

Since 2001, the midpoint of the *Framework*, the School of Information Sciences and Technology (IST) continues to make progress in implementing the *Framework to Foster Diversity*.

Key among our recent accomplishments are the appointment of Dr. Susan Shuman as assistant dean for Equity and Diversity and the selection of Jan Weyer as recruiting coordinator for undergraduate programs. Additionally, the school's diversity committee has been reconstituted, broadened, and re-charged. Membership now better reflects key constituencies of IST and, equally important, includes individuals in the school community whose skills and responsibilities are vital to fully implementing the *Framework*.

We still struggle with issues of recruiting and retaining a diverse community of students, faculty, and staff members. But, it is the goal of IST leadership and the diversity committee to be enablers of progress. These changes and others detailed here are evidence of continued improvement and our direction for the future.

While we were asked to identify best practices in meeting each Challenge, that may be premature, given our young age. By the time of the next update, however, we will be more confident that we have reliable indicators.

Challenge 1. Developing a Shared and Inclusive Definition of Diversity

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

To reflect a culture striving to be inclusive and respectful of individual talents and differences, in December 2001 the IST Diversity Committee developed the following definition that has not changed:

The School of Information Sciences and Technology will continue to develop a welcoming and nurturing climate to foster diversity at all Penn State locations across the Commonwealth of Pennsylvania that offer 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 ability, religious affiliation, and veteran's status.

Intellectual diversity: The hallmarks of the school include our multi-theoretical and interdisciplinary 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.

This understanding is shared and emphasized at every faculty and staff event, including monthly meetings, by IST leadership and management.

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

Diversity issues continue to be incorporated as an important part of the Freshman Seminar (PSU 17). Instructors inject diversity issues and policies through lectures, class presentations, and team projects throughout the semester. Most instructors of both PSU 17 and IST 110 (introductory course required of all IST students) require students to examine the topic of women's involvement in information technology by writing a paper on the subject.

In all PSU 17 sections, a brochure entitled *What We Value at IST* is distributed and discussed. This brochure discusses the basic values that define the IST climate: excellence, interdisciplinary orientation, community, partnership, and flexibility. Beginning in 2002, instructors in PSU 17 sections began to be required to distribute and discuss copies of the *Framework to Foster Diversity at Penn State: 1998-2003*.

Dr. Larry Spence, director of undergraduate learning initiatives, works with faculty members to inject diversity case study problems into the curriculum to encourage discussions in other classes. Dr. John Yen, professor in charge, is a member of the diversity committee and is committed to including case studies or group projects centered around diversity.

A site has been created on the IST intranet that includes information about upcoming educational programs as well as links to University sites offering additional information or resources. That site has been tested and will be made more visible on the main IST page.

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

IST continues to distribute information to faculty and staff:

- Updates from the dean based on discussions at ALC and CADS
- The IST Graduate Student handbook is distributed to provide the graduate student population with a rich guide to diversity initiatives and resources (both within the school and throughout the University)
- Information about IST diversity initiatives and resources can be found via the Web site and during orientation
- The chairs of faculty recruiting committees are continued to be required to attend a special orientation session on guidelines for recruiting a diverse workforce offered by the Affirmative Action Office. These guidelines are also part of standard fall orientation sessions for both faculty and staff.

4. What is the role of your college's multicultural coordinator?

Historically, IST's multicultural coordinator role was taken on by the human resources director. In 2003, with some restructuring of the school, a new position was created to focus exclusively on diversity issues. Dr. Susan Shuman is the first assistant dean for Equity and Diversity in the school beginning September 2003. Her primary responsibilities include developing strategies to recruit and retain a more diverse student, staff, and faculty body; develop international study opportunities; look for ways to diversify the school's Scholar's Program; engage the IST community in understanding and respecting diversity in all its forms; chairing the Diversity Committee; and engaging in activities internally and externally to promote a culture of diversity and respect including climate surveys, building relationships with historically black colleges, and working with our 18 campuses in recruiting, retaining, and invigorating the role of women and members of underrepresented groups in IST.

Dr. Shuman reports directly to the dean and serves on the two major leadership teams in the School: the Council of Deans and the Executive Council. Both groups serve as advisory boards to the dean.

5. What is the role of your college's diversity committee?

The School's diversity committee was established in January 2001; its composition is reflective of the composition of the School. Current membership includes:

Myrna Covington, academic advisor, School of Information Sciences and Technology

Charlie DuBois, director, Office of Marketing and Communications, School of Information Sciences and Technology

Christopher Fivek, director, Human Resources, School of Information Sciences and Technology

W. Terrell Jones, vice provost for Educational Equity, ex officio

Roderick Lee, graduate student, School of Information Sciences and Technology

Jan Mahar, assistant director, Business and Career Solutions, School of Information Sciences and Technology

Charles Nwatu, undergraduate student, School of Information Sciences and Technology

Susan Shuman, assistant dean for Equity and Diversity, School of Information Sciences and Technology, Chair

Stan Supon, Assistant Dean, Office of Undergraduate Programs, School of Information Sciences and Technology

Jim Thomas, dean, School of Information Sciences and Technology, ex officio

Eileen Trauth, professor, Information Sciences and Technology

Sue Van Vactor, administrative receptionist, School of Information Sciences and Technology

Alison Wong, president, Women in Information Sciences and Technology (WIST)

John Yen, professor in charge, School of Information Sciences and Technology

The committee has direct access to the dean. For the past two years, the committee has not met regularly and therefore has not been able to provide recommendations and support for diversity initiatives and activities. The committee is primarily responsible for drafting the diversity strategic plan and update on implementation of the *Framework to Foster Diversity*. To facilitate implementation, a timeline and distribution of responsibilities will be developed.

6. Which strategies have been most successful in addressing this Challenge? Which have been least successful? Which could be termed “best practices”? (Best practices are processes, programs, and procedures that most successfully lead to the unit’s ability to reach the University’s diversity goals and can be validated through measurable outcomes.)

What we have done well is develop a definition of diversity that is genuinely felt and the development of *What We Value* that is shared with all students. Some components of the definition are included in that document, but not the definition in its entirety. There is not 100 percent awareness of the definition, not enough diversity-related events, and our definition of diversity is not immediately visible to our internal and external constituents and customers. While we have built a community to attract diversity, we have not highlighted it in publications, particularly in recruiting materials.

In the coming years, the diversity committee plans to enhance the visibility of the team in IST, develop strategies to raise awareness of diversity in the school, suggest ways to add attention to diversity in faculty peer review, identify best practices related to diversity in the classroom, and recommend ways to reward diversity-related practices.

Challenge 2: Creating a Welcoming Campus Climate

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

Each member of the leadership team consciously serves as an example of commitment to equity and diversity and models civil behavior. That is the norm, not the expectation. The dean makes clear statements in faculty and other meetings about the commitment of the school to aggressively recruit students, faculty, and staff who are female or members of underrepresented groups; he also put financial support behind it by hiring a recruiting coordinator and the assistant dean for Equity and Diversity and supporting the student organizations of WIST and WISE. He has pledged startup money for D-NET, the new student organization for students interested in diversity issues. The dean consistently talks about the importance of community and statements about community appear in the marketing materials about the school, including the Web site. Continuing initiatives to reach out to additional groups will be important.

A second way that visible commitment to diversity is expressed is through a commitment to customer service. The dean stated recently that every guest was to be treated with the utmost courtesy and respect.

2. How does your college identify climate issues?

A climate survey had been planned for October, 2003. With the move to the new building looming, and the anxiety that accompanied it, it was thought it would be better to conduct the survey in February so as not to measure concerns about climate that were unrelated to diversity. The survey has already been developed and contains measures that were contained in the previous survey conducted three years ago so that progress can be tracked. The survey has been approved by the Office of Regulatory Compliance and results will be analyzed by a senior diversity planning analyst in the Office of the Vice Provost for Educational Equity.

Another way that climate issues are identified is through the use of “open door” policies of members of the Executive Council. Concerned faculty, staff, and students have brought concerns forward to the highest levels of the organization. The dean is quick to investigate complaints and to respond as necessary and appropriate.

One way to identify climate issues is to understand where they do not exist. An example of this is the expression of comfort that a female IST student made in a *Collegian* article. She wrote about her IST classroom experiences, “The women are sought out, respected, listened to—not something I can say for how I’ve been treated in my other classes

3. How does your college respond to climate issues?

First, by having a policy of zero tolerance for hate. Second, by investigating incidents to be sure all sides of the story are heard. At times, people with concerns are referred to additional faculty and staff in IST for further talk or strategizing of solutions. Third, by having the school known for a focus on community may tend to work against such incidents occurring.

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

For the past several years, faculty and staff have been housed in three different locations: Rider I, Rider II, and Thomas Building. To maintain a sense of community, efforts were made to have regular meetings rotate between all three buildings whenever possible. Initially the dean was able to have space in each building to maximize his accessibility, but space concerns made that impossible fairly quickly.

With the planned move to the new building, it became apparent that three different cultures would soon share the same space. A Transitions Committee worked to plan events to bring people together to get to know each other. These events took place in 2003: potluck, tailgate for the Wisconsin game, and a chili cook-off.

A holiday party was held in December 2003 that especially recognized new hires.

5. Which strategies have been most successful in addressing this Challenge? Which have been least successful? Which could be termed “best practices”? (Best practices are processes, programs, and procedures that most successfully lead to the unit’s ability to reach the University’s diversity goals and can be validated through measurable outcomes.)

The fact that a climate survey for faculty and staff exists, has been used, revised, and approved for future use is a successful strategy; however, there still needs to be a strategy to assess the climate for students. It also is not clear if students are aware of the various places on campus that are available to hear complaints and respond, such as the Undergraduate Student Government.

IST’s student government was initially labeled the Dean’s Advisory Group, designed to provide input about climate and other issues; that function remains. In addition, each semester the dean holds an open forum where students can bring issues. Issues raised tend to be classroom-related or curriculum-related rather than diversity-related.

Procedures to report sexual harassment are in place, although probably not widely known. Students need to be made aware of these and other procedures for reporting sexual harassment and other forms of harassment. A faculty ombudsperson was elected last year to provide faculty a “safe” place to talk.

Another successful strategy is the appointment of three students to the diversity committee.

Challenge 3: Recruiting and Retaining a Diverse Student Body

1. How does your college contribute to locating and recruiting undergraduate students from underrepresented groups?

From the beginning, the goal was to recruit a diverse student body. Ongoing activities have included participation in bus trip information sessions conducted by Penn State. Recruiting staff also attend the Philadelphia Convocation, the Pennsylvania School Counselor’s Association’s State Conference, guidance counselor information sessions, Spend a Summer Day, Spend a Fall Day, and Penn State’s College of Engineering’s Open House. “Offer Sessions” provide prospective students from underrepresented groups with information about the school to facilitate an informed decision about pursuing studies in the school. Individual interviews are conducted with prospective students from underrepresented groups and their families; follow-up activities include letters and telephone contacts.

The Business, Engineering, Science and Technology Scholars Summer Program and the Hispanic Education Program provide IST staff the opportunity to interact with high school students from underrepresented groups. The Office of Undergraduate Programs coordinates the IST Phone-a-thon, with members of Women in Information Sciences and Technology calling prospective students from underrepresented groups and women

who have been offered admission to Penn State. During the First Year Testing, Counseling, and Advising Program academic advisors from IST have had small group sessions with students from underrepresented groups where the program is described and student schedules are planned.

The Bunton-Waller program continues to attract students from underrepresented groups. Lockheed-Martin funded a “Cross Cultural/Cross Gender” mentoring program in 2003. And, the school continues to engage in the following activities:

- Achievement Conference
- Philadelphia Awards Convocation and Luncheon
- Multicultural Activities Career Fair
- Commission for Women Banquet
- Dr. Martin Luther King, Jr. Memorial Program
- CIC Summer Research Program
- Minority Undergraduate Research Experience
- Minority Admissions and Community Affairs High School Visitation Program

The school has continued its collaboration with:

- Council of College Directors of Multicultural Programs
- Comprehensive Studies Program
- Talent Search
- Upward Bound
- Multicultural Resource Center
- Office of the Vice Provost for Educational Equity
- Women in Science and Engineering

More recent initiatives have been renewing the relationship with the Office of Minority Admissions, working to partner with the Academic Advancement programs, and developing a strategy to reach Talent Search students. Students also have become active in the Lion Scout program, going back to their high schools to represent the school. With the hiring of a recruiter in 2003, strategies specific to the recruitment of women and members of underrepresented groups have been developed and implemented. Another significant addition to the repertoire of recruiting activities is the designation of a Division of Undergraduate Students advisor who is devoted to the School of Information Sciences and Technology.

The publication, *Unlocking the Clubhouse*, which outlines successful strategies utilized by Carnegie Mellon to diversify their student population, was discussed by IST leadership. This discussion sparked a brainstorming session, which led to the development of a 29-point plan to target IST marketing and recruiting efforts.

During the past two years, Members of WIST have participated in “Expanding Your Horizons,” WISE Week, and MATH Fest, programs that provide interactive demonstrations related to information sciences and technology to middle school

females. Digital Divas is the most recently developed program developed to reach middle and high school girls.

Undergraduate student body composition (University Park) is compared from 2000 through 2003 (fall semesters). 2000 data was provided by the Office of the Vice Provost for Educational Equity and 2003 data from IST.

Race/Ethnicity	2000 % (n)	2003 % (n)
Asian American	6 (18)	9 (62)
Black American	2 (6)	2 (15)
Hispanic/Latino	4 (12)	2 (17)
Native American	0 (0)	0 (0)
Total	13 (36)	14 (94)
International	2 (6)	3 (18)
White	85 (236)	84 (576)
TOTAL	100 (278)	100 (688)
Gender		
Male	74 (207)	83 (608)
Female	26 (71)	17 (127)
TOTAL	100 (108)	100 (735)

Note: 47 students did not have race/ethnicity codes for 2003.

In the comparison of these numbers, it is clear that the school has not gained ground proportionally over the past four years in racial/ethnic diversity and has lost ground in gender diversity.

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

Four primary methods are used to locate and recruit graduate students. First, a relationship has been developed with the Applied Research Laboratory to recruit

students from historically black colleges and universities (HBCU) and provide research opportunities. Second, direct visits are made to colleges such as Coppin State College to meet with administrators and students. A special mailing of the graduate brochure is sent to HBCU departments and schools. Finally, current graduate students are used as recruiters.

Composition and comparison of the graduate student body (the graduate program began in 2001; 2001 data provided by IST, 2003 data provided by the Office of the Vice Provost for Educational Equity):

Race/Ethnicity	2001 % (n)	2003 % (n)
Asian American	0 (0)	7 (3)
Black American	0 (0)	11 (5)
Hispanic/Latino	0 (0)	0 (0)
Native American	0 (0)	0 (0)
Total	0 (0)	17 (8)
International	83 (10)	52 (24)
White	17 (2)	30 (14)
TOTAL	100 (12)	100 (46)
Gender		
Male	50 (6)	63 (29)
Female	50 (6)	37 (17)
TOTAL	100 (12)	100 (46)

Our comparison from 2001 to 2003 reveals that we have made some progress in attracting students from underrepresented groups. Proportionally, there were fewer female graduate students in 2003.

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

From its inception, leadership has stressed that individual attention is key to retaining all students, but especially those who are female and/or from underrepresented groups.

Academic advising and mentoring, both formal and informal, have served to identify students who may be heading for trouble and find opportunities for intervention. On their own, students from underrepresented groups in particular have found faculty and staff to talk with about both personal and academic problems. These faculty and staff have developed a loose network and look out for each other's students.

The combination of highly individualized and proactive attention to students along with strong support for the activities of student groups creates an integrated retention strategy that has been very effective.

Good recent progress has been made in the development of a student organization, D-NET. The purpose of this organization is to provide a forum for all students to discuss diversity related issues and a safe place to talk about their experiences.

WIST continues to hold monthly meetings and offer special programs while actively helping with the recruiting of female students. Following are just some of their activities over the past two years:

- Taught at the WISE Camp
- Presentation at orientation
- Met with AOL executive
- Participated in "Expanding Your Horizons" and "Exploring Your Future in Sciences and Technology"
- Organized a panel of professional women: "Women in IT: Balancing the Personal and Professional"
- Sponsored program, "IBM: Past, Present, and Future."
- Participated in AT&T Leadership Seminar
- Developed and delivered "Digital Divas" during Girls Utilizing Technology and Science Camp
- Participated in Lockheed-Martin's "Live Ethics Game"

The Office of Business and Career Solutions works to partner with female leaders and female-owned companies as they look for programmatic and internship opportunities for IST students. These partnerships involve real-world company-sponsored student projects in the classroom and student-employee mentoring relationships. The office also tries to promote the selection of female and members of underrepresented groups as project leaders in student teams; these individuals carry significant levels of responsibility in managing client relationships and team dynamics. The office has contracted with a number of female guest speakers in the field of information technology. And, the Career Solutions group participates in Monster.com's annual "Diversity and Inclusion Fair." The program encourages ethnically diverse students to seek internships and full time jobs online through Monster.com's MonsterTRAK online service. The program was advertised on ISTechTRAK's website and about a dozen IST students participated.

Retention data provided by the Office of the Vice Provost for Educational Equity show that for multicultural students, 81 percent are retained after three years. For white students, 91 percent are retained after three years. This is a trend that we plan to explore.

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

From the start, the practice of offering every graduate student funding via an assistantship or grant has been continued. Graduate students are monitored closely to ensure they are making good progress and to be proactive in identifying any problems they may be experiencing. Students are strongly encouraged to participate in activities such as the graduate student research fair and the Achievement Conference. And, social events are held to help students feel “part of the IST family.”

5. Which strategies have been most successful in addressing this Challenge? Which have been least successful? Which could be termed “best practices”? (Best practices are processes, programs, and procedures that most successfully lead to the unit’s ability to reach the University’s diversity goals and can be validated through measurable outcomes.)

With respect to undergraduate students, the most successful initiatives have been those involving current students recruiting other students. The WIST organization is an excellent recruiting group as well as a group working to retain female students. As of the end of last year, we were less successful in creating a student organization for students interested in understanding diversity and promoting diversity activities in the School, but as of the writing of this document that situation has changed. D-NET now has a mission statement and a nearly written constitution. It will be helpful to track the effectiveness of student recruiting initiatives.

Also successful was the recognition of the need for a full-time recruiter. While she will work to recruit students in general, she also is aware of the commitment to recruiting female students and students from underrepresented groups, and has been strategizing with the assistant dean for Equity and Diversity and the assistant dean for Undergraduate Programs on the best ways to accomplish this. The discussion about *Unlocking the Clubhouse* was the initial step leading to her hire.

The school has scholarship money available targeted at women and members of underrepresented groups. The Office of Undergraduate Programs additionally advertises to students scholarship money available outside of IST, for example, from Microsoft and Alcoa.

A review of marketing materials directed at potential undergraduate IST students revealed that while we show a diverse student population, there is nothing specific that targets potential female students or potential students from underrepresented groups.

The most successful strategy in recruiting graduate students is utilizing current students as recruiters; the least successful is using extensive mailings and other generic activities.

Challenge 4. Recruiting and Retaining a Diverse Workforce

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

To maintain the commitment of search committees to developing diverse candidate pools, the assistant dean for Equity and Diversity serves on faculty committees and the director of Human Resources serves on committees looking for staff. The dean continues to stress the importance of aggressively recruiting faculty and staff from underrepresented groups so that we can better provide our students with perspectives and strategies to help them live and work in a global economy. The Minority Vita Data Bank is used and whenever possible and appropriate, job postings are taken to external audiences.

During the interview process, candidates have the opportunity to meet with members of the underrepresented group with whom they affiliate. This gives them the chance to understand the nature of the climate for diversity, which can be a factor in their decision to join IST and Penn State.

Here is a comparison of 2000 and 2002 faculty (2000 data provided by the Office of the Vice Provost for Educational Equity, 2003 data provided by IST's Office of Human Resources).

Race/Ethnicity	2000 % (n)	2003 % (n)
Asian American	29 (4)	19 (6)
Black American	0 (0)	10 (3)
Hispanic/Latino	0 (0)	0 (0)
Native American	0 (0)	0 (0)
Total	29 (4)	29 (9)
White	71 (10)	71 (22)
TOTAL	100 (14)	100 (31)
Gender		
Male	86 (12)	74 (23)
Female	14 (2)	26 (8)
TOTAL	100 (14)	100 (31)

We have made progress in hiring more female faculty, but only slight progress in changing the racial/ethnic makeup of the faculty. Clear attention is being paid to this in our search processes.

And staff (excluding academic administrators; same data sources as above):

Race/Ethnicity	2000 % (n)	2003 % (n)
Asian American	0 (0)	1 (1)
Black American	0 (0)	1 (1)
Hispanic/Latino	0 (0)	0 (0)
Native American	4 (1)	0 (0)

Total	4 (1)	2 (2)
White	96 (22)	96 (54)
TOTAL	100 (23)	100 (56)
Gender		
Male	65 (15)	34 (19)
Female	35 (8)	66 (37)
TOTAL	100 (23)	100 (56)

Few changes have been experienced with respect to the racial/ethnic diversity of our staff. The gender balance shifted completely over the last three years, with a predominantly male staff becoming predominantly female as we grew our staff.

And academic administrators (same data sources as above):

Race/Ethnicity	2000 % (n)	2003 % (n)
Asian American	0 (0)	0 (0)
Black American	0 (0)	0 (0)
Hispanic/Latino	0 (0)	0 (0)
Native American	0 (0)	0 (0)
Total	0 (0)	0 (0)
White	100 (3)	100 (4)
TOTAL	100 (3)	100 (4)
Gender		
Male	100 (3)	75 (3)
Female	0 (0)	25 (1)
TOTAL	100 (3)	100 (4)

The leadership of the school has not changed in its lack of diversity beyond the hiring of a female administrator.

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

The school continues to not have specific retention strategies but rather addresses concerns on the individual level. The dean and director of Human Resources, and now with the assistant dean for Equity and Diversity, attempt to especially monitor the climate for women and members of underrepresented groups and develop special solutions to address faculty and staff concerns.

In both faculty and staff reviews, contributions to the community of the School are explicitly addressed.

3. Which strategies have been most successful in addressing this Challenge? Which have been least successful? Which could be termed “best practices”? (Best practices are processes, programs, and procedures that most successfully lead to the unit’s ability to reach the University’s diversity goals and can be validated through measurable outcomes.)

IST has been more successful in diversifying the faculty than the staff, a challenge faced by colleges across the university. Constant vigilance and commitment to attaining a diverse community have been successful as has an individualized rather than programmatic approach to retention.

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

1. Describe the initiatives your college has taken in supporting multicultural curriculum efforts.

From the beginning, cultural elements have been designed into all IST courses and this continues to be the case. As mentioned earlier, the freshman seminar course includes discussion of diversity initiatives at Penn State and in society as a whole. IST 431 specifically addresses the policies and issues around information technology with a special emphasis on the multicultural effects of technology in the workplace. And IST 441 is a new course entitled, “IST in a Global Context.”

At the graduate level, a new course, IST 541, discusses research methodologies for addressing issues such as utilization of information technology by underrepresented groups and by women. The new graduate survey course, IST 501, introduces concepts of multicultural diversity and the effects and impact of information technology.

Two new initiatives are underway. First, efforts have been made in enhancing internships and study abroad programs, including Brazil. And, beginning in 2003, the assistant dean for Equity and Diversity has been working with the International Council and Office of International Programs to identify study abroad programs with a technical component.

2. Describe the research and teaching initiatives in your college that have advanced the University's diversity agenda.

Three of the faculty's research expertise is in the area of the social and cultural implications of information technology. Lynette Kvasny's work focuses on the ways in which culture structures technology access and consumption and collects field data in inner city Philadelphia. Steve Sawyer looks at the social aspects of people working together using technology and understanding how organizations often change as a result. Eileen Trauth researches the "digital divide," understanding why some groups and cultures have more access to technology than others. Each area of research advances the university's diversity agenda by contributing to national scholarship. It also affords students to become involved in new ways of conducting research and hands-on experiences, strengthening the classroom experience.

Another initiative is the continuing co-sponsorship with the College of Communications on the Institute for Information Policy. The Institute is dedicated to the potential of information technologies for improving democratic discourse, social responsibility, and quality of life. It supports interdisciplinary projects that maintain interests in rural and urban communities. By paying special attention to information technology, it seeks to identify new forms of voice and community, as well as electronic commerce.

In addition to these activities, a new Center for a Digital Society was recently created. The purpose of this center is to coordinate and facilitate multidisciplinary research related to information technology and society. Key research thrusts include focus on issues of the digital divide and inequality (e.g., how to improve access and utilization of information technology for underrepresented groups). The center has a special research facility in the new IST building and is actively pursuing research in these areas.

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

IST requires third-level proficiency in a foreign language, as well as six credits of foreign cultures courses. As is the case for all Penn State students, IST students must also fulfill three credits of the International/Intercultural Competence requirement. As described previously, a number of courses involve team projects in which diversity issues are a component.

As also described previously, the School is looking for ways to increase opportunities for students to study abroad or have international internship experiences.

4. Which strategies have been most successful in addressing this Challenge? Which have been least successful? Which could be termed “best practices”? (Best practices are processes, programs, and procedures that most successfully lead to the unit’s ability to reach the University’s diversity goals and can be validated through measurable outcomes.)

Requiring a language proficiency and six credits of foreign culture courses have worked well as has having a faculty committed to finding examples and projects that help students think differently and put themselves in the shoes of others. What also has worked well are courses specifically designed to address multicultural and global issues and concerns. What has worked less well is having a broad range of overseas education options for our students and having modules within courses that touch on diversity issues.

Challenge 6. Diversifying University Leadership and Management

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

The school encourages women and members of underrepresented groups at all levels of the organization to participate in professional development. Over the past two years, however, only eight women participated in leadership development activities such as the Penn State Leader or Mastering Supervision, four have completed the Office Professional Program, and three have attended the Women’s Leadership Conference. This is an area with room for improvement. With the addition of the assistant dean for Equity and Diversity, it is likely that more opportunities will be identified and taken advantage of.

Assistance is provided to faculty from underrepresented groups in proposal development and research management. One of our faculty members, Lynette Kvasny, an African American, recently won a prestigious National Science Foundation Career Award. Training is provided to all faculty on the pursuit of research grants, research management, grant writing, and mentoring of graduate students.

Women (one of whom is African American) have assumed leadership positions as advisor for the Women in Information Sciences and Technology student organization and as the Ph.D. program advisor; the new assistant dean for Equity and Diversity is female. Dr. John Yen, the newly appointed professor in charge, is Chinese American.

2. Which strategies have been most successful in addressing this Challenge? Which have been least successful? Which could be termed “best practices”? (Best practices are processes, programs, and procedures that most successfully lead to the unit’s ability to reach the University’s diversity goals and can be validated through measurable outcomes.)

The most successful strategy is the commitment from top leadership that diversifying our faculty and staff is important, and that part of this involves developing leadership skills. Mentoring plays a large part in this. Less successful strategies have included identifying

formal leadership and management education opportunities and sharing that information across the school.

The school looks to the assistant dean to provide leadership and direction and to appropriate others for the implementation of initiatives appropriate to the missions of their units. The diversity team will make attention to this issue a priority.

Challenge 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. have your college implanted to ensure the realization of the Universities diversity goals?

The objectives outlined in the last diversity plan continue to be important to the school:

- There will be zero tolerance for discrimination, harassment, or hostile work environment.
- Managers and supervisors will be educated regarding diversity.
- A workforce will be recruited that better reflects the inclusion of underrepresented groups.
- A workforce will be retained that better reflects the inclusion of underrepresented groups.

Over the past year, the leadership of the school was reorganized with the addition of the assistant dean for Equity and Diversity. A financial commitment of this kind clearly demonstrates the commitment of the school to diversity and community issues. Among the goals set forth in the IST Diversity Strategic Plan is benchmarking the enrollment profiles of other information technology schools so that numeric goals for recruiting can be established.

2. Which strategies have been most successful in addressing this Challenge? Which have been least successful? Which could be termed “best practices”? (Best practices are processes, programs, and procedures that most successfully lead to the unit’s ability to reach the University’s diversity goals and can be validated through measurable outcomes).

The creation of the Office of Equity and Diversity is the most successful strategy as it signals to the University that we are morally and financially committed to reaching our own diversity goals as well as contributing to the University’s success in reaching the overarching strategic goals; less successful has been the recruitment of a diverse staff.