

Feedback on the Diversity Strategic Plan
A Framework to Foster Diversity at Penn State: 2004-2009
Smeal College of Business

Smeal College of Business continues to develop and enhance its commitment to diversity with dedication and support from the dean. The Review Team noted that the definition for diversity was expanded to include faculty and staff as well as MBA and Ph.D. candidates. Climate surveys for both students and for faculty and staff are noted in the plan; it will be important for the College to develop measurable action items from climate survey results. While efforts to recruit a diverse student body and workforce are noted, specific strategies and desired outcomes were not included, nor were clear details for retention efforts. Curriculum, leadership and organizational goals note diversity initiatives as a main strategic point. However, it is unclear how organizational changes will be developed and measured for future *Framework* reports.

Campus Climate and Intergroup Relations

Challenge 1: Developing a Shared and Inclusive Understanding of Diversity

- ❖ Smeal has broadened its definition of diversity, noting that the College has the largest number of racial/ethnic minority undergraduates at University Park. The revised definition takes into consideration faculty and staff as well as MBA and Ph.D. candidates but efforts could be further expanded to better encompass inclusion of underrepresented groups beyond racial/ethnic categories.
- ❖ The College plans to continue successful programs and initiatives such as its leadership in the START conference and the continued efforts of its three minority coordinator positions, with additional support and involvement from the dean.
- ❖ It is noted that the College Diversity Advisory Committee (chaired by the dean) will “implement and monitor accountability on the Smeal Diversity Plan.” Activities noted include programming, curriculum development, and monitoring minority representation. It was unclear how accountability will be addressed. ***RESPONSE: The Dean and Senior Associate Dean meet regularly with the unit heads responsible for the above activities to review accomplishments and future plans.***
- ❖ There is good emphasis on data collection and soliciting feedback regarding diversity issues, problems, and solutions to such problems. More information on how constituent input and feedback will be evaluated and used in developing action items, as well as how these activities will be communicated, would be helpful. ***RESPONSE: Climate for diversity assessment survey will be conducted with all Smeal students in October 2004. The action items that will be undertaken will be determined based on the survey findings. The College will participate in the Alliance for Earth Sciences, Engineering and Development in Africa (AESEDA).***

Challenge 2: Creating a Welcoming Campus Climate

- ❖ The College is exploring a plan to conduct a climate assessment with the assistance of the Office of Educational Equity. It will be important to act on the results of the survey.
- ❖ The dean will continue to meet regularly with student groups to solicit information and address concerns, and the College plans to initiate more efforts to enhance overall climate and individual satisfaction within the College. More information about the types of efforts that will be initiated, and how they will be developed and measured would be helpful. ***RESPONSE: The efforts that will be pursued depend on student feedback.***

Representation (Access and Success)

Challenge 3: Recruiting and Retaining a Diverse Student Body

- ❖ The College will continue its current undergraduate recruitment efforts.

RESPONSE: The tables below provide information on both undergraduate and MBA enrollment data.

Undergraduate Diversity Student Enrollment Data

	<i>2001-2002</i>	<i>2002-2003</i>	<i>2003-2004</i>	<i>2004-2005*</i>
<i>University Park</i>	<i>11.5%</i>	<i>12%</i>	<i>11.6%</i>	
<i>Smeal</i>	<i>15.9%</i>	<i>16.1%</i>	<i>17.3%</i>	<i>16.9%</i>

****Tentative enrollment numbers. Counts will be finalized six weeks into the Fall 2004 semester.***

MBA Diversity Student Enrollment Data

	<i>Class of 2004</i>	<i>Class of 2005</i>	<i>Class of 2006</i>
<i>Smeal</i>	<i>7%</i>	<i>10%</i>	<i>10%</i>

- ❖ The College plans to provide support for faculty to attend minority Ph.D. student recruiting conferences as well as continue to provide full tuition/stipends for all second year minority MBA students; scholarship and travel monies for graduate students have also been increased.
- ❖ Information on plans for retention strategies would be helpful. ***RESPONSE: See INSERT 1 for Smeal Undergraduate Retention Initiatives and INSERT 2 for Smeal MBA and Ph.D. Retention Projects.***

INSERT 1

THE SMEAL COLLEGE OF BUSINESS UNDERGRADUATE DIVERSITY ENHANCEMENT PROGRAMS RETENTION INITIATIVES

The Multicultural Scholars Program

The Multicultural Scholars include recipients of the Bunton-Waller Fellowship and the Dean's Merit awards. These students participate in monthly academic, professional and personal development seminars. They are also engaged in research on a topic that focuses on the impact of diversity on a business issue. Previous topics included the University of Michigan's Admissions Practices and the Abercrombie & Fitch hiring and marketing practices. The research is presented at the end of each academic year in a case competition format.

The Freshmen Leadership Program

The purpose of the Freshman Leadership Program is to provide first year students of color with the skills necessary to succeed in their freshman year at Penn State as well the tools to achieve in the subsequent years. Through the Freshman Leadership Program, students will have a chance to attend a variety of workshops that will aid them in their academic success and in their personal growth.

The Black Male Leadership Symposium

The Black Male Leadership Symposium aspires to produce unity and stability among black males in the Smeal College of Business while making an effort to retain and recruit as many of these young men we can reach. Our plan is to develop and hone the leadership and academic qualities of the young black male. The Smeal College of Business recognizes the decline of black males successfully matriculating through the business curriculum and has recognized a need for a program that attempts to accommodate students with whatever is needed to complete their academic career whether enhancing study skills, socializing in a majority environment, career direction and professional development.

2004 Symposium Goals

- 1. To enhance the retention and recruitment of black men at Penn State.*
- 2. To help black men recognize and realize their leadership qualities.*
- 3. To increase the interest among program individuals in developing their leadership skills and to provide concrete tools for them to do so.*
- 4. To produce responsible and credible young black male mentors.*
- 5. To generate successful businessmen.*
- 6. To create unity, respect, and stability among black males at Penn State University primarily targeting Smeal College of Business students.*

The Parental Involvement Initiative

Smeal Office of Undergraduate Diversity Enhancement Programs maintains contact with Smeal College Parents throughout each academic year. Parents are sent newsletters twice each semester with information about the College and opportunities available to the students. Parents of freshmen and sophomore students are contacted at the end of each year to engage families in phone conference calls to discuss academic progress, career goals and the next academic year goals.

INSERT 1 (continued)

MULTICULTURAL SCHOLARS ENROLLMENT

Bunton-Waller Fellows Only

<i>ETHNICITY</i>	<i>2000-2001</i>	<i>2001-2002</i>	<i>2002-2003</i>	<i>2003-2004***</i>	<i>2004-2005***</i>
<i>Afri. Amer.</i>	3	5	1	6	7
<i>As. Amer.</i>	0	0	0	0	0
<i>Hispanic</i>	0	0	2	2	2
<i>Nat. Amer.</i>	0	0	0	0	0
<i>TOTAL OFFERS</i>	6	7	7	7	7
<i>TOTAL YIELD</i>	3	5	3	8	9
<i>INCREASE*</i>	8	1	2		
<i>DECREASE**</i>	1	2	1		
<i>GRAND TOTAL</i>	10	4	4	8	9

Each academic year has yielded 2 Dean's Merit Scholars in addition to the Bunton-Waller Fellows!

**Increase due to change of major into Smeal.*

***Decrease due to change of major out of Smeal, personal issues, or not maintaining required cumulative grade point average.*

****Total number exceed number of offers due to offers made to Philadelphia Honors Convocation.*

***Smeal Undergraduate Diversity Student Graduation Data
 Percentage Graduating in Four Years***

<i>Entering Cohort</i>	<i>Total Population</i>	<i>Total Minorities</i>	<i>African American</i>	<i>Asian American</i>	<i>Hispanic</i>	<i>Native American</i>
<i>Fall 1998</i>						
<i>Smeal</i>	78.1	68.1	63.8	72.1	61.7	80.0
<i>UP</i>	69.7	61.5	57.2	65.1	60.5	59.2
<i>Fall 1999</i>						
<i>Smeal</i>	78.9	73.4	62.0	80.3	69.8	71.4
<i>UP</i>	70.8	64.3	58.5	69.6	63.0	59.2
<i>Fall 2000</i>						
<i>Smeal</i>	79.0	73.2	65.5	80.7	65.1	75.0
<i>UP</i>	70.1	62.4	58.8	66.6	60.2	63.2

INSERT 2

Smeal Graduate Programs

Minority MBA Retention Projects

1. *Minority MBA Orientation*
2. *Mentoring by MBA Office Staff*
3. *Mentoring by Second Year Students*
4. *Mentoring by Alumni*
5. *Professional Development Workshops (resume, interview, career fair)*
6. *Support to attend the NBMBA & NSHMA Conferences*
7. *Minority Executive Interaction*
8. *Diversity Appreciation Weekend (alumni panel, informal interaction)*
9. *Minority Group Lunches*
10. *Tutoring Service*
11. *Minority Business Periodicals (MBA Office)*
12. *Minority Graduation Dinner*
13. *Support for the Minority MBA Student Association*
14. *Support for the Minority MBA Case Competition Team*
15. *Open Door Policy (Assistant to the Dean)*
16. *Graduate Assistantship Funding*

Minority Ph.D. Retention Projects

1. *Advising (Department Faculty, Associate Dean, Assistant to the Dean)*
2. *Support to Attend Professional Conferences*
3. *Support for Dissertation Research*
4. *Group Lunches (Associate Dean, Assistant to the Dean, Minority MBA Students)*
5. *Social Events (Associate Dean & Assistant to the Dean)*

Challenge 4: Recruiting and Retaining a Diverse Workforce

- ❖ The unit is encouraged to develop specific mechanisms to approach this Challenge that are appropriate to the culture and needs of the College. ***RESPONSE: We actively pursue underrepresented minorities for both staff and faculty positions through appropriate advertising and our professional and social networks. We have secured a joint faculty appointment in our college with Dr. James Stewart, Professor of Labor Studies and Industrial Relations and African and African American Studies.***
- ❖ The unit may consider acknowledging and appropriately valuing contributions to diversity within the tenure and promotion process for faculty and the SRDP process for staff.

Education and Scholarship

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

- ❖ The College plans to continue to review its undergraduate and graduate curricula to ensure diversity components and will continue to support three cross-listed diversity courses first offered in 2002-2003. The College is encouraged to expand its diversity course repertoire to include issues and topics pertaining to groups beyond African/African Americans, such as Hispanics/Latinos, Native Americans, LGBT, disabilities, etc.
- ❖ It is positive that the College plans to add a new course to the MBA curriculum, “Managing Diversity,” for spring 2004.
RESPONSE: The College has introduced a new MBA course entitled “Strategic Diversity Management”, taught by Juan Johnson, a vice president at The Coca-Cola Company and president of the Diversity Leadership Academy, and based on the groundbreaking work of diversity management guru R. Roosevelt Thomas, the inaugural course honed students’ leadership skills to harness diversity of ideas and perspectives as a competitive asset. It was first taught in Spring 2004 and will be offered again this year.
- ❖ College plans to enhance diversity components of first-year and MBA orientations are positive. Information on how this enhancement will be accomplished should be included.
RESPONSE: See INSERTS 1 and 2 (above).
- ❖ Examples illustrating how the College plans to measure and evaluate management research that addresses diversity issues would be helpful. ***RESPONSE: All publications are reviewed and rated by the relevant Department Chair and Associate Dean for Research as inputs to the annual review process.***

Institutional Viability and Vitality

Challenge 6: Diversifying University Leadership and Management

- ❖ Only two efforts in response to this Challenge are presented: The assistant to the dean for diversity enhancement participates on the College’s Management Committee and Smeal supports faculty and staff attendance at professional conferences and workshops on leadership and management.
- ❖ The College is encouraged to consider mechanisms to identify and support members of underrepresented groups who have leadership potential or aspirations in developing leadership skills and experience and identifying advancement opportunities. The College may also wish to consider encouraging and supporting diversity oriented service activities such as participation on diversity focused organizations at both the College and University levels.
- ❖ Plans for diversifying administration and management with the College are not evident. A profile of the College’s current leadership would be useful as a benchmark for progress in this Challenge.
RESPONSE: See <http://www.smeal.psu.edu/smeal/chart.html?as7> which displays the Smeal organizational structure. Currently we have six females, including the Dean, and one underrepresented minority in senior management positions.

Challenge 7: Coordinating Organizational Change to Support Our Diversity Goals

- ❖ More clarity and detail regarding plans for overall organizational change are necessary.
- ❖ Commendable efforts to address this Challenge include continuing efforts to emphasize diversity as one of the College's strategic goals, and continuing development efforts to gain support for underrepresented minority endowments for students and faculty. It is unclear how staff are addressed in these efforts.
RESPONSE: During each semester, the College will offer HRDC Diversity Education programs for staff.
- ❖ The assistant to the dean for diversity enhancement's office will be moved to the dean's suite, visibly demonstrating diversity as part of the leadership agenda. More information on the anticipated impact on effectiveness of diversity enhancement efforts would be helpful.