



Eberly College of Science

Diversity Strategic Plan 2010-2015

December 1, 2009
Revised September 30, 2010

Eberly College of Science Diversity Strategic Plan (2010-2015)

A Framework to Foster Diversity at Penn State

Executive Summary

The Eberly College of Science is deeply committed to diversity as a key component of the scholarly excellence of our community. This document summarizes our college's plan of action to energetically and emphatically respond to each of the seven challenges identified in the Framework to Foster Diversity at Penn State. Clear in these details is the fact that this will be a collaborative effort from our faculty, staff, and students.

Specifically, we propose to implement programs and activities that will: develop a shared and inclusive understanding of diversity within the college of science community; create a welcoming college climate; recruit and retain a diverse student body; recruit and retain a diverse faculty and staff; further enhance curricula that foster United States and international cultural competencies; nurture college and University institutional viability and vitality; diversify college leadership and management, and coordinate organizational change to support our diversity goals.

A major new initiative outlined in this report reiterates the importance of diversity planning as recognized in the college's strategic plan. Specifically, our college's strategic plan and this report outline the creation of associate department heads for diversity & equity in each department. These positions, in addition to the departmental climate and diversity committees, will emphasize the college's commitment to diversity and equity to our departments and provide a voice for diversity on all departmental recruitment and search committees. We will also be making use of the nationally recognized STRIDE program from the University of Michigan to enhance our efforts to diversify our faculty. Our ability to recruit and retain undergraduate students from underrepresented groups should be enhanced by the creation of our Student Academic Achievement Center and by more focused, data-driven retention initiatives.

We also expect that the college's diversity initiatives will: recognize individuals and programs that have evidenced extraordinary commitment to enhance the presence of underrepresented groups; recognize climate initiatives that enhance the quality of life in the Eberly College of Science community and beyond; share our success stories and best practices; celebrate those college community members and programs that have championed the causes of diversity and climate at Penn State and in our the College.

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Eberly College of Science Diversity Strategic Plan (2010-2015) A Framework to Foster Diversity at Penn State

CAMPUS CLIMATE AND INTERGROUP RELATIONS

Challenge 1: Developing a Shared and Inclusive Understanding of Diversity

Targeted Areas for Improvement:

- A. Use multiple communication formats with a combination of traditional and cutting-edge technologies to share diversity information, goals, and accomplishments throughout the unit and across all constituencies, including students, faculty, staff, administration, alumni, the wider Penn State community, and external constituents.

Goals	Action Items/Description	Planned Completion Date	Project Outcomes	Metrics
Use multiple communication formats to share diversity information across constituencies	<p>1) Maintain an updated website to include diversity and disability issues that impact students, faculty, staff, administration, alumni, the wider Penn State community, as well as external constituents.</p> <p>2) Continue to update and send annual Climate and Diversity committee brochures that include accomplishments, awards and disability issues to students, faculty and staff.</p>	<p>1) Review annually by September 30, beginning in 2011</p> <p>2) Review annually by September 30, beginning in 2011</p>	<p>Broaden communication and information about college-wide diversity programs and activities</p> <p>College best practices will be disseminated and reviewed.</p>	<p>University Provided Indicators:</p> <p>Evidence of the presence of a variety of communication strategies, including traditional and newer technologies, to disseminate accurate information and resources for diversity</p> <p>Evidence of the presence of specific programs and initiatives that target populations beyond Race/Ethnicity and Gender</p>

Goals	Action Items/Description	Planned Completion Date	Project Outcomes	Metrics
	<p>3) Use new faculty and staff orientation to address diversity issues including disabilities, gender, race, ethnicity, lesbian, gay, bisexual, and transgender community.</p> <p>4) College-wide and departmental Climate and Diversity Committee minutes and activities will be accessible through the College website.</p>	<p>3) FA2010 with Annual Review</p> <p>4) FA2010 with Annual Review</p>		

B. Increase the responsibilities and influence of the unit diversity committee. Ensure that committees have a proactive, well-defined mission, with an open line of communication established with the budget executive for making appropriate policy recommendations, and use a variety of approaches in their work and communication. Ensure that committee membership is representative of all stakeholders, including students, senior faculty, unit administration, and staff and that committee receive appropriate resources and recognition for their work.

Goals	Action Items/Description	Planned Completion Date	Project Outcomes	Metrics
Annually review the charge of the College Diversity and Climate Committee	<p>1) Briefly the charge is: the committee will assess progress and provide structure to implement best practices for enhancing college climate including student advisement, mentoring of junior faculty, retention of undergraduate and graduate students of color, issues relating to the lesbian, gay, bisexual, and transgender community, and other gender sensitive and disability topics.</p> <p>2) Provide leadership and resources for the current Climate and Diversity committee to respond to college priorities.</p>	<p>1) Review annually by September 30, beginning in 2011.</p> <p>2) Review annually by September 30, beginning in 2011.</p>	Improved satisfaction, respectful interactions, and educational experiences within the departments and College.	Completion of the action item.
Ensure the College Climate and Diversity Committee reflects all unit	1) Review and appoint membership every term (staggered 3 year assignments) to be inclusive of faculty, staff, and students.	1) SU2010 with Annual Review	Enhanced departmental involvement and participation across college wide communities for Climate and Diversity	Completion of the action item.

Goals	Action Items/Description	Planned Completion Date	Project Outcomes	Metrics
stakeholders	2) The committee, with input from the department heads, will recommend and the Dean will approve members.	2) SU2010 with Annual Review	mandates.	
Recognize exemplary work of faculty, staff, and students that enhances diversity and College climate.	1) Continue the newly established annual Dean's Climate and Diversity award. 2) Creation of displays that highlight departmental activities that focuses on climate and diversity.	1) Selection annually in the fall and awarded annually in the Spring. 2) Annual Review	Institutionalization of the value of diversity through annual award ceremony for accomplishments in diversity.	Annually tabulate award recipients. (Stars & Dean's Climate and Diversity Awards) Tabulate activities.
Charge the Climate and Diversity Committee to further disseminate the Faculty, Staff and Student Code of Mutual Respect and Cooperation.	1) Incorporate the Code on the college website. 2) Disseminate the Code to instructors for inclusion in course syllabi.	1) SP 2010 2) To be completed prior to the start of each semester.	College-wide promotion of professionalism and mutual respect.	Completion of the action item.

Goals	Action Items/Description	Planned Completion Date	Project Outcomes	Metrics
Continue partnership with various campus units to support diversity and climate programs.	<p>1) Continue sponsorship of Martin Luther King (MLK) week activities, and collaborations with student groups and academic colleges to support international, ethnic, and cultural diversity months. Opportunities for volunteer involvement with Para-Olympics and other disability programs will be shared.</p> <p>2) Register all departments to be listed and support the Lesbian, Gay, Bisexual, and Transgender (LGBTQ) network.</p> <p>3) Continue to actively support and provide leadership with the Women in Science and Engineering (WISE) Institute.</p>	1-3) Review annually by September 30, beginning in 2011.	<p>Improve climate for students, faculty and staff and college community at large.</p> <p>Educate and provide a supportive environment for the LGBTQ community.</p> <p>Increase representation and diversity of women in Science disciplines.</p> <p>Continuing support of the joint WISE and college Scholarship Award in disciplines where women are underrepresented.</p>	List partnerships.

C. Increase the responsibilities and influence of the college multicultural officer position, providing adequate resources, including access to college administration leadership. Support efforts to develop a consistent set of responsibilities, organizational structure, expectations, and accountability for the position.

Goals	Action Items/Description	Planned Completion Date	Project Outcomes	Metrics
<p>Expand the role of the college's Multicultural Coordinator, who has dual titles of Executive Assistant to the Dean and Director of Science Diversity Initiatives</p>	<p>1) Maintain reporting line to the Dean and resources to support diversity and climate priorities of the college.</p> <p>2) Continue to serve on Executive committee and participate in leadership activities.</p> <p>3) Support collaborations with department heads, graduate school, and other academic administrative units involved in retention and recruitment of pre-college, undergraduate and graduate students.</p> <p>4) Serve on and provide leadership to the college's Climate and Diversity Committee and engage with other departmental committees.</p>	<p>1-4) Review annually by September 30, beginning in 2011</p>	<p>This position provides a voice for the college to be proactive in the areas of diversity and inclusiveness.</p>	<p>Completion of the action item.</p>

D. Actively demonstrate support of and adherence to Penn State's nondiscrimination policy.

Goals	Action Items/Description	Planned Completion Date	Project Outcomes	Metrics
Enhance the college's efforts to adopt similar practices to the University's Policy of nondiscrimination against persons because of age, ancestry, color, disability, race, religious creed, sex, sexual orientation, gender identity, or veteran status.	Continue to collaborate with Office of Human Resources, and enact amendments to the current college policy and practices as appropriate.	Review annually by September 30, beginning in 2011.	Unit will reflect University's Policy and standards of non-discrimination.	Visibility on the college website.

Challenge 2: Creating a Welcoming Campus Climate

Targeted Areas for Improvement:

- A. Develop and maintain systematic climate assessment processes and initiate unit-wide approaches for proactively addressing climate concerns and for comprehensive response to incidents. Use the results of the 2008 Faculty/Staff Survey and initiate unit-specific assessment processes to probe more deeply into climate issues within the unit and to guide climate improvement initiatives.

Goals	Action Items/Description	Planned Completion Date	Project Outcomes	Metrics
<p>Continue efforts to build a family-friendly environment that is inclusive of all members of the college community.</p>	<p>1) Increase inclusion of staff and non-tenure-eligible faculty in the life of the Departments and the College in planning, decision making, problem resolution, and celebrations.</p> <p>2) Continue to have international student representation and voices on college committees such as Climate and Diversity Committee</p> <p>3) Improve the climate for postdocs in the college through mentoring, training, and appropriate funding.</p> <p>4) Continue to address maternity policy issues.</p> <p>5) Promote use of suggestion box and anonymous web survey.</p>	<p>1-5) Review annually by September 30, beginning in 2011.</p>	<p>A college environment that supports and encourages faculty, staff, and students to reach the highest level of intellectual achievement, personal, and professional growth.</p>	<p>University Provided Indicator: University Faculty/Staff Survey</p> <p>"The workplace climate in my department/unit is welcoming for employees from underrepresented groups."</p> <p>"Acceptance of diversity in the workplace has improved on my campus in the past three years."</p>

Goals	Action Items/Description	Planned Completion Date	Project Outcomes	Metrics
Respond to climate issues identified in the 2008 Survey that affect the college community	<p>1) Departments will address issues of the workplace and climate for staff/faculty as well as the educational climate/environment for faculty/students as identified in the 2008 Survey.</p> <p>2) Departmental implementation of best practices identified from survey.</p> <p>3) Conduct an internal college follow-up climate survey.</p>	<p>1-2) Review annually by September 30, beginning in 2011.</p> <p>3) SP 2012</p>	<p>Mentoring of supervisors on specific initiatives designed to increase the level of respect among employees.</p> <p>Improved working and learning climate in the college.</p>	University Provided Indicators: University Faculty/Staff Survey and Penn State Pulse Student Surveys: Satisfaction; First Year Experience; and Gender Identity and Sexual Orientation
Improve response to departmental climate incidents	Office of the Executive Assistant to the Dean and Human Resources (HR) will continue to respond to climate incidents that arise in the college.	Review annually by September 30, beginning in 2011.	There will be visible and timely responses to college climate incidents.	Look at the results of the Faculty/Staff Satisfaction Survey. <i>“Attitudes and Practice.”</i> Questions # 38, 39, 40, 41. Process for appealing unfair management decision.

B. Promote an atmosphere where differing strengths can be recognized and valued. Some examples of actions that support a positive climate for diversity and contribute to the success of the *Framework* are initiating training for diversity skill building among faculty, staff, and students; including diversity expertise as a criterion in search processes; and being mindful of implications for diversity and climate in all decision-making processes.

Goals	Action Items/Description	Planned Completion Date	Project Outcomes	Metrics
Inclusion of diversity in faculty and staff training and search processes.	1) Establishment of search committees with diverse representation. 2) Update diversity component in new employee orientation. 3) Provide resources for faculty leaders to develop the college's Strategies and Tactics for Recruiting to Improve Diversity and Excellence (STRIDE) workshop.	1-2) Review annually by September 30, beginning in 2011. 3) Beginning FA2010 with annual review.	Alignment of College strategic plan with diversity goals.	University Provided Indicators: Full-time Faculty by Gender and by Race/Ethnicity, Full-time Exempt Staff by Gender and by Race/Ethnicity, Full-time Nonexempt Staff by Gender and by Race/Ethnicity
Use financial incentives to attract diverse faculty scholars to promote departmental cultural change	1) Provide matching funds/resources for faculty hires.	1-4) Review annually by September 30, beginning in 2011.	More diverse representation within the college community (including academic ranks, departmental and college programs, and research centers).	University Provided Indicator: Full-time Faculty by Gender and by Race/Ethnicity.

Goals	Action Items/Description	Planned Completion Date	Project Outcomes	Metrics
	<p>2) Provide financial support for recruitment of women and underrepresented candidates for speaker series.</p> <p>3) Require diversity reports as a part of all search committee reports.</p> <p>4) Request faculty to highlight diversity initiatives in faculty activity reports.</p>			
Provide resources for expansion of mentoring programs for faculty, staff and students	<p>1) Assess current practices of mentorship of pre-tenured faculty, staff development, and student advisement.</p> <p>2) Use the college website to promote and provide access to mentoring programs (i.e. guidelines, directory, highlights, seminars, workshops and suggestions).</p>	1-2) Review annually by September 30, beginning in 2011.	Improved professional and career development opportunities for faculty, staff, and students.	<p>University Provided Indicator: University Faculty/Staff Survey,</p> <p>"The workplace climate in my department/unit is welcoming for employees from underrepresented groups."</p> <p>"Acceptance of diversity in the workplace has improved on my campus in the past three years."</p>

C. Promote ideals that regard diversity as a strength and a necessity for unit success.

Goals	Action Items/Description	Planned Completion Date	Project Outcomes	Metrics
Integrate diversity into the goals, mission, and vision of the college's Strategic Plan.	1) Ensure that the diversity goals from the college's mission and vision statements are achieved. 2) Ensure that the leadership of the college embraces diversity in decision-making. 3) Review opportunities to broaden leadership roles in the college that reflect the college's commitment to diversity.	1) SP2011 2) Review annually by September 30, beginning in 2011. 3) Review annually by September 30, beginning in 2011.	High visibility of the college's commitment to diversity. Increased access and productivity by diverse populations to the college's community. Formalize titles of leadership roles across departments.	Completion of the action item.

REPRESENTATION (ACCESS AND SUCCESS) CHALLENGE

Challenge #3: Recruiting and Retaining a Diverse Student Body

Targeted areas for Improvement:

- A. Assist students from underrepresented/underserved populations in gaining access to higher education and developing their academic, co-curricular, and societal skills for success.

Goals	Action Items/Description	Planned Completion Date	Project Outcomes	Metrics
<p>Increase recruitment and retention of underrepresented/underserved populations of students that will matriculate in Science disciplines.</p>	<p>1) Expansion of existing programs (faculty, student, and staff workshops, seminars, collaborative research partnerships, summer research opportunity programs and scholarships) to include larger multicultural populations.</p>	<p>1) Review annually by September 30, beginning in 2011.</p>	<p>a) Increase yields of underrepresented/underserved students entering STEM disciplines.</p> <p>b) Greater representation of underrepresented/underserved faculty, staff, and students participating in professional development and leadership roles, research experiences, and career advancement.</p> <p>c) Creation of Associate Head for Equity and Diversity in each department.</p>	<p>University Provided Indicators: Undergraduate Enrollment by Gender and by Race/Ethnicity, Graduate Enrollment by Gender and by Race/Ethnicity, Doctoral Enrollment by Gender and by Race/Ethnicity, Masters Enrollment by Gender and by Race/Ethnicity, 6-year Graduation Rates by Gender and by Race/Ethnicity, and Undergraduate Adult Learners by Gender and by Race/Ethnicity.</p>

Goals	Action Items/Description	Planned Completion Date	Project Outcomes	Metrics
	<p>2) Creation of a student academic achievement center.</p> <p>3) Resource allocation will focus, sustain, and institutionalize these diversity efforts.</p> <p>4) Continue to offer Bunton-Waller Scholarships that are supplemented with college resources.</p>	<p>2) FA2012 or when funding becomes available.</p> <p>3) Review annually by September 30, beginning in 2011.</p> <p>4) Review annually by September 30, beginning in 2011.</p>	<p>College students will have a centralized location of resources to assist with academic success and access to advisors and other college services.</p> <p>Financial support in the form of scholarships (both need and merit based).</p>	
Expand and create new opportunities for integration of inside and outside classroom learning that enhances multicultural awareness and	1) Maintain Race Relation Project (now called World in Conversation) as a requirement for all first year students.	1) Review annually by September 30, beginning in 2011.	<p>Increased student, faculty and staff exposure to cultural identities within the department, college and university.</p> <p>Broaden student perspective of climate issues.</p>	<p>University Provided Indicators: Penn State Pulse Student Surveys: Satisfaction; First Year Experience; and Gender Identity and Sexual Orientation and the National Survey of Student Engagement, Penn State Results</p> <p>NSSE Survey Results</p>

Goals	Action Items/Description	Planned Completion Date	Project Outcomes	Metrics
awareness of generational differences.	2) Expand the college's Climate and Diversity Committee to include undergraduate and graduate student representation.	2) Review annually by September 30, beginning in 2011.		

B. Increase commitment to need-based aid and other means of support for low-income students to alleviate debt incurred while at Penn State.

Goals	Action Items/Description	Planned Completion Date	Project Outcomes	Metrics
Substantially increase the number of scholarships available to science students.	1) Expand Trustee and other departmental awards. 2) Partner with Women in Science and Engineering (WISE) to provide need- and merit-based scholarships to women in underrepresented science majors. 3) Aggressive fundraising and partnering with federal, state, private industry, and other foundations to provide scholarships to low income students.	1) FA2013 with annual review 2) Review annually by September 30, beginning in 2011. 3) Review annually by September 30, beginning in 2011.	Expansion of financial services and support to science students.	Report numbers of scholarships.

C. Increase commitment to retention and student support to ensure student success, appropriate progress toward degree, and timely graduation.

Goals	Action Items/Description	Planned Completion Date	Project Outcomes	Metrics
Creation of Student Academic Achievement Center (Ritenour project).	Fundraising and renovation of Ritenour to house the college Student Academic Achievement Center.	Ongoing with anticipated relocation during FA2012 or when funding is available.	Centralized location of recruitment, advising, diversity programs, cooperative education and international programs. Utilization of Center will enhance monitoring of student performance and improve student progress toward degree.	Completion of the action item.
Improve undergraduate college student retention	Implement processes to improve student retention (i.e. collaborative learning).	Review annually by September 30, beginning in 2011.	Enhanced undergraduate student retention.	University Provided Indicator: Six Year Graduation Rates by Gender and by Race/Ethnicity

D. Identify and address intergroup disparities between underrepresented/underserved student populations and the general student body in areas such as retention rates, graduation rates, and other indicators.

Goals	Action Items/Description	Planned Completion Date	Project Outcomes	Metrics
<p>Increase the number, quality and diversity of undergraduate and graduate students who apply for admission to the college.</p>	<p>1a) Continue to build on success of the growing number of undergraduate underrepresented students in the college.</p> <p>1b) Build on activities with minority serving institutions (i.e. faculty research collaborations) to enhance the college's graduate applicant pool of underrepresented students.</p> <p>2) Gather Department(s) recommendations to address disparity issues.</p>	<p>1-2) Review annually by September 30, beginning in 2011.</p>	<p>Larger population of underrepresented students in the college.</p> <p>Unit specific plans to address these issues.</p>	<p>Graduate data from department graduate programs.</p> <p>Undergraduate Data from PSU Admissions</p>
<p>Increase acceptance rates of underrepresented undergraduate and graduate students.</p>	<p>1) Continue the college's policy to supplement Bunton-Waller Scholarship.</p> <p>2) Pursue additional Bunton-</p>	<p>1-4) Review annually by September 30, beginning in 2011.</p>	<p>Improve success rates and recruitment of underrepresented students.</p>	<p>Graduate data collected from department graduate programs.</p> <p>Undergraduate data from PSU Admissions.</p>

Goals	Action Items/Description	Planned Completion Date	Project Outcomes	Metrics
	<p>Waller support from central administration.</p> <p>3) Encourage Departments to provide additional financial support to Bunton-Waller students.</p> <p>4) Develop collaborative research programs and partnerships with Historical Black Colleges and Universities (HBCU) and Hispanic Serving Institutions (HSI).</p>			
<p>Improve matriculation and retention rates of underrepresented undergraduate students in the college.</p>	<p>1) Review scheduling for the first-year students who arrive less prepared.</p> <p>2) Creation of additional mechanisms for early detection and intervention for students in trouble.</p> <p>3) Provide better access to tutoring and other academic services in part through the Student Academic Achievement Center.</p>	<p>1-6) Review annually by September 30, beginning in 2011.</p>	<p>Larger population of underrepresented students retained and graduating from science disciplines.</p>	<p>University Provided Indicators: Undergraduate Enrollment by Gender and by Race/Ethnicity and 6-year Graduation Rates by Gender and by Race/Ethnicity.</p>

Goals	Action Items/Description	Planned Completion Date	Project Outcomes	Metrics
	<p>4) Support enhancement of advisor/advisee relationships through departmental programs such as “Take a Professor to Lunch”, seminars, workshops and retreats.</p> <p>5) Early inclusion of students engaged in research activities.</p> <p>6) Provide college orientation and mentoring to all students.</p>			

E. Support initiatives to augment the internationalization of Penn State, including study abroad opportunities for domestic students; academic, co-curricular, and social support systems for international students; and efforts to use international students and faculty to enhance international exposure and interaction for domestic students.

Goals	Action Items/Description	Planned Completion Date	Project Outcomes	Metrics
Increase study abroad opportunities for students in the college.	Expand upon existing (<i>currently have 9 participating Universities: University of Bath, Bath, England; University of Leeds, Leeds, England; University of Sussex Brighton, England; McGill University Montréal, Canada; Université de Strasbourg Strasbourg, France; Philipps Universitat, Marburg, Germany; Victoria University ,Wellington, New Zealand; National University of Singapore and Peking University, China</i>) and create new “Science Partnerships” for students to engage in study abroad, co-ops, and internships.	Review annually by September 30, beginning in 2011.	Larger number of students studying abroad.	Number of students studying abroad.
To have each department in the college engaged in addressing global challenges by 2015.	1) Work with faculty to identify areas where the college is best positioned to contribute to progress in addressing global challenges and target two departments annually to	1-2) Review annually by September 30, beginning in 2011.	Formation of articulated agreements (i.e. research, teaching and training initiatives, faculty and student exchange programs) with international communities and	Completion of the action items.

Goals	Action Items/Description	Planned Completion Date	Project Outcomes	Metrics
	<p>participate in this initiative.</p> <p>2) Identify and provide funding for global research programs and activities.</p>		<p>universities.</p> <p>Establish an annual baseline of faculty and student participation in global activities that enhance academic performance and social awareness.</p>	

Challenge 4: Recruiting and Retaining a Diverse Workforce

Targeted Areas for Improvement:

- A. Approach hiring as an opportunity to augment the diversity profile of the unit and consider diversity expertise and credentials as an important job criterion.

Goals	Action Items/Description	Planned Completion Date	Project Outcomes	Metrics
<p>Increase diverse representation of faculty and staff across the college.</p>	<p>1) Aggressive recruitment and retention of highly qualified staff and faculty.</p> <p>2) Requirement of all search committees and heads of searches to participate in faculty and staff diversity awareness during recruitment workshop (i.e. STRIDE program model from University of Michigan).</p> <p>3) Provide outstanding start up packages and salary offers.</p>	<p>1) Review annually by September 30, beginning in 2011.</p> <p>2) FA2010 and review annually by September 30.</p> <p>3) Review annually by September 30, beginning in 2011.</p>	<p>Increase overall percentage of faculty and staff from underrepresented populations (ethnic, disabled, lesbian, gay, bisexual, and transgender) annually.</p> <p>Establish best practices in the hiring process that can lead to better performance reviews.</p> <p>Increase number of women and other underrepresented groups who are recipients of endowed chairs and professorships.</p>	<p>University Provided Indicators: Full-time Faculty by Gender and by Race/Ethnicity, Full-time Exempt Staff by Gender and by Race/Ethnicity, Full-time Nonexempt Staff by Gender and by Race/Ethnicity, Full-time Technical Service Employees by Gender and by Race/Ethnicity.</p>

Goals	Action Items/Description	Planned Completion Date	Project Outcomes	Metrics
	<p>4) Provide matching college and University financial incentives for hires from underrepresented groups.</p> <p>5) Better effort in addressing spousal employment opportunities.</p>	<p>4) Review annually by September 30, beginning in 2011.</p> <p>5) Review annually by September 30, beginning in 2011.</p>		
Continue progress of gender diversity across the college.	<p>1) Institute an expectation of a standardized report identifying a diverse candidate pool before selection of new hires.</p> <p>2) Provide matching college and University financial incentives.</p> <p>3) Creation of Associate Head for Equity and Diversity in each department.</p>	1-2) Review annually by September 30, beginning in 2011.	Women will represent at least 25% of faculty (tenured and pre-tenure) with a more even distribution of women across the college.	University Provided Indicators: Full-time Faculty by Gender and by Race/Ethnicity, Full-time Exempt Staff by Gender and by Race/Ethnicity, Full-time Nonexempt Staff by Gender and by Race/Ethnicity, Full-time Technical Service Employees by Gender and by Race/Ethnicity.
Improve tracking of faculty/staff	1) Better coordination of searches and hiring between	1-2) Review annually by	Timely follow up to applicants which may lead to a greater	Departmental reports on faculty searches.

Goals	Action Items/Description	Planned Completion Date	Project Outcomes	Metrics
application process	<p>departmental search committees and Human Resources.</p> <p>2) Annual departmental meeting with Dean to discuss progress, successes, and challenges of this process.</p>	September 30, beginning in 2011.	<p>success rate of outstanding candidates.</p> <p>More effective communication and review of hiring process.</p> <p>Improved success rate of search process to attract and retain diverse candidates.</p> <p>More fairly perceived hiring, performance evaluation, salary administration, and promotion process.</p>	OHR data on staff searches.
Improve departmental climate	Promote an environment of mutual respect that is inclusive of: multicultural issues, gender related issues, generational differences, and job classification differences.	Review annually by September 30, beginning in 2011.	<p>Share, publish and provide resources that promote our goal of becoming a family-friendly supportive environment.</p> <p>Maintain a college where mutual respect is expected and normal.</p>	University Provided Indicator: University Faculty/Staff Survey

B. Use the Affirmative Action Office and the Office of Human Resources to facilitate search and hiring processes that will attract talented and diverse pools for faculty and staff at all levels. Continue to develop professional networks, community connections, targeted advertising strategies, and other avenues that facilitate recruitment of diverse applicants.

Goals	Action Items/Description	Planned Completion Date	Project Outcomes	Metrics
Continue Annual Orientation program for search committees with an emphasis on STRIDE model	Human Resources, Affirmative Action Office, Associate Department Heads, Department Heads, and Deans will coordinate orientation activities that address the college's diversity goals and climate philosophy.	Review annually by September 30, beginning in 2011.	Broader representation of diverse candidates in faculty and staff applicant pools. Orientation information and training materials will be developed and made available on the web.	University Provided Indicator: Full-time Faculty by Gender and by Race/Ethnicity.
Partner with Office of Human Resource (OHR) to expand opportunities for full-time employment for underrepresented populations	1) Broaden and increase awareness of the Summer Work Experience Program for staff through expansion of targeted geographic locations 2) Review strategies with OHR and work with academic departments to improve advertisements of employment opportunities (i.e. web based, journal, newspapers, and other local and national organizations).	1-2) Review annually by September 30, beginning in 2011	a) Greater participation in Summer Work Experience Program. b) Better transitioning of undergraduate and graduate students into workforce. c) Greater exposure; reaching a broader audience with employment opportunities in the college.	University Provided Indicator: Full-time Exempt Staff by Gender and by Race/Ethnicity, Full-time Nonexempt Staff by Gender and by Race/Ethnicity, Full-time Technical Service Employees by Gender and by Race/Ethnicity.

C. Emphasize the value of diversity expertise and diversity professional development within the staff annual review process. Provide avenues for professional growth and advancement opportunities for faculty and staff from diverse groups at all levels.

Goals	Action Items/Description	Planned Completion Date	Project Outcomes	Metrics
Focus on diversity as a way of growing the reputation, scholarship, and productivity of the college.	1) Inclusion of diversity criteria that supports the diversity goals of the college in the annual performance review. 2) Identify resources to support the college’s diversity initiatives and activities.	1-2) Review annually by September 30, beginning in 2011.	A more diverse college with a better appreciation of diversity.	Completion of the action items.

D. Ensure that employees, new hires, and job candidates are made aware of work-life benefits available, including leave policies, child care resources, and options for modified duties.

Goals	Action Items/Description	Planned Completion Date	Project Outcomes	Metrics
Highlight and update the work-life benefits supported by the college.	1) Emphasize new and existing work-life benefits in new employee orientation and well as web based documents. 2) Challenge existing college committees and administrative groups to provide input to improve college climate.	1-2) Review annually by September 30, beginning in 2011	More informed and culturally aware science workforce. Improvement of faculty and staff relationships and job satisfaction. Creation of Associate Head for Equity and Diversity position in each department.	University Provided Indicator: Faculty/Staff Survey

E. Monitor tenure success rates and turnover rates by cohort, gender, and ethnicity and take appropriate steps for improvement.

Goals	Action Items/Description	Planned Completion Date	Project Outcomes	Metrics
Review the impact of the college's tenure, promotion, and turnover rates.	Charge committee to evaluate and recommend ways to improve success in the tenure process and improve retention of faculty.	Review annually by September 30, beginning in 2011	Show trends and patterns of tenure process of which the college can target areas for improvement.	University Provided Indicators: Faculty Turnover Rates by Gender and by Race/Ethnicity

F. Monitor turbulence and turnover rates for staff by gender and ethnicity and take appropriate steps for improvement.

Goals	Action Items/Description	Planned Completion Date	Project Outcomes	Metrics
Collaborate with HR to investigate and report turnover rates and conflicts in the college by gender and ethnicity.	Senior College Administrators will biannually review documented incidents.	Review annually by September 30, beginning in 2011	Better response rate and due diligence by the college.	OHR data.

EDUCATION AND SCHOLARSHIP

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

To effectively address this Challenge, we must ensure that we deliver diversity education in a sustained and integrated manner throughout the curriculum on both the undergraduate and graduate levels. Of course, many students, faculty, and staff come to Penn State with significant diversity experience and expertise, and they are immediately capable of making positive contributions both inside and outside the classroom. However, for others, whose previous educational and social environments may leave them less experienced with diversity, we must build understanding, experience, and fluency in cross-cultural competencies needed to thrive as leaders in the multicultural contexts of today's world.

Targeted Areas for Improvement:

- A. Promote curricular and research initiatives that increase all students' capacity to understand domestic and international diversity issues and live and work effectively within multicultural and international workplaces along with diverse social environments.

Goals	Action Items/Description	Planned Completion Date	Project Outcomes	Metrics
Extend our reach to domestic and international audiences	1) Expand articulation agreements with international Universities that focus on faculty and student exchange. 2) Continue to require students to participate in cultural, identity and ethnic workshops (i.e. World in Conversation project).	1-2) Review annually by September 30, beginning in 2011.	Increased awareness and active participation in international programs that prepares students for the challenges of a competitive global workforce.	University Provided Indicators: Foreign Studies, Participation in Study Abroad.
Enhance	Continue support of Trio	Review	More well trained underrepresented	List programs.

Goals	Action Items/Description	Planned Completion Date	Project Outcomes	Metrics
educational benefits to underrepresented and underserved populations at the pre-college, college, and graduate levels.	programs that focus on low-income, first generation, and underserved populations (i.e. Math Science Upward Bound program, Student Support Services, SROP, and Ronald McNair Scholars Program) as well as college support of Bunton-Waller Scholarships.	annually by September 30, beginning in 2011.	and underserved populations pursuing degrees and careers in science disciplines.	
Increase the number of departmental seminar speakers from underrepresented groups	<p>1) Publicize and increase resources for college support of departmental seminar speakers from underrepresented groups.</p> <p>2) Partner with Women in Science and Engineering and the student groups AWIS and GWISE, in providing multidisciplinary experiences and workshops for students (i.e. adding international and multicultural components to summer camps, Inside Scientist Studio, undergraduate and graduate mixers and conferences).</p>	1-2) Review annually by September 30, beginning in 2011	Bridging the domestic, international, cultural, gender and social gaps in Science disciplines.	Track the number of departmental seminar speakers from underrepresented groups.

B. Determine whether patterns of intergroup disparities exist in outcomes such as course enrollments and final grades for selected courses.

Goals	Action Items/Description	Planned Completion Date	Project Outcomes	Metrics
Collect and analyze college course enrollment and student performance data.	Examine data trends and patterns of student performance by gender, major and ethnicity.	Review annually by September 30, beginning in 2011.	Engage Undergraduate Education Advisory committee to evaluate data and provide recommendations on how to maintain academic excellence.	Completion of the action item.

C. Increase the capacity for diversity scholarship by providing opportunities and resources, such as access to research materials, conference participation, international study, service learning, workshops, speaker series, etc., that support curricular transformation

Goals	Action Items/Description	Planned Completion Date	Project Outcomes	Metrics
Expand funds available to support participation of underrepresented students in active learning and professional development opportunities.	Provide resources and partner with other colleges and programs to provide opportunities for students to participate in research and research related activities (i.e. professional conferences), study abroad programs, service learning, and professional development workshops.	Review annually by September 30, beginning in 2011.	More well trained and competitive students entering scientific careers.	Track funds available to support participation of underrepresented students in active learning and professional development opportunities.

D. Support innovative teaching approaches such as service learning and embedded travel experiences, both in the U.S. and abroad, particularly to nontraditional destinations.

Goals	Action Items/Description	Planned Completion Date	Project Outcomes	Metrics
Increase international collaboration and travel opportunities for faculty and students	Form collaborative partnerships with colleges and research centers to engage in research in developing countries.	Review annually by September 30, beginning in 2011	More faculty members engaged in dual appointments, faculty /student exchanges as well as multidisciplinary and international teaching and research experiences.	List international collaborations.

INSTITUTIONAL VIABILITY AND VITALITY

Challenge 6: Diversifying University Leadership and Management

Leadership for diversity encompasses both demographic diversity and a demonstrated capacity within our leadership for fostering a diverse, inclusive, and equitable environment. Certainly the demographic profile of leadership is a prominent and visible component. The assertion of the original *Framework* remains true: “Penn State’s commitment to diversity must be visible in its most public face, that of the senior managers and leaders of the University.” We must also seek leaders with experience, understanding, ability, and drive to foster diversity at all levels and within all aspects of the organization, leaders who value educational excellence and position diversity within the institution’s core values.

Targeted Areas for Improvement:

- A. Active and visible support from executive leadership remains critical to continued progress at both the University and unit levels.

Goals	Action Items/Description	Planned Completion Date	Project Outcomes	Metrics
Continue to build diverse representation in Executive Leadership roles in the college. .	1) Seek to further diversify the college leadership including: Department Heads, Associate Department Heads, Associate Deans, Center Directors, and membership on key committees such as ACUE. 2) Seek to further diversify the college’s Alumni Board, the	1-2) Review annually by September 30, beginning in 2011.	Appointments will be made over the term of the strategic plan with progress measured annually.	University Provided Indicators: Executives, Administrators, Academic Administrators by Gender and by Race/Ethnicity, Composition of University Faculty Senate by Gender, By Age, and by Race/Ethnicity

Goals	Action Items/Description	Planned Completion Date	Project Outcomes	Metrics
	Campaign Committee, and the Dean's Advisory Board.			
Continue to support the college's Administrative Fellowship Program.	1) Publicize the college's Administrative Fellowship Program opportunities. 2) Candidates will be identified with input from Department Heads and appointed by the Dean.	1) SP2010 (and ongoing) 2) FA2010	Increase opportunities for leadership development. Increase pool of diverse individuals who are given leadership experience.	Completion of action items.

B. Strengthen the articulation between unit-level and department-level diversity planning, implementation, and reporting and enhance department-level participation.

Goals	Action Items/Description	Planned Completion Date	Project Outcomes	Metrics
Strengthen collaborations between departments and the college's diversity strategic priorities.	Review departments' diversity strategic plans for the years 2010-2015.	Review annually by September 30, beginning in 2011	Departments will submit a departmental diversity strategic plan to the Dean's Office.	Completion of action item.

C. Ensure that search committees for leadership positions require expertise in fostering a diverse, inclusive, and equitable environment as a particularly desirable characteristic for leaders and that all appropriate efforts are made to ensure a diverse candidate pool.

Goals	Action Items/Description	Planned Completion Date	Project Outcomes	Metrics
College search committees for leadership positions will require expertise in fostering a diverse, inclusive, and equitable environment and all appropriate efforts will be made to ensure diverse candidate pools.	The Dean in consultation with college leaders will review the roster of vacant faculty and staff positions periodically and post vacant positions in non-traditional websites, including disciplinary and leadership sources, to promote the development of richly diverse pools of candidates.	Review annually by September 30, beginning in 2011	The Dean will annually review the progress in recruiting a more diverse college faculty and staff leadership community by analyzing search outcomes against extant college community leadership demographics.	University Provided Indicator: Executives, Administrators, Academic Administrators by Gender and by Race/Ethnicity.

D. Promote diverse composition of leadership teams at all levels of the University, especially among administrative, advisory, strategic planning, governing, and management bodies.

Goals	Action Items/Description	Planned Completion Date	Project Outcomes	Metrics
The college will review the recruitment and/or selection protocols for all leadership teams in the College, including administrative, advisory, strategic planning, governing, and management bodies.	Review the recruitment and/or selection protocols for all college leadership teams in the College, including administrative, advisory, strategic planning, governing, and management bodies.	Review annually by September 30, beginning in 2011	<p>Protocols and processes will be standardized across the College and titles will be updated to reflect expanded opportunities for more diverse college community members in leadership positions.</p> <p>Creation of Associate Head for Equity and Diversity in each department.</p>	Completion of action item.

E. Provide pathways for individuals from diverse groups to demonstrate and increase their leadership abilities and opportunities.

Goals	Action Items/Description	Planned Completion Date	Project Outcomes	Metrics
<p>Provide pathways for individuals from diverse groups to demonstrate and increase their leadership abilities and opportunities in the college.</p>	<p>1) The title of “Associate Head” will be given appropriately to those who assume leadership in departments.</p> <p>2) Increase opportunities for underrepresented groups to develop and be recognized for leadership experience.</p> <p>3) Collect data to assess demographics of current college leadership including department heads, programs heads, associate heads, and research center directors.</p> <p>4) In the selection for leadership positions, in addition to experience and knowledge, diversity activities will be taken into account.</p>	<p>1-4) Review annually by September 30, beginning in 2011</p>	<p>Expanded representation of diverse groups as evidenced by appointments and data gathered through referenced action items.</p>	<p>University Provided Indicators: Executives, Administrators, Academic Administrators by Gender and by Race/Ethnicity, Composition of University Faculty Senate by Gender, by Age, and by Race/Ethnicity.</p>

Challenge 7: Coordinating Organizational Change to Support Our Diversity Goals

Successful institutionalization goes several layers deep within the organization, and over the long term, momentum can never be dependent on specific individuals. We have found more active involvement in embracing the goals of the *Framework* at all levels of the University; however, additional progress is needed. Unit-level discussions must be more effectively taken up at the department level so that better articulation exists between units and their departments for a more purposeful, planned approach. Involvement of faculty, particularly senior faculty, is critical.

Substantial progress requires sustained momentum, and the efforts of some units are still somewhat inconsistent throughout the cycle, which short-circuits effective planning and implementation. The midpoint progress review assists in sustaining momentum, along with the series of Best Practices in Diversity Strategic Planning workshops, which have been well received. Nevertheless, as is true in general strategic planning, it is tempting, once the plan or report is completed, to put it on the shelf and not refer to it again until the next planning or reporting phase of the cycle. Effective implementation such as devoting periodic staff meetings to reviewing progress toward strategic planning goals and asking what upcoming decisions could be impacted by seeking guidance from the unit diversity strategic plan, can help to overcome this problem.

Targeted Areas for Improvement:

- A. Foster synergies among diversity, mission, and institutional viability and vitality and ensure that these relationships are highlighted in unit mission statements, planning documents, and development priorities.

Goals	Action Items/Description	Planned Completion Date	Project Outcomes	Metrics
Continue to include diversity priorities as a formal component of the college's strategic planning process.	The college will ensure that the core relationships between diversity and the vitality of the college are highlighted in the college's mission statements, planning documents, and development priorities.	Review annually by September 30, beginning in 2011	Documentation of evidenced inclusive language in the college's mission statements, planning documents, and specified development priorities.	Completion of action item.

B. Institute necessary organizational realignments, systems of accountability, resource mobilization and allocation strategies, long-term planning strategies, and inclusive metrics necessary to optimize the realization of the University’s diversity goals.

Goals	Action Items/Description	Planned Completion Date	Project Outcomes	Metrics
Review resource and metric alignments to optimize the realization of the college’s diversity goals.	Realign college resources and metrics to optimize the diversity goals as specified in this plan.	Review annually by September 30, beginning in 2011	Alignment of college’s and University’s diversity goals.	Completion of action item.

C. Enhance the role of the multicultural officer and/or diversity committee at the executive level in all planning and decision-making venues

Goals	Action Items/Description	Planned Completion Date	Project Outcomes	Metrics
Continue the appointment of the a Executive Assistant to the Dean, to serve on the college Executive Committee and to work as a team member at the departmental level with faculty to further the reach of the college’s diversity goals.	Executive Assistant will participate in the review and implementation of departmental diversity objectives.	Review annually by September 30, beginning in 2011	Greater collaboration among members of the Executive Leadership Team.	Completion of action item.

D. Promote the involvement of faculty, particularly senior faculty, in championing diversity realignments.

Goals	Action Items/Description	Planned Completion Date	Project Outcomes	Metrics
Involve Faculty with diversity realignments	Institute a position of Associate Head for Equity and Diversity in each department, drawing from senior influential faculty members. Responsibilities will include: monitor faculty hiring processes and practices to ensure that applicant pools match national availability; obtain and share knowledge about gender and race equity literature; work to increase the number of faculty offers made to minority candidates; sit in on P&T meetings to ensure equity; encourage recruitment, acceptance, and matriculation of minority graduate students and post-docs; participate in local and national workshops on gender and race issues.	December, 2010 with annual review.	Creation of the Associate Head for Equity and Diversity position within each department.	University provided indicator: Presence of structures to ensure that issues of diversity, inclusion, and equity are represented at the highest levels of administrative decision making.

E. Augment meaningful linkages and partnerships with underrepresented/underserved communities.

Goals	Action Items/Description	Planned Completion Date	Project Outcomes	Metrics
<p>Continue to build relationships with other institutional and external partners in underrepresented/underserved communities</p>	<p>1) Expand articulation agreements with national and international Universities that focus on faculty and student exchange (such as HBCUs, HSIs, and diasporic international college and universities).</p> <p>2) Continue to require students to participate in cultural, identity and ethnic workshops (i.e. World in Conversation project).</p> <p>3) Continue support of Trio programs that focus on low-income, first generation, and underserved populations (i.e. Math Science Upward Bound program, Student Support Services and Ronald McNair Scholars Program) as well as college support of Bunton-Waller Scholarships.</p> <p>4) Continue to support the relationships being developed by the college's outreach office.</p>	<p>1-4)Review annually by September 30, beginning in 2011</p>	<p>Partnerships and activities will further the reputational excellence of the college's departments and programs.</p>	<p>List partnerships.</p>

F. Establish solid connections between executive-level and department-level planning and implementation.

Goals	Action Items/Description	Planned Completion Date	Project Outcomes	Metrics
Establish executive and departmental linkages within the college’s Executive Leadership Team.	Executive Leadership Team, consisting of Deans, Department heads, and select faculty will work together to plan and implement the college’s diversity goals.	Review annually by September 30, beginning in 2011	Demonstrated connections will be articulated by the Executive Team and shared across the college.	Completion of action item.

G. Develop processes, including regular reports to executives that will help sustain momentum throughout the planning cycle.

Goals	Action Items/Description	Planned Completion Date	Project Outcomes	Metrics
The Executive Team will report on diversity initiatives that will help sustain the college’s momentum during the planning cycle. The Executive Assistant will convene this work with a sub-committee of faculty and staff appointed by various Executive Committee members.	The Dean and Executive Committee members will establish a “College Diversity Action Team” who will monitor the status of all stated diversity objectives.	Review annually by September 30, beginning in 2011	A Diversity Progress Report with appropriate narrative and metrics documenting progress towards meeting each stated action item within each goal.	Completion of action item.

H. Consistently disaggregate data across diverse demographics in all aspects of unit decision making so as to reveal areas of disparity that can be addressed. Identify and address intergroup disparities between underrepresented/underserved populations and the University and/or unit general population.

Goals	Action Items/Description	Planned Completion Date	Project Outcomes	Metrics
The college will disaggregate data across diverse demographics in all aspects of unit decision making so as to reveal areas of disparity that can be addressed.	The college will identify and address intergroup disparities between underrepresented/underserved populations and the University and/or unit general population.	Fiscal Year 2011 and annually thereafter.	Identified and addressed intergroup disparities between underrepresented/underserved populations and the University and/or unit general population will further inform planning in out-years of the college's strategic plan.	Completion of action item.

I. Increase the collaboration, capacity, and utilization of resources and infrastructure that support the realization of diversity goals.

Goals	Action Items/Description	Planned Completion Date	Project Outcomes	Metrics
Use of resource and metric realignments to optimize the realization of college diversity goals.	Realign the college's resources and metrics to optimize the realization of diversity goals as specified in this plan.	Review annually by September 30, beginning in 2011	Resource and metric realignments implemented.	Completion of action item.

J. Amplify the synergies between general planning and diversity planning. Develop processes that place the unit's diversity strategic plan along with the general strategic plan at the core of all major decisions.

Goals	Action Items/Description	Planned Completion Date	Project Outcomes	Metrics
Continue to include diversity priorities as a formal component of the college's strategic planning process.	The college will ensure that the core relationships between diversity and the vitality of the college are highlighted in the college's mission statements, planning documents, and development priorities.	Review annually by September 30, beginning in 2011	Documentation of evidenced inclusive language in the college's mission statements, planning documents, and specified development priorities.	Completion of action item.