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**Questions for Colleges**  
**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?**

Definition of Diversity:

As stated in the 1997 Strategic Study Group on Diversity Report, The Smeal College of Business Administration “defined diversity over many attributes, such as race, ethnicity, geography, age, gender, disability, religion, sexual orientation, veterans, and socio-economic status”. In this current report, particular emphasis is placed on evaluating our progress as a College in attracting and retaining members of those groups represented 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.

In May 2001 Dean Olian appointed a Diversity Task Force to address four critical issues in the College:

- Strategies for student, faculty and staff recruitment and retention of members of diverse groups.
- Curricula to promote understanding and respect for all groups.
- Classroom learning and teaching resources that support and promote respect for diversity.
- College-wide activities that celebrate and enhance the culture of respect and inclusiveness for all groups.

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

- Introduction of diversity into the curriculum begins with the required First Year Freshman Seminar (PSU 006). A chapter and a class module are devoted to diversity issues in this course. Also, an evening presentation on diversity in industry is a required event for all students.
- A second way this goal is being addressed is through the S.T.A.R.T. (Striving Towards Awareness and Respect for Tomorrow) Conference. The purpose of this event is to educate all students, faculty and staff in the areas of diversity in the workforce and on the changing diversity demographics in the United States. This conference takes place every spring semester.

- Many other courses offered for our undergraduate students also 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.
- Several courses in the MBA curriculum now have some diversity content included in them. In the core MBA program, diversity issues are presented in four of the core courses and several elective courses. One course, Management of Diversity (Mgmt. 597d) is devoted entirely to diversity as an elective for MBA, MS and Ph.D. students.
- There are a number of graduate courses, particularly in the areas of management and marketing that include topics that address issues of diversity.
- Other programmatic activities within the MBA program also 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 has promoted diversity by encouraging incoming MBA students to explore a wide variety of cultural events during their two years in the graduate program.

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

Smeal's current Dean has continued her predecessor's commitment to diversity enhancement in the College. Dr. Olian 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.

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

The Smeal College has two positions:

- Director of Undergraduate Diversity Enhancement Programs. Responsibilities include:
  - Recruitment of high school prospective students from underrepresented populations.
  - Retention of 451 currently enrolled African American and Hispanic 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 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.
- 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.

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

In May 2001, Dean Olian appointed a Diversity Task Force to address the 7 challenges in the Framework to Foster Diversity. The 7 challenges were translated into the following four critical issues in the College:

- Strategies for student, faculty and staff recruitment and retention of members of diverse groups.
- Curricula to promote understanding and respect for all groups.
- Classroom learning and teaching resources that support and promote respect for diversity.
- College-wide activities that celebrate and enhance the culture of respect and inclusiveness for all groups.

## 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. See Table 1 below.

**Table 1**

SCBA Undergraduate Five-Year Graduation Rates at University Park						
Entering Cohort	Male	A. Female	African American	All Minorities	International	Total
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%
Total University Park Undergraduate Five-Year Graduation Rates w/SCBA						
Fall 96	78.9%	84.2%	66.2%	72.3%	73.9%	81.3%

- Recently hired a temporary counseling intern on a part-time basis to provide academic and personal counseling to freshmen underrepresented students and to assist with student crisis situations.
- Provides funding for attendance at annual Ph.D. Project Conference.
- Provides funding for scholarships, fellowship and assistantships for minority students.
- Provides funding for attendance at NMBAA and NSHMBA Conferences.
- A "Diversity Team" has been created within the undergraduate programs to monitor climate. This was done using focus groups of underrepresented students.
- Minority MBA Student Association: Provides 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
- 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 which involves all presidents and vice presidents of the 31 student organizations and Professional Development committee is comprised of 13% 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 abilities with the hope of creating a warm, welcoming climate so as to avoid possible issues.

- 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.

## **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. When necessary, the Dean's Office gets involved to set or clarify policy.

- 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

- A goal in our strategic plan is 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, and to promoting the continuing intellectual and personal development of members of the Smeal community.

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

- Monitoring of 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 these 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, focus groups, faculty, staff, and student satisfaction surveys are routinely conducted to gauge climate.
- A new Diversity Advisory Committee, supporting the Dean's Office, is being formed to implement and monitor accountability on the Smeal Diversity Plan.

**5. On a scale of 1 to 10, how do you rate the climate for diversity in your college at present :**

### **Challenge 3. Recruiting and Retaining a Diverse Student Body**

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

- 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. Twenty-four students participate in this program for four weeks at University Park every summer.
- Participation in all 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 and various Penn State College's to identify and honors the top students of color from the entire Philadelphia school district.
- Offer Scholarships, Awards and Fellowships
  - Smeal College Awards
    - Dean's Freshmen Merit –\$2000 annual/renewable award, two awards given each year.
  - 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.
- See Tables 2, 3, and 4.

**Table 2**

**Smeal College Undergraduate Enrollment at University Park by  
Ethnicity and Gender**

<b>Ethnicity</b>	<b>Fall, 1997</b>	<b>Fall, 2000</b>	<b>Fall 2001</b>
	<b>% (N)</b>	<b>% (N)</b>	<b>%/N</b>
<b>Asian American</b>	7% (574)	8% (656)	8% (455)
<b>Black American</b>	4% (296)	5% (383)	5% (246)
<b>Hispanic/Latino</b>	2% (189)	3% (255)	4% (206)
<b>Native American</b>	<1* (3)	<1* (6)	<1* (5)
<b>Total</b>	13% (1062)	16% (1300)	17% (912)
<b>International</b>	1% (109)	2% (168)	3% (155)
<b>White</b>	85% (6839)	81 (6365)	80% (4,368)
<b>Total</b>	<b>100 (8010)</b>	<b>100 (7833)</b>	<b>100% (5435)</b>

**Table 3**

**MBA Enrollment by Ethnicity and Gender**

<b>2000 – 2003</b>			
<b>Ethnicity</b>		<b>Totals</b>	<b>%</b>
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%
<b>All Total</b>		<b>430</b>	<b>100%</b>
Total Underrepresented		46	11%

**Table 4**

**Ph.D. Applications  
Fall 2001**

Total Ph.D Applications	Minority Applications	% of Minority
199	5	3%
Total Ph.D. Offers	Total Minority Offers	% of Minority
21	0	0%

**Ph.D. Applications  
Fall 2002**

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

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

- Attention to the design and distribution of printed material that reflects the multicultural student body.
- Continual updating of the web site to reflect a diverse community.
- Communication of quick, courteous, and informative responses to inquiries by e-mail or telephone.
- Hosting individual and group campus visits.
- Attendance of key MBA staff at graduate fairs, Graduate Management Admission Council Forums, and special recruitment receptions.
- Increasing the number of scholarships and assistantships available to first year students in order to increase the yield for high quality candidates.
- Exploit our network of minority alums for referrals.
- Assistant to the Dean for Diversity Enhancement assists in spearheading marketing plan targeted for applicants from underrepresented groups.
- Assistant to the Dean for Diversity Enhancement attends annual GMAC.
- The Associate Dean for Research and Graduate Programs attends annual Ph.D. Program in Chicago.

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 9%.

We are starting to have success at the Ph.D. level as we went from only having 1 underrepresented student from 1995 – 2001 to having 3 underrepresented students in 2002.

Student recruitment of underrepresented students has been a key focus of the Smeal Diversity Task Force. Our undergraduate program has the best percentage of underrepresented students at University Park and we are working hard to increase the numbers in both our MBA and Ph.D. programs.

## **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 - monthly professional development meetings, dining etiquette dinner, social events, 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 - provided by Program Director and Counseling grad assistant.
- Emergency Funds distribution - scholarships to assist students with unmet financial needs.
- Internship/Employment Assistance - Assisted companies with identifying potential candidates for jobs.

#### **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 can 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 provide special resume preparation services for minority students.
- The Smeal College provides support for students to attend the NBMBA and NSHMBA 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 interacts 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.
- See Table 5 below for graduation rates for MBA Minority Candidates.

**Table 5**

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

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

Candidates	Graduates	Graduation <u>Rate</u>
292	282	96.6%

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

The Director of Undergraduate Diversity Enhancement Programs visits high schools with under represented populations, the Assistant to the Dean for Diversity Enhancement attends annual GMAC, and the Associate Dean for Research and Graduate Programs attends 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 Search Committee and Department Chairs. 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 recruitment strategies have been most successful?**

Despite focused and concentrated efforts, The Smeal College has not been as successful in recruiting as we would like. We constantly strive to improve in this area.

### **3. 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, two positions are held by people of color. Both 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 four members—two White women, one African American male, and one White male.

#### **4. What retention strategies have been most successful?**

- Mentoring.
- Providing recognition and resources necessary to be successful.
  
- Multicultural Scholars Program - monthly professional development meetings, dining etiquette dinner, social events, 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 - provided by Program Director and Counseling grad assistant.

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

##### **1. What incentives has your college 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. What research and teaching in your college has advanced the University's diversity agenda?**

- Regarding research, our faculty have published articles related to multicultural consumerism and multicultural work forces. Some examples:
  - "Outcomes of a Cardiovascular Nutrition Counseling Program in African Americans with Elevated Blood Pressure or Cholesterol."
  - "A Conceptual Model and Study of Cross Cultural Business Relationships."
  - "Target Marketing of Tobacco and Alcohol Related Products to Ethnic Minority Groups in the US."
  - "Racially Exclusive Real Estate Advertising: Public Policy Implications for Fair Housing Practices."

- “A Comparative Analysis of Shopping Behavior in Hispanic and Non-Hispanic Areas.”
- “Middle-Class Black Consumers and Intensity of Ethnic Identification.”
- “Diversity in Advertising.”
- “Methodological Issues In Ethnic Minority Research: Changing Consumer Demographics and Implications.”
- “African Americans: Ethnic Roots, Cultural Diversity.”
- “Race and Ethnicity in Research Methods.”
- “Banking on Black Enterprise: The Potential of Emerging Firms for Revitalizing Urban Economies.”
- Regarding teaching, see number 3 below.

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

The courses that specifically address diversity for all Smeal students at University Park include:

- PSU 006 – First Year Seminar: diversity component
- BA Junior Core: diversity component.
- International Area Requirement – 6 credits.
- Foreign Language Requirement – 3<sup>rd</sup> level proficiency.
- Courses currently taught by specific departments as part of the requirements for the majors in those departments.
- BLOG 540 (Transport Policy) explores the way in which diversity among employee and customer groups affects the management and performance of transportation systems.
- SCM 576 (Supply Chain Management) explores the impact/role of diversity in the strategic and tactical management of supply chain processes.
- BA 501 (Managing People in Organizations) uses multiple perspectives in looking at women’s promotion issues, minority employment and promotion and cross-cultural issues.
- Mgmt 561 (Global Strategy) and 571 (Strategic Management) both employ a country analysis that includes an assessment of individual demographics, psychographics and culture.
- Mgmt 521 (Negotiation Strategy and Techniques) includes material on intercultural negotiating and uses a international negotiation simulation.
- Mgmt 597b (Organization Social Network Seminar) covers such issues 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 (Team Facilitation) addresses multicultural and gender issues and how they influence team dynamics.
- BA 502 (Team Communications) looks at multicultural and gender issues and their impact on conflict management, assumptions and expectations
- 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 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.

- 33 Undergraduate courses have a diversity component as part of the course.
- 11 Graduate courses have a diversity component as part of the course.

## **Challenge 6. Diversity University Leadership and Management**

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

- Providing release time and financial support for faculty and staff to attend workshops on leadership and management.
- Provide 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. has 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 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 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 report. This committee will work directly with the Human Resources Manager to undertake 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.
- Developing benchmarking data (identified in a. above) from peer institutions.
- Organizing half-day diversity workshops for staff and faculty.
- Recommending development of new courses to reflect the changes in diversity within business markets.
- Sending a representative to The Smeal College Management Committee.
- Monitoring the impact of raising the mean GMAT score on minority enrollments in the MBA program.
- Monitoring the impact of enrollment controls on minority students' admission to majors.