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## **A Framework to Foster Diversity**

### **College of Earth and Mineral Sciences**

14 December, 2001

#### **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?*

Embracing diversity implies an appreciation of the cultural variations of ethnicity and race, of variations of gender and age, and of social variations of access and alternative lifestyles. The concept of diversity accepts the realities of differences across these groups, and respects them. At the same time, it recognizes the differences within groups and helps tear down stereotypical viewpoints. As such, the primary benefit arising from the pursuit of diversity is a focus on the individual; in pursuing diversity we create an environment that allows all individuals to reach their full potential. [EMS Diversity Plan 1995]

EMS demonstrates its commitment to fostering an appreciation of intellectual and cultural diversity by maintaining fundamental values. We are dedicated to building student-body diversity by attracting already accomplished individuals or those with potential, and providing special support and assistance required for them to contribute to excellence.

Our Office of Diversity Enhancement Programs (DEP) is a product of the College's recognition that the excellence of an education is dependent upon a diverse community of learners who provide a variety of perspectives. The imperative for awareness and understanding of increasingly multicultural workplaces and classrooms is a defined strategy for the continuing excellence of an EMS education.

The College's Student Center in 25 Deike Building is the central hub for EMS undergraduate students. A welcoming and supportive environment awaits each student. Information, academic advising, counseling and socializing are all available in a relaxed and caring atmosphere. Both the Director of Diversity Enhancement Programs and Director of Academic Advising are committed to providing a positive, inclusive environment within EMS.

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

Diversity-related material is distributed at the orientation meetings for new, transfer, advanced standing, and change-of-assignment students at University Park Campus. At these sessions, all students are introduced to the Director of Diversity Enhancement Programs, who welcomes the students, and addresses the role of diversity at Penn State and in the College, and in their future careers.

The Director of Advising also serves as a conduit to connect students to support services, as well as to the Office of Diversity Enhancement Programs and its Director.

The Office of Diversity Enhancement Programs maintains a web site that discusses the role and importance of diversity programs and provides information on recruitment, retention, and financial support initiatives. Email listserves are maintained to encourage and motivate students by announcing opportunities, corporate and alumni visits, and important deadlines.

There are social events throughout the year held in order to share information and concerns as well as to maintain a community of learners for underrepresented graduate and undergraduate students.

Students are encouraged to visit the EMS Student Center, a safe and comfortable gathering place for all. Here, bulletin boards, magazine racks and brochures are displayed and available to students for informational purposes. The information disseminated is about programs, summer opportunities, and industry trends -- vital for students to gain and nurture a sense of multiculturalism and diversity in the global economy.

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

Copies of the College's Diversity Plan were distributed to all faculty and staff, and updates are provided via the annual updates to the College's Strategic Plan. In response to the events of last spring, the Dean sent informational email to every member of the EMS community, including faculty, staff and students.

New faculty members are introduced to the University's diversity initiatives during their orientation meeting. They too, are introduced to the Director of Diversity Enhancement Programs who explains EMS's commitment to the University's goals. There is discussion of personal dedication to fostering and supporting a population that represents the peoples of the nation and the world.

4) *What is the Role of the Multicultural Coordinator?*

The EMS Director of Diversity Enhancement Programs is the Multicultural Coordinator. The Director serves in a number of roles including the recruitment and retention of underrepresented groups (seeking external support for diversity programs and student scholarships) and organizing educational programs for underrepresented groups including people of color and women.

Efforts include:

- Developing, implementing, and coordinating programs for middle school and high school students, both on-campus and off, for underrepresented groups in collaboration with Minority Affairs Community Affairs (MACA), Upward-Bound, CSP, and community organizations.

- Operating within the EMS Student Center to encourage integration and the recognition of the importance of diversity to all EMS students.
- Conducting half of all EMS FTCAP (Freshmen Testing, Counseling and Advising Program) sessions as well as half of the morning FTCAP presentations EMS is responsible for.
- Coordinating efforts to monitor and positively impact the academic progress for underrepresented students.
- Working with faculty designing research and/or educational experiences for underrepresented groups in externally funded research projects as well as in budgeted programs.
- Representing the College in various college and university committees; developing and maintaining working relations with various organizations internal and external to the University.

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

There are four groups who act on diversity issues within EMS: the Environment Committee, the Staff Advisory Committee, the Faculty Advisory Committee, and the EMS alumni society.

The Environment Committee consists of faculty members and undergraduate and graduate student representatives. The Environment committee monitors the climate for all members of the faculty and the student body. It has conducted surveys of the atmosphere for women and minorities and for selected faculty groups such as non-tenure track faculty and pre-tenure faculty.

The Faculty Advisory Committee and the Staff Advisory Committee address all concerns of the faculty and staff, including climate and diversity issues.

GEMS – Graduates of Earth and Mineral Sciences (the college's alumni association) has a diversity committee whose role is to advise the College administration of the diversity issues and to assist faculty and student groups with diversity programs. GEMS is expected to provide feedback on minority recruitment and retention issues. This group also assists by contacting underrepresented students offered admission, representing the College at local college fairs and providing opportunities to students when on campus.

## **Challenge 2. Creating a Welcoming Campus Climate**

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

The Dean and the Department Heads actively monitor and encourage efforts to enhance student, faculty and staff diversity. Cooperative efforts between the Dean and the Department Heads have resulted in considerable success in hiring women faculty. The Earth and Mineral Sciences leadership further demonstrates visible support for diversity through the attendance of its Director of DEP and faculty members at both EMS and PSU sponsored events, and through financial support for student groups and activities.

Financial support is provided for student groups and activities such as Touch of Africa, Asian Pacific Heritage Month, Martin Luther King Banquet, and Multicultural Family Reunion. Within EMS, students are also provided with support for their attendance at regional and national meetings, and encouraged to participate with other sponsored organizations.

EMS is a participating partner in the BEST program--Business Engineering Science and Technology; an Eastman Kodak funded bridge program; VEC-Tour--Venture into Engineering for Young Women, piloted by EMS and the Women in Engineering Program (WEP) and Nittany Science Camp for Girls (NSCFG), a middle school girls science camp.

EMS provides workshops and/or activities for a wide range of bridge and enrichment programs including but not limited to Hispanics for Academic Progress (HAP); Talent Search, Upward Bound, and McNair Scholars.

EMS works with and supports the efforts of Minority Affairs Community Affairs (MACA) through bus trips and visits to MACA Centers, and the Philadelphia Awards Convocation -- a collaboration between City of Philadelphia Public Schools and Penn State to recognize high school juniors who are honors students. Additionally, EMS is working to identify partners such as the Center for Advanced Studies (CAS) program in Pittsburgh to keep students engaged in science from grades 9-12 by providing experiential opportunities.

EMS encourages women students to participate in Mentor Net, an e-mentoring program for undergraduate and graduate women in science and engineering (DEP provides funding for our students to participate). Penn State has the highest number of participants in the Mentor-Net program; EMS provides funds to support the activities of the Women in Science and Engineering (WISE) program, as do other college partners. We continue to focus on undergraduate research as a strategy for recruitment and retention by participation in programs such as Women in Science and Engineering Research (WISER) and Minority Undergraduate Research Experience (MURE.)

EMS supports the participation and activities of National Society of Black Engineers (NSBE), Society of Hispanic Professional Engineers (SHPE); National Action Council for Minorities in Engineering (NACME); American Indians in Science and Engineering (AISES); Mexican Americans in Engineering and Science (MAES), and the Summer Research Opportunities Program (SROP).

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

Many avenues are available for identifying and responding to climate issues. Students realize that they can discuss issues with the faculty, department heads, the Director of

Diversity Enhancement Programs, Student Center staff, or the Associate Dean for Education -- with whomever they feel most comfortable. Most climate issues are identified on an informal basis through conversations with students in the EMS Student Center and through discussions between faculty, staff and administrators.

When necessary, EMS provides formal discussions of issues through the Environment Committee, the Staff Advisory Committee, and the Office of Diversity Enhancement Programs.

Acts of harassment are not tolerated by Earth and Mineral Sciences. Pamphlets have been distributed throughout the College instructing anyone who believes they have been subjected to harassment to discuss the situation with EMS's Harassment Resource Person, the Director of Diversity Enhancement Programs, the Staff Ombudsperson, or the Director of Business and Operations.

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

The scope of the issue dictates the College's responsive action. Isolated incidents in classrooms are frequently reconciled by discussions between the instructor and students that may or may not involve a department head or other administrator. The response to these issues is prompt -- most are resolved immediately upon being brought to the attention of the faculty or staff.

Potential issues that may be more systemic are assessed by the Environment Committee, which recommends solutions or policy changes to the Dean.

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

Contributing to the satisfaction of individuals within the College is EMS's encouragement for personal development through participation in on-campus workshops and courses. EMS offers its staff members partial re-imbusement for expenses, incurred while furthering their education, above and beyond the PSU tuition discount, through its Staff Centennial Fund.

To offer a welcoming environment to all students, a conscious decision was made to house the Office of Diversity Enhancement Programs in the student center to emphasize the EMS concern for each students, and to promote College unity. Additionally, an informal undergraduate social hour is offered every Thursday, and there are other student groups such as the EMS Student Council, and the EMS Interest House.

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

Not meaningful, because scale is not defined.

### **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?*

EMS employs various strategies to increase the numbers of underrepresented students (undergraduate and graduate) throughout our disciplines. This challenge is particularly great due to historic under-representation of women and people of color in the Earth and Materials sciences.

The College with its faculty members participates in MACA-sponsored activities at University Park as well as those in Philadelphia, Pittsburgh and Harrisburg. Examples: participation in the MACA sponsored bus trips, visits to all MACA centers, meeting with high school guidance counselors in all three cities in the past two years, annual participation in the Philadelphia Honors Convocation, and directed outreach with faculty to high schools to provide experiential learning opportunities.

EMS seeks to identify potential students early. This year, a coordinated effort was made to reach more than 500 African-American, Hispanic American and Native American students nationally, who had a score of 1100 or higher on the SATs. The Schreyer Honors College was a collaborator in this effort. The students received personal letters about the College and information on potential majors from faculty.

The K-12 program is one accepted strategy for bringing students to College. EMS works with bridge programs such as HAP, Upward Bound, Take Our Daughters to Work and WISE Week to provide information and workshops for students. EMS sponsors Nittany Science Camp for Girls (middle school program), VEC-Tour (high school juniors and seniors), Weather Camp, and is part of the Business, Engineering, Science and Technology (BEST) team. This summer, EMS will sponsor an additional experience for high school women, Girls Utilizing Technology and Science (GUTS.)

EMS exhibits at national meetings such as SACNAS (Society for the Advancement of Chicanos and Native Americans in Science), AISES (American Indians in Science and Engineering), SHPE (Society of Hispanic Professional Engineers), NSBE (National Society of Black Engineers), and others where high school students are present, to increase the knowledge about EMS majors and career options with degrees rich in science, engineering and technology.

Members of the EMS alumni group, GEMS, assist the College in these efforts by representing the College at high school fairs in their home areas. Personal calls are made to underrepresented students who have been offered admission to Penn State. Example: a prospective student in Meteorology receives a phone call from the Senior Vice President of the Weather Channel, who congratulates them on an offer of admission. Last spring, the GEMS group offered a professional development session for students on how to mingle and network.

All underrepresented students who are offered admission receive a card of congratulations, a letter in regard to EMS opportunities and benefits and a phone call from the Director of Diversity Enhancement Programs. Additionally, current students, faculty members and the Director of Diversity Enhancement Programs make multiple follow-up contacts.

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

The Director of DEP attends Graduate Recruitment fairs at University of New Mexico, New Mexico State University, University of Texas at El Paso and University of Texas at San Antonio. (New Mexico is the most diverse state in the United States. According to Black Issues in Higher Education, these institutions graduate the highest number of Latino bachelor degrees in the nation.) Faculty overseeing graduate student admissions are asked to contact colleagues at the above institutions prior to the fair to encourage students to attend.

Recruiting visits and mailings have been made to Howard University, University of Maryland Easternshore, Morgan State University, and Cheyney University in the past 2 years. Relationships have been established with faculty and/or administrators at University of Puerto Rico-Mayaguez, and North Carolina State University,

On a rotating basis, EMS attends NSBE (National Society of Black Engineers), SHPE (Society of Hispanic Professional Engineers), NACME (National Action Council for Minorities in Engineering), SACNAS (Society for the Advancement of Chicanos and Native Americans in Science), AISES (American Indians in Science and Engineering), MAES (Mexican Americans in Engineering and Science), NAMEPA (National Association of Minority Engineering Program Administrators), HACU (Hispanic Association of Colleges and Universities), WEPAN (Women in Engineering Programs Advocates Network), etc. – allowing interaction with students and/or program directors of underrepresented students who may become graduate students.

Our Materials Science and Engineering department engages in recruitment efforts through faculty participation at Lincoln University, a historically black university in Lincoln, PA.

The College participates in the events and activities of the Graduate School. The Director of DEP participated on the team for the first Penn State Graduate School Visitation Day.

The College encourages undergraduates to consider graduate school by engaging them in faculty research projects. EMS participates in SROP (Summer Research Opportunities Program) and tripled our offers this summer from two to six. EMS offers additional opportunities for undergraduate research through MURE (Minority Undergraduate Research Experience) and the Biogeochemical Research Initiative for Education (BRIE), as well as the Center for Advanced Undergraduate Studies and Experience (CAUSE), and other experience-based courses.

The summer internship program for undergraduates (over the last three years) has hosted 3 minority students out of 14 total slots through the NSF-sponsored graduate- training grant,

BRIE. BRIE uses this program as an active recruiting tool for its graduate program. In addition, the director of BRIE is working with others to develop a nationwide minority-recruiting program for NSF-sponsored training grant programs. As part of this work, BRIE is compiling a list of undergraduate degree-granting programs in the biogeochemical sciences and engineering, many of these will feed into programs in EMS. These include compilations of the number of degrees awarded and the status of underrepresented groups at the undergraduate institution. These compilations will be used for recruiting purposes.

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

Every student in EMS matters. They are known by name and by face. During FTCAP, each first year student meets with the Director of Advising and/or the Director of Diversity Enhancement Program as well as a faculty member in their intended major. Each student has a faculty advisor in their discipline as well as the Director of Advising and DEP in the Student Advising Center for support.

During FTCAP, underrepresented students and their parents meet with the Director of Diversity Enhancement Programs. This is an extension of the relationship that begins during the student's application process.

The students receive weekly email announcements from the Director of DEP as well as personal email about possible opportunities, areas of interest, and friendly inquiries as to their well being. Further, the Director follows up on mid-term grade reports through phone calls and scheduled meetings with the students.

There are meetings and gatherings throughout the year to provide a social support network. EMS has First Year seminars, the Dean's lunches with first year students, the First Year reception at the Palmer Museum, and dinner with faculty. The Director of DEP also conducts outreach activities in the residence halls (Pennypacker and Irvin).

The EMS First Year seminar has a 9-year history of connecting freshmen to their academic discipline and a senior member of the research faculty. This early connection, particularly for underrepresented students, provides a sense of belonging.

First year students of color are strongly encouraged to live in Pennypacker as part of the FISE (Freshmen in Science and Engineering) experience. Other students may select to live in the Earth and Mineral Science Interest House in Irvin Hall. Some women students choose to live in the WISE House. All of these options provide a community of learning in residence to further support the student's retention.

Students are provided with a full-time PhD Math Tutor; Giles Writer in residence; IT Specialist and Desk-top support in the Student Resource Center as well as access to laptop computers, projectors, and computer workstations. In addition, tutoring is arranged through EMS graduate students for undergraduate students in Chemistry, Physics and Math based on need to allow for individual attention.

EMS and DEP provide financial support for additional or unexpected academic costs to provide the underrepresented student with the best possible experience. This is done on a case-by-case basis and may range from the cost of a research experience, to completion costs for a senior thesis to supporting attendance and participation in a national meeting. Additionally, students may receive the Wilson Loans administered through the college to support these achievements.

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

Our Director of Diversity Enhancement maintains listserves for women and students of color to provide on-going contact and access information for programs, events, funding, and opportunities.

Funding is available from our departments as well as the Dean's Office and from DEP for participation in national professional meetings.

A variety of support measures are made available to graduate students to aid in their matriculation. The Director of Diversity Enhancement Programs, through phone calls, emails and outreach activities, maintains individual as well as group contact with the Master's and Ph.D. candidates.

Close ties with the faculty and other graduate students in their programs contribute to key efforts in retention as well. Students are integrated rapidly into a research program. Financial support, office space and quick identification of a thesis committee aid greatly in orientation to the graduate life, and thus matriculation.

Over the last ten years the Dean of EMS has offered funding to bring in colloquium speakers from underrepresented groups in each program on campus. This program operates at the discretion of program directors and serves to augment the normal colloquium budgets.

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

EMS has a strong priority: to improve the first year experience for our students. Our small-college atmosphere, coupled with all the resources of a major research institution greatly assists EMS in retaining students. Recruitment has proved far more difficult.

The disciplines of EMS remain white and male regardless of efforts nationwide to increase representation. The CAWMSET (Commission on the Advancement of Women and Minorities in Science, Engineering and Technology Development 2000) report recommends a number of strategies to bring increased numbers of under-represented people into the fields of science engineering and technology. For EMS, simple but proven strategies provide the best options for the recruitment and retention of underrepresented students into disciplines with a future.

1. Increasing knowledge base about EMS disciplines and careers not merely in regard to the individual student's path but our shared future.
2. Increasing experiential opportunities for middle and high school students as well as undergraduates.
3. Increasing support efforts for undergraduate students to assist with math phobia, high school shortfall and career development.

#### **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?*

EMS understands there are "...relatively small percentages of women and minorities earning science and engineering degrees and in science and engineering employment, the concentration of women and minorities in specific fields, the higher rates of part-time employment of women, the lower salaries of women and minorities, and the lower percentages of women in full professorships..." [NSF: Women, Minorities, and Persons With Disabilities in Science and Engineering: 2000]

Consequently, faculty search committees ferret potential candidates from all relevant public journals, national and international in scope, to gain the widest possible pool of candidates. There is a need to post positions through Human Resources to national publications like Black Issues in Higher Education, Hispanic Engineer, SWE (Society of Women Engineers), etc., to increase the pool. While journal postings reach professionals in designated fields, we understand diversity focused publications speak more clearly to reception and inclusiveness for the underrepresented groups.

Search committee members, when possible, are diverse and actively encourage candidates from underrepresented groups. In cases where possible known candidates exist a direct invitation to apply is often sent.

Other areas to be addressed in the future are the need for outreach to doctoral students, in appropriate disciplines, at selected institutions as a strategy for nurturing the new professorate; as well as displays at national meetings at the undergraduate, graduate and professional level.

- 2) *What recruitment strategies have been most successful?*

One of the best strategies for increasing the pool of qualified applicants from underrepresented groups is to make adverts less restrictive by broadening the range of teaching and research interests that will be considered. Such an approach has been very successful for at least one of our departments.

The single best strategy for recruiting members of underrepresented groups, however, is to identify them and approach them directly.

- 3) *What retention strategies have you implemented in your college to retain members of underrepresented groups?*

It has been EMS's goal to create and maintain a climate in which opportunity is equal for all members of the community, and in which diverse members of the community find rewarding opportunities for professional and personal development, and achievement.

Our intention is to hire only faculty capable of obtaining tenure and becoming excellent teachers, researchers, and service providers. The culture in EMS is one of close mentoring for all new faculty members, where each department head mentors his or her new faculty on strategies for success at Penn State.

Despite competition from other institutions, the College has little problem with retaining women or members of underrepresented groups.

- 4) *What retention strategies have been most successful?*

The College has sought increased diversity for many years, both among its own ranks and among the professions associated with its disciplines. The most successful strategy has been, and will be, to hire the best possible individual, give them the necessary resources and training to succeed, and provide continued guidance and support.

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

- 1) *What initiatives has your college taken in supporting multicultural curriculum efforts?*

The college strives to provide a curriculum that encourages an understanding and appreciation of the diversity that exist both nationally and globally. We provide funds to support the development of innovative courses. Several of these projects have had multicultural elements including a general education Natural Hazards course that carries (GI) credit, a Service Learning course in Philadelphia, and a course that promotes collaboration between students here and in South Africa.

*Environments of Africa*, developed in Geosciences, is cross-listed between EARTH and AAA S, satisfying GN and GI requirements for students across campus. The AAA S listing had not yet been implemented in Spring 01, still, of the 35 students enrolled, four were African-American and two were Hispanic. After the cross-listing was implemented, of the total 44 students, nine were African-American and two were Asian. Most significant for AAA S 105 was that of the 14 students, eight were African-American. This course is designed to teach about the geological background of the African continent -- the faculty member in charge has previously offered this course at the University of Virginia where it successfully recruited minority students into the geosciences curriculum.

The Summer of 2002 will be the fifth year of the Philadelphia Field Project (PFP). While several campus groups including EMS, the Schreyer Honors College, CELT, (Center for Excellence in Learning and Teaching) and the Office of Undergraduate Education have funded it in the past, the major funding for the year 2002 has come from the Office of Education Equity. Two sessions of the field project will be run in 2002.

PFP has made a direct response to the demand that arose last spring during student protests where requests were made to create courses that would help our minority undergraduates to integrate themselves better with urban communities. The students next year will be given special training, in the spring, in subjects that relate to community needs. For example, the Smeal College of Business Administration is developing a special course in minority business development for those participants in PFP who wish to work in that area. The Geography Department along with the Hamer Center of the College of Landscape Architecture is developing a community- based Geographical Information System (GIS) to be used for community planning in West Philadelphia. All participants in PFP will be trained in the use of these tools. This project is unique in that it goes beyond benefitting participating students, by contributing to the diversity initiative of the University at a community level. Even though PFP is an interdisciplinary project it is based in the Geography Department and the leadership has come from EMS.

In the development stage is a general education course (GN and GS) to study the technological, social, and multiethnic cultural heritage of Pennsylvania coal.

To further exhibit our commitment to the development of a continual diverse university community our Director of Diversity Enhancement Programs teaches for African American Studies allowing the funds to flow into Diversity Enhancement Programs budget.

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

In the summer of 2001, EMS tripled our level of participation in the Summer Research Opportunities program, allowing us to bring more students to work one on one with faculty. The result has been on-going contact with students who may return for further undergraduate and/or graduate research.

Research and teaching that advances the University's diversity agenda occurs primarily through the department of Geography with half a dozen faculty members whose research focuses on issues of gender and race in a social, political or economic context. Each of these faculty members teaches related courses in the core curriculum of the Geography major.

The Energy and GeoEnvironmental Engineering (EGEE) faculty has obtained funding from FIPSE of the Department of Education and the European Community to develop an International/Interdisciplinary Curriculum on Energy and the Environments, with participation of two other universities in the U.S. and four universities in Europe for transatlantic student exchange.

NSF Integrative Graduate Education and Research Training (IGERT) programs are operated by faculty in Geosciences and Materials Science and Engineering. The Materials Science and Engineering program is part of an interdisciplinary program offered by the Eberly College of Science. Materials Science and Engineering is also a REU (NSF Research Experiences for Undergraduates) site. The Geosciences program has brought in a minority student and has attracted additional minority students in the summer internship program.

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

Subject matter related to diversity is a natural component of the Geography curriculum. Even where diversity, as a topic for discussion, is less readily incorporated in our science (Meteorology; Geosciences) and engineering (Materials Science and Engineering; Energy and Geoenvironmental Engineering) majors, all of these programs include courses where cultural differences are recognized and discussed. Such courses may, for example, focus on differences in vulnerability to natural hazards or differences in the development and use of materials. However, these programs must inevitably rely on the University's General Education program for delivering curricular content related to diversity.

All of our curricula integrate diversity through practice. There is a heavy emphasis on experiential programs with a focus on teamwork and the advantages of bringing diverse backgrounds and experiences to bear on addressing problems and issues relevant to today's society. This occurs at all levels in the curriculum from our First Year Seminar to senior research courses.

### **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?*

Active participation is sought from all staff and faculty members for the Penn State Leader program, the Mastering Supervision program, and the Office Professional Excellence program. Professional development for all employees in the College is supported and encouraged. The College has an endowment for staff professional development that reduces the cost of credit courses and in some cases eliminating all cost of tuition and attendance.

### **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?*

Earth and Mineral Sciences sees no need for organizational realignments at this time. Accountability for the recognition and support of our diversity is the same as with any other programs or initiatives in the College. Departmental elements are accountable to the Dean through the Department Heads, and at the College level the Director of Diversity Enhancement Programs reports to the Associate Dean for Education.

Funds are provided from the Dean's office to support diversity programs. Financial support initiatives are aimed at obtaining contributions to support the recruitment and retention of students from underrepresented groups. Contributions in the form of industrial and endowment support have been obtained for diversity related scholarships and internships.