Feedback on Progress Implementing
A Framework to Foster Diversity at Penn State: 2004-09
Smeal College of Business
Mid-Term Progress Report
Spring 2007

The Smeal College update describes diversity endeavors that are comprehensive and involve the efforts of faculty, students, senior administrators, staff, and alumni; the College is commended for the breadth of its programs, though more details at various points would have given the review team a better sense of results achieved. The update provides qualitative descriptions of numerous innovative activities, and it is obvious that the College has a strong commitment to diversity, but without more data, it is difficult to know which efforts are yielding results. In this regard the update takes a step backwards from the approach used by the College in its responses to items in the 2004-09 Smeal diversity strategic plan, as found on the Educational Equity website, which provided more longitudinal data than does this update. The review team recommends better tracking of overall enrollment, retention-graduation, and employment data and also urges data gathering for specific programs against concrete performance indicators. The team appreciates and understands the commitment to racial/ethnic diversity and notes that Smeal has the highest number of students from diverse racial/ethnic backgrounds among all the colleges. However, the update seemed thin on gender diversity and for other important *Framework* constituencies. For instance, other than in the College definition of diversity, the team found little or no mention of goals or activities related to the following communities: LGBT, disability, low-income students, adult learners, and veterans.

Response:

- ***Information regarding the status of Smeal's work with LGBT students can be found in Challenge 2. The 2007 START Conference included a workshop devoted to LGBT issues. Christian Mateis, Assistant Director of the LGBT Student Resource Center gave a presentation on "Gender and Sexuality Equity in the Workplace" Approximately 30 people attended this session. Information on Smeal's efforts for MBA LGBT students can be found in Appendix 1***
- ***The challenges faced by our low-income students and our adult learners will be addressed by the Smeal Social Entrepreneurship Initiative. This initiative will seek out new and creative ways to assist students in financial need. Further information can be found in Appendix 2.***
- ***All information concerning Smeal's support for military applicants can be found at www.smeal.psu.edu/mba/admission/military. Smeal was also recognized by GMAC as a Military-Friendly Business School at http://www.mba.com/mba/FindYourProgram/EvaluateSchools/ResearchCurriculumServicesEnvironment/militaryfriendlybschools.htm***

Finally, the College did not report progress on specific items in the 2004-09 Smeal diversity strategic plan, choosing to only respond to the questions posed within the *Framework* and simply insert bulleted points from the diversity strategic plan into the update prior to the responses for each Challenge. Without specific point by point updates to the plan, the review team had limited ability to assess actual progress since the beginning of the current planning period.

Campus Climate and Intergroup Relations

Challenge 1: Developing a Shared and Inclusive Understanding of Diversity

- ❖ Enhancing the Diversity Committee and dedicating two staff positions to diversity programming demonstrate a strong commitment to provide a positive climate for all constituencies. There is a systemic commitment to diversity, including its explicit incorporation into the Capital Campaign.
- ❖ There are an impressive array of organizations committed to support of diversity (e.g., COMO, Business Roundtable, etc.) and an equally impressive group of programs in which the College participates. The Diversity Committee seems well-structured with the right set of assigned roles.
- ❖ There is a need to assemble and present data that document the level of participation in many of the programs and activities, particularly measured over time to illustrate trends. These data include the

number of students participating in some of the clubs and other organizations, the number of students attending the MBA Diversity Workshop, and the amount of money contributed to diversity-related scholarships and fellowships. Regular collection and analysis of these and other data will allow the College to better monitor progress toward diversity goals and assess the effectiveness of programs.
Response: For further data on MBA Diversity Workshop please see Appendix 3.

- Potential Best Practice: the integration of student groups under COMO. However, substantiating data describing outcomes is necessary.
Response: The integration of student groups under COMO comes from the monthly meetings in which the organizations' various elected boards are able to meet and plan events together. This meeting takes place on a monthly basis and has at least 2 officials from each board. Attendance each month on average is 10.

Challenge 2: Creating a Welcoming Campus Climate

- The College is commended for its commitment to hiring diverse faculty; the suggestion of a professional search firm to increase the prospect for success in future faculty hires is positive.
- The review team is pleased by the efforts to conduct climate surveys (on two occasions) and encourages the College to undertake the proposed focus groups. Perhaps one of the discussion topics of the focus groups could be the failure of the survey efforts.
Response: Four focus groups are currently planned for the FA 07 semester. The discussions for these groups will be centered on the current climate of the college and deal with other issues related to Smeal. A general outline for the focus groups can be found in Appendix 4.
- The number and scope of events in support of diversity are impressive; of particular note are the FOBA reception, alumni dinners, Black Male Leadership Symposium, and the Diversity Appreciation Weekend (more detail would be of interest here). These are excellent networking opportunities for students, providing them with the chance to meet many other members of the Penn State community. Data documenting the attendance and participation in these events would be very helpful.
Response: Additional data on Black Male Leadership Symposium and the MBA Diversity Appreciation Weekend can be found in Appendix 5 and Appendix 5.1. The MBA Diversity Appreciation weekend is a culminating event for prospective diversity MBA students. This weekend gives first and second year diversity MBAs the opportunity to relay their experiences to new students and meet with alumni in a networking capacity.

Awards that are given out during alumni dinners have been included Appendix 5.2.
- Potential best practices include the Black Male Leadership Symposium and FOBA reception (as an example of efforts to bring together students, faculty, and alumni). Again, substantiating data are necessary.
Response: Additional data for Black Male Leadership can be found in Appendix 5.

The FOBA event was not a Smeal program. The event was hosted to foster a sense of community with FOBA and its members.

Representation (Access and Success)

Challenge 3: Recruiting and Retaining a Diverse Student Body

- The College is commended for participating in the long list of University-based diversity initiatives for both graduate and undergraduate students. These include a thorough list of recruitment and retention efforts. Data documenting measures of success yield from these activities would be much appreciated.
Response: Please see Appendices 5.3, 6, 6.1, 6.2, 6.3.
- The College identifies four specific activities for recruitment and retention as "most successful" (e.g., START, COMO) but provides no quantitative measures of success.
Response: START Conference data can be found in Appendix 7

Challenge 4: Recruiting and Retaining a Diverse Workforce

- The College is commended for the recruitment efforts concerning the two diverse faculty members in Finance. The approaches to hiring junior faculty seem reasonable.
- Social gatherings for MBA and PhD students along with faculty provide excellent professional and personal support for students as they progress toward their degrees.

Education and Scholarship

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

- The development of several diversity-related courses is commendable, though it is unfortunate that some did not take place for a variety of reasons. The team encourages the College to continue and even expand these offerings and strengthen their implementation efforts so that the courses get off the ground.
- There is a long list of courses described as "listed in the schedule of courses," but no data are provided on student enrollment or frequency of course offerings. What criteria are used in determining that the five courses and three programs listed as "most successful" are so outstanding?
  Response: Data in relation to the enrollment of courses with diversity elements can be seen in Appendix 8.

  The criteria used in determining the most successful course and programs was based on SRTE results and very favorable verbal responses from students taking these classes.
- The team recommends the development of courses on as broad a range of diversity topics as possible, such as a course on economic trends in the LGBT community (cf., Richard Florida, professor of public policy, George Mason University).
  Response: Smeal has developed courses within Management, Marketing, First Year Seminar and Business Law that evaluate these trends.

  The college is currently working with the LGBT office on campus to develop programs to reach out to the LGBT community at Smeal. Collaborations OSTEM and Out for Business should generate resources for the community at large.

Institutional Viability and Vitality

Challenge 6: Diversifying University Leadership and Management

- The College is commended for the strong position that they have taken in committing two leadership positions to diversity. The appointment of the Assistant Dean for Diversity Enhancement to the College Executive Committee is certainly another positive action.
- Participation in University-sponsored professional development is commendable but, given the gravitas of the Smeal College within the business education community, it is disappointing that the College is not at the forefront of the delivery of executive-level professional development programs for the Smeal and University community, especially programs targeted specifically for women.
  Response: Programs developed by HDRC provide excellent resources for the University community. In regards to professional development programs, it would be in the best interest of the college not to duplicate programs that are already offered by other Penn State University offices.

  Smeal does provide delivery of executive-level professional development programs for women:
  - ***Executive Program for Women Leaders***

Challenge 7: Coordinating Organizational Change to Support Our Diversity Goals

- The team commends the College for its goal of developing a curriculum that fully reflects a broad view of diversity; again, solid quantifiable measures are needed so progress can be assessed.
- Membership of women on the Board of Visitors is noted as progress in support of women students in the program.

- There are very positive developments concerning partnerships with internal and external units; as before there is a need to document the success of these programs.
  Response: Documentation of Smeal external partnerships can be found within the college's website at http://www.smeal.psu.edu/uprog/diversity/corp and http://www.smeal.psu.edu/partners/cap these links provide detailed information on our partners and an explanation on how we work with each company for various program and developmental opportunities.

Response: Additional details follow in appendices that shed further light on the responses above.

Appendix 1

Smeal College of Business Programs to Assist in Developing a Welcoming Climate for LGBT Students

UNDERGRADUATE PROGRAMS

The 2007 START Conference included a session to LGBT issues. Christian Matheis, Assistant Director of the LGBT Student Resource Center gave a presentation on "Gender and Sexuality Equity in the Workplace".
Approximately 30 people attended this session.

The LGBT Student Resources Center also conducted a special session for all of the undergraduate advisors and the staff of the Smeal College of Business. Ms. Allison Subasic, the Director, and Mr. Mathies, the Assistant Director, presented the workshop. This presentation covered basic issues that students who identify as lesbian, gay, bisexual or transgender would face.
Approximately 23 people attended this presentation.

MBA PROGRAM

For students who express interest in LGBT issues, the MBA Office provides the following:

1. Set up communication with current students and administration representing the LGBT community.

2. Share the following article, recognizing its nature as a university-wide statement:

From: The LGBT Student Resource Center, the Pennsylvania State University

Subject: Penn State LGBT Resources listed among top 20 in the nation in "The Advocate College Guide for LGBT Students."

Contacts: Allison Subasic, Director or Christian Matheis, Assistant Director
(814) 863-1248
101 Boucke Building
University Park, PA 16803
< http://sa.psu.edu/lgbt/ > http://sa.psu.edu/lgbt/

On Tuesday, August 1st, 2006 Campus PrideNet (< http://www.campuspride.net/ > http://www.campuspride.net/) announced the upcoming release of "The Advocate College Guide for LGBT Students." This document summarizes the top 100 campuses in the nation with regard to resources, services and educational opportunities of interest to Lesbian, Gay, Bisexual, Transgender and Ally students. The Pennsylvania State University is not only listed within the top 100 campuses for LGBT students, but will also be ranked among the top 20 institutions in the country.

Calling this the first comprehensive guide of its kind, Campus PrideNet issues this publication in order

to help students make educated decisions, as well as to assist institutions of higher education with recruitment and retention of LGBT students.

The listing for Penn State University includes various resources, services and programs. These include, but are not limited to: the LGBT Student Resource Center, the LGBT Mentorship Program, The LGBT Support Network, the Commission on LGBT Equity, a diverse array of student organizations, the LGBT Lecture Series, access to free HIV testing and counseling services, community organizations in the surrounding area, as well as significant courses emphasizing study of gender identities, and sexual and affectional orientations.

For campuses to be considered for the guide, each institution was nominated by current LGBT students, faculty, staff and administrators. Using web-based surveys, community members at each institution were asked to provide information about personal experiences, opinions about their campus, college policies, support programs, campus safety and recruitment and retention efforts.

Other schools ranked within the top 20 include American University, Duke University, Indiana, University, Oberlin College, Ohio State University, New York University, Princeton University, Stanford University, Tufts University, University of California Berkeley, University of California--Los Angeles, University of California--Santa Cruz, University of Massachusetts Amherst, University of Michigan, University of Minnesota--Twin Cities, University of Oregon, University of Pennsylvania University of Puget Sound, and the University of Southern California

For additional information, please contact Allison Subasic or Christian Matheis at the LGBT Student Resource Center.

The LGBT Student Resource Center
101 Boucke Building
University Park, PA 16803
Phone: (814) 863-1248
Fax: (814) 865-0790
< mailto:lgbta@psu.edu>lgbta@psu.edu
http://sa.psu.edu/lgbt/

Appendix 2

Smeal Social Entrepreneurship Initiative

The Social Entrepreneurship Initiative will focus on enhancing the climate at Smeal for disadvantaged and returning adult students by identifying problem areas and developing creative solutions. Target date for implementation is the beginning of the fall 2007 semester. The committee is comprised of Smeal Faculty and administrators as well as graduate and undergraduate student representatives.

Primary Objective

Focus on enhancing the climate at Smeal for disadvantaged students by identifying problem areas and developing creative solutions.

Social Entrepreneurship Defined

"Social entrepreneurship is about applying practical, innovative and sustainable approaches to benefit society [students] in general, with an emphasis on those who are marginalized [underrepresented] or poor [first-generation, low income]." *The Schwab Foundation for Social Entrepreneurship*
"A social entrepreneur identifies and solves social problems on a large scale. Just as business entrepreneurs create and transform whole industries, social entrepreneurs act as the change agents for society, seizing opportunities others miss in order to improve systems, invent and disseminate new approaches and advance sustainable solutions that create social value." *The New Heroes, PBS*

- How do people really make a difference?
- What is their approach? Their vision?
- What are the steps or process to making a difference?
- What kinds of people are good at this? Are there common characteristics and/or personal attributes that visionary problem-solvers have?
- What do you care about?
- What do the people are you need?

What is the Benefit to Smeal? Instigate systemic changes in perception within the Penn State community and the outside world, i.e. prospective students, alumni, corporate partners, to signify Smeal as a college that represents and teaches socially conscionable business practices.

Initial Project: The design and implementation of the "Textbook on Reserve" Project.

- Identify courses with highest demand (class size, cost of textbook)
- Departments order extra copies to place at library or in offices

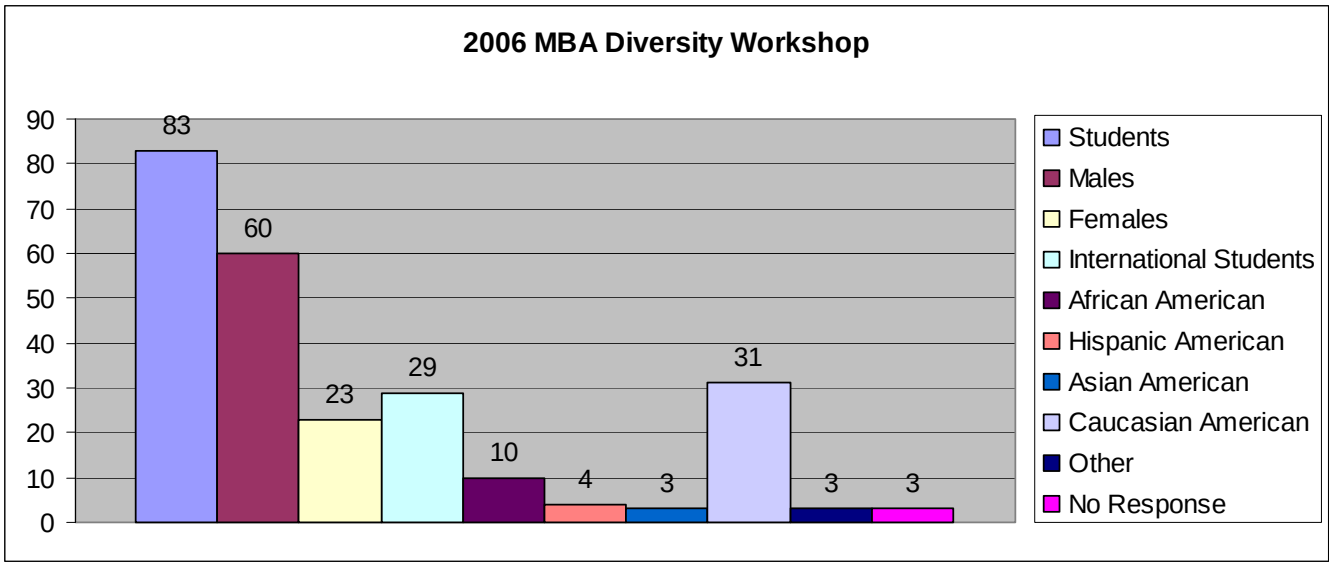
TASKS

1. Conduct a study to identify educational needs of students.
    a. Textbook on Reserve Project
2. Develop business plan to accomplish goals.
3. Measure impact of project(s).

Future Project Ideas

- Laptops/flash drives for first-year students
- Study abroad funds – increase sustainability of funding sources
- Faculty research projects

Appendix 3:



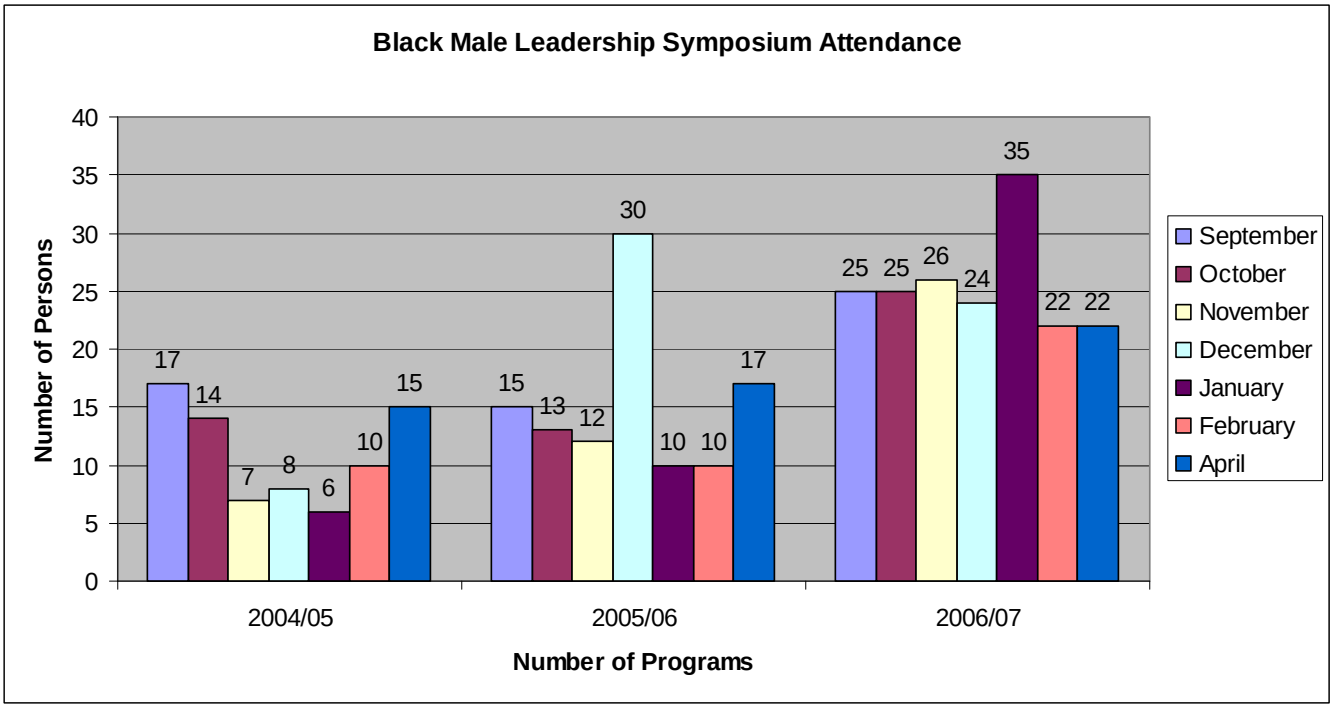
Appendix 4:

Diversity Advisory Committee – Focus Group Subcommittee

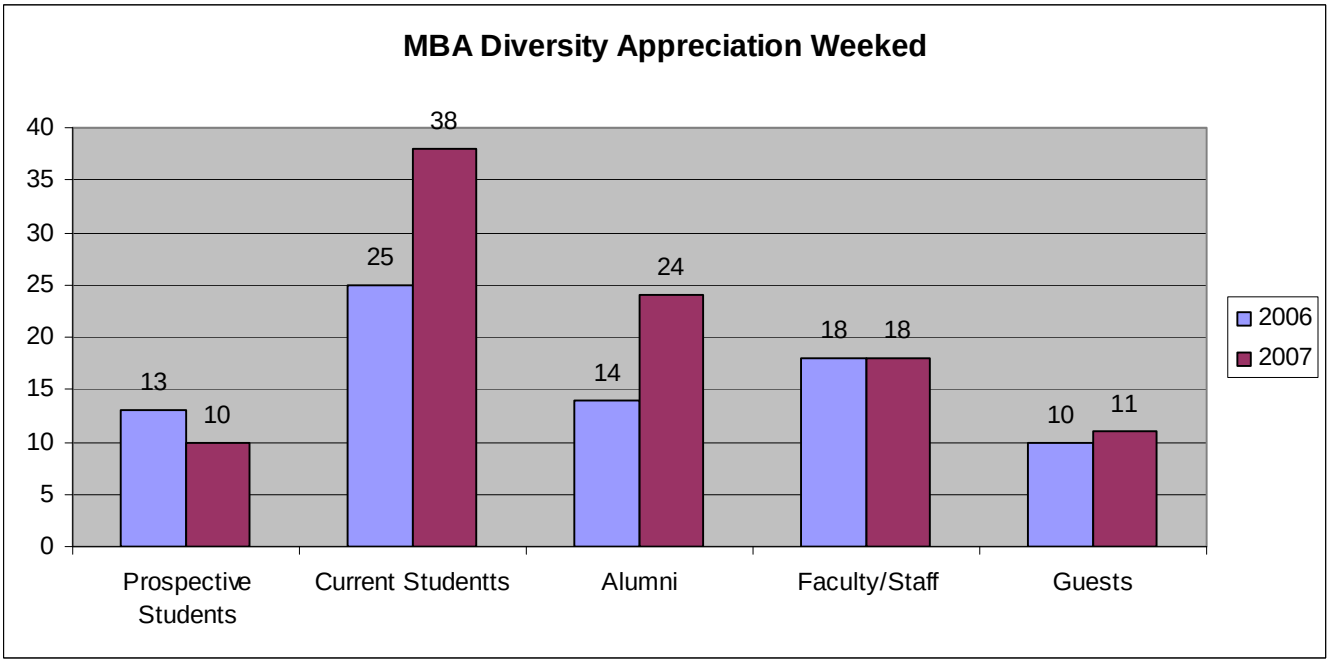
Goals

1. To understand current climate regarding diversity
    a. Personal Experiences
    b. Perceptions of climate for underrepresented members
    c. Perceptions of institutional actions (policies, initiatives)
2. To collect ideas on how to address and prioritize
3. Ways to enhance diverse students body representations at events
4. Academic integrity issues

Appendix 5



Appendix 5.1



Appendix 5.2

Student Diversity Award

This award recognizes a graduate or undergraduate student for leadership in an individual or group project that furthers diversity efforts in Smeal College.

2007

Antonio Hurley '07 M.B.A.

2006

Darnell Gibbons '07
Tyrone Hutchins '07

2004

Elizabeth Medina '05

2002

Nichelle Evans '03

1997

Stacy L. Huertas '97
Sherise D. Curd '97g

Corporate Diversity Award

This award recognizes a corporation, business, or foundation which has excelled in its support of minority programs of the College and the recruitment of minority students for internships and full-time positions. Recipients have a demonstrated record (three or more years) of support of minority programs and recruitment.

2007

Philip Morris USA

2006

Johnson & Johnson

2004

PNC Financial Services

2002

Kimberly-Clark Corporation

1997

The Lenfest Foundation

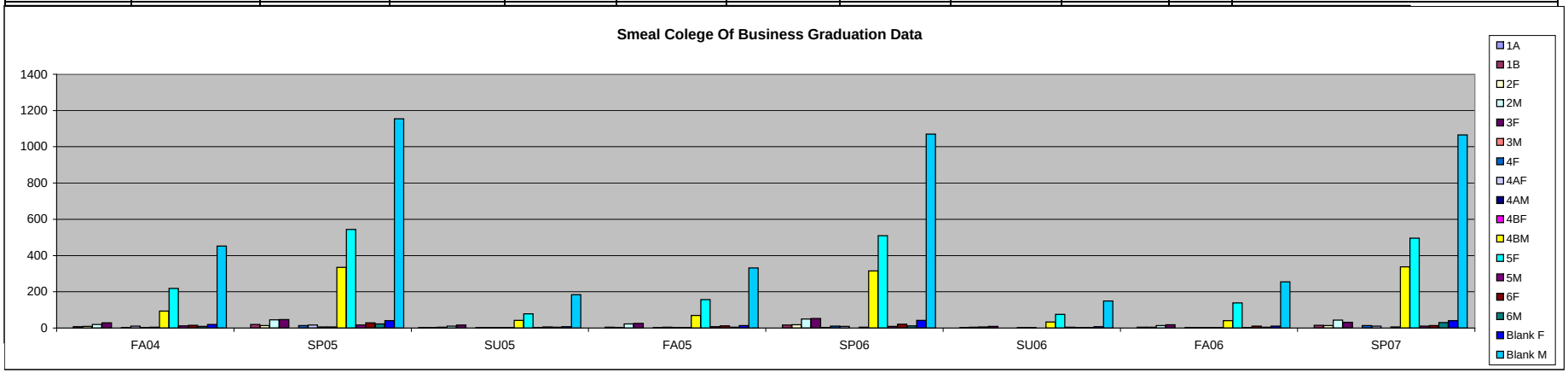
Alumni Diversity Award

This award honors alumni who have demonstrated a commitment to Smeal College's goal of being a diverse and mutually supportive community which provides a climate of sensitivity, open-mindedness, and respect. Recipients support the Minority Scholarship Program and are personally involved with minority programs and students.

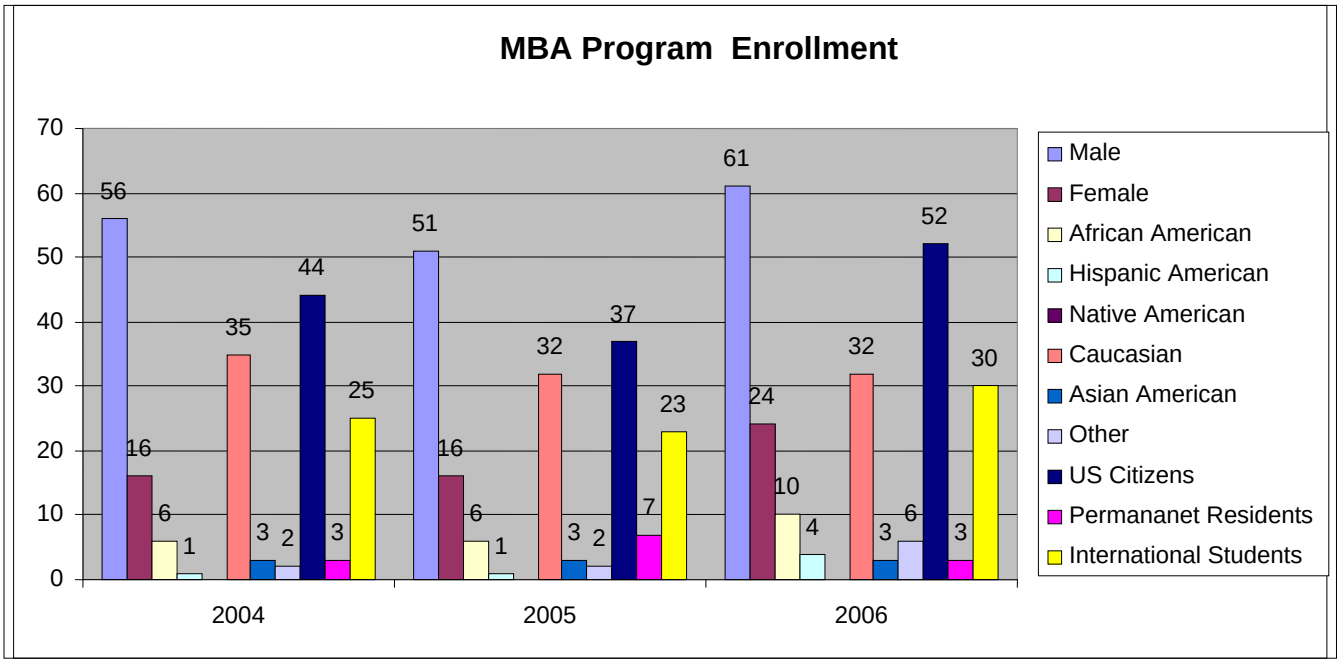
2007 Ted Singleton '92 M.B.A.

2006 Ken Henderson, Esq. '71

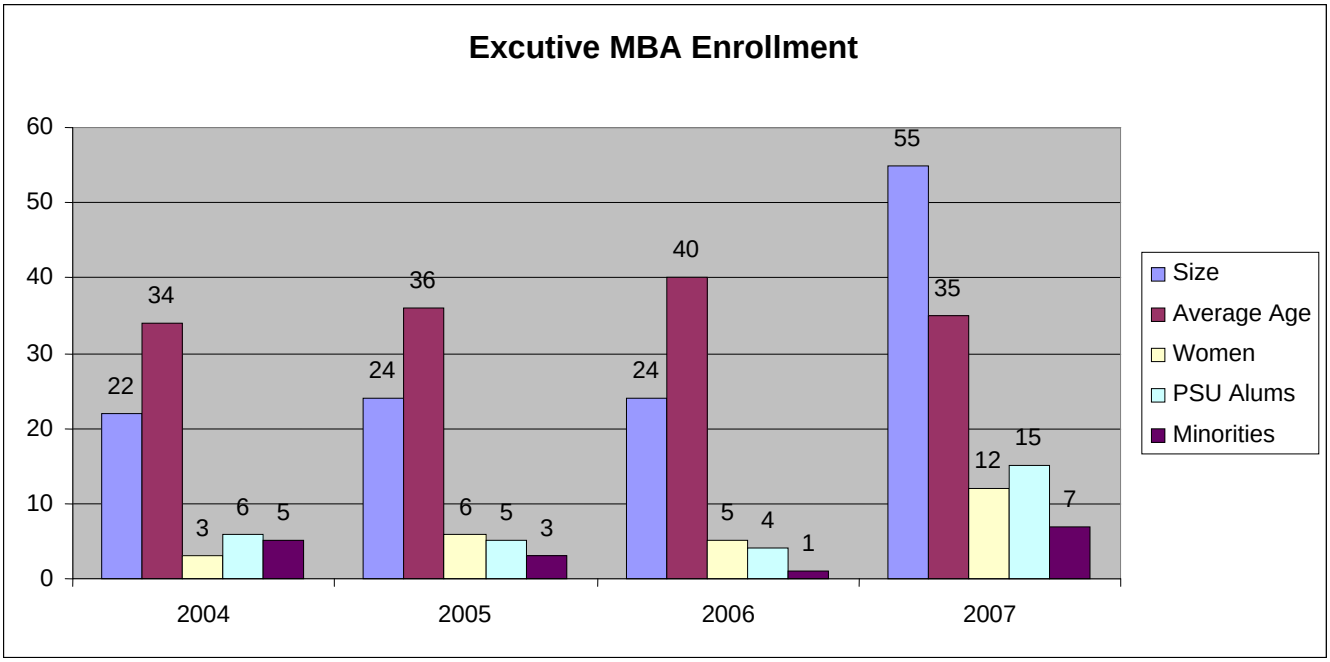
Appendix 5.3											
Ethnicity	Gender	200405FA	200405SP	200405SU	200506FA	200506SP	200506SU	200607FA	200607SP	Grand Total	
1A	M	1	2				1		1	5	Native American
1B	M			1						1	Native American (Eskimo)
2	F	8	19	3	4	16	1	4	15	70	African American
	M	9	14	5	3	18	4	4	13	70	African American
3	F	20	45	11	23	50	6	14	44	213	Asian
	M	28	47	16	26	52	9	18	32	228	Asian
4	F					1				1	Latino/a
4A	F	2	13	2	2	10		2	14	45	Hispanic (Puerto Rican)
	M	10	16	1	5	9	3	2	11	57	Hispanic (Puerto Rican)
4B	F	2	6	1	2		1	1		13	Hispanic (Non-Puerto Rican)
	M	4	6	2	2	5		2	6	27	Hispanic (Non-Puerto Rican)
5	F	93	334	42	70	315	33	41	338	1266	Caucasian
	M	219	544	79	156	510	76	139	496	2219	Caucasian
6	F	12	16	2	7	9	4	2	10	62	International
	M	15	29	6	12	21	2	10	14	109	International
(blank)	F	9	23	5	5	12	2	4	30	90	
	M	20	41	8	14	42	7	11	41	184	
Grand Total		452	1155	184	331	1070	149	254	1065	4660	



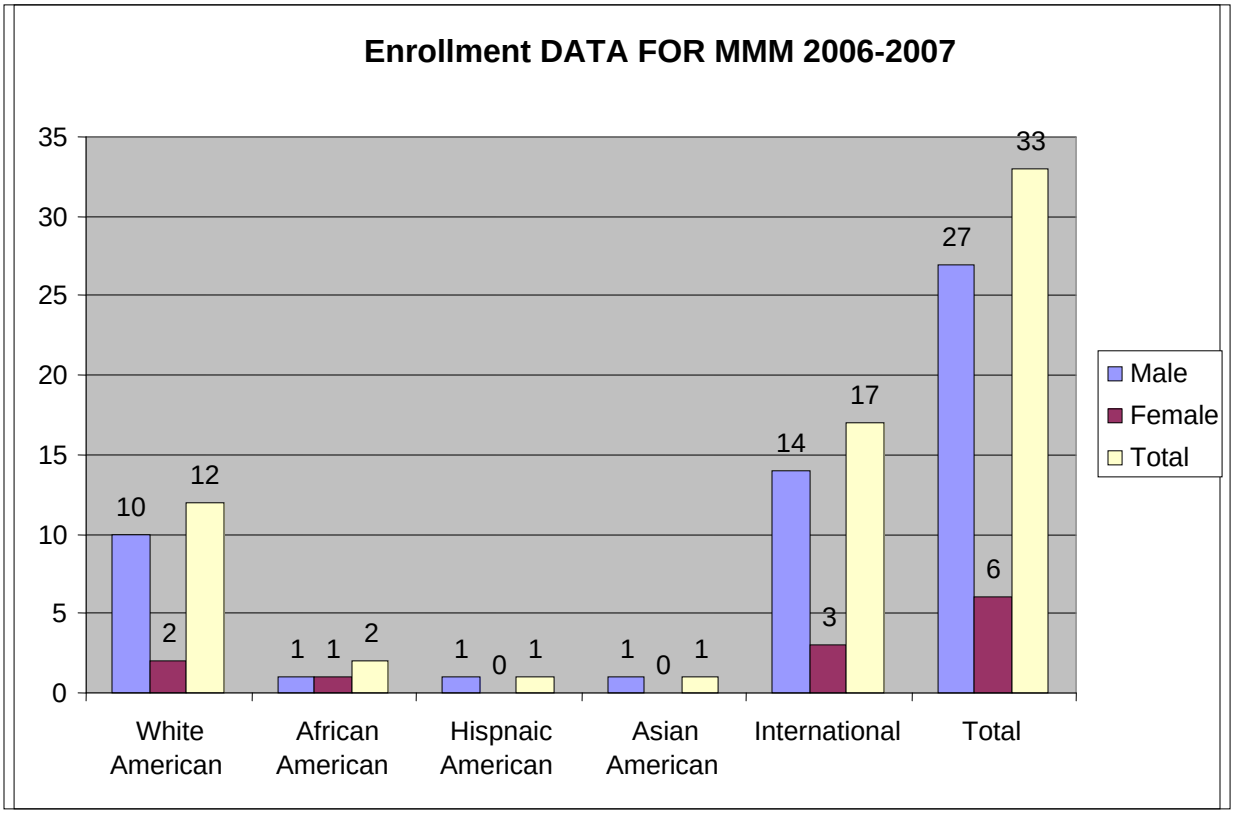
Appendix 6



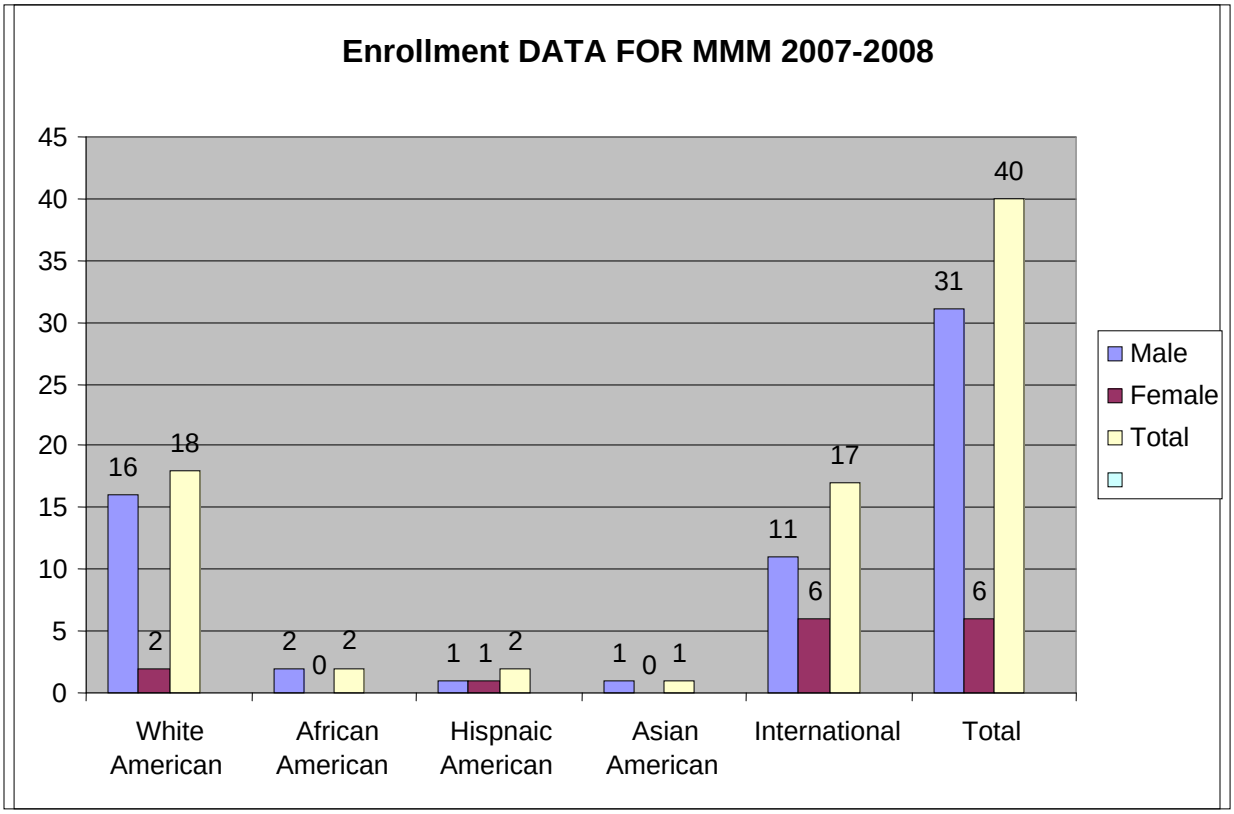
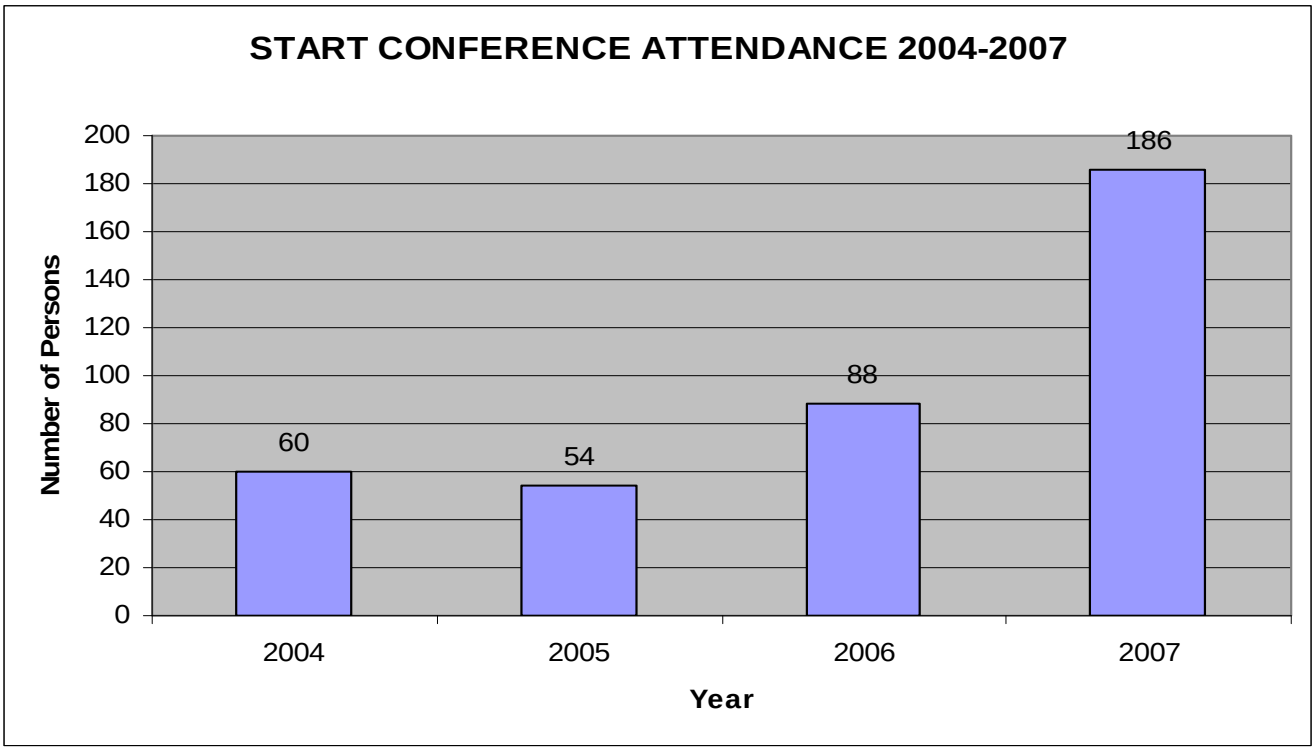
Appendix 6.1



Appendix 6.2


Enrollment DATA FOR MMM 2006-2007
35
30
25
20
15
10
5
0
10
2
12
1
1
2
1
0
1
1
0
1
14
3
17
27
6
33
White American
African American
Hispnaic American
Asian American
International
Total
Male
Female
Total

Appendix 6.3



Appendix 7