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< <http://www.equity.psu.edu/framework/updates> >

**Feedback on Progress Implementing
A Framework to Foster Diversity at Penn State: 1998-2003
The Smeal College of Business Administration**

The College responded to the 1997 UPC feedback by creating a definition of diversity and appointing a Diversity Task Force. There is good evidence of success in recruiting and graduating minority undergraduate students. It is suggested that these efforts be “carried-over” to increase the College’s success among graduate students, staff, and faculty. The team also notes that the number of women administrators and Asian American faculty has increased, but the number of African American, Hispanic, and Native American standing faculty do not parallel those increases.

Challenge 1: Developing a Shared and Inclusive Understanding of Diversity

- ❖ A definition of diversity is present. This definition has descriptive elements that allow targeting diversity efforts, i.e., defining “underrepresented” against current state demographics.
- ❖ The College has distributed information/discussed diversity with students by including diversity information in the Freshman Seminar, and by requiring attendance at an evening presentation on diversity in industry.
- ❖ The START conference is held each spring, and educates students, faculty, and staff in the areas of diversity in the workforce and the changing demographics in the U.S.
- ❖ In “Town Hall” meetings, the Dean discussed diversity with MBA students.
RESPONSE: Undergraduate students are also a part of this.
- ❖ The Dean communicates the University’s diversity initiatives in the Strategic Plan, and discusses them at faculty, executive committee, and management committee meetings. Minutes are distributed to all staff.
RESPONSE: Minutes are distributed to all faculty also.
- ❖ The College has two well-defined multicultural coordinator positions. The undergraduate coordinator appears to be fulltime position while the graduate coordinator position is only part time. This disparity is reflected in the success of recruiting and retaining undergraduate minority students and the lack of success in recruiting and retaining graduate minority students.
RESPONSE:
 - ***Smeal has demonstrated success in recruiting and retaining students from underrepresented groups at the undergraduate and MBA. At the MBA level, for example, the retention rate is 96%. (see table 1) Several initiatives have been undertaken to improve our record at the Ph.D. level. (see table 2)***
 - ***The undergraduate coordinator is a fulltime position while the graduate coordinator is part time.***

TABLE 1

**Graduate Minority Initiatives
Minority Student Statistics: Graduation Rates**

**Retention Rate of
MBA Minority Candidates
1983-2001**

<u>Candidate</u>	<u>Graduate</u>	<u>Graduation Rate</u>
292	282	96.6%

TABLE 2

**Ph.D. Applications
Fall 2001**

<u>Total Ph.D Applications</u> 199	<u>Minority Applications</u> 5	<u>% of Minority</u> 3%
<u>Total Ph.D. Offers</u> 21	<u>Total Minority Offers</u> 0	<u>% of Minority</u> 0%

**Ph.D. Applications
Fall 2002**

<u>Total Ph.D Applications</u> 431	<u>Minority Applications</u> 15	<u>% of Minority</u> 3%
<u>Total Ph.D. Offers</u> 34	<u>Total Minority Offers</u> 3	<u>% of Minority</u> 9%

- ❖ In May 2001, the College created a Diversity Task Force.. The Task Force addresses four critical diversity issues for the college that appear to be the “net” of the 7 challenges in the Framework to Foster Diversity.
RESPONSE: All 7 challenges were included in the 4 critical issues.

Challenge 2: Creating a Welcoming Campus Climate

- ❖ The College has hired staff to address diversity issues.
RESPONSE: A “Diversity team” has been created within the undergraduate programs to monitor climate. This was done using focus groups of underrepresented students.
- ❖ Funding is provided for scholarships, fellowships, and assistantships for minority students.
- ❖ No means of identifying climate issues is presented in the report.
RESPONSE:
 - *The Undergraduate Diversity Team conducted focus groups with students of color to gather climate 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 Colleges’ Management Committee during the spring of 2001. Diversity issues addressed included; challenges in creating an inclusive learning community, the 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.*
- ❖ Responses to climate issues are generalized and do not indicate a “seat” of responsibility. The report indicates that the College Dean gets involved when “necessary.”
RESPONSE:
 - *The Dean is responsible and takes 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 College makes a significant and varied effort to “... college wide and individualized approaches to enhance overall climate and individual’s satisfaction with the environment.”
- ❖ The team noted that the College did not conduct a climate survey.
RESPONSE:
 - *Town meetings, focus groups, faculty, staff, and student satisfaction surveys are routinely conducted to gauge climate.*
 - *A new Diversity Advisory Committee is being formed to implement and monitor accountability on the Smeal Diversity Plan.*
 - *We would welcome the assistance of the Office for Educational Equity in developing and/or administering a climate survey focusing on climate*

Challenge 3: Recruiting and Retaining a Diverse Student Body

- ❖ The College participates in some of the University’s recruitment programs for undergraduates.
RESPONSE: Smeal participates in all of the University’s programs.
- ❖ A list of undergraduate and graduate recruitment methods/aids is provided.
- ❖ The report indicates that much effort is placed on the retention of undergraduates, but no examples are given. Reference to the Office of Undergraduate Diversity Enhancement Programs assumes the effectiveness of that operation.
RESPONSE: The six-year graduation rates for multicultural students in the Smeal College significantly exceeds the graduation rates for students across UP (see table 3).

Table 3
SCBA Undergraduate Five-Year Graduation Rates

<i>SCBA Undergraduate Five-Year Graduation Rates at University Park</i>						
<i>Entering Cohort</i>	<i>Male</i>	<i>Female</i>	<i>African American</i>	<i>All Minorities</i>	<i>International</i>	<i>Total</i>
Fall 91	90.5%	92.3%	80.9%	82.1%	88.2%	91.2%
Fall 92	90.4%	91.6%	83.6%	82.7%	85.1%	90.8%
Fall 93	90.2%	92.0%	85.7%	84.2%	92.5%	90.8%
Fall 94	90.0%	92.0%	73.1%	84.1%	91.3%	90.7%
Fall 95	91.3%	93.2%	78.9%	86.9%	90.9%	92.0%
Fall 96	91.2%	92.7%	76.7%	85.6%	81.3%	91.8%
<i>Total University Park Undergraduate Five-Year Graduation Rates w/SCBA</i>						
Fall 96	78.9%	84.2%	66.2%	72.3%	73.9%	81.3%

- ❖ The College provides full tuition and stipends for all second year minority MBA students, but there is no mention of assistance for first year minority students
RESPONSE: 1st year students receive support from the grad school and 2nd year students have access to Smeal funds.
- ❖ During the period of the report the College experienced a decrease in the number of graduate students. While the minority graduate student numbers also declined, the percentage of minority graduate students remained constant.
RESPONSE: A key thrust of the Smeal strategic plan is to upgrade the quality of the applicant pool in order to compete with our peer institutions by downsizing our total numbers while maintaining the percentage of minority students.
- ❖ There is good evidence of success in recruiting and graduating minority undergraduate students. It is suggested that these efforts be “carried-over” to increase this success in the graduate student ranks.
RESPONSE:
 - *Our MBA program diversity is very strong and we are working with a new diversity initiative for the Ph.D. program to increase their numbers. (see table 4) (also see table 1)*
 - *In 2002/03 we expect to matriculate 2-3 underrepresented minorities into our Ph.D. program, of a total of approximately 18 new Ph.D. students.*

Table 4
MBA Enrollment by Ethnicity and Gender

2000 - 2003			
Ethnicity		TOTALS	%
African/Black American		29	7%
American/Indian		3	1%
Asian/Pacific American		33	8%
Foreign		128	30%
Latino/Hispanic American		14	3%
White		223	51%
All Total		430	100
Gender		TOTALS	%
Females		115	27%
Males		315	73%

Challenge 4: Recruiting and Retaining a Diverse Workforce

- ❖ The team notes that number of women administrators and Asian American faculty has increased, but the number of African American, Hispanic, and Native American standing faculty do not parallel those increases. There are no Asian American, African-American, Hispanic, and Native American minority administrators.

RESPONSE:

- *See tables 5 and 6*
- *We have three African-American minority members who are not considered by University definition as administrators but serve in that capacity:*
 - *Jocelyn Bennett, Director of Undergraduate Diversity Enhancement Programs*
 - *Bruce Ellis, Administrative Director for Undergraduate Programs*
 - *Vernis Welmon, Assistant to the Dean for Diversity Enhancement and International Programs*
- ❖ The College recognizes that it needs improvement in this area.
- ❖ The Affirmative Action office and Diversity Support Center conducted workshops for the Search Committee and Department Chairs to recruit a more diverse workforce.

**Table 5
Smeal College Staff by Ethnicity**

Fall 1997

	Grade 12 – 19	Grade 20 - 25	Grade 27	Total
Ethnicity	% (N)	% (N)	% (N)	
Asian American	0 (0)	0 (0)	0 (0)	0 (0)
Black American	0 (0)	14% (3)	0 (0)	3% (3)
Hispanic/Latino	0 (0)	5% (1)	0 (0)	1% (1)
Native American	0 (0)	0 (0)	0 (0)	0
White	100% (69)	82% (18)	0 (0)	96% (87)
TOTAL	69	22	0	91

Fall 2000

	Grade 12 – 19	Grade 20 - 25	Grade 27	Total
Ethnicity	% (N)	% (N)	% (N)	
Asian American	2% (1)	0 (0)	0 (0)	1% (1)
Black American	0 (0)	6% (2)	0 (0)	2% (2)
Hispanic/Latino	0 (0)	3% (1)	0 (0)	1% (1)
Native American	0 (0)	0 (0)	0 (0)	0
White	98% (65)	91% (30)	100 % (1)	96% (96)
TOTAL	66	33	1	100

Fall 2001

Ethnicity	Grade 12 – 19	Grade 20 - 25	Grade 27	Total
	% (N)	% (N)	% (N)	
Asian American	0 (0)	3% (1)	0 (0)	1% (1)
Black American	0 (0)	6% (2)	0 (0)	2% (2)
Hispanic/Latino	0 (0)	3% (1)	0 (0)	1% (1)
Native American	0 (0)	0 (0)	0 (0)	0
White	100% (57)	88% (31)	100% (1)	96% (89)
TOTAL	57	35	1	93

Challenge 5: Developing a Curriculum that supports the Goals of our New General Education Plan

- ❖ The coursework listed indicates that diversity has been integrated into the College's curriculum, but little evidence is provided as to how it is integrated infused into the UG curriculum.

RESPONSE:

- ***33 Undergraduate courses have a diversity component as part of the course (See table 7)***
 - ***11 Graduate courses have a diversity component as part of the course (See table 8)***
 - ***Marketing 497A, Multicultural Marketing was taught for the first time in 01/02***
 - ***Three new cross-listed, diversity courses will be offered during the 2002/03 academic year. In the fall semester, "Globalization and African Communities" will be available under International Business, African African American Studies (AAAS), or Political Science. In the spring, two new courses will be available as Business Administration or AAAS: African American Economic and Business Development, and The Political Economy of Jazz and Rhythm & Blues.***
- ❖ The report notes that the published research of the Smeal faculty advances the University Diversity agenda. The team notes that these research references were not provided and that they may be of broader institutional value.

TABLE 7
Undergraduate Courses with Diversity Components

Management & Organization Dept.				
Course#/Instructor	Course Name	% Devoted to Diversity	Enrollment	Description of Diversity Content
BA 243 - Comstock	The Social, Political and Legal Environments of Business	4-5% of my quarter of the course. See Phil Cochran for further info	750	One of my key areas is government regulation of the business sector. I utilize a progression from Adam Smith through classical and contemporary liberals to neo-conservative views to demonstrate the acceptance of regulation in a "free" market. A key consideration is social regulation to advance/protect individual rights within a business setting. I use the Civil Rights Act and EEOC as a driver of the explanation of social regulation.
BA 243 - Cochran	Social, Legal and Ethical Environments of Business	2.50%	1500	Introduction to Diversity.
BA 304 - Austin	Managing Organizations	5%	1007	Why managers need to understand diversity issues, discrimination, etc. and actions managers can take to address diversity concerns.
IB 303 - Welmon	International Business	25%	800	Differences in culture, legal systems, levels of economic development and management practices.

Smeal College of Business Administration

Course #/ Instructor	Course Name	% Devoted to Diversity	Enrollment	Description of Diversity Content
Mgmt 100 - Comstock	Survey of Business	4%	30	Not unlike Mgmt 451. We spend an entire class exploring diversity in the workforce, benefits to the organization of adverse workforce, and challenges in managing in a diverse setting.
Mgmt 100 - Colangelo	Introduction to Management	10%	750	This is a survey course which covers many topics. There is an assigned chapter on diversity and multicultural issues, plus a lecture related to that chapter. Also, chapter and lecture on teams in industry and advantages of heterogeneous group with emphasis in diversity. Also significant portion of lecture on International Business devoted to cross-cultural issues.
Mgmt 321 - Corley	Leadership and Motivation	10%	80-90	Advantages of diversity in organizations.
Mgmt 321 - Pasch	Leadership and Motivation	1%	40	1. The value of hiring the best qualified; 2. The value of cultural distinctions that might add insight to various projects and the resolution of various issues; 3. The need to recognize all people as distinct and with the right leadership they can be encouraged to provide input relative to their frame of reference; 4. The need to accept the differences but for the sake of improved relationships recognize and concentrate on the commonalities all humans share so as not to form "cliques" or divisions within our organizations based upon the differences.

Course #/ Instructor	Course Name	% Devoted to Diversity	Enrollment	Description of Diversity Content
Mgmt 321 - Balkundi	Leadership and Motivation	5-10%	66	I cover some aspects of diversity by highlighting the consequences of demographic diversity on groups. I draw upon the demography literature and my personal experiences to provide insights into how group processes are influenced by these factors.
Mgmt 341 - Colangelo	Human Resource Management	15%	280	HR course with discussion of diversity issues per se, plus sexual harassment in industry and managerial action required to prevent and/or remedy, plus legal compliance chapter (Civil Rights Act, Equal Pay Act, etc) plus discussion of 'comparable worth' controversy, plus emphasis on equitable treatment in every aspect of HR (recruiting and selection, promotion, pay practices, lay-off decisions) and coverage of Affirmative Action Plans.
Mgmt 424 - Corley	Interpersonal Relations in Organizations	10%	40-50	Advantages of diversity in organizations.

Course #/ Instructor	Course Name	% Devoted to Diversity	Enrollment	Description of Diversity Content
Mgmt 424 - Pasch	Interpersonal Relations in Organizations	1%	35	1. The value of hiring the best qualified; 2. The value of cultural distinctions that might add insight to various projects and the resolution of various issues; 3. The need to recognize all people as distinct and with the right leadership they can be encouraged to provide input relative to their frame of reference; 4. The need to accept the differences but for the sake of improved relationships recognize and concentrate on the commonalities all humans share so as not to form "cliques" or divisions within our organizations based upon the differences. I use Myers Briggs to teach personality differences that may have some cultural basis and bias.
Mgmt 441 - Jansen	Seminar in Strategic Selection and Training	15%	60-80	Affirmative action, EEO, discrimination cases, employee development issues, recruiting minority candidates, etc.
Mgmt 443 - Harrison	Seminar in Compensation and Performance Management	8%	55	Cover laws and procedures designed to stem racial and gender inequities in hiring, promotions, and compensation. Test questions and class exercise cover same issues. Issues come up repeatedly through semester.
Mgmt 444 - McLaughlin	HR Practicum II	7%	54	Students applied their knowledge of EEO laws to employment discrimination cases.

Smeal College of Business Administration

Course #/ Instructor	Course Name	% Devoted to Diversity	Enrollment	Description of Diversity Content
Mgmt 451 - Comstock	Business Ethics and Society	4%	25	Usually, I use one class (out of 24 in summer) to discuss issues related to diverse workforces. The focus is on recognizing the rights of all workers and the instrumental value of differences in the workforce.
Mgmt 451w -Kane	Business Ethics, and Society	5-10%	120+	Discussion of past unequal opportunities in U.S., ethical conflicts, implications and consequences, and philosophical and practical issues, regarding mandatory affirmative action vs. voluntary diversity management, individual vs. group rights, pros/cons of diversity in organizations, need to learn to manage diversity in increasingly heterogeneous domestic employment and consumer markets and in globalizing economy; awareness of developing multi-culturalism issues.
Mgmt 451w - Stevens	Business Ethics and Society	5%	104	Legal aspects of affirmative action, but do not focus on diversity.

Course #/ Instructor	Course Name	% Devoted to Diversity	Enrollment	Description of Diversity Content
Mgmt 461 - Tsai	International Management	30-60% (depending on the instructor)	121	Understanding cultural diversity is an important learning objective in Mgmt 461. We discuss how people from different national backgrounds think and behave differently. We also discuss the impacts of cultural differences on strategic decision-making. Examples and case studies are used to illustrate how Multinational Corporations can manage cultural diversity and use it for achieving their competitive advantages. Usually we have three sections of Mgmt 461 each semester.
Mgmt 461 -Nag	International Management	25%	80	I have taught the International Management Mgmt 461 once and I feel that to some extent it touches upon diversity issues albeit at the international level. This is specifically so in the case of cross cultural management where the participants are exposed to differences in national cultures and how those differences provide threats and opportunities for organizations. In the course that I offered this summer, I made the participants choose a particular country and find out more about it's culture, economy, lifestyle, and business prospect. I do feel that these exercises enhance the participant's sensitivity to diverse nations and their cultures.

Course #/ Instructor	Course Name	% Devoted to Diversity	Enrollment	Description of Diversity Content
Mgmt 471 - Comstock	Strategic Management	1-2%	30	My strategy course focuses on a resource-based approach. The focus in this class touches on normative issues of equal treatment of diverse workers, but predominantly emphasizes the instrumental value of diversity in creativity and task accomplishment as well as market knowledge.
Mgmt 471H - Snow	Strategic Management, 471H	471H(4%)	471 - 15	In these classes one class session is devoted to Country Analysis. This session discusses, among other things, culture, individual demographics and psychographics, etc.
PSU 006 - Colangelo	First Year Seminar	10%	1000	First Year Seminar has chapter and module devoted to diversity issues, plus one evening event where students attend presentation of diversity in industry.

MSIS Dept.				
Course #/ Instructor	Course Name	% Devoted to Diversity	Enrollment	Description of Diversity Content
MIS 204				Three lectures devoted to diversity.
PSU006				Three lectures devoted to diversity.
Engl 15				Three lectures devoted to diversity.

Logistics Dept.				
Course Number	Course Name	% Devoted to Diversity	Enrollment	Description of Diversity Content
BLOG 455	International Logistics	5-10%	200-300	Coverage of material on the impacts of distinctive cultural conditions - geographic, ethnic, religious, and gender - on the management of international logistics and supply chain systems.
BLOG 425W	Logistics & Supply Chain Leadership	5%	200-300	Impacts/role of diversity and tactical management of supply chain process.
Finance Dept.				
Course Number	Course Name	% Devoted to Diversity	Enrollment	Description of Diversity Content
FIN412	Mgt of Comm Banking	3 - 6%	160	Regulation of consumer credit mkts/discrimination in lending practices. Ethnic Banking organizations.

Marketing Dept.				
Course Number	Course Name	% Devoted to Diversity	Enrollment	Description of Diversity Content
497A	Multicultural Marketing - Jerome Williams			Being taught for the first time this semester
453	Marketing & Society			In depth discussion of the problems of inequitable levels of consumption between classes, races, and industrialized third world countries.
	Consumer Behavior Courses			Typically will spend some time on segmentation and a small portion of that is typically on segments structured on the basis of race or ethnic background.
Undergraduate Programs				
Course Number	Course Name	% Devoted to Diversity	Enrollment	Description of Diversity Content
PSU 006	Freshman Seminar in Business	10%	900	With input from minority student leaders, we have developed a lesson on race based issues in organizations.
IB 303	International Business Operations	25 - 50%	800	This course includes significant multi-cultural content, and is listed as GI by the Faculty Senate.

Table 8
Graduate Courses with Diversity Components

Course Number	Course Name	% Devoted to Diversity	Enrollment	Description of Diversity Content
BA 501 – Gioia CORE COURSE	Managing People in Organizations	10-15%	107	Women's promotion issues; Minority employment and promotion; Cross-cultural issues; Multiple perspectives.
BA 502– Austin & Gra CORE COURSEy	Team Communications	10%	15	We cover one day on negotiating internationally. In this class, in addition to an exercise, we introduce the notion of ethnocentrism and try to sensitize the students to the fact that people of different ethnicities do not necessarily make the same assumptions about a variety of cultural issues like age, time, wealth, work, family. There are two readings assigned that support these ideas. On another day, we deal with differences between men and women for 1/2 the class and differences in conflict management styles with the other half. Re the former: We look at differential expectations that are created for each gender, the kinds of experiences women and minorities might have when they are in the minority in groups, and we discuss the difference between rapport and report talk.

Course Number	Course Name	% Devoted to Diversity	Enrollment	Description of Diversity Content
BA571–Cochran& Snow CORE COURSE	Strategies for Converging Economics	4%	100	Introduction to Diversity.
Mgmt 561, and 571 - Snow	Strategic Management 571; Global Strategy, 561	561(7%) 571(7%)	561 - 25 571 - 110	In these classes one class session is devoted to Country Analysis. This session discusses, among other things, culture, individual demographics and psychographics, etc.
Mgmt 521 - Gray	Negotiation Strategy and Technology	15%	25	One day of material on intercultural negotiating; 4 days on international negotiations.
Mgmt 597b - Kilduff	Organization Social Network Seminar	5%	12	Issues such as the marginality of underrepresented groups, and the ways in which differences in social ties by black and white applicants to organizations affect success in salary negotiations.
Mgmt 597f – Gehler or Grayt	Team Facilitation	13%	15	As part of the team facilitator course, I teach a unit on multicultural and diversity issues on teams and how to facilitate a diverse team. Includes self reflection and how to handle these differences when they arise in a team setting. We also have a unit on gender issues and how they influence team dynamics.
Mgmt 597d - Gray	Management of Diversity	100%	24	Entire course devoted to diversity issues including identity and stereotyping, male/female differences, race relations, intercultural communication, sexual orientation, disability, affirmative action, and corporate diversity initiatives.

Logistics Dept.				
Course Number	Course Name	% Devoted to Diversity	Enrollment	Description of Diversity Content
BLOG 540	Transport Policy	5%	12 - 20	Exposition of way in which diversity among employee and customer groups affects the management and performance of transportation systems.
SCM 576	Logistics & Supply Chain Leadership	5%	30 (expected;new course)	Impacts/role of diversity in strategic and tactical management of supply chain processes.
Marketing Dept.				
Course Number	Course Name	% Devoted to Diversity	Enrollment	Description of Diversity Content
BA 500—Ross CORE COURSE	Marketing core course	Less than 1%		This MBA level course will mention diversity when it addresses buyer behavior.

Challenge 6: Diversifying University Leadership and Management

- ❖ The College has assisted minorities in developing management skills by using in-house expertise to deliver seminars.
- ❖ The College has added a few women administrators, but this growth is not paralleled in other underrepresented groups.

Challenge 7: Coordinating Organizational Change to Support our Diversity Goals

- ❖ A “Diversity Team” was created within undergraduate programs to monitor climate.
- ❖ Focus groups were conducted with students of color to gather data about their experiences within the College. These data were used to educate the Undergraduate Programs staff. Other considerations are based on these concerns but no specific organizational changes are noted.
- ❖ The College’s success with international students indicates a mission orientation toward the internationalization of the student body. Elements of this process might also be useful in extending the diversity efforts for building domestic diversity among graduate and undergraduate students.
- ❖ There is limited evidence of systems of accountability.

RESPONSE:

- *We will be hiring an assistant for our undergraduate multicultural coordinator in the fall of 2002. This is a newly created position.*
- *A standing advisory committee consisting of faculty, staff, students, and alumni will be appointed to sponsor and review efforts to integrate diversity into the Smeal College. This is an outgrowth of the Diversity Task Force Report. This committee will work directly with the Human Resources Manager to undertake such activities as:*
 - a. Collecting and annually updating data on minority representation, among students, faculty, staff and administrators as well as retention and matriculation rates for students.*
 - b. Developing benchmarking data (identified in a. above) from peer institutions.*
 - c. Organizing half-day diversity workshops for staff and faculty.*
 - d. Recommending development of new courses to reflect the changes in diversity within business markets.*
 - e. Sending a representative to the Smeal College Management Committee.*
 - f. Monitoring the impact of raising the mean GMAT score on minority enrollments in the MBA program.*
 - g. Monitoring the impact of enrollment controls on minority students’ admission to majors.*