

# **PENN STATE ABINGTON DIVERSITY PLAN 2010-2015**

**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 a key goal 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.*

Penn State Abington is a richly diverse and urban campus college of Penn State University, 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 60s 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. The 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.

## ABINGTON COLLEGE VISION STATEMENT

*The Abington College of the Pennsylvania State University will be recognized as a top-tier regional public college, distinguished in its integration of teaching, learning, research, service, and public scholarship.*

## ABINGTON COLLEGE MISSION STATEMENT

*Penn State Abington, a distinguished baccalaureate campus college within a world-class, land-grant research university, creates transformative educational experiences that empower students to forge their own success as productive, responsible, and discerning citizens of a global society.*

*In a multicultural and student-centered setting, the Abington College provides multiple educational options for degree choice, campus location, learning strategies, disciplinary and interdisciplinary studies, experiential and public scholarship, leadership, and civic commitment, culminating in the integration of academic learning with life experiences.*

Penn State Abington is committed to:

- Offer learners a comprehensive university education in selected disciplines at the upper-division level and in a wide range of disciplines at the lower-division level while offering lower-division students seamless access to all Penn State colleges.
- Promote and reward excellence in teaching, research, and scholarship.
- Enhance the learning environment by encouraging participation in out-of-class activities and programs with current and prospective students.
- Pursue outreach partnerships, which promote corporate training and support economic growth in the region.
- Cultivate lifelong learning in the community by providing access to cultural, intellectual, and artistic opportunities for students, faculty, staff, and neighbors.
- Create an active and collaborative learning experience, which encourages critical thinking, communications skills, and integrity.
- Encourage leadership and citizenship, campus and community service, and cross-cultural and international understanding.
- **Value, promote, and sustain diversity and respect among all members of the college community.**
- **Promote a climate of trust, collegiality, and civility.**
- Promote high quality service in every aspect of campus life, while systematically providing the feedback, training, and rewards to ensure accountability and improve performance.

In our Mission Statement we voice our commitment to both “value, promote, and sustain diversity and respect among all members of the college community,” and “promote a climate of trust, collegiality, and civility.” In this spirit, the Action Plans that follow in this document provide for the next five years a road-map and strategic initiatives toward meeting the university’s Seven Diversity Challenges.

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

### Action Plans

1. Develop a comprehensive Diversity presence on the Abington website, which includes the word Diversity on the main menu bar, that when clicked upon lists links to pages for:
  - The Office of Intercultural Affairs (OIA)
  - The Multicultural Climate Committee (MCC)
  - English-as-a-Second Language (ESL) programming
  - The Center for Intercultural Leadership and Communication (CILC)
  - The Diversity Training Schedule
  - The Diversity-related Student Organizations
  - The 2010-2015 Diversity Strategic Plan
  - 2004-2009 Diversity Strategic Plan Update Report
  - Current Student, Faculty, and Staff Demographics

***Time Line: Immediate and ongoing***

***Responsible Person/s: University Relations administrators, and the Coordinator of Intercultural Affairs***

***Resources Needed: Pending budgets for 2010-2015***

2. Proactively advertise all diversity-related events, and training sessions via an aggressive and coordinated multimedia approach that includes the intranet, campus TV screens, faculty/staff and student listserv, the Diversity webpage, and social networking websites.

***Time Line: Immediate and ongoing***

***Responsible Person/s: University Relations administrators, and Student Affairs administrators***

***Resources Needed: Pending budget for 2010-2015***

3. Explore the feasibility of using other languages in the web- and other communications media to disseminate campus information.

***Time Line: Immediate and ongoing***

***Responsible Person/s: University Relations administrators and Student Affairs administrators***

***Resources Needed: Pending budget for 2010-2015***

4. Create a Diversity Handbook that acts as a resource on guidelines and procedures for running, scheduling, and effectively advertising and coordinating diversity-related events.

*Time Line: Immediate and ongoing*

*Responsible Person/s: The Coordinator of Intercultural Affairs, and administrators in Student Affairs and Academic Affairs*

*Resources Needed: Pending budget for 2010-2015*

5. Practice cultural sensitivity during the planning of all campus events.

*Time Line: Immediate and ongoing*

*Responsible Person/s: All budget administrators*

*Resources Needed: Pending budget for 2010-2015*

6. Continued yearly reaffirmation of the No Place for Hate® Initiative

*Time Line: Ongoing*

*Responsible Person/s: The Chancellor, and the No Place for Hate Committee*

*Resources Needed: Pending budget for 2010-2015*

### **Strategic Indicators**

- Number of 'hits' to the Diversity webpage
- Number and breadth of activities offered by the Office of Intercultural Affairs and Multicultural Climate Committee
- Number of diversity training sessions held for students, faculty and staff
- Recertification in the No Place for Hate® program

## Challenge 2: Creating a Welcoming Campus Climate

### Action Plans

1. Encourage all new Abington employees to attend a Faculty and Staff Diversity Training Session in the first year of their employment, and encourage all campus employees to participate in at least Diversity Training level-1 during the five-year review period.

*Time Line: Immediate and ongoing*  
*Responsible Person/s: All budget administrators*  
*Resources Needed: Pending budget for 2010-2015*

2. Increase the number and levels (from 1 to 3) of Diversity Training Sessions every academic year so as to promote wider participation.

*Time Line: Immediate*  
*Responsible Person/s: The Coordinator of Intercultural Affairs, CILC, and/or the Diversity Facilitators*  
*Resources Needed: Pending budget for 2010-2015*

3. Increase the number of faculty, administrators, and males attending the Diversity Training Sessions.

*Time Line: Immediate and ongoing*  
*Responsible Person/s: All budget administrators*  
*Resources Needed: Pending budget for 2010-2015*

4. Increase the number of Diversity Facilitators available for Diversity Training Sessions either via on-campus training by the Coordinator of Intercultural Affairs, or by sending interested employees to the National Multicultural Institute in Washington, D.C. for “train the trainer” certification.

*Time Line: Immediate and ongoing*  
*Responsible Person/s: The Coordinator of Intercultural Affairs, and other Student Affairs administrators*  
*Resources Needed: Pending budget for 2010-2015*

5. Add a tutorial on Diversity to the New Faculty Orientation.

*Time Line: Immediate and ongoing*  
*Responsible Person/s: The Associate Dean of Academic Affairs, and the Academic Division Heads*  
*Resources Needed: Pending budget for 2010-2015*

6. Conduct regular Abington Diversity Climate Surveys to monitor campus attitudes toward diversity issues.

*Time Line: Immediate and ongoing*

*Responsible Person/s: The Coordinator of Intercultural Affairs, and the Multicultural Climate Committee*

*Resources Needed: Pending budget for 2010-2015*

7. Continue to offer yearly Diversity Retreats for students

*Time Line: Immediate and ongoing*

*Responsible Person/s: The Coordinator of Intercultural Affairs, and the Multicultural Climate Committee*

*Resources Needed: Pending budget for 2010-2015*

### **Strategic Indicators**

- Number of Faculty and Staff Diversity Training Session at all three levels held, and assessment of the demographics of the attendees
- Number of Student Diversity Training Retreats held, and assessment of the demographics of the attendees
- Assess the composition of participants at the Diversity Training Sessions, focusing specifically on improvements in faculty, administrators, and male participation.
- Number of trained Diversity Facilitators on campus
- Assess the data of college climate surveys, then clearly presenting the findings on the Diversity webpage

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

### Action Plans for Recruitment

1. Strengthen connections with community-based organizations that serve the African-American, Asian-, Hispanic- and other communities in the Philadelphia areas, by sending the Coordinator of Intercultural Affairs, the Coordinator of Minority Counseling, and minority student ambassadors to selected organization events.

*Time Line: Immediate and ongoing*

*Responsible Person/s: The Coordinator of Intercultural Affairs, the Coordinator of Minority Counseling, CILC, and/or the Diversity Facilitators*  
*Resources Needed: Pending budget for 2010-2015*

2. Establish new connections with diversity-based community organizations to attract new and/or growing underrepresented groups on campus.

*Time Line: Immediate and ongoing*

*Responsible Person/s: The Coordinator of Intercultural Affairs, the Coordinator of Minority Counseling, CILC, and/or the Diversity Facilitators*  
*Resources Needed: Pending budget for 2010-2015*

3. Create more scholarships for excellent minority students to attend Abington College.

*Time Line: Immediate and ongoing*

*Responsible Person/s: The Director of Development, and the Director of Student Affairs*  
*Resources needed: Pending budget for 2010-2015*

4. Expand summer programs for college-bound minorities (specifically high school sophomores and juniors) that cover subject-matter themes such as: college-survival skills, math, library literacy, ESL, laboratory research, literature, and science courses.

*Time Line: Immediate and ongoing*

*Responsible Person/s: The Director of Continuing Education, the Associate Dean of Academic Affairs, and the Director of Enrollment Management*  
*Resources needed: Pending budget for 2010-2015*

5. Utilize PSU alumni societies in cities from out-of-state to aid in the recruitment of our programs.

***Time Line: Immediate and ongoing***

***Responsible Person/s: The Alumni Specialist and Student Affairs***

***Resources Needed: Pending budget for 2010-2015***

6. Work with the Office of Affirmative Action at University Park to increase Abington College's presence in select diversity publications for recruiting purposes.

***Time Line: Immediate and ongoing***

***Responsible Person/s: The Directors of University Relations and Student Affairs, and the Associate Dean of Academic Affairs***

***Resources Needed: Pending budget for 2010-2015***

### **Action Plans for Retention**

7. Establish a pilot study to develop a Minority Mentoring Program using as peer-mentors the student leaders and officers of diversity-related clubs and organizations on campus to work with a selected group of students to promote retention.

***Time Line: Immediate and ongoing***

***Responsible Person/s: The Director of Student Affairs, and the Coordinator of Intercultural Affairs***

***Resources Needed: Pending budget for 2010-2015***

8. Establish a Minority Alumni Interest Group to serve as mentors for a selected group of students to promote retention.

***Time Line: Immediate and ongoing***

***Responsible Person/s: The Alumni Specialist, the Abington College Alumni Executive Board, and Student Affairs***

***Resources Needed: Pending budget for 2010-2015***

9. Write grants to expand funding for specialized tutors in the Learning Center to teach subjects such as ESL, math, and writing.

***Time Line: Immediate and ongoing***

***Responsible Person/s: Budget administrators in Academic Affairs***

***Resources Needed: Pending budget for 2010-2015***

10. Increase the number of diversity speakers from a wide-range of underrepresented groups.

***Time Line: Immediate and ongoing***

***Responsible Person/s: The Coordinator of Intercultural Affairs and the Associate Director of Student Affairs***

***Resources Needed: Pending budget for 2010-2015***

11. Monitor the college's responsiveness to the formation of new organizations as new underrepresented groups emerge such as adult learners, Go-60s, and/or students with disabilities.

***Time Line: Immediate and ongoing***

***Responsible Person/s: The Associate Director of Student Affairs***

***Resources Needed: Pending budget for 2010-2015***

12. Expand services to improve the retention of multicultural students in direct proportion to their increase in numbers

***Time Line: Immediate and ongoing***

***Responsible Person/s: The Director of Student Affairs, and the Associate Dean of Academic Affairs***

***Resources Needed: Pending budget for 2010-2015***

## **Strategic Indicators**

### **1. Recruitment**

- Number of outreach activities with minority organizations
- Number of minority student ambassadors trained to work with OIA
- Assessment of the incoming freshman profile

### **2. Retention**

- Number of minority peer-mentors
- Assessment of the overall Abington College student profile
- Assessment of the Abington College graduate profile
- Number of diversity speakers on campus
- Number of extant and new clubs and organizations for underrepresented groups

- Number and funding level of grants for Learning Center ELS, math, and writing tutors

## Challenge 4: Recruiting and Retaining a Diverse Workforce

### Action Plans

1. Post a continuously updated Minority, Gender, and Disabilities Associations Resource List on the Abington intranet and provide a hard-copy in the Office of Human Resources to be consulted and utilized every time a new faculty or staff position is posted.

*Time Line: Immediate and ongoing*

*Responsible Person/s: The Coordinator of Intercultural Affairs, and the Disabilities Coordinator*

*Resources Needed: Pending budget for 2010-2015*

2. Utilize the President's Opportunity Fund whenever possible when hiring new faculty.

*Time Line: Immediate and ongoing*

*Responsible Person/s: The Chancellor, and the Associate Dean of Academic Affairs*

*Resources Needed: Pending budget for 2010-2015*

3. Partner with the University Park central administration to expand funding for the Predoctoral Multicultural Fellowship Program so as to create an active team of ABD faculty teaching and working together on multicultural initiatives.

*Time Line: Immediate and ongoing*

*Responsible Person/s: The Chancellor, and the Associate Dean of Academic Affairs*

*Resources Needed: Pending budget for 2010-2015*

4. Create Annual Reports from each Academic Division that include a diversity plan, and focus on Action Plans for the development of new tenure-line faculty positions, including minority faculty members, as dictated by enrollment numbers and changing programmatic needs.

*Time Line: Immediate and ongoing*

*Responsible Person/s: The Associate Dean of Academic Affairs, and Division Heads of Academic Affairs*

*Resources Needed: Pending budget for 2010-2015*

5. Fund division heads and/or search committee members to travel to regional diversity conferences for the purposes of networking with and interviewing minority candidates.

***Time Line: Immediate and ongoing***

***Responsible Person/s: The Associate Dean of Academic Affairs, and the Division Heads of Academic Affairs***

***Resources Needed: Pending budget for 2010-2015***

6. Fund division heads and/or search committee members to travel to academic conferences for the purposes of networking with and interviewing minority candidates at the minority caucus associated with large disciplinary societies.

***Time Line: Immediate and ongoing***

***Responsible Person/s: The Associate Dean of Academic Affairs, and the Division Heads of Academic Affairs***

***Resources Needed: Pending budget for 2010-2015***

7. Consult yearly with the Office of Affirmative Action for training every fall of search committee members.

***Time Line: Immediate and ongoing***

***Responsible Person/s: The Associate Dean of Academic Affairs, the Academic Division Heads, and the Chief Operating Officer***

***Resources Needed: Pending budget for 2010-2015***

8. Recommend that questions on attitudes toward working in a diverse workplace environment be asked during all staff and faculty interviews

***Time Line: Immediate and ongoing***

***Responsible Person/s: All budget administrators***

***Resources Needed: Pending budget for 2010-2015***

**Strategic Indicators**

- Assessment of faculty and staff profiles
- Numbers of minority faculty hired with the President's Opportunity Fund
- Numbers of minority faculty hired as part of the Predoctoral Multicultural Fellowship Program
- Division Head attendance at conferences and job fairs that attract a large number of underrepresented candidates

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

### **Action Plans**

1. Continue to expand our offerings of a wide-range of intercultural and international competencies across the curriculum that are culturally relevant, and cutting edge in their pedagogy.

***Time Line: Immediate***

***Responsible Person/s: The Associate Dean of Academic Affairs, and the Academic Division Heads***

***Resources Needed: Pending budget for 2010-2015***

2. Increase the role of the Library by creating a Diversity Collection Development Plan to increase our collection of diversity-related books, journals, and other resources.

***Time Line: Immediate***

***Responsible Person/s: The Director of the Abington College Library***

***Resources Needed: Pending budget for 2010-2015***

3. Consider the feasibility of offering new minors that reflect our student population (examples: minors in Asian/Southeast Asian Studies, Latino Studies, and Gender and Sexuality Studies).

***Time Line: Immediate and ongoing***

***Responsible Person/s: The Associate Dean of Academic Affairs, and Academic Division Heads***

***Resources Needed: Pending budget for 2010-2015***

4. Study the feasibility of offering of Asian language courses such as Chinese, Hindi, Korean and Vietnamese.

***Time Line: Immediate and ongoing***

***Responsible Person/s: The Associate Dean of Academic Affairs, and the Arts and Humanities Division Head***

***Resources Needed: Pending budget for 2010-2015***

5. Continue to expand offerings in current minors such as African-American Studies, and Women's Studies.

***Time Line: Immediate and ongoing***

***Responsible Person/s: The Associate Dean of Academic Affairs, and the Arts and Humanities Division Head***

***Resources Needed: Pending budget for 2010-2015***

6. Continue to fund the activities of the Center for Intercultural Leadership and Communication (CILC) and enlarge their presence on the proposed Diversity section of the website.

***Time Line: Immediate and ongoing***

***Responsible Person/s: CILC, and the Director of Continuing Education***

***Resources Needed: Pending budget for 2010-2015***

7. Provide training for faculty on how to integrate their diversity-related research into their coursework

***Time Line: Immediate and ongoing***

***Responsible Person/s: CILC, and the Director of Continuing Education***

***Resources Needed: Pending budget for 2010-2015***

8. Continue to support undergraduate research projects and Faculty Development Grants that provide students and faculty with opportunities to develop an understanding of multicultural and intercultural issues.

***Time Line: Immediate and ongoing***

***Responsible Person/s: The Associate Dean of Academic Affairs, and the ACURA Coordinator***

***Resources Needed: Pending budget for 2010-2015***

9. Continue to train both ESL tutors in the Learning Center and ESL faculty in a wider range of subject areas (in addition to English and Communications).

***Time Line: Immediate and ongoing***

***Responsible Person/s: The Associate Dean of Academic Affairs, the Director of Continuing Education, and CILC***

***Resources Needed: Pending budget for 2010-2015***

10. Encourage all new faculty within the first year of their employment at Abington College to attend a workshop on the effective teaching of ESL students and/or on intercultural pedagogy.

*Time Line: Immediate and ongoing*

*Responsible Person/s: The Associate Dean of Academic Affairs, the Director of Continuing Education, and CILC*

*Resources Needed: Pending budget for 2010-2015*

11. Encourage full usage by the faculty of the Intercultural Awareness Fund to support pedagogical efforts to incorporate diversity/intercultural awareness issues across the curriculum

*Time Line: Immediate and ongoing*

*Responsible Person/s: The Associate Dean of Academic Affairs, and the Coordinator of Intercultural Affairs*

*Resources Needed: Pending budget for 2010-2015*

12. Encourage tenure-line faculty to participate in the teaching of international courses, and promote international courses to non-traditional destinations in Africa, South America, Central America, and Asia. Insure quality control measures are in place when assessing new course development and the credentials of faculty running the international programs.

*Time Line: Immediate and ongoing*

*Responsible Person/s: The Associate Dean of Academic Affairs, and the Coordinator of International Programs*

*Resources Needed: Pending budget for 2010-2015*

### **Strategic Indicators**

- Number of US and IL courses offered
- Number of new diversity-related minors and languages added to the curriculum
- Number of, range, and participants in CILC activities
- Number of ESL faculty and tutors trained
- Number of faculty attending ESL and Intercultural Awareness workshops
- Number of undergraduate research projects and FDGs funded for diversity research

- Expenditure of the Intercultural Awareness Fund
- Number of tenure-line faculty participating in international programs
- Number of courses to non-western countries developed

## Challenge 6: Diversifying University Leadership and Management

### Action Plans

1. Enhance communication and participation between the Coordinator of Intercultural Affairs and the executive leadership and college governance bodies to insure open, campus-wide dialogues on diversity initiatives.

*Time Line: Immediate and ongoing*  
*Responsible Person/s: The Chancellor*  
*Resources Needed: Pending budget for 2010-2015*

2. Seek and encourage underrepresented faculty to participate in the new academic leadership training program.

*Time Line: Immediate and ongoing*  
*Responsible Person/s: The Chancellor*  
*Resources Needed: Pending budget for 2010-2015*

3. Seek and encourage underrepresented staff to participate in the Staff Advisory Committee (SAC), and consider changing structure to make SAC a more inclusive committee on campus.

*Time Line: Immediate and ongoing*  
*Responsible Person/s: The Chancellor, and SAC*  
*Resources Needed: Pending budget for 2010-2015*

4. Enhance the leadership development training component for members on SAC and encourage all other interested staff across campus units to participate in leadership development activities.

*Time Line: Immediate and ongoing*  
*Responsible Person/s: The Chancellor, and SAC*  
*Resources Needed: Pending budget for 2010-2015*

5. Enhance the job shadowing opportunities for staff members to prepare them for increasing levels of responsibility.

*Time Line: Immediate and ongoing*  
*Responsible Person/s: The Chancellor, and the Chief Operating Officer*  
*Resources Needed: Pending budget for 2010-2015*

6. Expand and strengthen both the Faculty and Staff Orientation programs and mentoring processes.

*Time Line: Immediate and ongoing*

*Responsible Person/s: The Chancellor, the Associate Dean of Academic Affairs, and the Chief Operating Officer*

*Resources Needed: Pending budget for 2010-2015*

### **Strategic Indicators**

- Number of women and minority administrators on the management team
- Number of women and minority faculty in the academic leadership program
- Number of women and minority faculty members involved in off-campus leadership development activities
- Number of women and minority participants on the Staff Advisory Committee
- Number of women and minority staff participants involved in staff leadership development activities

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

### Action Plans

1. Continue to improve minority representation on all campus advisory boards that more accurately reflect our diverse student body.

*Time Line: Immediate and ongoing*  
*Responsible Person/s: The Chancellor*  
*Resources Needed: Pending budget for 2010-2015*

2. Continue to fund diversity initiatives as a college priority.

*Time Line: Immediate and ongoing*  
*Responsible Person/s: The Chancellor*  
*Resources Needed: Pending budget for 2010-2015*

3. Include clearly stated and achievable action plans for increasing the numbers of underrepresented faculty and staff in all strategic plans developed by units.

*Time Line: Immediate*  
*Responsible Person/s: All budget administrators*  
*Resources Needed: Pending budget for 2010-2015*

4. Consult with the Abington Faculty Senate on the creation of a faculty senate committee that works solely on diversity-related issues and partners with the Office of Intercultural Affairs, the Multicultural Climate Committee, the Curricular Affairs Committee and the Faculty Senate Council to insure multiple inputs and ownership of diversity initiatives.

*Time Line: Immediate*  
*Responsible Person/s: The Chancellor, the Associate Dean of Academic Affairs, and the Faculty Senate Council*  
*Resources Needed: Pending budget for 2010-2015*

**Strategic Indicators**

- Number of women and minorities on the Advisory- and Alumni- boards, and convocation speakers
- Monitor the efficacy of unit Strategic Plans in terms of: extant diversity programming, new initiatives, hiring practices and retention, increases in minority faculty and staff
- Maintain alignment of the Diversity Strategic Plan Action Plans and Goal 2: College Climate in the College Strategic Plan

**Respectfully submitted,**

**The Diversity Strategic Planning Committee of Abington College  
December 1, 2009**