PENN STATE ABINGTON COLLEGE

DIVERSITY PLAN 2004-2009 UPDATE REPORT

Submitted On Behalf Of

THE ABINGTON COLLEGE COMMUNITY

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DIVERSITY: AN ABINGTON CORE VALUE

Abington College defines diversity as a core value to promote understanding and to expose students, faculty, and staff to a variety of cultures, perspectives, and worldviews with the ultimate goal of promoting acceptance and respect in the campus community and beyond. Since 1993, the college has incorporated diversity and climate as key goals of its Strategic Plan. Diversity initiatives at Abington College focus on creating a humane atmosphere in which students, faculty, and staff learn to be socially responsible citizens and in which all members of the college community recognize their own value, while respecting others.

WHO WE ARE

Penn State Abington is a richly diverse and urban of Penn State University campus colleges, located within three miles of the Philadelphia city limits and ten miles from Center City Philadelphia. The college's student population is currently stable around 3500 students. Of our entering freshmen class in fall 2009, 42% indicated minority status. The majority of our ethnic minorities are from the Asian (18%), African American (12%), and Hispanic (9%) communities, however other underrepresented populations also prominent on campus are Russian and East European populations. Other groups that contribute to our college's rich diversity are: adult learners, Go 60 students, single mothers, recent immigrants, disabled students, first generation college educated, veterans, and gay, lesbian, bisexual, and transgender students. Also, our international student population has grown as a result of new international initiatives.

Abington College's student diversity is a highly valued strength and privilege. In that same spirit, we continue to work to enhance the diversity of our faculty and staff.   Faculty minority numbers improved from 2005 to 2008 in the Assistant Professor (from 26.1% to 37.5%) and Associate Professor (from 6.5% to 9.4%) ranks despite a slow rate of faculty hires. Overall, 13% of the faculty are minorities. We have various strategies currently operating to increase the numbers of minorities recruited and retained in the ranks of full-time continuing faculty, including use of the President's Opportunity Fund and the Abington-specific Predoctoral Multicultural Fellowship program. Gender distribution in our female faculty has improved from 39.8% in fall 2005 to 45.4% by fall 2008. We were successful in promoting one more woman to the full professor rank in the Science and Engineering Division, in the spring of 2009. Among the staff and technical services at Abington College, total gender and ethnicity numbers showed improvement in Grades 20 and above. Overall, 28% of the staff are minorities and 60% are women. While we also have a diverse senior leadership team in terms of gender (currently 58% female), a diverse College Advisory Board (21% minority and 21% female), we continue to work to improve on ethnic diversity. Our Alumni Constituent Society Board is currently 60% females and 40% males, and we intend to significantly enhance the minority representation on this board. The college has also expressed its commitment to diversity in its selection of commencement speakers and in its proposals for University-wide recognitions such as Alumni Fellow and Distinguished Alumnus. Of the 2005-2009 Commencement speakers, 40% were females and 40% were minorities.

WHERE WE'VE BEEN: The Abington College Diversity Plan 2004-2009

The Abington College developed its 2004-09 Diversity Strategic Plan based on principles embedded in the college's Strategic Plan and, more importantly, in the college's educational culture. The current Update Report reviews, using measureable outcomes and strategic indicators, Abington College's performance in fulfilling the Action Plans in each of the Seven Challenges in the 2004-2009 Diversity Strategic Plan. This Update Report has proven instrumental in identifying areas of strengths and needs in our diversity programming, has served to stimulate fresh ideas and decisions in the creation of the new 2010-2015 Diversity Strategic Plan, and guides us forward with renewed energy, commitment, and momentum with our diversity initiatives.

Challenge 1: Developing a Shared and Inclusive Understanding of Diversity

1. What progress have you made toward this Challenge during this reporting period?

Diversity on the Web

The Office of Intercultural Affairs (OIA), a unit of Student Affairs, oversees all diversity programming, training, and related issues at Abington College. This unit operates under the leadership of the Coordinator of Intercultural Affairs. The OIA web-page has been helpful in listing upcoming diversity events on campus every semester and stating the mission of the OIA, however it is embedded deep within the Abington website and is therefore difficult to access even when the name of OIA is known. *To strengthen Abington's message that Diversity is a core value to the Abington College community, it is strongly recommended that the word Diversity be listed on Abington's home page that when clicked upon will take the reader directly to the web-page of the OIA. The OIA web-page should be continuously updated to include a listing of diversity events as is current practice, and should be greatly expanded to include Abington's definition of diversity, the OIA mission statement, the new 2010-2015 Diversity Strategic Plan, and other interesting and relevant campus news and documents related to diversity issues and initiatives.*

Intercultural and Multicultural Climate Committee (MCC) Activities

The combined efforts of the OIA, and MCC (a group of committed students, staff and faculty) and Student Affairs offer a large number of programs every semester that include: 1) cultural/diversity programs, and 2) non-cultural programs. Table 1 shows that from spring of 2005 to spring 2009, 504 total programs and events were offered by this collective group (source: OIA). Over this review period, 31% or 156 programs were related to diversity issues. These data also represent an increase in number of diversity programs run, as well as an upward trend in the percentage of diversity programming relative to other non-cultural programs.   By spring 2009, nearly 50% of all programming was related to diversity issues. The diversity programs include the Diversity Lecture Series, MLK Day, Unity Week, and Taste of Who We Are, among others.

| Table 1: Number of Cultural/diversity and Non-cultural Programs										
	2005		**2006**		**2007**		**2008**		**2009**	**total**
	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	
Cultural/diversity programs	6	13	21	22	14	8	16	21	35	**156**
Non-cultural programs	31	45	43	37	56	25	34	40	37	**348**
total programs/semester	**37**	**58**	**64**	**59**	**70**	**33**	**50**	**61**	**72**	**504**
% cultural programs/semester	**16**	**22**	**33**	**37**	**20**	**24**	**32**	**34**	**49**	**31**

The No Place for Hate® Initiative

In 2006 Penn State Abington became the first college in the nation to be named a No Place for Hate® campus. To earn this distinction, Penn State Abington adopted a resolution pledging to create a more inclusive campus environment and implemented a number of projects promoting respect, understanding and acceptance of differences. The No Place for Hate® initiative was founded by the Anti-defamation League and was first implemented in eastern Pennsylvania and Delaware with the purpose to "enable people to challenge anti-Semitism, racism, homophobia and all forms of bigotry in their communities and schools" (source: http://www.adl.org/npfh_philadelphia/). From 2006 to 2009, Abington College has reaffirmed its commitment to this program by forming a No Place for Hate® Committee that offers anti-bias and anti-bullying programs on campus. *The Update Committee recommends that the No Place for Hate® initiative has a prominent place on the proposed new OIA web-page.*

Student Diversity-related Organizations

As a commuter campus attended by students most of whom hold jobs to support their educational pursuits, Abington faces an extra challenge in engaging students in extracurricular activities on campus. To this end, the Office of Student Affairs works tirelessly to support and encourage a range of student activities, clubs and organizations. Many of these organizations are diversity-related, united by regional and/or ethnic affiliations (ie. the Asian Student Association, the Black Student Union, the Southeast Asian Association, the Latin Student Organization, the German-American Association), religious affiliations (ie. the Christian Fellowship, Hillel, the Muslim Student Association), sexual orientation (FLAGSA), women's issues (the Third Wave), and veteran's issues (the Veteran Association). *The Update Committee suggests that clubs and/or organizations centered around adult learners, elderly students, and students with disabilities be formed if there is an interest by these cohorts of learners.*

Graph 1 below illustrates that there was an increase in both the total number of active student organizations, and in the number of cultural/diversity-related organizations on campus over the review period. From 2004 to 2009, cultural/diversity organizations grew from 15 to 23 (source: The Office of Student Affairs).
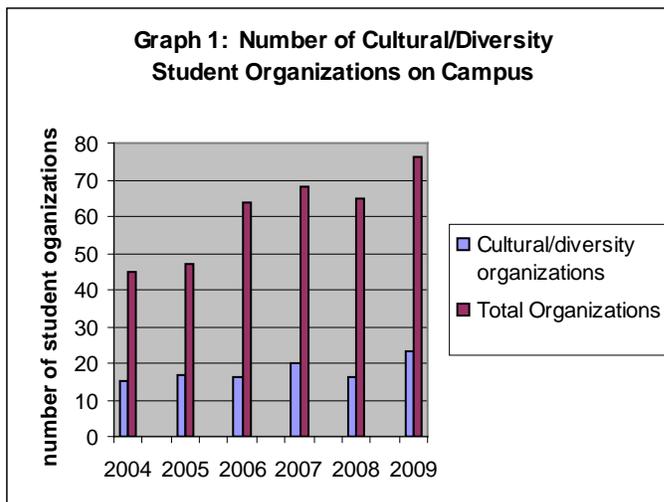
Graph 1: Number of Cultural/Diversity Student Organizations on Campus

2. What measures of success or strategic indicators gauge your progress toward this Challenge? What specific data in relation to these measures and indicators demonstrate your progress?

- **Diversity on the Web:**   The OIA web-page needs to be made more readily accessible to the reader. Additionally, a counter linked to the OIA web-page serving as the strategic indicator, could monitor the number of 'hits' to the page and will help gauge the level of interest in diversity programming.

- **Intercultural and Multicultural Climate Committee (MCC) Activities:** The primary strategic indicator is the continuous recording of the number of and types of intercultural programming every year to insure that multiple, new constituencies, and other under-represented constituencies are served. Table 1 showed an increase in our diversity events from 6 in 2005 to 35 in 2009 and demonstrates significant progress in this area. Furthermore, the quality of the events needs to be monitored by the various administering units.

- **No Place for Hate® Initiative:**   Continued adoption of the No Place for Hate® resolution on a yearly basis, and support of No Place for Hate® programming.

- **Student Diversity-related Organizations**   As with intercultural programming, the strategic indicator is a monitoring of the number of and types of active student organizations running every year to insure that multiple and new constituencies are served. Graph 1 above that exhibited a growth in the number of culture/diversity organizations is a direct indicator of our progress toward meeting this challenge.

3. Among the strategies you have employed to make progress with this Challenge, which specific approaches are considered your "signature" initiatives and which could be termed "best practices"?

Abington College has been a pioneer in terms of implementing the No Place for Hate® program in the Penn State system. The implementation of this 'signature' program has sent a strong message to the diversity-related student organizations and campus community as a whole that projects that support, respect and celebrate our differences are critically important to us, particularly as we are the most diverse campus in the system.

Challenge 2: Creating a Welcoming Campus Climate

1. What progress have you made toward this Challenge during this reporting period?

Diversity Climate Survey

In 2004, the Multicultural Climate Committee (MCC) distributed a Diversity Climate Survey to two campus cohorts: 1) students, and 2) faculty, staff and administrators.   Of the student respondents, 53% were female, 47% male, 95% heterosexual, 5% from the LBGT community, and 6% disabled. Of the student respondents, the overwhelming majority were either very comfortable or somewhat comfortable with males, females, individuals of the LBGT community, people of all age categories, racial and ethnic minorities, internationals, and individuals with differing religious beliefs, which reflects an overall acceptance of our human differences and diversity.   Of the faculty-staff respondents, 67% were female, 33% male, 92% heterosexual, 8% from the LBGT community, and 3% disabled. Like the student cohort, the large majority of faculty and staff felt either very comfortable or somewhat comfortable with variations in age, gender, ethnicity, religious beliefs, and sexual-orientation.

The MCC recently updated the survey with plans to conduct a new survey this past year, however it was not administered for a number of reasons. To improve the fidelity of the findings in the future survey, the following changes were made:

- A definition of "diversity" was added to the survey and presented at the beginning.
- Likert scale items that measure the level of (dis)agreement with a variety of statements were increased from 6 to 7 points.
- Questions throughout the survey were reworded to make each more objective by specifying the context (classroom, club activities etc.) and the relevant population (faculty, staff and or student).
- In order to measure the favorability of the climate for different groups on campus, the number of groups was reduced from 22 to 18 so that the categories were identifiable by others.
- A new subcategory – "biracial" was added to list of ethnic groups on campus.
- A new question was added to allow respondents to self-identify a mental, emotional, or physical disability.

2008 Faculty/Staff Survey

Commissioned by the University President and administered the Office of Human Resources, the goal of the survey was to "help us understand what Penn State's employees think about the University as a place to work…Survey results will be used to enhance existing programs, create new initiatives and improve University practices" (Graham Spanier in the Executive Summary of the 2008 Faculty/Staff Survey, p. i).

The Abington respondents (n = 50) were 40% female, 60% were male. 86% were heterosexuals; 4% from the LGBT cohort; 10% no response. 24% were administrators and program directors; 44% staff; 8% technical services; 24% faculty.   The data were broken

down into various categories and included a section on Diversity and Climate. The findings from the Diversity section of the survey are reported below (p. 28 of the survey report):

"82% (of the Abington employees) agreed that the workplace climate in the department is welcoming for employees from underrepresented groups." On this indicator, Abington outscored the university average by 7% points.

"78% of faculty/staff report that their department/unit actively supports the development of a shared and inclusive understanding of diversity." On this indicator, Abington outscored the university average by roughly 2% points.

"63% of faculty/staff believe their department/unit provides visible leadership to foster diversity." On this indicator, Abington scored the same as the university average.

"50% of faculty/staff believe the acceptance of diversity in the workplace has improved on their campus in the past three years." On this indicator, Abington outscored the university average by roughly 7% points.

"18% of faculty/staff report having personally experienced conduct that has interfered with their ability to work or learn on their campus. Of those faculty/staff who experienced negative conduct, 67% was based on employment classification; 33% on gender, and 56% based on age." On this indicator, Abington scored the same as the university average.
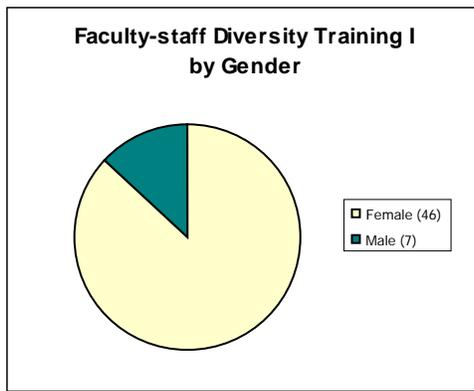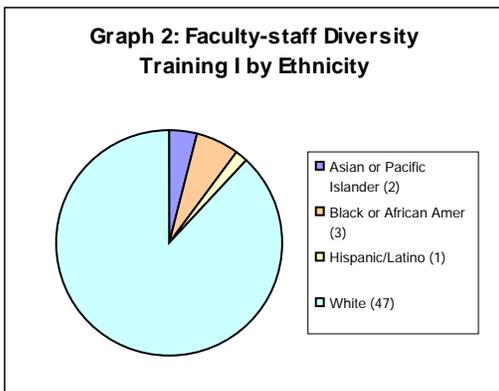
"62% of Abington faculty/staff reported having attended diversity-related programs." On this indicator, Abington outscored the university average by 6% points. (p. 34 of the survey)

Faculty and Staff Diversity Training

The Office of Intercultural Affairs was successful in promoting diversity training seminars for both faculty and staff, and students during the review period.   In 2008, three different faculty-staff sessions of Diversity Training I, the introductory diversity course, were attended by 53 total participants. Table 2 and the pie chart in graph 2 below show the composition (by percent and number) of the participants by: ethnicity, gender, and job status (source: The Office of Intercultural Affairs).

Table 2: Composition of participants at Faculty-Staff Diversity Training I								
By race/ethnicity:			**By gender:**			**By job status:**		
	%	#		%	#		%	#
Respondents from diverse racial groups	0	0	Female	87	46	Administrator	4	2
			Male	13	7	Faculty	8	4
						Staff	88	47
American Indian or Alaskan Native	0	0						
Native Hawaiian or Other Pacific	0	0						
Asian or Pacific Islander	4	2						
Black or African Amer	6	3						
Hispanic/Latino	2	1						
White	89	47						

Graph 2: Faculty-staff Diversity Training I by Ethnicity

- Asian or Pacific Islander (2)
- Black or African Amer (3)
- Hispanic/Latino (1)
- White (47)

Faculty-staff Diversity Training I by Gender

- Female (46)
- Male (7)

Faculty-staff Diversity Training I by Job Status

- Administrator (2)
- Faculty (4)
- Staff (47)

After attending Diversity Training I, participants (n = 26) were asked to fill out an assessment survey to rate all 10 session activities, on a scale of 1 (poor) to 5 (excellent). The rating for each activity ranged from a minimum of 3.9 to 5 which showed that the activities were evaluated favorably. Of the ten activities, "*frame game,*" that provides a means to discuss human commonalities and individual differences in a non-threatening

way, was most enjoyed by the respondents, while the activity titled "*concentric circles,*" that trains participants in active listening skills, was the one from which they learned the most. Survey responses indicated that none of the activities from the training session should be changed or removed.

Suggestions on improving of the Diversity Level I training mostly stressed providing more information on the specific context of the PSA students and campus environment of Abington, instead of a more general point of view. A case-study approach was also suggested as a more effective pedagogical tool. Some sample responses that point are:

"I felt this training was geared to diversity in regards to staff; I'd like more information geared towards students."

"Perhaps the use of case studies or "real" campus-related issues would have been helpful for the discussion."

"Major issues facing us as a campus as reported by our students."

"Perhaps some scenarios where we are asked how we would act and why, and then have a group discussion on what we did if it was right/wrong."

The majority of the respondents indicated both their willingness to attend the advanced level of diversity training, and would recommend this training to others.

In 2009, two sessions of Diversity Training II, the advanced diversity course, were attended by 23 total participants. Table 3 shows the composition of the attendees by the same parameters as above (source: OIA). At both levels of training, participation by the staff and women was significantly greater than that of the faculty and administrators, and males.

Table 3: Composition of participants at Diversity Training II								
By race/ethnicity:			**By gender:**			**By job status:**		
	%	**#**		**%**	**#**		**%**	**#**
Respondents from diverse racial groups	0	0	Female	96	20	Administrator	4	1
			Male	4	3	Staff	96	22
						Faculty	0	0
American Indian or Alaskan Native	0	0						
Native Hawaiian or Other Pacific	0	0						
Asian or Pacific Islander	0	0						
Black or African Amer	9	2						
Hispanic/Latino	0	0						
White	91	21						

Respondents (n=11) from the Diversity Level 2 training assessment survey were asked to rate all 7 session activities on a scale of 1 (poor) to 5 (excellent). The rating of each activity ranged from a minimum of 3.9 to 4.5 which again showed that the activities were evaluated favorably. Of these activities, "*privilege line*," a self-evaluative, silent exercise was both enjoyed by the majority of the participants and also was the one from which they learned the most. The responses indicated that none of the activities from the training session should be changed or removed.

Although most respondents indicated that no improvements were needed to the current content of the training, the following three responses expressed other issues to expand on in future sessions:

"Conversations or exercises about environment of personal experience – upbringing – and how to overcome that if necessary."

"Maybe some discussion on discrimination and lack of tolerance beyond our communities?"

"Maybe we should have some type of diversity training for different workgroups on campus."

As with Diversity I training sessions, the majority of the respondents indicated both their willingness to attend the advanced level of diversity training as well as recommend this training to others.

The strong attendance at these training events reflects a growing awareness and willingness by multiple constituencies to learn about diversity issues. *The Update Committee strongly recommends that training sessions be held every semester, be widely advertised, and that participation by males, faculty and administrators be encouraged.*

Student Diversity Training Retreats

The Office of Intercultural Affairs also held five diversity training retreats for students from 2006 to 2009 that involved the participation of 127 students. The total group of participants is shown both by percent and number in Table 4 below (source: OIA). The two pie charts in graph 3 below reveal a more equitable distribution by ethnicity of the student participants, more so than the faculty-staff cohort, which is reflective of our diverse student body. Over the review period, student attendance at the retreats remained relatively stable, averaging around 26 students/retreat. As with the faculty-staff training session, there was better participation at the diversity training events by females than males.

Table 4: Composition of student participants at Student Diversity Training Retreats						
By race/ethnicity:				**By gender:**		
	%	#			%	#
Asian or Pacific Islander (28)	22	28		Female	62	79
Black or African American (29)	23	29		Male	38	48
Hispanic/Latino (34)	27	34				
White (26)	21	26				
International (8)	6	8				
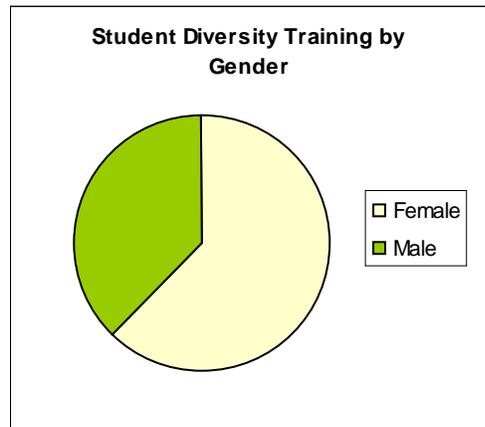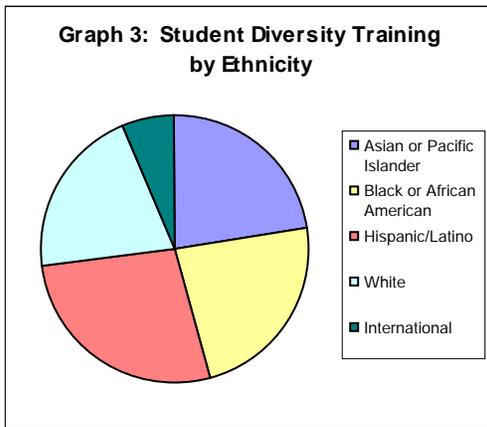
Graph 3: Student Diversity Training by Ethnicity

Student Diversity Training by Gender

2. What measures of success or strategic indicators gauge your progress toward this Challenge? What specific data in relation to these measures and indicators demonstrate your progress?

- **Abington College Diversity Climate Survey and University-wide 2008 Faculty/Staff Survey** These surveys were useful in helping us to understand the general climate on the campus. Each survey largely corroborated the findings of the other. In general, there is an acceptance of diversity at Abington College and, in most cases, our level of acceptance of diversity tended to be greater than that of the total university.

- **Faculty and Staff Diversity Training:** Tracking the number and demographics of attendees at the diversity training events is one effective strategic indicator of program effectiveness.   Additionally, the survey mechanism used at the end of the training is a valuable assessment tool to indicate that the training had its intended impact.

- **Student Diversity Training Retreats:** Same as above.

3. **Among the strategies you have employed to make progress with this Challenge, which specific approaches are considered your "signature" initiatives and which could be termed "best practices"?**

There has been a tremendous amount of interest and enthusiasm generated by the Diversity Workshops, so much so that additional sessions needed to be added. The current interest and momentum in these training sessions needs to be supported by the unit administrators whom need to be willing to release their faculty, staff and technical support to attend these events with regularity.

Challenge 3: Recruiting and Retaining a Diverse Student Body

1. What progress have you made toward this Challenge during this reporting period?

Our Student Profile

The entering freshmen class of 2009 was composed of 913 students, 42% of which are ethnicity minorities (table 5, source: Office of Student Affairs). In descending numerical order, the largest percentages of students were whites (54%), Asians (18%), African Americans (12%), and Hispanics (9%).

Table 5: Ethnicity of Entering Freshmen Class, Fall 2009									
	Asian	Black	Hawaiian	Hispanic	Indian	White	2 or More	Unknown	Blank	Total
number	160	113	1	81	1	494	29	29	5	913
% of total	18	12	0.1	9	0.1	54	3	3	0.5	100

Graph 4: Composition of the 2009 Entering Freshmen Class by Ethnicity
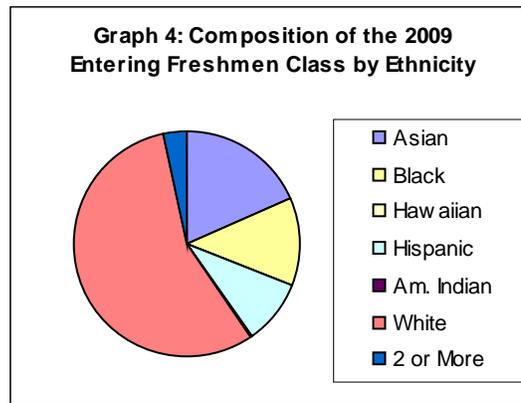
Graph 5 below shows that the ethnic diversity of the incoming freshmen has fluctuated between 36% and 42% over the review period (source: Office of Student Affairs).

Graph 5: % Ethnic Diversity of Incoming Freshmen, 2004 - 2009

Table 6 shows data provided by the Office of the Vice Provost from Educational Equity on the ethnicity of Abington students from 2005 and 2008. The light blue cells indicate comparative data where there was an improvement in the enrollment of various ethnic groups.   Over the re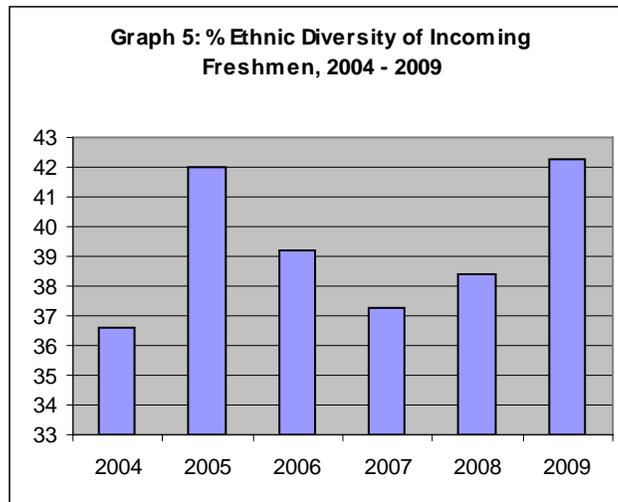view period, the total minority cohort of Abington College (from freshmen through senior year) increased from 28% in 2005 to 32% in 2008.

Table 6: Fall 2008 Undergraduate Student Enrollments by Ethnicity															
Abington	Am Ind/Ala		Blk/ Af Am		As/Pac Am		Hisp		Multicultural Student Subtotal		White/ Not Reported		Inter- national		Totals
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
	9	0.3%	405	12.0%	476	14.1%	180	5.3%	1070	31.7%	2291	67.9%	15	0.4%	**3376**
Fall 2005 Undergraduate Student Enrollments by Ethnicity															
Abington	Am Ind/ Ala Nat		Blk/ Af Am		As/Pac Am		Hisp		Multicultural Student Subtotal		White/ Not Reported		Inter- national		Totals
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
	5	0.2%	349	11.1%	397	12.6%	129	4.1%	880	28.0%	2241	71.3%	21	0.7%	**3142**

The fall 2009 cohort of Lion Ambassadors numbered 37, 54% of which were female, and 40% of which were minorities.   This group accurately mirrors our undergraduate population.

Abington Graduation Rates

Table 7 shows data provided by the Registrar's Office regarding baccalaureate and associates degrees conferred by Abington College during the period from 2004 to 2008. 1045 total students received Abington degrees during this time, 23% of which were awarded to minorities. Of the 23% minority cohort, represented by below by yellow cells, 16% of the degrees were awarded to females while 7% were awarded to males. A large discrepancy in graduation rates is in the African-American cohort, where the female graduation rate exceeded that of the males by a 3 to 1 margin, mirroring an identical educational problem occurring at the national level.

Table 7: Abington degrees conferred by ethnicity and gender

		S 08	F 08	S 07	F 07	F 06	S 06	F 05	S 05	F 04	S 04	total	% total
Female	Amer Ind/Alask Nat	0	0	0	0	0	0	0	0	0	0	0	0
	Black/Afr Amer	3	11	6	13	14	7	12	5	15	8	94	16
	Latino/Hispanic	1	3	0	1	5	4	2	1	4	1	22	4
	Asian/Pac Amer	4	9	4	7	9	5	7	1	6	3	55	9
	Declined to report	7	13	1	15	3	3	5	3	15	3	68	12
	White	19	45	20	38	52	19	48	31	55	18	345	59
	International	0	0	1	0	1	0	0	0	1	0	3	0.5
	subtotal											**587**	
Males	Amer Ind/Alask Nat	0	0	0	0	0	0	0	0	0	0	0	0
	Black/Afr Amer	6	6	2	3	1	2	3	1	7	1	32	7
	Latino/Hispanic	0	3	1	2	1	0	0	1	2	1	11	2
	Asian/Pac Amer	2	8	2	5	8	2	2	2	4	0	35	8
	Declined to report	6	5	3	3	6	2	7	1	6	2	41	9
	White	25	43	23	42	47	22	46	17	56	13	334	73
	International	0	0	0	1	0	0	1	0	0	0	2	0.4
	subtotal											**455**	
	total graduates											**1045**	

## The Sophomore Retention Survey

The transition between freshman and sophomore is a critical time in the undergraduate career when many students leave the Penn State system. In an attempt to clarify the attrition between the freshman and sophomore year, the Pedagogy Committee conducted a survey in the spring of 2009. The Pedagogy Committee's Retention Survey was administered online to second semester students regarding their academic plans for sophomore year. Sent out to 800 students, 104 or 13% of the students responded to the survey. When asked where they planned to study in their sophomore year, 48% responded that they planned to stay at Abington, 45% transfer to UP, and 7% move onto another institution. Of the 48% staying at Abington, the majority of them (86%) planned to complete 4-year degrees at Abington. The predominant two reasons for students moving to other institutions were: 1) the major not being offered at Abington, and 2) the quality of students

at Abington not meeting expectations.   For those not returning to school at all, finances were cited at the overwhelming factor inhibiting the continuation of one's education.

The next time a retention survey is conducted, the Update Committee strongly suggests that the data be broken out by ethnicity, gender and other underrepresented groups as well.

Academic Support Services: The Learning Center

333 total students with disabilities were served by the Learning Center from 2004 to 2009. During this review period there was a steady yearly increase in the numbers of students with disabilities requiring various services and accommodations. These data are shown in the graph 6 below (source: The Learning Center).

Graph 6: Students served by the Learning Center, 2004 - 2009
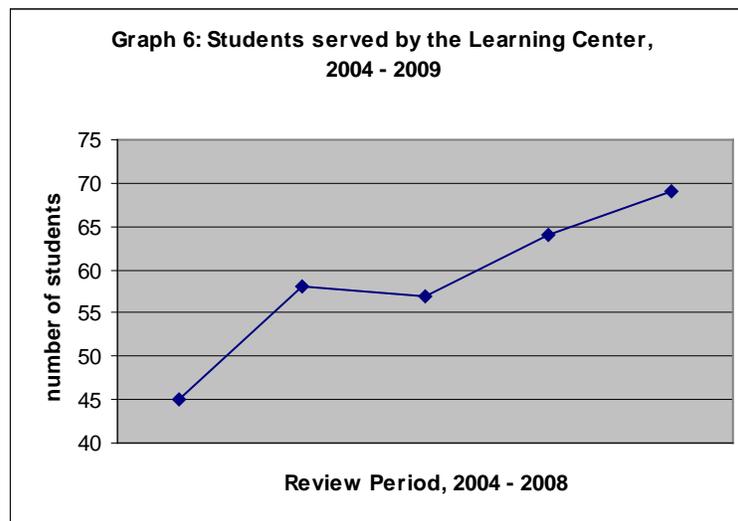
To enhance services at the Learning Center, Abington College was awarded during academic year 2008-2009 a grant for $10K obtained by State Representative, Tom Murt, to hire a faculty tutor to provide additional math tutoring sessions to the students. In this same spirit, the Learning Center Director and Science and Engineering Division Head co-authored a grant through the NSF Toys n More Project to provide $12K over three years (2009 to 2011) for additional peer- and professional math tutoring in the Learning Center.   Pre- and post-diagnostic tests administered to the test group (students attending weekly math tutoring sessions) versus the control group (non-participants in weekly math tutoring) should yield interesting data regarding the efficacy of math tutoring in the Learning Center. The first data collection period is scheduled for December 2009 and will continue through 2012.

Table 8 is a snapshot from the fall of 2008 of the students using the writing and math tutoring services in the Learning Center (source: Finance Office).

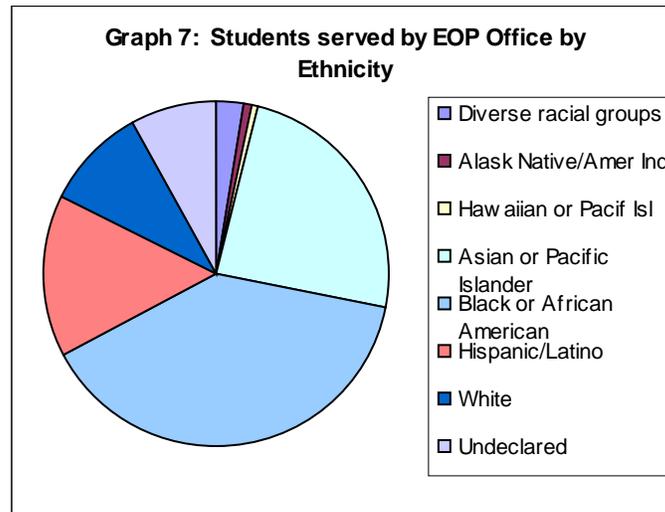| Table 8: Student Usage of Learning Center Services by minority status and gender in Fall 2008					
Writing Services	**number**	**%**	**Math Services**	**number**	**%**
Asian	64	25	Asian	81	25
African Amer	49	19	African Amer	56	18
Hawaiian	1	0.4	Hawaiian	1	0.4
Hispanic	14	5	Hispanic	17	5
Multi-racial	2	0.8	Multi-racial	2	0.6
White	83	32	White	88	28
Unknown	43	17	Unknown	73	23
Females	162	63	Females	191	60
Males	94	37	Males	127	40
Total	256	100	Total	318	100

Academic Support Services: Equal Opportunity Programs

The EOP serves students from all ethnicities that are both academically and economically disadvantaged. From 2004 to 2009, 290 total students were advised by our EOP unit of Student Affairs. Table 9 shows the composition of the students served by the EOP at Abington College (source: The Office of Student Affairs). The three major groups of students were African Americans (39%), Asian Americans or Pacific Islanders (24%) and Hispanics (15%).

Table 9: Number and ethnicity of students served by the EOP						
	2004	**2005**	**2006**	**2007**	**2008**	**2009**
Diverse racial groups	0	2	2	0	0	3
Alask Native/Amer Ind	0	1	1	0	0	1
Native Hawaiian/Other Pacif	0	0	0	1	0	0
Asian or Pacific Islander	17	15	14	9	9	6
Black or African American	16	24	25	14	14	21
Hispanic/Latino	6	6	15	6	4	7
White	3	6	5	5	4	5
Undeclared	4	4	3	3	9	0
Total	**46**	**58**	**65**	**38**	**40**	**43**

Graph 7: Students served by EOP Office by Ethnicity

- Diverse racial groups
- Alask Native/Amer Ind
- Hawaiian or Pacif Isl
- Asian or Pacific Islander
- Black or African American
- Hispanic/Latino
- White
- Undeclared

Taskforces to Develop Retention Strategies

In 2008 the Chancellor charged the Enrollment Management and Retention Committee to study a number of factors related to recruitment and retention issues. In 2008-2009 this committee investigated: attrition rates, growth (positive or negative) in the enrollments of Abington majors, weekend and Saturday programming, establishing enrollment targets, enrollment criteria, among other topics. In 2009-2010 this committee has formed two subcommittees to specifically address: Students at Risk and Retention, and new Academic Programming (evening and weekend programming, and new degrees)**.**

International Programs. In its commitment to the expansion of international programming at Abington College, a full-time International Coordinator was hired in the January of 2007. In the spring of 2008, three embedded courses went abroad to Germany (IST), Italy (art), and the United Kingdom, UK (religion) and included 37 student participants. In the spring of 2009, 48 students traveled to Germany (IST), the UK (Criminal Justice, Religion) and the Netherlands (Political Science) during 4 embedded courses.   Another faculty has helped teach tropical ecology courses in Costa Rica over the past few summers. A particularly successful partnership has been established between Abington College and the University of Applied Sciences Hof in Bavaria, Germany, where numerous groups of exchange students, both Americans and Germans, have traveled between both institutions to work on various team projects in the areas of IST and international business. *The Update Committee supports the recommendations of the Framework document that urges the development of international courses to non-Western countries and to third world countries to expand cultural opportunities for our students. The Update Committee also suggests increased participation from the tenure-line faculty in teaching international courses.*

The Office of International Programs has also worked closely with our Admissions group to attract more international students to Abington College. The graph below shows the

increase in number of freshmen international students choosing to begin their studies at Abington College (source: Enrollment Management of Student Affairs)
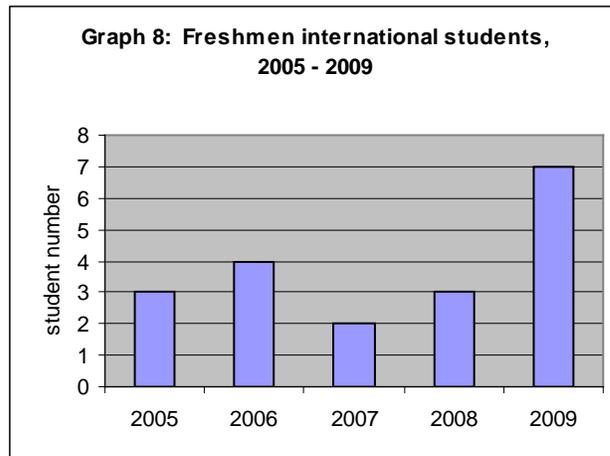
Graph 8: Freshmen international students, 2005 - 2009

2. What measures of success or strategic indicators gauge your progress toward this Challenge? What specific data in relation to these measures and indicators demonstrate your progress?

Our Student Profile   Combined data from the Office of Educational Equity, the Abington Registrar's Office, and the Office of Student Affairs has afforded us a very accurate picture of: 1) the demographics of the recent entering freshmen classes, 2) the overall diversity of the four-year Abington student population, and 3) Abington graduation rates**.**   These data are important strategic indicators that reveal that both our overall student population has steadily grown, as well as the minority numbers within the larger population as a whole. For example, table 6 showed the increase from 28% minorities in 2005 to 32% in 2008. Similarly, graph 5 showed an incoming freshman class of 42% minorities, the largest number during the review period.

The Sophomore Retention Survey   This survey was helpful in gauging general trends of where students might be transferring to and why.

Academic Support Services: Learning Center   Graph 6 demonstrates the growing demand for tutoring services in the Learning Center and reflects our progress in meeting specifically the retention aspect of this challenge. Continued tracking of numbers of students using the Learning Center and acquisition of grants to hire excellent math-, ESL- and writing tutors continue to be effective strategic indicators.

Academic Support Services: Equal Opportunity Programs   Continued tracking of numbers of students served by the EOP and the quality of these services are useful strategic indicators.   Our data indicate that there has been no notable growth or decline in EOP student numbers over the review period.

Taskforces to develop Retention Strategies. Maintained commitment by the administration to support the activities of the Enrollment Management and Retention

Committee, especially in identifying mechanisms of early intervention to prevent attrition from the university by students at risk.

International Programs.   Monitor the growth in number and quality of international courses, and number of student participants. The hiring of an International Coordinator demonstrated a substantial campus commitment to improving international programming. The increase in international freshmen students in graph 8 are a strategic indicator that quantitatively demonstrates our progress toward this challenge.

3. Among the strategies you have employed to make progress with this Challenge, which specific approaches are considered your "signature" initiatives and which could be termed "best practices"?

In meeting Challenge 3, one single 'signature' program at Abington College does not stand-out, instead a multi-directional approach that includes a package of retention services has worked for us. This package includes EOP, the Learning Center, faculty and professional advisors, among others, has helped to retain students in our programs.

Challenge 4: Recruiting and Retaining a Diverse Workforce

1. What progress have you made toward this Challenge during this reporting period?

Our Faculty Profile

Table 10 compares the ethnic distribution of the Abington faculty during fall 2005 versus fall 2008, as obtained from the Office of the Vice Provost for Educational Equity. A very small improvement in faculty diversity of 2.4% occurred (from 10.6% in 2005 to 13% in 2008). These changes largely occurred at the ranks of Associate and Assistant Professor, and Instructor and are illustrated by the light blue cells on the tables below. Abington had no changes in the diversity of their full professors. The ethnic population in which the most growth was noted was in the Asian American faculty.

Table 10: Fall 2008 Abington Faculty by Ethnicity

	Professor		Assoc Professor		Assist Professor		Instructor		Totals	
	#	%	#	%	#	%	#	%	#	%
Am Ind	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Af Am	0	0.0%	2	6.3%	2	12.5%	2	4.1%	6	5.6%
As Am	0	0.0%	1	3.1%	4	25.0%	2	4.1%	7	6.5%
Hisp	0	0.0%	0	0.0%	0	0.0%	1	2.0%	1	0.9%
SubTotal	0	0.0%	3	9.4%	6	37.5%	5	10.2%	14	13.0%
White	11	100.0%	29	90.6%	10	62.5%	44	89.8%	94	87.0%
Total	11	100%	32	100%	16	100%	49	100%	108	100%

Fall 2005 Abington Faculty by Ethnicity

	Professor		Assoc Professor		Assist Professor		Instructor		Totals	
	#	%	#	%	#	%	#	%	#	%
Am Ind	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Af Am	0	0.0%	1	3.2%	4	17.4%	2	4.2%	7	6.2%
As Am	0	0.0%	1	3.2%	2	8.7%	1	2.1%	4	3.5%
Hisp	0	0.0%	0	0.0%	0	0.0%	1	2.1%	1	0.9%
SubTotal	0	0.0%	2	6.5%	6	26.1%	4	8.3%	12	10.6%
White	11	100.0%	29	93.5%	17	73.9%	44	91.7%	101	89.4%
Total	11	100%	31	100%	23	100%	48	100%	113	100%

Table 11 shows that from the fall of 2005 to the fall of 2008, the number of female faculty members at Abington College rose from 39.8% to 45.4%. The greatest success was seen at the rank of Associate Professor where the percentage of women increased from 29% in 2005 to 43.8% in 2008 (green cells). Similar increases were seen in the number of female instructors hired, a change from 45.8% to 51.0%. The numbers of full professors remained

unchanged from 2005 to 2008 however a female physicist in the Division of Science and Engineering was recently promoted to Full Professor in the spring of 2009. Moreover, two male full professors are retiring this year which will significantly alter our gender distribution and numbers at the Full Professor rank.

Table 11: Fall 2008 Abington Faculty by Gender										
	Professor		Assoc Professor		Assist Professor		Instructor		Totals	
	#	%	#	%	#	%	#	%	#	%
Female	4	36.4%	14	43.8%	6	37.5%	25	51.0%	49	45.4%
Male	7	63.6%	18	56.3%	10	62.5%	24	49.0%	59	54.6%
Total	11	100%	32	100%	16	100%	49	100%	108	100%

Fall 2005 Abington Faculty by Gender										
	Professor		Assoc Professor		Assist Professor		Instructor		Totals	
	#	%	#	%	#	%	#	%	#	%
Female	4	36.4%	9	29.0%	10	43.5%	22	45.8%	45	39.8%
Male	7	63.6%	22	71.0%	13	56.5%	26	54.2%	68	60.2%
Total	11	100%	31	100%	23	100%	48	100%	113	100%

Our Staff Profile

Table 12 below compares data on the composition of the various staff job grades in 2005 versus 2008. At Abington College, the managerial staff and program directors fall into job grades 26-32. Currently all of these positions are held by whites, 67% of which are females (n = 2), and 33% males (n = 1).

In the Athletics Department, program directors fall into lower grade levels. The athletic administration is currently composed of 3 males (one a Hispanic), and 4 females (all white). Of the current head coaches within the Athletics Department, 73% are male, 27% female and 45% minorities. Of the assistant coaches, 85% are males, 15% females, and 15% minorities.

The highlighted cells in Table 12 indicate areas of improvement in minority numbers in various staff positions from 2005 to 2008 (source: Office of Educational Equity).   African American numbers increased in staff grades 20-25, which tend to be middle management and/or administrative positions.   Both African Americans and Hispanics numbers increased in grades 11-19, that are administrative support staff positions.   There was an approximate 2% increase in the numbers of minorities in the staff grades overall.   In the technical grades 1-7, African-Americans increased from 21% to 52%, and Hispanics from 5% to 21% over the review period. It should be noted that in the staff ranks, job responsibilities increase in

ascending order with the numerical grade rank.   Conversely, in the technical positions, increasing job responsibilities correspond to the lower grade numbers.

Table 12: Staff and Tech Services by Ethnicity
Fall 2008

Class	Grd	Am Ind/Ala Nat #	%	Blk/Af Am #	%	As/Pac Am #	%	Hisp #	%	Multicult Subtotal #	%	White #	%	Totals
STAFF	26-32		0.0%		0.0%		0.0%		0.0%	0	0.0%	3	100.0%	3
	20-25		0.0%	3	9.1%		0.0%	1	3.0%	4	12.1%	29	87.9%	33
	11-19		0.0%	8	13.8%		0.0%	1	1.7%	9	15.5%	49	84.5%	58
	Comp		0.0%		0.0%	2	15.4%		0.0%	2	15.4%	11	84.6%	13
STAFF SubTotal			*0.0%*	*11*	*10.3%*	*2*	*1.9%*	*2*	*1.9%*	*15*	*14.0%*	*92*	*86.0%*	*107*
TECH	8-12		0.0%	3	17.6%		0.0%	1	5.9%	4	23.5%	13	76.5%	17
	1-7		0.0%	14	51.9%		0.0%	10	37.0%	24	88.9%	3	11.1%	27
TECH SubTotal			*0.0%*	*17*	*38.6%*		*0.0%*	*11*	*25.0%*	*28*	*63.6%*	*16*	*36.4%*	*44*
total			0.0%	28	18.3%	2	1.3%	13	8.5%	43	28.1%	110	71.9%	153

Fall 2005 Staff and Tech Services by Ethnicity

Class	Grd	Am Ind/Ala Nat #	%	Blk/Af Am #	%	As/Pac Am #	%	Hisp #	%	Multicult Subtotal #	%	White #	%	Totals
STAFF	26-32		0.0%		0.0%		0.0%		0.0%	0	0.0%	2	100.0%	2
	20-25		0.0%	2	8.0%		0.0%	1	4.0%	3	12.0%	22	88.0%	25
	11-19		0.0%	7	11.5%	1	1.6%		0.0%	8	13.1%	53	86.9%	61
	Comp	1	10.0%		0.0%		0.0%		0.0%	1	10.0%	9	90.0%	10
STAFF SubTotal		*1*	*1.0%*	*9*	*9.2%*	*1*	*1.0%*	*1*	*1.0%*	*12*	*12.2%*	*86*	*87.8%*	*98*
TECH	8-12		0.0%	11	45.8%		0.0%	12	50.0%	23	95.8%	1	4.2%	24
	1-7		*0.0%*	4	21.1%		0.0%	1	5.3%	5	26.3%	14	73.7%	19
TECH SubTotal			*0.0%*	*15*	*34.9%*		*0.0%*	*13*	*30.2%*	*28*	*65.1%*	*15*	*34.9%*	*43*
total		1	0.7%	24	16.8%	1	0.7%	14	9.8%	40	28.0%	103	72.0%	143

Table 13 illustrates data that reflects an improvement in female numbers that occurred in grades 26-32, 20-25.

Table 13: Staff and Tech Support by Gender Fall 2008						
Class	**Grd**	**Female**		**Male**		**Totals**
		#	%	#	%	
STAFF	26-32	2	66.7%	1	33.3%	3
	20-25	21	63.6%	12	36.4%	33
	11-19	52	89.7%	6	10.3%	58
	Comp	3	23.1%	10	76.9%	13
STAFF SubTotal		*78*	*72.9%*	*29*	*27.1%*	*107*
TECH	8-12	1	5.9%	16	94.1%	17
	1-7	11	40.7%	16	59.3%	27
TECH SubTotal		*12*	*27.3%*	*32*	*72.7%*	*44*
Total		91	59.5%	62	40.5%	153
Fall 2005						
Class	**Grd**	**Female**		**Male**		**Totals**
		#	%	#	%	
STAFF	26-32	1	50.0%	1	50.0%	2
	20-25	14	56.0%	11	44.0%	25
	11-19	56	91.8%	5	8.2%	61
	Comp	1	10.0%	9	90.0%	10
STAFF SubTotal		*72*	*73.5%*	*26*	*26.5%*	*98*
TECH	8-12	12	50.0%	12	50.0%	24
	1-7		0.0%	19	100.0%	19
TECH SubTotal		*12*	*27.9%*	*31*	*72.1%*	*43*
Total		86	60.1%	57	39.9%	143

Table 14 illustrates the differences in both gender distribution and ethnicity in the faculty versus the staff ranks as of fall 2008 (source: Office of Educational Equity). *The Update Committee urges that a concerted effort to diversify in both cohorts, especially in the faculty group, needs to be a primary strategic priority of the College.*

Table 14: Summary of Faculty and Staff Ethnicity and Gender as of Fall 2008		
	Faculty	**Staff**
% minority	13	28
% female	45	60
% males	55	40

Resource List for Hiring Under-represented Staff and Faculty

Currently the Director of Intercultural Affairs has compiled in the Office of Intercultural Affairs a Minority Associations Resource List for professional organizations and associations that support under-represented groups. *The Update Committee recommends that this resource be updated continuously and posted on the intranet and on the OIA web-page as well as have a hard copy available in the Human Resources Office to encourage and facilitate the hiring of minority faculty and staff.*

Review and Assess Recruitment Practices

Search committees for faculty hires are carefully selected by the deans and academic division heads to reflect a diversity of viewpoints. As practice, these committees have representation from both genders, a member of the Multicultural Climate Committee, as well as disciplinary faculty. The head of the search committee works closely with the division head and Office of Human Resources to insure that the job advertisement is placed in a number of different journals, including journals targeting minority readership. In the fall of 2009, all Abington deans, academic division heads, and many members of ongoing search committees attended a teleconference taught by Ken Lehrman of the Office of Human Resources at University Park that covered best practices for faculty searches. These same academic division heads and search committees plan to use the President's Opportunity Fund to fill positions for the new tenure-line psychologist, mathematician, and historian.

The Update Committees recommends that recruitment practices be addressed during faculty exit interviews, and urges the development of exit interviewing for staff as well.

Scholar-in-Residence Positions from Underrepresented Groups

Predoctoral Multicultural Fellows. Abington College has had two Multicultural Fellows, both African Americans and English professors, during different phases of this review period. Currently one remains on the faculty. The other left to take another job at a highly competitive university.

President's Opportunity Fund. Abington College is currently searching for three new positions, a psychologist, historian, and a mathematician, starting in the fall of 2009, using as a funding source the President's Opportunity Fund as a means to diverse the faculty.

2. What measures of success or strategic indicators gauge your progress toward this Challenge? What specific data in relation to these measures and indicators demonstrate your progress?

- **Our Faculty Profile** The data illustrated in tables 10 and 11 from the Office of Educational Equity provide strategic indicators of the minority and gender distribution of the faculty. There are been nominal improvements in both areas, showing some progress toward this challenge, however much work still needs to be done.

Conscious hiring strategies that promote a more equitable distribution of minorities and female in the standing ranks need to be vigorously practiced, especially by academic division heads who routinely run the searches.

- **Our Staff Profile**   As the percentage of females is healthy in the staff ranks (currently 60%) as shown in table 13, we suggest that efforts be focused on increasing minority numbers. Continued monitoring of staff numbers in terms of minority status and consciously attempting to incorporate hiring strategies that promote minority hires in the staff ranks need to be practiced by program directors that run staff searches.

- **Resource List for Hiring Under-represented Staff and Faculty**   There is a need to enhance the availability of the extant Resource List by posting it on the Abington College intranet as well as have a hard copy available in the HR office. The Resource List needs to be updated yearly.

- **Review and Assess Recruitment Practices**   The continuous education of administrators and search committees, keeping as a primary focus best practices for hiring diverse faculty and staff.

- **Scholar-in-Residence Positions from Under-represented Groups**   Strategic indicators are to monitor the number of faculty positions supported by funds from both Predoctoral Multicultural Fellows and the President's Opportunity Fund. Encourage the use of the President's Opportunity Fund to increase both: 1) the number of minority faculty on campus, and 2) the number of tenure-track faculty on campus.

3. Among the strategies you have employed to make progress with this Challenge, which specific approaches are considered your "signature" initiatives and which could be termed "best practices"?

The Predoctoral Multicultural Fellowship program is an Abington 'signature' program that has supported one African-American scholar in completing his doctorate and then transitioned him into the tenure process.   In the fall of 2009, a second African-American scholar entered the program in ABD status. She is currently teaching in the English department and on diversity programming*.   The Update Committee strong suggests that funds be made available to support additional Multicultural Fellows to improve the number of minority faculty on campus as well as increase the number of tenure-line faculty in the developmental pipeline.*

Challenge 5: Developing a Curriculum That Fosters Intercultural and International Competencies

1. What progress have you made toward this Challenge during this reporting period?

Intercultural and International Competencies across the Curriculum

Abington offered an increasing number and range of IL and US Culture courses over the review period (see graph 9 below, source: Abington Registrar's Office). The jump in course number in 2005 was largely attributed to the offering of numerous Women's Studies courses as part of this minor. The second notable increase in 2006 was due to a number of new History courses offered as part of Abington new major in History.

Graph 9: IL and US cultures courses offered, 2004 - 2009
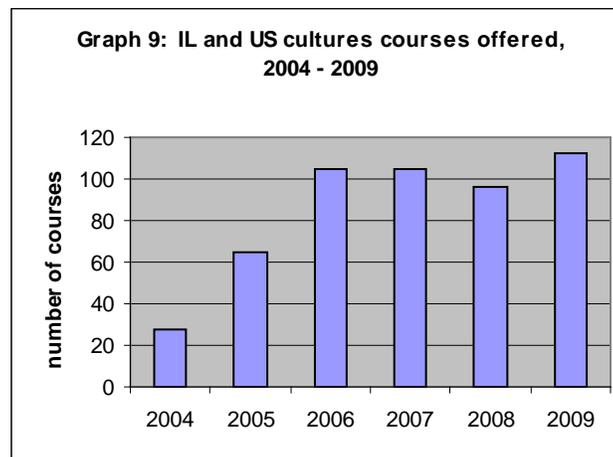
Abington College offers language courses in: French, German, Italian, Japanese, Russian and Spanish, all at basic and intermediate levels. *Because Abington College's largest minority constituency is currently Asian (18%), the Update Committee suggests the addition of courses in Chinese and Hindi.*

Abington College has three minors in diversity-focused studies: American Studies, African American Studies, and Women's Studies. *Again, due to our large Asian student body, we also suggest looking at the feasibility of an Asian Studies minor, as well as developing international courses to Asian countries.*

Diversity Lecture Series The Diversity Lecture Series was originally sponsored solely by the OIA from 2005 to 2006, after a year in non-activity in 2004. Unknowingly in 2006, both the Academic Environment Committee (an Abington Faculty Senate Committee) and the OIA asked for separate funds from the Student Activity Fee for the similar purposes, to support a lecture series on Pedagogy and Diversity. To avoid redundancy, it was decided that the Student Activity Fee should fund one lecture series that contained both themes. As a result, since 2006, the Academic Environment Committee now consists of faculty as well as staff (the Coordinator of Intercultural Affairs and the Associate Director of Student Affairs)

whom work collaboratively to run a lecture series which addresses both Pedagogy and Diversity. This strategy has helped to increase attendance of interested staff and faculty, and students.   These events are also promoted in course syllabi.   These data are summarized in table 15 (source: Office of Intercultural Affairs).

Table 15: Participation at the Diversity Lecture Series					
	2004	**2005**	**2006**	**2007**	**2008**
students	259	601	216	303	436
staff	34	64	16	47	54
faculty	11	20	10	12	18
administrator	3	7	1	4	5
total	307	692	243	366	513

Intercultural Competencies: English-as-a-Second-Language (ESL)

Every summer the English-as-a-Second Language (ESL) faculty coordinator requests from Admissions the list of incoming freshmen whom have self-identified themselves as non-native speakers of English.   This list is used to send a welcome letter that informs these students of the ESL courses, programs, and support services at Abington College.   This list is also shared with the Advising Center that is used for course placement purposes during student advising. These enrollment data are shown below in table 16 (source: Office of Student Affairs).

Table 16: Number of Non-native speakers in freshmen classes (as number and percent)						
	2004	**2005**	**2006**	**2007**	**2008**	**2009**
non-native speakers	118	187	184	161	187	163
total students	698	776	913	911	822	865
% of total	17	24	20	18	23	19

Because of our significant number of English Language Learners (ELLs), the ESL coordinator and faculty, working in partnership with a number of different college units, have run programs designed to identify ELLs, and teach skills to other faculty to best addresses the unique needs of ELLs. These efforts have included:

- Faculty workshops on the teaching of ELLs that were regularly run as part of the Pedagogy Series or as independent forums (2004-2008).

- A survey (through ANGEL) was conducted and a focus group with Business major ESL students was formed to determine a need to offer ENGL 202D Business Writing

as a special section for our ELLs.   As the result, we offered ENGL 202D/ESL in fall 2007 and spring 2008.

- ESL workshops were offered to tutors in the Learning Center in the Fall 2004 and Spring 2005.

- New faculty at the New Faculty Orientations were informed about ELLs and given suggestions on how to meet their needs (fall 2005, 2006, 2007)

- The ESL coordinator worked one-on-one with individual faculty members from all academic three divisions on various issues concerning the academic performance of ELLs.

- Suggestions were provided to English faculty to conduct diagnostic activities in ENGL 4 and ENGL 15 to identify ELLs that might benefit from special English sections. Developed guidelines for placing ELLs into composition courses.

- We offered Learning Communities in the fall of 2007 and 2008 for ESL students.

- Upon request, the ESL coordinator worked with professional advisors needing assistance with placement of ELLs into English and Communication courses.

- Conducted a three-hour workshop entitled "Meeting the Needs of ESL Students" for nursing faculty at Eastern Center for Arts and Technology on March 9, 2006. 6 instructors attended this session.

- Conducted a one-day training/workshop entitled "Culture and Language Learning: Understanding and Meeting the Needs of ELLs in Nursing Programs." This workshop was sponsored by Lancaster County Perkins Grant Consortium and the Center for Arts and Technology in Downingtown, PA on October 20, 2006. 52 instructors representing seven different programs attended this workshop.

A recommend by the ESL coordinator, which is supported by the Update Committee, is that incoming freshmen be required to produce a writing sample to accurately assess the student's placement into composition courses. Those students that are identified as ESL students might be placed into a cluster of remedial courses, analogous to the Learning Community model, such as some combination of ENG 4, LLED 10, CAS 84S and a MATH course.

The Center for Intercultural Leadership and Communication (CILC)

An initiative of the Chancellor's Office, CILC was inaugurated in the March of 2006 to serve the campus community, local businesses, and non-profit organizations in the promotion of multicultural awareness initiatives, largely in the form of intercultural leadership and training programs. These programs are run by a consortium consisting of the CILC coordinator, ESL faculty, Academic Affairs, and Continuing Education. The bulleted items below reflect

the range of programs that were offered as community outreach or to the campus community.

CILC's Outreach to Local School Districts:

- Teachers as Intercultural Leaders Program. Custom designed and implemented a year long seminar program for 25 K-12 in-service teachers in the School District of Springfield Township. 2008-2009.

- Teachers as Intercultural Leaders Program. Custom designed two session program to K – 12 in-service teachers in the Centennial School District. Current.

- ESL Specialist State Certificate Program for the School District of Philadelphia. Coordinating the implementation of the PA Department of Education approved ESL Specialist Certificate Program (5, 3 credit courses), including hiring instructors, coordinating course content, materials development, managing curricular issues to a cohort of 18-20 K-12 in-service teachers each semester. 2008-present

- Pennsylvania Area Teachers of English as a Second Language (Penn-TESOL) CILC co-hosts the annual conference of approximately 300 participants, giving 50+ presentations, and multiple workshops. 2005, 2006, 2008, 2009.

CILC's Outreach to Local Businesses:

- Leadership Montgomery County. Provided intercultural training for local business leaders. Approximately 20 students per seminar. 2008, 2009.

- Penn-Asian Senior Services, Inc. Provided English-as-a-Second Language courses for immigrant students training in home-health aide and nurses aide programs (approximately 50 students). 2005 – 2007.

CILC's Service to the Campus Community:

- Multicultural Certificate. Conducted a pilot study at Abington, in collaboration with Student Affairs at University Park, in which 4 faculty members integrated components of the Multicultural Certificate (e-learning modules, workshops, and capstone projects) into their courses (10 courses participated). CILC managed the database of student progress and conferment of certificates at end of the year. Approximately 80 certificates were awarded to Abington students. 2007 – 2008

- CILC Internship Opportunity for Penn State Abington students. Five students have served as CILC interns, working between 10-20 hour per week on CILC event planning, program development, and administrative support. 2004, 2005, 2006, 2008, 2009.

Graph 10 summarizes the steady growth in CILC programs run on campus and in an outreach capacity to local school districts, and business partners. Though CILC was not formally inaugurated until 2006, some CILC pilot programs were developed from 2004 to 2006.

Graph 10: Number of CILC programs, 2004 to 2009
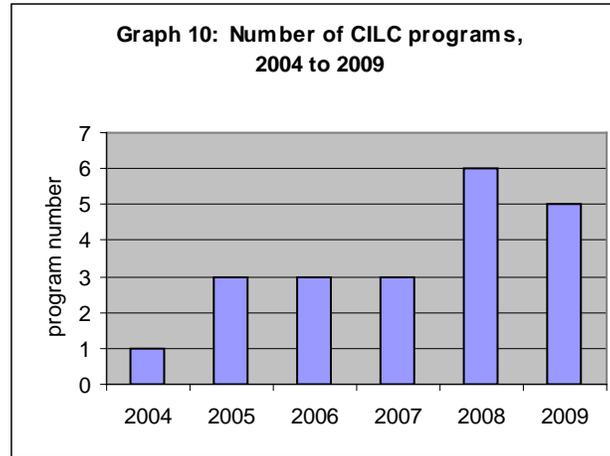
Undergraduate and Faculty Research on Intercultural Issues

Abington College Undergraduate Research Activities, aka ACURA, is a program where undergraduates work actively with a faculty mentor on a research project or creative endeavor over the course of an academic year. The ACURA experience culminates with an Annual Poster Fair and Fall Colloquium lecture series.   Many students and their faculty mentors also present their findings at national conferences. There has been steady growth in the number of diverse-related research projects over the past few years, as shown in the graph below (source: ACURA Coordinator).

Graph 11: Number of ACURA Projects involving Diversity Topics
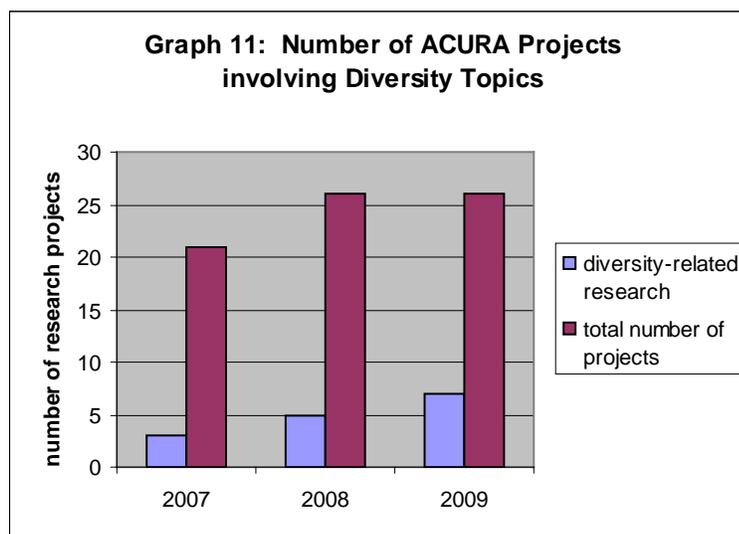
Faculty research interests have included many diversity-related themes such as Civil Rights, women's studies, ESL, international studies, African American studies, ethnic stereotyping, the LBGT community, among others. Over the review period, the Abington faculty published 20 refereed manuscripts on diversity-related topics. 85% of the publications were from the faculty in the Division of Arts and Humanities, while the remaining 15% were from the Division of Social Sciences**.** Though no refereed publications were from the Division of Science and Engineering, two investigators are currently involved in women's health research, studying the genetics of breast cancer in collaboration with Fox Chase Cancer Center.

Intercultural Awareness Funds

The Intercultural Awareness Fund is used to bring speakers to campus, fund local trips to theater, museums, or other events, provide foods for events, among its many other uses. Graph 12 shows the use of this fund for diversity events. Even with an almost 50% cut in this budget in 2006, this fund is still extremely under-utilized.   *The Update Committee strongly recommends that this fund be better advertised so that the faculty and staff are aware of its availability and fully optimize its potential, perhaps on the reworked Diversity/OIA webpage, TV monitors around campus, and faculty listserv.*
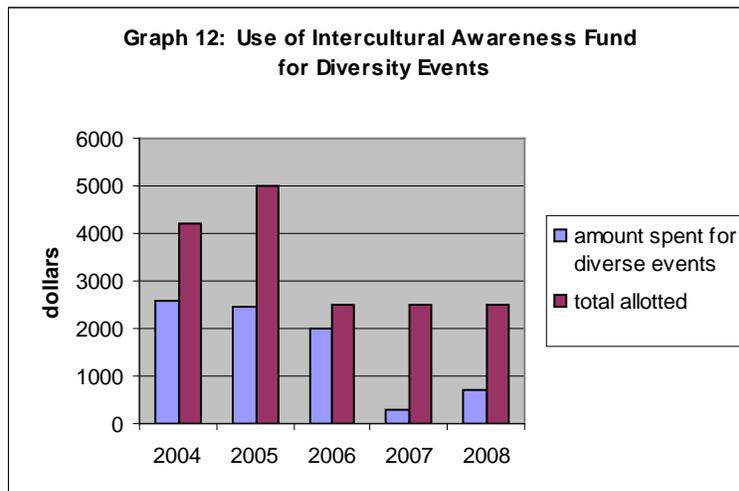
Graph 12: Use of Intercultural Awareness Fund for Diversity Events

2. What measures of success or strategic indicators gauge your progress toward this Challenge? What specific data in relation to these measures and indicators demonstrate your progress?

- **Intercultural and International Competencies across the Curriculum**   Both the number and breadth of IL and US culture courses offered are our primary strategic indicators. The IL and US courses graph 9 above shows our steady progress toward meeting this challenge. The addition of diverse-related minors has served as an additional impetus to expand intercultural understanding.

- **Undergraduate and Faculty Research on Intercultural Issues:** The strategic indicator for this action is to continuously track the numbers of undergraduate research projects, faculty publications, and faculty grants awarded in the area of diversity.   Our progress in this area is shown clearly in Graph 11 which shows a steady increase in number of undergraduate research projects that study diversity issues.

- **ESL and CILC.**   The strategic indicator is continued yearly tracking of incoming non-native speakers then a collaborative effort by ESL faculty, the Arts and Humanities Division Head and advisors to insure that the requisite number of ESL sections are available to them.   Continued support of CILC will insure that the college is serving the needs of the local schools and business in developing intercultural leadership.

- **Intercultural Awareness Funds:** A strategic indicator is to track the expenditure of this budget and strongly encourage its full use to bring more diverse speakers to campus for maximal impact.

3. Among the strategies you have employed to make progress with this Challenge, which specific approaches are considered your "signature" initiatives and which could be termed "best practices"?

CILC is an Abington 'signature' program that builds upon what Abington already does extremely well: the promotion and support of inclusive communities and the development of leaders who are aware of and committed to diversity.   CILC accomplishes this goal by depending on the expertise of our highly committed faculty and staff, who promote and disseminate these intercultural awareness and leadership development initiatives to the community in an outreach approach.

Challenge 6: Diversifying University Leadership and Management

1. What progress have you made toward this Challenge during this reporting period?

The Leadership Profile

The Chancellor's Cabinet, Abington's College management team consists of the Chancellor, deans, academic division heads (from Arts and Humanities, Social Sciences, and Science and Engineering) and program directors. During this review period there was a significant increase in the number of females on the leadership team (see table 17 below). In 2004 this group consisted of 36% females, whereby in 2009 the number had increased to 58%. The changes occurred specifically at the level of the division heads (specifically from Arts and Humanities, and Science and Engineering), the assistant dean, and the Director of Development. There were no changes in the ethnicity of the management team who are all white, which is an area to improve.

Table 17: Composition of the Chancellor's Cabinet by Gender						
	2004	**2005**	**2006**	**2007**	**2008**	**2009**
Chancellor	F	F	F	F	F	F
Assoc Dean	F	M	M	M	M	M
Assist Dean				M	F*	F*
A & H DH	M	M	M	M	F	F
SS DH	M	M	M	M	M	M
S & E DH	M	M	M	F	F*	F*
Business Services	M	M	M	M	M	M
Contin Ed	F	F	F	F	F	F
Devlpmt	M	M	F	F	F	F
Finance	M	M	M	M	M	M
Public Relations	M	M	M	M	M	M
Student Affairs	F	F	F	F	F	F

* split apmt.
F = female
M = male

Leadership Training Programs

A feasibility study was conducted by the Chancellors at Abington and Brandywine to model the Administrative Fellows Program at University Park, however due to current economic realities this concept has been shelved. Instead, the Chancellor at Abington College has developed a new in-house leadership program, **ABLE** (**Ab**ington **L**eadership **E**xcellence) to pilot in fall 2009 that encourages all interested tenure-line faculty and librarians to attend a year of leadership training seminars. This initiative has been driven by the growth in the complexity, scope, and responsibility of the division head and dean positions as Abington has grown in its academic programming. The ethic and gender composition of the entering 2009 class of ABLE is 100% female and 25% minority. A session *on Managing Multiple Constituencies in an Environment of Respect* is to be part of the leadership curriculum.

Other leadership development programs outside of Abington College, such as the Penn State Leadership Academy, and/or the Office of Women in Higher Education leadership seminars, have been attended by various members of the management team and staff, and are approached and funded on a case-by-case basis.

The Staff Advisory Committee (SAC) has a Leadership Certificate Program that includes a session on diversity. Some staff feel that the SAC is too selective and exclusive a group rather than being open to many interested participants. *The Update Committee strongly recommends a re-configuration of the SAC participation criteria and more in-depth leadership training opportunities and job shadowing opportunities for staff who are eager and ready to advance to the next phase in their career.* The staff is also very interested in a strengthened mentorship program based on discipline-related rather than ethnicity-related commonalities and modeled on that for the faculty.

New Faculty Mentorship

Abington College strongly values leadership development in the form of mentorship programs. The Chancellor has directly mentored a master's degree student from the Great Valley Campus during this review period. Similarly, all new faculty (both tenure-line and adjuncts) are assigned a full-time senior faculty member in their discipline or division to provide guidance during the acclimation period. Each fall, the Associate Dean and Division Heads run a comprehensive New Faculty Orientation where new faculty and mentors meet and review important academic policies and procedures. *The Update Committee strongly suggests that a section on diversity and diversity training be incorporated to the discussions at New Faculty Orientation each fall.*

2. What measures of success or strategic indicators gauge your progress toward this Challenge? What specific data in relation to these measures and indicators demonstrate your progress?

Leadership Training Programs   The strategic indicator is to monitor the number of faculty participation in ABLE, and staff participation in SAC, while strengthening the diversity training component in both leadership programs**.**

New Faculty Mentorship   Add a section on diversity to the New Faculty Orientation. Reconfigure and strengthen the Staff Mentorship Program

.

3. Among the strategies you have employed to make progress with this Challenge, which specific approaches are considered your "signature" initiatives and which could be termed "best practices"?

External leadership development programs, though providing valuable training for new administrators, are very expense to universities in term of travel and registration costs. This and the current economic climate are dictating new cost-cutting measures such as the creation of in-house leadership programs. Although no 'signature' leadership programs have been in operation over the review period, the Update Committee commends the administration's development of ABLE that will offer training sessions on multiple administrative themes including a session on diversity and managing multiple constituencies. The first inaugural class of all females should encourage other underrepresented groups to attend future programs.

Challenge 7: Coordinating Organizational Change to Support our Diversity Goals

1. What progress have you made toward this Challenge during this reporting period?

Diversity Funding as a College Priority

Despite current economic challenges, Abington College continues to fund diversity programming in numerous large and small ways, however primarily in the form of:

- The Office of Intercultural Affairs
- The Multicultural Climate Committee
- The Center for Intercultural Leadership and Communication
- ESL courses and IL/US cultures coursework
- The Office of International Programs

Moreover, with an ever-changing student demographic (ie. veterans, adult learners, etc.), various administrative units must remain fluid and timely in their programming strategies as the global currents in the job market and local employment trends shift.

Diversity in all College-wide and Unit Plans

Goal 2 of Abington College's Strategic Plan is Climate whose goal is to *"within a multicultural and caring college community, promote a climate of respectful interaction, as well as quality service for all Abington College constituents"*. The three key strategies of the Climate Goal of the College Strategic Plan echo closely the Challenges in the Diversity Strategic Plan. These strategies are to: 1) foster a climate of mutual respect that values diversity, 2) foster a richly diverse community of administrators, faculty, staff, and students through recruitment policies and retention programs, and 3) foster a climate of professionalism, effective ways to communicate with campus community.

A number of different college units have adopted creative strategies to recruit, retain and/or facilitate communication with different underrepresented groups. Business Services, for example, has begun to translate many of their documents into Spanish. Academic Affairs is using the Predoctoral Multicultural Fellowship and President's Opportunity Fund in its current round of job searches. CE is working with the Enrollment Management and Retention Committee to develop evening degrees for adult learners, and provides administrative and staff support for CILC.

Diversifying Volunteer Advisor Boards

Table 18 compares the composition of the College Advisory Board in 2005 versus 2009 in terms of ethnicity, gender and disability status.

Table 18: Composition of the Advisory Board as a percentage						
	African Amer	Asian	White	Female	Male	Disabled
year						
2005	12	4	84	24	76	1
2009	17	4	79	21	79	1

The current Abington Alumni Society Board is composed of nineteen members in total, 42% of which are males and 58% of which are females. 20% of the board members are minorities; 10% are African Americans and 10% are Hispanics.

2. What measures of success or strategic indicators gauge your progress toward this Challenge? What specific data in relation to these measures and indicators demonstrate your progress?

- **Diversity Funding as a College Priority.** Continue to monitor funding and activities of the diversity-oriented programs.

- **Diversity in all College-wide and Unit Plans.** Monitor the development of strategic plans across all major units, with a requisite inclusion of diversity-related goals and clearly articulated implementation plans.

- **Diversifying Volunteer Advisor Boards.** Strategically increase the ethnic diversity of the advisory board that better mirrors the ethnicity of our students.

3. Among the strategies you have employed to make progress with this Challenge, which specific approaches are considered your "signature" initiatives and which could be termed "best practices"?

Abington does not have one 'signature' program that epitomizes Challenge 7, however implements a multi-pronged approach to diversity education and understanding in the form of:

- The Office of Intercultural Affairs
- The Multicultural Climate Committee
- The Center for Intercultural Leadership and Communication
- ESL courses and IL/US cultures coursework
- The Office of International Programs
- Climate Surveys
- Tracking of Student, Faculty and Staff Demographics
- Diversity Training Sessions

The combined efforts of multiple units, programs, and committed individuals represent Abington College's 'best practice' in educating multiple campus constituencies as to the importance of diversity.

WHERE WE'RE GOING: The Abington College 2010-2015 Diversity Strategic Plan

The recommendations below summarize the needs areas identified by the Update Committee when collecting qualitative and quantitative data for each of the seven Challenges of the 2004-2009 Diversity Strategic Plan. These recommendations will be used, in part, to form the scaffolding of the new 2010- 2015 Diversity Strategic Plan.

Challenge 1: Developing a Shared and Inclusive Understanding of Diversity

Our commitment to Diversity needs visibility. To strengthen Abington's message that Diversity is a core value to the Abington College community, it is strongly recommended that the word Diversity be listed on Abington's home page that when clicked upon will take the reader directly to the web-page of the OIA. The OIA web-page should be continuously updated to include a listing of diversity events as is current practice, and should be greatly expanded to include Abington's definition of diversity, the OIA mission statement, the new 2010-2015 Diversity Strategic Plan, and other interesting and relevant campus news and documents related to diversity issues and initiatives. Furthermore, the No Place for Hate initiative should have a prominent place on the proposed new OIA webpage

The Update Committee suggests that new clubs and/or organizations centered around adult learners, elderly students, and students with disabilities be formed if there is an interest by these constituencies. The Office of Student Affairs in particular needs their finger on the pulse of emerging underrepresented groups to respond quickly and smartly to their issues.

Challenge 2: Creating a Welcoming Campus Climate

In the past review period, a homogenous group of staff members (white females) have been the primary attendees at the Faculty-Staff Diversity Training events. Unit administrators need to encourage equal participation by males and females and by members of all staff and technical grade levels. Unit administrators also need to lead by example. The campus leadership needs to serve as role models to all campus constituents by unilaterally committing to attend these sessions and being a presence at diversity-related events. This includes the deans, program directors, and the three academic Division Heads who need to urge faculty and staff participation from their respective divisions. Participation at diversity events could be included in annual FARs to encourage greater faculty participation. The Update Committee also suggests that diversity training sessions be held every semester, be widely advertised by multiple campus media, and that participation by males, faculty, and administrators be especially encouraged.

Challenge 3: Recruiting and Retaining a Diverse Student Body

Presently 42% of the entering freshmen are minorities. The overall percentage of minorities in all four years of the Abington programs is 32%. However, 23% of the recent Abington graduates were minorities. We need to determine how many of the original 42% are

transferring to programs at UP, leaving for other academic institutions, or abandoning altogether their educational plans for other reasons. Future sophomore retention surveys need to better delineate who these students are in terms of ethnicity, gender, and other groupings. First and foremost, programmatic safe-guards need to be established very early on to prevent a student from arriving at 'attrition status.'   These might include retention mechanisms to identify students-at-risk in their first freshmen semester and work with them in their second semester before they leave the university system altogether. A second semester remediation and college-survival skills course could be formed for those at-risk-students that are identified from freshman year mid-semester evaluations.   In addition to a formal remediation course, other academic support services such as tutoring in the Learning Center to strengthen foundational math and writing skills, and specialized advising/counseling by a professional advisor trained to work specifically with at-risk-students might be incorporated into a 'retention package' of services to prevent attrition between the freshmen and sophomore year.

Challenge 4: Recruiting and Retaining a Diverse Workforce

Though having a large minority population (32%) within the Penn State system, Abington has a faculty minority population of 13%. The next Diversity Plan must have as its priority a concerted effort to improve these numbers. One strategy would be to dedicate funds to hire a Predoctoral Multicultural Fellow in multiple academic areas. Secondly, utilize the President's Opportunity Fund in future hires where possible. Both strategies could improve underrepresented faculty numbers in a very short period of time.

Moreover, individuals running faculty and staff searches, particularly academic division heads and program directors, should use the Minority Association Resources List when posting job ads, attend Ken Lehrman's seminars on the best practices for hiring diverse candidates, and ask a number of diversity questions during the interview process to assess the candidate's attitudes toward working in a diverse workplace environment.

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

Abington College must continue to offer new courses that are timely and cutting edge in their pedagogy that increase our students' understanding of globalization, comparative cultures and history, among others.

As our largest minority student constituency is Asian, languages from Asia such as Chinese, Hindi, Korean, and Vietnamese should be options to consider within our language program. Asian Studies and Latino minors and additional international courses to various countries in non-western countries could be added to the course offerings.

Challenge 6: Diversifying University Leadership and Management

Strong efforts to improve the in-house training of current faculty to transition into positions of college administration are underway in the form of the nascent ABLE program. Similar

efforts to develop and/or strengthen staff leadership needs to also occur.   The reconfiguration of the Staff Advisory Committee that allows for more inclusion, participation across units, and increased emphasis on leadership development and job shadowing should be enhanced. The staff are also interested in a strengthened mentorship program, modeled on that implemented for the faculty.

Challenge 7: Coordinating Organizational Change to Support our Diversity Goals

Abington College greatly values the input from external advisory boards. Input from this group should be consistent with and reflect our diverse campus student body and culture. To this purpose and in line with the diversification of our faculty, new membership to the College Advisory should include members of underrepresented groups.

Respectfully submitted,

The Diversity Strategic Planning Committee
December 1, 2009