every fall to approximately 20 female engineering students.

- In spring 2006 the Office of Admissions and Financial Aid offered the Women-to-Women mentoring program. A select group of female students in offer status to Penn State Behrend were invited to attend an overnight program on campus and to enter into a mentoring relationship with a current female student. Twenty-nine offered students

attended the program. Seventy-nine percent of the attendees eventually enrolled at Penn State.

- In fall 2009 the College implemented Promoting Academic Success, a program designed for college-bound high school students with learning disabilities. Students take a one-credit class that focuses on study skills, learning styles, assistive technology, problem-solving techniques, and disability laws.

- In fall 2010 the Office of Educational Equity and Diversity Programs will expand its successful peer-to-peer mentoring program for students of color. Upperclassmen will mentor freshmen and sophomores, helping them adapt to the college environment.

- In fall 2010 the Office of Educational Equity and Diversity Programs will implement FastStart Behrend, a triad mentoring program that connects first-year students with a faculty or staff member and an alumnus.

3. What mechanisms for collaboration has your unit established?

- College-wide collaboration for recruitment and retention initiatives occurs at the biweekly meetings of the Enrollment Management Group (EMG). Its membership includes:

  ➢ Associate Dean for Academic Affairs
  ➢ Director of Student Affairs
  ➢ Director of Admissions and Financial Aid
  ➢ Assistant Director of Admissions and Financial Aid
  ➢ College Registrar
  ➢ Bursar/Financial Officer
  ➢ Director of the Center for Adult Students
  ➢ Director of the Learning Resource Center
  ➢ Director of the Academic and Career Planning Center

  The broad membership of EMG ensures that the directors of important College offices regularly discuss and plan initiatives aimed at students from underrepresented groups.

- The Associate Dean makes regular reports of the activities of EMG to the Educational Equity and Campus Environment Committee, the Faculty Council, the Academic Leadership Team, the Chancellor's Advisory Committee, and the Behrend Administration Team.

- Other units, such as the academic schools, contact appropriate college offices when they need assistance with recruitment and retention initiatives. Many college offices, such as the Admissions Office, work directly with the academic schools on particular initiatives. For example, over the last three years the Director of Admissions and Financial Aid, the Director of the Academic and Career Planning Center, and the Associate Dean met with every school director and program chair to discuss recruitment and retention initiatives. Many of these ideas were diversity-related in nature.

4. Which recruitment and retention initiatives have been most successful? Which have been least successful? Which could be termed "best practices"?

- **Most successful**: The Minority College Experience Program and the Women in Science and Engineering Program have a proven track record in recruiting students to Penn State.

- **Least successful**: The addition of two academic programs aimed at attracting adult students in the evening has forced the schools to adapt faculty teaching schedules and to hire additional instructors. After offering these programs for four years, it is still uncertain whether the College will be able to attract a sufficient number of adult students to bear the added financial costs it has assumed.

- **Best Practices**: (1) The intra-College collaboration engendered by the broad membership of the Enrollment Management Group. Penn State Behrend attributes much of its recent increase in underrepresented students to the activities of this organization. (2) The broad array of outreach programs aimed at recruiting women and students from underrepresented groups. The Schools of Engineering and Science have been most active pursuing these initiatives.

5. What measures of success have you identified to gauge your progress in this Challenge? Include data demonstrating outcomes.

- ❖ **Metric A**: The number of students from historically underrepresented groups at Behrend.

	Fall 1997 % (N)	Fall 2000 % (N)	Fall 2002 % (N)	Fall 2005 % (N)	Fall 2008 % (N)
American Indian	0.2% (7)	0.0% (1)	0.1% (2)	0.0% (1)	0.0% (5)
African American/Black	3.0% (91)	3.4% (122)	3.1% (110)	3.4% (119)	3.9% (168)
Asian American	2.1% (65)	2.0% (73)	1.6% (58)	2.3% (82)	2.2% (96)
Hispanic	1.4% (41)	1.3% (47)	1.4% (50)	1.6% (58)	2.0% (87)
Subtotal	*6.7% (204)*	*6.7% (243)*	*6.2% (220)*	*7.3% (260)*	*8.2% (356)*
White/Not Reported	93.2% (2819)	92.4% (3333)	92.5% (3296)	91.4% (3239)	90.3% (3912)
International	0.1% (2)	0.9% (33)	1.3% (48)	1.2% (43)	1.5% (66)
Totals	*100% (3025)*	*100% (3609)*	*100% (3564)*	*100% (3542)*	*100% (4334)*

- ❖ **Metric B**: The number of Minority College Experience Program and the Woman in Science and Engineering students who apply to, were offered admission at, and who enrolled at Penn State.

Admission Status	Behrend	University Park	Other Campuses	Totals
Applications	238	83	2	323
Offers	234	78	2	314
PDACC	163	45	0	208
Yield Rate	69.7%	57.7%	0%	66.2%

❖ **Metric C**: The number of scholarships and the level of financial support awarded to students from historically underrepresented groups.

	2003-04 % (N)	2004-05 % (N)	2005-06 % (N)	2006-07 % (N)	2007-08 % (N)	2008-09 % (N)
Students with a minority indicator	100 % (339)	100% (330)	100% (332)	100% (306)	100% (347)	100% (368)
Minority students receiving PSU scholarships	17.7% (60)	29.1% (96)	31.6% (105)	29.1% (89)	31.7% (110)	28.3% (104)
Total PSU scholarships awarded to minority students	$229,991	$315,758	$330,713	$329,409	$399,085	$428,305

❖ **Metric D**: The number of Math Options students who apply to and enrolled at Penn State.

Totals as of Fall 2009

Total Participants	3176
Participants prior to 2003 (now old enough to apply to PSU)	2304
Participants who applied to Penn State (all campuses)	600
Participants who enrolled at Penn State (all campuses)	295
Participants who enrolled at Penn State Behrend	192
Participants who enrolled in math/science at Penn State (all campuses)	84
Participants who enrolled in math/science at Penn State Behrend	54

Challenge 4: Recruiting and Retaining a Diverse Workforce

1. How has your unit actively and successfully engaged in locating and recruiting faculty and/or staff from underrepresented groups?

- Faculty positions are placed in general publications (e.g., *The Chronicle of Higher Education*), discipline-specific publications (e.g., the American Historical Association's *Perspectives*, *Physics Today*, *Chemical and Engineering News*, etc.), and electronic job postings (e.g., *HigherEdJobs.com*). Positions are also advertised in publications that target underrepresented groups (e.g., *Hispanic Outlook* and *Black Issues*).

- School directors and/or program chairs send e-mails and job descriptions directly to universities and/or departments in hopes of identifying and recruiting faculty from underrepresented groups. Faculty members are especially encouraged to contact colleagues at University Park and elsewhere. The school of Science, for instance, typically makes over a hundred such mailings to eastern and midwestern universities with graduate programs. Mailings are sent to all traditionally African-American universities.

- Some standing positions have been redefined in hope of attracting faculty from underrepresented groups. For instance, in recent years the School of Humanities and Social Sciences redefined tenure-track lines in English and history and was able to hire faculty members from historically underrepresented groups.

- New academic programs have been added whose faculty historically includes a large number of women. For instance, the College's program in Nursing resulted in eight new faculty hires, seven of whom are women.

- The College recently added a secondary education in mathematics degree. Because two-thirds of PhDs in education are awarded to women and one-third to ethnic minorities, we hope that that we will be able to use future hires in this area as a means to further diversify our faculty.

2. What strategies have been implemented to improve identification and assessment of credentials for purposes of hiring and promotion?

- In response to feedback to the 2006 update of the diversity plan, the College revised faculty search guidelines in terms of committee membership, developing a short list, and involvement of the Chancellor's Office. As a result of these revisions the number of tenure-track faculty searches resulting in the hiring of a minority faculty has greatly increased:

	2004-06 (old search procedures)	2007-09 (new search procedures)
Searches	14	27
Hires	13	27
Minority Hires	7.7% (1)	33.3% (9)

- Each fall the Chancellor and Associate Dean for Academic Affairs remind school directors of diversity issues that must keep in mind when they recruit faculty. These include establishing a balance of representation on search committees, making use of the Affirmative Action Office to ensure a diverse pool of applicant, and developing interview questions that will elicit a candidate's commitment to diversity.

- School directors meet with every search committee and emphasize that part of their charge is the importance of locating and hiring candidates from underrepresented groups. Search committees are expected to present semifinal lists with approximately ten candidates that contain members of underrepresented groups.

- Search committees that do not place a woman or candidate from an underrepresented group must submit the application materials of the highest-ranked woman and minority candidate to the Chancellor's Office for further review.

3. What retention strategies have you implemented in your unit to retain and promote the success of faculty and/or staff from underrepresented groups?

- Peer mentoring is provided to all faculty members in their academic school. School directors coordinate the assignment of mentors with the program chair of new faculty members. Some directors assign mentors to new faculty members while others appoint mentors in consultation with the new faculty member. Mentors are expected to assist new faculty members in teaching, establishing a research program, and integrating into the environment of Penn State Behrend.

- The Behrend College Liaison Committee to the University Commission for Women initiates and supports activities on campus. Its stated goals are to (1) support and disseminate the work of the University's Commission for Women; (2) identify and advocate women's issues; (3) develop and implement education programs on women's issues; and (4) act as a resource and a referral/information source for individual women regarding problems related to women's issues and well-being.

- School directors are responsible for ensuring that adequate professional development opportunities are available to their faculty members. Special support may be provided to allow individuals from underrepresented groups to take advantage of unique development opportunities. For instance, the School of Engineering provided support to enable an African-American engineering faculty member to attend a National Science Foundation workshop on minority success on the tenure track.

- The College has a consistent history of providing female faculty members with extended maternity leave that goes beyond Penn State Human Resource Guideline 18 ("Paid Parental Leave for Faculty"). The College has routinely granted paid leave for at least one semester for new mothers. For instance, in fall 2009 two expectant mothers in the School of Science will be on paid leave from November through the end of the spring semester.

- Supervisors are instructed to emphasize to members of their staff that visible support of diversity is an expected responsibility of their job and that they should include evidence of diversity-related activities on their annual Staff Review and Development Plan.

- The Senior Associate Dean monitors the salary of all Penn State Behrend employees and makes adjustments when necessary to ensure that all individuals are treated equitably. Over the last several years this has included multiple members of the faculty and the staff.

4. Which recruitment and retention strategies have been most successful? Which have been least successful? Which could be termed "best practices"?

- **Most successful**: Redefining job descriptions to attract faculty from underrepresented groups.

- **Least successful**: Current mentoring practices. The four academic schools oversee peer mentoring for their own faculty members and there is variation in their practices. The same multiplicity of approaches is true for the various staff offices around campus. Both the mentors and the new faculty/staff members need a better understanding of the purposes of mentoring and a list of specific strategies to employ. As part of the Penn State Behrend 2008-13 strategic plan, the College is developing a policy for faculty mentoring. The Senior Associate Dean is also working with the Staff Development Committee to create a mentoring policy for staff members. We anticipate that both mentoring policies will be in place for the start of the 2010-11 academic year.

- **Best Practices**: The development and distribution of best practices in recruiting. Most offices are eager to support diversity-friendly hiring practices, but they are not aware of specific steps that they should be taking. The College has begun systemizing the sharing of successful recruitment practices.

5. What measures of success have you identified to gauge your progress in this Challenge? Include data demonstrating outcomes.

❖ **Metric A**: The number of female and minority applicants for tenure-track faculty positions.

Penn State Behrend Tenure-Track Faculty Searches (2004-09)

Note: Searches conducted under revised search procedures indicated with an *

Black School of Business

Search	AA Data Cards Returned	Female Applicants % (N)	Minority Applicants % (N)
078-29	88	44.3% (39)	60.2% (53)
078-36 and 078-37	181	31.4% (57)	58.6% (106)
078-38	10	20.0% (2)	30.0% (3)
078-40*	51	27.5% (14)	60.8% (31)
078-44*	46	15.2% (7)	65.2% (30)
078-54*	21	19.0% (4)	71.4% (15)
078-55*	31	38.7% (12)	58.1% (18)
078-64*	8	12.5% (1)	62.5% (5)
078-65*	4	25.0% (1)	50.0% (2)
Totals	**440**	**31.1% (137)**	**59.8% (263)**

School of Engineering

Search	AA Data Cards Returned	Female Applicants % (N)	Minority Applicants % (N)
078-35	87	26.4% (23)	49.4% (43)
078-39*	66	90.9% (6)	69.7% (46)
078-52*	86	9.3% (8)	74.4% (64)
078-66*	24	20.8% (5)	58.3% (14)
Totals	263	16.0% (42)	63.5% (167)

School of Humanities and Social Sciences

Search	AA Data Cards Returned	Female Applicants % (N)	Minority Applicants % (N)
078-25	45	20.0% (9)	22.2% (10)
078-26	20	35.0% (7)	20.0% (4)
078-30	93	53.7% (50)	31.1% (29)
078-31	8	25.0% (2)	37.5% (3)
078-34	61	29.5% (18)	41.0% (25)
078-49*	64	65.6% (42)	32.8% (21)
078-50*	23	43.5% (10)	21.7% (5)
078-51*	60	33.3% (20)	40.0% (24)
078-53*	20	50.0% (10)	10.0% (2)
078-56*	28	17.9% (5)	25.0% (7)
078-57*	43	62.8% (27)	20.9% (9)
078-61*	51	58.8% (30)	21.6% (11)
078-62*	10	60.0% (6)	70.0% (7)
Totals	526	44.9% (236)	29.8% (157)

School of Science

Search	AA Data Cards Returned	Female Applicants % (N)	Minority Applicants % (N)
078-27	16	31.3% (5)	12.5% (2)
078-28	33	24.2% (8)	45.5% (15)
078-32	24	16.7% (4)	45.8% (11)
078-33	10	30.0% (3)	60.0% (6)
078-40*	12	41.7% (5)	25.0% (3)
078-46*	22	18.2% (4)	36.4% (8)
078-47*	41	24.4 (10)	51.2% (21)
078-48*	25	28.0% (7)	4.0% (1)
078-58*	19	36.8% (7)	31.6% (6)
078-59*	12	50.0% (6)	66.7% (8)
078-60* and 078-61*	134	42.5% (57)	30.6% (41)
Totals	348	33.3% (116)	35.1% (122)

❖ **Metric B**: The number of female and minority hires for tenure-track faculty positions.

Penn State Behrend Tenure-track Faculty Hires

	2004-06 (old procedures)	2007-09 (new procedures)
Searches	14	27
Hires	13	27
Female Hires	53.8% (7)	48.1% (13)
Minority Hires	7.7% (1)	33.3% (9)

❖ **Metric C**: The number of female full-time faculty members.

Fall 1997 Faculty Gender

	Professor		Associate Professor		Assistant Professor		Instructor		Totals	
	#	%	#	%	#	%	#	%	#	%
Female	1	11.1%	4	12.9%	10	18.5%	20	37.0%	**35**	**23.6%**
Male	8	88.9%	27	87.1%	44	81.5%	34	63.0%	**113**	**76.4%**
Totals	**9**	**100%**	**31**	**100%**	**54**	**100%**	**54**	**100%**	**148**	**100%**

Fall 2000 Faculty Gender

	Professor		Associate Professor		Assistant Professor		Instructor		Totals	
	#	%	#	%	#	%	#	%	#	%
Female	3	21.4%	7	16.3%	12	27.3%	24	32.9%	**46**	**26.4%**
Male	11	78.6%	36	83.7%	32	72.7%	49	67.1%	**128**	**73.6%**
Totals	**14**	**100%**	**43**	**100%**	**44**	**100%**	**73**	**100%**	**174**	**100%**

Fall 2002 Faculty Gender

	Professor		Associate Professor		Assistant Professor		Instructor		Totals	
	#	%	#	%	#	%	#	%	#	%
Female	3	23.1%	9	20.5%	16	29.1%	35	38.9%	**63**	**31.2%**
Male	10	76.9%	35	79.5%	39	70.9%	55	61.1%	**139**	**68.8%**
Totals	**13**	**100%**	**44**	**100%**	**55**	**100%**	**90**	**100%**	**202**	**100%**

Fall 2005 Faculty Gender

	Professor		Associate Professor		Assistant Professor		Instructor		Totals	
	#	%	#	%	#	%	#	%	#	%
Female	3	20.0%	10	20.4%	17	30.9%	30	33.7%	**60**	**28.8%**
Male	12	80.0%	39	79.6%	38	69.1%	59	66.3%	**148**	**71.2%**
Totals	**15**	**100%**	**49**	**100%**	**55**	**100%**	**89**	**100%**	**208**	**100%**

Fall 2008 Faculty Gender

	Professor		Associate Professor		Assistant Professor		Instructor		Totals	
	#	%	#	%	#	%	#	%	#	%
Female	5	23.8%	9	16.1%	19	44.2%	45	42.1%	**78**	**34.4%**
Male	16	76.2%	47	83.9%	24	55.8%	62	57.9%	**149**	**65.6%**
Totals	**21**	**100%**	**56**	**100%**	**43**	**100%**	**107**	**100%**	**227**	**100%**

❖ **Metric D:** The number of minority full-time faculty members.

Fall 1997 Faculty Ethnicity

	Professor		Associate Professor		Assistant Professor		Instructor		Totals	
	#	%	#	%	#	%	#	%	#	%
Am Ind	0	0.0%	0	0.0%	0	0.0%	0	0.0%	**0**	**0.0%**
Af Am	0	0.0%	0	0.0%	1	1.9%	2	3.7%	**3**	**2.0%**
As Am	0	0.0%	4	12.9%	8	14.8%	0	0.0%	**12**	**8.1%**
Hisp	1	11.1%	0	0.0%	1	1.9%	0	0.0%	**2**	**1.4%**
SbT	*1*	*11.1%*	*4*	*12.9%*	*10*	*18.5%*	*2*	*3.7%*	*17*	*11.5%*
White	8	88.9%	27	87.1%	44	81.5%	52	96.3%	**131**	**88.5%**
Totals	*9*	*100%*	*31*	*100%*	*54*	*100%*	*54*	*100%*	*148*	*100%*

Fall 2000 Faculty Ethnicity

	Professor		Associate Professor		Assistant Professor		Instructor		Totals	
	#	%	#	%	#	%	#	%	#	%
Am Ind	0	0.0%	0	0.0%	0	0.0%	0	0.0%	**0**	**0.0%**
Af Am	0	0.0%	0	0.0%	3	6.8%	1	1.4%	**4**	**2.3%**
As Am	0	0.0%	6	14.0%	3	6.8%	2	2.7%	**11**	**6.3%**
Hisp	1	7.1%	0	0.0%	1	2.3%	1	1.4%	**3**	**1.7%**
SbT	*1*	*7.1%*	*6*	*14.0%*	*7*	*15.9%*	*4*	*5.5%*	*18*	*10.3%*
White	13	92.9%	37	86.0%	37	84.1%	69	94.5%	**156**	**89.7%**
Totals	*14*	*100%*	*43*	*100%*	*44*	*100%*	*73*	*100%*	*174*	*100%*

Fall 2002 Faculty Ethnicity

	Professor		Associate Professor		Assistant Professor		Instructor		Totals	
	#	%	#	%	#	%	#	%	#	%
Am Ind	0	0.0%	0	0.0%	0	0.0%	0	0.0%	**0**	**0.0%**
Af Am	0	0.0%	0	0.0%	3	5.5%	0	0.0%	**3**	**1.5%**
As Am	1	7.7%	4	9.1%	7	12.7%	2	2.2%	**14**	**6.9%**
Hisp	1	7.7%	1	2.3%	0	0.0%	1	1.1%	**3**	**1.5%**
SbT	*2*	*15.4%*	*5*	*11.4%*	*10*	*18.2%*	*3*	*3.3%*	*20*	*9.9%*
White	11	84.6%	39	88.6%	45	81.8%	87	96.7%	**182**	**90.1%**
Totals	*13*	*100%*	*44*	*100%*	*55*	*100%*	*90*	*100%*	*202*	*100%*

Fall 2005 Faculty Ethnicity

	Professor		Associate Professor		Assistant Professor		Instructor		Totals	
	#	%	#	%	#	%	#	%	#	%
Am Ind	0	0.0%	0	0.0%	0	0.0%	0	0.0%	**0**	**0.0%**
Af Am	0	0.0%	1	2.0%	2	3.6%	0	0.0%	**3**	**1.4%**
As Am	1	6.7%	4	8.2%	11	20.0%	2	2.2%	**18**	**8.7%**
Hisp	1	6.7%	1	2.0%	0	0.0%	1	1.1%	**3**	**1.4%**
SbT	*2*	*13.3%*	*6*	*12.2%*	*13*	*23.6%*	*3*	*3.4%*	*24*	*11.5%*
White	13	86.7%	43	87.8%	42	76.4%	86	96.6%	**184**	**88.5%**
Totals	*15*	*100%*	*49*	*100%*	*55*	*100%*	*89*	*100%*	*208*	*100%*

Fall 2008 Faculty Ethnicity

	Professor		Associate Professor		Assistant Professor		Instructor		Totals	
	#	%	#	%	#	%	#	%	#	%
Am Ind	0	0.0%	0	0.0%	0	0.0%	0	0.0%	**0**	**0.0%**
Af Am	0	0.0%	2	3.6%	0	0.0%	0	0.0%	**2**	**0.9%**
As Am	3	14.3%	4	7.1%	9	20.9%	3	2.8%	**19**	**8.4%**
Hisp	1	4.8%	1	1.8%	0	0.0%	3	2.8%	**5**	**2.2%**
SbT	*4*	*19.0%*	*7*	*12.5%*	*9*	*20.9%*	*6*	*5.6%*	*26*	*11.5%*
White	17	81.0%	49	87.5%	34	79.1%	101	94.4%	**201**	**88.5%**
Totals	*21*	*100%*	*56*	*100%*	*43*	*100%*	*107*	*100%*	*227*	*100%*

❖ **Metric E**: The number of minority staff members.

Fall 1997 Staff Ethnicity

	19 and below		20-25		26 and above		Totals	
	#	%	#	%	#	%	#	%
Am Ind	1	1.3%	0	0.0%	0	0.0%	**1**	**0.9%**
Af Am	2	2.6%	1	2.9%	0	0.0%	**3**	**2.6%**
As Am	0	0.0%	0	0.0%	0	0.0%	**0**	**0.0%**
Hisp	0	0.0%	0	0.0%	0	0.0%	**0**	**0.0%**
SbT	*3*	*3.9%*	*1*	*2.9%*	*0*	*0.0%*	*4*	*3.5%*
White	74	96.1%	34	97.1%	3	100.0%	**111**	**96.5%**
Totals	*77*	*100%*	*35*	*100%*	*3*	*100%*	*115*	*100%*

Fall 2000 Staff Ethnicity

	19 and below		20-25		26 and above		Totals	
	#	%	#	%	#	%	#	%
Am Ind	0	0.0%	0	0.0%	0	0.0%	**0**	**0.0%**
Af Am	6	6.2%	2	4.5%	0	0.0%	**8**	**5.5%**
As Am	0	0.0%	0	0.0%	0	0.0%	**0**	**0.0%**
Hisp	0	0.0%	0	0.0%	0	0.0%	**0**	**0.0%**
SbT	*6*	*6.2%*	*2*	*4.5%*	*0*	*0.0%*	*8*	*5.5%*
White	91	93.8%	42	95.5%	5	100.0%	**138**	**94.5%**
Totals	*97*	*100%*	*44*	*100%*	*5*	*100%*	*146*	*100%*

Fall 2002 Staff Ethnicity

	19 and below		20-25		26 and above		Totals	
	#	%	#	%	#	%	#	%
Am Ind	0	0.0%	0	0.0%	0	0.0%	**0**	**0.0%**
Af Am	5	5.1%	1	1.9%	0	0.0%	**6**	**3.9%**
As Am	0	0.0%	0	0.0%	0	0.0%	**0**	**0.0%**
Hisp	0	0.0%	1	1.9%	0	0.0%	**1**	**0.7%**
SbT	*5*	*5.1%*	*2*	*3.8%*	*0*	*0.0%*	*7*	*4.6%*
White	93	94.9%	50	96.2%	3	100.0%	**146**	**95.4%**
Totals	*98*	*100%*	*52*	*100%*	*3*	*100%*	*153*	*100%*

Fall 2005 Staff Ethnicity

	19 and below		20-25		26 and above		Totals	
	#	%	#	%	#	%	#	%
Am Ind	0	0.0%	0	0.0%	0	0.0%	**0**	**0.0%**
Af Am	5	4.7%	1	2.0%	0	0.0%	**6**	**3.8%**
As Am	1	0.9%	0	0.0%	0	0.0%	**1**	**0.6%**
Hisp	0	0.0%	1	2.0%	0	0.0%	**1**	**0.6%**
SbT	*6*	*5.6%*	*2*	*4.1%*	*0*	*0.0%*	*8*	*5.0%*
White	101	94.4%	47	95.9%	4	100.0%	**152**	**95.0%**
Totals	*107*	*100%*	*49*	*100%*	*4*	*100%*	*160*	*100%*

Fall 2008 Staff Ethnicity

	Comp		19 and below		20-25		26 and above		Totals	
	#	%	#	%	#	%	#	%	#	%
Am Ind	0	0.0%	0	0.0%	0	0.0%	0	0.0%	**0**	**0.0%**
Af Am	0	0.0%	5	5.5%	3	4.8%	0	0.0%	**8**	**4.4%**
As Am	1	4.2%	1	1.1%	0	0.0%	0	0.0%	**2**	**1.1%**
Hisp	0	0.0%	0	0.0%	1	1.6%	0	0.0%	**1**	**0.6%**
SbT	*1*	*4.2%*	*6*	*6.6%*	*4*	*6.5%*	*0*	*0.0%*	*11*	*6.1%*
White	23	95.8%	85	93.4%	58	93.5%	4	100.0%	**170**	**93.9%**
Totals	*24*	*100%*	*91*	*100%*	*62*	*100%*	*4*	*100%*	*181*	*100%*

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

1. What initiatives has your college taken in supporting multicultural curriculum efforts?

- The Associate Dean worked with the academic schools during the transition from GI to IL and US classes to identify Behrend College courses that meet the University's intercultural requirement. Faculty members continue to identify and propose courses as US/IL when appropriate.

- In fall 2006 the Undergraduate Studies committee at Penn State Behrend reviewed the University guidelines on intercultural coursework in general education. The committee instructed the Associate Dean to send a memo to the College faculty discussing the University definition of intercultural coursework and emphasizing its importance in a Penn State education. The memo was distributed in the spring 2007 semester.

- Over the last several years the faculty has made a concerted effort to increase the US, IL, and USI courses it offers during the fall and spring semesters. Over the last three academic years the number of courses and seats offered have each risen by 50% :

Academic Year	Courses Offered	Seats Offered
2005-06	86	3397
2006-07	98	3857
2007-08	118	4767
2008-09	129	5112

- The Office of Educational Equity and Diversity Programs provides financial support for musical artists to perform in the World Music class.

- For three years an Internationalization Task Force considered curricular changes to increase student understanding of intercultural and international issues. Unfortunately the task force was unable to reach agreement and eventually the group was disbanded.

2. What research and teaching in your college has advanced the University's diversity agenda?

- A considerable amount of diversity-related research and scholarship occurs at Penn State Behrend. Recent examples include a faculty member who has written poems and essays about being raised in a multicultural household (creative writing); articles on gender issues (marketing and English); articles on ethnic studies and an edited anthology on colonial and postcolonial literature (English); and international responses to humanitarian crises (political science).

- Several faculty members have authored books on diversity-related topics. For instance, one faculty member has written several articles and a book about women in mathematics. A member of the psychology program is the co-author of *Girl Wars: 12 Strategies that will End Female Bullying*, a well-received book that addresses relational aggression among

preteen and teenage girls. The school director of Humanities and Social Sciences has written a book and numerous articles about Native American history and culture.

- Research into diversity-related areas informs faculty members and makes them better instructors. For instance, a member of the Black School of Business who received two Fulbright grants to support his research in Bangladesh was able to incorporate intercultural elements into his successful MRKTG 470 Global Marketing (IL) course. A second example is a member of the political science faculty, who has used his scholarly interests in multiculturalism to supplement his POLSC 123 Ethnic and Racial Politics (GS; US,IL) class. This individual, incidentally, received the Atherton Award for Teaching Excellence in 2006.

3. How is diversity integrated into the curriculum of your college?

- Several individuals working with the Director of the Center for Teaching and Educational Technologies developed a diversity module for use in classes. Many instructors of first-year seminars have been using the module since fall 2005.

- There is broad participation across the College in offering intercultural courses. In the 2008-09 academic year, US/IL/USI courses were offered by faculty in the fine arts (art history, music, theatre); foreign languages (French, German, Italian, Spanish); humanities (American Studies, classics, comparative literature, English, history, Jewish Studies, philosophy, religious studies, and women's studies); natural sciences (biology); and social sciences (anthropology, communication, economics, political sciences, psychology, youth and family education).   Faculty members in many professional programs -- including education, labor and employment relations, management, marketing, nursing, and plastics engineering technology -- developed and offered US/IL/USI courses.

- Several academic programs have been structured in such a manner that students will be ensured an opportunity to take diversity-related classes. One such program is the English degree, which includes a "Globality and Literature" component, consisting of 9-15 credit hours. Students take courses in world literatures, which by definition represent various postcolonial and minority cultures. As part of the program, students also take various classes in contemporary literature in which they examine the work of minority writers in the U.S. and elsewhere in the world. Specific diversity-minded courses, all of which are regularly taught, might include:
  - ➢ ENGL 135 Alternative Voices in American Literature
  - ➢ ENGL 139 Black American Literature
  - ➢ ENGL 140 Contemporary Literature
  - ➢ ENGL 182 Literature and Empire
  - ➢ ENGL 184 Short Story (contains a unit on reading across cultures)
  - ➢ ENGL 312 Globality and Literature
  - ➢ ENGL 404 Mapping Identity, Difference, and Place
  - ➢ ENGL 486 World Novel in English
  - ➢ RL ST 003 Religions of the East

- A second example of an academic program that has deeply integrated diversity into its curriculum is psychology. The major consists of five core areas, one of which is "diversity." Courses in this section include:
  - ➢ PSYCH 231 Introduction to the Psychology of Gender
  - ➢ PSYCH 232 Cross Cultural Psychology
  - ➢ PSYCH 479 Psychology of Gender

- International Business is a dual-degree program that a student completes along with a second business program. Among its features are an education abroad experience of at least three credit hours and an additional fifteen credit hours in foreign language and culture.

- Students at Penn State Behrend may choose to complete minor programs that include diversity-related coursework. These include International Studies and Women's Studies.

- Several classes regularly offered at Behrend include study abroad opportunities. For instance, each spring a Spanish instructor offers INTST 497C Spain: A Cultural Encounter. He takes students abroad for ten days in Madrid, Jaen, Granada, Cordoba, and elsewhere. Other examples of study abroad courses offered by Penn State Behrend faculty include an economics class in China, a political science class in Toronto, a tropical biology class in Costa Rica, and an Italian culture class that visited Florence and Rome.

- The Career Development Center has extended its support of diversity outside of the traditional classroom by providing career counseling and workplace expectation services to students of color. They have partnered with the National Society of Black Engineers and the Organization of African Students to create workshops on applying for jobs and internships, writing resumes and cover letters, and appropriate dress in the work place.

4. Which strategies for developing a curriculum that fosters intercultural and international competencies have been most successful? Which have been least successful? Which could be termed "best practices"?

- **Most successful**: Individual faculty initiatives to incorporate diversity-related subject matter into their classes. Over the last few years the College has encouraged creativity and innovation in course work so that students could have additional opportunities to study diverse peoples and cultures. The College is happy with the eagerness with which the faculty has accepted this strategy (see Metric A, below).

- **Least successful**: Adoption of the diversity module in first-year seminars. Some faculty members have not incorporated the module into their classes.

- **Best Practice**: Encouraging faculty members to incorporate intercultural elements into their courses and programs whenever possible. Administrators should provide encouragement and, when necessary, financial support to facilitate innovation in this arena.

5. What measures of success have you identified to gauge your progress in this Challenge? Include data demonstrating outcomes.

❖ **Metric A**: Full-time undergraduate faculty responses to select diversity-related questions on the Higher Education Research Institute survey.

Questions	2004-05	2007-08
During the <u>past two</u> years, have you engaged in the following activity: Conducted research on international/global issues?	15.7%	27.2%
During the <u>past two</u> years, have you engaged in the following activity: Conducted research on racial or ethnic minorities?	13.0%	21.0%
During the <u>past two</u> years, have you engaged in the following activity: Conducted research women and gender issues?	13.8%	30.9%
Methods you use in "most" or "all" of the courses you teach: Reading on racial and ethnic studies.	9.6%	25.9%
Methods you use in "most" or "all" of the courses you teach: Reading on women and gender issues.	9.6%	27.2%
"Agree" or "strongly agree" to the following statement: Faculty should try to include diversity-related content in appropriate classes. (local question)	70.5%	85.2%

❖ **Metric B**: The number of students who study or travel abroad to further their education.

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Study Abroad (semester/year)	12	4	13	9	11	10
Summer Study Abroad	18	26	10	13	15	13
Faculty-led Behrend Classes	33	20	44	60	19	55
School and Program	0	36	37	52	24	15
Athletics, Band, Choir	0	37	13	16	15	31
Other trips	8	3	0	1	0	0
Total	**71**	**126**	**117**	**147**	**84**	**124**

❖ **Metric C**: Career Development Center workshops targeted to underrepresented student groups.

Event	Organization	Date	Students
Resume/CL and Job/Internship Searching	National Society of Black Engineers	11/2/05	21
Dress for Success	National Society of Black Engineers	11/16/05	12
Resume/CL and Job/Internship Searching	Organization of African Students	11/11/06	17
Resume/CL and Job/Internship Searching	National Society of Black Engineers	spring 2007	ca. 20
Career Planning Session	TriCounty NWIU	3/5/08	14
Career Planning Session	Talent Search	6/10/08	25

Event	Organization	Date	Students
Resumes and Summer Job Search	Penn State Educational Partnership Program	2/26/09	15
Career Planning Session	Minority College Experience/ Women in Science and Engineering Program	6/10/09	20
Career Planning Session	Penn State Educational Partnership Program	10/27/09	25

Challenge 6: Diversifying University Leadership and Management

1. How are unit leaders actively involved in diversity efforts?

- The Chancellor has identified diversity as one of the hallmarks with which Behrend College identifies itself (*www.erie.psu.edu/aboutPS/dean/index.htm*). He has also emphasized the importance of diversity-related activities in teaching, research, and service at the time of two-year, four-year, and promotion and tenure reviews. Diversity-related activities count heavily in the annual performance evaluation for all faculty and staff members.

- The Senior Associate Dean oversees outreach activities with local area schools. These programs include Math Options, the Minority College Experience Program, the Women in Science and Engineering Program, and the Penn State Educational Partnership Program, among several initiatives.

- The Associate Dean for Academic Affairs visibly demonstrates support for diversity by serving on the Educational Equity and Campus Environment Committee, which oversees the diversity-related activities on campus, and the Enrollment Management Group, which identifies and supports recruitment and retention efforts aimed at students from underrepresented groups.

- The Director of Student Affairs oversees diversity-related activities in Students Affairs. He and the Director of Educational Equity and Diversity Programs also work with the Student Government Association to promote diversity initiatives.

2. What is the diversity profile of the unit's administrative and executive levels?

- The executive and administrative levels of Penn State Behrend consist of the Chancellor, the Senior Associate Dean, the Associate Dean, and four school directors. All of these individuals are male and identify primarily with the "white" ethnic group.

- Among the academic support units, the chief administrators are the directors of the Lilley Library, Computer and Information Systems, Registrar's Office, Admissions and Financial Aid, Center for Academic and Career Planning, Center for Adult Students, Center for Teaching and Educational Technologies, Learning Resource Center, and Media and Instructional Support Center. Of these nine individuals, six are female, one identifies primarily with the "African-American" ethnic group and one identifies primarily with the "Asian" ethnic group.

- In Student Affairs, the chief administrators are the Director, the Associate Director, and the directors of Student Activities, Educational Equity and Diversity programs, Personal Counseling, the Early Learning Center, and the Health and Wellness Center. The Director of Student Affairs is a white male and the associate director is a white female. Of the remaining five directors, four are female and one identifies primarily with the "Hispanic" ethnic group.

- In other areas, the chief administrators are the directors of Operations, Marketing Communication, Development and University Relations, Alumni Relations, Housing and

Food Services, Police and Safety, Athletics, and Bursar/Finance. Of these eight individuals, three are female and all identify primarily with the "white" ethnic group.

3. Describe the procedures followed to create both diverse applicant pools and search committees for administrative searches. How is information about expectations regarding candidates' skills and experience with managing diversity communicated to the committee and to the candidates?

- All search committees include members from underrepresented groups. For academic administrator positions, the Chancellor or Associate Dean meets with the search committee to charge the committee about expectations for the position, important traits to look for in candidates, qualifications sought, the need to recruit a diverse workforce, and good practices in communicating and interviewing candidates. The Director of Educational Equity and Diversity Programs meets with the committee to discuss the University's "Guidelines for Recruiting a Diverse Workforce."

- Advertisements go to all appropriate professional outlets, the *Chronicle of Higher Education*, *HigherEd Jobs.com*, and to the University's and College's Web sites. Positions are also advertised in publications that target underrepresented groups (e.g., *Hispanic Outlook* and *Black Issues*). Colleagues at other colleges are contacted and asked to nominate candidates, especially women and individuals from underrepresented groups.

4. How does your unit identify staff and faculty from underrepresented groups who have administrative aspirations and potential, as well as assist them in developing leadership and management skills? How are such individuals supported in identifying opportunities for advancement?

- Penn State Behrend has a supportive policy for staff seeking continuing education or advanced degrees. The College regularly provides training opportunities through the Office of Human Resources and recently put the Senior Associate Dean in charge of identifying the needs and providing the opportunities for staff.

- In 2008 the Educational Equity and Campus Environment Committee recommended that the College adopt an Administrative Fellows program based on the successful University program. In the 2009-10 academic year the Associate Dean for Academic Affairs and the Director of Student Affairs became mentors for the first two Fellows, a white female faculty member and an African American female staff member.

- The Office of Educational Equity and Diversity Programs provides financial support to students of color so that they might attend the Pennsylvania Black Conference in Higher Education.

5. Which strategies for diversifying your unit's leadership and management have been most successful? Which have been least successful? Which could be termed "best practices"?

- **Most successful**: Identifying and supporting qualified individuals from underrepresented groups who already work in the College.

- **Least successful**: Relying on past leadership searches (especially at the administrative/ executive level) to develop an internal list of best practices. Because the College conducts leadership searches on so rarely, it is difficult to gather enough meaningful data on which to recommend new search procedures.

- **Best Practice**: Behrend Administrative Fellows Program.

<u>6. What measures of success have you identified to gauge your progress in this Challenge? Include data demonstrating outcomes.</u>

❖ **Metric A**: The number of women holding leadership positions.

Fall 2004 Leadership Gender

	Administrative/ Executive		Academic Affairs		Student Affairs		Additional Areas		Totals	
	#	%	#	%	#	%	#	%	#	%
Female	0	0.0%	4	50.0%	5	62.5%	2	25.0%	**11**	**36.7%**
Male	7	100.0%	4	50.0%	3	37.5%	6	75.0%	**20**	**64.5%**
Totals	**7**	**100%**	**8**	**100%**	**8**	**100%**	**8**	**100%**	**31**	**100%**

Fall 2006 Leadership Gender

	Administrative/ Executive		Academic Affairs		Student Affairs		Additional Areas		Totals	
	#	%	#	%	#	%	#	%	#	%
Female	0	0%	6	66.7%	5	71.4%	3	37.5%	**14**	**45.2%**
Male	7	100%	3	33.3%	2	28.6%	5	62.5%	**17**	**54.8%**
Totals	**7**	**100%**	**9**	**100%**	**7**	**100%**	**8**	**100%**	**31**	**100%**

Fall 2009 Leadership Gender

	Administrative/ Executive		Academic Affairs		Student Affairs		Additional Areas		Totals	
	#	%	#	%	#	%	#	%	#	%
Female	0	0%	6	66.7%	5	71.4%	3	37.5%	**14**	**45.2%**
Male	7	100%	3	33.3%	2	28.6%	5	62.5%	**17**	**54.8%**
Totals	**7**	**100%**	**9**	**100%**	**7**	**100%**	**8**	**100%**	**31**	**100%**

❖ **Metric B**: The number of minorities holding leadership positions.

Fall 2004 Leadership Ethnicity

	Administrative/ Executive		Academic Affairs		Student Affairs		Additional Areas		Totals	
	#	%	#	%	#	%	#	%	#	%
Individuals of color	0	0%	0	0%	1	12.5%	0	0%	**1**	**3.2%**
White	7	100%	8	100%	7	87.5%	8	100%	**30**	**96.8%**
Totals	**7**	**100%**	**8**	**100%**	**8**	**100%**	**8**	**100%**	**31**	**100%**

Fall 2006 Leadership Ethnicity

	Administrative/ Executive		Academic Affairs		Student Affairs		Additional Areas		Totals	
	#	%	#	%	#	%	#	%	#	%
Individuals of color	0	0%	2	22.2%	1	14.3%	0	0%	**3**	**9.7%**
White	7	100%	7	77.8%	6	85.7%	8	100%	**28**	**90.3%**
Totals	**7**	**100%**	**9**	**100%**	**7**	**100%**	**8**	**100%**	**31**	**100%**

Fall 2009 Leadership Ethnicity

	Administrative/ Executive		Academic Affairs		Student Affairs		Additional Areas		Totals	
	#	%	#	%	#	%	#	%	#	%
Individuals of color	0	0%	2	22.2%	1	14.3%	0	0%	**3**	**9.7%**
White	7	100%	7	77.8%	6	85.7%	8	100%	**28**	**90.3%**
Totals	**7**	**100%**	**9**	**100%**	**7**	**100%**	**8**	**100%**	**31**	**100%**

❖ **Metric C**: Faculty and staff responses to select diversity-related questions on Penn State University Faculty/Staff surveys.

Question	2004	2008
My department/unit provides visible leadership to foster diversity. Percent responding "agree"	60%	49%

Challenge 7: Coordinating Organizational Change to Support Our Diversity Goals

1. How does your unit's strategic plan reflect the importance of diversity for meeting your goals and objectives?

- The Penn State Behrend 2008-13 strategic plan identifies eight hallmarks, including diversity:

  We need to build a more diverse and supportive campus community and climate.

  We have yet to realize this hallmark. We believe institutions of higher education are laboratories for ideas and the more backgrounds, opinions, and perspectives that can be brought to bear, the better the ideas and the greater the learning. A liberal education asks students to investigate new worlds and to look at the familiar problems from fresh perspectives. Multiple viewpoints provide us with a better understanding of issues and enable us to attach meaning to the events of our world.

  Achieving greater diversity among our student body and faculty and staff continues to be a difficult struggle, and it calls for a much stronger commitment as well as new approaches to achieving this desired outcome.

- The strategic plan identifies several goals, including "Goal IV. Building a More Diverse and Supportive Campus Community." The principles and strategies under this goal area are drawn from the revised diversity plan the College submitted in spring 2005.

- The College has identified diversity as one of the five core areas of its mission statement: "Behrend provides a climate that promotes international understanding and multicultural awareness and respect."

2. 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?

- The four academic schools are being encouraged to develop active clubs for each of their program areas; some of these are specifically aimed at underrepresented groups (e.g., The National Society of Black Engineers and the Society of Women Engineers). In Student Affairs there has been an emphasis recently on developing activities and organizations that appeal particularly to female students.

- In response to feedback to the 2006 update and results of the 2007 campus climate survey, the College restructured the diversity committee to make it less "top-heavy" and include greater faculty representation.

- The charge of the Educational Equity and Campus Environment Committee reflects the priorities of the *Framework to Foster Diversity at Penn State*. The charge of the diversity committee has been changed to reflect the needs of the College. Its current charge is to (1) "recommend and evaluate strategies and policies related to enhancing diversity and improving the campus climate, with a special emphasis on faculty" and (2) "to provide

advice and counsel on the College's Strategic Plan for Diversity as it relates to the seven-point University-wide framework for diversity."

- The Office of Educational Equity and Diversity Programs was moved to a new location to better serve students with physical and learning disabilities.

- The activities of the Institution Research Committee (IRC) have been significantly shifted to support diversity-related activities. For instance, in the 2005-06 academic year the Associate Dean for Academic Affairs charged them with developing a campus climate survey. In spring 2006 he charged the IRC with assessing the effectiveness of several diversity-related initiatives and organizations, including Math Options, the Minority College Experience Program, the Women in Science and Engineering Program, and the Penn State Educational Partnership Program.

- The College restructured the Division of Undergraduate Studies to create an independent Center for Adult Students. A full-time director was appointed to the unit, which was previously overseen on a part-time basis by a DUS adviser; a part-time staff assistant position was created to support the center. The College has provided space in an office suite with a large reception area, two offices, test-taking room, storage room, and work room. An adult student lounge has been established.

- In summer 2005 a part-time DUS adviser position was created and filled by the part-time Disability Services Coordinator (located in Educational Equity and Diversity Programs). She now routinely serves as the academic adviser for new students who make contact with the Office of Disability Services. This allows students with disabilities to be advised by a "familiar face" familiar with any special needs they may have.

3. What budget and development approaches have been implemented by your unit to ensure financial stability of diversity priorities?

- Diversity-oriented positions and programs have been protected despite substantial permanent and temporary budget recycling that the colleges and campuses have absorbed over the last several years. The College has also provided higher salaries where necessary to recruit faculty from underrepresented groups.

- The Chancellor's Office has consistently provided money to assist units in ensuring their diversity-related priorities when their own financial resources fell short. For instance, money has been provided to the Women's Liaison Committee to support diversity-related luncheons and presentations.

- The percentage of the Student Activity Fee spent on multi-cultural programming has increased over 60% in recent years. This level of support has dramatically enhanced the cultural atmosphere on campus.

- The College has dedicated a considerable amount of money to make the campus pedestrian walkway system ADA compliant.

- The College funds the Behrend Administrative Fellows program, which allows one faculty member and one staff member to devote 50% of their work time in an academic year working with a mentor in the upper administration.

4. Describe the systems of accountability and reward that support the achievement of diversity goals.

- Support of the college's diversity initiatives is one dimension of the annual review process for administrators and staff members. Supervisors are expected to discuss with their supervisees diversity-related accomplishments in the previous academic year and to identify goals for the following academic year.

- The College established metrics that it will use to better measure the progress administrators and offices are making in attaining its diversity goals. In the past the College has allowed offices to indicate that they were "making progress." Now the College has shifted its approach to focus on measurable data and set targets.

- The College has also set aside funding to support several internal and nationally normed survey instruments to assess student and faculty attitudes toward diversity-related issues. For example, the College participates in the National Survey of Student Engagement on a regular basis.

5. What partnerships, with internal or external units and/or constituencies, have you created to advance the University's diversity goals?

- Penn State Behrend has formed partnerships with regional schools to provide outreach opportunities for female students and students from underrepresented groups. Programs include Minority College Experience Program, the Penn State Educational Partnership, Women in Science and Engineering Program, and Math Options. Further details on these initiatives can be found in the responses to Challenge 3 (above).

- In April 2006 Penn State Behrend collaborated with nine western Pennsylvania schools to create an event called SEED (Students and Employers Enhancing Diversity). The event, targeting a diverse student group, including students with disabilities, was held at a local university and paid for by a grant from the State System of Higher Education. The day-long event included a networking session as well as panels including professional dress, what individuals should (and should not do) in their first job, and marketing one's skills.

- The College supports an initiative of the Academic Success Center in Erie to promote academic success among urban youth. High school juniors and seniors apply to attend a semester-long leadership academy. Penn State Behrend hosts some of the events and assists in developing the program curriculum.

6. Which strategies to coordinate organizational change in support of diversity goals have been most successful? Which have been least successful? Which could be termed "best practices"?

- **Most successful**: Collaborations with regional schools to attract female students and students from underrepresented groups. Local high schools are normally eager to establish unique educational opportunities for their students; the College benefits from establishing an early relationship with academically talented high school students.

- **Least successful**: Encouraging the faculty to establish diversity-related clubs for each academic program. Many members of the faculty feel that they are too busy with other responsibilities to undertake this initiative.

- **Best Practice**: Developing a clear linkage between diversity planning and the strategic plan.

7. What measures of success have you identified to gauge your progress in this Challenge? Include data demonstrating outcomes.

- ❖ **Metric A**: Structural realignments to ensure the realization of University diversity goals.
    - o The Center for Adult Students was removed from the Division of Undergraduate Studies and established as an independent unit. It has received a dedicated staff position, a department allotment, spacious facilities, and an enhanced identity..
    - o Creating a joint appointment in the Division of Undergraduate Studies and Educational Equity and Diversity Programs.

- ❖ **Metric B**: Changes to the membership of the College diversity committee.
    - o Minority Admissions Counselor (added 2005-06).
    - o Senior female faculty member (added 2006-07).
    - o Completely restructured in 2007 in response to feedback to the 2006 update and results of the 2007 campus climate survey.

- ❖ **Metric C**: Changes to the charges of the Educational Equity and Campus Environment Committee (formerly the "Chancellor's Committee on Diversity").
    - o The charges to the Educational Equity and Campus Environment Committee have been refined and expanded to ensure the realization of the University's diversity goals. The scope of the committee's charge was originally limited to "campus climate, training needs, and hiring practices." This has been expanded to include the promotion of diversity-related activities, diversifying the student body, and incorporating intercultural learning opportunities in the curriculum. See Challenge 7, Question 2 above for the full charge.
    - o New charges were developed in response to feedback to the 2006 update and results of the 2007 campus climate survey.

Update on 2004-2009 Diversity Plan Initiatives

Challenge 1: Developing a Shared and Inclusive Understanding of Diversity

Principle 1.1 -- The College will foster a campus climate in which students, faculty, and staff have an understanding of Behrend's definition of diversity.

Initiatives	Status	Comments
a	done	repeated annually
b	done	repeated annually; the Associate Dean has also held focus group meetings with new faculty members to solicit suggestions for enhancing the handbook
c	done	repeated annually
d	done	ongoing; the initiative will be developed more fully in the College's 2010-15 diversity plan
e	done	ongoing; the initiative will be developed more fully in the College's 2010-15 diversity plan

Principle 1.2 -- The College will foster a campus climate in which diversity is a prominent element of the College's liberal education.

Initiatives	Status	Comments
a	done	repeated annually 2005-08 when the old diversity committee was intact
b	done	completed; the Associate Dean annually encourages faculty members to use the diversity modules
c	done	separate messages sent
d	done	completed; the plan remains on the College's Web site

Challenge 2: Creating a Welcoming Campus Environment

Principle 2.1 -- The College will foster a shared sense of responsibility among faculty, staff, and other stakeholders for creating a welcoming campus environment.

Initiatives	Status	Comments
a	done	repeated annually; ; the Associate Dean has also held focus group meetings with new faculty members to solicit suggestions for enhancing faculty efforts
b	done	repeated annually; presentations have been given by members of the Penn State Office of Educational Equity and by members of the College community
c	done	repeated annually
d	done	ongoing
e	done	ongoing

Principle 2.2 -- The College will provide a comprehensive series of diversity-related support services that meet the needs of students, faculty, and staff.

Initiatives	Status	Comments
a	done	initially done in 2007; will be repeated in 2010
b	done	completed
c	done	repeated annually
d	done	ongoing
e	done	ongoing

Principle 2.3 -- The College will continually monitor and address campus attitudes toward diversity.

Initiatives	Status	Comments
a	done	completed in 2007 and will be repeated in 2010
b	done	ongoing; results shared with the Chancellor's office, school directors, student affairs, and the Enrollment Management Groups

Challenge 3: Recruiting and Retaining a Diverse Student Body

Principle 3.1 -- The College will continue to increase the number of first-time students from historically underrepresented groups over the five-year planning period, focusing on in-state students.

Initiatives	Status	Comments
a	done	completed in 2006 and repeated in 2009
b	done	in place since spring 2005
c	done	ongoing; this initiative was supplemented by a CQI review on effective strategies for recruiting minority students
d	done	ongoing

Principle 3.2 -- The College will increase the retention and graduation rates of students from historically underrepresented groups to equal the rates of all students at Behrend.

Initiatives	Status	Comments
a	done	completed in 2006 and repeated in 2009
b	done	ongoing
c	done	ongoing
d	done	completed
e	done	completed; the data from this survey is supplemented by other assessment instruments, including the National Survey of Student Engagement
f	done	modified to Director of Student Affairs only

Principle 3.3 -- The College will continue to increase the recruitment and retention rates of female students over the five-year planning period.

Initiatives	Status	Comments
a	done	completed in 2006 and repeated in 2009
b	done	Nursing program already enrolls 130 students, 85% of whom are women; a secondary education degree in mathematics has been added
c	done	initiative assessed and not adopted

Challenge 4: Recruiting and Retaining a Diverse Workforce

Principle 4.1 -- The College will continue to increase the number of female faculty members and faculty members from historically underrepresented groups over the five-year planning period.

Initiatives	Status	Comments
a	done	repeated annually; the Associate Dean reminds the school directors of the University guidelines; the school directors present the guidelines to the search committee at the charge meeting
b	done	ongoing
c	done	ongoing
d	done	ongoing; this initiative has already resulted in the hiring of multiple minority faculty members
e	done	ongoing; the Nursing program consists of eight full-time faculty members, seven of whom are women; we are searching for a full-time faculty member in secondary education in the 2009-10 academic year
f	done	modified to Associate Dean only; repeated annually

Principle 4.2 -- The College will continue increase the number of women and individuals from historically underrepresented groups who hold senior faculty appointments over the five-year planning period.

Initiatives	Status	Comments
a	not begun	this initiative was postponed and not pursued by the new diversity committee; the project will be included in the College's 2010-15 diversity plan
b	done	repeated annually; as a result of this process policies were changed to assist new faculty members in obtaining child care on campus
c	done	ongoing
d	done	modified to Associate Dean only; repeated annually

Principle 4.3 -- The College will continue to increase the number of staff members from historically underrepresented groups over the five-year planning period.

Initiatives	Status	Comments
a	done	ongoing
b	done	repeated annually; this initiative will receive greater attention in the College's 2010-15 diversity plan
c	done	modified to Associate Dean only; the initiative will be developed more fully in the College's 2010-15 diversity plan
d	done	repeated annually
e	done	ongoing

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

Principle 5.1 -- The College will inculcate a sophisticated understanding of interculturalism and diversity among the students and faculty.

Initiatives	Status	Comments
a	done	the *ad hoc* committee reviewing this initiative concluded that existing Faculty Senate learning outcomes were sufficient
b	done	the module has been available to FYS instructors since fall 2005

Principle 5.2 -- The College will include intercultural and/or international components in general education and academic major courses whenever possible.

Initiatives	Status	Comments
a	done	ongoing
b	done	ongoing
c	done	ongoing

Principle 5.3 -- The College will develop additional intercultural and international learning opportunities outside the traditional classroom.

Initiatives	Status	Comments
a	done	repeated at open houses and major fairs
b	done	ongoing
c	in progress	the original task force failed to agree on a strategy; in fall 2009 the Undergraduate Studies Committee of the Faculty Council was charged to pursue this initiative

Challenge 6: Diversifying University Leadership and Management

Principle 6.1 -- The College will attain a diverse pool of internal and external candidates for every leadership search.

Initiatives	Status	Comments
a	done	repeated annually
b	done	ongoing
c	done	ongoing
d	done	ongoing; this initiative is developed further in the College's 2010-15 diversity plan
e	done	modified to Associate Dean only
f	done	implemented in fall 2009

Principle 6.2 -- The College will ensure equity of treatment for all job applicants.

Initiatives	Status	Comments
a	done	ongoing
b	done	ongoing

Principle 6.3 -- The College will recruit a leadership that models the University's commitment to diversity.

Initiatives	Status	Comments
a	done	strategy deemed ineffective
b	done	ongoing

Challenge 7: Coordinating Organizational Change to Support Our Diversity Goals

Principle 7.1 -- The College will establish its commitment to diversity as a guiding principle in its strategic planning activities.

Initiatives	Status	Comments
a	done	placed on the College's Web site in spring 2005; an abbreviated definition was included in the College's 2008-13 strategic plan
b	done	multiple initiatives were included in the College's 2008-13 strategic plan
c	done	reviewed and updated periodically
d	done	ongoing
e	done	ongoing

Principle 7.2 -- The College will support an organizational structure that allows for centralized strategic planning of diversity goals and initiatives, but empowers individual administrative units to provide efficient and timely services.

Initiatives	Status	Comments
a	done	on July 1, 2009, the Chancellor reorganized the College's organizational structure; one benefit of the reorganization is to allow for more efficient and consistent oversight of diversity initiatives
b	done	project in the planning stages but abandoned after the College decided to restructure the diversity committee
c	done	ongoing
d	done	ongoing