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**School of Information Sciences
and Technology**



Framework for Diversity: Progress, Challenges, and Direction

December, 2001

PENNSTATE





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Since its inception 2 ½ years ago, the University’s expectation of the School of Information Sciences and Technology is that it would be focused on the diversity of thought that defines the Information Age. I think everyone agrees that the issues of an “eWorld” cannot be dealt with by staying inside intellectual silos or in a context-free academic vacuum. Indeed, the school must embrace a wide variety of theories, methods, experiences, and venues to deal with the interdisciplinary research and teaching expectations of a digital, global economy.

For us to meet those expectations, behaviors that foster and reflect diversity must become part of the school’s culture. We cannot hope to be diverse in our thinking around research and teaching if we are not committed to diversity in our individual and cultural makeup. Drawing a line between the forms of diversity leave both forms weakened. Both are strengthened if we can craft a climate that promotes, indeed demands that, acceptance of diversity of thought and of demographics be interwoven. For us, it is imperative that we set the expectation of this “partnership” as critical to success, and that we motivate and reward behaviors that foster the acceptance of the full spectrum of diversity.

That’s the critical task before us as we create this new, interdisciplinary school.

Though the school is very young in its development, I hope you will recognize not only what has been accomplished in a short period of time, but the enormous potential for creating a culture that is just not built on an “acceptance” of diversity in all forms, but supports the expectation that the program will thrive because we live it.

James B. Thomas
Dean, School of Information Sciences and Technology

IST Diversity Update

Given the newness of the School of Information Sciences and Technology (IST), and hence the varied perspectives around the University as to what we are, describing a context for the diversity plan is in order. We provide that context by presenting three items. The first is a short history of the school and the progress that has been made to date on a number of dimensions. The second ingredient of context is the competency statement taken from the school's strategic plan. This section describes the unique blend of values and expectations that makes us, we feel, an exceptional program when compared to other information technology-related schools and colleges across the country. Third is a presentation, alongside the competency statement, of the basic values that drive our quest for distinction. These values represent the set of academic and social expectations of all members of the faculty and staff in IST.

Because we are only 2 ½ years old and our size is relatively small (especially here at University Park), much of our history around diversity is event driven. Please be patient with us as we convey these initiatives and actions. They may appear at times to be minor, but our goal has been to weave our actions toward, and our expectations of, diversity into the very fabric that defines this new organization. In that sense, we see no action or decision on the promotion of diversity as being really too small.

We should add that our first formal diversity plan was presented in the strategic plan update for the fall 2000 (this document actually served as our first strategic plan). At the time it was crafted, we had five faculty members and ninety-seven students at University Park (UP). We have included that original plan as Appendix A. We view that plan and its components as the first building blocks for the present discussion and it should also be considered by the reader as part of the school's diversity context.

History and Progress-to-Date

In the fall of 1997, President Graham Spanier in his "State-of-the-University Address" asked if Penn State was doing enough to help meet the workforce needs of the Information Age. In May 1998, an Information Sciences and Technology Strategic Planning Group, chaired by Rod Erickson, recommended that Penn State should create a School of Information Sciences and Technology (IST). The school was approved by the Board of Trustees in September 1998 and was given the status of a college within the University, with a dean as its academic leader.

In March 1999, the University Faculty Senate approved curricula for both baccalaureate and associate degree programs in information sciences and technology. At that time, forty-three new courses were approved. The baccalaureate program was offered at seven Penn State locations in the fall of 1999, with two locations initiating the program in fall 2000, and three additional locations in fall 2001. The associate degree program was offered at nine locations in the fall of 1999, with four additional locations offering the program in fall 2000 and one additional location in fall 2001. A pictorial presentation of our program locations is included below.

In May 1999, James B. Thomas was appointed dean of the school. By fall 2001, sixteen faculty members and two associate deans were hired at the University Park Campus. Additional faculty members are being recruited as the school at UP builds to a steady-state size of 30-35 FTE's, most of which will be tenure-track lines. The school is seeking broad-based, interdisciplinary faculty members who can build and deliver the variety of academic offerings of the school. Given the number of courses that must be created over such a short period of time, IST has an aggressive goal to hire a minimum of five to seven new faculty FTEs per year at UP. College campuses will increase beyond the 70 currently in place.



In fall 2001, the school at University Park had a cohort of 185 juniors, 207 sophomores, and 170 first-year students. Other locations of the University show 225 juniors, 771 sophomores and freshman, and 629 associate degree students totaling 2187. The cultural composition of those students over the last three years is presented in the following chart. Note that for this year, 24% of the student enrollment is female and 8% are drawn from underrepresented groups.

<u>Classification</u>	<u>Fall 1999</u>	<u>Fall 2000</u>	<u>Fall 2001</u>
○ American Indian	1	1	2
○ African/Black American, Not of Hispanic Origin	1	40	80
○ Asian or Pacific American	28	75	136
○ Latino/Hispanic American, Not Puerto Rican	7	21	29
○ White American	366	1,058	1,743
○ Puerto Rican	2	9	19
○ Foreign or Temp Visa	2	20	20
○ No Code	<u>36</u>	<u>80</u>	<u>158</u>
Grand Totals	460	1,304	2,187
Male	336	976	1,673
Female	<u>124</u>	<u>328</u>	<u>514</u>
Grand Totals	460	1304	2187

Current admissions and enrollment planning calls for 200 juniors to be formally admitted to the bachelor of science major in IST at University Park each fall from 2002 through 2005. However, resources permitting, more than 200 may be admitted. Each campus will determine the number of students it can admit to the major, consistent with faculty and facility resources. It is assumed that by fall 2004, steady-state enrollments at University Park will be 800-1000 undergraduate students (across all classes) and 100 graduate students (including both Ph.D. and executive masters). Between 2,500-3,000 students could be expected beyond UP.

The school at UP currently is housed in three building: the fifth floor of Rider Building, the first floor and part of the second floor of Rider II, and the basement of the Joab Thomas Building. Rider houses the administrative staff of the school. Rider II houses the IST Solutions Institute – the outreach arm of the school. The basement of the Thomas Building houses all faculty members, the associate deans, faculty research laboratories, and graduate research assistants and teaching assistants (the dean maintains an office in each location and schedules time in each every week). A new building, currently under construction and due to be completed in fall 2003, will provide for a consolidation of the school's facilities and will be shared with the Department of Computer Science and Engineering from the College of Engineering.

Competency Statement

IST uniquely blends its resources to become an uncommon but critical provider of insight and vision around the scholarship that contributes to defining the direction of digital, global economy.

The school pursues an educational agenda that focuses on the theoretical, application-oriented, and educational issues facing such an eWorld. Our research is aimed at building an understanding of how technology deals with the information needs of people, organizations, and the world community. The teaching and learning environment we offer is designed to build future leaders for a rapidly evolving information-driven world by stressing not just an understanding of the

Our Basic Values

Excellence – We expect and demand that everyone pursues the highest levels of excellence in their research, in our classrooms, in our students, and in our expectations of the school.

Interdisciplinary orientation – We are an intellectual community of researchers and educators. We pursue answers to complex questions that require us to seek insight beyond our individual experiences and theoretical perspectives. We provide an educational environment at all levels that showcases this diversity. We are propelled by a collective research agenda that is defined by the interaction between, the creative confluence among, and the debate inherent in, the diversity of different disciplines and perspectives.

Community – We are a community of scholars driven to address the research and educational needs of the information society. We each bring our own skills to that community but recognize that solutions in both research and education will only come from embracing diversity of thought, multi-disciplinary research, an open exchange of ideas, and the sharing of theoretical and experiential values and insights. While an interdisciplinary orientation is our heart, community and respect for diversity is our soul.

Partnership – We understand that the information issues of the 21st Century are not defined by a single or even limited number of programs or theoretical affiliations. We strive to develop partnerships with industry and government, with other units within Penn State, and with other universities and colleges that will impact the development of the information sciences and related technologies. This is vital both in terms of helping to define the process and content of the educational experience we provide, but also the research we pursue.

Flexibility – Ours is a field that is defined by not just shifting solutions to existing problems, but by constant new interpretations of the nature of the problems that define the field. To remain successful, we must remain innovative, open to new solutions, and constantly challenge our own assumptions.

technology, but an understanding of the diversity of technology users, their needs, and the changing and varied contexts in which information and related technologies are used.

From these research and learning platforms, IST provides insight for the Information Age not just by...

...Conducting world-class research, but through providing a cutting-edge learning environment for all students that reflects and leverages that research;

...Taking a technical perspective on new information technologies, but through adopting a social and cultural impact perspective as well;

...Studying the diverse behaviors and needs of people and teams in the Information Age, but through linking those behaviors to the design of technological innovations;

...Theorizing about information technology, but through applying and integrating technologies into different settings and venues; and

...Applying technology, but making a difference with that technology for whom and wherever it is applied.

The IST curricula are common across the nineteen campuses in which IST programs are delivered. The school touches thousands of Pennsylvanians through not just its degree programs but through its outreach and certificate initiatives-through World Campus and in the classroom-that impact students at other Commonwealth-based institutions of education at virtually all levels.

This blend of interdisciplinary research, problem-and leadership-based education, outreach, and partnership makes IST not only different, but exceptional among information technology-related schools across the country.

A Framework to Foster Diversity at Penn State (1998-2003)

IST's update of the Framework for Diversity is crafted around the seven specific challenges identified in that framework originally presented in 1998. We address each of the seven challenges as well as the critical questions that must be answered in order to deal with those challenges. We present both past actions and patterns as well as future initiatives and internal expectations as we craft the overall direction for promoting diversity at IST.

#1. Developing a Shared and Inclusive Understanding of Diversity

1. How does your college define or describe diversity? How is this understanding demonstrated in areas of emphasis within your college?

In the School of Information Sciences and Technology the term "diversity" is used broadly to refer to many demographic variables, including, but not limited to, age, ancestry, color, disability or handicap, national origin, race, religious creed, sex, sexual orientation, or veteran status. It also refers to "diversity of thought" among our scholars. In both instances, respect of individual differences whether they are physical or intellectual is expected of everyone by the school's leadership.

Managing diversity is a comprehensive process for developing a workplace environment that is productive for all employees. It is inclusive, rather than exclusive, and addresses workplace behaviors and as well as an understanding and respect of differences. The challenge for us is to ensure that the systems, policies, and practices of the school do not benefit any one group over another, and that the differences each faculty and staff member brings to the school are respected and used to enhance IST's capacity, strength, service, and adaptability as a world-class leader in scholarship around the issues of a digital, global economy. As our presentation on basic values above suggests: "If research is our heart, then community and diversity is our soul." We strive to make this philosophy consistent in our behaviors and throughout all the locations in which our programs are offered.

For us, behaviors that foster and reflect diversity must become part of the school's culture. We cannot hope to be diverse in our thinking around research and teaching if we are not committed to diversity in our individual and cultural makeup. Both forms of diversity are strengthened if we can craft a climate that allows each to support each other, sets the expectation of this as critical to success, and motivates and rewards behaviors that foster the acceptance of the full spectrum of diversity from thought to individual characteristic.

For the school to be able to convey that philosophy, the members of the IST Diversity Committee (discussed below) felt that one of our first actions in creating a plan for diversity was to define the term and create our own Diversity Statement. The committee crafted the following:

The School of Information Sciences and Technology (IST) will continue to develop a welcoming and nurturing climate to foster diversity at all Penn State locations across the Commonwealth of Pennsylvania that offer the IST programs. Towards that end, IST supports and is committed to the University's statement on anti-discrimination.

Our school focuses on two dimensions of diversity:

***Demographic Diversity:* Our school is committed to respecting and accepting the entire spectrum of diversity as articulated in the University's diversity mission including, but not limited to, race, ethnicity, gender, age, sexual orientation, physical disability, religious affiliation, and veteran's status.**

***Intellectual Diversity:* The hallmarks of the school include our multi-theoretical and inter-disciplinary views of information technology, the diversity represented in the multiple campuses at which our programs are offered, and our commitment and respect for the wide range of theories and practices that define the information sciences and related technologies.**

For the school to be successful in dealing with the complexities of the information sciences, it is critical that both dimensions of diversity be not just supported, but practiced in all aspects and in all behaviors. Crafting a climate that inherently supports and rewards for practicing both

dimensions of diversity is the IST challenge. This is made clear in every venue and is the basis (along with all of our basic values discussed above) for merit raises for faculty and staff.

2. How has your college distributed and discussed information to students about the University's diversity initiatives?

Diversity issues are an important part of the IST First-Year Seminar (PSU 17). In this seminar, instructors inject diversity issues and policies through lectures, class presentations, and team projects throughout the semester. Most instructors of PSU 17 and IST 110 (the introductory course for all IST students) require students to examine the subject of women's involvement in the information technology field and write a paper on the topic.

Further, a brochure entitled *What We Value at IST* is distributed and discussed in all PSU 17 sections. This brochure discusses the basic values that define the IST climate. Students are urged to discuss what faculty, staff members, and students must do to make diversity of both thought and demography ongoing parts of the IST culture.

Beginning this spring, instructors in PSU 17 sections will be required to distribute copies of "Fostering Diversity at Penn State" (U.Ed. OVP 01-40) as a guide to resources available at Penn State for diversity.

3. How has your college distributed and discussed information to faculty and staff members about the University's diversity initiatives?

Creating an environment that enables us to attract and retain a diverse faculty and staff is an ongoing challenge for the school. Our initiatives have been aimed at creating a climate for diversity by stressing respect for individual differences whether they are driven intellectually or demographically.

To date, we feel that the ethnic, gender, and intellectual diversification of our faculty has been a hallmark of IST. We have been successful in balancing diversification in the makeup of our faculty with the research and teaching needs of the school. The challenge we face will be maintaining this culture and community while continuing to grow and retain such a diverse faculty.

IST has distributed and discussed information to faculty and staff members in several formats:

- An annual briefing to faculty and staff members is conducted on diversity and related issues (e.g., sexual harassment);
- Information regarding the emphasis placed on diversity is provided to all students and members of the faculty and staff via our *What We Value* brochure;
- The *IST Graduate Student Handbook* is distributed and provides our graduate student population with a rich guide to information on diversity initiatives and resources (both within the school and throughout the University);
- Information on our position on diversity is provided to prospective students, and members of the faculty and staff via our web site (ist.psu.edu) and orientations;

- The chairs of all new faculty recruiting committees are required to attend a special orientation on guidelines for recruiting a diverse workforce offered by the Affirmative Action Office.

4. *What is the role of the multicultural coordinator?*

At IST, the title of the person in this role is “diversity coordinator.” In general, the diversity coordinator's role is to be the point of contact for diversity programming and the coordinator of diversity activities and initiatives that support IST and Penn State. Announcements and introductions regarding the position, the individual, and the functions of the coordinator have been made to all faculty and staff.

The specific tasks of the diversity coordinator are twofold: First, he or she is expected to serve as the *ombudsperson* responsible for responding to diversity issues as they arise (e.g., actions that may be interpreted as contributing to an harassing environment of any kind and in any venue), areas where expected progress is not being made (e.g., diversity hiring in the staff), and areas that are in need of special attention (e.g., disabled students in the program). Second, the coordinator is the champion of new programs and strategies to enhance diversity (these are discussed below).

5. *Does your college have a diversity committee? What is its role?*

The IST Diversity Committee was created in January, 2001. Individual members of the Diversity Committee serve as liaisons to each of the key constituencies in the school: faculty, staff, and students. Through these members, each of these constituency groups has brought issues and insights to the attention of the committee for immediate action or for inclusion in the diversity plan. The committee has direct access to the dean (who also serves as an exofficio member) for recommendations and support for diversity-related events, engagements, problem resolutions, or any diversity-related activity that would affect the school or any of its constituents. The committee meets regularly and is chaired by the school's diversity coordinator (Chris Fivek). Current members of the IST Diversity Committee are:

Julie Abraham – IST student

Christopher Fivek – Assistant to the Dean for Human Resources

Shari Garcia – IST student

Kathy Sherman – IST Academic Adviser

Jan Mahar – Assistant Director, Business Solutions, IST Solutions Institute

Susan Shuman – Senior Diversity Planning Analyst, Office of Educational Equity

Stan Supon – Administrative Director, IST Undergraduate Programs

Eileen Trauth – Professor of Information Sciences and Technology

#2. Creating a Welcoming Campus Climate

1. *How does your college and department leadership demonstrate visible support for diversity?*

Leaders of the school serve as champions of the importance of a diverse workforce, faculty, and student body. It is through this leadership that the IST Diversity Committee was formed and through which the recruitment of minority and female faculty and staff members, and students have become important and articulated goals of IST. The creation of the student organization WIST (Women in Information Sciences and Technology) and participation in WISE (Women in Science and Engineering) were identified as important and both actions were initiated by leadership. We should add that most faculty, staff, and student meetings involve discussion that stresses the importance of diversity in the school. It is precisely because leadership recognizes the critical importance of building a culture based on diversity that it is a topic of discussion in so many venues so often. And, it is becoming part of the new organization's culture.

2. *How does your college identify climate issues?*

Any program or strategic plan is ineffective unless it has some form of metric that identifies areas where improvements have been made or where additional efforts must be considered. In fall 2000, a *Diversity Climate Survey* was conducted among IST faculty and staff members to gather such data. This six-page survey (Appendix B) was administered by Dr. Susan Shuman, senior diversity planning analyst in the Office of Education Equity.

Clearly, the IST's human resources director (who also serves as the diversity coordinator), and members of the Diversity Committee are point individuals for identifying areas in need of, successes in, inconsistencies across, and opportunities for diversity-enhancing initiatives.

3. *How does your college respond to climate issues?*

The Office of Education Equity's executive summary (Appendix C) of the climate assessment produced five major findings, as listed below. Actions taken are in *italics*.

- The climate for diversity in the School of Information Sciences is comfortable for insiders and outsiders according to the perceptions of the faculty and staff who completed the questionnaire.
- Issues that were raised include problematic communication within the school, concerns about confidentiality and trust, and perceptions that all areas are not considered of equal value.

The dean called a special meeting of all staff members to emphasize the importance of confidentiality and to discuss the important role that each unit in the school plays.

- As respondents could not rate the climate for lesbian, gay, bisexual, and transgender people, consideration could be given to offering awareness programs focused on sexual orientation.

Material has been distributed regarding all aspects of diversity.

- Suggestions for improving the climate include affirmative action in hiring and offering educational programs.

Specific recruiting actions are discussed below. A number of special orientation events were conducted for faculty and staff members also as discussed.

- Given concerns about communication and trust, consideration should be given to sharing the results of this study with all faculty and staff.

This was done at a special luncheon meeting for the staff hosted by the dean and continues to be emphasized in the monthly staff meetings.

We have grown nearly three-fold since this benchmark survey and intend to repeat the survey in the fall of 2002.

4. What college-wide and individualized approaches have you developed to enhance overall climate and individual's satisfaction with the environment?

See 2 and 3 above.

5. On a scale of 1 to 10 how do you rate the climate for diversity in your college at present? 1 2 3 4 5 6 7 8 9 10

Our 2000 climate survey resulted in a "comfortable" rating for those inside the school. It is difficult to translate that into a numerical value.

#3. Recruiting and Retaining a Diverse Student Body

1. Does your college contribute to locating and recruiting undergraduate students from underrepresented groups? If so, how?

There are many different ways in which the school focuses on locating and recruiting students from underrepresented groups.

The diversity coordinator participates in bus trip information sessions conducted by Penn State's recruitment centers. Past participation in other recruitment activities include the Philadelphia Convocation, the Pennsylvania School Counselor's Association's State Conference, Guidance Counselor Information Sessions, Spend a Summer Day, and participation in Penn State College of Engineering's Open House. "Offer Sessions" provide prospective minority students with information about IST and allows them to make an informed decision about pursuing studies in the school. We conduct individual interviews with prospective minority students and their families, and send follow-up letters as well as make phone contacts.

The Business, Engineering, Science and Technology Scholars Summer Program and the Hispanic Education Program provide IST personnel the opportunity to interact with high school students from underrepresented groups. The Undergraduate Programs Office coordinates the IST Phone-a-thon, with WIST (Women in IST) members calling prospective underrepresented students who have been offered admission to Penn State. During the First-Year Testing

Counseling and Advising Program (FTCAP) academic advisers from IST have small group sessions with minority students during which the IST program is described and student schedules are planned.

The Bunton-Waller Fellowship has helped in recruiting underrepresented students. WIST has participated in “Expanding Your Horizons,” WISE Week, and MATH Fest, providing interactive demonstrations related to IST to middle school females. A complete summary of Diversity Programs across the University that identifies IST’s involvement can be found in Appendix D.

IST’s emphasis on promoting the importance of a diversified student body was demonstrated by the appointment of two female students selected to serve on the IST Diversity Committee. These women are of Hispanic and Indian descent, respectively.

The following is a list of initiatives conducted and planned/proposed by IST students to address certain aspects of diversity across the student body.

Racial Diversity:

Guest speakers from the University and corporate community are invited to speak on topics relevant to diversity awareness.

Gender Diversity:

WIST initiatives:

The following IST activities, conducted by the staff of the Undergraduate Programs Office, the Dean’ Office, selected faculty members, and other staff members directly involve all IST students. Detailed summary of past WIST events appears in Appendix D.

- Participation in “major events” at other Penn State campuses
- Spend A Summer Day
- Admission Offer Sessions
- Phone-a-thon
- Mentoring Program

IST participates in the following multicultural activities in order to inform minority individuals about our programs and how such students would fit into the school’s social and educational culture. These are detailed in Appendix E.

- Achievers Program
- Philadelphia Awards Convocation and Luncheon
- BEST—Business, Engineering, Science and Technology Scholars Summer Program
- Bunton-Waller Fellowship and Scholarship
- Multicultural Activities for Career Fair

- Commonwealth Visitation Program
- Martin Luther King, Jr., Memorial Banquet
- Minority Admissions and Community Affairs (MACA) High School Visitation Program
- Minority Internship Program
- Minority Undergraduate Research Experience (MURE)

In addition to these activities and programs the school has a working relationship with the following Penn State multicultural organizations:

- Council of College Directors of Multicultural Programs
- Comprehensive Studies Program
- CAMP—College Assistance Migrant Program
- Multicultural Resource Center
- Upward Bound
- Women in Science and Engineering (WISE)

2. How has your college contributed to locating and recruiting graduate students from underrepresented groups?

Our Ph.D. program in IST begin this semester. Recruiting was primarily through announcements in academic forums, journals, and listserves. Our first Ph.D. class of 12 from this fall consists of nine students from China, one from India, and two from the United States. There are six females and six males.

During the fall 2001, we collaborated with the Applied Research Laboratory (ARL) utilizing its connection with Tennessee State University (TSU) and other historically black colleges and universities. Through companion funding with ARL we have admitted an African American student from TSU who will begin the IST Ph.D. Program in spring, 2002.

3. What strategies have you implemented to retain undergraduate students from underrepresented groups?

IST strives to retain undergraduate students from underrepresented groups through academic advising and mentoring efforts. Furthermore, the WIST organization strives to support and sustain interest by women in the program, ensuring that female students and faculty members are equally and actively involved in all aspects of education. WIST promotes a sense of unity among the women of IST by offering networking opportunities, career resources, community and academic presentations, and leadership training.

4. What strategies have you implemented to retain graduate students from underrepresented groups?

We emphasize the need to respect and celebrate diversity from the first day our graduate students arrive on campus. We provide student orientations and briefings on diversity. Additional information is provided in our very extensive graduate student handbook.

The structure of the Ph.D. program is built on a strong mentoring model. While we have yet to have students form Ph.D./Dissertation Committees and identify committee chairs, we do emphasize the mentoring model with the present academic advisers of each student.

IST is a truly a multidisciplinary academic unit. It is anticipated that our students will come from diverse intellectual, cultural, and social backgrounds. The intent of the candidacy exam is to assess student's progress and plans towards Ph.D. study and research. Hence, our examination process focuses on asking the students to articulate their multi-disciplinary research focus and plans for subsequent study. The examination process (comprising both a written and oral component) strives to be both evaluative and instructive for the students. Hence, the candidacy exam is a component in a continuing development process for the students. It is designed to assist students in thinking about and understanding how their own personal background and research interests fit into a larger context of IST (which is a multi-disciplinary, multicultural intellectual discipline).

5. What recruitment and retention strategies have been most successful?

One of our recent and most successful efforts we have taken was to increase the female enrollment in IST has been through our efforts in the Pennsylvania Governor's School for Information Technology (PGSIT). Along with Drexel University, we are one of two such schools in the Commonwealth of Pennsylvania charged and funded by the Department of Education to produce an intensive academic residential program for approximately 150 gifted high school students from across the state. Approximately seventy-five of these students stay at University Park for five weeks during the summer in an intensive learning environment. In past years, the gender balance of the PGSIT students has been predominately male. As we approach our fourth year in this program, we have taken specific steps to increase the number of female applications to this program. Rather than taking a shotgun approach to recruitment for scholars over the whole state, two female Governor's School alumnae specifically targeted seventeen high-profile schools across the state. The number of female applications doubled from forty to seventy-nine in the last class due in large part, we believe, to the change in recruitment practices for PGSIT. Next year, we hope to expand this effort to include other underrepresented groups and to extend such practices into the undergraduate recruitment efforts.

#4. Recruiting and Retaining a Diverse Workforce

1. How has your college actively engaged in locating and recruiting faculty and staff from underrepresented groups?

We have a very aggressive approach to recruiting faculty and staff members from underrepresented groups. We have an excellent representation of minority individuals in our faculty (the composition breakdown by year beginning in 1999 is provided below), however more needs to be done with the make up of the school staff. IST's Human Resources Office is working with University Employment to obtain candidates from the minority vita bank. Many times the jobs will be taken to the second level of posting in an attempt to gather a richer pool of applicants. However, this has not given us the desired results to date.

IST Faculty composition	1999	2000	2001	TOTAL
• American Indian	0	0	0	0
• African/Black American, not of Hispanic Origin	0	0	1	1
• Asian or Pacific American	2	2	2	6
• Latino/Hispanic American, not Puerto Rican	0	0	1	1
• White American	3	3	2	8
<hr/>				
• Male	4	5	3	12
• Female	1	0	3	<u>4</u>
				16

1. What recruitment strategies have been most successful?

When faculty candidates from underrepresented groups come for campus interviews, every effort is made to have these candidates meet with people in the Penn State community who are also members of their minority group. This has enabled faculty candidates to assess the climate at the University and to identify people to whom they can go for information and support.

IST hopes that the success the school has experienced in faculty recruiting will aid us in staff and student recruiting. It is also hoped that a potential connection to the Association of Black Colleges will further efforts to recruit graduate students and faculty members.

We have taken special attention in all staff searches to have the IST diversity coordinator on the search team. We have worked with the Penn State Office of Human Resources' senior employment specialist to give us the names of minority candidates from applicable data banks. While this approach has had limited success, we feel it will be a successful strategy over time.

2. What retention strategies have you implemented in your college to retain members of underrepresented groups?

Our retention efforts to date have focused on practices and expectations to create an environment that demands that each individual respect the individual and academic differences of everyone else in the school. IST's leadership has emphasized this as a primary cultural goal and has moved aggressively to address any deviation from that goal. While no specific retention programs are in place, efforts to build an environment where everyone understands the necessity for respect and acceptance stands as our primary retention tool.

3. What retention strategies have been most successful?

See #2 above. IST will also seek out best practices in other colleges in the Penn State System so the school can move forward with a set of specific strategies in this area.

#5. Developing a Curriculum that Supports the Goals of our New General Education Plan

1. What initiatives has your college taken in supporting multicultural curriculum efforts?

IST has designed cultural elements into all of its courses. Additionally, IST 431 is specifically crafted to address the policies and societal issues around information technology with a special emphasis on the multicultural effects of technology within the workplace. As discussed above, we also have created a curricular template for the First-Year Seminar (PSU 017) that includes discussion of diversity enhancement within Penn State, and in society as a whole. Subjects covered include individual cultural differences, equity, and working in diverse team environments. Most of our courses, by their nature, deal with societal and cultural implications of information technology ranging from specifics of "digital divides" to cognitive and economic implications (and impacts on) technology. Even with our limited history we have found that understanding and experience generated from these courses sets our students apart as they become involved in their required internships.

2. What research and teaching in your college has advanced the University's diversity agenda?

The specific addition to our faculty of Lynette Kvasny, Eileen Trauth, and Steve Sawyer has strengthened our role in studying and teaching in the areas of diversity. Their expertise in the social and cultural implications of information technology has put us in a strong position to take a lead in addressing information-related diversity issues in the digital, global economy. As a co-sponsor of the Institute for Information Policy, we also have begun to engage in the telecommunication issues of information access, eGovernment, and "racial ravine" issues of technology.

Our faculty have done extensive studies on issues related to gender and racial issues in the information technology workforce. Numerous proposals recently have been submitted to the National Science Foundation in this regard. This work is a critical cornerstone in the research foundation of the school.

3. How is diversity integrated into the curriculum of your college?

IST requires third-level proficiency in a foreign language, as well as 6 credits of foreign cultures courses. As is the case with all Penn State students, IST students also must fulfill three credits of the GI, International/Intercultural Competence Requirement. Other areas of integration are discussed in #1 above.

#6. Diversifying University Leadership and Management

1. How has your college assisted faculty and staff from underrepresented groups in developing leadership and management skills?

Because of the broad spectrum of faculty expertise that is needed to meet the academic expectations of the school, this year we have established five faculty recruiting committees rather than a single faculty research committee that defined our recruiting efforts in the first two years. Of the five search committee chairs, two are women and two are Asian. These leadership experiences will help in each faculty member's personal development. The school encourages all staff and faculty members to be involved in diversity enhancement activities such as the Commission for Women and WIST. Last year, IST supported 3,355 hours of professional development for 26 employees involved in 149 activities. We support the personal growth of all of our employees and seek frequent and varied opportunities for them to expand their skill sets and exposure to diversity-promoting activities.

#7. Coordinating Organizational Change to Support Our Diversity Goals

1. What organizational realignments, systems of accountability, resource mobilization and allocation strategies, long-term planning strategies, etc., has your college implemented to ensure the realization of the University's diversity goals?

IST is in a rather unique position in that we are *building* an organization to deal with diversity goals and not really engaged in *change*, given our relatively brief history. Those building efforts can be summarized around a series of objectives, that are based on University expectations, and specific IST strategies and goals that as we implement them allow us to meet those expectations. The general, articulated objectives from the University coupled with specific IST strategies and goals to meet those objectives are presented below:

OBJECTIVE 1

There will be zero tolerance for discrimination, harassment, or hostile work environment.

Strategies:

- IST will reaffirm and continue to articulate the policies, programs, and guidelines that prohibit discrimination and enhance diversity.
- IST will ensure that all managers and supervisors swiftly and effectively resolve informal allegations of discrimination.
- IST will hold all managers and supervisors accountable when discrimination, harassment, or hostile work environments exist in work areas under their responsibility.
- Violators of this Zero Tolerance Policy will be subject to appropriate disciplinary action.
- IST will provide training in the appropriate treatment of employees to all managers and supervisors.

IST GOAL #1: IST will craft a climate based on respect for all individuals that will result in no complaints regarding discrimination, harassment, or hostile work environment. Further, respect of individual differences whether intellectual or demographic will be a building block of the school's culture.

OBJECTIVE 2

Educate managers and supervisors regarding diversity.

Strategies:

- IST will provide mandatory diversity education for all managers and supervisors on an annual basis or as a new positions become available. This training shall include skill training on the management of a diverse workforce, such as conflict resolution, team management, effective listening, personality types, and cultural differences.
- Key IST administrators will champion our diversity initiatives through activities such as speeches, discussions, workshops, classes, and open forums.
- IST will add the following performance measure to all managers and supervisors:

Shows sensitivity to, and in appropriate cases, demonstrated progress in both hiring and promotional practices toward improving the gender, ethnic, racial, and disability composition of their area's workforce and provides subordinates developmental opportunities to help them participate in IST's goal of improving workforce diversity.

IST GOAL #2: Each fall, diversity training sessions will be conducted in which all managers and supervisors will attend.

OBJECTIVE 3

Recruit a workforce that better reflects the inclusion of underrepresented groups.

Strategies:

- The diversity coordinator shall be actively involved in every faculty and staff search committee. This person(s) inclusion in the recruiting processes of the school will be part of the initial charge to search committee chairs during recruitment process each year.
- Job announcements will be examined to determine if additional periodicals and listserv advertisements are needed to ensure that the applicant pool is as inclusive of underrepresented groups as possible.
- In the most egregious cases of under representation, IST will vigorously pursue race/national origin and gender-conscious hiring.
- IST shall recruit from underrepresented groups for our temporary employment and track their success in bringing individuals to a permanent position under the guidelines of Office of Human Resources.

IST GOAL #3: We will make every effort to have persons of color join our faculty and staff in every recruiting event.

OBJECTIVE 4

Retain a workforce that better reflects the inclusion of underrepresented groups.

Strategies:

- IST will provide opportunities for the development and full use of employee potential so that all employees may advance fairly and equitably.
- The dean and the human resources director will monitor employee developmental and promotional practices, and develop action plans to eliminate any barriers to fair and equitable employee advancement.
- IST will provide reasonable accommodations for all employees with disabilities. Through the IST Office of Human Resources and the diversity coordinator, a mentorship will be set up to closely monitor progress, comfort level, and personal development in an effort to stay on top of any concerns.

IST GOAL #4 : Create and maintain a work environment where no turnover is caused by issues of climate.

List of Appendices

(to see this report with the full text of the appendices, go to
<http://ist.psu.edu/pdfs/Diversity02.pdf>)

Appendix A

IST Diversity Strategic Plan

Appendix B

Diversity Climate Survey

Appendix C

Summary of Results of Diversity Climate Survey

Appendix D

Women in Information Sciences and Technology (WIST)

Summary of Events

Fall 2000-Spring 2001

Appendix E

Summary of Diversity Programs