

BOV Update: Smeal DEIB Assessment & Strategic Roadmap

June 26, 2023



PennState
Smeal College of Business

Today's Agenda

1. Welcome

3:00 - 3:05 pm

5 minutes

2. Dean & Diversity Committee Spotlight

3:05 - 3:20 pm

15 minutes

3. DEIB Assessment & Strategic Roadmap Discussion

3:20 - 4:20 pm

60 minutes

4. Next Steps

4:20 - 4:30 pm

10 minutes



Dean & Diversity Committee Spotlight



DEIB Aspiration set by the BOV

By 2030, we **MUST** graduate the largest percentage of minority and underrepresented students, compared to any other top US business school, with competitive salaries and the skills they need, to lead, build, and inspire an inclusive business environment.



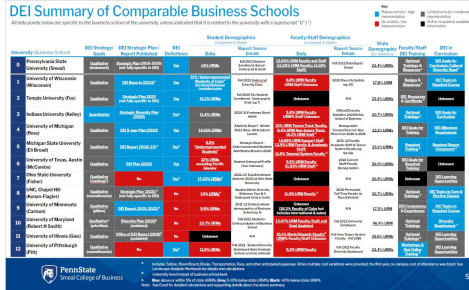
DEIB Assessment & Strategic Roadmap Discussion



Executive Summary

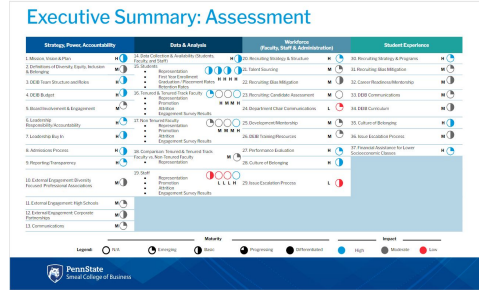
A multi-modality approach was used to develop an understanding of the DEIB maturity at Smearl. Through this robust evaluation process, DEIB opportunity areas were identified to inform a DEIB Strategic Roadmap.

1 Conducted Landscape Analysis



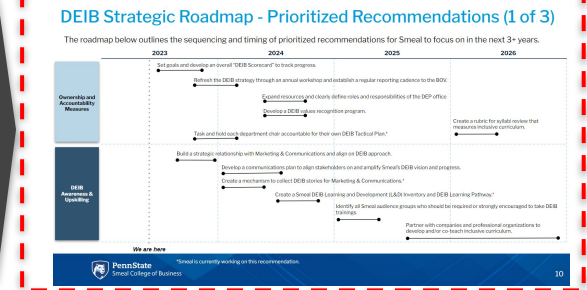
In the Landscape Analysis, 12 comparable business schools were evaluated based on over 20 categories. The Landscape Analysis provides insights on where Smearl's competitors stand with respect to DEIB and informs Smearl's DEIB strategy.

2 Current State Assessment



Through the Current State Assessment, five key themes were extracted based on learnings from listening sessions, research, and data analysis. The themes helped inform the recommendations of DEIB initiatives that meet Smearl's needs and aspirations.

3 Develop DEIB Strategic Roadmap



The DEIB Strategic Roadmap provides a 3-year overview of implementation tactics for Smearl to implement prioritized recommendations to address opportunity areas identified in the Current State Assessment.



DEIB Landscape Analysis of Comparable Business Schools

Across the 12 business schools assessed during the Landscape Analysis, Smeal ranked in the middle of the pack (#6).

Ranking	Business School
1	University of Wisconsin (Wisconsin)
2	Temple University (Fox)
3	Indiana University (Kelley)
4	University of Michigan (Ross)
5	Michigan State University (Eli Broad)
6	Pennsylvania State University (Smeal)
7	University of Texas, Austin (McCombs)
8	Ohio State University (Fisher)
9	UNC, Chapel Hill (Kenan-Flagler)
10	University of Minnesota (Carlson)
11	University of Maryland (Robert H Smith)
12	University of Illinois (Gies)
13	University of Pittsburgh (Pitt)

Comparable Advantage

Leading schools are doing these 5 things:

- Setting quantifiable goals
- Publishing their DEIB Strategic/Diversity plan
- Implementing required DEIB training for Faculty & Staff
- Requiring DEIB development goals for Faculty & Staff
- Setting goals for DEIB in curriculum

Smeal's Strengths

- Committed leadership
- Established [Diversity Statement](#) and DEIB definitions
- Established programs for URGs (e.g. BOSS)
- Increased first-year URM student enrollment in the last 2 years

Smeal's Opportunities

- Creating a DEIB Strategy with time-bound, quantifiable goals
- Increased awareness of the DEIB vision and mission
- Increasing overall student, faculty, and staff URG representation
- Improving DEIB data collection and distribution
- Broad faculty commitment to DEIB
- Increasing targeted high school recruitment engagement

Smeal's DEIB Journey

Over the past ~20 years, Smeal has made great strides in their DEIB journey. Although URM enrollment has been consistently low, Smeal has raised the first-year URM enrollment numbers by almost 15% in the last two years* by investing in several DEIB programs.



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1995 - 2005

Unknown Year (1990s) Student Chapters Established, including the:

- National Association of Black Accountants (NABA)
- Association of Latino Professionals For America (ALPFA)
- Multicultural Business Society
- Black Male Leadership Symposium (BMLS)
- Women in Business (WIB)

~1995 Diversity Committee created to focus on curriculum and policy issues within the college that relate to diversity.

1999 START Conference launched bringing partner corporations to Smeal to present on DEIB topics.

2007 Powerful Women Paving the Way conference launched to develop women in their careers and drive their personal and professional success.

2006 - 2010

2010

- **START Travel Grant Fund** started, providing financial assistance to URM students to travel abroad to conferences.
- **OUT student organization** started, the Organization for Queer Business Leaders.

2008

- **BOSS Program** (Business Opportunities Summer Session) started for high school students interested in business.
- **ASCEND** launched a student organization dedicated to promoting and enhancing the presence and influence of Asian professionals in business.

2011 - 2015

Unknown Year

Additional **Burton-Waller Fellowship and Merit Award** funding made available for URM students.

2014

Assistance in transition to University Park established.

2018-2019

Diversity Statement released by Smeal to state their position on DEIB.

2019

Speaker Series launched bringing influential speakers to Smeal.

2016 - 2020

2020

- **Diversity Council** was formed as an action oriented group to develop DEIB tools for Smeal.
- Dean Whiteman began hosting **Town Halls** for Faculty/staff to share openly.
- **Minorities in Sports** launched to empower and connect minorities in the sports industry.
- Started **Smeal Together Accelerating Change (STAC)**, an unconscious bias training developed for Faculty & staff.

2020 - Present

2021

- Obtained physical location for **DEP office**.
- **Diversity Talent Toolkit** with DEIB resources for Smeal.
- DEIB definitions published.

2022

Compass Audit conducted.

2023

Engaged PwC for Landscape Analysis, Current State Analysis, and DEIB roadmap.

What will we do next?



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*Based on First Year Enrollment graph provided by Smeal - Fall 2020 (19.7%) to Fall 2022 (34.3%)

Overview of Current State Themes

1



Committed Leadership, but a Lack of DEIB Vision and Robust Strategy

Students, Faculty and staff believe that Smeal leadership is committed to advancing DEIB, but there is a lack of a DEIB “north star” and quantifiable goals.

2



Lack of DEIB Reporting and Monitoring

There are limited student, Faculty, and staff data points easily available. The data is hard to find and is not being used to regularly monitor and track measurable KPIs to evaluate DEIB efforts.

3



Lack of Accountability for Faculty & Staff to be Inclusive Leaders

The DEP office has taken on the primary responsibility for increasing diversity and creating an inclusive environment for Smeal, instead of this being a shared responsibility across Faculty and staff members.

4



Low URM and Low/Declining Female Representation

Smeal has a lower percentage of URM and female students and Faculty members compared to the Pennsylvania census and Penn State University. Smeal has experienced a continuous decrease in female students since 2016.

5



Inconsistent Student Experience

While there are several DEIB programs and resources in place for students in URGs, they do not feel that they are experiencing Smeal in the same way that majority group students do.



Smeal's DEIB Strategic Roadmap Overview

Smeal's Diversity Statement

We will make a meaningful impact on a society in which too many derive benefit from systemic racism and other forms of prejudice and bias, both implicitly and explicitly.

Together, we will take action to nurture and promote a culture in which everyone feels safe, valued, respected, and empowered to bring themselves fully and authentically to our campuses and classrooms.

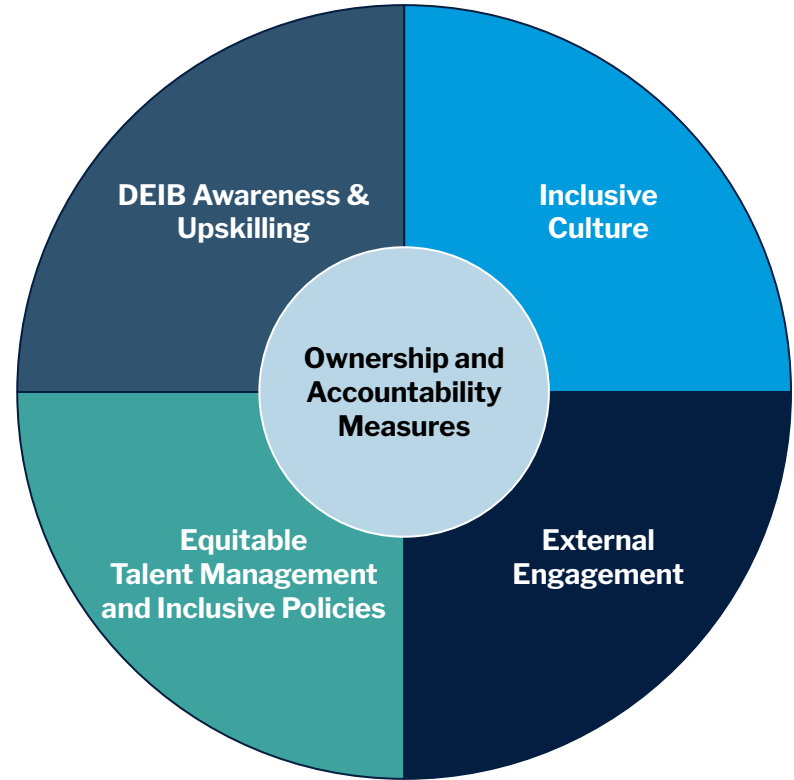
The DEIB Strategic Roadmap builds the foundation for Smeal to build momentum in its DEIB journey and sustain change.



Recommended DEIB Strategic Focus Areas

To drive progress in representation, cultivate an inclusive culture and create equitable outcomes at Smeal, it is recommended to **focus on five key areas as part of Smeal's DEIB strategy.**

The core to success of the DEIB strategy is Ownership and Accountability Measures. Leaders and employees (i.e., Faculty & staff) must be held accountable for DEIB progress through key performance indicators (KPIs), but also through a clear 'tone from the top' that DEIB is seen as a business imperative for Smeal's future success.



Recommended DEIB Strategic Focus Areas

Smeal commits to taking action to nurture and promote a culture in which everyone feels safe, valued, respected, and empowered to bring themselves fully and authentically to Smeal's campuses and classroom.

Ownership and Accountability Measures

Establishing a clear “tone from the top” that DEIB is a business imperative and holding all stakeholders accountable for Smeal's DEIB goals will be critical to making progress. Accountability can come in many forms, such as DEIB KPIs being part of performance evaluations, assessing Faculty inclusiveness through SRTEs, and setting and reporting out on goals publicly.

DEIB Awareness & Upskilling

To establish a strong DEIB foundation at Smeal, it is critical for all Smeal leaders, Faculty, staff, and students to be aligned on Smeal's DEIB “north star”. Developing a communications plan and upskilling Smeal audience groups is key to discussing and addressing DEIB topics.

Inclusive Culture

Creating a culture where students, Faculty, and staff feel they can bring their whole selves to Smeal will increase their sense of belonging and in turn increase enrollment, retention, and graduation rates. Providing dedicated resources, visibility to leadership (Dean and direct reports), and taking action to address concerns will build trust and create a safe space for all stakeholders.

Equitable Talent Management and Inclusive Policies

By evaluating Smeal's policies and procedures for inequities and bias, Smeal can create the institutional systems that support an equitable and inclusive environment for students, Faculty and staff. Increasing the value of Service in performance reviews and through public recognition will also encourage all Faculty and staff to play an active role in Smeal's DEIB journey.

External Engagement

Prioritizing external engagement with high schools, corporations, professional organizations, alumni, and other universities will help Smeal recruit students, Faculty, and staff from diverse backgrounds. Additionally, increasing targeted communication to students from URGs within Campuses or DUS can increase enrollment numbers of students from URGs at Smeal UP.



Recommended Highest Impact Actions

The recommendations below were prioritized by Smeal, and are listed in approximate order of importance and/or logical sequencing based on multiple viewpoints. Additional details about these recommendations can be found in the Appendix.

Ownership and Accountability Measures	DEIB Awareness & Upskilling	Inclusive Culture	Equitable Talent Management and Inclusion Policies	External Engagement
<ul style="list-style-type: none"> ★ 1. Set goals and develop an overall “DEIB Scorecard” to track progress. ★ 2. Refresh the DEIB strategy through an annual workshop and establish a regular reporting cadence to the BOV. 3. Clearly define the roles and responsibilities of the DEP office and expand capacity and/or resources. 4. Develop a DEIB recognition program. 5. Create a rubric for syllabi review that measures inclusive curriculum and conduct full audit of inclusive curriculum.* 6. Hold each department chair accountable for their own DEIB goals and how they will execute Smeal’s DEIB Plan.* 	<ul style="list-style-type: none"> 1. Continue to expand strategic relationship with Marketing & Communications and align on DEIB approach.* 2. Develop a communications plan to increase the visibility of stakeholders (including Dean & key leaders) and Smeal’s DEIB vision and progress. 3. Create a mechanism to collect DEIB stories for Marketing & Communications.* 4. Identify all Smeal audience groups who should be required or strongly encouraged to take DEIB trainings. 5. Create a Smeal DEIB Learning and Development (L&D) Inventory and DEIB Learning Pathway. ★ 6. Partner with companies and professional organizations to develop and/or co-teach inclusive curriculum. 	<ul style="list-style-type: none"> 1. Capture robust demographic data for students, faculty and staff. 2. Establish mechanisms to gather DEIB sentiments to get a pulse on the Smeal student experience. 3. Develop a DEIB calendar with days, weeks, months, that should be celebrated. ★ 4. Develop funding sources for DEIB Research Grants. 5. Implement initiatives that accelerate acclimation for Change of Campus Students into Smeal. ★ 6. Create and fund a Smeal Summer Bridge Program.* 7. Establish a dedicated course and support system to assist students through challenging courses. <p><u>University Level</u></p> <ul style="list-style-type: none"> 8. Align on ways to significantly offset the net price of attendance for students in lower socioeconomic classes. 	<ul style="list-style-type: none"> 1. Regularly track hiring, promotion and attrition rates of different underrepresented groups. 2. Reinforce the benefits of the Diversity Toolkit and integrate it into the hiring process. 3. Review all job descriptions for inclusive language and include a standard skill requirement around inclusive leadership. 4. Increase value of ‘Service’ in performance reviews. 	<ul style="list-style-type: none"> 1. Move to Direct Admit model.* ★ 2. Leverage the Smeal alumni network to recruit at target high schools with high populations of URGs. ★ 3. Strengthen recruitment efforts within high schools. 4. Establish a collaborative partnership with HBCU’s. 5. Expand the offering of Professorships with a focus on diversifying our candidate pool. 6. Create a coalition to create industry-wide definitions and reported metrics.* 7. Provide programming to recognize Indigenous students and honor the land that Penn State was built on. 8. Develop Smeal onboarding sessions specific for first-generation students and their families to support them through their entire Smeal journeys.* <p><u>Suggested Recommendation</u></p> <ul style="list-style-type: none"> ★ 9. Expand the BOSS program^



Open Discussion

What questions are there about the materials?

What actions can the BOV take to accelerate progress against these recommendations?

What smaller group meetings may be needed between now and the November BOV meeting?



Next Steps



Next Steps

1. **BOV Diversity Committee, Chuck, and Jamie** to assess feasibility of reaching DEIB goals originally set by the BOV and propose adjustments to BOV.
2. **Chuck** to confirm recommendation owners are onboard and begin mobilizing teams.
3. **Chuck & Jamie** to create resourcing plan outlining the additional resources needed to execute the roadmap.
4. **BOV** to drive progress against the recommendations they can support or influence.
5. **All** to regroup during the November BOV meeting to:
 - a. Share progress via the DEIB Scorecard
 - b. Gauge progress against each recommendation
 - c. Discuss any adjustments needed to the plan, ownership, or timing
 - d. Remove blockers



Appendix



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Detailed DEIB Strategic Roadmap



DEIB Strategic Roadmap - Prioritized Recommendations (1 of 3)

The roadmap below outlines the sequencing and timing of prioritized recommendations for Smeal to focus on in the next 3+ years.

	2023		2024				2025				2026			
	Jul-Sep	Oct-Dec	Jan-Mar	Apr-Jun	Jul-Sep	Oct-Dec	Jan-Mar	Apr-Jun	Jul-Sep	Oct-Dec	Jan-Mar	Apr-Jun	Jul-Sep	Oct-Dec
Ownership and Accountability Measures	1. Set goals and develop an overall "DEIB Scorecard" to track progress. (11/30/23)													
	2. Refresh the DEIB strategy through an annual workshop and establish a regular reporting cadence to the BOV. (2/15/24)													
	3. Clearly define the roles and responsibilities of the DEP office and expand capacity and/or resources. (3/30/24)													
	4. Develop a DEIB recognition program. (10/1/23)													
	5. Create a rubric for syllabi review that measures inclusive curriculum and conduct full audit of inclusive curriculum. * (6/30/25)													
	6. Hold each department chair accountable for their own DEIB goals and how they will execute Smeal's DEIB Plan.* (AY 23-24)													
DEIB Awareness & Upskilling	1. Continue to expand strategic relationship with Marketing & Communications and align on DEIB approach.* (8/15/23)													
	2. Develop a communications plan to increase the visibility of stakeholders (including Dean & key leaders) and Smeal's DEIB vision and progress. (12/30/23)													
	3. Create a mechanism to collect DEIB stories for Marketing & Communications.* (12/30/23)													
	4. Identify all Smeal audience groups who should be required or strongly encouraged to take DEIB trainings. (12/30/23)													
	5. Create a Smeal DEIB Learning and Development (L&D) Inventory and DEIB Learning Pathway. (3/30/25)													
	6. Partner with companies and professional organizations to develop and/or co-teach inclusive curriculum. (12/30/25)													



DEIB Strategic Roadmap - Prioritized Recommendations (2 of 3)

The roadmap below outlines the sequencing and timing of prioritized recommendations for Smeal to focus on in the next 3+ years.

	2023		2024				2025				2026			
	Jul-Sep	Oct-Dec	Jan-Mar	Apr-Jun	Jul-Sep	Oct-Dec	Jan-Mar	Apr-Jun	Jul-Sep	Oct-Dec	Jan-Mar	Apr-Jun	Jul-Sep	Oct-Dec
Inclusive Culture	1. Capture robust demographic data for students, Faculty and staff. (11/1/23)													
	2. Establish mechanisms to gather DEIB sentiments to get a pulse on Smeal student experience. (12/31/23)													
	3. Develop a DEIB calendar with days, weeks, months, that should be celebrated. (6/30/25)													
	4. Develop funding sources for DEIB Research Grants. (12/31/25)													
	5. Implement initiatives that accelerate acclimation for Change of Campus Students into Smeal. (6/30/24)													
	6. Create and fund a Smeal Summer Bridge Program.* (6/30/24)													
	7. Establish a dedicated course and support system to assist students through challenging courses. (6/30/25)													
	8. [University Level] Align on ways to significantly offset the net price of attendance for students in lower socioeconomic classes. (6/30/24)													
Equitable Talent Management Inclusive Policies	1. Regularly track hiring, promotion and attrition rates of different underrepresented groups. (AY 23-24)													
	2. Reinforce the benefits of the Diversity Toolkit and integrate it into the hiring process. (AY 23-24)													
	3. Review all job descriptions for inclusive language and include a standard skill requirement around inclusive leadership. (AY 23-24)													
	4. Increase value of Service in performance reviews. (AY 23-24)													



DEIB Strategic Roadmap - Prioritized Recommendations (3 of 3)

The roadmap below outlines the sequencing and timing of prioritized recommendations for Smeal to focus on in the next 3+ years.

	2023		2024				2025				2026			
	Jul-Sep	Oct-Dec	Jan-Mar	Apr-Jun	Jul-Sep	Oct-Dec	Jan-Mar	Apr-Jun	Jul-Sep	Oct-Dec	Jan-Mar	Apr-Jun	Jul-Sep	Oct-Dec
1. Move to Direct Admit model.* (AY 23-24)	●-----●													
2. Leverage the Smeal alumni network to recruit at target high schools with high populations of URGs. (AY 24-25)					●-----●									
3. Strengthen recruitment efforts within high schools. (AY 24-25)					●-----●									
4. Establish a collaborative partnership with HBCU's. (AY 23-24)	●-----●													
5. Expand the offering of Professorships with a focus on diversifying our candidate pool. (Ongoing)						●-----●								
6. Create a coalition to create industry-wide definitions and reported metrics.* (6/30/25)	●-----●							●-----●						
7. Provide programming to recognize Indigenous students and honor the land that Penn State was built on. (3/30/26)										●-----●				
8. Develop Smeal onboarding sessions specific for first-generation students and their families to support them through their entire Smeal journeys.* (AY'S 23-25)	●-----●				●-----●									
[Suggested Recommendation] 9. Expand the BOSS program.^(AY 23-24)	●-----●								●-----●					

External Engagement

DEIB Recommendations: Timing & Owners



DEIB Recommendations: Timings & Owners (1 of 5)

DEIB Recommendation	Timing	Recommended Owner(s)
Ownership and Accountability Measures		
1. Set goals and develop an overall “DEIB Scorecard” to track progress.	11/30/23	Whiteman, Campbell, Cianci
2. Refresh the DEIB strategy through an annual workshop and establish a regular reporting cadence to the BOV.	2/15/24	Campbell
3. Clearly define the roles and responsibilities of the DEP office and expand capacity and/or resources.	3/30/24	Campbell
4. Develop a DEIB recognition program.	10/01/23	Campbell, Lewis
5. Create a rubric for syllabi review that measures inclusive curriculum and conduct full audit of inclusive curriculum. *	6/30/25	Ambrose, Cameron, Higgins, Campbell
6. Hold each department chair accountable for their own DEIB goals and how they will execute Smeal’s DEIB Plan.*	AY 23-24	Whiteman

*Smeal is currently working on this recommendation and it is already in-progress.

DEIB Recommendations: Timings & Owners (2 of 5)

DEIB Recommendation	Timing	Recommended Owner(s)
DEIB Awareness & Upskilling		
1. Continue to expand strategic relationship with Marketing & Communications and align on DEIB approach.*	8/15/23`	Whiteman, Ayers, Campbell
2. Develop a communications plan to increase the visibility of stakeholders (including Dean & key leaders) and Smeal's DEIB vision and progress.	12/30/23	Ayers, Campbell
3. Create a mechanism to collect DEIB stories for Marketing & Communications.*	12/30/23	Ayers
4. Identify all Smeal audience groups who should be required or strongly encouraged to take DEIB trainings.	12/30/23	Whiteman, Campbell
5. Create a Smeal DEIB Learning and Development (L&D) Inventory and DEIB Learning Pathway.	3/30/25	Campbell, Cianci
6. Partner with companies and professional organizations to develop and/or co-teach inclusive curriculum.	12/30/25	Black, Rippey, Tracey

*Smeal is currently working on this recommendation and it is already in-progress.

DEIB Recommendations: Timings & Owners (3 of 5)

DEIB Recommendation	Timing	Recommended Owner(s)
Inclusive Culture		
1. Capture robust demographic data for students, faculty and staff.	11/1/23	Gilpatrick
2. Establish mechanisms to gather DEIB sentiments to get a pulse on the Smeal student experience.	12/31/23	Ambrose, Cameron, Higgins, Campbell
3. Develop a DEIB calendar with days, weeks, months, that should be celebrated.	6/30/25*	Campbell
4. Develop funding sources for DEIB Research Grants.	12/31/25	Whiteman, Houser
5. Implement initiatives that accelerate acclimation for Change of Campus Students into Smeal.	6/30/24 (ongoing)	Rippey
6. Create and fund a Smeal Summer Bridge Program.*	6/30/24	Campbell
7. Establish a dedicated course and support system to assist students through challenging courses.	6/30/25	Campbell, Lewis
8. <i>[University Level]</i> Align on ways to significantly offset the net price of attendance for students in lower socioeconomic classes.	6/30/24	Whiteman

DEIB Recommendations: Timings & Owners (4 of 5)

DEIB Recommendation	Timing	Recommended Owner(s)
Equitable Talent Management Inclusive Policies		
1. Regularly track hiring, promotion and attrition rates of different underrepresented groups.	AY 23-24	Solbakken, Huddart
2. Reinforce the benefits of the Diversity Toolkit and integrate it into the hiring process.	AY 23-24	Solbakken, Huddart, Campbell
3. Review all job descriptions for inclusive language and include a standard skill requirement around inclusive leadership.	AYs 23-25	Solbakken, Campbell
4. Increase value of 'Service' in performance reviews.	AY 23-24	Solbakken



DEIB Recommendations: Timings & Owners (5 of 5)

DEIB Recommendation	Timing	Recommended Owner(s)
External Engagement		
1. Move to Direct Admit model.*	AY 23-24	Higgins, Whiteman
2. Leverage the Smeal alumni network to recruit at target high schools with high populations of URGs.	AY 24-25	Crispell
3. Strengthen recruitment efforts within high schools.	AY 24-25	Campbell
4. Establish a collaborative partnership with HBCU's.	AY 23-24	Whiteman, Houser, Tracey, Campbell
5. Expand the offering of Professorships with a focus on diversifying our candidate pool.	Ongoing	Whiteman, Houser
6. Create a coalition to create industry-wide definitions and reported metrics.*	6/30/25	Campbell
7. Provide programming to recognize Indigenous students and honor the land that Penn State was built on.	3/30/26	Campbell, Lewis
8. Develop Smeal onboarding sessions specific for first-generation students and their families to support them through their entire Smeal journeys.*	AYs 23-25	Rippey, Campbell
9. <i>[Suggested Recommendation]</i> Expand the BOSS program [^]	AY 23-24	Campbell



DEIB Recommendation Details



Recommendations: Ownership and Accountability Measures (1 of 3)



	Recommendation	Details	Current State Theme #
1	Set goals and develop an overall “DEIB Scorecard” to track progress.	<ul style="list-style-type: none"> ● Set quantifiable goals so that Faculty and staff know the target the College is working towards. ● Identify and track key diversity metrics to include in an overall DEIB scorecard, which will be reported on and socialized with Smeal Leadership and the BOV on an ongoing basis. <ul style="list-style-type: none"> ○ Metrics should include disaggregated data such as race, ethnicity, gender, sexual orientation, disability, veteran status, and first-gen. ○ Recruiting dashboard (demographics of applicants, interviewees, offers and acceptances). ○ Workforce dashboard (hiring, promotion and attrition rates by demographics). ○ Student dashboard (admittance, retention, attrition and graduation rates by demographics). ● Other example metrics include: <ul style="list-style-type: none"> ○ # of DEIB stories shared each month in Marketing & Communications. ○ # of events attended by Smeal Dean/Leadership. ○ \$ spend with minority-owned businesses. 	1, 2, 3, 4, 5
2	Refresh the DEIB strategy through an annual workshop and establish a regular reporting cadence to the BOV.	<ul style="list-style-type: none"> ● Launch an annual Smeal DEIB Workshop that brings together the Smeal Leadership, the BOV, the DEP Office, Diversity Council, Diversity Committee, and select student leaders. ● Refresh the DEIB strategy and evaluate intended outcomes (1x/year). ● Set a DEIB cadence (e.g. Quarterly) to check-in on progress and report KPIs to the BOV. ● Do a refresh of DEIB committees and councils. <ul style="list-style-type: none"> ○ Clearly define roles, responsibilities, meeting cadences and metrics/desired outcomes. ○ Clarify ownership of DEIB committees & councils (e.g. define who they report to / who holds them accountable to measuring their progress). 	1, 2

Recommendations: Ownership and Accountability Measures (2 of 3)



	Recommendation	Details	Current State Theme #
3	Clearly define the roles and responsibilities of the DEP office and expand capacity and/or resources.	<ul style="list-style-type: none"> • Fully define the responsibilities, programs, and services that the DEP office is providing, including the purpose, timing, and intended audience (e.g. students vs. Faculty/staff vs. alumni). • Provide dedicated funding to increase DEP programming, instead of solely relying on corporate sponsors and donations which aren't guaranteed year over year. • Increase headcount and part-time resources working for the DEP office including: <ul style="list-style-type: none"> ○ Full-time employees ○ Student interns ○ Fellows • Submit an allocation request that a portion of the <u>Student Fee</u> (part of tuition) is attributed to the DEP office (e.g. \$40 per student x 5,000 students in Smeal = \$200,000). • Discuss realistic options and a timeline to obtain a larger physical space for the DEP office. <ul style="list-style-type: none"> ○ In the interim, reserve a large conference room once a week for “DEP Office Hours” or a “DEP Study Break” event, to provide more space to those who would like to utilize the DEP office but currently don't due to lack of space. • Develop a RACI of each program and service offered by DEP to clarify ownership and resolve any areas of confusion. <ul style="list-style-type: none"> ○ Once headcount is increased, divide responsibilities into logical buckets of work (e.g. programming vs. curriculum) and/or audience (e.g. students vs. Faculty/staff vs. external engagement) to drive efficiency. • In partnership with the Dean, the DEP office should set DEIB goals for Smeal College and identify success metrics. These metrics should be tracked and communicated on a regular basis to stakeholders are kept up to date with progress. • While the Dean and the DEP office will set goals at the College level, each department should establish their own goals that support the broader College's goals, along with a department goals as to how they plan to reach those goals. Each department should track their progress and report back to the DEP office/Dean their progress on a semester basis. • The DEP office should be a resource for department chairs to supply them with resources to fulfil their goals; however, department chairs are responsible for implementing and executing their DEIB goals. 	1, 2

Recommendations: Ownership and Accountability Measures (3 of 3)



	Recommendation	Details	Current State Theme #
4	Develop a DEIB recognition program.	<ul style="list-style-type: none"> • Develop a nomination process that allows students, Faculty, and staff to nominate each other for acts that contribute to an inclusive environment and demonstrate living Smeals DEIB values. Rewards can be used to help leaders support their case for promotion, provide a student scholarship, and showcase to companies inclusive leaders that would consider hiring: <ul style="list-style-type: none"> ○ Assistant professor to Associate professor. ○ Associate professor to Full professor. ○ Full professor to national fellowships and administrative positions (dept chair, dean). • Publicly recognize winners through Marketing & Communications and events or at START conference or other public forums for recognition. 	3
5	Create a rubric for syllabi review that measures inclusive curriculum and conduct full audit of inclusive curriculum.	<ul style="list-style-type: none"> • Create a rubric to assess class syllabi for inclusiveness, including: <ul style="list-style-type: none"> ○ If content and materials provide diverse perspectives. ○ If the class allows for collaboration and group problem solving to test ideas. ○ Level of flexibility with deadlines and late work. ○ Participation requirements (e.g. students with disabilities may not be as able or willing to participate in class). • Conduct full audit of courses to evaluate the extent that DEIB is embedded into curriculum. <ul style="list-style-type: none"> ○ Note: Smeal has already started an exercise of identifying classes with a Diversity Focus. 	3
6	Hold each department chair accountable for their own DEIB goals and how they will execute Smeal's DEIB Plan.*	<ul style="list-style-type: none"> • Task each Department Chair to create DEIB goals for their department that align with Smeal's DEIB Plan. Provide coaching, guidance, and set expectations on what the goals should include (e.g. short-term and long-term goals). • Establish cadence (e.g. quarterly) to discuss progress against goals during Smeal Leadership meetings. • Indiana University's Kelley School of Business Diversity Plan has a section for each department's Tactical Plan. For example, the Finance Department has a 4-page tactical plan outlining how they will reduce barriers for recruiting URMs, integrate diversity into research, and collect URM data. 	1, 2, 3, 4, 5



Recommendations: DEIB Awareness & Upskilling (1 of 3)



	Recommendation	Details	Current State Theme #
1	Continue to expand strategic relationship with Marketing & Communications and align on DEIB approach.*	<ul style="list-style-type: none"> Confirm who the individual(s) are that can meet with the assigned marketing & comms stakeholders on a regular basis to create a plan and enable stories to be regularly collected and published (e.g. DEP office or Diversity Council/Committee). Establish a calendar to set the cadence of collecting and publishing DEIB stories on a regular basis, at a minimum focusing on DEIB events or cultural months/holidays (e.g. 2x/month through multiple channels such as social media, website, digital boards in the atrium, flyers in class, coordination with professors to announce in class in advance, etc.). Partner with Marketing & Comms to develop DEIB Guidelines about what to say and not say to use consistent, inclusive language across all materials. Reinforce messaging with Smeal Leadership and Marketing & Comms that Smeal should not be tokenizing underrepresented racial minorities for photo opportunities, interview panels, etc. Align with Marketing & Comms on a review/approval process, understanding which types of highly visible communications need to be reviewed by the DEP office and/or other key stakeholders for cultural sensitivity. 	1, 2, 4
2	Develop a communications plan to increase the visibility of stakeholders (including Dean & key leaders) and Smeal's DEIB vision and progress.	<ul style="list-style-type: none"> Educate and align Smeal leadership, Faculty, and staff on the College's DEIB vision, definitions, resources (e.g. DEP office), and key talking points. <ul style="list-style-type: none"> Provide coaching on how to tell their own personal, authentic story and ways to embed DEIB into their curriculum / work and engagement with students. Develop a multi-channel communications plan (e.g. during Smeal Leadership and Department meetings, town halls, emails to Faculty and staff) to drive alignment and consistent messaging when talking about DEIB internally and externally. Make DEIB a standing agenda item in large meetings with senior leaders to highlight upcoming DEIB trainings, programs, and strategic plan status. <ul style="list-style-type: none"> Communicate why DEIB is important and a shared responsibility - focusing on the benefits, not the compliance. Define and communicate what success looks like for each objective (e.g. Diversity Enhancement) in the Smeal Strategic Plan through measurable and time bound KPIs (see <i>KPI recommendation under the Focus Area "Leadership, Faculty, and Staff Ownership and Accountability Measures"</i>). Celebrate small wins. Create a space for Faculty and staff to have ongoing dialogue on DEIB topics. Establish a set cadence to spotlight DEIB progress and activities in internal and external Marketing & Comms materials (see "Inclusive Culture" section about establishing a relationship with Marketing & Comms). 	1
3	Create a mechanism to collect DEIB stories for Marketing & Communications.*	<ul style="list-style-type: none"> Create an approach for Marketing & Communications to collect DEIB stories from students, Faculty, staff and alumni. <ul style="list-style-type: none"> Ex: Provide the Marketing & Comms team a list of members from student clubs (e.g. NABA/WIB/Ascend/etc. presidents) who can provide input into stories to leverage for communications on a regular basis. These stories should show how Smeal is living its DEIB values and focus students, Faculty, staff and alumni that belong to URGs and are thriving at Smeal or after graduating from Smeal in support of the notion "if you can see it, you can be it". 	1, 3



Recommendations: DEIB Awareness & Upskilling (2 of 3)



	Recommendation	Details	Current State Theme #
4	Identify all Smeal audience groups who should be required or strongly encouraged to take DEIB trainings.	<ul style="list-style-type: none"> • Develop a list of stakeholders within or engaged with the Smeal community, including: <ul style="list-style-type: none"> ◦ Faculty and other instructors such as teaching assistants (especially international) ◦ Staff ◦ Marketing & Communications ◦ HR ◦ Search Committees ◦ Advisors ◦ Student leaders ◦ All Students ◦ Recruiters ◦ Resident Advisors (who oversee student housing) • Identify what training is already provided (<i>see recommendation #2 above</i>), should be either required or strongly encouraged for each audience group, and the cadence for the training. <ul style="list-style-type: none"> ◦ Ex: require that Faculty take an in-person “Diversity Awareness for Instructors” course every 3 years that is specific to Smeal and the situations that Smeal instructors face. • Align on the most effective timing for trainings (Ex: offer the Search Committee training in August before the search process begins in early September). • Communicate Smeal’s DEIB vision, definitions, and training expectations to each audience group. Ensure each group understands their role in Smeal’s DEIB journey. • Establish a mechanism to track Learning Pathway progress and training completion rates, and report out progress related to specific training KPIs. 	2, 3, 4
5	Create a Smeal DEIB Learning and Development (L&D) Inventory and DEIB Learning Pathway.	<ul style="list-style-type: none"> • Create a centralized inventory of all DEIB L&D available to Smeal stakeholders - both at the University Level and within Smeal itself (<i>See recommendation #3 below about audience groups</i>). • Inventory should include details such as: course name, objectives, topics, cadence, duration, intended audience, and type (e.g. online training vs. classroom setting). • Develop a DEIB Learning Pathway for each audience group that progresses from foundational to more advanced DEIB topics. Each level consists of either mandatory/strongly encouraged and optional trainings to support stakeholders along their DEIB journey. Empower stakeholders to own their DEIB journey and learn at their own pace, while also requiring/strongly encouraging the foundational level (e.g. attending an in-person training or hosting one courageous conversation with their department per year). • Establish a mechanism to track Learning Pathway progress and training completion rates, and report out progress related to specific training KPIs. 	2, 3, 4



Recommendations: DEIB Awareness & Upskilling (3 of 3)



	Recommendation	Details	Current State Theme #
6	Partner with companies and professional organizations to develop and/or co-teach inclusive curriculum.	<ul style="list-style-type: none"> • Ask corporate sponsors, companies who recruit at Smeal, or professional organizations (e.g. ALPFA, Ascend, NABA, etc) to help co-create inclusive curriculum for students based on the inclusion skills that employers want future employees to have when entering the workforce. • By partnering with these groups, students can: <ul style="list-style-type: none"> ○ Understand the perspective of today's corporate world in terms of DEIB. ○ Work through real-life case studies provided by organizations to go beyond learning DEIB concepts and theory to enable practical applications in real-world scenarios. ○ Build relationships and network with organizations looking to recruit inclusive leaders. ○ Become more comfortable discussing DEIB with their peers and having courageous conversations. • As referenced in the Landscape Analysis: <ul style="list-style-type: none"> ○ NABA is partnering with universities to update accounting curriculum to provide more case studies and experiential learning opportunities - including TikTok content to get students excited about learning and the profession. ○ To develop DEIB skills, students need hands-on experience of collaborating with others to solve complex problems that go beyond theoretical concepts. 	1, 4



Recommendations: Inclusive Culture (1 of 3)



	Recommendation	Details	Current State Theme #
1	Capture robust demographic data for students, Faculty and staff.	<ul style="list-style-type: none"> Leverage technology tools to enable the gathering of robust demographic data for students, Faculty and staff. Partner with Marketing & Communications to create a story about how students, Faculty and staff benefit from using the tool, and how the data will be used to help build trust in providing the data to Smeal. 	1, 5
2	Establish mechanisms to gather DEIB sentiments to get a pulse on the Smeal student experience.	<ul style="list-style-type: none"> Evaluate mechanisms to collect sentiment data from students to understand their experiences with DEIB at Smeal. Align on a cadence (e.g. each semester) to send out an Inclusion Survey/Pulse checks or other modalities to gather data on Smeal students, or coordinate this effort with the University and obtain Smeal-specific data. Define the standard set of questions to be used year over year, including requesting demographic information, to be able to track progress. Review and share results with the Smeal Leadership, Faculty, staff, and BOV and develop action plans based on results. Publish key results with students and communicate a related action plan so they understand that their voice was heard and actions are being taken. As mentioned in the DEIB Landscape Analysis, UW Madison conducted a Campus Climate survey to collect students' thoughts, experiences, and concerns about campus. They were able to compare results of the survey between 2016 and 2021 by demographic group (i.e. the percentage of students who reported very often feeling safe, welcome, and respected). 	2, 3
3	Develop a DEIB calendar with days, weeks, months, that should be celebrated.	<ul style="list-style-type: none"> Create a DEIB calendar to plan ahead and enable equity in how events are celebrated. Create a partnership between the DEP office, student clubs, corporate sponsors, and Marketing & Comms to scale and host events (e.g for International Women's Day, WIB club could be responsible for hosting the celebration and working with Marketing & Comms to increase visibility of the event so students are aware of the event, and provide content/photos for a post-event recap). Provide a budget and resources to fund celebrations for DEIB related days, weeks, and months, instead of solely relying on corporate sponsors and donations, which aren't guaranteed year over year. Re-evaluate the types of activities/celebrations conducted and speakers to address the needs and demands of the stakeholders that those events are geared towards, which may be different for students vs. Faculty/staff. 	1, 4

Recommendations: Inclusive Culture (2 of 3)



	Recommendation	Details	Current State Theme #
4	Develop funding sources for DEIB Research Grants.	<ul style="list-style-type: none"> Develop a specific fund to provide research grants to scholars interested in advancing and disseminating knowledge surrounding Smeal's broad definition of DEIB, with a goal to see an increasing number of Faculty published in respected professional journals. Set KPIs / goals for impact (i.e. how many Faculty are published in professional journals each year?). 	3, 4
5	Implement initiatives that accelerate acclimation for Change of Campus Students into Smeal.	<ul style="list-style-type: none"> Students who are coming from Campuses often struggle to acclimate quickly to Smeal rigor, expectations, etc. In order to ease the transition to University Park, consider initiatives that can start earlier to prepare students for success. For example, one idea that has been raised is to create "COBALT" (Conference on Bringing Accelerated Leaders Together), which would be a program Smeal could develop that would bring rising Junior change of campus students to the University Park campus for a few days before the fall semester starts for an intensive conference. This program would provide professional development, student engagement, leadership, team building, DEIB training and connections to Smeal resources that University Park (UP) students get access to more organically during their first two years at their campus. Once established, consider growing COBALT into a program that can connect with Smeal's change of campus students virtually at touch points throughout their first 4 semesters so that a relationship has been established before they formally attend COBALT, potentially leveraging AT UP (Assistance in Transition at University Park). 	5
6	Create and fund a Smeal Summer Bridge Program.*	<ul style="list-style-type: none"> Create a Smeal Summer Bridge program to help incoming first-year students prepare for the business major. This program will: <ul style="list-style-type: none"> Allow students to take courses that are needed to make their transition more smooth. Benefit students who would otherwise be recommended to go to a campus, giving them an opportunity to get at level with other students. The Engineering Summer Bridge program is considered an advantage for engineering major participants. Participants in the program have higher GPAs and are more likely to graduate from the College of Engineering than students from underrepresented backgrounds who do not participate in the program. Replicating this program in Smeal will likely provide similar impact. 	5

Recommendations: Inclusive Culture (3 of 3)



	Recommendation	Details	Current State Theme #
7	Establish a dedicated course and support system to assist students through challenging courses.	<ul style="list-style-type: none"> ● Offer a 1 or 2 credit course that acts as a dedicated study room for students to review topics discussed in lecture, work through homework, and take practice tests for challenging “weeder” courses such as ECON 102, ACCTG 211, and MATH 110. <ul style="list-style-type: none"> ○ Students that belong to higher socioeconomic groups have resources to pay for tutors for these “weeder” courses and get the additional support needed to do better in these core classes. By creating this course, Smeal will provide a mechanism to level the playing field so that support is available for all students, regardless of socioeconomic status. ○ Determine ways to make the tutoring and support services low cost or free. ● The University of Washington offers a dedicated course for students who are part of the Educational Opportunity Program (EOP) to assist them with the challenging Accounting 215 course (an entry requirement to the business school). According to their website, “Accounting 199 is a supplemental 2-credit course providing in-depth instruction and explanation about topics covered in Accounting 215. Students enrolled in Accounting 199 have a noticeably higher final Accounting 215 grade, as well as an increased understanding of accounting.” The course does not cost additional money as long as the student remains under the course limit for the quarter. 	2
8	<u>University Level</u> Align on ways to significantly offset the net price of attendance for students in lower socioeconomic classes.	<ul style="list-style-type: none"> ● Partner with the President’s office to investigate why Penn State lags behind comparable universities in offsetting the In-State Net Price for students in lower socioeconomic classes, as shown in the DEIB Landscape Analysis. ● Align on strategies to help offset the cost of attendance for students of lower socioeconomic classes, such as raising funds to provide these students more institutional grants and scholarship aid. ● Communicate these opportunities to students in lower socioeconomic classes (e.g. target high schools in lower income neighborhoods) and monitor effectiveness through measurable goals and KPIs. 	1, 5

Recommendations: Equitable Talent Management and Inclusive Policies (1 of 1)



Recommendation	Details	Current State Theme #
1	<p>Regularly track hiring, promotion and attrition rates of different underrepresented groups.</p> <ul style="list-style-type: none"> Provide department chairs, the Dean and the BOV with quarterly reports on Smeal's progress against the determined KPI's in the strategic plan. At a minimum, these should include hiring, promotion and attrition rates of different demographic groups. <ul style="list-style-type: none"> Other data points that should be tracked are time to promotion and time at grade. The Dean can work with his direct reports to discuss anything identified as an issue or potential issue (e.g. increase in turnover by URGs, increase in hiring non URMs, etc.). Establish diversity goals at various stages of the talent acquisition process (e.g., applicants, interviews, offers, acceptances, etc.). 	3, 4
2	<p>Reinforce the benefits of the Diversity Toolkit and integrate it into the hiring process.</p> <ul style="list-style-type: none"> Communicate benefits of the Diversity Toolkit to Search Committees and integrate the Diversity Toolkit into documented hiring processes, which will in turn require all Smeal Search Committees use the Toolkit when hiring. Work with the University to incorporate Diversity Toolkit resources or elements of it into University-wide hiring processes. 	1, 3
3	<p>Review all job descriptions for inclusive language and include a standard skill requirement around inclusive leadership.</p> <ul style="list-style-type: none"> Create a standard skill/job requirement around inclusive leadership that is be included in every job description posted by Smeal. Task the Diversity Council to provide Smeal Search Committees with an "Inclusion Checklist" for Smeal job descriptions. Use software to analyze job descriptions for biased language (i.e. MIT or Textio). This recommendation acknowledges that Smeal already follows University-level Search Procedures to promote an inclusive environment during the hiring process, such as AC22 Search Procedures for Academic Administrative Positions which states that all search committees should represent a broad range of diversity, and if not, documentation must be provided. 	1, 3, 4
4	<p>Increase value of 'Service' in performance reviews.</p> <ul style="list-style-type: none"> Redefine what Service means to Smeal, which should include serving students by fostering a culture where students feel a sense of belonging. Create recognition mechanisms to honor students, Faculty and staff living Smeals DEIB values and reinforce its positive impact on performance reviews and promotions (see <i>recommendation about Diversity Leadership Awards in the "Ownership and Accountability Measures" section</i>). Emphasize that Service is your opportunity to show what type of leader you are, and the higher you're promoted at Smeal, the more important DEIB will be as part of your leadership role. Publicly acknowledge those who are working towards creating an inclusive environment (e.g. through Marketing & Communications materials, during Leadership / Department meetings, START conference, etc.). Establish equal expectations between Tenured Faculty, Non-tenure Faculty, and staff. (where possible) Incorporate DEIB into all Faculty, Staff and Administration's performance evaluations. <ul style="list-style-type: none"> The requirement will create balance in who is doing the work to create an inclusive environment, as well as possibly help create a rotation of who is serving on what committees and incorporate a diversity of ideas. 	1, 3, 4

Recommendations: External Engagement (1 of 3)



	Recommendation	Details	Current State Theme #
1	Move to Direct Admit model.*	<ul style="list-style-type: none"> • Smeal already has efforts underway to move towards a Direct Admit model. Example next steps related to this recommendation include: <ul style="list-style-type: none"> ○ Build a stronger partnership with Admissions to allow Direct Admits to Smeal. ○ Create or advocate for an admissions process that will enable a holistic view of candidates. ○ Once the Direct Admit model is implemented, move DUS Advisory resources to Smeal to help scale and support the increase in students. • Key benefits of the Direct Admit model include: <ul style="list-style-type: none"> ○ Greater control over admissions. ○ The ability to provide URG students with the support they need beginning from Day 1 instead of later on when they enter the major. ○ Increased number of students that belong to URGs attending Smeal instead of going to Campuses and never making it to University Park (UP). ○ Currently, there are students who can financially afford to drop classes before their failing grade posts to their transcript and retake the course. • A holistic review of applications with help dispel the myth of “innate talent”, a belief that “brilliance” is “a special aptitude that just can’t be taught”. Evidence-based research shows that disciplines that consider talent to be “innate” tend to be more racially homogenous & male dominated. Stereotypes and attitudes such as this are important to raise and discuss because Faculty and staff could make admissions decisions based on this myth, and convey their attitudes to students, who then internalize them and make career decisions (e.g. to go into Marketing vs. Finance). Instead, a holistic review should be done of applications to identify potential vs. merit. 	1, 4, 5
2	Leverage the Smeal alumni network to recruit at target high schools with high populations of URGs.	<ul style="list-style-type: none"> • Develop a list of target high schools with high populations of students from URGs. • Work with the alumni department to: <ul style="list-style-type: none"> ○ Identify alumni in target areas with higher URG populations who are willing to support recruitment efforts. ○ Educate alumni on the programs and resources that Smeal has for URGs. ○ Fund Smeal recruitment and connectivity events between alumni, high school counselors, and target students that belong to URGs. 	1, 4



Recommendations: External Engagement (2 of 3)



	Recommendation	Details	Current State Theme #
3	Strengthen recruitment efforts within high schools.	<ul style="list-style-type: none"> • Coordinate at the University-level to provide “early offers” to high school students, similar to how athletes are recruited at colleges before their senior years. • Build relationships with high school programs or associations to reach diverse students, such as: <ul style="list-style-type: none"> ◦ Upward Bound (As shown in the Landscape Analysis, Michigan State University and Ohio State University are both engaged with this program.) ◦ NJHS (National Junior Honor Society) and the NHS (National Honor Society) ◦ FBLA (Future Business Leaders of America) ◦ DECA (Distributive Education Clubs of America) ◦ INROADS ◦ Year Up ◦ City Year ◦ Boys and Girls Club • Become a Posse Partner to help identify public high school students with extraordinary academic and leadership potential who may be overlooked by traditional college selection processes. <ul style="list-style-type: none"> ◦ Posse partner colleges and universities award Posse Scholars four-year, full-tuition leadership scholarships. ◦ As seen in the Landscape Analysis, the University of Wisconsin - Madison participates in the Posse Program. Within the last several years, six-year Posse scholar graduation rates have reached or exceeded 90% for multiple graduating classes. • Note: As seen in the Landscape Analysis, UT Austin runs a series of Summer High School Programs such as a free, six-day business and leadership experience for rising juniors and seniors in high school to learn about the school. 	1, 4
4	Establish collaborative partnership with HBCU's.	<ul style="list-style-type: none"> • Partner with HBCU's to allow Smeal students to take a semester at an HBCU, and for HBCU students to take a semester at Smeal. <ul style="list-style-type: none"> ◦ A few listening session participants mentioned that they were deciding between attending an HBCU and Penn State. By providing the opportunity to experience both environments, students could feel more enticed to come to Smeal knowing they can still get an HBCU experience for a semester. ◦ Smeal has the opportunity to bring in students from HBCUs that didn't want to commit to Penn State due to the difference in culture and environment. Not only could this expand the Smeal brand to diverse communities, but it enables existing Smeal students to collaborate and learn from HBCU students. • As an example, Stanford's HBCU exchange program provides a cultural and academic enrichment experience for Stanford students in a Black institution of higher education. There are 3 HBCUs participating in the program: Howard University in Washington, DC, and Morehouse College and Spelman College in Atlanta. • Develop a faculty collaborative partnership where professors from HBCU's can teach courses at Smeal, and vice versa. 	1, 5

Recommendations: External Engagement (3 of 3)



	Recommendation	Details	Current State Theme #
5	Expand the offering of Professorships with a focus on diversifying our candidate pool.	<ul style="list-style-type: none"> • Expand the offering of professorships with research funds to diversify the Smeal candidate pool.. • Ask donors who want to sponsor DEIB to help fund the professorship endowment. <ul style="list-style-type: none"> ◦ According to a listening group participant, an endowment for a professorship is \$1M while a chaired professorship is \$2M. 	1, 2, 4
6	Create a coalition to create industry-wide definitions and reported metrics.*	<ul style="list-style-type: none"> • Bring together higher education institutions (e.g. the Big 10) to align on standard DEIB metrics, definitions, and reports that each University will publish. • By creating a coalition, the industry as a whole can begin tracking metrics, publishing data and comparing progress as an industry, and make real progress on DEIB together. • The Act Report was created in the tech sector as a recognition that DEIB cannot be achieved by one leader or company alone because it is an industry-wide challenge. 	1, 2
7	Provide programming to recognize Indigenous students and honor the land that Penn State was built on.	<ul style="list-style-type: none"> • Include Indigenous Land Acknowledgments at formal Smeal events. • Create scholarships for students from the tribes where the school is built on. • Create programs for Indigenous students to find community. • Build relationships with Native-Serving Organizations. 	3, 5
8	Develop Smeal onboarding sessions specific for first-generation students and their families to support them through their entire Smeal journeys.*	<ul style="list-style-type: none"> • Create in-person or virtual sessions for high-performing, first-generation students to learn about Smeal, make connections, and obtain resources to demystify Penn State and Smeal. 	1
9	[Suggested Recommendation] Expand the BOSS program.▲	<ul style="list-style-type: none"> • There are currently ~26 students in the BOSS program as of 2023. • Increase funding and resources for the BOSS program to include more students, given the high impact and success rates (i.e. 80% of BOSS students apply to Penn State and 70% of those students are admitted). • Track and share data on success rates of the BOSS program to attract more sponsors. 	1

DEIB Projections



Projection Modeling Overview

Objective

Using available historical demographic data from Smeal and the state of Pennsylvania, a projection model was developed to forecast Smeal's yearly ethnicity and gender student representation from 2023 to 2027.

Assumption and Methodology

- Data Source
 - [PennState Planning, Assessment and Institutional Research Public Dashboard](#)
 - Graduation and Retention
 - Student Enrollment
 - [Pennsylvania Census](#)
- Excluded Population in the Analysis
 - International Student (*in gender and ethnicity analysis*)
 - Race/Ethnicity Unknown (*in ethnicity analysis*)
 - Gender Non-Binary or Unknown (*in gender analysis*)
- Assumption/Methodology
 - All students in each Cohort graduate in their 4th year or 5th year (no student in enrollment after their 5th year).
 - Baseline enrollment rate: The overall 2022 baseline enrollment is equally distributed to 4 Cohort Years (2019 - 2022) for the baseline calculation.
 - Projected enrollment rate: The projected number of incoming students in future Cohorts reflects the 4-year trend of change in enrollment headcount each year between 2018 and 2022.
 - Projected retention rate: Retention rate is calculated by averaging retention rates across 4 years:
 - First Year: Cohort 2018-2021
 - Second Year: Cohort 2017-2020
 - Third Year: Cohort 2016-2019
 - Fourth Year: Cohort 2015-2018



Smeal Student Representation Projections

Key Takeaways

Current State:

- The representation of students of all ethnic groups, excluding American Indian/Alaska Native and Black/African American, is above the representation of the state.

Future State:

Given the assumptions on the previous slide for calculating future state projections,

- The representation of Black/African American students will continue to be below the representation of the state. Black / African American student demographics are increasing, but the rate of increase will diminish to 0% (i.e. Black / African American student representation will remain the same) after 30 years of projection.
- The representation of female student representation will continue on its downward trend, moving farther below the representation of the state.

Ethnicity	2022 (baseline)	2023	2024	2025	2026	2027	Target (State Demographics)
American Indian / Alaska Native	0.2%	0.2%	0.3%	0.3%	0.3%	0.3%	0.4%
Asian	8.3%	8.3%	8.2%	8.2%	8.3%	8.3%	3.9%
Black / African American	3.3%	3.3%	3.3%	3.3%	3.4%	3.6%	12.2%
Hispanic/ Latino	10.0%	10.1%	10.4%	10.9%	11.5%	12.2%	8.4%
Native Hawaiian / Pacific Islander	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
White	74.7%	74.7%	74.5%	74.0%	73.2%	72.3%	74.4%
Two or More Races	3.4%	3.3%	3.3%	3.2%	3.2%	3.2%	2.3%

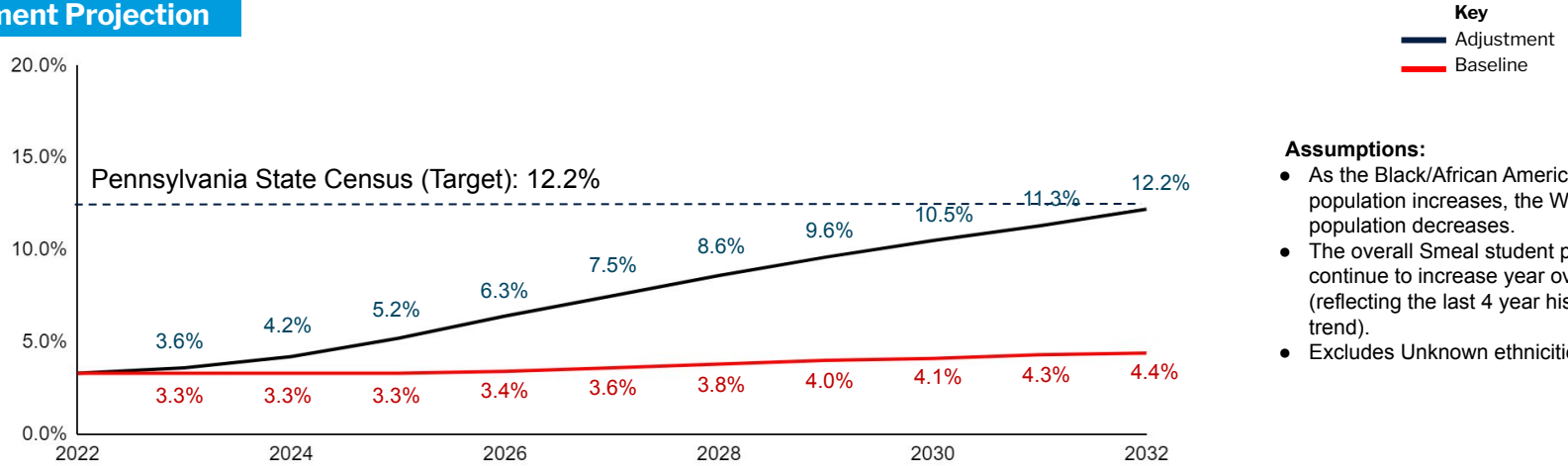
Gender	2022 (baseline)	2023	2024	2025	2026	2027	Target
Male	64.7%	65.0%	65.1%	65.3%	65.6%	65.8%	49.4%
Female	35.3%	35.0%	34.9%	34.7%	34.4%	34.2%	50.6%



Projection Modeling: Black/African American Student Population

- Based on historical data from the last 4 years (2018-2022), Smeal currently increases its Black/African American incoming class population by ~5 students year over year.
- In order to reach the current Pennsylvania State Census (Target) of 12.2% by 2032, Smeal would have to increase its population of Black/African American students in the incoming class by **approximately 22 per year** (i.e. 17 additional students).

Total Enrollment Projection



- Assumptions:**
- As the Black/African American population increases, the White population decreases.
 - The overall Smeal student population will continue to increase year over year (reflecting the last 4 year historical trend).
 - Excludes Unknown ethnicities.

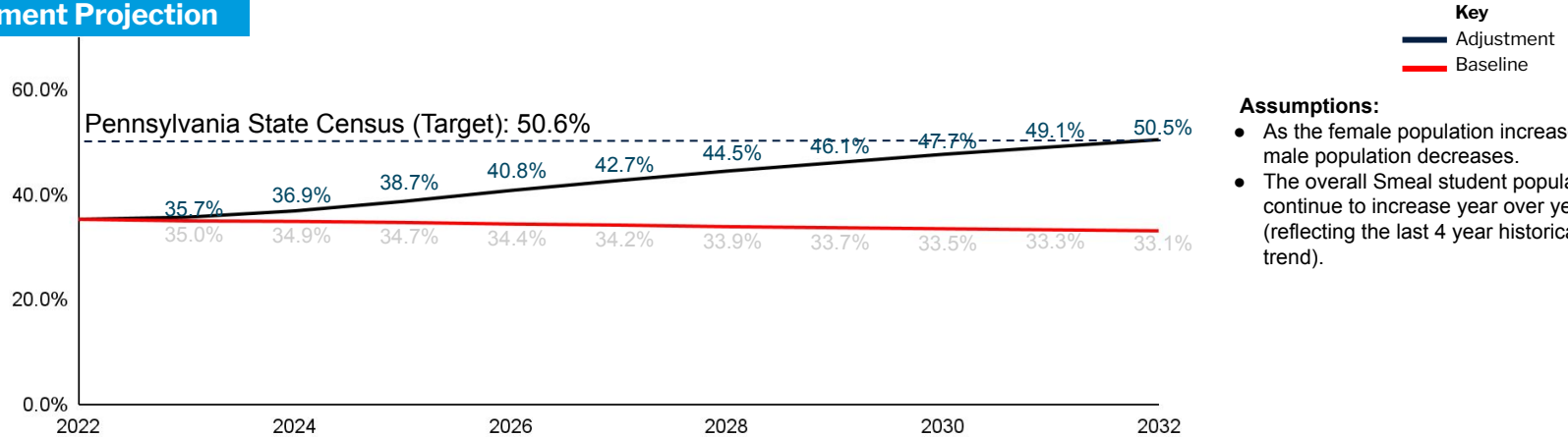
Incoming Class Projection

Incoming Class	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Adjustment	N/A	4.8% (62)	6.3% (84)	7.6% (106)	8.8% (128)	9.9% (150)	11.0% (172)	12.0% (194)	12.8% (216)	13.7% (238)	14.5% (260)
Baseline	3.3% (40)	3.5% (45)	3.7% (50)	3.9% (55)	4.1% (60)	4.3% (65)	4.5% (70)	4.6% (75)	4.8% (80)	4.9% (85)	5.0% (90)

Projection Modeling: Female Student Population

- Based on historical data from the last 4 years (2018-2022), Smeal currently increases its female incoming class population by ~ 17 students year over year
- In order to reach the current Pennsylvania State Census (Target) of 50.6% by 2032, Smeal would have to increase its population of female students in the incoming class by **approximately 53 per year** (i.e. 36 additional students).

Total Enrollment Projection



Assumptions:

- As the female population increases, the male population decreases.
- The overall Smeal student population will continue to increase year over year (reflecting the last 4 year historical trend).

Incoming Class Projection

Incoming Class	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Adjustment	N/A	37.7% (495)	39.9% (548)	41.9% (601)	43.8% (654)	45.5% (706)	47.1% (759)	48.6% (812)	49.9% (865)	51.2% (917)	52.4% (970)
Baseline	35.3% (443)	34.9% (459)	34.6% (476)	34.4% (493)	34.1% (510)	33.9% (526)	33.7% (543)	33.5% (560)	33.3% (577)	33.1% (593)	33.0% (610)

Thank You!

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