

**PLAN FOR IMPLEMENTATION OF THE UNIVERSITY'S STRATEGIC PLAN FOR  
DIVERSITY 2004-2009  
COLLEGE OF AGRICULTURAL SCIENCES**

The Dean's Office will provide the leadership for implementation by charging each respective associate dean and academic and administrative unit leader with insuring that the four dimensions of diversity (campus climate and inter-group relations, representation, education and scholarship, institutional viability and vitality) are imbedded into the practices of each unit, administrative or programmatic function of the College.

While the expectation is that certain clearly defined functions, such as undergraduate education, research and graduate education, outreach and cooperative extension and human resources will provide centralized leadership for implementation of the Plan, it is also expected that each unit leader within the College, will provide front line leadership for diversity within their respective units. The College will institute an internal annual reporting mechanism, so that all units of the College have responsibility and accountability for implementation of the four dimensions of the Strategic Framework for Diversity. A copy of the reporting tool can be found in attachment I. The shared leadership and responsibility for delivering and improving on the gains made in the 1998-2003 Framework, and on those outlined in the 2004-2009 Plan, will be characterized by challenging the status quo, by being proactive and by translating the desired culture into specific behaviors. The College will measure its progress through the use of strategic performance indicators, annotated in each section of the plan, and will rely on the criteria recommended by the University's Office of Planning and Institutional Assessment (OPIA) for choosing indicators to measure (diversity) progress; we recognize that other measures may be available, but may not meet the criteria outlined by OPIA as follows:

- Does the measure reflect an important organization wide dimension?
- Are data on this measure likely to lead to improvement?
- Does the measure reflect stakeholder needs?
- Do key stakeholders view the measure as credible?
- Can the measure be communicated to and understood by a wide audience?
- Is the direction clear—i.e. would an increase be desirable or undesirable?
- Is the cost/ benefit relationship sensible in terms of data availability vs.value?
- Can we identify units accountable for providing the data?
- Will the measure be sustainable over a period of years?

The College of Agricultural Sciences enthusiastically endorses the University's Strategic Framework for Diversity and will take responsibility for addressing the four dimensions of diversity and for successfully meeting the challenges outlines in the Plan. The College is committed in working with its institutional partners to achieve the goals of excellence and equity for higher education in the 21<sup>st</sup> century.

## I. CAMPUS CLIMATE AND INTERGROUP RELATIONS

### Targeted Areas for Improvement Include:

- Develop and communicate clear and consistent descriptions of Penn State's diversity objectives and initiatives.

Implementation strategies: Continue direct communications to faculty, staff and students from College administration at all levels, the College Diversity Coordinating Council, the coordinators for minority programs and through the Colleges' diversity web site which has prominence on the College's home page. (PI 1.5)

- Further refine unit definitions and strategies, ensuring that constituent groups have the opportunity for input.

Implementation strategies: Organize regular discussions with underrepresented groups of faculty, staff, students and clientele, seeking their input and addressing their concerns. (PI 1.6)

- Develop mechanisms for assessing the degree to which unit members understand their unit's definition of diversity, strategies to achieve inclusiveness, and University diversity initiatives.

Implementation strategies: Insure that faculty and staff performance appraisals incorporate expectations about diversity into appraisals; utilize departmental retreats to open up the discussions, have guest speakers and training on a wide variety of diversity related issues. Additionally, our "Change Agents for Diversity Catalyst Team" will continue its efforts within the College and among eight institutional partners. This effort will provide continuing input on various aspects of our College's diversity efforts.

- Form diversity committees that are well-defined, proactive, sponsor a variety of programs, make appropriate policy recommendations, and use a variety of approaches to communicate within the unit. Ensure that diversity committee membership is representative of constituent units, including students and senior administration.

Implementation strategies: In addition to the College Diversity Coordinating Council, some individual academic and service units of the College and regional units of cooperative extension have established unit level diversity and/or climate committees. These groups can make policy recommendations to their department heads, the dean and/or to the director of Cooperative Extension

- Institute systematic climate improvement initiatives and assessment processes at all levels and locations.

Implementation strategies: The College will review and respond to climate concerns raised in the University faculty and staff survey (2004). The College will also implement appropriate follow up to the College's faculty and staff climate survey completed in late 2003. The College will also conduct its own climate survey for faculty and staff and another for students, in 2005, as we did in 2000, with assistance from OVPEE. The College will continue to monitor climate throughout the framework cycle by surveys and focus group discussions. (PI 1.1, 1.2, 1.3, 1.4)

- Develop a structured process for identifying climate issues and developing unit-wide approaches for proactively addressing climate concerns.

Implementation strategies: The College's Office of Human Resources and Organizational development will continue to provide a structure for faculty and staff to proactively address climate concerns. This office provides or coordinates training regarding employee relations, equal employment opportunity and affirmative action, sexual harassment and diversity. The office is proactive and works within the University structure to address climate concerns.

- Include diversity as a criterion in search processes, etc.

Implementation strategies: All interviews for academic administrator positions involve an interview with the College's Diversity Coordinating Council. The Council will recommend to the Dean their assessment of the candidate's ability to lead in a diverse environment. All searches for academic faculty positions are reviewed by the Dean to insure that the applicant pool is diverse. All extension educator position searches are reviewed by the Director of Cooperative Extension. The EEO coordinator will have a responsibility to facilitate locating qualified candidates from underrepresented groups and notify them of positions for which they may have an interest.

**Performance Indicators: CAMPUS CLIMATE AND INTERGROUP RELATIONS**

- 1.1 Desirability of the College of Agricultural Sciences as a place to work, from F/S survey
- 1.2 Penn State Pulse Survey for students
- 1.3 College of Agricultural Sciences Climate Survey for faculty and staff
- 1.4 College of Agricultural Sciences Climate Survey for students
- 1.5 Number of "hits" on the College's Diversity Website
- 1.6 Focus group outcomes

## **II. REPRESENTATION (ACCESS AND SUCCESS)**

### **Targeted Areas for Improvement for Students Include:**

- Reduce inter-group disparities in undergraduate enrollment, retention, and graduation rates through improvements in recruitment processes and retention initiatives.

Implementation strategies: In addition to the ongoing recruitment and retention activities described in the College's 1998-2003 Framework reports the following will receive emphasis.

- (1) The assistant to the dean will continue to meet periodically with administrators, staff, and students in the Academic Assistance Programs to share with them the academic offerings within the College. Afterwards small group meetings will be

held with the students to talk with them about the College offerings and support structure.

- (2) The College's DUS advisor will also share with the other DUS advisors the offerings of the College and invite those students to visit the Office of Undergraduate Education.
  - (3) The assistant to the dean will continue to identify Penn State graduate alumni who obtained advanced degrees from educational administration and higher education, who are currently working for the Philadelphia, Pittsburgh and Reading School Systems as administrators to assist in identifying juniors and seniors who have excelled in the sciences. Those students will then be briefed on the offerings of the College of Agricultural Sciences and student interest will be assessed as to interest in summer programs and/or admission to the College of Agricultural Sciences.
- Develop and implement proactive strategies to recruit and retain nontraditional students. Best practices, particularly in graduate recruitment, should be shared among units.

Implementation strategies:

- (1) Speaker series will be established. The assistant to the dean has proposed a speaker's series where the College of Agricultural Sciences will invite under-represented experienced agricultural professionals to speak to the faculty and students within the College. An invitation has been extended for a speaker in spring 2004. This person will be asked to speak to faculty within the Department of Entomology, Minorities in Agriculture and Natural Resources Association (MANRA) and to the PSU under-represented graduate population. Currently the final details are being worked out. Dr. Evelyn Ellis, director of the Office of Graduate Educational Equity has been asked to be a co-sponsor of the event.
- (2) Service Learning Project. The College will expand the opportunities for service learning experiences through its faculty and the assistant to the dean for Minority Affairs. The current success with the multicultural, intergenerational service learning team formed in 2003 will be replicated. (PI 3.2)
- (3) Network with 1860 and 1890 Institutions. The CAS assistant to the dean will continue to work directly with her counterparts at both 1860 and 1890 institutions to recruit students to CAS at Penn State.  
She intends to also form a workgroup within the Big Ten of agricultural diversity officers to focus on student recruitment and retention. We are making more of a concerted effort to refer our students to each other for Summer Recruitment Opportunity Program (SROP) programs, etc.
- (4) The Sloan Scholars Program. The College will continue to utilize the Sloan Scholars Program which has helped recruit under-represented graduate students to the College. The Sloan Foundation funded the Sloan Scholars Programs to help

increase the number of under-represented students who are enrolled in PhD Programs in science curricula. We will encourage faculty within the College of Agricultural Sciences' disciplines to use the promise of a Sloan Award to augment the College's offering. (PI 2.4)

- (5) We will develop new and innovative programs to increase enrollment, progression, retention, and placement of graduate students from underrepresented groups. In this respect, we will continue to add minority colleges/graduate fairs to the faculty visits. Also, the Veterinary Science Department will partner with the Huck Institute in targeting minority undergraduate schools for "free" 2 week summer "hands-on" molecular biology workshops. We will hold eight spaces for the 2004 workshop for minority students as a "pilot" program. If this looks promising, we will create a separate workshop devoted entirely to minority undergraduates for future summers. During the workshop, we will have our graduate faculty talk to the students about our program and Penn State. We will continue our summer undergraduate program targeting minority schools with advertising. Finally, we will identify and/or increase quantity and quality of outreach programs and activities that target youth of under-represented groups and that are designed to enhance academic/career preparation and encourage college attendance. (PI 2.3)
- Implement and/or strengthen bridge programs, partnerships, consortia, and mentoring and scholarship programs.

Implementation strategies:

The assistant to the dean will continue to work with representatives of the Walter Biddle Saul High School for Agriculture in Philadelphia and will visit Saul once per semester. She will meet with students and teachers to inform them of the exciting bridge programs, and offerings available through our College at Penn State. (PI 2.3)

- Collaborate more effectively among offices and individuals involved with student recruiting and retention to maximize the potential to attract and retain diverse students. Utilize the expertise of the college multicultural coordinators and the office of Graduate Educational Equity in graduate student recruiting.

Implementation strategies:

The assistant to the dean is currently chair of the College Directors of Multicultural Programs. She plans and meets with the group at least twice a month. The group works in concert to share resources, and plan activities. When any director attends a recruitment fair, he/she recruits for the entire university and not just their College. The directors spend a considerable amount of time learning about the strengths of each other's college and departments. (PI 2.3)

**Targeted Areas for Improvement for Faculty and Staff Employees Include:**

- Improve the success of search processes in identifying and assessing the credentials of women and minority employee candidates for faculty and staff positions.

Implementation strategies: The College is committed to reaching parity with affirmative action goals relative to the availability profiles provided by the Affirmative

Action office. Units are reminded annually what the goals are and where underutilization exists. (PI 2.1, 2.2)

- Expand faculty and staff retention programs to include all underrepresented groups.

Implementation strategies: The College has a good retention record and will be responsive to barriers that may exist which may hinder retention, such as salary or workplace climate. The College can capitalize on its prevailing sense of community provided by our in house retreats, conferences, the Pennsylvania Farm Show, Ag Progress Days and other departmental or college wide programs and activities which make our College a great place to work. This sense of community gives employees an intangible reward and commits them further to the organization.

- Accelerate the introduction of “family friendly” policies and programs, expanded reward systems, and expanded personal and professional development opportunities.

Implementation strategies:

- (1) The College will continue its unique rewards systems for staff through the Administrative, Coordinator, Technical, or Supervisory (ACTS) program and extension educators through their promotion system. The College will continue to follow relevant University policies and programs such as flex time and telecommuting and flexible appointments such as the new alternate to 12 month employment opportunities for staff. Supervisors are aware of these policies and encouraged to utilize them when feasible.
- (2) Continue to develop proactive measures for achieving an appropriately representative search pool for faculty and administrative positions, as well as for staff positions, where possible. Utilizing the assistance of the senior faculty mentor and colleagues in other units may help in recruiting faculty from underrepresented groups into non diverse departments. (PI 2.1)

**Performance Indicators: REPRESENTATION (ACCESS AND SUCCESS)**

- 2.1 Number and percentage of full time faculty from underrepresented groups
- 2.2 Number and percentage of full time staff employees from underrepresented groups
- 2.3 Number and percentage of undergraduate and graduate students from underrepresented groups
- 2.4 Number of graduate assistantships, fellowships, or other financial support granted to underrepresented students
- 2.5 Graduation rates of underrepresented students
- 2.6 Face to face contacts made with underrepresented clients in cooperative extension
- 2.7 Post graduation activity of underrepresented students

### III. EDUCATION AND SCHOLARSHIP

#### Targeted Areas for Improvement Include:

- Institute curricula and research initiatives that provide students with the skills and orientation to function effectively in multicultural workplaces and social environments.

Implementation strategies: The College will continue to build on its successes relative to the development of a curriculum that supports the University's diversity goals. Our faculty has much to build on following the Multicultural Infusion Project; our student club work, service learning projects, applied research initiatives and our youth development programs all have dimensions of diversity learning embedded in them. One such course example is in Agricultural and Biological Engineering, (ABE) having implemented a two course sequence (2 credits each, four credits total) on "Contextual Integration of Leadership and Communication Skills for Engineering and Agriculture." Students take the first course in sequence in the spring semester, junior year and the second course in the fall semester of the senior year. An internship in a related workplace during the intervening summer is encouraged. Diversity is integrated throughout course examples. In the second course, two modules on diversity are offered as "Business Cases for Diversity" (paper) and "Diversity Issues and Opportunities."

- Strengthen the general education intercultural/international competency requirement to focus on preparing students for life and work in today's multicultural world.

Implementation strategies: The College is now positioned to develop more fully our students' multicultural competencies. Our Office of International Programs has an ambitious agenda and it will, through collaboration with our faculty, continue to grow its offerings to provide our students first rate multicultural experiential learning. (PI 3.1)

- Beyond general education, incorporate/infuse diversity issues, topics, and perspectives as relevant to the topic and scope of each undergraduate and graduate course.

Implementation strategies: The College's Multicultural Infusion Project and the resulting ideas and plans by faculty across the college will result in further introduction of diversity topics for formal classroom activities as well as out of class clubs and activities. (PI 3.2)

- Provide resources and opportunities to support scholarship in diversity (i.e., access to quality primary and secondary research materials; support for conference participation, international study, service learning opportunities; etc.).

Implementation strategies: On area that will be explored and developed are opportunities using on line courseware that could be developed to reach underserved student populations; academic departments will be encouraged to develop collaborative efforts with the 1890 institutions' Colleges of Agriculture, thus providing resources and opportunities not readily available

- Explore opportunities afforded by the Africana Research Center and other relevant units to conduct research that can support curriculum transformation efforts. Also, organize workshops, guest speaker series, etc., that provide faculty with information useful for curriculum transformation.

Implementation strategies: The College will explore these opportunities further with the faculty development committee. The College will encourage organizing workshops, guest lecture series and other avenues which provide our educators with useful curriculum transformation ideas.

- Recognize and value the articulation between faculty research involving issues of diversity and the classroom. Curricula may be expanded and modified to include new areas of inquiry. Service learning opportunities may provide opportunity for integration of research, service and teaching scholarship in the context of engaging with underrepresented and underserved groups in a diverse community. Multicultural teaching and research initiatives must be valued appropriately in tenure and promotion decisions.

Implementation strategies:

Increased emphasis will be placed upon the academic units and their faculty to organize and conduct service learning experiences for students that are inclusive of diverse audiences and issues (PI 3.2). Extension educators will be collaborators in these efforts. New community partnerships being built by cooperative extension with local organizations will help enhance outreach and service learning to diverse audiences.

**Performance Indicators: EDUCATION AND SCHOLARSHIP**

- 3.1 Number of students participating in study abroad programs
- 3.2 Number of faculty and students participating in service learning programs
- 3.3 Number of students participating in first year experience programs
- 3.4 Number of students participating in Learning Edge Academic Enrollment (LEAP)
- 3.5 Numbers of youth participating in 4-H and youth development programs

**IV. INSTITUTIONAL VIABILITY AND VITALITY**

**Targeted Areas for Improvement Include:**

- Demonstrate support and leadership for addressing all of the challenges/dimensions.

Implementation strategies:

As was indicated at the beginning of this plan, the Dean's Office will provide the leadership for implementation by charging each respective associate dean and academic and administrative unit leader with insuring that the four dimensions of diversity (campus climate and inter-group relations, representation, education and scholarship, institutional viability and vitality) are imbedded into the practices of each unit, administrative or programmatic function of the College.

While the expectation is that certain clearly defined functions, such as undergraduate education, research and graduate education, outreach and cooperative extension and human resources will provide centralized leadership for implementation of the Plan, it



is also expected that each unit leader within the College, will provide front line leadership for diversity within their respective units. The shared leadership and responsibility for delivering and improving on the gains made in the 1998-2003 Framework, and on those outlined in the 2004-2009 Plan, will be characterized by challenging the status quo, by being proactive and by translating the desired culture into specific behaviors.

- Implement a results-oriented plan for recruiting and retaining diverse administrators.

Implementation strategies: Widen the net, increase personal contact efforts to identify interested and qualified diverse administrators in our applicant pools.

- Require demonstrated skills in managing diversity as a standard qualification for all leadership positions.

Implementation strategies:

Continue to have candidates for key leadership positions prepare to speak to the issues of diversity during their interview; solicit information about the candidates past work experiences in the areas of diversity and their track record in recruiting and retaining underrepresented employees and students and provide information about programs, committee memberships and diversity initiatives in their previous positions.

Once hired, insure that incumbent leaders are required to model proactive diversity efforts and are given the professional development opportunities to gain expertise in diversity. (PI 4.1)

- Compose search committees that are broadly representative and also knowledgeable of the University's diversity objectives. Provide complete information about expectations regarding candidates' skills and experience with managing diversity.

Implementation strategies: The College has a long history of achieving balanced representation on search committees; because of our unique relationship with the public we have had success utilizing diverse lay leaders to participate with university staff on searches for cooperative extension positions. We will continue to educate all search committees regarding the University's diversity objectives.

- Cultivate diverse management teams at all levels of the University, especially in administrative and advisory levels. (PI 4.3, 4.4)

Implementation strategies: The College will continue to seek special opportunities to provide female and minority faculty and staff members with leadership development opportunities. One example is a previous collaborative effort to submit a University proposal to the National Science Foundation concerning women in science and engineering. The grant would provide multiple opportunities, including sponsored fellowship and internship. The program would have been similar to the University Administrative Fellows Program but at the College level. Another example is that each year our College sponsors one or two faculty to attend a national faculty fellow leadership program sponsored by the national associations of research and academic deans of agriculture (ESCOP and ACOP).

- Include members of underrepresented groups in strategic planning committees, senates, and other governing and management bodies within the unit.

Implementation strategies: We will examine all of our appointed and elected committees to insure that there is balanced representation; when a member of an underrepresented group is on such a body, we will insure that each committee chair recognizes that the underrepresented member(s) will have full and influential participation.

- Appoint members of diverse groups to university-wide commissions, task forces, and governing bodies.

Implementation strategies: We will continue to encourage and support diverse faculty and staff to participate in such appointments.

- Provide opportunities for faculty and staff from underrepresented groups to be promoted to leadership positions.

Implementation strategies: Equal opportunities will be provided to all faculty and staff through the various established promotion processes, e.g. promotion and tenure for faculty, the county extension educator promotion process for extension educators and the ACTS reward and recognition program for staff employees. (PI 4.2)

As leadership positions become available, the College will actively recruit and consider all qualified faculty and staff from underrepresented groups.

**Performance indicators: INSTITUTIONAL VIABILITY AND VITALITY**

- 4.1 Number of underrepresented faculty and staff attending the University leadership and management development programs
- 4.2 Number of underrepresented staff in leadership positions
- 4.3 Number of underrepresented volunteer leaders in the cooperative extension programs
- 4.4 Number of underrepresented board members on cooperative extension county boards

## Diversity Performance Indicators

**I. CAMPUS CLIMATE AND INTERGROUP RELATIONS**

- 1.1 Desirability of the College of Agricultural Sciences as a place to work, from F/S survey
- 1.2 Penn State Pulse Survey for students
- 1.3 College of Agricultural Sciences Climate Survey for faculty and staff
- 1.4 College of Agricultural Sciences Climate Survey for students
- 1.5 Number of “hits” on College’s Diversity Website
- 1.6 Outcomes/ summary of focus group discussions

**II. REPRESENTATION (ACCESS AND SUCCESS)**

- 2.5 Number and percentage of full time faculty from underrepresented groups
- 2.6 Number and percentage of full time staff employees from underrepresented groups
- 2.7 Number and percentage of undergraduate and graduate students from underrepresented groups
- 2.8 Number of graduate assistantships, fellowships, or other financial support granted to underrepresented students
- 2.7 Graduation rates of underrepresented students
- 2.8 Face to face contacts made with underrepresented clients in cooperative extension
- 2.7 Post graduation activity of underrepresented students

**III. EDUCATION AND SCHOLARSHIP**

- 3.1 Number of students participating in study abroad programs
- 3.2 Number of faculty and students participating in service learning programs
- 3.3 Number of students participating in first year experience programs
- 3.4 Number of students participating in Learning Edge Academic Enrollment (LEAP)
- 3.5 Numbers of youth participating in 4-H and youth development programs

**IV. INSTITUTIONAL VIABILITY AND VITALITY**

- 4.1 Number of underrepresented faculty and staff attending the University leadership and management development programs

4.2 Number of underrepresented academic administrators and staff in leadership positions

4.3 Number of underrepresented volunteer leaders in the cooperative extension programs

4.4 Number of underrepresented board members on cooperative extension county boards