

The Final Assessment of
A Framework to Foster Diversity
at Penn State: 1998-2003

**The Smeal College of
Business Administration**

The Smeal College of Business Administration

Challenge 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?

The Smeal College of Business Administration “defines diversity over many attributes, such as race, ethnicity, geography, age, gender, disability, religion, sexual orientation, veterans, and socio-economic status”. In this report, particular emphasis was placed on evaluating our progress as a College in attracting and retaining members of those groups designated as “underrepresented” including African Americans, Hispanics and Native Americans. A minority group is considered underrepresented if its student population does not match the population of that group in the Commonwealth of Pennsylvania.

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

- Introduction of diversity into the curriculum in all First Year Seminar courses
- S.T.A.R.T. (Striving Towards Awareness and Respect for Tomorrow) Conference
- Other courses are offered for our undergraduate students that address diversity issues. While many of these are appropriately offered for Management Majors (by the Management and Organization Department), several other departments also tackle diversity issues in their course offerings.
- There are a number of graduate courses, particularly in the areas of management and marketing that include topics addressing issues of diversity.
- Other programmatic activities within the MBA program stress the importance of diversity. The Dean has expressed the value of diversity to MBA and undergraduate students at several Town Hall meetings. In addition, the Assistant to the Dean for Diversity Enhancement promotes diversity by encouraging incoming MBA students to explore a wide variety of cultural events during their two years in the graduate program, including participation in NBMBA and NSHMBA Conferences/Career Fairs, the Indian students' Festival of Lights dinner, and the Chinese students' New Year Celebration.
- All undergraduates take 6 credits of global awareness and understanding.

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

- Within the strategic plan (Vision and Strategy for the Converging Economies), and at Faculty, Executive Committee, and Management Committee meetings. The minutes of these meetings are shared with the entire faculty and staff of the college.

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

The Smeal College has three positions:

A. Director of Undergraduate Diversity Enhancement Programs

B. Undergraduate Diversity Enhancement Programs Advisor

Responsibilities for both positions include:

- Recruitment of prospective high school students from underrepresented populations.
- Retention of 414 currently enrolled African American, Hispanic, and Native American students.
- Monitoring of the academic progress and professional development of currently enrolled underrepresented students.
- Providing academic, personal and career counseling services to these same students.
- Serving as liaison between underrepresented students and various University offices (ex. student aid, housing & foods, judicial affairs).
- Providing emotional support during transition into a majority environment.
- Assisting students' placement and transition into workforce and graduate school.
- Providing professional development programs specifically designed to meet the needs of a diverse population.
- Providing programming for Bunton-Waller Fellows and other minority scholarship recipients.
- Monitoring and supporting activities of multicultural student organizations.
- Works with Smeal's Office of Corporate Relations to collaborate with companies in order to develop activities to engage underrepresented students in recruiting activities, mock interviews, professional development, and networking skills. The Director also works closely with this office in preparation for the Multicultural Career Fair offered each Spring to underrepresented groups.

C. Assistant to the Dean for Diversity Enhancement

Responsibilities include:

- Personally welcoming all incoming graduate students from underrepresented groups.
- Encouraging student participation in the Conference on Graduate Student Retention sponsored by the Graduate School.
- Coordinating the support efforts of second year minority MBA students.
- Serving as a liaison with minority MBA alumni.
- Fielding complaints and concerns raised by students, alumni, and staff.
- Addressing climate issues when they arise.
- Corporate relations
- Participation in minority recruiting events for MBA and Ph.D. candidates.
- Coordinating supported retention events for MBA and Ph.D. students.
- Mentoring/Advising
- Assist in Recruiting

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

- Collect and annually update data on minority representation among students, faculty, staff and administrators as well as retention and matriculation rates for students.
- Develop benchmarking data from peer institutions.

- Monitor the impact of raising the mean GMAT score on minority enrollments in the MBA Program.
 - Monitor the impact of enrollment controls on minority students' admission to majors.
 - Monitor the impact of Top 10 research placement goals on Ph.D. recruiting.
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.)

Most successful:

- Recruitment by the Assistant to the Dean for Diversity Enhancement and the Director of Undergraduate Diversity Enhancement Programs.
- Support for multicultural relations.
- Programming for Bunton-Waller Fellows.

Challenge 2. Creating a Welcoming Campus Climate

1. How does your college and department leadership demonstrate visible support for diversity?
- In the mid-1980's the College began to hire staff explicitly to address diversity enhancement issues in the MBA program.
 - In 1989 the College created a position now titled Director of Undergraduate Diversity Enhancement Programs. The focus of this position is recruitment and retention efforts for undergraduate students from underrepresented groups.
 - In 2002 the College created the position of Undergraduate Diversity Enhancement Programs Advisor.
 - Multicultural student welcome reception.
 - Special orientation for international MBA students,
 - Provide funding for attendance at annual Ph.D. Project Conference.
 - Provide funding for scholarships, fellowships and assistantships for minority students.
 - Provide funding for attendance at NBMBA and NSHMBA Conferences.
 - A "Diversity team" was created within the undergraduate programs to monitor climate. This was done using focus groups of underrepresented students.
 - Role of the Minority MBA Student Association
 - Provide a source of social and academic support for students from underrepresented groups. The Minority MBA Student Association sponsors:
 - Diversity Appreciation Weekend
 - Guest Speaker Series
 - Annual Golf Networking Event
 - Alumni Workshops
 - National Black MBA Conference and Case Competition
 - National Society of Hispanic MBA's
 - Heritage Days
 - Orientation and Mentoring

- Supports and promotes undergraduate student organizations such as:
 - **Multi-Cultural Business Society:** Provides Smeal College minority students and those interested in minority issues with the opportunity for discussion, growth, and development within the fields of business administration.
 - **National Association of Black Accountants:** Promotes communication between its members and professionals in the field of accounting.
 - **National Hispanic Business Association:** Increases awareness of the business fields among Hispanic business students and promotes diversity in the workplace.
 - **Women in Business:** Promotes the advancement of Smeal women by increasing the awareness of workplace trends and connecting members with Smeal/Penn State alumni.
 - **The Smeal College Roundtable:** Involves all presidents and vice presidents of the 31 student organizations along with the Professional Development committee. Thirteen percent of The Roundtable is comprised of students from the underrepresented groups.

2. How does your college identify climate issues?

The Smeal College community displays sensitivity to the needs of all races, genders, sexual orientations and physical disabilities with the hope of creating a warm, welcoming climate.

- The Undergraduate Diversity Team conducts focus groups with students of color to gather climate data about their experiences in the College. These data are used to educate the Undergraduate Programs staff regarding issues and concerns of underrepresented students in the Smeal College.
- Student concerns were also considered at the Colleges' Management Committee meetings during the spring of 2001. Diversity issues addressed included: challenges in creating an inclusive learning community, problems from the students' viewpoint, students' personal experiences and their recommendations to create a supportive climate, and classroom experiences. Students spoke of their experiences, made comments and suggestions.
- Luncheons are held several times per year where the Dean, Associate Dean for Ph.D./ M.S. Programs and graduate students discuss student related issues.

3. How does your college respond to climate issues?

The response to climate issues has been to meet with concerned parties to try to establish the facts, recognize how they are perceived, and attempt to reach a workable solution for all involved.

- The Dean was responsible and took a proactive role in this with the assistance from the Multicultural Coordinators, Associate Deans, and Department Heads.
- The Dean meets regularly with student groups to solicit information and address their concerns.
- The Director of Undergraduate Diversity Enhancement Programs and the Assistant to the Dean for Diversity Enhancement meet with Deans, Department Heads, and faculty to address student related issues.
- A goal in our strategic plan was Community Building – We are committed to preserving and strengthening the special sense of community, celebration of diversity, and lifelong connectedness among Smeal faculty, staff, students, and alumni, along with promoting the continuing intellectual and personal development of the members within the Smeal community.

4. What college-wide and individualized approaches have you developed to enhance overall climate and satisfaction with the environment?
- Monitoring the academic progress and professional development of currently enrolled underrepresented students.
 - Providing academic, personal and career counseling services to these students.
 - Serving as liaison between underrepresented students and various University offices (ex. student aid, housing & foods, judicial affairs).
 - Providing emotional support during transition into majority environment.
 - Assisting students' placement and transition into workforce and graduate school.
 - Providing professional development programs specifically designed to meet the needs of a diverse population.
 - Providing programming for Bunton-Waller Fellows and other minority scholarship recipients.
 - Monitoring and supporting activities of multicultural student organizations.
 - Personally welcoming all incoming students from underrepresented groups.
 - A special orientation for underrepresented students is conducted to help them with their transition to Penn State.
 - At the general MBA Orientation, students are informed about the wide variety of multicultural activities that will be available to them throughout the academic year (e.g. through the Center for the Performing Arts). They are encouraged to take advantage of these events and to participate in the variety of programs sponsored by the Minority MBA Student Association and the International Committee of the MBA Association.
 - Encouraging student participation in the Conference on Graduate Student Retention sponsored by the Graduate School.
 - Coordinating the support efforts of second year minority MBA students.
 - Town meetings and focus groups.
 - Creation of the Diversity Advisory Committee.
 - START conference.
 - First Year Seminars.
 - International MBA Student Orientation
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.)

Most successful

- Undergraduate Diversity Team
- Multicultural organizations
- START conference

Challenge 3. Recruiting and Retaining a Diverse Student Body

1. How does your college contribute to locating and recruiting undergraduate students from underrepresented groups?
 - Participation in the BEST Program (Business, Engineering, Science and Technology Summer Scholars Program). This is a summer high school academic program targeted especially for students from underrepresented groups. We invite twenty-four students to participate in this program for four weeks at University Park every summer.
 - Participation in other university recruitment activities such as:
 - Achiever's Weekend (Spring semester).
 - Presentations at Hispanic Academic Progress and Upward Bound summer programs.
 - Minority Admissions and Community Affairs. This is a component of Penn State's undergraduate admissions office, which focuses on the recruitment of underrepresented populations.
 - Philadelphia Honors Convocation. This program is sponsored by the Minority Admissions and Community Affairs office, along with various Penn State Colleges to identify and honor the top students of color from the entire Philadelphia school district.
 - High school recruitment fairs.
 - Black Male Leadership Symposium
 - Offer Scholarships, Awards and Fellowships
 - Smeal College Awards (totally approximately \$73,000 annually)
 - Dean's Freshmen Merit –\$2000 annual/renewable award, two awards given each year.
 - Johnson and Johnson scholarships (2)
 - Boeing scholarships for both undergraduates and graduate students
 - University Awards (Bunton-Waller Fellows). The University allows The Smeal College to offer an average of 7 awards for the purpose of recruitment of top underrepresented students.
2. How does your college contribute to locating and recruiting graduate students from underrepresented groups?
 - Attention to the design and distribution of printed material that reflects the multicultural student body.
 - Continually updating the web site to reflect a diverse community.
 - Collaboration between The Director of Undergraduate Diversity Enhancement Programs, The Assistant to the Dean for Diversity Enhancement, and the Associate Dean for Research and Ph.D./M.S. Programs
 - Summer Research Opportunity Program (SROP)
 - Ronald E. McNair program
 - Communication of quick, courteous, and informative responses to inquiries by e-mail or telephone.
 - Hosted individual and group campus visits.
 - Attendance of key MBA staff at graduate fairs, Graduate Management Admission Council Forums, and special recruitment receptions.
 - Increased the number of scholarships and assistantships available to first year MBA students in order to increase the yield for high quality candidates.
 - Exploited our network of minority alums for referrals.

- Assistant to the Dean for Diversity Enhancement assisted in spearheading marketing plan targeted for applicants from underrepresented groups.
- The Assistant to the Dean for Diversity Enhancement and the Associate Dean for Research and Graduate Programs attend annual Ph.D. Program in Chicago, and the Chaka Fahah conference in Philadelphia.

Since 1995 the percentage of students from underrepresented groups in the Smeal MBA program has remained at about 11%. A special initiative to attract Hispanic students to the program was initiated in 1996. The current level of enrollment for these groups in the College at University Park is about 8%.

We have been successful in increasing our enrollment of students in underrepresented groups in our Ph.D. Program. We went from only having 1 underrepresented student from 1995 – 2001 to having 3 underrepresented students in 2002, and 4 in 2003.

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

The Office of Undergraduate Diversity Enhancement Programs invests considerable time and provides an array of support services to foster retention of students once they enroll at University Park such as:

- Corporate Information Sessions: Visiting companies host informal sessions to attract students to internships, employment and scholarship opportunities
- Multicultural Scholars Program: Held monthly professional development meetings, dining etiquette dinner, social events, and corporate dinners.
- Council of Multicultural Organizations Meetings: Advisor to the Multicultural Business Society, the National Association of Black Accountants, the National Hispanic Business Association, and Women in Business.
- Monitored academic progress of all freshmen and sophomore students.
 - Counseling graduate assistant contacted and met with freshmen to discuss academic performance and study strategies.
 - MBA graduate assistants hosted an academic enhancement social for at-risk students.
 - Counseling graduate assistant and Program Assistant contact each sophomore at risk of not meeting requirements to enroll in a Smeal major.
- Personal counseling and advising were provided by Program Director and Counseling graduate assistant.
- Emergency Funds distribution: Scholarships to assist students with unmet financial needs.
- Internship/Employment Assistance: Assisted companies with identifying potential candidates for jobs.
- Undergraduate Male Leadership Project

4. What strategies have you implemented to retain graduate students from underrepresented groups?
The Smeal College also offers a variety of retention projects for minority MBA students.

- The Assistant to the Dean for Diversity Enhancement greets all incoming minority MBA students on an individual basis and in a group format. This orientation process is designed to help ease the transition to State College and to graduate business study. He also maintains an “open door policy” so that students feel free to ask for advice or guidance whenever necessary.

- Minority MBA alumni deliver professional development workshops, which are open to the entire MBA class. The alumni also provides special resume preparation services for minority students.
 - The Smeal College provides support for students to attend the NBMBA and NSHMA conferences and career fairs.
 - The College fully sponsors a Penn State case team for the NBMBA annual case competition.
 - The Minority MBA Association provides mentoring support for the incoming class of minority students.
 - The Assistant to the Dean interacted with the Minority MBA Alumni Interest Group to provide alumni mentors to current minority students. The College updates a Minority MBA Alumni Directory every year to assist with this process.
 - Special tutoring services are available.
 - The Assistant to the Dean fosters close relationships with key corporate partners to assist them with their diversity needs. These partnerships yield a variety of benefits including scholarship money, internships, executive interactions, and full-time placement.
 - The annual Diversity Appreciation Weekend serves as a forum for recruitment, professional development, networking opportunities, and alumni mentoring.
 - Members of the Dean’s Office or MBA staff host special dinners or receptions for students periodically throughout the year. These events are primarily designed to serve the needs of the minority and international student population.
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.)

Most successful:

- The Director of Undergraduate Diversity Enhancement Programs visiting high schools with under represented populations
- The Assistant to the Dean for Diversity Enhancement attending the annual GMAC
- The Associate Dean for Research and Graduate Programs attending the annual Ph.D. Program in Chicago.
- As already noted, the Office of Undergraduate Diversity Enhancement Programs invests considerable time and provides an array of support services to foster retention of students once they enroll at University Park.

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?
 - Each Smeal Department engages in aggressive efforts to attract women and minority candidates to faculty positions. Such recruiting is a priority in each departmental strategic plan.
 - The Affirmative Action Office/Diversity Support and Education Center conducted workshop sessions for the Department Chairs and Search Committees. This training was offered to enhance the committee's ability to attract and actively seek to identify a highly qualified and diverse pool of applicants, including women and members of racial/ethnic minority groups.

2. What retention strategies have you implemented in your college to retain members of underrepresented groups?
 - Mentoring.
 - Providing recognition and resources necessary to be successful.
 - College-wide activities that celebrate and enhance the culture of respect and inclusiveness for all groups.

Of the 24 staff members in Undergraduate Programs, 4 positions are held by underrepresented minorities. Two of these positions represent leadership positions within the College. The two positions are:

1. The Smeal Undergraduate Programs Administrative Director
2. The Smeal Undergraduate Diversity Enhancement Programs Director

The leadership team of the MBA program is fairly diverse. The Academic Program Director is a White male. In addition, the MBA Program management team consists of three members—one White women, one African American male, and one White male.

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.)

Most successful:

- Mentoring.
- Providing recognition and resources necessary to be successful.

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.

Students in the Smeal College are offered a number of opportunities to expand their own awareness about diversity and their sensitivity to cultural/ethnic differences. Some of these opportunities are built into the required curriculum requirements for all students; others are offered primarily to students in specific majors.

2. Describe the research and teaching initiatives in your college that have advanced the University’s diversity agenda.
 - Regarding research, our faculty has published articles related to multicultural consumerism and multicultural work forces.
 - Regarding teaching, see number 3 below.
3. How is diversity integrated into the curriculum of your college?
 - Three new cross-listed, diversity courses were offered during the 2002/03 academic year.
 - 33 Undergraduate courses have a diversity component.
 - 11 Graduate courses have a diversity component.

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.)

Most successful:

- Students in the Smeal College were offered a number of opportunities to expand their own awareness about diversity and their sensitivity to cultural/ethnic differences. Some of these opportunities were built into the required curriculum requirements for all students; others were offered primarily to students in specific majors.
- Three new cross-listed, diversity courses were offered during the 2002/03 academic year.

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?
 - Provided release time and financial support for faculty and staff to attend workshops on leadership and management.
 - Provided in-house expertise to deliver seminars on various aspects of management.
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.)

Most Successful

- Provided release time and financial support for faculty and staff to attend workshops on leadership and management.
- Proactive mentoring.
- The Dean has communicated the importance of diversity to the mission of the Smeal College in the Strategic Plan (Vision and Strategy for the Converging Economies), and at Faculty, Executive Committee, and Management Committee meetings.

Least Successful

- Provided in-house expertise to deliver seminars on various aspects of management.

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 implemented to ensure the realization of the University’s diversity goals?

The College has long recognized that diversity enhancement will not occur without leadership and commitment from the Dean’s office and without aggressive efforts at the faculty and staff level to provide recruitment and retention services. In addition, a Diversity Task Force was appointed in 1997 to appraise the College’s diversity efforts. More recently, a Diversity Team was created within

Undergraduate Programs to monitor the diversity climate and to educate the Undergraduate Programs staff. For example, during the 2000-2001 academic year, the Undergraduate Diversity Team conducted focus groups with students of color to gather data about their experiences in the College. These data were used to educate the Undergraduate Programs staff regarding issues and concerns of underrepresented students in the Smeal College. Student concerns were also considered at the College's Executive Committee meetings for consideration during the spring of 2001.

The Dean has communicated the importance of diversity to the mission of the Smeal College in the Strategic Plan (Vision and Strategy for the Converging Economies), and at Faculty, Executive Committee, and Management Committee meetings. The minutes of these meetings are shared with the entire faculty and staff of the college.

We hired an assistant for our Undergraduate Director of Diversity Enhancement Programs in the fall of 2002. This was a newly created position.

A standing advisory committee consisting of faculty, staff, students, and alumni was appointed to sponsor and review efforts to integrate diversity into the Smeal College. This was an outgrowth of the diversity report. This committee worked directly with the Human Resources Manager and undertook such activities as:

- Collecting and annually updating data on minority representation, among students, faculty, staff and administrators as well as retention and matriculation rates for students.
- Dean's Office appointed representative of unrepresented groups to Management Committee.
- Monitoring the impact of raising the mean GMAT score on minority enrollments in the MBA program.

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.)

Most successful:

- A Diversity Team was created within Undergraduate Programs to monitor the diversity climate and to educate the Undergraduate Programs staff.
- A standing advisory committee consisting of faculty, staff, students, and alumni was appointed to sponsor and review efforts to integrate diversity into the Smeal College. The committee is chaired by the Dean.