

A COMMITMENT TO FOSTERING DIVERSITY

THE COLLEGE OF EARTH AND MINERAL SCIENCES

2010 - 2015 Strategic Plan for Diversity

December 2009

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MATRIX 12-21

Our vision is to change the culture within Earth and Mineral Sciences by weaving diversity throughout the fabric of the College

Introduction

It should be noted up front that since the submission of the last Diversity Strategic Plan, the executive leadership has changed twice. The Current Dean was hired Summer 2007 and shortly after coming on board, he decided to elevate diversity to the executive level and hired an Associate Dean for Educational Equity. It's an opportunity to not only aid in creating diversity change at the collegiate level, but it puts us in a unique position to be at the forefront of change within the University structure. Having said that, the Office of Educational Equity has been charged specifically to help weave diversity throughout the fabric of the College. It's a huge mandate but a durable one. If done correctly, by partnering with all of our internal units and collaborating with key units across campus with quantifiable successes, it could thrust us in the national limelight for creating an infrastructure that will help change the national and global workforce in the energy, earth and mineral sciences.

EMS's Diversity Strategic Plan for Diversity for 2010-2015 builds upon the foundation articulated in the two previous plans. The college has made tremendous strides since the submission of the first plan in 1998. We have worked collaboratively with internal and external audiences to expose all levels of the college to the importance of being inclusive. Our vision and diversity definition is inclusive and broad enough to include the many differences that exist in our society.

Even though we have made much progress, we have not reached where we want to be. Our ultimate goal is for our student population to be greater to reflect the diversity within the state of Pennsylvania. As we planned for the regular strategic plan our meetings included aspects of diversity in preparation for the writing of this plan. As a result many discussions have been devoted to the importance of diversity within the College of earth and Mineral Sciences. It should be noted that this plan is very sensitive to the fiscal constraints imposed by the national and state economy.

The College's Strategic Plan for the 2009-10 -- 2014-15 "Preparing the Next Generation of Earth and Mineral Scientists and Engineering" third strategic Priority is the importance of diversity. It discusses our *"Grow Your Own Philosophy" and Develop a Self-Sustaining Pipeline Strategy to Increase Diversity*. The four major initiatives outlined in this plan are:

Goal 1. The nurturing of an undergraduate program that engages a diverse ensemble of students in active service learning, problem solving, and international experiences.

Goal 2. The evolution of an increasingly diverse college that enjoys the same richness of thought and experiences that empowers broader society.

Goal 3. Faculty are empowered to develop exciting new disciplinary and interdisciplinary knowledge at the leading

Goal 4. The evolution of development functions that generate excitement across our alumni, industry friends, and other patrons

EMS's Strategic Diversity Plan follows the suggestion presented in the University's "A Framework to Foster Diversity at Penn State 2010-2015" and utilizes the matrix format to help streamline the process. For each challenge, we have a

three prong grid outlining the challenge, the strategic indicators, and best practices. It should be noted the next strategic period comes during a time when the University and all of its units are operating under very severe financial constraints. While we will continue to implement most of the indicatives implemented in past years, we will continuous examine and assess what works, what is not yielding the progress we expect and will make changes as necessary to add new strategic actions. In future updates, there will only be a need to add appropriate data and best practices.

Campus Climate and Intergroup Relations

Challenge 1. Developing a Shared and Inclusive Understanding of Diversity

Challenge 2. Creating a Welcoming Campus Climate

These challenges are intertwined and beg to operate best in a transparent environment. The definition of diversity that has been submitted in past plans is very inclusive. Now the goal is to communicate both the overt and covert intent of the definition. It is very obvious to report of criteria we can see like gender, racial and other attributes that can easily be identified on data forms. It is much more difficult to makes sure we are encompassing on LBGT concerns, veterans issues, emotion and mental issues. As a result, college executives, department and units' heads are strongly encouraged to interact openly with students and employee in such a manner that invites and accept their differences. When the tensions in the Middle East settles and veterans began to return home, the University and College must be open to helping these young men and women retool and prepare for the current and future labor force. While many of the veterans may enroll in on-line classes, I can imagine many will want to attend a residential college setting. We must he them acclimate, but just as important, help traditionally enrolled students to be aware of their needs and transition.

To assist in getting the message out the college has completely redone its web site. Diversity is very visible and assessable. EMS's Office of Educational Equity web site outlines, programs, things you need to know, linkages to appropriate sites, etc. The Diversity Committee is well established and has developed as a team. They freely share information and provide suggestions to enhance the environment in EMS. IN addition, in college brochures, newsletters and at meeting diversity is constantly on the agenda. The Dean is the champion for diversity and has made it part of his mission to very clear about his intention to create a healthy and conducive environment that is accepting of differences.

Representation (Access and Success)

Challenge 3. Recruiting and Retaining a Diverse Student Body

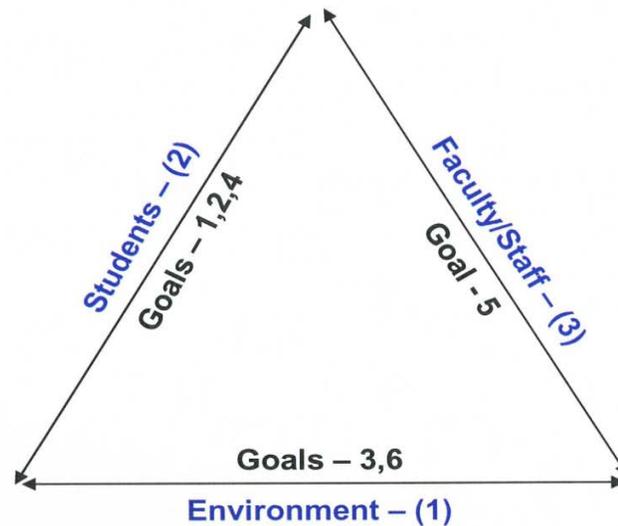
Challenge 4. Recruiting and Retaining a Diverse Workforce

Ours is largely a discovery college. For most of the disciplines offered in the college, there is no direct corollary in our secondary school systems. As a result through outreach and excellent public relations we have to create opportunities to take our stories to the communities via grade and high school visits, teacher connection at both the public and private secondary institutions, and community advocacy groups. "It takes a village to raise a child" has become popularized over the past decade; likewise it takes the community to raise the interest of the current generation of secondary school students to the energy, earth and materials sciences.

Ours is a huge task, to help develop the next generation of scientist, scholars, and educators in the earth and mineral sciences. As the Baby boomers began to retire, and the labor markets (particular the energy related entities) heavily

recruits a diverse labor force. We are expected to supply the employees for these highly complex, globally oriented multi-dimensional companies. These companies, our quality partners and major stakeholders expects that we send them employees who understand global challenges and know how to be a part of a diverse labor force who are engaged in intergenerational, multicultural problem-solving teams.

How do we do this? To start, we work to understand our current reality, then we think futuristic, and “grow our own” by creating educational pipelines with students who are excited by the energy, earth and materials disciplines. EMS’s Office of Educational Equity will collaborate with departments and institutes to develop strategies to excite students in junior high and secondary public and private institution throughout Pennsylvania and neighboring states. We will provide opportunities for students, teachers and parents to visit to see our world class facilities, talk to our renowned faculty and students about our offerings. During our strategic planning retreat, we all agreed that diversity model is three pronged as is described in the following figure.



- Objectives are Multi-Fold:
 - Create a “Grow your Own Philosophy” and develop a pipeline strategy
 - Establish EMS plan for recruitment, retention and professional development for undergraduate and graduate students Enhance educational opportunities for under-represented students
 - Partner with internal and external organizations to expand networking capabilities
 - Work collaboratively with units to increase application pools for the hiring of new faculty, staff and post docs.
 - Enhance infrastructure to create an environment to promote educational equity

The filling of new faculty, staff, and post-doc positions in EMS with people from minority classes is limited by the small application pools from these classes. Search committees are often hindered by lack of information about potential candidates from these classes. Working closely with EMS departments and institutes, the Office of the Associate Dean for Educational Equity will start a curriculum vitae data bank for ABD (All-But-Dissertation) and recent PhD recipients from other universities in EMS disciplines. Several faculty have contacts that could be used to enhance our applicant pool when a vacancy occurs. We will take advantage of our networking system to work closely with students from the Committee on Institutional Cooperation (CIC), McNair Scholars, and Sloan Scholars, to inform prospective PhDs about post doctoral, research and faculty positions within EMS. With the consent of the relevant department and/or institute, interested prospective candidates will be invited to give job talks, lectures and/or demonstrations to interested parties. We will work closely with Human Resources to deal with spousal issues to demonstrate the knitted community within the College.

Education and Scholarship

Challenge 5. Developing a Curriculum That Fosters United States and International Cultural Competencies

EMS faculty in collaboration with its institutes and other colleges has worked very hard to create opportunities to develop a curriculum that fosters United States and International Cultural Competencies. The faculty will continue to submit proposals for new courses that are appropriate with the missions of the various units. Earth and Mineral Sciences Academy for Global Environment (EMSAGE) will be a driving force in helping students commit to educational abroad experiences. During the last strategic cycle, faculty not only had new courses approved by the faculty senate, but most

department had regular seminar series that include invited men and women speakers that were noted scholars in the field. We will strongly encourage under-represented students to incorporate educational abroad into their college experiences. With the high cost of college, and since we have so many out of state under-represented students, we know this challenge will present some special concerns. We have submitted federal grants to help offset the cost of education as well as provide financial support for travel abroad.

We will promote new paradigms in graduate degree-granting programs by pursuing Dual Degree programs with international institutions. As the U.S. economy has become increasingly globalized, pressures mount on students to perform interactively on the international stage. Many opportunities for foreign internships and travel already exist. We will seek to develop and explore a new paradigm for such international relationships: a dual degree program that would simultaneously award degrees at Penn State and at a university abroad. Such a program would enable the placement of PSU students into international settings in an approach that would benefit both institutions and the student.

Institutional Viability and Vitality

Challenge 6. Diversifying University Leadership and Management and challenge

Challenge 7. Coordinating Organizational change to support diversity

The leadership is committed to diversifying the College leadership and management personnel. Unit leaders have been instructed that when vacancies occur every consideration should be made to include women and person of various ethnicities are included in the candidate pool. Currently, because of the economy, there is a hiring freeze at the University

except in rare cases. Once the markets correct themselves and the economy has recovered, the Dean has indicated that he will continue the cost share utilizing both College money and funds from the President Opportunity fund.

These are very challenging times, but EMS continues to be extremely productive and on track toward meeting its strategic goals. We have every reason to believe that we can accomplish the goals and objectives outlined in the plan.

Challenges

Strategic Indicators

Evidence and/or Best Practice

<p><u>Challenge 1: Developing a Shared and Inclusive Understanding of Diversity</u></p> <p>To communicate EMS educational Equity services to broad audiences</p> <p>To prepare and purchase marketing materials to be distributed at recruitment fairs, workshops and other public arenas.</p> <p>To teach the first year seminar with a section on the importance of diversity</p>	<p>Developing a Shared and Inclusive Understanding of Diversity</p> <p>Update and regularly review information about diversity and diversity resources via outlets such as printed brochures, newsletters, list serves, videos, newswires, and the Web site.</p> <p>Encourage faculty who teaches first year seminar to incorporate diversity into their sessions.</p>	
<p><u>Challenge 2: Creating a Welcoming Campus Climate</u></p> <p>To keep abreast of University Faculty/Staff surveys and</p>	<p><u>Faculty/Staff Survey Results</u></p> <p>We have purposefully not done a climate survey because our numbers of so small, it would be impossible for faculty and/or staff to be anonymous. We will utilize and garner whatever information that is helpful from the</p>	

monitor the message they have about EMS

To monitor Penn State Pulse Student Surveys to ascertain levels of Satisfaction of EMS students regarding ; First Year Experience; and Gender Identity and Sexual Orientation



Student Survey Results

We will continuously review and monitor EMS's students review of their perceptions of the services offer by the College.

- “How satisfied are you with the overall quality of your sense of belonging at Penn State?”
- “How satisfied are you with the overall quality of the safety and security at your campus?”
- “To what degree is the Penn State community welcoming?”
- “To what degree have you made progress toward getting to know others different from yourself (i.e. race/ethnicity, sexual orientation)?”
- “I feel as though I belong in the Penn State Community”
- #6 - “The University Park climate is supportive of students who are lesbian, gay, bisexual, and transgender”

We will join the LBGT Network and post appropriate stickers to indicate that the Office of Educational Equity is a safe and friendly place to discuss issues related to LGBT.

<p><u>Challenge 3: Recruiting and Retaining a Diverse Student Body</u></p> <p>Create a “Grow your Own Philosophy” and develop a pipeline strategy</p> <p>To increase student diverse population by between 2-4% over the next five years.</p> <p>To continue to implement EMS plan for recruitment, retention and professional development for undergraduate and graduate students. Emphasis will be placed on McNair students, Alliance for Minority participation Participants and other programs aimed at encouraging undergraduates to attend graduate and</p>	<ul style="list-style-type: none"> • Undergraduate Enrollment by Gender and by Race/Ethnicity <u>UG Enrollment by Gender</u> <u>UG Enrollment by Race/Ethnicity</u> • Graduate Enrollment by Gender and by Race/Ethnicity <u>GR Enrollment by Gender -</u> <u>GR Enrollment by Race/Ethnicity</u> • Graduate Enrollment by Gender and by Race/Ethnicity <u>Ph.D and D.Ed. Enrollment by Gender</u> <u>Ph.D and D.Ed. Enrollment by Race/Ethnicity</u> • 6-year Graduation Rates by Gender and by Race/Ethnicity <u>Bacc. Degrees by Gender</u> <u>Bacc. Degrees by Race/Ethnicity</u> <p>Continue working with schools to build on the precollege programs we have already instituted. Work with the</p>	

<p>professional school</p> <p>To enhance educational opportunities for under-represented students research, internships, educational abroad and leadership experiences</p> <p>To partner with internal and external organizations to expand networking capabilities. We will work to create formal MOUs with our HBCUS and HSIs.</p> <p>Pipeline Strategies</p> <p>To partner with middle and secondary schools to develop curriculum materials and modules to provide hands-on activities via traveling and permanent exhibits, career and science fairs, etc</p>	<p>EMS's Recruitment Club to create and take advantage of recruitment efforts provide by the Area Recruitment Centers, The Penn Center in Pittsburgh Commonwealth campuses, and others opportunities provide by alums, teachers, faculty, etc.</p> <p>Student Aid Data</p> <ul style="list-style-type: none"> • Undergraduate and Graduate Aid Recipients by Gender, by Race/Ethnicity, by Low-Income, and by First-Generation Student Aid by Gender, by Race/Ethnicity, by Low Income, and by First Generation <p>Encourage faculty to continue to place a priority of including scholarships, research experiences and international travel for diverse students as part of their proposals to national funding agencies like the National Science Foundation, Department of Energy, etc.</p> <p>The Office of Educational Equity will continue to submit letters with those faculty proposals</p> <p>When possible and appropriate continue to use</p>	
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<p>Recruitment, Retention and Professional Development</p> <p>To write proposal and grants for scholarship dollars to help students offset the high cost of education.</p> <p>To provide professional development programs for both graduate and undergraduate students.</p> <p>To develop work team that engages a diverse group of students via problem solving, e-learning and international experiences</p>	<p>students to aid the office in recruiting and retaining students. The office will sponsor graduate students to visit their undergraduate institutions to speak at classes, conduct workshops, and share Penn State experiences as part of the recruitment process.</p>	

<p>Challenge 4: Recruiting and Retaining a Diverse Workforce</p>	<p>Recruiting and Retaining a Diverse Workforce</p> <p>Note: Conversion to the competencies system does not allow for comparisons of staff by level</p> <ul style="list-style-type: none"> • Full-time Faculty by Gender and by Race/Ethnicity Faculty by Gender Faculty by Race/Ethnicity • Full-time Exempt Staff by Gender and by Race/Ethnicity Exempt Staff by Gender Exempt Staff by Race/Ethnicity • Full-time Nonexempt Staff by Gender and by Race/Ethnicity Nonexempt Staff by Gender Nonexempt Staff by Race/Ethnicity • Full-time Technical Service Employees by Gender and by Race/Ethnicity • Faculty Turnover Rates by Gender and by Race/Ethnicity Faculty Turnover Rates • Tenure Success Rate by Cohort, by Gender, and by Race/Ethnicity 	
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<p>Challenge 5: Developing a Curriculum that Fosters U.S. and International Cultural Competencies</p> <p>To stay aware of courses certified by the University Faculty Senate as Meeting the United States Cultures (US) and International Cultures (IL) or “US;IL” requirement</p> <p>To encourage faculty to include diversity within their first year seminar</p> <p>To provide opportunities to insure that there are Interactions with international students enrolled in EMS</p> <p>To develop opportunities for</p>	<p>Number of permanent courses:</p> <ul style="list-style-type: none"> ○ US, IL, and Both US, IL, and Both Permanent Courses ○ Foreign Studies US and IL Permanent Foreign Studies Courses • Number of one semester course offerings: <ul style="list-style-type: none"> ○ US, IL, and Both US, IL, and Both One-Semester Courses, Undergraduate US, IL, and Both One-Semester Courses, Graduate US, IL, and Both One-Semester Courses, Law • Participation in study abroad Participation in Education Abroad <p>Keep faculty inform of University diversity resources and program so EMS students can participate in activities such as Sam Richard’s Race Project, Penn State Forums, Special lectures and seminars, etc.</p> <p>Work with the departments to involve international students in projects like, EMEX, ABD Club, etc</p> <p>Encourage and provide cost sharing for students who</p>	
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<p>students to attend and present at international conferences, workshops and research exchanges</p>	<p>present their research at national and international conferences</p>	
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<p><u>Challenge 6: Diversifying University Leadership and Management</u></p>	<p>Executives, Administrators, Academic Administrators by Gender and by Race/Ethnicity</p> <p><u>Executives, Administrators, Academic Administrators by Gender</u></p> <p><u>Executives, Administrators, Academic Administrators by Race/Ethnicity</u> -</p> <ul style="list-style-type: none"> • Composition of University Faculty Senate by Gender, by Age, and by Race/Ethnicity <u>Composition of University Faculty Senate by Gender, by Age, and by Race/Ethnicity</u> • Composition of Board of Trustees by Gender and by Race/Ethnicity <u>Composition of Board of Trustees by Gender and by Race/Ethnicity</u> <p>Faculty/Staff Survey:</p> <ul style="list-style-type: none"> • My department/unit provides visible leadership to foster diversity <u>Faculty/Staff Survey Results</u> 	
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<p><u>Challenge 7: Coordinating Organizational Change to Support Our Diversity Goals</u></p> <p>Diversity Goals</p> <p>To nurture undergraduate program that engages a diverse ensemble of students in active service learning, problem solving, and international experiences.</p> <p>To assist with the evolution of an increasingly diverse college that enjoys the same richness of thought and experiences that empowers broader society</p> <p>To insure that faculty are empowered to develop exciting new disciplinary and interdisciplinary knowledge at the leading edge</p>	<p>Strong relationship between diversity planning and general strategic planning</p> <ul style="list-style-type: none"> • Close collaboration between EMS Diversity Council, and Executives Board, and the Office of the Vice Provost for Educational Equity to ensure synergies between the University strategic plans and <i>A Framework to Foster Diversity</i>, particularly between the 2010-15 <i>Framework</i> and the <i>Priorities for Excellence</i> plan 2009–10 through 2014–15. <p>Institutionalized enhancements to the diversity strategic planning process and resources</p> <ul style="list-style-type: none"> • EMS’s Executive leadership will conduct a review of Unit diversity strategies on a regular basis. Analysis of review results to determine College’s progress, best practices, and opportunities for improvement. • Implementation of Best Practices in Diversity Strategic Planning workshops for unit executives and planners. • Development of College Framework Strategic Indicators. • Diversity Strategic Plan is on the Web site 	
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<p>To help with the evolution of development functions that generate excitement across our alumni, industry friends, and other patrons</p>	<p>Presence of structures to ensure that issues of diversity, inclusion, and equity are represented at the highest levels of administrative decision making</p> <ul style="list-style-type: none"> • Associate Dean for Diversity since Fall 2007 • Associate Dean for Educational Equity participates in College's Executive Council • Diversity Council chaired by the Associate Dean for Educational equity • EMS's Office of Educational Equity has a Director of Multicultural Recruitment and Retention 	
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