

**College of Agricultural Sciences  
Final Framework for Diversity Update  
2009**

Diversity Challenge	Mid framework progress report corrective feedback noted	Actions taken related to mid-framework corrective feedback and final framework updates.
<b>Challenge 1. Developing a Shared and Inclusive Understanding of Diversity</b>	The review team would like to have seen an update of the College's Diversity council activities.	The College's Diversity Council has updated its charter; added new members; and launched new professional development activities such as multicultural awareness training, offered through the Senior Director, Graduate Educational Equity; collaborations with the faculty development committee are underway to enhance our efforts in this challenge. Our diversity website has been updated and multiple communication formats have been added such as twitter, blogs and social networking technologies to various community networks. The College has recruited a new Multicultural Coordinator since the last report and she has been provided with full and influential participation on the leadership team.
	The review team recommended a more inclusive definition of diversity be reflected in our diversity related activities.	The College has made several efforts to work with LGTBA students and clients, Amish and Ana Baptists and the disabled through our Agri- Ability programs
	The review team recommended that the College utilize University experts on assessment to measure progress.	We continue to work in this regard with notable success in our CASPAR reporting related to outcomes of our educational programming for diverse audiences.
	BEST PRACTICE: Diversity Awards	In addition to the college diversity award system we are very proud to have achieved a national award this year. Penn State Cooperative extension was awarded the CSREES Partnership Award for multistate efforts on Oct. 6, 2009 for "developing successful modes and systematic change strategies that support greater diversity and welcoming climates throughout the land grant university system."
<b>Challenge 2. Create a Welcoming Campus Environment.</b>	Several positive comments were noted about College resources directed towards climate and climate assessment, positive student experiences such as study abroad, student clubs and programs offered by the Office of Undergraduate Students. The review indicated that a plan be indicated that a plan be implemented for climate improvement.	Current assessment finds that the College needs to address certain perceptions about gender equity, and employment class related to our workforce noted in the 2008 faculty staff survey. In every other dimensions of diversity our College fared better overall, compared to the total university. The College looks forward to the faculty /staff survey task force, chaired by Ken Lehrman and its recommendations. The College will continue its many initiatives to foster a welcoming campus environment.
<b>Challenge 3. Recruiting and Retaining a Diverse Student Body.</b>	Several positive comments were made about our traditional participation in programs such as Sloan, Bunton-Waller, and SROP as well as citing our academic departmental efforts to recruit and retain talented students at both the undergraduate and graduate levels.	Current assessment finds that our new and returning and potential students are participating in our many programs aimed at a diverse student body. Many are notable such as the Alcorn State University/ Penn State University Bridges to Doctorate program, The Achievement Conference and Research Exhibition and the Professional Development and Retention Conference for our graduate students; for recruiting young scholars into our undergraduate programs the College's Multicultural Scholars visit, a 2-day, hands on, experience hosted by the college for diverse students who are strong in math and science; our Junior MANRRS programs

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<p><b>Challenge 3. Recruiting and Retaining a Diverse Student Body.</b></p>		<p>and conference aimed at recruiting talented minority students out of western PA, gives these young scholars a unique experience and exposure to our undergraduate opportunities. The College provides exposure frequently to many University programs and activities related to diversity such as Hispanic Heritage Month, The annual Indian POW WOW, and speakers from the Africana Research Center such as William E. Cross Jr.</p> <p>Recently our Multicultural Coordinator served on a university panel comprised of university upperclassmen and members from administration headed by Terrell Jones on Student Success: What is Student Success? The program was offered through the Office of Planning and Institutional Analysis and demonstrates the relationships between institutional planning institutional successes relative to diversity planning. The Multicultural Scholars Math and Science Experience, which began in 2008, has shown great promise in extending our reach to recruiting diverse undergraduate students not only at high school with an agricultural focus but at high schools that have a strong science focus. During the spring of 2009, 11 students and three teachers participated in the program. We only expect that the program will grow, and we hope to have quantifiable success in the coming years.</p> <p>During the spring of 2009, the Director of Multicultural Programs presented to the CAMP program concerning academic offerings of the College. We have continued to visit Historically Black and Hispanic institutions to recruit graduate students and to give workshops on undergraduate research and preparing for graduate school. These workshops have allowed us to extend our reach to students who may otherwise not attend a graduate recruitment fair. Meeting with Penn State CAS alumni who are now faculty at many 1890 and 1992 institutions has also increased the number of students who have attended these workshops.</p> <ul style="list-style-type: none"> <li>o 2008 North Carolina A and T University workshop</li> <li>o 2009 Alcorn State University workshop</li> <li>o 2009 University of Puerto Rico at Mayaguez workshop</li> <li>o 2009 North Carolina A and T University workshops (2) for Career Services and MANRRS chapter</li> </ul> <p>As a result of a graduate student survey, Graduate retention programming is also an area where CAS has improved. We have implemented a Multicultural Graduate Student Welcome. This program allows new graduate students of color meet older students to color to create connections as well receive valuable tips to surviving and doing well at Penn State. Participation in the Achievement Conference continues to remain a priority in the CAS. The CAS Graduate School offers matching up to \$300 to units who want to participate and invite potential underrepresented students to visit Penn State. Eighty percent of the students who</p>

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<p><b>Challenge 4. Recruiting and Retaining a Diverse Workforce.</b></p>		<p>373 new faculty and staff were hired during the 2004-09 framework; 40 faculty and staff (10.7%) were from underrepresented groups as follows: 16 Asian, 13 African American, 10 Hispanic, and 1 Indian. Of the 40, there are 17 males and 23 females represented. Of the 40, there are 20 faculty and 20 staff. The 333 remaining are white, 195 females, 138 males, 66 are faculty, and 267 are staff.</p> <p>The College, despite ongoing financial challenges, has strategically hired as vacancies occur. All academic searches require Dean’s review of the applicant pool and all extension educator searches require review by the EEO Coordinator and the Associate Dean and Director of Extension. As a result of the reframing of extension process, all State Program Leaders will be engaged in the hiring within their respective programmatic areas. The Human Resources office has conducted the university Hire Right training program for our hiring units. Representatives from the College Diversity Council interview all leadership positions and consider diversity expertise and credentials of candidates, making recommendations to the Dean.</p> <p>Each chair of a faculty search committee meets with Ken Lehrman to go over search criteria and affirmative action strategies. Diversity scholarship and research is encouraged and rewarded and our output is growing, thus adding to the retention of underrepresented faculty.</p>

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<p><b>Challenge 4. Recruiting and Retaining a Diverse Workforce.</b></p>		<p>All faculty candidates have a personal visit with our HR office during the interview process and once offered the position, a personal concierge type service is provided, so that they fully understand the conditions and benefits of university employment. During the framework period the College successfully partnered with University HR to hire 3 new minority professional entry positions (PEP) co funded by cooperative extension; also during the period, 3 African Americans extension educators served in 1 year minority fellowship opportunities with the cooperative extension leadership team. Also during the period, our research and extension programs participated in an onsite civil rights compliance review, which examined our people, programs and audiences for non discrimination; we passed the review with flying colors. Our leadership has added a female Sr. Associate Dean and a Hispanic male Associate Dean and a female Assistant Dean and an African American Coordinator of Multicultural Programs. For the headship of the Department of Agricultural Economics and Rural Sociology we have offered and have an acceptance by the first female head ever of that department; she will start on January 1, 2010. An African American female faculty member, Dr. Patreese Ingram, has been named as a university Administrative Fellow</p>
<p><b>Challenge 5. Developing a Curriculum that Fosters Intercultural and International Competencies.</b></p>	<p>It was noted in the review that it was unclear if the College was moving to diversify its curriculum beyond the US/IL requirements.</p>	<p>Several of our departments offer courses and extension programs that promote international experiences and international collaboration to promote appreciation of diverse cultures. The strategic plan of the Office of Undergraduate education includes a Multicultural Enhancement section which has a thorough list of objectives, with respect to recruitment, retention, faculty development and collaborative partnerships. Faculty sabbaticals often are in international settings designed to foster international collaborations and research opportunities. To cite only a few examples many undergraduate, graduate students and faculty have participated in semester long study abroad programs in Moscow, Russia; one Professor has led 12 international study trips alone; several faculty, staff and students have participated in the College's Spanish Language/Mexico Immersion Program. Another faculty member teaches an "Introduction to Research Methods" class for minority scholars participating in the McNair Scholars program. Funding for student participation in international programs is designed to be equally accessible to students from all socio-economic backgrounds. Significant funded research has emanated from our Agriculture and Extension Education department with respect to diversity among communities and youth; examples include funded research on: <i>Strategies to Overcome Barriers to Underserved Clientele Participation in Extension Education Programs; Impact of Service Learning on Youth and Communities; Expanded Food and Nutrition Program Evaluation and Outreach; Risk and Resiliency in Youth, Families, and Communities and Positive Development Promotional Strategies and Interventions; Intergenerational Strategies for Supporting Youth, Older Adults, Families and Communities.</i> These five projects have yielded 25</p>

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<p><b>Challenge 5. Developing a Curriculum that Fosters Intercultural and International Competencies.</b></p>		<p>scholarly publications related to diversity education and scholarship. Additionally, we began tracking our research awards that show collaborations with minority serving institutions; heretofore, that data was not readily available, but now will have the complete data going forward to report in the next cycle. Partial data is available for this report.</p> <p>Dr. Paul Backman traveled to Piracicaba, Brazil, for a meeting with the University of Sao Paulo and the University of Parana to develop an undergraduate student exchange, and also to arrange for Penn State undergraduates to tour their universities and nearby agriculture and agriculture-related industry in 2010, 2011, and 2012.</p> <p>Dr. Paul Backman’s laboratory hosted Danilo Vera of Ecuador’s Department of Agriculture (INIAP) for two months in 2008 to enhance his IPM understanding and to develop his microbial ecology skills.</p> <p>Drs. Henry Ngugi and Gretchen Kuldau hosted Ms. Charity Mutegi, a Kenyan Ph.D. student at the University of Kwazulu-Natal, South Africa, for six months in 2007. Ms. Mutegi was supported by the Borlaug LEAP program.</p> <p>In 2008, Plant Pathology 502, Plant Disease Diagnosis, was taught in Costa Rica. Eleven students and three instructors traveled to Costa Rica for an intensive, two-week course in tropical plant pathology. The course will take place again in 2010.</p> <p>The Plant Pathology Graduate Student Travel assistance fund provides support for students to seek educational experiences outside the department that will enhance their professional development. Among international activities supported were:</p> <p>Katelyn Willyerd (Ph.D. candidate): traveled to Tanzania in 2008 to take part in an interdisciplinary project to promote “nutribusiness” in Africa</p> <p>Rachel Melnick (Ph.D. candidate): traveled to Ecuador in 2009 to conduct field research</p> <p>Anissa Poleatewich (Ph.D. candidate): traveled to Ecuador in 2007 to conduct field research</p> <p>Maria Velez-Clement (Ph.D. candidate): travel to New Zealand in 2009 to participate in the Fifth IUFRO Meeting on Phytophthora Diseases</p> <p>Emily Helliwell (Ph.D. candidate), traveled to Manila, Philippines, to present a poster at the 6<sup>th</sup> International Rice Genetics meeting</p> <p>Rachel Melnick worked in both Ecuador and Bolivia in 2007 and 2009 as part of her doctoral research, conducting field trials.</p> <p>Rachel Melnick advised undergraduate Agroecology student Megan Hayden on a 6-week research project she conducted in Ecuador. Rachel also hosted two Borlaug fellows from Ecuador who visited Penn State for a week in 2009.</p> <p>Numerous international scholars visited the department. Some of the institutions represented included Shanghai Jiaton University, China; Chungbook National University, Korea; Jeju National University, Korea; Chinese Academy of Sciences, China; Kyonggi-Do Agricultural</p>

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<p><b>Challenge 5. Developing a Curriculum that Fosters Intercultural and International Competencies.</b></p>		<p>Research and Extension Services, Korea.</p> <p>Olga Ocón (Physiology) – former Bunton-Waller student who received her Ph.D. with Dr. Ramesh Ramachandran in 2008 and is currently a Research Aide in our department.</p> <p>Valerie Reinoso (Animal Science) former Bunton-Waller student who received an M.S. degree in 2008 with Dr. Guy Barbato and is currently a student in the Virginia-Maryland Regional College of Veterinary Medicine.</p> <p>Megan Rogers (Genetics) was recruited as a Ph.D. student in Dr. Guy Barbato’s lab in 2008. When Dr. Barbato resigned from the University in December 2008, Megan remained in the Genetics Graduate Program but transferred into the Department of Anthropology.</p> <p>Courtney Smith (Animal Science) was recruited as a Ph.D. student in Dr. Guy Barbato’s lab in 2008. When Dr. Barbato resigned from the University in December 2008, Courtney remained in the Animal Science Graduate Program but transferred into Dr. Joy Pate’s lab in the Department of Dairy and Animal Science.</p> <p>Brittany Smith (Animal Science) – was recruited from Delaware State University in 2009. She is currently working on an M.S. degree under the direction of Dr. Paul Bartell and is an HBCU-STEM Fellow.</p> <p>Together with the Dairy and Animal Science Department, our Poultry Science unit made the initial contact with the Department of Spanish, Italian, and Portuguese to bring forward the idea for a "Berlitz-style" course focused on conversational Spanish. This eventually led to the establishment of SPAN 105 and SPAN 106 (<i>Spanish for Students in the Field of Agricultural Sciences</i>) as well as a summer immersion experience (SPAN 107) that are all taught by Dr. Alex Borys. The goal of the courses is to "develop communication skills and cultural awareness to assist and work with Hispanics whose first and sometimes only language is Spanish". Dr. Paul Patterson, Professor and Extension Poultry Specialist, audited SPAN 105 in Spring 2007, and then participated in SPAN 107 (Mexican immersion experience in Cuernavaca, Mexico) from May 26 to June 3, 2007. During the past two years, our Poultry Science dept. has hosted a visiting international graduate student, an SROP student, and four visiting international scholars:</p> <p>Ms. Roos Molenaar a Ph.D. student from Wageningen University (The Netherlands); worked with Dr. R. Michael Hulet on a collaborative research project (summer 2009).</p> <p>Ms. Giovanna Emanuelli an SROP student from the University of Puerto Rico-Mayaguez; worked under the direction of Dr. Francisco Diaz (summer 2009).</p> <p>Dr. A. Adrizal a visiting scholar from the University of Jambi (Indonesia); worked with Dr. Paul Patterson (March 2004 – October 2008).</p> <p>Dr. Ahmet Y. Pekel a visiting scholar from Istanbul University (Turkey); worked with Dr. Paul</p>

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<p><b>Challenge 6. Diversifying University Leadership and Management</b></p>		<p>This is tied to our efforts to build a more diverse faculty and staff and examples of filling leadership positions and our practices were noted in challenge #4. As leadership opportunities present themselves, the College will look for qualified persons from underrepresented groups to fill those positions; we trust that the “pipeline” will be enhanced over time, as the entire land grant university system becomes more diverse, especially in the agricultural sciences and natural resources. Special initiatives such as our minority administrative leadership program and the PEP program have not led to those selected individuals sustaining careers with Penn State as expected, however, we would like to believe these experiences have prepared them for better career trajectories outside of our institution. We need to examine how we might better assess these experiences to insure a higher success rate of these initiatives. Leadership training is afforded to all faculty and staff through PSU HRDC leadership programs and Cooperative extension programs such as NELD, Change Agents States for Diversity, PA County Commissioner Association internships or internal standing and select committees.</p>

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<p><b>Challenge 7. Coordinating Organizational Change to Support Our Diversity Goals</b></p>		<p>Key to organizational change is guided by the College's Strategic Plan and a core value of our plan is a <i>Dedication to diversity, multicultural understanding, and cross-cultural competence.</i></p> <p>A major strategic goal is to Lead and Manage the College as a System, and noted within that goal are several important strategies which support our diversity goals. They are: 1) Enhance employee engagement within the college, 2) Implement systematic internal communication, 3) Continue to ensure that all employees have equitable access to professional development opportunities, 4) Enhance orientation and mentoring for all employees, 5) Implement, in units of the college, ways to broaden input into annual performance evaluations, including reciprocal evaluations of staff by supervisors and of supervisors by staff, 6) Revitalize faculty governance structures, 7) Increase efforts to ensure a diverse, inclusive, and supportive work environment for all, 8) Continue targeted hiring of minority extension educators via the Professional Entry program for entry level extension educators, 9) Continue strengthening faculty and staff working relationships, 10) Provide professional development addressing work climate issues.</p>

# Attachments for 2010 Report - Final Framework for Diversity Update

## Challenge 1 – Developing a Shared and Inclusive Understanding of Diversity



College-Wide  
Commitment to Affirm



Welcome to the  
College's Diversity Co



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Indian Powwow.msg



FW American Indian  
Programming Week.r



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## Challenge 2 – Create a Welcoming Campus Environment



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Feb. 26 Multicultural  
Awareness Panel.msç



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## Challenge 3 – Recruiting and Retaining a Diverse Student Body



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MANRRS Students @



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SROP Faculty  
Interest Flyer.pdf

## Challenge 4 – Recruiting and Retaining a Diverse Workforce



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## Challenge 5 – Developing a Curriculum that Fosters Intercultural and International Competencies



Global connections  
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of Findings regarding



FW ISB Data and  
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## Challenge 6 – Diversifying University Leadership and Management



Leadership  
Administrative Fellow

## Challenge 7 - Coordinating Organizational Change to Support Our Diversity Goals



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Extension's Respons



FW PA AES  
Response to USDA Ci



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