

**FINAL REPORT ON IMPLEMENTATION OF
THE 2004-09 FRAMEWORK FOR DIVERSITY**
Covering the period from Fall 2007-Fall 2009

The Dickinson School of Law, Penn State University
December 1, 2009

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From 2007-2009, the Dickinson School of Law continued to enjoy significant success in promoting its vision to pursue both excellence and diversity. Mindful of the temptation to confuse activity with achievement, this report will provide an overview of and context for evaluating our progress over this two-year term, and then will respond in greater detail to the specific assessment questions set forth in the University's 2004-09 *Framework to Foster Diversity*.

In 2002, barely two years into its merger with Penn State, the Dickinson School of Law embarked on an ambitious campaign to swiftly and systematically establish itself as a world-class unit of the University. The plan was deceptively simple: A top-flight law school must pursue excellence and diversity simultaneously. By investing in personnel, students, and facilities that signal a first-class legal education, meaningful diversity would naturally follow.

Over the past few years, the Law School's pursuit of excellence and diversity has proven a winning strategy. As detailed in the Law School's prior submissions, 2002-07 was an extraordinary period of transformation and growth, restoring Dickinson to its rightful place among the nation's leading law schools while also diversifying its faculty, staff, and student ranks in unprecedented numbers. This twin commitment to excellence and diversity has engendered a quiet revolution of sorts. Today, excellence and diversity are institutional norms that the Law School community embraces: they are *givens*, ideals that permeate and emanate from our work together.

A brief account of the Dickinson School of Law's 2007-09 achievements in diversity and excellence are a testament to our institutional commitment to both. Perhaps no better example exists of how far we've come than to examine our new Law School website (www.law.psu.edu), which was launched just this fall. Touting the "Penn State Law Experience," the site celebrates and builds upon Dickinson's historical commitment to academic excellence by painting a portrait of how a diverse, intellectually-vibrant community engages the world through the study of law. This community's academic home in University Park is our recently-opened state of the art facility, a modern, signature building of glass and steel that aims to convey the Law School's embrace of the global reality of law practice in the twenty-first century and its commitment to rigorously

preparing all students to meet that challenge (a second signature building will open in Carlisle in December 2009). Inscribed on plaques lining the library's new study carrels are words and phrases that pay tribute to the study of law: "Due Process," "MLK," "Marbury v. Madison," and so on. Together, these iconic terms represent both excellence and diversity and, by inclusion in the physical structure of the building, demonstrate the Law School's commitment to these twin ideals.

Much as the Law School has done since 2002, promoting meaningful diversity through recent faculty hiring and student recruitment continued to be a hallmark of this recent period. Several excellent faculty appointments who happen to be African-American joined us in the fall of 2007: Samuel Thompson, a nationally-renowned scholar in tax and corporate restructuring who was previously on the law faculties of Virginia and Northwestern, joined us from UCLA; Preston Green, Associate Professor in the College of Education and a leading legal expert in school choice and educational access, accepted a joint appointment with the Law School; and Katrice Bridges Copeland joined us as an Assistant Professor of Law, having served as a litigation associate at a prominent national law firm and a law clerk to Judge Damon Keith of the U.S. Court of Appeals for the Sixth Circuit. In the fall of 2008, Shoba Sivaprasad Wadhia, of Asian Indian descent, joined us from the National Immigration Forum in Washington, D.C., as clinical professor and founding director of our new Center for Immigrants' Rights. And beginning this fall 2009, Marco Ventoruzzo, an Italian national and expert in comparative corporate law, enjoys a joint appointment with our Law School and Bocconi University in Milan. We also recently welcomed back to our faculty Carla Pratt, a tenured professor of African American descent and former Associate Dean for Academic Affairs. On the student front, the Law School was one of only a handful that enjoyed a significant increase in applications during the 2008-09 admissions cycle, receiving a historic high of over 4,000 applications. The fall 2009 entering class's credentials boasted 75th percentiles of 160 on the LSAT and a 3.7 GPA, while maintaining a 16% minority percentage.

The diversification of our community has inexorably led to the diversification of both our curricular and extra-curricular offerings over the past two years as well. Some of our new faculty have established innovative academic centers and clinical programs including Prof. Wadhia's Center for Immigrants' Rights; a new Civil Rights Appellate Clinic, whose Director, Prof. Michael Foreman, recently testified before a U.S. Senate Committee on Workplace Fairness; and Prof. Thompson's Center for the Study of Mergers & Acquisitions. This fall semester 2009, several Law School professors are now teaching segments of the School of International Affairs' required course titled "Actors, Institutions, and Legal Frameworks," enhancing both the teachers' and students' exposure to diverse national and international perspectives on a variety of topics, from corporate governance to citizenship laws.

Diversity is also evident in the breadth of programs and activities that the Law School offers. To take but one recent month, from September to October 2009, this sampling of events exhibits the range of scholarly inquiry that goes on within our community on a regular basis: to celebrate "Constitution Day," the Office of Student Affairs and the Latino Law Students Association co-sponsored a faculty panel discussion regarding the

impact of Justice Sonia Sotomayor's appointment to the U.S. Supreme Court; Prof. Zachary Kramer led a viewing and discussion of "To Kill A Mockingbird," the classic Harper Lee tale of southern prejudice in the criminal justice system, as part of a series on law and film; the Federalist Society (a conservative and libertarian student organization) and Outlaw (the LGBT student organization) jointly sponsored a debate on the U.S. military's "Don't Ask, Don't Tell" policy; the Human Rights Society sponsored a talk by Prof. Tiyanjana Maluwa on human rights in Darfur; the student-edited Penn State Law Review sponsored the first "Scholarly Dialogues" presentation by Prof. Larry Catá Backer, a Cuban-American scholar, on constitutional theory in Communist China, with a response by student Justin Houser, the law review's Editor in Chief; and the Center for Immigrants' Rights sponsored the viewing of the Oscar-nominated feature, "The Visitor," highlighting the plight of undocumented migrants in the U.S., followed by a panel discussion among prominent immigration rights advocates. As this list demonstrates, an excellent and diverse intellectual climate flows from a community of excellent and diverse people.

As we plan for 2010-15 and beyond, the Law School's challenge will be to ensure that the seeds of diversity and excellence sown over the last few years are further cultivated and nurtured. Our planning process will focus specifically on identifying and anticipating possible "blind spots" – areas where a lack of attention and vigilance may lead us to slip. We want to create effective community structures that will ensure a dedicated, sustained, and focused commitment to the assessment and measurement of our diversity progress. For example, one idea we will explore in earnest will be whether to enhance the profile and visibility of the Law School's Diversity Committee.

In sum, on all of the 2004-09 *Framework's* four dimensions – campus climate and intergroup relations; representation (access and success); education and scholarship; and institutional viability and vitality – the Dickinson School of Law has enjoyed dramatic success over a short period of time. Focusing on the period from fall semester 2007 to the present, we highlight our progress in greater detail below.

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?

Under the new website's heading "Diversity Initiatives," the Law School prominently displays its understanding of diversity: "Diversity permeates every aspect of life at Penn State, and we support initiatives that foster understanding and acceptance of differences — differences in thought, background, age, life experience, gender, race, abilities, religion, sexual orientation, and culture. We believe in facilitating open discussions, integrating diversity into course work and student life, and celebrating our differences."

As discussed in the summary above, the Law School believes that diversity and excellence go hand in hand. During this reporting period, we continued to enhance the

diversity of our community through the hiring of diverse personnel and the recruitment of diverse students. Consequently, this more diverse population has led to a steady offering of various curricular and extracurricular opportunities for the healthy exchange of views and perspectives. As with all educational endeavors, we believe that facilitating a robust and respectful dialogue enhances understanding.

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.

Based on three years of experience in our unified, two-campus operation, we find that maintaining a useful and user-friendly Law School website is the most effective means of transmitting core information to students, including diversity initiatives. "Diversity Initiatives" continues to be a primary category under the "Student Life" section of the website, and in turn, not only provides the school's definition of diversity, but also provides links to both University and Law School diversity resources. Specific diversity-related events around the Law School are further advertised to faculty, staff, and students both electronically (via email and listserve, as well as appearing on the electronic events calendar, both available on the web and on large-screen monitors throughout our buildings) and in print (via glossy flyers prepared by our Communications Department and posted on bulletin boards around our buildings). We also find that now that we occupy our new facility in University Park (and will open our renovated Carlisle facility in December 2009), information flow regarding all Law School events has been enhanced now that students, faculty, and staff congregate in a single permanent space.

As for formal mechanisms, the Law School maintains a standing faculty-staff-student Diversity Committee and the Student Bar Association (SBA) has its own standing diversity committee, both of which have direct access to the Office of the Dean. Our new "Diversity Initiatives" webpage also identifies Assistant Director of Student Services, Raynell Brown, as the administration's contact for the Law School's Diversity Committee.

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.

As to the distribution of diversity information to faculty and staff, see the response to #2 above (especially paragraph 1). We find that the same communication channels we employ in reaching students are likewise effective in reaching faculty and staff.

Aside from discussions pertinent to faculty and staff that arise during the Law School's Diversity Committee meetings, the Law School continues to support discussions and programs relevant to diversity both at the Law School and University.

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

The Law School's Diversity Committee, composed of seven faculty members and staff, is appointed by the Dean and student representation is appointed by the Student Bar Association (SBA); this year's chair is a long-time tenured faculty member of Filipino descent. The SBA also has its own diversity committee, appointed by the SBA president. As a faculty-staff-student committee, the Law School's Diversity Committee is charged with advising the Dean on how the Law School might effectively continue to promote diversity alongside excellence. In planning for 2010-15, the committee will examine whether it might play some more robust role in helping foster diversity beyond the creation and promotion of diversity events or training.

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

The Law School continues to coordinate multicultural efforts through a variety of student services offices, including: Admissions, Career Services, Academic Affairs, and the Office for Student Services, with oversight by the Dean's Office. We have found that because the recruitment, retention, and career placement of students are all closely related enterprises, having leadership from these various departments coordinate on specific diversity projects has worked quite well, especially in our unified, two-campus operation.

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.)

As mentioned in the opening narrative, because the Law School has been successful at promoting both excellence and diversity simultaneously (especially in recruiting and retaining diverse faculty, staff, and students), we have found that diversity continues to permeate every aspect of Law School life, both inside and outside of the classroom. Specifically, we have found that open discussions/forums/debates, 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.) help foster inclusivity.

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

The Law School continues to enjoy much progress in helping convey diversity as a core value as evidenced by the depth and breadth of activity both inside and outside the classroom, the different media used to communicate both specific activities and the values of diversity and excellence that underlie them, and the variety of diverse groups that actively contribute to the campus climate, including groups dedicated to the interests of persons with disabilities and sexual minorities.

Challenge 2: Creating a Welcoming Campus Climate

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

The Law School's leadership continues to be comprised of a diverse group committed to explicitly promoting the values of diversity and respect for others in all of its management decisions.

In addition to continuing many of the budget initiatives discussed in prior submissions (e.g., the Summer Law Scholars Program; the Loan Relief Payment Program; etc.), during the last two years, the Law School has funded two centers of legal study that also contribute to the promotion of diversity: the Center for Immigrants' Rights, dedicated to the promotion of immigrant interests, and the Civil Rights Appellate Clinic, committed to addressing a broad range of individual rights concerns through effective appellate advocacy.

2. How does your unit identify climate issues?

The Law School continues to identify climate issues via its Diversity Committees (both the Law School and SBA), the Office of Student Services, the faculty open door tradition, and by listening (as a group and individually) to student, staff, and faculty concerns, which are treated confidentially and handled expeditiously. The Law School also continues to participate in professional and community diversity efforts.

3. How does your unit monitor climate?

We have found that maintaining open lines of communication through the different channels in #2 has proven to be an effective means for monitoring climate. Confidential student evaluations of faculty are also useful in this regard; indeed, faculty are invited to specifically ask students about their handling of diversity issues on this form via a dedicated question developed a few years ago.

4. How does your unit respond to climate issues?

Consistent with the University's "zero tolerance" policy, the Law School offers protection against discrimination and intolerance as quickly as possible when discovered. Being a relatively small college that values open communication among the different administrative departments, the Law School is able to address issues quickly and effectively.

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

As detailed in the opening narrative, we continue to seek out and hire diverse faculty members, as well as those who demonstrate a commitment to welcoming the discussion

and debate of diverse perspectives in the classroom, as an important way to promote a positive overall 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.)

“Best practices” continue to be the hiring of diverse faculty and staff members, as well as those committed to welcoming the discussion and debate of diverse perspectives both within and outside the classroom. The Law School continues to encourage the promotion and work of minority student groups, including subsidizing their participation in regional and national association events. For instance, this fall semester 2009, the Law School hosted a full-day academic retreat of the regional Black Law Students Association (BLSA), drawing participation not just from our two campuses, but from University of Pittsburgh and Widener University law students as well.

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

As detailed more fully in the opening narrative, since 2007, we have hired three African American professors (one of whom is a joint appointee with Education), rehired another African American professor, and welcomed an Italian law professor and a clinical professor of Asian American descent onto our faculty. Our first-year class this year is comprised of 16% minority students.

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.

As detailed in prior submissions, one of our strengths is in the active recruitment and enrollment of underrepresented students in our J.D. (Juris Doctor) program. We are fortunate to have recruited Jay Shively, formerly of the Law School Admissions Council, to replace our excellent admissions dean, Janice Austin, who left the Law School to pursue opportunities overseas. Dean Shively is the immediate past Director of Law School Services for the Law School Admissions Council (LSAC) and former Assistant Dean of Admissions of the University of North Carolina School of Law. We look forward to Dean Shively’s leadership as we plan for the 2010-15 reporting period.

In terms of recruiting for our LL.M. (Master of Laws for foreign lawyers) program, faculty lecturing and outreach trips to Korea, China, and India in 2008 helped increase the enrollment of Chinese and Indian origin students from zero last year to five this year. Outreach to the Saudi Arabian Cultural Mission this year has yielded four applications so

far for next year's class and the Cultural Mission's recognition of Penn State Law as a program to which it will refer quality applicants. Furthermore, our LL.M. program has hosted Muskie Fellows from the former Soviet Republics in 2007, 2008, and 2009.

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

We continue to support minority student involvement in the recruitment and retention process, both formally (e.g., through their participation in various recruiting fairs and events both on- and off-campus) and informally (e.g., through their establishment of various diversity and minority student organizations and support groups). Since the last report, the Admissions Office has participated in the following outreach conferences targeting students of color: the Atlanta Consortium (Clark Atlantic University, Morehouse College, and Spelman College), the National Black Pre-Law Conference, the Phi Alpha Delta National Conference, and the Mid-Atlantic Pre-Law Conference (Howard University). In addition, our Career Services Office sponsors an alumni minority directory that provides opportunities for diverse students to connect with mentors of color.

3. What mechanisms for collaboration has your unit established?

As discussed in response to item #4, Challenge 1, because the Law School is a relatively small college, we are able to facilitate close interaction and coordination among the various administrative units regarding student recruitment. Thus, Admissions continues to work closely with the Communications Office, the IIT Office, Career Services, and Student Services to foster outreach and cohesiveness with prospective, admitted, and enrolled students. Our Admissions office continues to participate with other Law Schools and national organizations to coordinate events for prospective underrepresented students. Our Career Services Office also continues to participate in several initiatives including the Philadelphia Diversity Law Group, Minority Job Fairs, and other programmatic activities specifically targeting underrepresented groups; both Assistant Dean for Career Services Gicine Brignola and Director of Career Services Deb Ryerson are members of Penn State's LGBT Support Network.

Recently, the Law School Admission Council (LSAC) launched a new website www.discoverlaw.org, which provides tools, information, and networking opportunities for first- and second-year undergraduates. In cooperation with all ABA-approved Law Schools, LSAC conducts ongoing programs and initiatives designed to increase the quality and quantity of the minority applicant pool. Penn State Law admissions continues to support these initiatives.

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.)

Over the past two years, the Law School continues to find that extensive personal contact with the prospective candidate and/or their family appears to be the most successful initiative; this includes direct mail, email, phone and in person contact. In addition, we believe that our new website and marketing campaign (overseen by our new Director of Marketing and Communications, Ellen Foreman) will also enhance our recruiting efforts.

With respect to retention, the Office of Student Services initiated a new program this academic year 2009-10 to contact very early in their first semester in Law School, all students whose academic credentials suggest they may be at risk, with the hope that such early intervention would encourage them to seek help as necessary. In addition, the Law School continues to support law student initiatives to provide academic support and mentoring, such as hosting this fall's regional Black Law Student Association (BLSA) full-day academic retreat described earlier.

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

This fall 2009 entering class continues to be significantly diverse, with minority enrollment at 16%. While this is slightly off our recent numbers, this enrollment figure is consistent with our post-2002 efforts to achieve meaningful diversity as compared to our historical average of between 7-8% minority student enrollment. Admissions will, of course, be working to explore ways of improving upon the current figure.

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 continues to avail itself of both University (through the Affirmative Action and Human Resources office) and external (through the Association of American Law Schools) resources to strengthen diversity initiatives and improve recruiting efforts. 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 continue to be effective networking resources. Having recruited Jennifer Solbakken from the University's Office of Human Resources (OHR) to serve as our new Human Resources Coordinator, we look forward to her leadership as we plan for the 2010-15 cycle.

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

As reported in our prior submission, strategies we have utilized include using "Hire Power: Strategies for Hiring Key Employee Talent" which was developed and presented

by OHR, 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?

We continue to employ strategies developed and supported by OHR, including utilizing their data from University-wide exit interviews as a baseline for understanding information received from our Law School employee exit interviews. We continue to provide all new employees with diversity brochures/information, and we 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.)

While continuing to review the Diversity Talent Bank, we also look for opportunities to hire from among existing minority interns and through referrals from current employees.

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

As reported above, we continue to enjoy success in our faculty recruiting. In 2007, three faculty hires were African-American (one of whom enjoys a joint appointment with Education); in 2008, one clinical faculty hire was a woman of South Asian descent; and in 2009, we hired an Italian national who enjoys a joint appointment with Bocconi University in Milan. Currently, 5 of our 9 Assistant or Associate Deans are women. We do not keep data on sexual orientation, although our staff does include 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?

As reported in the opening narrative, since 2007, we have hired faculty whose interests further diversity in the clinical centers they have established, including the Center for Immigrants’ Rights and the Civil Rights Appellate Clinic. This fall, several law faculty are also involved in lecturing to master’s level students in the School of International Affairs’ required course titled “Actors, Institutions, and Legal Frameworks,” enhancing both the teachers’ and students’ exposure to diverse national and international perspectives on a variety of topics, from corporate governance to citizenship laws.

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

Recent faculty hires Preston Green [who enjoys a joint appointment with Education] (minority educational access), Zachary Kramer (sexual orientation and the law), and Shoba Wadhia (immigrants' rights) pursue research interests that further the University's diversity agenda, adding to a number of law faculty already exploring such issues. As reported in earlier submissions, some of the representative works in this category include treatments of immigration and citizenship law, 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?

Because "equal justice under law" is a central tenet of the Anglo-American tradition of lawyer professional responsibility, it is a topic integral to nearly every curricular offering at the Law School. And because American history is replete with examples of the ways law has both alleviated and, unfortunately, promoted unequal access to justice especially among minorities and the poor, issues of inclusion and diversity are necessary components of a sound legal education. Recent curricular offerings in which discussion of diversity and inclusiveness is particularly integral include Law and Aging Policy Seminar, Law and Sexuality Seminar, and Asylum and Refugee Law, among 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.)

As detailed in the opening narrative, we continue to find that the most successful strategy has been in seeking out and hiring diverse faculty members as well as those who demonstrate a commitment to welcoming the discussion and debate of diverse perspectives in the classroom. With the recent establishment of the new School of International Affairs (SIA), now housed in the same building as the Law School, we expect more productive collaboration between the two schools. Several law students are currently enrolled in the J.D./Master in International Affairs (M.I.A.) joint degree program between the schools, and, as mentioned earlier, several law faculty are involved in team-teaching one of the SIA's core courses.

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

Because we believe that the excellence and diversity of our curriculum is driven in large part by the excellence and diversity of our faculty, we believe that our current

institutional mechanisms for reviewing the content of our program, including our standing faculty Curriculum Committee (which includes student representation appointed by the SBA), provide the necessary administrative oversight.

Challenge 6: Diversifying University Leadership and Management

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

The Law School's leadership continues to emphasize diversity and respect for others as underlying values from which all decisions are based. In fact, on the new Law School website's section inviting students to "Experience Penn State Law," a quote from the Dean appears, prominently noting that "[m]eaningful diversity is a core value of Penn State law. We believe that diversity and academic excellence go hand in hand; one doesn't occur without the other." Budgetary support for diverse programs such as the Summer Scholars Program, the Loan Repayment Assistance Program, and Project Staff, continues; the administration also continues to fund diverse speakers and organizations for students, faculty, and staff.

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

Currently, among our senior management group, 5 of our 9 Assistant or Associate Deans are women. More broadly, as of 2008, 8 of the 14 unit executives, academic administrators, and administrators at the Law School were 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?

As detailed in our prior submissions, the Law School continues to employ various recruitment resources made available by the University through The Affirmative Action Office and The Office of Human Resources.

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 continues to emphasize building specific skills and creating policies to get the best from every employee, in part by supporting (and financing, as necessary) staff attendance at programs made available through the Human Resource Development Center (HRDC).

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.)

We continue to find that by using a variety of advertising mechanisms, we are able to reach a large and diverse audience which then 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.

The large number of women in our senior management ranks is a sign of our success in achieving meaningful gender diversity. As reported above, among our senior management group, 5 of our 9 Assistant or Associate Deans are women. Indeed, as of 2008, 8 of the 14 unit executives, academic administrators, and administrators at the Law School were women.

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?

As mentioned above, diversity has become a core value of the Law School such that its promotion is an intrinsic part of the Penn State Law experience. Indeed, our mission statement provides in part, "We are committed to educating a diverse student body, making the Penn State Law education as broadly accessible as is feasible."

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?

We have an active Law School Diversity Committee comprised of students, faculty, and staff, a separate student body diversity committee, and a dedicated staff person within the Student Services Office who is the liaison to the law school's diversity initiatives. All these entities have direct access to Dean McConnaughay, our chief unit executive.

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

As reported above, budgetary diversity initiatives include the Summer Scholars Program, the Loan Repayment Assistance Program, and Project Staff.

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

As described in response to #3 above, the Law School's various committees and personnel dedicated to monitoring diversity have direct access to the Dean, which helps to ensure proper accountability.

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

The Law School has taken full advantage of the diversity resources made available to it through various University offices, including the Office of the Vice Provost for Educational Equity, the Affirmative Action Office, the Human Resource Development Center, and so on.

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.)

Having strong leadership on diversity goals has been instrumental in setting the proper climate for the Law School. Accordingly, we fully expect that the Law School will continue to emphasize "meaningful diversity" as a core value. We also believe that having institutional structures in place such as the Law School and student diversity committees help provide support for and a channel through which the Dean's efforts to promote meaningful diversity can be gauged and measured.

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

The appointment of this year's Law School Diversity Committee has been a positive first step for providing a careful, sustained assessment of where we are on diversity and where we'd like to be. For example, the Committee has met weekly since its appointment in September as it begins planning for the 2010-15 cycle. By creating a dedicated ANGEL website that provides relevant data and links to resources, by inviting key members of the administration and faculty to its open meetings, and by carefully evaluating the Law School's progress under each of the *Framework's* challenges, the Diversity Committee hopes to provide the Dean meaningful feedback in order to ensure that the gains of the last several years continued unabated.