

## **STRATEGIC PLAN FOR DIVERSITY 2010-2015 COLLEGE OF AGRICULTURAL SCIENCES**

The Dean's Office will provide the leadership for implementation of the College of Agricultural Sciences Strategic Plan for Diversity by challenging each respective associate dean and academic and administrative unit leader with insuring that the four dimensions and seven challenges under the university Strategic Framework for Diversity are imbedded into the practices of each unit. While the expectation is that certain clearly defined functions, such as Undergraduate Education, Research and Graduate Education, and Cooperative Extension and Human Resources will provide centralized leadership for implementation of the Plan, it is also expected that our Diversity Coordinating Council will help to shape and monitor our progress during the next cycle. Additionally, I am expecting that each unit leader within the College, will provide front line leadership for diversity within their respective units and that integration exists between unit level planning and diversity planning,

This shared leadership and responsibility for delivering and improving on the gains made in the 2004-2009 Framework, and on those outlined in the 2010-2015 Plan, will be characterized by challenging the status quo, by being proactive and by translating the desired culture into specific outcomes. The College will measure its progress through the use of strategic performance indicators, annotated in each section of the plan, and will rely on the criteria recommended by the University's Office of Planning and Institutional Assessment outlined by OPIA as follows:

- Does the measure reflect an important organization wide dimension?
- Are data on this measure likely to lead to improvement?
- Does the measure reflect stakeholder needs?
- Do key stakeholders view the measure as credible?
- Can the measure be communicated to and understood by a wide audience?
- Is the direction clear—i.e. would an increase be desirable or undesirable?
- Is the cost/ benefit relationship sensible in terms of data availability vs. value?
- Can we identify units accountable for providing the data?
- Will the measure be sustainable over a period of years?

The College of Agricultural Sciences enthusiastically endorses the University's Strategic Framework for Diversity and will take responsibility for addressing the four dimensions and seven challenges outlined in the Framework for Diversity. The College is committed in working with its institutional partners to achieve the diversity goals: a welcoming climate for working and learning, access and success, education and scholarship, and institutional viability and vitality.

Bruce McPheron  
Dean, College of Agricultural Sciences

A Framework to Foster Diversity at Penn State 2010-2015  
 Unit Diversity Strategic Planning and Reporting  
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**Campus Climate and Intergroup Relations**

**Challenge 1 – Developing a Shared and Inclusive Understanding of Diversity**

Planning		
Goals	Action Items/ Description	Projected Outcomes
<p>Enhance diversity communications and diversity professional development</p>	<ul style="list-style-type: none"> <li>• Continue direct communications about diversity to faculty, staff, extension educators, and students from College administration at all levels, the College Diversity Coordinating Council, minority program coordinators, and updates through the College diversity website and emerging information technology.</li> <li>• Utilize university and other resources to facilitate professional development and diversity training. Engage guest speakers and provide training on encompassing populations beyond race and gender, such as LGTB, disabled, and nontraditional students. Continue efforts to engage other institutional partners, particularly minority serving institutions, including faculty and staff in professional development opportunities related to diversity and multicultural competence. Increase the capacity of faculty and staff to be more effective educators in and outside the classroom by expanding their diversity knowledge and repertoire of engaged pedagogies.</li> <li>• Encourage pilot projects for faculty, staff and student organizations to demonstrate research, teaching and extension in cross-cultural contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of the presence of a variety of communication strategies, including traditional and newer technologies, to disseminate accurate information and resources for diversity.</li> <li>• Number of “hits” on the College’s Diversity Website and other digital analytics.</li> <li>• Desirability of the College of Agricultural Sciences as a place to work, from University F/S survey; Penn State Pulse Survey for students; College of Agricultural Science Climate Survey for students.</li> </ul>

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**Challenge 2 – Creating a Welcoming Campus Climate**

Planning		
Goals	Action Items/ Description	Projected Outcomes
<p>Monitor climate throughout the framework cycle</p>	<ul style="list-style-type: none"> <li>• All units of the College will build on or establish unit level diversity and/or climate committees. Review and respond to climate concerns raised in the University faculty and staff survey (2008) and the Penn State Pulse Student Survey; implement appropriate follow up actions especially the diversity related components and the first year experience, gender identity and sexual orientation components.</li> <li>• The College’s Office of Human Resources will continue to monitor and provide a structure for faculty and staff to proactively address climate concerns. This office provides or coordinates training regarding employee relations, equal employment opportunity and affirmative action, sexual harassment, and diversity and works within various University offices to address climate concerns.</li> <li>• Leaders set the tone for diversity; therefore, all candidates for leadership positions will be interviewed by members of the College’s Diversity Coordinating Council to ascertain the individual’s diversity skills set and commitment.</li> <li>• Utilize social networking strategies to support and acknowledge diversity initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of the presence of a variety of communication strategies, including traditional and newer technologies, to disseminate accurate information and resources for diversity.</li> <li>• Number of “hits” on the College’s Diversity Website and other digital analytics.</li> <li>• Desirability of the College of Agricultural Sciences as a place to work, from University F/S survey; Penn State Pulse Survey for students; College of Agricultural Science Climate Survey for students.</li> </ul>

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**Representation (Access and Success)**

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

Planning		
Goals	Action Items/ Description	Projected Outcomes
<p>Increase efforts to recruit and retain a high quality and diverse pool of undergraduate and graduate students</p>	<ul style="list-style-type: none"> <li>• Establish new student scholarships focusing on multi-cultural education. Continue to sustain and develop cultural diversity/first generation scholarship and grant efforts.</li> <li>• Identify and/or increase quality and quality /career preparation of outreach programs and activities that target youth of underrepresented groups and that are designed to enhance academic/career preparation and encourage college attendance, utilizing the recruitment centers.</li> <li>• Continue current and work to establish outreach programs that focus on higher education institutions- HBCU's, Hispanic and Native American serving, women's colleges and community colleges- and activities to facilitate the transfer of students from underrepresented groups to the college, utilizing faculty who have contacts..</li> <li>• Continue to work with the CIC in the exchange of students for research and recruiting initiatives.</li> <li>• Provide programming at the undergraduate and graduate level to educate and provide resources for academic success. We see an increased need for this in the area of graduate student retention programming offered through CAS, Collaborating with OGEEP when possible.</li> <li>• Continue to connect with commonwealth campus students</li> <li>• Promote leadership development through Minorities in Agriculture, Natural Resources and Related Sciences</li> <li>• Develop new programming designed to educate CAS students about the benefits of education abroad and provide additional support dollars for those efforts. Collaborate with other colleges and offices when possible.</li> <li>• Support University efforts to recruit underrepresented graduate students.</li> </ul>	<ul style="list-style-type: none"> <li>• Graduation rates of undergraduate and graduate students.</li> <li>• Percentage of students that complete undergraduate research programs, internships and study abroad programs.</li> <li>• Graduate student satisfaction surveys.</li> <li>• Percentage of graduate students who participated in the Summer Research Opportunities Program.</li> <li>• Percentage of underrepresented first year students that have participated in CAS pre-college programs.</li> <li>• Increase in scholarships and grants</li> </ul>

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**Representation (Access and Success)**

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

Planning		
Goals	Action Items/ Description	Projected Outcomes
<p>Recruit and retain a high quality and diverse workforce across our multiple missions</p>	<ul style="list-style-type: none"> <li>• All searches for academic faculty and extension educator positions will be reviewed by the dean(s) to insure a diverse applicant pool. Continue to develop proactive measures for achieving an appropriately representative search pool for faculty, administrative, and staff positions, where possible. Utilize the assistance of the University Senior Faculty Mentor program and colleagues in other units to recruit faculty from underrepresented groups into less diverse departments.</li> <li>• Through exit interviews and mentoring, the College will identify barriers that may hinder retention, such as salary or workplace climate.</li> <li>• Capitalize on the College’s prevailing sense of community provided by symposia retreats, conferences, USDA programs, the Pennsylvania Farm Show, Ag Progress Days and other departmental or college wide programs and activities which make our College a great place to work. This sense of community gives employees an intangible reward and commits them further to the organization, adding to retention. Accelerate the introduction of “family friendly” policies and programs, expanded reward systems, and personal and professional development opportunities.</li> <li>• College programs such as WAGN (Women in Agriculture and Natural Resources) and MANNRA (Minorities in Agriculture and Natural Resources) provide ongoing visibility that our College and its’ disciplines are open to women and minorities. The College will actively participate with the Commission for Women, the WISE Institute, Commission on Racial and Ethnic Diversity (CORED), the Affirmative Action Office and the Human Resources Development Center to provide mentoring and development which will lead to attracting and retaining a diverse workforce.</li> </ul>	<ul style="list-style-type: none"> <li>• Number and percentage of full time faculty, staff, and technical service by gender, race/ethnicity and job classification.</li> <li>• Faculty and extension educator turnover rates by gender and ethnicity.</li> <li>• Tenure success rates by cohort, gender, and race/ethnicity.</li> </ul>

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**Education and Scholarship**

**Challenge 5: Develop a Curriculum that Fosters Intercultural and International Competence**

Planning		
Goals	Action Items/ Description	Projected Outcomes
<p>Support a curriculum and programs that fosters/intercultural and international competence</p>	<ul style="list-style-type: none"> <li>• Develop a college research agenda related to diversity, international and multicultural issues; establish a recognition program and related resources supporting the implementation of this agenda.</li> <li>• Ensure that pedagogy effectively incorporates techniques to address diverse learning styles and the needs of all students including those with recognized disability needs.</li> <li>• Requires majors in the College offer at least one short-term embedded study tour program for students and identify key universities overseas for semester study abroad.</li> <li>• Support the development of curricular innovation at the undergraduate and graduate levels and conduct workshops for faculty and extension educators to incorporate international and intercultural perspectives in the curriculum.</li> <li>• Develop new partnerships with international institutions and minority-serving institutions to increase extramural funding for international research, education, and extension program development.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased numbers of study tours and student participation in all international opportunities</li> <li>• Increased course offerings with US and IL designations.</li> <li>• Increased participation in the International Agriculture minor and enrollment in International Agriculture and Development graduate dual title program.</li> <li>• Increased grant and outside funding for international programs.</li> <li>• Increasing number of faculty, staff, and educators attending global competence and diversity awareness activities.</li> </ul>

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**Education and Scholarship**

**Challenge 6. Diversifying University Leadership and Management**

Planning		
Goals	Action Items/ Description	Projected Outcomes
Embrace diversity to strengthen the leadership and management of the college as a system	<ul style="list-style-type: none"> <li>• Offer administrative internships, mentoring and professional development opportunities for women and members of under-represented groups.</li> <li>• Require demonstrated skills in managing diversity as a position qualification for managerial and administrative appointments.</li> <li>• Access networks that promote diversity when searching to fill administrative positions.</li> <li>• Diversify external college advisory committees.</li> </ul>	<ul style="list-style-type: none"> <li>• Percent of faculty, staff and extension educators attending leadership development and diversity activities.</li> <li>• Percent of position descriptions that include demonstrated skills in managing diversity.</li> <li>• Diverse representation on college advisory committees.</li> </ul>

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**Education and Scholarship**

**Challenge 7. Coordinating Organizational Change to Support our Diversity Goals**

Planning		
Goals	Action Items/ Description	Projected Outcomes
<ul style="list-style-type: none"> <li>• Establish a strong relationship between diversity planning and college strategic planning by integrating the two processes.</li> <li>• Broaden the role of the College Diversity Coordinating Council (DCC) to include leadership of college level initiatives to achieve diversity goals.</li> </ul>	<ul style="list-style-type: none"> <li>• College Leadership Team to schedule an annual review of implementation progress that includes achievement of college goals and performance indicators; integrate strategies and indicators in the diversity plan into this review.</li> <li>• DCC to sponsor at least two professional development workshops each academic year in partnership with the faculty development committee and other established groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Percent of faculty, staff and extension educators attending leadership development and diversity activities.</li> <li>• Percent of position descriptions that include demonstrated skills in managing diversity.</li> <li>• Diverse representation on college advisory committees.</li> </ul>

**Analysis of Current and/or Planned College of Agricultural Sciences Diversity Initiatives**

Dimension/Challenges	CAS Initiative	# of Initiatives	Current	Planned
<b>Campus Climate and Intergroup Relations</b>				
<b>#1 Developing a Shared and Inclusive Understanding of Diversity</b>	Climate Committees	7	6	1
	Climate Survey	2	1	1
	Trainings to Promote Climate Improvement	2		2
<b>#2 Creating a Welcoming Campus Climate</b>	Faculty Participation in Diverse Professional Organizations	3	3	
	Activities to Promote Diversity and Respect (social events, coffee hour, etc.)	9	5	4
<b>Representation (Access and Success)</b>				
<b>#3 Recruiting and Retaining a Diverse Student Body</b>	Participation in Summer Research Opportunity Program (SROP)	3	2	1
	Recruitment of underrepresented students (includes faculty recruitment of students)	18	4	14
	Recruitment of diverse student body (international students, women...)	8	5	3
	Creation of Programs that support underrepresented students	3		3
<b>#4 Recruiting and Retaining a Diverse Workforce</b>	Women and Minority Faculty Recruitment	4	3	1
	Underrepresented Staff Recruitment	1		1
	Promote faculty and Staff participation in leadership programs and professional development opportunities	3	1	2
<b>Education and Scholarship</b>				
<b>#5 Developing a Curriculum That Fosters Intercultural and International Competences</b>	Promotion of student participation in international experiences	25	25	
	Development of formal regional national and international partnerships	8	7	1
	Hosting of International Faculty under Foreign Exchange Program (FEP)	2	2	
	Faculty Sabbaticals in International settings to foster international collaboration and research opportunities	12	12	
	Intercultural and International Learning Courses	35	35	
	Research and Educational Programming in Diversity	30	30	
<b>Institutional Viability and Vitality</b>				
<b>#6 Diversifying University Leadership and Management</b>	Women/Minority Faculty Participation in leadership roles in College and University level.	1	1	
<b>#7 Coordinating Organizational Change to Support Penn State Diversity Goals</b>	Presentations or workshops on diversity, multiculturalism, international or intergenerational programming	4	2	2