

# Behrend College Diversity Plan -- 2004-09

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

### Current Status

Behrend College believes that a liberal education should prepare students for a lifetime of professional success and intellectual engagement. Accordingly, it is important for students to participate in a community of scholars that includes the diverse perspectives and life experiences that they will encounter over the course of their life. In order to underscore its commitment to providing a rigorous education, Behrend College has developed a definition of diversity.

### *Behrend College 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 is the first time that the College has formulated such a detailed definition and accordingly a primary goal over the next couple of years will be to make the definition known throughout the college community. A second and equally urgent task will be to enact the principles of the definition in order to achieve a shared understanding of diversity at Behrend College.

### **Principle 1.1 -- The College will foster a campus climate in which students, faculty, and staff have an understanding of Behrend's definition of diversity.**

#### Strategies

- a. The Director of Student Affairs will create and distribute to incoming students a diversity brochure that provides resource information and includes the College's definition of diversity.

- Timeline: Summer 2005 and repeated annually*
- b. The Associate Dean for Undergraduate Studies and Academic Administration will revise the “Teaching Handbook for New Faculty” to include the College’s definition of diversity and to provide resource information.  
*Timeline: Summer 2005 and repeated annually*
  - c. The CEO and Dean will highlight Behrend’s definition of diversity to the faculty at a “Faculty Organization” meeting and at a Staff Development Day.  
*Timeline: Fall 2005 and repeated annually*
  - d. The Director of Educational Equity, with the assistance of the Director of Marketing and Communications, will develop and maintain a Diversity Web site that highlights the College’s definition of diversity, provides resource information, promotes diversity-related events, and celebrates the personal identities of all members of the college community.  
*Timeline: Fall 2005 and ongoing*
  - e. The Dean’s Committee on Diversity will review and critique the Diversity Web site to suggest improvements.  
*Timeline: Summer 2006 and repeated annually*

**Principle 1.2 -- The College will foster a campus climate in which diversity is a prominent element of the College’s liberal education.**

Strategies

- a. The Dean’s Committee on Diversity, in consultation with the Faculty Council and the Student Government Association, will review and update the College’s definition of diversity on an annual basis.  
*Timeline: Spring 2006 and repeated annually*
- b. The Director of Educational Equity, working with the Associate Dean for Undergraduate Studies and Academic Administration, the Faculty Council, the Director of Student Activities, and the Director of the Center for Teaching and Education Technologies, will adopt or develop intercultural learning modules that will be provided to the instructors of First-Year Seminars. The Associate Dean will distribute these to the faculty members and encourage their use.  
*Timeline: Summer 2006*
- c. The Associate Dean for Undergraduate Studies and Academic Administration and the Director of Student Affairs will co-author a message to all faculty and staff members explaining the importance of diversity in a liberal education and identifying steps they can take to support this principle.  
*Timeline: Summer 2005 and repeated annually*
- d. The College will post its *Framework to Foster Diversity 2004-2009* on the Diversity Web site and invite comment from students, faculty, and staff.  
*Timeline: Fall 2005*

### **Primary Metrics for Challenge 1**

- A. Student responses to select questions on the diversity initiatives presented at new student orientation. (*measured annually*)
- B. Student, faculty, and staff responses to select questions on the campus climate survey. (*measured biennially or triennially*)
- C. Student responses to select diversity-related questions on the National Survey of Student Engagement (NSSE). (*measured biennially*)
- D. Student responses to select diversity-related questions on Behrend College's surveys of first-year and senior students. (*measured annually*)
- E. Faculty responses to select questions on the Higher Education Research Institute (HERI) survey. (*measured triennially*)

## Challenge 2: Creating a Welcoming Campus Climate

### Current Status

At Behrend College we find the second challenge to be particularly urgent. On our campus a preponderance of our students and faculty are male and white, and consequently we feel that it is imperative to ensure a campus climate in which women and individuals of color feel welcome. This objective corresponds with our strategic goals of enrolling more women and students from historically underrepresented populations and with diversifying the College's faculty and leadership. Although we have taken several important steps to achieve these objectives, we must continue to make a coordinated effort. We acknowledge that we must act intentionally to create a culture that promotes inclusiveness.

We are dedicated to providing a campus culture that will attract individuals from all underrepresented groups and, once they arrive on the Behrend campus, retain them as students, faculty, or employees. In order to do so, we must continue to address the needs of women, individuals of color, adult learners, members of the GLBT community, and individuals with disabilities. Recently the College demonstrated its commitment to supporting these groups by recycling funds to hire a half-time Disability Specialist. This individual provides support services to students with disability and educates the faculty and staff about appropriate accommodations they can make. The Director of Educational Equity oversees multi-cultural student and programming activities at Behrend, while providing individualized support services for students from historically underrepresented groups.

In the 2004 Faculty/Staff Survey, 212 individuals responded to several diversity-related questions that examined the climate on the Behrend campus. The results of the survey are similar to those of the entire university system:

### **Diversity-Related Questions -- 2004 Faculty/Staff Survey**

	Behrend Agree/Yes	University Agree/Yes
1. The workplace climate in my department/unit is welcoming for employees from underrepresented groups.	71	72
2. Have you personally experienced any conduct that has interfered unreasonably with your ability to work or learn on this campus?	16	17
5. My department/unit provides visible leadership to foster diversity.	60	63
8. Acceptance of diversity in the workplace has improved on my campus in the past three years	45	48

Unfortunately, at the present time we do not have sufficient information to identify all the areas that are in the need of our attention, and accordingly our top priority will be to create a campus climate survey. Meanwhile, we have identified several initial steps we can take to create a more welcoming campus environment.

**Principle 2.1 -- The College will foster a shared sense of responsibility among faculty, staff, and other stakeholders for creating a welcoming campus environment.**

Strategies

- a. The Associate Dean for Undergraduate Studies and Academic Administration will revise the “Teaching Handbook for New Faculty” to emphasize the leading role of the faculty in creating a welcoming campus climate and to identify appropriate resource information. Furthermore, the new faculty orientation program will include at least one diversity-related session.

*Timeline: Summer 2005*

- b. The CEO and Dean’s Office will include at least one diversity topic in the College’s “Staff Development Workshop” that is held each semester. This topic will emphasize actions that staff members can take to create a welcoming campus climate.

*Timeline: Fall 2004 and ongoing*

- c. The College will encourage its faculty to identify all diversity-related activities in their teaching, research, and service at the time of two-year, four-year, and promotion and tenure reviews.

*Timeline: Fall 2005 and ongoing*

- d. The College will ensure that diversity-related activities are consistently emphasized in performance evaluation for all staff members.

*Timeline: Fall 2005 and ongoing*

- e. The CEO and Dean’s Office and the Office of Development will put forth nominees aimed at achieving greater diversity on the Council of Fellows.

*Timeline: ongoing*

**Principle 2.2 -- The College will provide a comprehensive series of diversity-related support services that meet the needs of students, faculty, and staff.**

Strategies

- a. The Dean’s Committee on Diversity will use the campus climate survey results to identify campus needs, problems areas, and appropriate professional development topics. We anticipate using the survey on a biennial or triennial basis to identify new areas of focus as well as to measure the success of current initiatives.

*Timeline: ongoing*

- b. The Office of Educational Equity will be renamed the “Office of Educational Equity and Diversity Programs” in order to raise the profile of diversity on campus and to provide students an obvious contact office for diversity-related issues.

*Timeline: Fall 2005*

- c. The Director of Educational Equity will review the activities of multicultural student organizations and work with their leadership to revitalize them when necessary.

*Timeline: Fall 2006 and repeated annually*

- d. The Director of the Center for Adult Services and Evening Programs will review the Adult Learner survey and suggest new services to the Associate Dean for Undergraduate Studies and Academic Administration.

*Timeline: Summer 2005*

- e. Make improvements to the campus pedestrian circulation system in accordance with the Americans with Disabilities Act (ADA).

*Timeline: ongoing*

**Principle 2.3 -- The College will continually monitor and address campus attitudes toward diversity.**

Strategies

- a. The Dean's Committee on Diversity, in consultation with the Institutional Research Committee, will design and administer a campus climate survey that will measure student, faculty, and staff attitudes toward diversity, their familiarity with campus resources, and their knowledge of diversity issues.

*Timeline: Fall 2005*

- b. The Dean's Committee on Diversity will use the campus climate survey results to track campus attitudes toward diversity. We anticipate using the survey on a biennial or triennial basis to gauge changing attitudes.

*Timeline: ongoing*

**Primary Metrics for Challenge 2**

- A. Student, faculty, and staff responses to select questions on the campus climate survey. (*measured biennially or triennially*)
- B. Faculty and staff responses to select diversity-related questions on the University's Faculty-Staff survey. (*measures periodically*)
- C. Faculty responses to select diversity-related questions on the Higher Education Research Institute (HERI) survey. (*measured triennially*)
- D. Staff responses to survey questions on the diversity-related topic presented at the staff development workshop. (*measured annually*)
- E. The number of new and revitalized student organizations that target historically underrepresented populations. (*measured annually*)

### Challenge 3: Recruiting and Retaining a Diverse Student Body

#### Current Status

Nowhere is the historic commitment of Behrend College to diversity more obvious than in its initiatives to recruit and retain a diverse student body. In past years it has created multiple programs designed to attract women, students of color, and adult learners. These include:

- Minority College Experience Program
- Women in Science and Engineering Program
- Penn State Educational Partnership
- Math Options
- e-Link
- Center for Adult Services and Evening Programs
- Partnerships with local schools

Additionally, the College's retention efforts benefit from the efforts of ten diversity-related student organizations, which provide support for several historically underrepresented populations, including ethnic minorities and the GLBT community. The Multi-Cultural Council acts as the umbrella organization for these groups, and they coordinate their efforts under the leadership of the Director of Educational Equity.

We believe that these initiatives have been partially responsible for the increase over the last four years in the number of students from historically underrepresented ethnic groups who have matriculated at Behrend:

#### **Fall Official Enrollment -- Students by Ethnic Group**

	2001 % (N)	2002 % (N)	2003 % (N)	2004 % (N)	% increase 2001-2004
African American	3.0 (112)	3.1 (115)	3.3 (120)	3.3 (119)	6%
Asian	1.6 (61)	1.8 (65)	2.3 (86)	2.3 (83)	36%
Hispanic	1.2 (45)	1.4 (51)	1.2 (45)	1.4 (52)	16%
International	1.2 (43)	1.3 (50)	1.4 (51)	1.5 (53)	23%
Native American	0.0 (1)	0.1 (3)	0.1 (3)	0.1 (2)	100%
<i>Minority Subtotals</i>	<i>7.1 (262)</i>	<i>7.6 (284)</i>	<i>8.3 (305)</i>	<i>8.6 (309)</i>	<i>18%</i>
White	88.3 (3276)	87.0 (3228)	86.4 (3183)	85.6 (3075)	
Declined to Report	4.6 (170)	5.3 (198)	5.3 (195)	5.8 (209)	
<i>TOTALS</i>	<i>100 (3708)</i>	<i>100 (3710)</i>	<i>100 (3683)</i>	<i>100 (3593)</i>	

Behrend's female student population historically has been significantly below the University's average. We believe that this gender disparity, which begins with first-time students, is primarily due to the nature of our academic programs. Some of our most popular programs, including seven engineering and engineering technology degrees, tend to appeal more to males. On the other hand, the number of female students at Behrend has shrunk consistently over the last four years:

**Fall Official Enrollment -- Students by Gender**

	2001 % (N)	2002 % (N)	2003 % (N)	2004 % (N)	% increase 2001-2004
Female	36.9 (1368)	35.3 (1309)	33.8 (1245)	33.1 (1191)	-12.9%
Male	63.1 (2340)	64.7 (2401)	66.2 (2438)	66.9 (2402)	2.6%
<i>TOTALS</i>	<i>100 (3708)</i>	<i>100 (3710)</i>	<i>100 (3683)</i>	<i>100 (3593)</i>	<i>-3.1%</i>

For the next two years we will undertake a comprehensive assessment of our initiatives to enhance the recruitment and retention of women and students from historically underrepresented groups. Many of these programs have been in place for several years, so enough data should be available to measure their effectiveness.

**Principle 3.1 -- The College will continue to increase the number of first-time students from historically underrepresented groups over the five-year planning period, focusing on in-state students.**

Strategies

- a. The Institutional Research Committee, working with the Dean’s Committee on Diversity, will collect and examine assessment data to measure the effectiveness of current initiatives to enhance the recruitment of students of color, adult learners, international students, and students with disabilities. Using these data, appropriate changes to these programs will be made.  
*Timeline: Fall 2006*
- b. The College will place a statement on its commitment to diversity on the College’s Admissions Web site. The Admissions Web site will also link directly to the Diversity Web site.  
*Timeline: Summer 2005*
- c. A single admissions counselor will be assigned to work with the guidance counselors for Erie’s high schools with heavy minority populations. This staff member will also use pre-existing community contacts to promote Behrend to members of historically underrepresented groups.  
*Timeline: Fall 2004 and ongoing*
- d. The Director of Development will focus on building a scholarship endowment for students graduating from Erie’s East High School, which includes a high concentration of students from historically underrepresented groups. She will also seek additional scholarship support for the Penn State Educational Partnership Program, whose participants include a substantial number of minority students.  
*Timeline: ongoing*

**Principle 3.2 -- The College will increase the retention and graduation rates of students from historically underrepresented groups to equal the rates of all students at Behrend.**

Strategies

- a. The Institutional Research Committee, working with the Dean's Committee on Diversity, will collect and examine assessment data to measure the effectiveness of current initiatives to enhance the retention of students of color, adult learners, international students, and students with disabilities. Using these data, appropriate changes to these programs will be made.  
*Timeline: Fall 2006*
- b. The College will host workshops and fora to educate faculty on the learning needs of students from historically underrepresented groups. Typical examples include a presentation by the Disabilities Officer on best practices for faculty to use when working with students with disabilities; a forum presented by the Director of Educational Equity on the classroom cultural barriers that international and minority students face; and a workshop hosted by the Director of the Center for Adult Services and Evening Programs on adult learning styles.  
*Timeline: Fall 2004 and ongoing*
- c. The Director of the Center for Adult Services and Evening Programs will review the current evening class offerings to ensure academic progress. She will forward recommended changes to the Associate Dean for Undergraduate Studies and Academic Administration.  
*Timeline: Summer 2005*
- d. The College will enhance funding for the Ideas for Diversity Educational Activities program.  
*Timeline: Fall 2005*
- e. The Institutional Research Committee, working with the Dean's Committee on Diversity, will design and administer an exit survey to students who leave Behrend before graduation. This instrument will be used to identify programs, offices, and support mechanisms that could be strengthened in order to improve student retention.  
*Timeline: Fall 2005 and ongoing*
- f. The Associate Dean for Undergraduate Studies and Academic Administration and the Director of Student Affairs will meet annually with (1) the chair of the Student Government Association's Diversity Committee and (2) the chair of the Multicultural Council in order to assess student needs. Using this information, the Dean's Committee on Diversity will identify strategies for creating support services for historically underrepresented populations whose needs are not being met.  
*Timeline: Fall 2005 and repeated annually*

**Principle 3.3 -- The College will continue to increase the recruitment and retention rates of female students over the five-year planning period.**

Strategies

- a. The Institutional Research Committee, working with the Dean's Committee on Diversity, will collect and examine assessment data to measure the effectiveness of current initiatives to enhance the recruitment and retention of women. Using these data, appropriate changes to these programs will be made.  
*Timeline: Fall 2006*

- b. The College is proceeding with plans to propose new programs in nursing and education. These degrees are expected to attract a high number of female students.  
*Timeline: ongoing*
- c. The Women's Liaison Committee and interested students, faculty, and staff will investigate the possibility of creating a Women's Resource Center that would provide information on women and gender issues and support appropriate educational programming.  
*Timeline: Fall 2005*

**Primary Metrics for Challenge 3**

- A. The number of students from historically underrepresented groups who enroll at and graduate from Behrend. (*measured annually*)
- B. Student responses to select diversity-related questions from the survey of students who leave Behrend College before graduating. (*measured annually*)
- C. The number of scholarships and the level of financial support awarded to students from historically underrepresented groups. (*measured annually*)
- D. The number of classes that support the adult learner program. (*measured annually*)
- E. The number of female students who enroll at and graduate from Behrend College. (*measured annually*)

## Challenge 4: Recruiting and Retaining a Diverse Workforce

### Current Status

The percentage of senior Behrend College faculty who come from a historically underrepresented group trail those of the entire Penn State system, while we have a higher number of minority faculty at the assistant professor level:

### Fall 2004 -- Full-time Behrend College Faculty by Ethnic Group

	Professor % (N)	Associate Professor % (N)	Assistant Professor % (N)	Instructor % (N)	Totals % (N)
African American	0.0 (0)	0.0 (0)	4.9 (3)	1.2 (1)	1.9 (4)
Asian	5.2 (1)	8.7 (4)	21.3 (13)	2.4 (2)	9.5 (20)
Hispanic	5.2 (1)	2.2 (1)	0.0 (0)	1.2 (1)	1.4 (3)
Native American	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)
<i>Minority Subtotals</i>	<i>10.5 (2)</i>	<i>10.9 (5)</i>	<i>26.2 (16)</i>	<i>4.7 (4)</i>	<i>12.8 (27)</i>
White	89.5 (17)	89.1 (14)	73.8 (45)	95.3 (81)	87.2 (184)
<i>TOTALS</i>	<i>100 (19)</i>	<i>100 (46)</i>	<i>100 (61)</i>	<i>100 (85)</i>	<i>100 (211)</i>

The percentage of women who hold senior faculty appointments at Behrend is slightly lower than the percentage in entire Penn State system. The percentage of women who hold assistant professor and instructor positions at Behrend is significantly lower than the percentage in the entire Penn State system. It will be critical in the future for the College to provide professional support to these individuals in their progress toward promotion and tenure:

### Fall 2004 -- Full-time Behrend College Faculty by Gender

	Professor % (N)	Associate Professor % (N)	Assistant Professor % (N)	Instructor % (N)	Totals % (N)
Female	15.8 (3)	21.7 (10)	29.5 (18)	31.8 (27)	27.5 (58)
Male	84.2 (16)	78.3 (36)	70.5 (43)	68.2 (58)	72.5 (153)
<i>TOTALS</i>	<i>100 (19)</i>	<i>100 (46)</i>	<i>100 (61)</i>	<i>100 (85)</i>	<i>100 (211)</i>

In recent years the College has had some success in hiring faculty from historically underrepresented groups. For instance, each of the four academic schools at Behrend added women to their faculty and four of the ten searches for tenure-track positions in 2004 resulted in the hiring of Asian candidates. We feel that these results are partially due to initiatives we have implemented to attract a broader pool of candidates and to highlight the importance of diversity at the College. The Dean's Committee on Diversity has developed a "Best Practices in Recruiting" publication which includes guidelines for populating search committees, evaluating candidates, and ensuring equitable treatment for all job applicants. Our efforts to retain individuals have been less coordinated and accordingly retention efforts will be a priority over the next planning timeframe.

The workforce for the College's staff and technical services is likewise predominantly white, with women filling a much higher percentage of positions:

**Fall 2004 -- Behrend College Staff and Technical Services by Ethnic Group**

	Staff % (N)	Technical Services % (N)	Totals % (N)
African American	3.4 (5)	17.2 (11)	7.6 (16)
Asian	0.0 (0)	0.0 (0)	0.0 (0)
Hispanic	0.7 (1)	3.1 (2)	1.4 (3)
Native American	0 (0)	1.6 (1)	0.5 (1)
<i>Minority Subtotals</i>	<i>4.1 (6)</i>	<i>21.9 (14)</i>	<i>9.5 (20)</i>
White	95.9 (140)	78.1 (50)	90.5 (190)
<i>TOTALS</i>	<i>100 (146)</i>	<i>100 (64)</i>	<i>100 (210)</i>

**Fall 2004 -- Behrend College Staff and Technical Services by Gender**

	Staff % (N)	Technical Services % (N)	Totals % (N)
Female	68.5 (100)	28.1 (18)	56.2 (118)
Male	31.5 (46)	71.9 (46)	43.8 (92)
<i>TOTALS</i>	<i>100 (146)</i>	<i>100 (64)</i>	<i>100 (210)</i>

**Principle 4.1 -- The College will continue to increase the number of female faculty members and faculty members from historically underrepresented groups over the five-year planning period.**

Strategies

- a. The Dean's Committee on Diversity will review the College's "Best Practices for Recruiting" guidelines and distribute them to all offices and search committees on campus. The Committee will also ensure that these guidelines include the appropriate principles drawn from the University's "Guidelines for Recruiting a Diverse Workforce."

*Timeline: Fall 2005 and repeated annually*

- b. School directors will encourage their faculty to alert colleagues in the Penn State system and at other institutions across the country about faculty searches in order to request that they identify potential candidates from historically underrepresented groups.

*Timeline: ongoing*

- c. If a search committee for a faculty position does not place a female or minority applicants on its short list, the chair of the committee will forward the application

material of the highest ranked minority and female candidate to the appointing administrator for further review.

*Timeline: ongoing*

- d. The CEO and Dean, in consultation with the associate deans and school directors, will attempt to link open and new faculty positions with academic sub-fields that will attract a substantial number of minority candidates.

*Timeline: Fall 2005 and ongoing*

- e. The College is proceeding with plans to propose new programs in nursing and education. These degrees should attract a high number of female and minority faculty members.

*Timeline: ongoing*

- f. The Dean's Committee on Diversity will distribute institutional data to the four schools so that they can track their progress in diversifying their faculty.

*Timeline: Fall 2005 and repeated annually*

**Principle 4.2 -- The College will continue increase the number of women and individuals from historically underrepresented groups who hold senior faculty appointments over the five-year planning period.**

Strategies

- a. The Dean's Committee on Diversity will develop best practices for mentoring faculty who come from historically underrepresented groups. The Associate Dean for Undergraduate Studies and Academic Administration will distribute these to the school directors.

*Timeline: Summer 2005 and repeated annually*

- b. The Director of Student Affairs and the Director of the Child Care Center will review campus child care policies to ensure that they support the needs of the Behrend workforce.

*Timeline: Summer 2005*

- c. The College will conduct exit interviews of all minority faculty members who leave the College. Data will be gathered in order to identify reasons for their departure and employment conditions in need of improvement.

*Timeline: ongoing*

- d. The Dean's Committee on Diversity will distribute institutional data to the four schools so that they can track progress.

*Timeline: Fall 2005 and repeated annually*

**Principle 4.3 -- The College will continue to increase the number of staff members from historically underrepresented groups over the five-year planning period.**

Strategies

- a. The College's Human Resources Assistant will review staff job searches to ensure continued compliance with University policies.

*Timeline: ongoing*

- b. The Dean's Committee on Diversity will review the College's "Best Practices for Recruiting" guidelines and distribute them to all offices and search committees on campus. The Committee will also ensure that these guidelines include the appropriate principles drawn from the University's "Guidelines for Recruiting a Diverse Workforce."  
*Timeline: Fall 2005 and repeated annually*
- c. The Dean's Committee on Diversity will develop and distribute best practices for mentoring staff members who come from historically underrepresented ethnic groups.  
*Timeline: Summer 2005*
- d. Director of Student Affairs and the Director of the Child Care Center will review campus child care policies to ensure that they support the needs of the Behrend workforce.  
*Timeline: Summer 2005*
- e. The College will conduct exit interviews of all minority staff members who leave the College. Data will be gathered in order to identify reasons for their departure and employment conditions in need of improvement.  
*Timeline: Spring 2005 and ongoing*

**Primary Metrics for Challenge 4**

- A. The number of female applicants and hires for faculty positions. (*measured annually*)
- B. The number of applicants and hires from historically underrepresented ethnic groups for faculty positions. (*measured annually*)
- C. The number of women and individuals from historically underrepresented ethnic groups who hold senior faculty appointments. (*measured annually*)
- D. The number of applicants and hires from historically underrepresented groups for staff positions. (*measured annually*)
- E. Responses to select diversity-related questions on exit interviews of female and minority faculty and staff members. (*ongoing*)

## **Challenge 5: Developing a Curriculum that Fosters Intercultural and International Competencies**

### Current Status

Behrend College has a strong foundation on which it can base future initiatives to enhance the role of diversity in its curriculum. The College has been active in its support of general education diversity requirements by creating new courses and adapting existing classes to fulfill the DF and GI requirements. Many academic programs now require courses with diversity-related content, ensuring that diversity issues and topics are integrated into the major (examples include Psychology, Marketing, English, Communication and Media Studies, Management, and Political Science). Recently the College created an International Business major to prepare students to work in a global environment, and our interdisciplinary International Studies minor provides opportunities for studying cultures across the world. The interdisciplinary Women's Study minor requires its students to examine gender issues of non-Western women or women of color in the United States.

The intercultural experience afforded to Behrend students extends outside the traditional classroom. The College has focused on providing international education opportunities and has raised endowment funds to assist students in studying abroad. During the 1990-2004 time period, nearly 400 students studied abroad in nineteen countries as part of their academic major program. Many other students have traveled abroad in support of a research project and independent study, or as part of a special topic course or internship. Additionally, 90 student-athletes have traveled internationally with their athletic teams and nearly 40 members of the College choir have performed overseas recently.

As a complement to the formal curriculum, the College provides an ambitious slate of cultural events designed to introduce our students and campus community to many international cultures. Under the guidance of the Director for Educational Equity, Behrend supports multiple cultural series that are commensurate with the College's mission. These include the Speaker Series, the Feminist Scholars' Speaker Series, the International Film Series, the Cultural Fiesta, the Rhythms of Life Series, and a campus-wide celebration of Dr. Martin Luther King Jr. Day. Faculty are encouraged to have their students attend these series and to incorporate discussions of the events into their classes.

### **Principle 5.1 -- The College will inculcate a sophisticated understanding of interculturalism and diversity among the students and faculty.**

#### Strategies

- a. The College's Faculty Council, in concert with the ad hoc Committee on Internalization and interested faculty members, will develop a list of intercultural and international learning competencies. At the present time there appears to be no consensus at the College or University level about these learning outcomes.  
*Timeline: Fall 2005*
- b. The Director of Educational Equity, working with the Associate Dean for Undergraduate Studies and Academic Administration, the Director of Student Activities, and the Director of the Center for Teaching and Educational Technologies,

will adopt or develop intercultural learning modules that will be provided to the instructors of First-Year Seminars. The Associate Dean will distribute these to the faculty members and encourage their use.

*Timeline: Summer 2006*

**Principle 5.2 -- The College will include intercultural and/or international components in general education and academic major courses whenever possible.**

Strategies

- a. The Associate Dean for Undergraduate Studies and Academic Administration will encourage the faculty to review their courses to determine whether they can enhance intercultural and international elements. It is anticipated some additional US and/or IL classes will be identified.

*Timeline: Fall 2004 and ongoing*

- b. The Director of the Center for Teaching and Educational Technologies, working with the Associate Dean for Undergraduate Studies and Academic Administration, will support the professional growth of faculty who want to develop skills in incorporating intercultural and international components in their classes.

*Timeline: ongoing*

- c. The Associate Dean for Undergraduate Studies and Academic Administration will emphasize to all candidates for faculty positions the importance of intercultural coursework and diversity in both the general education and major program curriculum.

*Timeline: ongoing*

**Principle 5.3 -- The College will develop additional intercultural and international learning opportunities outside the traditional classroom.**

Strategies

- a. The Director of the Learning Resource Center will emphasize international education at an annual fair that highlights academic opportunities at the College. Students who have participated in these programs will be available to talk about the benefits of studying abroad.

*Timeline: Fall 2005 and repeated annually*

- b. The Career Development Center, working with companies in the Erie region, will develop a program that educates minority students about job preparation, the application process, and workplace expectations.

*Timeline: Spring 2005*

- c. Faculty will develop an interdisciplinary general education course or sequence of courses that examine contemporary issues of internationalization and globalization. A primary goal of this initiative is to develop a strong understanding of diversity in students.

*Timeline: ongoing*

### **Primary Metrics for Challenge 5**

- A. The number of First-Year Seminar faculty who incorporate the intercultural learning modules into their classes. (*measured annually*)
- B. The number of current GI and non-GI courses approved to fulfill the US and/or IL requirements. (*measured annually*)
- C. The number of academic programs that include an intercultural and/or international component as part of the major. (*measured annually*)
- D. The number of students who study abroad or travel abroad to further their education. (*measured annually*)
- E. The number of students who attend Career Development Center workshops on diversity in the workplace. (*measured annually*)

## **Challenge 6: Diversifying University Leadership and Management**

### Current Status

Behrend has had limited success in its 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, and in the last year the College has hired women as the Director of Development and as the financial officer. On the other hand, no women serve as a school director, associate dean, or as the CEO and Dean. Very few of the College's administrative units are led by members from other historically underrepresented groups, including ethnic minorities.

This mixed record on diversifying the College's leadership is not due to a lack of commitment. We follow recruiting guidelines likely to result in a diverse pool of candidates, we advertise in journals directed at individuals from historically underrepresented groups, and we populate search committees with people from a variety of demographic groups. We will continue these measures, for we believe that they provide a good start for initiatives we plan to implement over the next few years.

Although we acknowledge that there are some demographic realities that make the diversification of Behrend College's leadership difficult, we view Challenge 6 as comprising several aspects over which we have significant control. The College is unwavering in its resolve to providing a leadership that possesses a rich variety of backgrounds, experiences, and perspectives.

### **Principle 6.1 -- The College will attain a diverse pool of internal and external candidates for every leadership search.**

#### Strategies

- a. The Dean's Committee on Diversity will review the College's "Best Practices for Recruiting" guidelines and distribute them to all offices and search committees that are involved in leadership searches. The Committee will also ensure that these guidelines include the appropriate principles drawn from the University's "Guidelines for Recruiting a Diverse Workforce."

*Timeline: Spring 2005 and repeated annually*

- b. Whenever the College opens a search for an academic leadership position, the CEO and Dean will determine the feasibility of using the services of a professional search firm to attract a diverse pool of candidates.

*Timeline: ongoing*

- c. If a search committee for a leadership position does not place a female or minority applicants on its short list, the chair of the committee will forward the application material of the highest ranked minority and female candidate to the appointing administrator for further review.

*Timeline: ongoing*

- d. The Dean's Committee on Diversity will assess the procedures and results for leadership searches that have been concluded. Steps may include reviewing demographic data for the pool of candidates, meeting with the chair of a search committee, surveying search committee members, and requesting feedback from candidates. The committee will use these results to develop an institutional list of "best practices" for all faculty and staff searches.

*Timeline: ongoing*

- e. The Dean's Committee on Diversity will identify a list of "best practices" to assist administrative directors in supporting the professional development of individuals from historically underrepresented groups. These practices will be distributed to all administrative units.

*Timeline: Spring 2006*

- f. The College will investigate the possibility of implementing an Administrative Fellowship Program for members of minority groups. This initiative would potentially be modeled on the successful Administrative Fellowship Program as practiced at University Park.

*Timeline: Spring 2006*

**Principle 6.2 -- The College will ensure equity of treatment for all job applicants.**

Strategies

- a. The Director of Educational Equity will meet with every leadership search committee at their first meeting in order to identify the best strategies for treating applications in a consistent and fair manner.

*Timeline: ongoing*

- b. The Dean's Committee on Diversity will assess the procedures and results for leadership searches that have been concluded. Steps may include reviewing demographic data for the pool of candidates, meeting with the chair of a search committee, surveying search committee members, and requesting feedback from candidates. The committee will use these results to develop an institutional list of "best practices" for all faculty and staff searches.

*Timeline: ongoing*

**Principle 6.3 -- The College will recruit a leadership that models the University's commitment to diversity.**

Strategies

- a. The Dean's Committee on Diversity will develop and recommend to the CEO and Dean a standardized statement on the importance of diversity that will be included in all job descriptions for leadership positions. This statement will require applicants to provide evidence of their commitment to diversity.

*Timeline: Fall 2005 and reviewed annually*

- b. The College will establish support for diversity initiatives as a key aspect in the annual job review for all individuals who hold leadership positions.

*Timeline: Fall 2005*

### **Primary Metrics for Challenge 6**

- A. The number of applicants and hires from historically underrepresented groups. *(measured annually)*
- B. Survey results of search committee members (e.g., attitudes toward equity of treatment toward applications; satisfaction with the diversity of the candidate pool). *(measured annually)*
- C. Directors of administrative units will identify any activities by which they have assisted the professional development of minority individuals. *(reported annually)*
- D. Feedback from mentors and mentees on the mentoring process. *(reported annually)*
- E. Retention of minority members who serve in leadership positions. *(measured annually)*

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

### Current Status

Behrend College centralized diversity-related strategic planning five years ago when it created the Dean's Committee on Diversity (DCD). The primary objectives of the DCD are to (a) develop, implement, and evaluate strategies that will promote diversity on campus; (b) create positive learning environments for students from historically underrepresented groups; (c) support practices that will diversify the College's student body and work force; and (d) identify professional development needs that pertain to diversity. The DCD, which is chaired by the Associate Dean for Undergraduate Studies and Academic Administration, includes representatives from the primary offices and programs involved with diversity-related issues at Behrend. Members includes the Director of Student Affairs, the Director of Educational Equity, the Minority Admissions Counselor, the chair of the Women's Liaison Committee, a representative from the Lesbian, Gay, Bisexual, and Transgender Commission, a faculty representative from the Undergraduate Studies Committee, and a faculty representative from the Faculty Affairs Committee. This broad membership facilitates communication and planning among the principal College administrative units that actively support diversity-related initiatives.

Two additional committees merit specific mention because of the scope of their work and their potential for effecting positive change on campus. The Diversity and Educational Equity Committee (DEEC), which is chaired by the Director of Student Affairs, develops strategies for recruiting and retaining a more diverse College population, promoting an appreciation for difference, and ensuring equal access to programs and services of the College community. The DEEC views diversity as a key element to students' education at Behrend, and accordingly the diversity-related programs it promotes are designed to enhance the campus's academic climate. The Women's Liaison Committee has the goals of (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.

### **Principle 7.1 -- The College will establish its commitment to diversity as a guiding principle in its strategic planning activities.**

#### Strategies

- a. The College will include its definition of diversity in the College's strategic plan.  
*Timeline: Spring 2005*
- b. The College will integrate select initiatives identified in its diversity plan into the College's strategic plan.  
*Timeline: Spring 2005*
- c. The Director of Student Affairs and the Director of Educational Equity will develop a five-year strategic plan for the Office of Educational Equity and Diversity Programs.  
*Timeline: Fall 2005*

- d. The College will continue to emphasize diversity as a desired “hallmark,” one of Behrends eight enduring institutional values.  
*Timeline: ongoing*
- e. The Associate Dean for Undergraduate Studies and Academic Administration will assess the diversity-related initiatives on the College’s four schools and provide feedback to the school directors. The Associate Dean will share “best practices” among the schools.  
*Timeline: Fall 2005 and ongoing*

**Principle 7.2 -- The College will support an organizational structure that allows for centralized strategic planning of diversity goals and initiatives, but empowers individual administrative units to provide efficient and timely services.**

Strategies

- a. The CEO and Dean will review the current organizational structure of diversity-related offices, committees, and programs.  
*Timeline: Spring 2006*
- b. The Institutional Research Committee will develop and administer a survey to the campus community in order to determine the effectiveness of the Dean’s Committee on Diversity. Recommendations for any changes to its missions, membership, and activities will be made to the CEO and Dean.  
*Timeline: Spring 2006*
- c. Individual administrative units will periodically review their diversity-related activities and survey their stakeholders in order to improve their services.  
*Timeline: ongoing*
- d. The Director of Student Affairs will assess the missions, reporting lines, and support structures of all administrative units in Student Affairs that provide diversity-related services. He will recommend any changes to the CEO and Dean.  
*Timeline: Spring 2006*

**Primary Metrics for Challenge 7**

- A. The number of diversity-related initiatives supported by the College’s four academic schools. (*measured annually*)
- B. Realignment to the organizational structure of the College’s diversity-related offices, committees, and programs. (*ongoing*)
- C. Budgeting reallocations to support new diversity-related initiatives. (*ongoing*)
- D. Changes made to the mission, membership, and activities of the Dean’s Committee on Diversity. (*ongoing*)
- E. Changes made to the missions, reporting lines, and support structures of all administrative units in Student Affairs that provide diversity-related services. (*ongoing*)