



2010-2015 Penn State Behrend Diversity Plan

Challenge #1: Developing a Shared and Inclusive Understanding of Diversity

Penn State Behrend believes that a liberal education should prepare students for a lifetime of professional success and intellectual engagement in a pluralistic society and a global environment. Diversity is a key element of this liberal education and it must be a fundamental part of any student's educational experience at Penn State Behrend. The College definition of diversity is as follows:

Penn State Behrend Definition of Diversity

The College is committed to the principle of equitable treatment of all individuals. At Behrend we are dedicated to providing an inclusive campus environment reflective of contemporary society. We acknowledge that while individuals are distinguished by a myriad of factors -- such as ethnic heritage, gender, sexual orientation, age, religious beliefs, ideologies, socio-economic status, life experiences, and physical capabilities -- we demand that no one should be defined or narrowly perceived by these terms. Our commitment to diversity insists that individuals should be appreciated through their actions and beliefs, and not by their association with a particular group. Institutions of higher learning should be models of inclusiveness for society

The College also affirms its belief that diversity has a critical role in a liberal education. A college campus provides a unique intellectual environment for individuals with different experiences, backgrounds, and values to interact with one another. An institution that embraces diversity facilitates discourse by providing all its members opportunities to examine new and unique ideas. Only through the open exchange of different beliefs, experiences, and values can individuals develop the important critical thinking skills that will serve them throughout their life. This type of liberal education allows students and faculty to create and share knowledge in a safe, accepting, and nurturing environment. The breadth of opinions and experiences that the members of our academic community share results in a richer education for all.

This detailed definition was an integral part of the College's 2004-2009 *Diversity Plan*, and the definition was subsequently disseminated throughout the campus. It now appears on the College website, in the *Teaching Handbook for New Faculty*, and in other print and electronic forms. A primary goal over the next cycle will be to further highlight public awareness of the definition by creating a state-of-the-art central web presence for diversity. A second and equally urgent task will be to coordinate the many activities, programs, and initiatives that live out the principles in the definition above; this centralization will be achieved by creating an oversight group of staff, faculty and administrators.

Targeted Goals and Measureable Objectives for Challenge #1

1. Increase campus awareness of diversity issues.
 - a. The Office of Educational Equity and Diversity Programs will lead an effort to develop a state-of-the-art Web site for diversity resources. (*Director of Educational Equity and Diversity Programs; ongoing*)
 - b. The Office of Educational Equity and Diversity Programs will develop a campus calendar for multicultural and diversity events. (*Director of Educational Equity and Diversity Programs; 2011-12*)
 - c. The Education Equity and Campus Environment Committee will create a Web site to keep members of the College community informed of its activities. (*Educational Equity and Campus Environment Committee; ongoing*) [**Linked to College Strategic Plan Initiative 4A**]
 - d. The College will provide additional diversity-related professional development opportunities for its faculty and staff. (*Chancellor's Office; ongoing*)
2. Coordinate diversity programming and planning across the College's separate units.
 - a. The Chancellor's Office will establish an oversight group to integrate diversity-related academic and student life activities. (*Chancellor's Office; 2010-11*)
 - b. The College will revise and focus the mission of the Educational Equity and Campus Environment Committee (EECEC) to increase its effectiveness and ability to bring about meaningful change. (*Chancellor; 2010-11*)

Strategic Indicators for Challenge #1

1. Student responses to the Campus Climate Survey statement, “A learning institution must have an environment that reflects the ideas of individuals from diverse backgrounds.”
2. Student responses to the Campus Climate Survey statement, “I believe that Penn State Behrend provides me with opportunities to celebrate my culture’s special holidays and/or traditions.”
3. Student responses to the Campus Climate Survey statement, “Penn State Behrend offers the same opportunities for students who come from diverse groups as for those who do not.”
4. Faculty and staff responses to the Campus Climate Survey statement, “A learning institution must have an environment that reflects the ideas of individuals from diverse backgrounds.”
5. Faculty and staff responses to the Campus Climate Survey statement, “College graduates must be prepared to work in environments characterized by diversity.”
6. Faculty and staff responses to the Campus Climate Survey statement, “I would describe Penn State Behrend as a place where learning is fostered in an environment of civility and respect.”
7. Evidence of diversity-related professional development opportunities for its faculty and staff.

Challenge #2: Creating a Welcoming Campus Climate

Penn State Behrend is committed to creating an inclusive campus. It is incumbent upon us to ensure that all students, faculty, staff and visitors understand that their contributions are valued and respected. Ongoing outreach by the College to underrepresented populations and to women is essential; it is both an ethical imperative and an important part of the College's strategic plan to enroll a more heterogeneous student body and to diversify the faculty and leadership.

In the last strategic cycle, positive climate change was fostered in several important ways. A part-time Disability Specialist was hired by the College to tailor programs and services to the particular needs of disabled students. First-year immigrant students were served by summer academic advising workshops made possible by an Equal Opportunity Program grant. The Center for Adult Students continues to provide support services to a wide-range of non-traditional learners. The College created and administrated the first campus climate survey; results of this instrument have been used to identify climate issues and initiate unit-specific responses.

Efforts towards creating a more inclusive climate continue across the campus. Last year, student leaders at the second annual Penn State Behrend Gender Conference, which brings together faculty, staff, students and community members, hosted a student roundtable on the climate at Behrend for historically underrepresented groups. Additionally, the Behrend Liaison Committee to the Commission for Women has instituted an annual diversity lunch that provides free education on a particular aspect of diversity for interested faculty and staff.

The updated goals and strategies for the second challenge address climate issues from a variety of perspectives. We are committed to systematizing our assessment data in the most logical and effective way possible, in order to identify best practice diversity initiatives and to clearly pinpoint areas where further work must be done. A second goal of the plan focuses upon retention through community building. We plan to enhance new employees' initial transition to campus through a welcome wagon process. Furthermore, we are addressing a specific piece of feedback to the College's *2004-2009 Diversity Plan* which urged us to pay more substantive attention to LGBT individuals. The plan now commits the College to develop plans for increasing support and resources to LGBT individuals, veterans, low-income, and first generation students. In so doing, we **help** to ensure that the needs of often invisible groups are recognized and affirmed by the campus community.

Targeted Goals and Measureable Objectives for Challenge #2

1. Create and maintain a welcoming environment for all members of the College community.
 - a. The Educational Equity and Campus Environment Community will recommend and evaluate initiatives to enhance diversity and improve the campus climate. (*Educational Equity and Campus Environment Community; ongoing*) [**Linked to College Strategic Plan Initiative 4B**]
 - b. Each school will develop a “welcome wagon” process to assist new faculty members as they transition into the Behrend and the larger community. (*Academic Schools; ongoing*)
 - c. The Educational Equity and Campus Environment Community will recommend strategies to visibly increase institutional support for LGBT people, veterans, low-income, and first generation students). (*Educational Equity and Campus Environment Community; 2010-11*)
2. Systematize the use of assessment data to identify campus diversity issues and review the effectiveness of diversity initiatives.
 - a. The Institutional Research Committee will distribute results of the triennial campus climate survey to the Chancellor’s office, the Educational Equity and Campus Environment Committee, and the academic schools. (*Institutional Research Committee; ongoing*) [**Linked to College Strategic Plan Initiative 4B**]
 - b. The Institutional Research Committee will periodically assess diversity-related initiatives and share their findings with the Chancellor’s Office and Educational Equity and Campus Environment Committee. (*Institutional Research Committee; ongoing*)

Strategic Indicators for Challenge #2

1. Responses to the University Faculty/Staff Survey statement, “The workplace climate in my department/unit is welcoming for employees from underrepresented groups.”
2. Responses to the University Faculty/Staff Survey statement, “Acceptance of diversity in the workplace has improved on my campus in the last three years.”
3. Responses to National Survey of Student Engagement item #1E, “In your experience at your institution during the current school year, about how often have you . . . included

diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments?”

4. Responses to National Survey of Student Engagement item #1U, “In your experience at your institution during the current school year, about how often have you . . . had serious conversations with students of a different race or ethnicity than your own?”
5. Responses to National Survey of Student Engagement item #11L, “To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in . . . understanding people of other racial and ethnic backgrounds?”

Challenge #3: Recruiting and Retaining a Diverse Student Body

Penn State Behrend remains committed to building on its success in attracting and retaining a diversified student body. Central oversight for the recruitment and retention of a diverse student body has been granted to the Associate Dean for Academic Affairs and the Enrollment Management Group. We are proud to highlight programs that are designed to attract historically underrepresented populations. In the response to the *2004-2009 Diversity Plan*, reviewers noted that our Minority College Experience/Women in Science and Engineering Program (MCE/WISE) was “clearly a signature program with demonstrated outcomes.” Other educational outreach programs that enhance the diversity of our student body include Math Options, the Center for Adult Service and Evening Programs, and e-Link.

The College’s retention efforts are bolstered by the Office of Educational Equity and Diversity Programs, which oversees a wide range of diversity-related student services and provides mentoring and leadership to student organizations. On-campus support services include English as a Second Language mentors (BEAM), comprehensive disability services coordinated by the College’s disability specialist, and the Multicultural Resource Center, which is a repository for diversity-related materials. Eleven student groups provide programs and support for historically underrepresented populations; in the past two years, two groups in particular (women’s rights advocates Women Today and LGBT alliance Trigon) have undergone a resurgence in popularity.

As a result of the College’s efforts to increase the enrollment of underrepresented students, the number of minority students has grown steadily both in real terms and in its percentage of total enrollment:

	Fall 2002 % (N)	Fall 2005 % (N)	Fall 2008 % (N)	Fall 2009 % (N)
American Indian/Alaskan	0.1% (3)	0.0% (1)	0.0% (5)	0.0% (5)
African American/Black	3.1% (115)	3.4% (119)	3.9% (168)	3.0% (131)
Asian American	1.8% (65)	2.3% (82)	2.2% (96)	2.0% (88)
Hispanic	1.4% (51)	1.6% (58)	2.0% (87)	2.3% (100)
Hawaiian/Pacific Islander	--	--	--	0.0% (1)
Two of More Races	--	--	--	1.7% (73)
<i>Subtotal</i>	6.2% (234)	7.3% (260)	8.2% (356)	9.0% (398)
White/Ethnicity Unknown	92.3% (3426)	91.4% (3239)	90.3% (3912)	89.6% (3944)
International	1.3% (50)	1.2% (43)	1.5% (66)	1.3% (58)
Totals	100% (3710)	100% (3542)	100% (4334)	100% (4400)

Recent College recruitment and retention focusing on female student have reversed a downward trend in recent years. At this point the number and percentage of female students is at a decade high:

	Fall 2002 % (N)	Fall 2005 % (N)	Fall 2008 % (N)	Fall 2009 % (N)
Female	35.3% (1309)	33.1% (1174)	36.1% (1566)	36.6% (1612)
Male	64.7% (2401)	66.9% (2368)	63.9% (2768)	63.4% (2788)
Totals	100% (3710)	100% (3542)	100% (4334)	100% (4400)

The College continues its efforts to further diversify the student body, particularly in terms of strategies that will increase our number of female students and students from historically underrepresented groups. To this end, we will implement select recommendations from the 2009 CQI report that explored ways that the College can enhance the campus experience for minority students.

Looking forward to the upcoming planning cycle, we will strategize fund-raising efforts around increasing scholarship for students from underrepresented groups. Furthermore, we will redouble our efforts to retain these students through the continued implementation of our twenty-point retention initiative plan. This plan addresses several targeted areas to assist in student retention. Its academic support elements include study skill seminars and advising workshops, as well as financial counseling and a fourth-week early warning system to identify students at academic risk. Community-building measures, such as a mid-semester Chancellor's Letter to first-year students, and scheduled lunch/mentoring sessions with faculty members, are also foreground in the retention plan. We continue to explore the feasibility of curricular flexibility,

in the form of half-semester courses and additional night courses, in order to more efficiently serve adult populations, as well as students at financial risk for dropping below full-time status.

Targeted Goals and Measureable Objectives for Challenge #3

1. Increase the number of female students and students from historically underrepresented groups.
 - a. A focus of College fund-raising will be on scholarships that support students from underrepresented groups. (*Director of Development and Alumni Relations; ongoing*) [**Linked to College Strategic Plan Initiative 4C**]
 - b. The Enrollment Management Group will work with the Institutional Research Committee to review and identify appropriate admission initiatives. (*Enrollment Management Group, Institutional Research Committee; ongoing*)
 - c. The College will implement select recommendations from the 2009 CQI report for increasing minority enrollment. (*Chancellor's Office, Student Affairs; ongoing*) [**Linked to College Strategic Plan Initiatives 3A and 4C**]

2. Increase the retention and graduation rates of students from historically underrepresented groups.
 - a. The Enrollment Management Group will continue to implement, support, and assess additional initiatives from the current College retention plan. (*Enrollment Management Group; ongoing*)
 - b. The Institutional Research Committee will periodically assess retention and graduation data for historically underrepresented groups and share their findings with the Chancellor's Office and Educational Equity and Campus Environment Committee. (*Institutional Research Committee; ongoing*)
 - c. The School of Humanities and Social Sciences will consider the feasibility of creating an English Language Institute consistent to those in place at other Commonwealth Campuses. (*School of Humanities and Social Sciences; 2010-11*) [**Linked to College Strategic Plan Initiative 1B7**]

Strategic Indicators for Challenge #3

1. Undergraduate Enrollment by Gender and by Race/Ethnicity.
2. Graduate Enrollment by Gender and by Race/Ethnicity.

3. Six-year Graduation Rates by Gender and by Race/Ethnicity.
4. Undergraduate Adult Learners by Gender and by Race/Ethnicity.
5. Undergraduate and Graduate Aid Recipients by Gender and by Race/Ethnicity.

Challenge #4: Recruiting and Retaining a Diverse Workforce

Over the last several years the College has made recruiting a diverse workforce a very high priority. In feedback to the 2006 update of the Behrend Diversity Plan, the committee noted the following:

From the information obtained from the Affirmative Action Cards, it is clear that underrepresented individuals are applying for positions. In fact, of the 676 cards received, 310 were applicants from underrepresented groups. Of the 13 faculty members hired, however, only 1 was a member of an underrepresented group. Behrend is urged to revisit its strategies to increase the likelihood of success in this area.

Accordingly the College revised faculty search guidelines in terms of committee membership, developing a short list, and involvement of the Chancellor's Office. As a result of these revisions the number of tenure-track faculty searches resulting in the hiring of a minority faculty has greatly increased:

	2004-06 (old search procedures)	2007-09 (new search procedures)
Searches	14	27
Hires	13	27
Minority Hires	7.7% (1)	33.3% (9)

Behrend is committed to maintaining this momentum and increasing the diversity of its faculty and staff. The College will work to ensure that the University's "Guidelines for Recruiting a Diverse Workforce" are consistently followed in faculty, staff, and academic administrative searches. The Educational Equity and Campus Environment Committee will be charged with assessing current search practices and compiling recommendations for the Chancellor. The Chancellor's office will create a policy to oversee the faculty search process and will review and revise this process as needed.

We also seek to enhance the campus experience for faculty and staff from historically underrepresented groups in order to bolster our retention efforts. The Educational Equity and Campus Environment Committee will develop best practices for the mentoring of faculty

members, while the Chancellor's Office is in the process of finalizing guidelines for staff mentoring. We will also encourage the infusion of diversity-related content into the staff development curriculum, and assess the feasibility of expanding both faculty and staff orientations.

Targeted Goals and Measureable Objectives for Challenge #4

1. Increase the number of female faculty members and faculty members from historically underrepresented groups.
 - a. The College will create a policy that oversees the faculty search process. (*Chancellor's Office; 2010-11*)
 - b. The Educational Equity and Campus Environment Committee will develop best practices for conducting and assessing faculty searches. (*Educational Equity and Campus Environment Committee; 2010-11*) **[Linked to College Strategic Plan Initiative 4D]**
 - c. If a search committee for a tenure-track faculty position does not place a female or minority applicant on its short list, the committee will forward to the appointing administrator the application material of the highest ranked female and highest ranked minority candidates. (*School directors; ongoing*) **[Linked to College Strategic Plan Initiative 4D]**
 - d. The Associate Dean for Academic Affairs will periodically assess the effectiveness of the faculty search policy and implement appropriate revisions. (*Associate Dean for Academic Affairs; ongoing*)
 - e. School directors will identify to the Associate Dean for Academic Affairs academic programs that would benefit from the recruitment of women or minority faculty at the associate- or full-professor level. (*School directors; ongoing*) **[Linked to College Strategic Plan Initiative 4D]**
2. Support high-quality mentoring and professional development opportunities for a diverse faculty.
 - a. The Associate Dean for Academic Affairs will examine the feasibility of expanding the new faculty orientation program. (*Associate Dean for Academic Affairs; 2010-11*) **[Linked to College Strategic Plan Initiative 4D]**
 - b. The Educational Equity and Campus Environment Committee will develop best practices for conducting and assessing faculty mentoring. (*Educational Equity*

and Campus Environment Committee; 2010-11) [**Linked to College Strategic Plan Initiative 4D**]

- c. The College will create a policy that oversees the mentoring of tenure-track faculty members in their first year. (*Chancellor's Office; 2011-12*) [**Linked to College Strategic Plan Initiative 4D**]
3. Support high-quality mentoring and professional development opportunities for a diverse staff.
 - a. The Senior Associate Dean for Research, Graduate Studies, and Outreach will create a formal new staff orientation program. (*Senior Associate Dean; 2010-11*)
 - b. The College will create a policy that oversees the mentoring of staff members in their first year. (*Chancellor's Office; 2010-11*)

Strategic Indicators for Challenge #4

1. Full-time Faculty by Gender and by Race/Ethnicity.
2. Full-time Exempt Staff by Gender and by Race/Ethnicity.
3. Full-time Non-Exempt Staff by Gender and by Race/Ethnicity.
4. Full-time Technical Service Employees by Gender and by Race/Ethnicity.
5. Full-time Faculty Turnover Rates by Gender and by Race/Ethnicity.
6. Tenure Success Rates by Gender and by Race/Ethnicity.

Challenge #5: Developing a Curriculum that Fosters United States and International Cultural Competencies

Diversity issues are interwoven into the Behrend academic curriculum and the College is poised to begin several new initiatives to increase student engagement with international and intercultural aspects. Over the last several years the faculty has made a concerted effort to increase the US, IL, and USI courses it offers during the fall and spring semesters. Over the last three academic years the number of courses and seats offered have each risen by 50% :

Academic Year	Courses Offered	Seats Offered
2005-06	86	3397
2006-07	98	3857
2007-08	118	4767
2008-09	129	5112

Furthermore, there is broad participation across the College in offering intercultural courses. In the 2008-09 academic years, US/IL/USI courses were offered by faculty in the fine arts (art history, music, theatre); foreign languages (French, German, Italian, Spanish); humanities (American Studies, classics, comparative literature, English, history, Jewish Studies, philosophy, religious studies, and women's studies); natural sciences (biology); and social sciences (anthropology, communication, economics, political sciences, psychology, youth and family education). Faculty members in many professional programs -- including education, labor and employment relations, management, marketing, nursing, and plastics engineering technology -- developed and offered US/IL/USI courses.

Penn State Behrend also currently offers many traditional and interdisciplinary majors and minors that emphasize both intercultural and international diversity. Examples include major programs in English, International Business, Political Science, and Psychology, as well as minors in Civic & Community Engagement, International Studies, and Women's Studies. In 2009 the College Faculty Council was charged with considering the feasibility of adding certificate programs and linked courses to enhance the students' appreciation of general education. Some of these new curricular offerings would focus on the experiences of ethnicity, gender, and other aspects of diversity.

Reviewers of the 2004-2009 report noted that international education "appears to be a strong point of the Behrend curriculum and ripe for further development." The College remains committed to providing international educational opportunities abroad for as many students as possible. We have increased our embedded study abroad opportunities; students now enjoy regular opportunities to travel and study abroad as part of the curriculums in Economics (China), Plastics (western Europe), Art History (Italy), Political Science (Canada), and Spanish (Spain). Further development of full semester, summer term and embedded study aboard programs is a key goal of our next planning cycle.

Students at Behrend are also introduced to diversity issues through an ongoing series of cultural events. These include the Speaker Series, the International Film Series, the Rhythms of Life Series, the annual Gender Conference (now in its third year), and January's weeklong, campus-wide celebration of Dr. Martin Luther King Jr. These continuous intellectual and cultural opportunities supplement classroom learning, and they reinforce the message that diversity is important to the campus community.

Targeted Goals and Measureable Objectives for Challenge #5

1. Increase United States intercultural opportunities in academic programs.
 - a. The Associate Dean for Academic Affairs will continue to promote the use of the diversity module in its First-Year Seminars. (*Associate Dean for Academic Affairs; ongoing*) [**Linked to College Strategic Plan Initiatives 1A3 and 4E**]
 - b. The College will create a first-year seminar with an intercultural emphasis. The target audience will be non-native English speakers. (*Associate Dean for Academic Affairs; 2011-12*)
 - c. The School of Humanities and Social Sciences will examine the feasibility of introducing a diversity emphasis in ENGL 015 sections. (*School of Humanities and Social Sciences; 2010-11*) [**Linked to College Strategic Plan Initiative 1A3**]

2. Increase international cultural opportunities in academic programs.
 - a. The academic schools will work with faculty members to increase the number of study abroad cultural opportunities in the curriculum. (*Academic Schools; ongoing*) [**Linked to College Strategic Plan Initiative 1B5**]
 - b. The academic schools will assess the feasibility of offering new certificates and minors with an intercultural theme (e.g., Global Studies). (*Academic Schools; ongoing*) [**Linked to College Strategic Plan Initiatives 1A3 and 4E**]
 - c. The School of Humanities and Social Sciences will explore innovative ways to add critical foreign languages to the curriculum via technology or partnering with other academic units. (*School of Humanities and Social Sciences; 2010-11*) [**Linked to College Strategic Plan Initiatives 1B9 and 4E**]

Strategic Indicators for Challenge #5

1. Number of Permanent US, IL, or USI courses and seats offered.
2. Student Participation in Study Abroad Opportunities.
3. Faculty responses to the Higher Education Research Institute survey question #11.03, “During the past two years have you . . . taught an ethnic studies course?”
4. Faculty responses to the Higher Education Research Institute survey question #11.04, “During the past two years have you . . . taught a women’s studies course?”

5. Faculty responses to the Higher Education Research Institute survey statement #27.02, “Racial and ethnic diversity should be more strongly reflected in the curriculum.”
6. Faculty responses to the Higher Education Research Institute survey item #33.19, “Methods you use in ‘most’ or ‘all’ of the courses you teach: Reading on racial and ethnic studies.”
7. Faculty responses to the Higher Education Research Institute survey item #33.20, “Methods you use in ‘most’ or ‘all’ of the courses you teach: Reading on women and gender studies.”

Challenge #6: Diversifying University Leadership and Management

Penn State Behrend remains committed to creating a leadership team rich in differing perspectives and backgrounds. At the present time, however, the upper administration remains entirely white males:

Fall 2009 Leadership -- Gender

	Administrative/ Executive		Academic Affairs		Student Affairs		Additional Areas		Totals	
	#	%	#	%	#	%	#	%	#	%
Female	0	0%	6	66.7%	5	71.4%	3	37.5%	14	45.2%
Male	7	100%	3	33.3%	2	28.6%	5	62.5%	17	54.8%
Totals	7	100%	9	100%	7	100%	8	100%	31	100%

Fall 2009 Leadership -- Ethnicity

	Administrative/ Executive		Academic Affairs		Student Affairs		Additional Areas		Totals	
	#	%	#	%	#	%	#	%	#	%
Individuals of color	0	0%	2	22.2%	1	14.3%	0	0%	3	9.7%
White	7	100%	7	77.8%	6	85.7%	8	100%	28	90.3%
Totals	7	100%	9	100%	7	100%	8	100%	31	100%

Behrend has had limited success in its recent efforts to diversify the College’s leadership. On the Academic Affairs’ side, women head the administrative units of Admissions, the Registrar’s office, Corporate and Continuing Education, the Center for Teaching and Education Technologies, the Learning Resource Center, and the Center for Adult Services and Evening

Programs. In Student Affairs the directors of the Health and Wellness Center, the Career Development Center, and the Child Care Center are all women. Other prominent administrative units within the College that are led by women include the Office of Development and Alumni Relations and the Bursar/Finance Office. On the other hand, no women serve as a school director, associate dean, or as the Chancellor. Very few of the College's administrative units are led by members from other historically underrepresented groups, including ethnic minorities.

In 2010 there will be significant leadership change within the College; we are currently searching for candidates to fill the positions of Chancellor, Director of the School of Science, and Director of the School of Humanities & Social Sciences. Behrend is following recruiting guidelines likely to result in a diverse pool of candidates. The positions have been advertised in journals directed at individuals from historically underrepresented groups, and the search committees are representative of a wide range of demographic groups. The Director of Educational Equity and Diversity Programs has consulted with each search committee, and continues to serve in an advisory capacity. At the close of these searches and any future high-level administrative search, the Director of Educational Equity and Diversity Programs will provide a written assessment to the Chancellor's Office that includes suggested changes to search policy.

Penn State Behrend is also dedicated to increasing leadership opportunities and training from our own ranks. To that end, we have implemented the Administrative Fellows Program. Created at University Park in 1986 through a joint effort between Penn State's Commission for Women and the President's Office, the program allows a small group of faculty and staff members to broaden their experience in higher education administration while serving under the mentorship of a senior administrator. Two fellows were selected for the 2009-2010 academic year; one is working with the Associate Dean for Academic Affairs and the other with the Director of Student Affairs. The Educational Equity and Campus Environment Committee will use feedback from mentors and former fellows to further enhance the program's effectiveness during the next planning cycle.

Targeted Goals and Measureable Objectives for Challenge #6

1. Strengthen internal pathways for promotion into leadership positions.
 - a. The College will support and enhance the Behrend Administrative Fellows program. (*Chancellor's Office; ongoing*) [**Linked to College Strategic Plan Initiative 4F**]
2. Attain a diverse pool of qualified internal and external candidates for every leadership search.

- a. If a search committee for a leadership position does not place a female or minority applicant on its short list, the committee will forward to the appointing administrator the application material of the highest ranked female and highest ranked minority candidates. (*ongoing*) [**Linked to College Strategic Plan Initiative 4F**]
- b. At the conclusion of each search for an academic administrator, the Director of Educational Equity and Diversity Programs will assess the search process and forward to the Chancellor any suggested changes to College procedures. (*Director of Educational Equity and Diversity Programs; ongoing*) [**Linked to College Strategic Plan Initiative 4F**]

Strategic Indicators for Challenge #6

1. Executives, Administrators, Academic Administrators by Gender and by Race/Ethnicity.
2. Composition of University Faculty Senate Contingent by Gender, by Age, and by Race/Ethnicity.
3. Composition of Council of Fellows by Gender and by Race/Ethnicity.
4. Responses to the University Faculty/Staff Survey statement, “My department/unit provides visible leadership to foster diversity.”

Challenge #7: Coordinating Organizational Change to Support Our Diversity Goals

In response to feedback to the 2006 update to the College Diversity Strategic plan and as a result of the 2007 Campus Climate Survey, the College disbanded its longstanding diversity committee and established the Educational Equity and Campus Environment Committee (EECEC). The membership of the new committee provided for increased faculty participation in diversity planning at the College. The charge of EECEC reflects the priorities of the *Framework to Foster Diversity at Penn State*: (1) “recommend and evaluate strategies and policies related to enhancing diversity and improving the campus climate, with a special emphasis on faculty” and (2) “to provide advice and counsel on the College’s Strategic Plan for Diversity as it relates to the seven-point University-wide framework for diversity.” Recent projects of the committee have included developing the Behrend Administrative Fellows program, developing a diversity Web site, and participating in the College’s strategic and diversity planning processes.

The Women’s Liaison Committee to the University’s Commission for Women (CFW) has in 2009 revitalized its mission and membership. The CFW is charged with the following: a) supporting and disseminating the work of the University’s Commission for Women; (b)

identifying and advocating women's issues; (c) developing and implementing educational programs on women's issues; and (d) acting as a resource and a referral/information source for individual women regarding problems related to women's issues and well-being. Under new leadership the Behrend CFW has streamlined its event schedule, and it will continue to offer high-quality programs, such as an upcoming campus-wide diversity lunch on the topic of student disability, and a 2010 mentoring workshop featuring a distinguished alumna of Penn State Behrend. Participation in the Behrend CFW is stronger than ever, and includes representation from all four schools and from both faculty and staff.

As we move forward into the next planning cycle, we continue to coordinate our organizational change through the creation of new positions that provide services and support for diversity. We seek to establish a new administrative position in Academic Affairs that would centralize responsibility for academic diversity initiatives and work in tandem with the Director of Educational Equity and Diversity Programs -- a position that reports to Student Affairs. We will also assess the feasibility of creating a new staff position within Student Affairs to support several existing initiatives, including outreach to international students and eLink.

Furthermore, the Chancellor's Office will make a greater effort ensuring the linkage between the College's diversity plan and the diversity efforts of each academic school. It will provide a template by which school directors will provide an annual update on diversity-related topics including hiring, faculty scholarship, academic initiatives, student initiatives, and other aspects of diversity work within the unit. These data sets will allow the College to more clearly identify best practices within the schools and to effect positive change.

Targeted Goals and Measureable Objectives for Challenge #7

1. Establish and maintain a direct linkage between college-level and school-level diversity initiatives.
 - a. The Chancellor's Office will create a template by which school directors will provide an annual update on diversity-related topics including hiring, faculty scholarship, academic initiatives, student initiatives, and other aspects of diversity work within the unit. (*Chancellor's Office; 2010-11*)
 - b. School directors will include in their SRDP an annual update addressing diversity initiatives assigned to their schools. (*School directors; ongoing*)
2. Create a new administrative position whose responsibility will include planning, implementation, and assessment of diversity initiatives in Academic Affairs.

- a. The Chancellor's office will hire an academic affairs administrator who will oversee diversity initiatives and planning. (*Chancellor; 2010-11*) **[Linked to College Strategic Plan Initiatives 4G and 6C]**
- b. The College will assess the costs and benefits of creating a new staff position in the Office of Educational Equity and Diversity programs to support international students, eLink, student mentoring, and Far-Reaching Internal Empower New Diverse Students (FRIENDS). (*Chancellor, Director of Student Affairs; 2010-11*) **[Linked to College Strategic Plan Initiative 4G]**

Strategic Indicators for Challenge #7

1. Evidence of direct linkages between diversity planning and the College's strategic plan.
2. Evidence of institutional evidence to support the diversity plan.
3. Evidence of institutional efforts to ensure that issues of diversity, inclusion, and equity are represented at the highest levels of decision making.