

Revised Report

Challenge 1: Developing a Shared and Inclusive Understanding of Diversity

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

The Law School describes diversity as differences among people with respect to age, class, income, education level, ethnicity, gender, physical and mental ability, race, sexual orientation, gender identity, spiritual practice and other human differences.

In a very short time period (roughly 2002 to the present), the Law School has made a significant shift in its diversity climate as a direct result of our commitment to create and sustain an inclusive community. Our unit encourages and supports initiatives and activities that promote diversity and/or help to foster understanding and acceptance of differences. For example, faculty, staff and students are encouraged to participate in activities such as:

- School-wide events designed to foster an understanding and appreciation of diversity, such as Black History Month activities; Women's History Month activities; multicultural affairs that celebrate differences in fashion, entertainment and food; a Minority Law Students Association Banquet for students, administration and alumni; and Diversity Day.
- Special guest presentations on topics such as transgender awareness and understanding; issues of same-sex marriage; why diversity is important in legal efforts; expanding minority participation in the legal profession; and the fight against racism and/or discrimination.
- Faculty and staff professional development activities designed to inculcate the importance of valuing and accepting diversity; supervisors are also advised to include University Diversity Core Factors into yearly staff reviews, thereby acknowledging the importance of embracing and supporting diversity in the workplace.

The Law School believes that diversity and academic excellence go hand in hand; one is not achieved without the other.

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.

"Diversity Initiatives and Resources" is a primary category under the Law School's Student Services Web page. The section provides links to *A Framework to Foster Diversity* and several Penn State diversity resources. Access to this information is also available from the on-line Student Handbook and the Nondiscrimination Policy and Services for the Disabled section of the Law School's Web site. Students can access the Penn State Diversity Calendar and the Penn State Nondiscrimination policy from the Law School's Nondiscrimination Policy page.

The Law School maintains a standing faculty-staff-student diversity committee that facilitates the exchange of information and ideas. Recommendations are directed to the administration, and issues/ideas are shared with the larger Law School population via meetings, email correspondence or Web site updates. Diversity initiatives are discussed during Dean's Forums with students, and the Office for Student Services circulates information to all students via email.

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.

The Law School sponsors diversity seminars and specialized training for faculty to prepare them to appropriately address issues of race and diversity that regularly arise in the law school's curriculum. The Law School also sponsors staff retreats with sessions designed to increase awareness of the importance of inclusiveness; to learn more about the meaning and definition of diversity; to discuss how diversity impacts everyone in the workplace; and to identify personal actions concerning diversity.

We encourage attendance at the *New Employee Orientation* programs offered on a continuing basis by the Human Resources Development Center (HRDC). In addition, we provide an orientation program geared for the Law School's new faculty and staff, but invite all staff to attend. This orientation program includes a section on "Diversity, Customer Service, and Quality and Planning at Penn State." The program stresses Penn State's (and the Law School's) commitment to diversity and encourages the need to value the diversity of all members of the Penn State (Law School) community.

In addition to programs provided by the HRDC and Affirmative Action Office, other University resources have been used to assist in discussing diversity at the Law School, including General University Reference Utility (GURU).

The Law School is dedicated to continue to offer faculty and staff retreats and training opportunities with components dedicated to diversity education. The Law School is cognizant of the impact that individual perceptions of diversity can have on the unit as a whole, and we will keep diversity education at the forefront so as to enhance and improve productivity, collaboration, cooperation, interpersonal relationships, management styles and conflict resolution.

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

The Law School's Diversity Committee is composed of seven faculty members and staff appointed by the Dean and student representatives appointed by the Student Bar Association (SBA). The SBA also has its own diversity committee, appointed by the SBA president.

The Diversity Committee identified three projects for this academic year:

- Creating a mechanism that eases communication between faculty and students regarding diversity/inclusiveness issues. The committee determined that this mechanism should have credibility in producing feedback that professors will consider; should have the effect of encouraging respectful and constructive dialogue between faculty and students; should be safe, respectful and accessible for students; and should result in constructive and respectful feedback for faculty. The committee subsequently developed and distributed mechanisms for feedback on diversity/inclusiveness issues and encouraged faculty members to use one or more of these mechanisms as part of their class reviews. At this time, faculty participation is voluntary; the committee will evaluate the results of faculty members' use of these mechanisms and distribute revised versions as necessary. Future use will be encouraged.
- Offering a faculty workshop on incorporating diversity/inclusiveness in the classroom.
- With the partnership of the SBA Diversity Committee and two staff members, the committee is working with the Carlisle police and bar owners to improve their handling of diversity/inclusiveness issues. (Students have reported some problems in interactions with Carlisle police and in interactions with other patrons in Carlisle bars.)

5. What is the role of your multicultural coordinator? (colleges)

The Law School coordinates multicultural efforts through a variety of student services offices, including: Admissions, Career Services, Academic Affairs and the Office for Student Services. These departments, with the support of the Dean's Office, work closely with student organizations and diversity groups to initiate and host events, activities, presentations, and lectures/symposia that encompass a variety of multicultural and diversity issues.

6. Which strategies have been most successful in addressing this Challenge? Which have been least successful? Which could be termed "best practices"? (Best Practices are processes, programs, and procedures that most successfully lead to the unit's ability to reach the University's diversity goals and can be validated through measurable outcomes.)

Diversity permeates every aspect of law school life, both inside and outside of the classroom. Open discussions, integrating diversity in courses, and celebrating diversity through a variety of events (e.g., Minority Alumni Banquet, multicultural dinners, ethnic fashion shows, MLK events, etc.) foster inclusiveness.

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

The Dickinson School of Law is recognized by *U.S. News & World Report* as one of the most diverse law schools in the country, and in a recent *National Jurist* magazine ranking of 200 law schools as the most transformed law school in the nation in terms of the growth and improvement of minority enrollment figures over the last five years. As our student body diversity has risen, we've simultaneously enjoyed a significant increase in student academic credentials. Our bottom quarter academic credentials today are higher than our top quarter credentials of just a few years ago. This supports our strong belief that diversity and excellence go hand in hand—we cannot achieve one without the other.

Each year, we measure our success in recruiting students, staff and faculty in part on whether we achieve meaningful diverse applicant pools and meaningful diverse outcomes. We benchmark our academic programs and success against the nation's top law schools; we benchmark our progress and success in achieving and maintaining meaningful diversity against the nation's most diverse law schools. Not surprisingly, in our view, the two groups largely coincide.

Challenge 2: Creating a Welcoming Campus Climate

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

The Law School's leadership, which is a very diverse group, explicitly promotes diversity and respect for others as underlying values which all management decisions should consider.

The Law School has demonstrated support for diversity through a variety of budget initiatives including: establishing and financing a residential Summer Law Scholars Program for undergraduate students who are members of groups traditionally underrepresented in the legal profession; establishing a Loan Relief Payment Program for law school graduates who pursue low paying public interest work; inviting and hosting as speakers and symposia leaders individuals who represent the interests of diversity and inclusiveness; hosting international scholars and refugees who enrich the academic environment of the law school; and promoting public service by law students through a variety of law school public interest services .

2. How does your unit identify climate issues?

The Law School identifies climate issues via its Diversity Committee, Office of Student Services, Counseling Office, faculty open door policy, and by listening (as a group and individually) to students and staff members. Student Services receives confidential expressions of concern, which in turn are addressed by the administration and Diversity Committee. The Law School also is represented in professional (Dauphin County Bar Association) and community diversity efforts (e.g., the Carlisle Inclusive Community program) and has hosted and participated in community forums addressing climate issues.

3. How does your unit monitor climate?

Monitoring is built into this process naturally, via constant feedback and dialogue. We are most interested in facilitating effective dialogue between faculty and students regarding diversity/inclusiveness issues. Confidential student evaluations of faculty are of great use in this regard.

4. How does your unit respond to climate issues?

The Law School responds to and offers protection against discrimination and intolerance as immediately as possible. For example an email was immediately distributed when it was discovered that incidents of racial and ethnic insensitivity occurred in a class. These incidents included ethnic epithets referring to Iraqi leadership and making "sport" of war-related killing. The insensitivity was magnified by the presence of students of Arab-American descent.

The student body was reminded that “while it is true that we are at war, those battles should not be visited upon those attending the Dickinson School of Law. We need to be aware, both personally and professionally, of our obligation to create a positive atmosphere in which all law students are welcome in the classroom, not inhibited due to ethnically and/or racially directed slurs. Please be aware that such offensive language and conduct are unacceptable at Dickinson and will not be tolerated. Indeed, it remains incumbent upon each of us to create a hospitable learning environment for *all* students.”

The email encouraged the Law School community to “engage each other, discuss the issues, and continue the dialogue. However, be aware of the impact of your actions and do so in a manner that accepts and respects our differences. Do not devalue your education or diminish your humanity by disparaging others. We may disagree, but let us do so agreeably.”

Fortunately, incidents like the one above are rare at the Law School, but email has been used as a quick initial response, with follow-up when necessary to reinforce or to deal with individuals. Issues of tolerance and diversity also are addressed in regular “open forums” with the Dean.

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

Seeking out and hiring diverse faculty and staff members, as well as those who demonstrate a commitment to welcoming the discussion and debate of diverse perspectives in the classroom, deeply enhances our climate. Efforts to support and increase the number of diversity-centered events, programs and lectures have been extremely valuable in understanding and appreciating differences and developing an inclusive community. These activities express our support of differences and thereby help to improve individual satisfaction with the Law School climate.

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”? (Best Practices are processes, programs, and procedures that most successfully lead to the unit’s ability to reach the University’s diversity goals and can be validated through measurable outcomes.)

One successful strategy, which also is a “best practice,” has been seeking out and hiring diverse faculty and staff members as well as those who demonstrate a commitment to welcoming the discussion and debate of diverse perspectives in the classroom. Another strategy has been encouraging the establishment of minority student groups and promoting and subsidizing their participation in similar regional and national associations (the law school today has several minority student organizations that did not exist at the Dickinson School of Law as recently as 2002: Black Law Students Association, Latino/Latina Law Students Association, Asian/Pacific Islander Law Students Association, South Asia Law Students Association, “Outlaw” (a gay and lesbian law

students association) and others). Other strategies are detailed throughout this rather redundant questionnaire.

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

Since 2002, the Law School's faculty has appointed several internationally prominent faculty of diverse backgrounds; these appointments include women, people of different races and ethnicities, and individuals who are openly gay. 25 percent of our administrative staff now self-identify as members of underrepresented groups. During this same time period, our student body diversity has more than tripled, improving from 7 percent to almost 25 percent, with student body academic credentials improving simultaneously – as mentioned above, our bottom quarter academic credentials today are higher than our top quarter credentials of just a few years ago.

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 Law School's Admissions Office takes a very active role in the national dialogue regarding the active recruitment and enrollment of underrepresented students. We are represented at national recruiting events (NYC, Chicago, LA, SF, Atlanta, Boston and DC) sponsored by the Law School Admissions Council (LSAC), and we also participate in various regional and college campus specific events, such as the Philadelphia Law Fair, and at law fairs at historically black colleges and universities, colleges with significant Asian and Hispanic/Latino/a populations, and religiously affiliated schools. In total we visited nearly 100 college campuses in the Fall of 2006.

To enhance and further our recruiting efforts, we conduct an extensive national mail and electronic outreach campaign. Over 10,000 pieces of communication are sent to targeted groups as well as follow-up communication to those encountered via our on-campus recruitment programs. We also purchase advertising space in several key publications, such as *Diversity Magazine* (formerly *Black Issues in Higher Education*) and *Hispanic Magazine*.

We continue our support of the Council on Legal Education Opportunity (CLEO) through an annual contribution to the summer institutes, ad placement in the council's magazine and distributing organizational material to prospective students. The Admissions Office was recently awarded a CLEO Diversity Award. We also participate in the LSAC National Minority Recruitment Month programs, PA Congressman Chaka Fattah's Annual Graduate Program, and the Philadelphia BAR Minority Law Fair. In March 2007, we will be one of the initial schools participating in the Philadelphia-Pittsburgh Minority Law Consortium.

In addition, the Law School offers the Summer Law Scholars Program, a 5-credit course of study designed to engage college students who are traditionally underrepresented at law schools and who are interested in learning about the legal profession. All costs of the program, including tuition, are paid for by the Law School.

We continue to stay current on all the developments regarding access, affirmative action, and other issues that might impact the operations.

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

In 2002, the Law School had a single minority student organization, the Minority Law Students Association, which reflected the Law School's traditionally low minority student enrollment. With the influx of underrepresented students, the Law School has historically aided the establishment of each new minority student organization, and today

the broad assortment of active student organizations is indicative of the drastic change in the climate of our law school and our efforts to embrace and promote diversity. Examples of such organizations include the Asian Pacific American Law Student Association; the Association of Non-Traditional Law Students; the Black Law Students Association; the Christian Legal Society; the J. Reuben Clark Law Society; the Jewish Law Students Association; the Latino/a American Law Students Association; the Middle-Eastern Law Students Association; the Minority Law Students Association; Outlaw – which cultivates a safe space and support network for lesbian, gay, bisexual and transgender (LGBT) people and allies; and the South Asian Law Student Association.

Students from underrepresented groups tend to engage members of the Admissions Office prior to their attendance, during their enrollment, and following graduation. This seems to both ease the transition in and the successful participation in law school. The office supports various students and student organization by attending events (e.g., Minority Law Student Association Banquet, Black Law Student Association Dinner), supporting student participation in national meetings (e.g., Lavender Law Conference and National Asian Pacific American Law Student Association Conference), and hosting small informal gatherings (e.g., Thanksgiving Dinner, Super Bowl Party, and Oscars Night) at homes or other locations.

3. What mechanisms for collaboration has your unit established?

Admissions works closely with other administrative units, such as the Communications Office, the IIT Office, Career Services and Student Services, to facilitate outreach and foster cohesiveness with prospective, admitted and enrolled students. Admissions also participates with other law schools and national organizations to coordinate events for prospective underrepresented students.

Our Career Services Office participates in several initiatives including the Philadelphia Diversity Law Group, minority job fairs, and other programmatic activities specifically targeting underrepresented groups.

4. Which recruitment and retention initiatives have been most successful? Which have been least successful? Which could be termed “best practices”? (Best Practices are processes, programs, and procedures that most successfully lead to the unit’s ability to reach the University’s diversity goals and can be validated through measurable outcomes.)

Our experiences suggest that extensive personal contact with prospective candidates and/or their families appears to be the most successful initiative. This includes direct mail, email, phone and in person contact. The Admissions Office also introduced a pre-orientation event for minority students to ease assimilation into the Law School community. The event has been well-received by participants and administrators.

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

Our measurable outcomes are our enrollment figures, persistence to graduation and BAR passage results. Since 2002, our diversity enrollment has more than tripled, improving from 7 percent to almost 25 percent. As previously mentioned, we have gone from being one of the least diverse law schools in the United States to being recognized last year by *U.S. News and World Report* as one of the “most diverse” law schools in the United States, and a recent *National Jurist* magazine rating of 200 law schools ranks our school as the top of the list for overall percentage growth and improvement of minority enrollment figures over the last five years.

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?

The Law School recognizes that one of the most important components of the plan is recruiting and retaining a diverse workforce. To strengthen diversity initiatives and improve recruiting efforts, the Law School has made use of various recruitment resources made available by the University through the Affirmative Action Office and the Office of Human Resources. With respect to faculty recruiting, the Law School also participates annually in the Association of American Law School's (AALS) nation-wide faculty application and recruiting effort, which ensures an opportunity to review all minority applicants for faculty appointments.

The Affirmative Action Office's guide *Recruiting a Diverse Workforce* has been distributed to supervisors and others involved in filling vacant positions at the Law School. This handbook provides practical examples and new resources to assist search committees and supervisors in conducting fair, sound and legally defensible searches for all positions in the creation of a diverse and competitive pool of applicants.

We have searched the University's *Diversity Talent Bank* database and reviewed applicants' information for possible candidates who might be interested in filling our vacancies. The *Diversity Talent Bank* is a repository of professional vitae with the purpose of increasing the pool of potential applicants from diverse cultural backgrounds for consideration in all employment categories. These are diverse candidates who have asked to be considered for job openings at Penn State.

Personal contacts through professional organizations (Pennsylvania Library Association Job Hotline, Associated College Libraries of Central Pennsylvania, Pennsylvania Bar Association Legal Career Center Network, Pennsylvania Legal Services, and Job Market Previews, a national clearing house for Legal Services, Inc.), training facilities (Carlisle Area Learning Center) and colleagues at other institutions are effective networking resources. We want to strengthen, maintain and promote these contacts and resources for referrals, and we encourage staff and faculty to personally contact friends, colleagues, and acquaintances regarding our open positions.

We facilitate these contacts by distribution of an "all faculty" and "all staff" email announcing each vacancy. These announcements include a description of the position, the process for applying and the Affirmative Action/Equal Opportunity Statement, "Penn State is committed to affirmative action, equal opportunity and diversity of its workforce." Also, as a part of this email faculty and staff are reminded that "all Standing, Fixed-Term I and Fixed-Term Multi-Year Staff positions are posted in accordance with Policy HR74, Staff Vacancy Announcement Procedure, in order to fill vacant positions with the best qualified person available, without regard to age (as defined by law), ancestry, color, disability or handicap, national origin, race, religious creed, sex or sexual orientation, or veteran status."

We have placed ads in a number of minority publications including *Black Issues of Higher Education* and *Hispanic Outlook*. The two on-line job search engines – Jobnet.com and Latpro.com – recommended by the Office of Human Resources in partnership with the Equal Opportunity Planning Committee (EOPC) have also been utilized. Both of these sites offer many advantages for recruiting and supporting the diversifying of our applicant pools. Jobnet is promoted regionally in Pennsylvania, New Jersey, Delaware, New York, Washington, Maryland, Virginia, Ohio and Connecticut. LatPro is one of the largest diversity employment Web sites in the United States.

In an effort to identify new resources that focus on specific diverse audiences, the Law School has utilized the experience of Patty Dees, Account Coordinator with Nationwide Advertising Services (NAS), to assist us in identifying additional minority publications which target South Central Pennsylvania audiences. NAS is the agency used by the University for the placement of ads through the Electronic Vacancy Management System (EVMS) when posting a vacancy.

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

Strategies include using "Hire Power: Strategies for Hiring Key Employee Talent," which was developed and presented by the Office of Human Resources, and reviewing candidate pools for each vacancy to ensure diversity with additional advertising, if necessary, to increase the minority representation

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

Strategies include conducting exit interviews with DSL employees, utilizing information/data from OHR regarding the results of University-wide exit interviews, and providing new employees with diversity brochures/information. Supervisors are advised to incorporate University Diversity Core Factors into yearly staff reviews, thereby acknowledging the importance of embracing and supporting diversity in the workplace. In addition, we work to ensure a smooth transition into the Law School environment for new minority employees and conduct diversity education programs for staff through the Staff Professional Development Committee.

4. Which recruitment and retention strategies have been most successful? Which have been least successful? Which could be termed “best practices”? (Best Practices are processes, programs, and procedures that most successfully lead to the unit’s ability to reach the University’s diversity goals and can be validated through measurable outcomes.)

Interviews with minority interns (one staff hire resulted) and referrals from other employees (one staff hire resulted) are successful strategies, as well as reviewing the Diversity Talent Bank.

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

We have seen an increase in the number of minority applicants/interviewees as well as the number of minority hires. Of the 24 faculty appointments since 2003, 10 are women, 4 are Hispanic or persons of color, and 3 are not U.S. citizens. Of the 45 staff appointments since 2003, 34 are women and 8 are Hispanic or persons of color. Among our senior management group, 1 of our 4 Associate Deans is Asian-Pacific Islander, 2 are people of color, and 1 is a woman; 3 of our 5 Assistant Deans are women. We do not keep data on sexual orientation, although our staff does include openly gay men and women.

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

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

The Law School curriculum includes several classes which focus on race and the law, immigration, race bias in aspects of the judicial system, cross-cultural disputes and negotiation, economic development, and a variety of social issues and problems which present issues of multiculturalism.

Additionally, in the fall of 2006, in response to a few disturbing incidents involving the reactions of a small number of Carlisle residents to minority students enrolled at the Dickinson School of Law, the faculty committed to making a strong and concerted effort to encourage the constructive discussion of diversity/inclusiveness issues in the classroom as well as to encourage constructive dialogue between faculty and students outside of the classroom regarding diversity/inclusiveness issues.

The first initiative in this regard was the development by our Diversity Committee of a feedback form asking the following questions:

If the discussion of bias or stereotype in the law was appropriate in this course, did the professor provide the opportunity for respectful, inclusive and thoughtful discussion of such issues? (Please feel free to explain your answer, including providing specific examples or ideas for improvement.)

If the discussion of bias or stereotype in the law was appropriate in this course, rate the professor's effectiveness in providing the opportunity for respectful, inclusive and thoughtful discussion of such issues. (Please circle one of the numbers below, with 1 being extremely ineffective and 7 being extremely effective. If you believe that discussion of bias or stereotype was not appropriate in this course, please circle "Not Applicable.")

1 2 3 4 5 6 7 Not Applicable

Data gathered from the use of this form in various classes in the fall of 2006 is currently being tabulated by the Diversity Committee.

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

The Dickinson School of Law recognizes that diversity is an essential component in Penn State's quest for greater excellence. Our faculty members are regularly encouraged to reach for excellence through high quality research and teaching. Several of the Dickinson School of Law faculty have produced nationally and internationally acclaimed bodies of scholarship analyzing issues of diversity and inclusiveness. Some of

the representative works in this category include treatments of immigration and citizenship, gay and lesbian rights, critical race theory, feminist jurisprudence, systemic poverty, and international human rights. Faculty engaged in these scholarly initiatives offer courses in the same subject areas.

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

Equal justice under law is a tenet of the Anglo-American tradition of lawyer professional responsibility and a topic integral to nearly every curricular offering at The Dickinson School of Law. To inculcate in students a deep understanding of the challenges we as a society face in this regard requires close attention to issues of diversity and inclusiveness in the legal system. Lack of equal justice is a symptom of systemic poverty and disproportionately impacts minority communities. Curricular offerings in which discussion of diversity and inclusiveness is particularly integral include Constitutional Law, Constitutional Theory, Equal Protection and Civil Rights, Criminal Procedure, Family Law, Torts, Contract, Property, Race, Racism and American Law, Consumer Protection, Fair Employment Law, Gender Culture and International Human Rights, International Refugee Law Seminar, Law and Individuals with Disabilities Seminar, Legal Problems of Indigents, Rights of Non-Citizens Seminar, Native American Law, Protection of Individual Rights under State Constitutions Seminar, Sexual Orientation and the Law Seminar, and many others.

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”? (Best Practices are processes, programs, and procedures that most successfully lead to the unit’s ability to reach the University’s diversity goals and can be validated through measurable outcomes.)

The professional curriculum of the law school has a longstanding and deep commitment to a curriculum that focuses on international and intellectual competencies. We encourage readers to visit our website, www.dsl.psu.edu, to examine our faculty depth and expertise in these competencies and the wealth of curriculum offerings that include these competencies.

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

The Diversity Committee holds peer workshops (one will take place this semester), featuring members of our own faculty demonstrating what they do to facilitate discussion of inclusiveness/diversity issues in the classroom. Measures of success identified in the course of the peer workshop will be used to gauge our progress with Challenge 5.

Challenge 6: Diversifying University Leadership and Management

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

The Law School's leadership demonstrates visible support for diversity by promoting diversity and respect for others, a core value of the Law School. Support also is demonstrated in the budget through increased support of diverse programs (Summer Scholars Program, Loan Repayment Assistance Program and Project Staff), speakers and organizations for students, faculty and staff. The law school has a significant graduate program for lawyers from many nations around the world and exchange programs for J.D. students and our faculty with law schools around the world.

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

Among our senior management group, 1 of our 4 Associate Deans is Asian-Pacific Islander, 2 are people of color, and 1 is a woman; 3 of our 5 Assistant Deans are women.

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?

The Law School recognizes that one of the most important components of the plan is recruiting and retaining a diverse workforce. To strengthen diversity initiatives and improve recruiting efforts, the Law School has made use of various recruitment resources made available by the University through The Affirmative Action Office or The Office of Human Resources. With respect to faculty recruiting, the Law School also participates annually in the Association of American Law School's (AALS) nation-wide faculty application and recruiting effort, which ensures an opportunity to review all minority applicants for faculty appointments.

The Affirmative Action Office's guide *Recruiting a Diverse Workforce* has been distributed to supervisors and others involved in filling vacant positions at the Law School. This handbook provides practical examples and new resources to assist search committees and supervisors in conducting fair, sound and legally defensible searches for all positions in the creation of a diverse and competitive pool of applicants.

We have searched the University's *Diversity Talent Bank* database and reviewed applicants' information for possible candidates who might be interested in filling our vacancies. The *Diversity Talent Bank* is a repository of professional vitae with the purpose of increasing the pool of potential applicants from diverse cultural backgrounds for consideration in all employment categories. These are diverse candidates who have asked to be considered for job openings at Penn State.

Personal contacts through professional organizations (Pennsylvania Library Association Job Hotline, Associated College Libraries of Central Pennsylvania, Pennsylvania Bar Association Legal Career Center Network, Pennsylvania Legal Services, and Job Market Previews, a national clearing house for Legal Services, Inc.), training facilities (Carlisle Area Learning Center) and colleagues at other institutions are effective networking resources. We want to strengthen, maintain and promote these contacts and resources for referrals. We encourage staff and faculty to personally contact friends, colleagues, and acquaintances regarding our open positions.

We facilitate these contacts by distribution of an “all faculty” and “all staff” email announcing each vacancy. These announcements include a description of the position, the process for applying and the Affirmative Action/Equal Opportunity Statement, “Penn State is committed to affirmative action, equal opportunity and diversity of its workforce.” Also, as a part of this email faculty and staff are reminded that “all Standing, Fixed-Term I and Fixed-Term Multi-Year Staff positions are posted in accordance with Policy HR74, Staff Vacancy Announcement Procedure, in order to fill vacant positions with the best qualified person available, without regard to age (as defined by law), ancestry, color, disability or handicap, national origin, race, religious creed, sex or sexual orientation, or veteran status.”

We have placed ads in a number of minority publications including Black Issues of Higher Education and Hispanic Outlook. The two on-line job search engines – Jobnet.com and Latpro.com recommended by the Office of Human Resources in partnership with the Equal Opportunity Planning Committee (EOPC) have also been utilized. Both of these sites offer many advantages for recruiting and supporting the diversifying of our applicant pools. Jobnet is promoted regionally in Pennsylvania, New Jersey, Delaware, New York, Washington, Maryland, Virginia, Ohio and Connecticut. LatPro is one of the largest diversity employment web sites in the United States.

In an effort to identify new resources that focus on specific diverse audiences, the Law School has utilized the experience of Patty Dees, Account Coordinator with Nationwide Advertising Services (NAS), to assist us in identifying additional minority publications which target South Central Pennsylvania audiences. NAS is the agency used by the University for the placement of ads through the Electronic Vacancy Management System (EVMS) when posting a vacancy.

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?

The Law School places an emphasis on building specific skills and creating policies to get the best from every employee. The efforts of employees are monitored through Staff Review and Development Program (SRDP) and by progress toward achieving goals and objectives. Career development planning for new (and existing) employees is provided.

The participation in the various programs offered through the Human Resource Development Center (HRDC) is encouraged and supported financially by payment of registration fees, travel reimbursement and accommodations if an overnight stay is necessary. Many of the staff have completed the various Excellence in Leadership and Management programs, the Penn State Leader, Mastering SuperVision, the Management Institute, and the Leadership Academy. The latest offering, Office Professional Certificate, has also been promoted by the Law School with several staff members proudly displaying their certificates.

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”? (Best Practices are processes, programs, and procedures that most successfully lead to the unit’s ability to reach the University’s diversity goals and can be validated through measurable outcomes.)

The use of a broad array of advertising mechanisms allows us to reach a large and diverse audience and greatly contributes to a diverse pool of candidates.

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

We have seen an increase in the number of minority applicants/interviewees as well as the number of minority hires. Of the 24 faculty appointments since 2003, 10 are women, 4 are Hispanic or persons of color, and 3 are not U.S. citizens. Of the 45 staff appointments since 2003, 34 are women and 8 are Hispanic or persons of color. Among our senior management group, 1 of our 4 Associate Deans is Asian-Pacific Islander, 2 are people of color, and 1 is a woman; 3 of our 5 Assistant Deans are women. We do not keep data on sexual orientation, although our staff does include openly gay men and women.

Challenge 7: Coordinating Organizational Change to Support Our Diversity Goals

All of these questions are answered in reply to previous Challenge questions. The Law School presently is reconsidering and rewriting its Strategic Plan. Diversity goals, as discussed above, will be an important component of our plan. We will share relevant portions of our plan with the Office of the Vice Provost for Educational Equity once it is finished.

- 1. How does your unit’s strategic plan reflect the importance of diversity for meeting your goals and objectives?**
- 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?**
- 3. What budget and development approaches have been implemented by your unit to ensure financial stability of diversity priorities?**
- 4. Describe the systems of accountability and reward that support the achievement of diversity goals.**
- 5. What partnerships, with internal or external units and/or constituencies, have you created to advance the University’s diversity goals?**
- 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”? (Best Practices are processes, programs, and procedures that most successfully lead to the unit’s ability to reach the University’s diversity goals and can be validated through measurable outcomes.)**
- 7. What measures of success have you identified to gauge your progress in this Challenge? Include data demonstrating outcomes.**