

**Feedback on A Framework to Foster Diversity at Penn State: 2010–15 and  
2014–15 through 2018–19 Diversity Initiatives**  
Fall 2014  
**Smeal College of Business**

Numerous diversity goals are listed in the 2010–15 *Framework to Foster Diversity* document; unfortunately, many of these are absent in the 2014–19 overall strategic plan. The review team finds it difficult to assess the college's impact on diversity without detailed follow-up reporting. Of note are the college's hiring of an assistant dean for diversity enhancement, its broad achievements around diversifying student populations, and its plan to involve all members of the college community in diversity. The report's macro approach reflects general statements about the pursuit of diversity goals; however, it will be difficult to gauge progress because no concrete quantifiable examples of how the college expects to meet previous or current diversity initiatives are provided. The Smeal College of Business states its aspiration to be one of the best business schools in the world and it uses measurable objectives, such as reaching a student-faculty ratio of 25:1 within five plus years, as targeted outcomes. The college knows how to share metrics that can measure overall success, but fails to deliver diversity metrics in the 2014–19 strategic plan. **RESPONSE: The Smeal College of Business will attach the completed diversity metric outline that supported the Strategic Plan with this response. It is also important to note that the appendices at the end of the document will also demonstrate the growth of the College's diversity initiatives.**

### **Campus Climate and Intergroup Relations**

#### **Challenge 1: Developing a Shared and Inclusive Understanding of Diversity**

- Diversity was referred to in the mission statement alongside integrity, service, and sustainability; however no definition was provided. The review team suggests beginning with an understanding of diversity. **RESPONSE: The Smeal College of Business' definition of diversity can be found on page seven in the strategic plan under the goal of Build our Culture. This definition states diversity as status based on ethnic background, gender, socioeconomic status, first generation status, or sexual orientation, while recognizing veterans, persons with disabilities and adult learners.**

#### **Challenge 2: Creating a Welcoming Campus Climate**

- The college is commended for its plans to measure success through climate surveys to students, faculty, and staff and addressing how it will track improvement over time.
- In a very broad statement, the report describes diversity support efforts across the entire college, and its desire to foster awareness through training and curriculum; however, it offers no further information as to how this will occur. **RESPONSE:**
  - **Please review the attached document for detailed information on climate efforts. The metrics included will provide further detail on how Smeal works to provide a welcoming climate for all persons.**
  - **The College will also add content to Strategy 7 of the College's strategic plan that will support reaching out to diverse groups as well as demonstrated training to support diversity initiatives for current faculty and staff.**

### **Representation (Access and Success)**

#### **Challenge 3: Recruiting and Retaining a Diverse Student Body**

- It is promising that the college plans to reach new students through online education offerings and that it wishes to continue to strengthen its global perspective. The college should make clear the connection between online education recruiting and its diversity initiative. It should also offer assessment indicators to gauge progress. **RESPONSE:**
  - **The College will monitor progress of the on-line course through SRTE information, review of class size, and review of race/ethnicity and gender composition.**

- *On-line learning can increase the number of adult learners participating in the College. As this group (adult learners) is identified as a part of the diversity definition, the College will continue to monitor the number of adult learners in the certificate program.*
- The report mentions the need to broaden the focus of the college to include change-of-location students from campuses and to increase the number of international undergraduates. **RESPONSE:** *The curriculum for COL students can be found in Appendix Three of the attached document.*

#### **Challenge 4: Recruiting and Retaining a Diverse Workforce**

- No specifics on how to recruit and retain a diverse workforce are provided. **RESPONSE:** *Information on these specific tactics can be found within the College's tactical plan for diversity which is attached to this document.*
- The review team noticed an absence of data on recruiting and retaining a diverse workforce. **RESPONSE:** *The College will make reference to these efforts in the section on faculty research and recruitment as noted to the response to Challenge 4 within the College's original strategic plan.*
- Examples of how to improve the college's ability to attract and retain world-class faculty members show promise, but how this reflects upon diversity initiatives is unclear. **RESPONSE:** *The College will strengthen the discussion in the description of goals and strategies for increasing research.*

#### **Education and Scholarship**

##### **Challenge 5: Developing a Curriculum That Fosters U.S. and International Cultural Competencies**

- Elevating the commitment to international programming by creating a new position of associate dean for international programs is positive.
- Increasing student participation in study abroad from 25 percent to 33 percent is highly commendable; completion target dates would be helpful as well. **RESPONSE:** *The College will include completion dates in its revision of its strategic plan over the remaining four years of the College's current plan.*

#### **Institutional Viability and Vitality**

##### **Challenge 6: Diversifying University Leadership and Management**

- Support for diversity efforts across all employment categories is mentioned but no data are provided. The college may be better able to highlight its successes by providing baseline data not reported in this strategic plan. **RESPONSE:** *Data on recruitment and retention will be included in the College's tactical plan for diversity.*

##### **Challenge 7: Coordinating Organizational Change to Support Our Diversity Goals**

- It is laudable that the college created the assistant dean for diversity enhancement position. More information on the role and charge of this office would be useful. **RESPONSE:**
  - *The mission of the Diversity Enhancement Programs office is as follows: To assist in the development of a diverse, pre-eminent learning community, through special minority recruitment and retention initiatives. The vision statement for the office is: to become the benchmark model of a diverse learning community for the colleges and the business world, by focusing on the positive, value-added aspects that a diverse staff, faculty, and student body bring to the Smeal College of Business. Additional information about the efforts, charge, programs, and support provided by the office can be found at <http://www.smeal.psu.edu/diversity>.*
  - *In the revision of the strategic plan there will information that will define the role of the Assistant Dean of Diversity Enhancement Programs.*

**RESPONSE:** *See Attached*

## A Framework to Foster Diversity At Penn State

### Diversity Enhancement Programs 2014 - 2019

The Smeal College of Business office of Diversity Enhancement Programs' (DEP) Framework to Foster Diversity will continue to support the many initiatives that have been addressed in the previous updates. However the new model for the strategic plan is based on the work of Smeal Professor Donald C. Hambrick's work "Are you sure you have a strategy?" This format will give a streamlined view of the efforts of Diversity Enhancement Programs.

It should be duly noted that the College will continue to place a great emphasis on issues concerning women and the LGBTQA community. Recruiting and retaining the highest quality of student, staff, and faculty is also high on the list of priorities for the College.

The following plan targets the areas of: Arenas , what areas are we going to target, Vehicles, which goals are going to help us succeed, Differentiators, how will we be different from our competitors, Staging, when do we go into action. It is important to recognize that DEP has divided the calendar year into two periods with three to four stages within each.

## Arenas

### Recruitment

## Metrics

## Staging

	Offerings	Markets		
Pre First Year Students	Personal visits	Prospective Students 15 to 17	Number of applicants to apply after visits	Stage One: Fall (Aug-Dec)
	Business Opportunities Summer Session	Prospective Students 15 to 17	75% of Students to apply to PSU 50% of students to be admitted to Smeal/PSU	Stage One : SU/FA (Jun-Dec)
	University Admissions Office Programs	Prospective Students 15 to 17	Number of applicants to apply after visits	Stage Two: Fall (Oct. - Dec.)
	High School Visits	Prospective Students 15 to 17	Number of applicants to apply after visits	Stage Two: Fall (Oct. - Dec.)
	Philadelphia Honors Program	Prospective Students 15 to 17	Number of students to apply to Smeal after program	Stage Three: Spring (May)
	Scholarships	Prospective Students 15 to 17	Number of students to accept offer after awarding of scholarship	Stage Three: Spring (Feb.-May)
	Media (FB, Linked In, Twitter)	Prospective Students 15 to 17	Number of visits, "Friends", retweets, members to various media outlets	Constant

<b>MBA Students</b>	MBA for a Day	Prospective MBA Candidates	# Candidates to complete application	Stage One: Fall (Sept. - Dec)
	Diversity Dinners	Prospective MBA Candidates	# Candidates to accept admission to MBA program	Stage One: Fall (Sept. - Dec)
<b>Ph.D. Students</b>	Ph.D. Project	Possible Ph.D. Candidates, Faculty	# Candidates to complete application process/ # persons to consider employment at Smeal	Stage One: Fall (Nov)
	DOC Net	Possible Ph.D. Candidates, Faculty	# Candidates to complete application process/ # persons to consider employment at Smeal	Stage One: Fall (Nov)
	Listing Opportunities in various trade magazines and web based services (i.e. HigherEdJobs.com)	Best qualified diverse candidates	Increase in number of diverse applicants for positions with in the college	Constant
<b>Faculty/Staff</b>	Conferences within academic discipline	Best qualified diverse candidates	Increase in number of diverse applicants for positions with in the college	Constant
	PSU Higher Education Recruitment Consortium (HERC)	Best qualified diverse candidates	Review of actual number of applicants to positions in Smeal	As needed

<b>Retention</b>	Utilize PSU Office of Human Resources Hire Power	Best qualified diverse candidates		As needed
	Request academic departments use the Minority and Women Doctoral Directory	Best qualified diverse candidates		Constant
	Assistant Dean meets with all candidates to address diversity concerns	All prospective and current employees		As needed
<b>Undergraduate Students</b>	9 Diversity Student Organizations (7 Undergrad/2 Grad)	Prospective/Current Students 16 to 24	# of students attending diversity organization events, surveys, increase in membership numbers	Stage One: Fall (Sept. - Dec.)/ Stage Three: Spring (Feb. - Apr)
	Résumé writing session	Prospective/Current Students 16 to 24	Attendance at session	Stage One: Fall (Sept-Oct)
	MBA/ Alumni Mentoring	Prospective/Current Students 16 to 24	# of established mentor relationships	Constant
	Mock Interviews	Prospective/Current Students 16 to 24	Attendance at session	Stage Two: Fall (Nov. - Dec.)
	Striving Toward Awareness and Respect for Tomorrow (START) Conference	Prospective/Current Students 16 to 24	Number of persons in attendance, number of people registered, surveys	Stage Three: Spring (March)

**MBA**

LGBTQ Career Fair	Prospective/Current Students 16 to 24	Number of companies involved, student traffic, surveys	Stage Three: Spring (April)
Change of Location Cohort Program	Prospective/Current Students 16 to 24	Number of students engaged in program, surveys	Stage One: Fall (Aug)
Study Abroad Assistance	Prospective/Current Students 16 to 24	Increase Number of students going abroad	Stage Three: Spring (Feb. Mar)
Scholarships	Prospective/Current Students 16 to 24	% of students given emergency scholarships that remain in the college	Constant
Tutoring	Prospective/Current Students 16 to 24	# Number of students using tutoring services	Constant
Media (FB, Linked In, Twitter)	Prospective/Current Students 16 to 24	Number of visits, "Friends", retweets, members to various media outlets # awarded/retained	Constant
Assistantships	Current MBA Students	Surveys	Stage One: Fall
Alumni interaction	Current MBA Students & Alumni	# programs with alumni attended	Constant
Conference Participation	Current MBA Students	#attended and # of awards received	As needed
National Case Competitions Support	Current MBA Students	Program attendance	As needed

<b>Ph.D.</b>	Cultural Celebrations/Forums	Current Graduate Students, Staff, Faculty & PSU Community	# requested	Constant
	Dissertation support	Ph.D. Students	# attended/ # of presentations given	As needed
	Conference Presentation Support	Ph.D. Students		As needed
<b>Faculty/Staff</b>	Diversity Committee	All current employees		As needed
	Fac/Staff Advisory Committee	All current employees		As needed
	Retain Donan Professorship	Top diversity faculty	# of staff and faculty taking advantage of program	As needed
	Offer flex/alternative work schedules	All current employees	# of offerings by College	
	College wide professional development offerings	All current employees	# of staff and faculty taking advantage of program	As needed
	Open access to Assistant Dean's calendar	All current employees	# of staff and faculty taking advantage of program	As needed

## **Vehicles**

In keeping to theme of Hambrick' s template for devising a strategy, the goals that drive Diversity Enhancement Programs (DEP) to top form will be listed in the vehicles section of this plan. These vehicles not only tie into the University Framework for Fostering Diversity, but to the College's goals as well. The seven vehicles we have identified are:

1. Developing a Shared and Inclusive Understand of Diversity
2. Creating a Welcoming Campus Climate
3. Recruiting and Retaining a Diverse Student Body (Current trends in admissions data can be seen in appendix one )
4. Recruiting and Retaining a Diverse Workforce (current staff and faculty numbers can be seen in appendix two)
5. Developing a Curriculum that Foster US and international Cultural Competencies
6. Diversifying University Leadership and Management
7. Coordinating Organizational Change to Support Our Diversity Goals

## **Differentiators**

What makes Diversity Enhancement Programs different and model for best practices comes in the form of our programming. Currently DEP has one of the notably stronger conglomerates of diverse student organizations. This can be noted by the fact that several (4 of the 7) of the student groups within the Council of Multicultural Organizations (COMO) have been recognized by the University as the top student organization in one or more categories. The College can also boast of having a diversity committee chaired by a member of the Dean's cabinet to be forward thinking in diversity programming, and to deal with any issues that arise in the multicultural arena. DEP also provides for a summer program for underrepresented students at no charge (see Appendix Two). The College also provides support and leadership training thru the Women of Smeal initiative. This program gives women and men in the College the opportunity to delve into issues from a women's perspective. The monthly meetings can be attended in person or Adobe connect. DEP also supports its students through the development of additional instructional support of for its Change of Location students. This cohort of students receives additional academic and transitional support in form of personal, intense "Smeal Prep" on a bi-weekly basis at the start of the academic year and then to a monthly meeting basis in the spring.

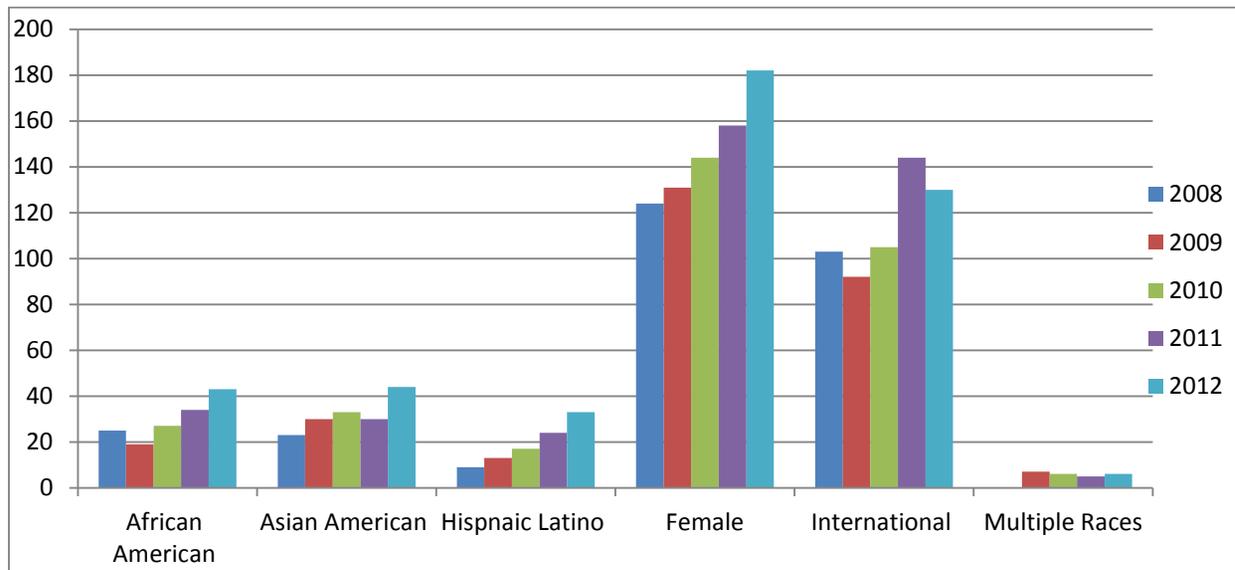
## **Economic Logic**

In planning for future DEP programs and events the office will continue to seek out and compete for grants in addition to the support received from alumni, corporate partners, and the College. While DEP has no intent to make a profit, DEP will continue to raise, develop funding avenues for the support of diversity students, staff, and faculty.

## Appendix One: Diversity Student Data

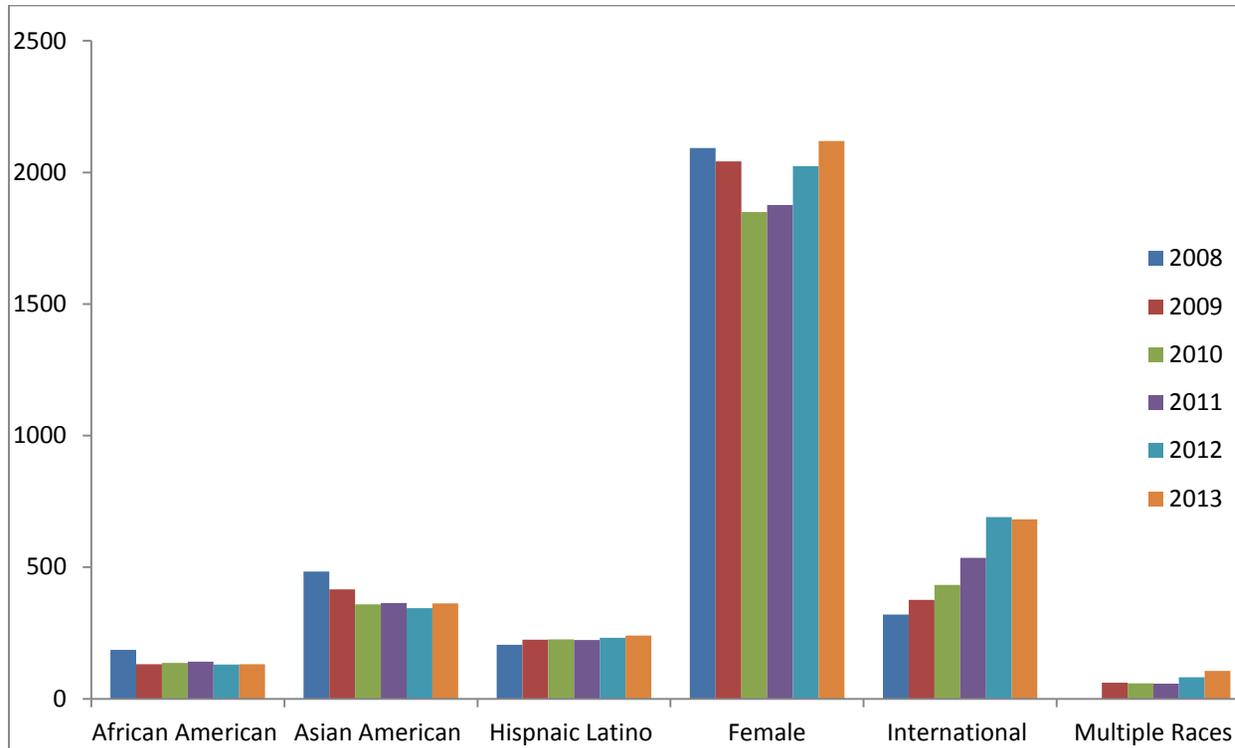
### Graduate Students

Year	African American	Asian American	Hispanic/Latino	Female	International	Multiple Races
2008	25	23	9	124	103	0
2009	19	30	13	131	92	7
2010	27	33	17	144	105	6
2011	34	30	24	158	144	5
2012	43	44	33	182	130	6

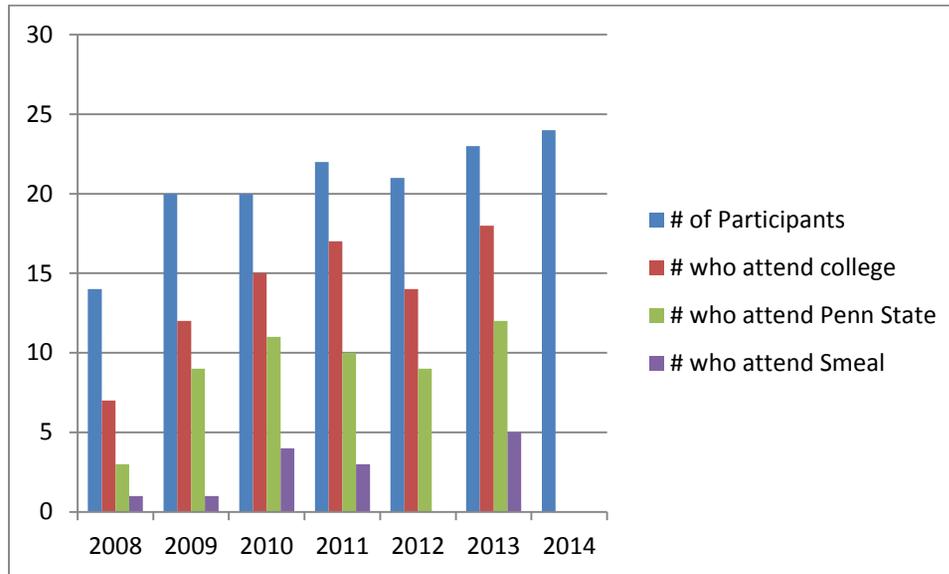


Undergraduate Students

Year	African American	Asian American	Hispanic Latino	Female	International	Multiple Races
2008	186	484	205	2092	320	0
2009	131	416	224	2042	376	61
2010	136	359	226	1849	433	59
2011	141	364	223	1876	536	58
2012	130	344	232	2024	690	82
2013	131	363	240	2119	682	106



## Appendix Two: Business Opportunities Summer Session Data



Program Year	# of Participants	# who attend college	# who attend Penn State	# who attend Smeal
2008	14	7	3	1
2009	20	12	9	1
2010	20	15	11	4
2011	22	17	10	3
2012	21	14	9	0
2013	23	18	12	5
2014	24			