

**PENN STATE ABINGTON
ABINGTON COLLEGE**

DIVERSITY PLAN UPDATE REPORT

Submitted on Behalf of the College Community

By

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Chancellor**

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INTRODUCTION

The following pages contain the answers to the assessment questions preceding each challenge and then the update of the Abington College's diversity plan. Each action has an "Action Status Fall 2006" report following it. In addition, there are recommendations following all challenges, except challenge 7.

The Abington Diversity Plan Update Committee is comprised of the following members:

Ross Brinkert
Assistant Professor, Corporate Communication

Peter Pincemin Johnstone
Associate Dean, Academic Affairs

Patricia Rizzolo
Coordinator, Planning and Assessment; Co-Chair

Jose Rodriguez
Coordinator, Intercultural Affairs, Student Affairs; Co-Chair

Roxanna Senyshen
Lecturer, ESL, Communication, Arts & Sciences

Paula Smith
Reference Librarian, Library

Challenge 1: Developing a Shared and Inclusive Understanding of Diversity Assessment Questions

1. How does Penn State Abington define or describe diversity?

Abington College defines diversity as a strategic plan 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 strategic goals of its overall plan. Diversity initiatives at Abington College focus on creating a humane atmosphere in which students learn to be socially responsible citizens and in which all members of the community recognize their own value, while respecting others.

2. How is this understanding demonstrated in areas of emphasis within Penn State Abington?

This understanding is demonstrated through Faculty and Staff Opening Day meetings; Student Summer Orientations; Student Leadership Development Training; Unity Day; the Multicultural Climate Committee (MCC); First-Year Seminars; and the diversity of the college's Advisory and Alumni Boards, invited speakers, award recipients, and performers.

3. How has Penn State Abington distributed information to students about Abington's diversity initiatives?

(See answer to Question 2, above.) Penn State Abington distributes information on the shared and inclusive understanding of diversity through orientation days, programs and events sponsored through the student organizations and The Offices of Intercultural Affairs and Student Life. It is also included in the First-Year Seminars and Learning Communities.

Does Penn State Abington have formal mechanisms in place for discussion of diversity initiatives with students? If so, please describe.

We just started to address this in some of the First-Year Seminars and during the diversity and leadership retreats we sponsor and offer to our students. Examples are the Diversity Summit held at University Park and the Penn State Abington "Uniting into One Spirit" Leadership Retreat the summer of 2006.

4. How has Penn State Abington distributed information to faculty and staff about Abington's diversity initiatives?

Information to faculty and staff is distributed through the campus listserv as well as during the two campus wide meetings for faculty and staff before the semesters begin.

5. Describe Penn State Abington's formal mechanisms for discussion of diversity initiatives.

The following formal mechanisms are used: Office of Intercultural Affairs, Multicultural Climate Committee, First-Year Seminars and Learning Communities (which include a FYS), Summer Orientations, discussion in Opening Meetings January 2006 and scheduled discussion in January 2007

Opening Meeting, and Climate Survey initiated by Chancellor's Office and Student Affairs with the request that MCC conduct and analyze it.

6. What is the role of Penn State Abington's diversity committee?

The diversity committee of Penn State Abington is called Multicultural Climate Committee (MCC). The MCC is charged with helping create a climate of acceptance for all members of our campus community. The MCC accomplishes this charge by developing opportunities for faculty, staff and students to challenge themselves on many different issues. Examples: Spring 2006 – Faculty/Staff Meeting the MCC presented a diversity workshop on Understanding Diversity at Abington;

7. What is its composition?

The MCC is consisted of roughly 29 active members (2006-2007) who are Penn State Abington employees and students. The members range from faculty who are tenured, tenure track positions, fixed term positions, and exempt staff members. From 2004-2006 the membership consisted of 21 active members who were from every faculty track and exempt staff as well as all division heads. This year (2006-2007) we have three student representatives on the committee. These students were selected by the Student Government Association (SGA).

8. What is the role of Penn State Abington's multicultural coordinator?

The Coordinator of Intercultural Affairs is the individual who is charged with developing and implementing ways to increase awareness of inclusiveness and diversity/interculturalism throughout the campus. These initiatives include both in and out of the classroom experiences. The Coordinator is also the chair of the Multicultural Climate Committee.

9. Which strategies have been most successful in addressing this Challenge? Which have been least successful? Which could have been termed "best practices"? (Best Practices are processes, programs, and procedures that most successfully lead to the Abington College's ability to reach the University's diversity goals and can be validated through measurable outcomes.)

Best Practices: The presentation at Opening Meeting in January 2006, the Climate Survey, and the Penn State Abington "Uniting into One Spirit" Leadership Retreat the summer of 2006.

10. What measures of success has Penn State Abington identified to gauge your progress in this Challenge? Include data demonstrating outcomes.

At present, the Climate Survey (see Appendix B) which will be repeated every 2-3 years is the major metric for measuring progress. Next year, diversity will be formally addressed in the assessment of Learning Communities.

Challenge 2: Creating a Welcoming Campus Climate Assessment Questions

1. How does Abington College leadership demonstrate support for diversity?

- Our commencement speakers reflect our diversity (Lorene Carey, author, in May 2006; Pedro Cortes, Secretary of the Commonwealth, in May 2007).

- Make diversity a priority in recruitment and hiring and in the selection of speakers/presenters to bring to campus (for example, Commencement speakers)
- Pushed for, encouraged, and supported financially the Climate Study of 2005
- Asked the MCCC to interpret the Climate Study and to make recommendations based on the results of the study; Senior Director of Student Affairs and Chancellor met with MCCC and created list of follow up items; Senior Director of Student Affairs and Chancellor followed up on recommendations.
- Initiated a distinctive **Center for Intercultural Leadership and Communication (CILC)** that draws upon faculty strengths in research and in outreach/teaching, providing support for non-profits and corporations as well as for faculty, staff, and students on campus. This Center highlights our location, our diversity, and our faculty commitment and expertise, all integrated in a way that advances social goals of diversity and intercultural communication. The Faculty Coordinator of CILC is a member of the MCC.
- Diversity on the CILC board of advisors.
- The Wiley Day for Women is designed to reach out to women and encourage them to continue to advance in their careers and personal lives. The Fall 2006 program included a presentation by Dr. Karen Weekes on “Women Who Beat the Odds”.
- Associate Dean has established an International Committee to explore opportunities to expand provision of international courses and attract more diverse student body to our campus.
- The Associate Dean is a member of the Diversity Committee.
- The Associate Dean has revised the constitution of search committees to ensure that every search committee includes at least one member of the Diversity Committee.
- All open positions in Student Affairs are forwarded to Jose’ Rodriguez to be sent out to diversity listservs announcing the opening. The last three appointments in Student Affairs have added to the university’s diversity.
- Placed an ad for part-time faculty in diverse publications
- Worked through many hurdles to offer a program for Korean adult students

2. How does Abington College identify climate issues?

- The college did the Climate Study for this very reason. We are building broad-based support for conducting the survey and learning and improving from it.
- Focus groups

3. How does Abington College monitor climate?

- We will conduct regular climate studies
- Regular use of Focus groups

4. How does Abington College respond to climate issues?

- See answer #1. The college leadership took the study seriously, asked a diverse group of faculty and staff to help interpret results and then followed up on recommendations.
- The Associate Dean has established an International Committee to explore opportunities to expand provision of international courses and attract more diverse student body to our campus.

- The Associate Dean has revised the constitution of search committees to ensure that every search committee includes at least one member of the Multicultural Climate Committee.
- 5. What Abington College-wide and individualized approaches have you developed to enhance overall climate and individuals' satisfaction with the environment?**
- Multicultural Climate Committee responds to this question by conducting and interpreting the Climate Study and proposing recommendations.
 - Implemented the Intercultural Awareness Fund with oversight by the MCC for past six years.
 - The Associate Dean has established an International Committee to explore opportunities to expand provision of international courses and attract more diverse student body to our campus.
 - The Associate Dean has revised the constitution of search committees to ensure that every search committee includes at least one member of the Multicultural Climate Committee
- 6. Which strategies for creating a welcoming campus climate for diversity have been most successful? Which have been least successful? Which could have been termed "best practices"? (Best Practices are processes, programs, and procedures that most successfully lead to the Abington College's ability to reach the University's diversity goals and can be validated through measurable outcomes.)**
- We have a customer service/climate task force for adult students working under the direction of the adult learner recruitment and retention committee.
 - The MCC and the Coordinator of Intercultural Affairs' leadership
 - The Intercultural Awareness Fund
 - The Center for Intercultural Leadership and Communication
- 7. What measures of success have you identified to gauge your progress in this challenge? Include data demonstrating outcomes.**
- We currently have 8 under-represented student organizations out of 33 recognized student organizations which have been active in Fall 2006. In the 2005-2006 academic year there were 7 out of 26 recognized student organizations. These student organizations are: Asian Student Association; Black Student Union; Friends, Lesbian and Gay Student Association; Hillel; Latino Student Organization; Muslim Student Association; South Asian Student Association; and Third Wave. These student organizations have sponsored in the Spring 2006 semester over 25 out of 48 programs which is 52% of the overall student sponsored events. In the Fall 2006 semester it is 20 out of 40 which is 50% of the overall student sponsored events.
 - After conducting the Fall 2004 Climate Survey, we found a high level of comfort and satisfaction from both students and faculty/staff in relation to gender issues, disabilities issues, sexual orientation issues, racial/ethnic issues, English as a second language issue and ageism. We are planning to conduct another climate survey within the next year or so.

Challenge 3: Recruiting and Retaining a Diverse Student Body Assessment Questions

1. Describe specific initiatives your college may have that are intended to contribute to recruiting or retaining undergraduate students from underrepresented groups.

- Footsteps to the Future (our students visiting high schools with underrepresented students)
- Targeted High School Bus Trips to the campus
- Minority Mentoring Program

2. Describe specific initiatives your college may have that are intended to reduce inter-group disparities in enrollment, retention, and graduation rates.

- Diversity Leadership Conference
- ESL Program
- EOP Program
- Voluntary Mentoring Program for first-year students

3. What mechanisms for collaboration has your college established?

- Work with the Philadelphia Community Recruitment Center
- Coordinator of Intercultural Affairs is a member of the following community organizations: Concilio, Congresso, Montgomery County Diversity Commission
- Advertise in diverse newspapers
- 25+ year partnership with Frankford Hospital School of Nursing (very diverse student body)
- Providing Vocational ESL (VESL) to adult learners in partnership with Penn Asian Services (predominately Korean).

4. Which recruitment and retention initiatives have been most successful? Which have been least successful? Which could be termed “best practices”?

Best Practices –Targeted High School Bus Trips
Attend and recruit at several Diversity College Fairs

5. What measures of success have you identified to gauge your progress in this Challenge? Include data demonstrating outcomes.

- 8 Active Clubs that represent our diverse population
- Ethnic Diversity of the Freshman Class

Ethnic Diversity of Incoming Freshman Class

Minority	2004	2005	2006
American Indian	1	2	2
African American	81	91	125
Asian American	117	166	170
Hispanic American	22	19	23
Puerto Rican	22	26	52
Total	36%	42%	39.2%

Challenge 4: Recruiting and Retaining a Diverse Workforce Assessment Questions

1. How has your college actively and successfully engaged in locating and recruiting faculty and/or staff from underrepresented groups?

- As of October 2006, the Associate Dean asked Head Librarian to identify additional resources and professional associations that support underrepresented faculty and staff in order to disseminate information on campus openings.
- The college advertises in the online resources of professional organizations devoted to underrepresented groups.
- The college uses the disciplinary listings of the Minority and Women Doctoral Directory (MWDD).

2. What strategies have been implemented to improve identification and assessment of credentials for purposes of hiring and promotion?

- The Chancellor has offered each search committee the opportunity to bring in to be interviewed more than the usual three or four candidates if the additional candidates are from under-represented groups.
- The Chancellor has reminded each search committee of the President's Opportunity Fund and has made the commitment, in applicable cases, to hire more than one faculty member if candidates from under-represented groups are offered positions.
- As of October 2006, each search committee will have a representative of the Multicultural Committee.
- Prior to 2006, the Chancellor and the Division Heads discussed the importance of diversity in hiring before hiring season began. This point was made in the charge to search committees, as well. With new personnel in place in 2006, the Associate Dean and Division Heads are also discussing diversity in hiring.

3. What retention strategies have you implemented in your unit to retain and promote the success of faculty and/or staff from underrepresented groups?

The faculty mentoring program does not match mentors and mentees according to diversity or ethnicity primarily because we hire so few faculty in any given year. The staff mentoring program does call on existing underrepresented staff to mentor new staff.

4. Which recruitment and retention strategies have been most successful? Which have been least successful? Which could be termed "best practices?" (Best Practices are processes, programs, and procedures that most successfully lead to the unit's ability to reach the University's diversity goals and can be validated through measurable outcomes.)

Best Practices: Creation of the Minority Fellows Program in which the college found funding to support an ABD graduate student from an under-represented group, gave him reduced teaching load while he completed his dissertation and offered the possibility that once the degree was completed, there could be a position opening at Penn State at some campus. A position opened at Penn State Abington, and this individual is now in his fourth year on the tenure track. This program shows great promise, but the college could not secure even partial funding from the University. Consequently, the

program has been discontinued in the wake of budget cuts. It is a top priority for reinstatement as soon as the budget situation stabilizes or the college can secure external support.

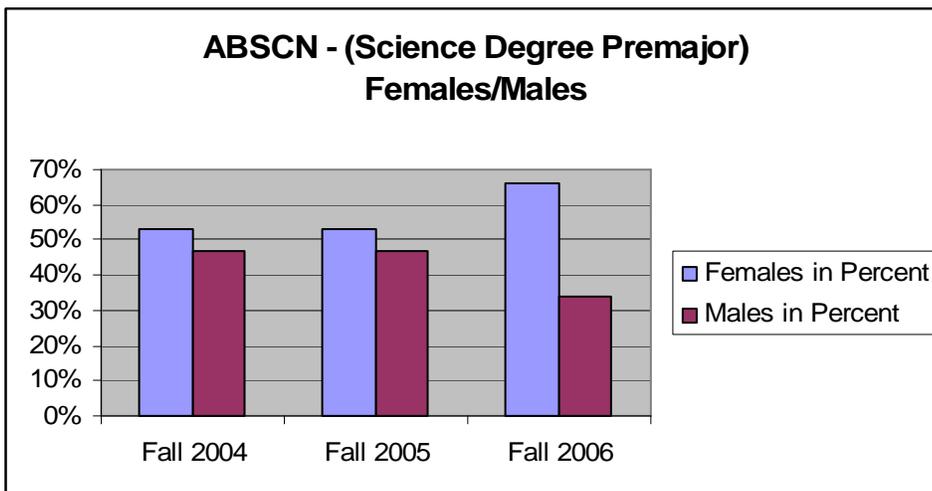
5. What measures of success have you identified to gauge your progress in this Challenge? Include data demonstrating outcomes.

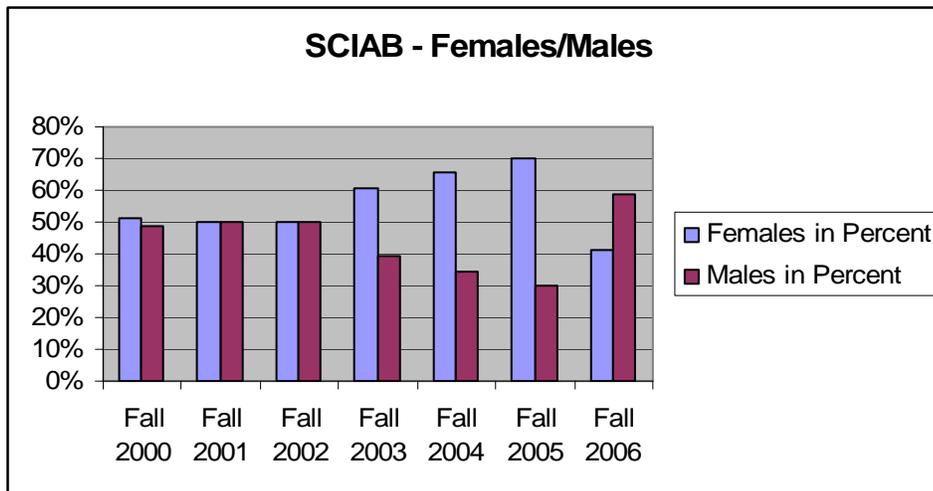
- Distribution of full-time minority faculty and staff (Separate by category) Percentage increase/decrease
- Data collected from College Climate Survey (Diversity climate survey?), Faculty/Staff Satisfaction Survey
- Tenure Track retention of faculty from underrepresented groups
- One Minority Fellow hired as tenure-track faculty

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

1. What initiatives has Penn State Abington taken in supporting multicultural curriculum efforts?

- Arts and Humanities has added English 226: Latino/a Border Theories to curriculum.
- In past hired a full-time faculty member, and this, fall hired an FT 2 faculty member to teach an increasing array of English courses in ESL versions and CAS courses geared toward ESL students.
- Have begun planning to regularly offer Arabic 1 starting Fall 07, Arabic II in Spring 08, and Arabic I and III in Fall 08.
- Developed and offer Japanese language, history and culture courses and faculty led study abroad courses to Japan, France, Italy with further development in underrepresented countries targeted for the future
- The enrollment in our Science Major continues to be diverse. See charts below indicating the percentage of males and females in our SCIAB major and ABSCN pre-major.





- The enrollment in our recently added Biology major has also followed a similar pattern with 67% females and 33% males in the Fall of 2006 semester.
- A minority or Multicultural Climate Committee member is now required to be a member of all staff and faculty search committees.
- The divisions of Arts and Humanities, Science and Engineering and Social Sciences have all been involved in the delivery of several Learning Communities that foster diversity.
- Math Options is a math and science career day for young women at Penn State Abington. The goals of Math Options are to interest young women to continue studying mathematics and science and to pursue careers involving mathematics, the sciences, technology and engineering by offering role models and mentors. An important issue for Math Options has always been the careful selection of participants. Schools are specifically asked to select students who have demonstrated a keen interest and show potential in math and science, but may need some extra support or guidance in their career plans. We also stress the importance of including an ethnically diverse group of young women (usually 50%). It is also encouraged that participants be given the opportunity to share their experience with friends and classmates.
- Penn State Abington offers robot design competitions which annually attract over 150 diverse students from more than 15 K-12 and college institutions in the Philadelphia area and beyond.

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

- A faculty member is researching and publishing on 19th-century African American women's short story.
- A faculty member is completing a book the African/American rap artist Tupac Shakur. He is also working on a book on the underground in American literature, an image developed from Ralph Ellison's novel *The Invisible Man*.
- A faculty member researches and publishes on American women's short story cycles.
- Faculty have created an exhibition of artwork titled "Telling Our Stories," working with autobiographical material by women.
- Courses are offered in Woman's Studies, Malcolm X, Racism and Sexism, Blacks in 20th Century, Early African American History, African American Folk Traditions, Diversity and Health, African American and Irish Lit, Women Writers, Race and Gender Employment, Women and Madness, Women and Religion, Intercultural Communication.
- Undergraduate research projects treat diversity issues each year.

3. How is diversity integrated into the college's curriculum?

By the broad and deep offerings of "diversity" courses throughout the College: such courses are taught in African/African American Studies, American Studies, Art History, Classical and Mediterranean Studies, Communication Arts and Sciences, Comparative Literature, English, History, Music, Philosophy, Religious Studies, Spanish, Theater, Women's Studies.

4. Which strategies for developing the curriculum that fosters intercultural and international competencies have been most successful? Which have been least successful? Which could be termed "best practices"? (Best Practices are processes, programs, and procedures that most successfully lead to the division's ability to reach the University's diversity goals and can be validated through measurable outcomes.)

- The strategies that have worked best have been encouraging faculty to offer "diversity" courses and increasing the number of study abroad courses that explore cultural and social diversity.
- The strategy that has worked least well is to try to hire qualified minority candidates at any rank. FT2 candidates are often not attracted by the relatively low salary we offer and we had little success in attracting minority applicants for recently advertised 2006 tenure track positions. Current searches in Early American History and Chemistry will strive to identify qualified minority candidates. The inclusion of an MCC member on all searches should assist in improvement. Beyond the difficulties of offering low salaries (by comparison to the colleges in our recruitment area, such as Penn and Drexel), we face the problem are not having more than two or three open positions in any given year. In the one year where we hired eight faculty, this group included four African-American faculty.

5. What measures of success have you identified to gauge your progress in this challenge? Include data demonstrating outcomes.

The measure of success identified is the number of courses and sections of "diversity" courses offered and their distribution across all Divisions. Recent data for numbers of courses and sections include:

Fall 04

28 sections of USI courses offered

Spring 05

26 sections of USI courses offered

Fall 05

35 sections of US courses offered

Spring 06

32 sections of IL courses offered

Fall 06

24 sections of US courses offered

Totals:

145 sections of USI offered

Challenge 6: Diversifying University Leadership and Management Assessment Questions

1. How are Penn State Abington leaders involved in diversity efforts?

The administrative leadership (direct reports to the Chancellor) are involved in many ways in diversity efforts, including but not limited to participation on the Diversity Plan Committee and Update Committee, participation with and collaboration with the Multicultural Climate Committee on selected projects, sponsorship of diversity training for Opening Meeting, support for staff who wish to attend diversity conferences and trainings, leadership in assuring that diversity is a topic in staff training programs, commitment to hiring diverse faculty and staff, and promotion of the college's Center for Intercultural Leadership and Communication. Last year, the Senior Director of Continuing Education received the Diversity Award presented by the Multicultural Climate Committee.

2. What is the diversity profile of Penn State Abington's administrative executive levels?

Of the 7 administrators on the Chancellor's Cabinet (direct reports), the gender diversity is very good, but otherwise that group is not diverse. Of the 12 members of the Chancellor's Cabinet, 4 are female, 8 are male, and 2 come from underrepresented groups. In 2005-2006, when there was a need for an interim appointment for the Associate Dean position, the Chancellor appointed a member of an underrepresented group (currently a Division Head) to that position and invited him to apply for the continuing position (he declined).

3. Describe the procedures followed to create both diverse applicant pools and search committees for administrative searches. How is information about expectations regarding candidates' skills and experience with managing diversity communicated to the committee and to the candidates?

Each Search Committee is charged to put diversity as a high priority, including making sure the candidate pool contains diverse candidates and also assuring that the committee seeks candidates who have commitment and experience with managing diversity. This year the college has instituted a procedure of putting a member of the Multicultural Climate Committee on each Search Committee. This procedure has been followed, with few exceptions, in staff searches and now will be formalized for all searches.

4. How does Penn State Abington identify staff and faculty from underrepresented groups who have administrative aspirations and potential, as well as assist them in developing leadership and management skills? How are such individuals supported in identifying opportunities for advancement?

The Staff Advisory Committee (SAC), with the encouragement of the Chancellor, has launched a new initiative whereby members of the SAC will undertake 4 classes per year (through HRDC) for three years and receive a Leadership Certificate. The Chancellor insisted that at least one of these 12 courses, and preferably more, deal with diversity issues. The diversity of the SAC is one factor considered when new staff members are added to the committee. There is also a New Staff Mentoring and Orientation Program developed by SAC and underrepresented staff members are mentored by someone on staff with experience who is also from an underrepresented group. At a

campus college where the hierarchy is very flat there are few opportunities for advancement for faculty or staff, but supervisors and Division Heads take their role very seriously to promote talent from within our ranks.

5. Which strategies for diversifying Penn State Abington’s leadership and management have been most successful? Which have been least successful? Which could be termed “best practices”? (*Best Practices are processes, programs, and procedures that most successfully lead to the college’s ability to reach the University diversity goals and can be validated through measurable outcomes.*)

- Least successful: a few years ago, we proposed an “office exchange” program, sponsored by SAC and designed to encourage staff to move to another office setting to extend and complement their skills. No one applied for the program.
- Most successful: we do not “ghetto-ize” diversity by devoting only a few days a year to the topic but we try to practice it throughout all the year and in all we do. For instance, our Commencement speakers are diverse, our Advisory Board and Alumni Executive Council are diverse, our lectures and speakers series are diverse (in presenters and in content). When the student body and the faculty and staff see that diversity is practiced in all venues over which we have control, there is a better sense that this is a place of commitment to diversity.
- Best practices: the establishment of our Center for Intercultural Leadership and Communication (CILC) in March 2006 and the initiation of the “Minority Fellowship” program about six years ago in which we hired a promising young faculty member from an underrepresented group who was ABD and gave him a position with a lighter load (like a dissertation fellowship) with the idea that he would get to know PSU and that by the time his dissertation was finished, there would probably be a job for him at PSU. There was and fortunately it was here at Abington! This program had to be suspended due to the budget cuts of recent years. The Provost’s Office would not fund the program since the fellowship was for someone who was not YET on the tenure-track, but this program is an outstanding example of helping the entire PSU system become more diverse. It should be supported for all academic units with central incentives.

6. What measures of success have you identified to gauge Penn State Abington’s progress in this Challenge 6? Include data demonstrating outcomes.

- The number of faculty and staff from underrepresented groups.
- The actual diversity of speakers, boards, and other important role models visiting the campus.

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

1. How does Penn State Abington’s strategic plan reflect the importance of diversity for meeting your goals and objectives?

Diversity is an essential element of our strategic plan; in other words diversity is a goal, not a means to a goal.

- 2. What organizational realignments, systems of accountability, resource mobilization, and allocation strategies, and long-term planning strategies have been implemented by Penn State Abington to ensure the realization of the College's diversity goals?**

See answers to Challenge 6, Question 5.

- 3. What budget and development approaches have been implemented by Penn State Abington to ensure financial stability of diversity priorities?**

The Multicultural Climate Committee is supported and funded by the college's budget. The Chancellor established a small "Intercultural Awareness Fund" several years ago to assist faculty in bringing a diversity issue into the classroom; recommendations for these expenditures come from the Multicultural Climate Committee. The Center for Intercultural Leadership and Communication is funded by a combination of general funds and private funding.

- 4. Describe the systems of accountability and reward that support the achievement of diversity goals.**

Involvement in any diversity activities is given a prime emphasis in the annual review of both faculty (service) and staff. Supervisors are asked to signal to those being reviewed that their evaluations are enhanced based on their commitment to diversity. Two Diversity Awards are given each year: one to a student and another to a faculty or staff member.

- 5. What partnerships, with internal or external units and/or constituencies, have you created to advance the College's diversity goals?**

Through the Center for Intercultural Leadership and Communication, the college is partnering with several community organizations as well as corporate entities, the township, and the county to promote better intercultural understanding. We have found a strong interest on the part of the health care industry in this outreach work. The Multicultural Climate Committee is itself an internal partnership, touching faculty, staff, and students and reaching each unit of the college.

- 6. Which strategies to coordinate organizational change in support of diversity goals have been most successful? Which have been least successful? Which could be termed "best practices? (*Best Practices are processes, programs, and procedures that most successfully lead to the college's ability to reach the University diversity goals and can be validated through measurable outcomes.*)**

Best Practices: Center for Intercultural Leadership and Communication, Multicultural Climate Committee, and Minority Fellowship Program.

- 7. What measures of success have you identified to gauge Penn State Abington's progress in this Challenge? Include data demonstrating outcomes.**

- The Climate Survey of 2004-2005.(See APPENDIX B)
- New partners created through outreach of Center for Intercultural Leadership and Communication.

The Penn State Abington Diversity Plan 2004-2009
Update Report Fall 2006

Penn State Abington developed its 2004-09 Diversity Strategic Plan based on principles embedded in the college's strategic planning goals and, even more importantly, in the college's educational culture. The following plan provides updates on actions from the Diversity Strategic Plan and also outlines specific actions that the college intends to take over the coming years. While these actions are comprehensive, they are not all-inclusive. The college expects to revise actions or add new actions as it meets its diversity challenges.

Challenge 1: Developing a Shared and Inclusive Understanding of Diversity

Action Steps

1. Develop a Diversity Web link on the college **Home Page** Web site that provides information about multicultural events, resources, research and the Penn State Diversity framework. Highlight intercultural Affairs and work of the Multicultural Climate Committee.

Time Line: Ongoing

Responsible Person/s: Coordinator of Intercultural Affairs, Multicultural Climate Committee, and Web Administrator

Resources Needed: Already budgeted for 2004-05

Fall 2006 Status: The college Web site contains only an Intercultural Affairs Office link which is not easily accessible and is not being kept up to date.

2. Promote Intercultural and Multicultural Climate Committee activities and projects (e.g. Diversity Lecture Series, MLK Day, Unity Week, and Taste of Who We Are)

Time Line: Ongoing

Responsible Person/s: Coordinator of Intercultural Affairs and Division Heads

Resources Needed: Already budgeted for 2004-05

Fall 2006 Status: This action is implemented and ongoing.

3. Increase support for diversity activities and projects of student organizations (e.g. FLAGSA, Black Student Union, Latino Student Organization, South East Asian Student Association, Hillel, Muslim, etc.) Establish meetings at the beginning of each semester between Multicultural Climate Committee and students.

Time Line: Ongoing

Responsible Person/s: Advisors, Multicultural Climate Committee, and student leaders

Resources Needed: Already budgeted for 2004-05

Fall 2006 Status: This action is being implemented.

CHALLENGE 1 DIVERSITY PLAN COMMITTEE RECOMMENDATIONS

- Redesign the college Web site to clearly and easily convey internal and external information which would include a Diversity link on the college Home Page.
- Develop a clear protocol for sending informational updates on a regular basis (e.g. daily, weekly, or monthly) to a college Web Master who will incorporate the updates on the Web site in a timely fashion.

Challenge 2: Creating a Welcoming Campus Climate

Action Steps

1. Distribute the Diversity Climate Survey to faculty, staff, and students this fall 2004. Collect, collate, analyze, and disseminate results. **(See Survey results in Appendix B)**

Time Line: Fall 2004

Responsible Person/s: Multicultural Climate Committee

Resources Needed: Already budgeted for 2004-05

Fall 2006 Status: This action has been completed.

2. Promote diversity training by offering and widely publicizing, at least, one diversity workshop per year on specific diversity topics. The content and order of these topics will be based on the results of the college's Diversity Climate Survey.

Time Line: Begin Spring 2005

Responsible Person/s: Academic Affairs, Student Affairs, and Office of Intercultural Affairs

Resources Needed: Already budgeted for 2004-05

Fall 2006 Status: One informational presentation was offered in Spring 2006. No training workshops have been offered to date. Diversity topics were included in a Staff Leadership Certificate program workshop in Spring 2006. No stand-alone workshops have been offered to date.

3. Provide opportunities for community service in organizations and businesses that *embody a diverse socio-cultural environment.*

Time Line: Fall 2005

Responsible Person/s: Student Affairs and Academic Affairs

Resources Needed: Part of projected budget

Fall 2006 Status: This action has been implemented and is ongoing.

COMPLETE REVISION OF ACTION #4

Establish guidelines and procedures to improve the focus and informational content of the New Faculty Orientation and the New Employee Orientation. In each orientation include a comprehensive introduction to the college's multicultural community and its diversity programming. In addition, make diversity issues and concerns an explicit component of the mentoring process of both new faculty and new staff orientations.

Time Line: Begin Fall 2007

Responsible Person/s: Chancellor, Associate Dean, Division Heads, and Unit Directors

Resources Needed: Regularly budgeted for each new fiscal year.

CHALLENGE 2 DIVERSITY PLAN COMMITTEE RECOMMENDATIONS

- The same Diversity Climate Survey should be distributed every two or three years to faculty, staff, and students in order to determine a longitudinal record of changes needed and changes made over the years.
- Implement Action #2:” Promote diversity training by offering and widely publicizing, at least, one diversity workshop per year on specific diversity topics. The content and order of these topics will be based on the results of the college’s Diversity Climate Survey.”
- Display international flags representative of the diverse populations on campus.

Challenge 3: Recruiting and Retaining a Diverse Student Body (see Appendix A for summary and recommendations)

Challenge 4: Recruiting and Retaining a Diverse Workforce

Action Steps

1. Continuously update resource list and identify additional professional associations and organizations that support underrepresented faculty and staff in order to send postings of employment opportunities at Abington College to organization listserves and key contacts.

Time Line: ongoing

Responsible Person/s: Librarian, Search Committee Chairs

Resources Needed: Already budgeted for 2004-05

Fall 2006 Status: At present the college typically advertises as follows: Faculty –The Chronicle of Higher Education and/or The Philadelphia Inquirer. Staff-The Chronicle of Higher Education and/or The Philadelphia Inquirer and/or 11 local Montgomery County newspapers. We use a number of online sources as well. The college has asked the Office of Affirmative Action to send us the pertinent pages from the Minority and Women Doctoral Directory (MWDD). (We inform the office of the discipline, and it sends the pages with names of recent Ph.D.s in that field.)

2. Periodically review and assess recruitment strategies for finding faculty and staff candidates for from underrepresented groups for open positions.

Time Line: Ongoing

Responsible Person/s: Chancellor and Multicultural Climate Committee

Resources Needed: Already budgeted for 2004-05

Fall 2006 Status: Members of the MCC have regularly been placed on search committees for staff. This action has now been extended to faculty searches, with the requirement that a member of the MCC be on each faculty search committee.

3. Establish a scholar-in-residence position for scholars from underrepresented groups, including recent Ph. D. graduates and ABD's.

Time Line: Fall 2006

Responsible Person/s: Dean, Associate Dean, and Division Heads

Resources Needed: Minimum of \$35,000, including recruitment and retention activities

Fall 2006 Status: As of November 2006, this action has not been implemented due to budget constraints.

CHALLENGE 4 DIVERSITY PLAN COMMITTEE RECOMMENDATIONS

- Implement action #1. For example, use the Hispanic Association for Colleges and Universities (HACU) and the Historically Black Colleges and Universities' (HBCU) online resources and the MWDD in collaboration with the Affirmative Action Office.
- Implement action #2.
- As funding permits, implement action #3, using the successful model of "Minority Fellowships" first developed at Penn State Abington in 1999. Continue to advocate for this model for the entire university with central incentive funds.
- Develop retention strategies (e.g. on-site training, professional development, shadowing, etc.) to retain and help advance faculty and staff from under-represented groups.

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

Action Steps

1. Encourage continued incorporation of intercultural and international competencies across the curriculum. The college's Baccalaureate Programming Task Force is currently reviewing a proposal for a new major dealing with Intercultural issues. In addition, the Academic Environment Committee and the Office of Intercultural Affairs actively support a Diversity Lecture Series in which the work of visiting lecturers is incorporated into the curricular syllabi of several courses each semester.

Time Line: Summer 2004 and ongoing

Responsible Person/s: Academic Affairs staff

Resources Needed: Already budgeted for 2004-05

Fall 2006 Status: This action is being implemented.

2. Support efforts of the Pedagogy Series to invite speakers who will focus on strategies for incorporating international and intercultural perspectives into all content-area courses.

Time Line: ongoing

Responsible Person/s: Associate Dean and Academic Affairs staff

Resources Needed: Already budgeted for 2004-05

Fall 2006 Status: The Pedagogy Series has not been formally offered in the transition from the former Associate Dean to the present Associate Dean. Prior to 2005, this series did focus on such strategies and will do so as the series is reinstated, with the help of the Multicultural Climate Committee and the CILC faculty (see Action Item 4 below).

3. Develop a common understanding of Intercultural Competency and how to integrate this understanding into formal instructional settings. To help implement this action, Abington College will host a regional conference for Teachers of English to Speakers of Other Languages (TESOL). Faculty, staff, and students will contribute through participation in conference panels, discussion groups, and workshops that focus on best practices for working with culturally diverse students.

Time Line: Fall 2004

Responsible Person/s: Academic Affairs staff

Resources Needed: Already budgeted for 2004-05

Fall 2006 Status: While the college has hosted a TESOL conference, the college has just begun to “develop a common understanding of Intercultural Competency and how to integrate this understanding into formal instructional settings.” The Center for Intercultural Leadership and Communication has this action as one of its goals.

4. Institutionalize Abington’s vision of diversity by establishing a resource center for faculty, staff, and students which focuses on diversity and intercultural pedagogical materials, grant information, opportunities to study/teach abroad, and opportunities for intercultural communication training.

Time Line: Spring 2006

Responsible Person/s: Academic Affairs staff and Continuing Education staff

Resources Needed: Endowment (Proposal in preparation)

Fall 2006 Status: The college has established the Center for Intercultural Leadership and Communication (CILC) to implement this action.

5. Encourage and support undergraduate research initiatives, including Faculty Development Grants and ACURA projects that provide students with opportunities to develop an understanding of multicultural and intercultural issues.

Time Line: Fall 2005

Responsible Person/s: Chancellor and Academic Affairs staff

Resources Needed: Additional \$10,000 to be provided by development

Fall 2006 Status: This action is being implemented. A modest endowment has been established and will be activated for the first time in 2007.

6. Institute on-going workshops for faculty and staff by a qualified specialist in English as a Second Language to develop skills in working with language learners and in applying for grants to carry out diversity-focused initiatives.

Time Line: Spring 2005

Responsible Person/s: Coordinator of ESL

Resources Needed: Already budgeted for 2004-05

Fall 2006 Status: Faculty and staff workshops are being implemented. The committee is not aware of any application for grants to carry out diversity focused initiatives.

7. Encourage faculty applications for Intercultural Awareness Fund grants to support pedagogical efforts to incorporate diversity/intercultural issues across the curriculum.

Time Line: Fall 2004

Responsible Person/s: Multicultural Climate Committee

Resources Needed: Already budgeted for 2004-05

Fall 2006 Status: This action has been implemented and is ongoing.

8. Provide thorough training for Learning Center tutors in English as a Second Language and in intercultural communication.

Time Line: Fall 2004

Responsible Person/s: Coordinator of ESL

Resources Needed: Already budgeted for 2004-05

Fall 2006 Status: This action has been implemented and is ongoing.

CHALLENGE 5 DIVERSITY PLAN COMMITTEE RECOMMENDATIONS

- Include speakers “who will focus on strategies for incorporating international and intercultural perspectives into content-area courses” in the revised Pedagogy Series.
- Establish at least one additional grant for undergraduate students to get involved in research projects focusing on linguistic and cultural diversity issues. Currently, CILC supports a student intern and does exactly what the recommendation states.

Challenge 6: Diversifying University Leadership and Management

Action Steps

1. Seek and encourage underrepresented faculty and staff to participate in leadership development programs.

Time Line: ongoing

Responsible Person/s: Associate Dean, Division Heads, and Division Councils

Resources Needed: Already budgeted for 2004-05

Fall 2006 Status: The college has, over time, consistently nominated faculty and staff from underrepresented groups for participation in leadership development programs such as the Penn State Leader, the Administrative Fellows Program at UP, and the CIC programming as appropriate. However, the college will develop a more focused and strategic plan to include demonstrable outcomes and an implementation plan by summer 2007.

COMPLETE REVISION OF ACTION #2 (Original action was not achieved.)

2. Create a plan and time line with identification of resources needed and possible funding sources to enable the college to participate in the American Council for Education’s Administrative Fellowship program and/or the Fulbright Junior Faculty Program as a receiving institution and/or to create an Administrator in Residence program for Penn State Abington.

Time Line: Summer 2007

*Responsible Person/s: Chancellor, Chancellor's Cabinet, Staff Advisory Council,
Coordinator of Intercultural Affairs, and Multicultural Climate Committee*

Resources Needed: To be determined responsible persons above

CHALLENGE 6 DIVERSITY PLAN COMMITTEE RECOMMENDATIONS

- Implement professional training in mentoring for faculty who serve as mentors for new faculty.
- Implement professional training in mentoring for staff who serve as mentors for new staff.
- Include diversity training in each of these training programs.

***Challenge 7: Coordinating Organizational Change to Support our Diversity Goals
(see Appendix A for summary)***

APPENDIX A: Summary of Actions, Statuses, AND Recommendations for 3 and 7

Challenge 3: Recruiting and Retaining a Diverse Student Body

Action Steps

1. Use surveys, focus groups, etc. to determine what academic support services need to be strengthened and/or expanded to increase retention through the second year of undergraduate work. Current strategies include a Learning Center assessment (fall 2004) and an ongoing survey of students in the First Year Seminar program to identify, in general, academic support needs of all students and, in particular, to examine the needs of our population of English language learners.
2. Establish a task force to develop retention strategies to be implemented throughout the academic year and summer based on, but not limited to, results of the academic support focus groups and surveys listed above.
3. Examine ways to build an infrastructure (for academics, housing, etc.) to facilitate increased student participation in Abington College's international exchange programs.
4. Based on the results of the above examination, establish procedures and policies to address specific concerns of the Abington College international exchange programs.

Fall 2006 Status: All above actions are being implemented.

CHALLENGE 3 DIVERSITY PLAN COMMITTEE RECOMMENDATIONS

- Implement an annual longitudinal retention study of clearly defined cohorts of first-year students including English Language Learners, EOP students, Summer Band students, and students from under-represented groups. Follow each first-year cohort longitudinally for five to six years. Conduct this study with each new class of first-year students.
- Reestablish the Minority Peer Mentorship Program for all first-year students from ethnically under-represented groups.
- The Diversity Plan Committee recommends that the Academic Affairs Strategic Plan strongly endorse giving a 40-minute writing sample to all entering first-year students to ensure a more accurate and realistic English Placement.

7: Coordinating Organizational Change to Support our Diversity Goals

Action Steps

1. Continue to fund diversity initiatives as a college priority.
2. Identify diversity as a strategic strength in all college-wide and unit plans.
3. In all planning for curricular change (First Year Seminars, Learning Communities, Honors, etc.), identify and support initiatives that enhance the college's diversity.
4. Continue to make establishing and maintaining diverse volunteer boards a top priority.

Fall 2006 Status: All the above actions have been implemented and are ongoing.

CHALLENGE 7 DIVERSITY PLAN COMMITTEE RECOMMENDATIONS

NONE AT THIS TIME

**APPENDIX B: Climate Surveys for Students and for Faculty
Climate Surveys Results**

See attachment in hard copy.