

**PENN STATE ABINGTON
DIVERSITY UPDATE REPORT
2001-2004**

**Submitted On Behalf Of
THE ABINGTON COLLEGE COMMUNITY**

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PENN STATE ABINGTON

FRAMEWORK FOR FOSTERING DIVERSITY: UPDATE ON PROGRESS

Background

Penn State Abington is the University's most urban and most diverse campus college. The college is located within three miles of the Philadelphia city limits and ten miles from downtown Philadelphia and serves three counties: Bucks County, Montgomery County, Philadelphia County. Approximately 43% of our students come to us from Philadelphia. The college's student population stays stable at about 3200 students; of these, 29% indicate (Fall 2003) minority status. According to the University data, ethnicity at Penn State Abington has increased from 1997 through Fall 2002 from 21% to 25%; Fall 2003 shows yet another increase. We believe that these numbers are very likely under-reported because our off-campus credit students (particularly at Frankford Hospital School of Nursing: about 200 per year) are approximately 50% minority, but these students often tend not to complete the data forms. Other underrepresented populations, not tallied by university data, are also prominent on our campus, including Russian and East European populations. Other aspects of our college's diversity include: adult students, older students (our oldest graduate was in his 80's), single mothers, recent immigrants, disabled students, and gay, lesbian, bisexual, and transgendered students. We have recently added international students to the mix with the introduction of the college's first direct exchange program with Fachhochschule Hof in Germany.

Abington College cherishes its diversity as a strength and a privilege. While we also have a diverse senior leadership team (50% female), a diverse College Advisory Board (17% minority and 23% female), we continue to work to improve these numbers. Our Alumni Constituent Society Executive Board is currently 12% minority and 29% female, and we intend to significantly enhance the minority representation on this board (the representation has improved from our original board in 2001). Similarly, we continue to work to enhance the diversity of our faculty and staff. (See Appendix A for University-generated data.) Faculty minority numbers improved from 1997 to 2002 in the Assistant Professor (from 14% to 18%) and Associate Professor (from 4% to 7%) ranks despite a slow rate of faculty hires. Our last update report detailed steps we have taken 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 college-created Predoctoral Minority Fellowship program. We continue those practices. Gender distribution remains fairly well balanced at all ranks, with some gain reported for women in the Assistant Professor ranks from 1997 to 2002. We lost two women Professors to retirement, and the small number of women Professors is identified as a challenge to the college. We were successful in promoting one more woman to Professor last spring (spring 2003). Among the staff and technical services at Abington College, total gender diversity numbers showed improvement in "Grade 26 and above," and our ethnicity numbers have remained fairly consistent although the percentages have varied as the size of the classification has varied. We have made some modest progress in "Below Grade 19," in terms of actual numbers of minority hires. 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.

In Penn State Abington's 2002-2005 Strategic Plan, the college noted the following diversity initiatives :

- ◆ Continue to pursue the recruitment and retention of faculty and staff from diverse backgrounds at all levels of college operations in order to create a genuinely diverse professional community.
- ◆ Foster and maintain a richly diverse student body through recruitment policies and retention programs.
- ◆ Foster a climate of mutual respect and appreciation of diversity among all college constituents.

These three strategies are the first three strategies under Goal 3: College Climate, and they constitute 50% of the strategies identified in this goal as essential to the college. Goal 3 (out of four) focuses on the creation of a welcoming, inclusive, diverse, professional community and represents the college's overall commitment to diversity as a **strategic strength**. (Goal 3 of the College Strategic Plan is provided in Appendix B.)

Some of the initiatives listed under Goal 3 and their results are highlighted below:

- ◆ **Make every effort to ensure that candidate pools for all positions include minority candidates.**
- ◆ **Ensure that new faculty and staff positions are widely advertised in appropriate publications and listservs, through community organizations, and at local universities with large minority populations.**

The college regularly and actively uses both print and electronic media to attract members of minority groups to both faculty and staff searches. In addition, graduate schools known to have many students from underrepresented groups are also regularly contacted to seek candidates for searches. Search Committees for faculty positions use the Minority and Women Doctorates Directory (MWDD) information and the Committee on Institutional Cooperation (CIC) website to identify potential candidates and email these candidates when the position is posted to encourage them to apply if interested. Finally, informal networking is conducted among current college employees from underrepresented groups to help find search candidates. All Search Committees are informed that if they locate a viable minority candidate, the dean would be open to the idea of making more than one hire, using the President's Opportunity Fund to increase our minority faculty numbers. The college has also begun to use its contacts on the Alumni Executive Board and the College Advisory Board to identify candidates known within minority communities.

- ◆ **Continue "Footsteps to the Future" program which connects current Penn State Abington students with local school district students.**
- ◆ **Support and foster high school-to-college minority transition programs, such as Summer Minority Support and the Mentorship Program**

All of these programs have continued and been expanded since the college's last update report. The college has seen an increase in minority enrollment over the past three years at the same time as the college's admissions standards have increased. We attribute this increased interest on

the part of minority students to the “word of mouth” information about the positive and diverse welcoming climate on the campus.

- ◆ **Continue to showcase minority role models on campus through college cultural programming, publications, special events, and classroom activities/presentations.**

With the guidance of the Multicultural Climate Committee and the support of the Student Activity Fee funds, the Director of Intercultural Affairs has consistently brought high achieving members of underrepresented groups to the Abington Campus. The Director has incorporated these guest speakers not only into formal classroom settings, but also into informal student discussion groups. Using a mini-grant model (Intercultural Awareness Fund) suggested and funded by the dean, the Multicultural Climate Committee encourages faculty to bring minority role models and guest speakers to their classes. The Faculty Lecture Committee also brings minority speakers to campus. Among the 2003-2003 speakers have been Lorene Cary, Charlene Tetter, and Richard Rodriguez, for example.

- ◆ **Sponsor on-campus workshops on intercultural communication for the college community.**
- ◆ **Include diversity training in one faculty/staff meeting per year.**

In the spring semester of 2003, Dr. Carla Chamberlin Quinlisk, Assistant Professor of Communication Arts and Sciences, presented a workshop to the faculty on her research on intercultural communication. Dr. Chamberlin Quinlisk is a member of the Multicultural Climate Committee and a consultant to the college administration on intercultural communication. In the fall of 2003, Dr. Ken Lehrman responded to the college’s invitation to visit Penn State Abington for a day and to train the college’s Division Heads and Search Committee chairs to make them more effective in promoting diversity among the college’s candidate pool as well as its final candidates. At the same time, Dr. Lehrman conducted sexual harassment training for interested faculty and staff. The college has yet to schedule diversity training each year, but we are moving towards that goal.

- ◆ **Encourage faculty of First-Year Seminars to include campus co-curricular activities that focus on diversity in courses.**
- ◆ **Provide resources for faculty who teach First-Year Seminars to help them incorporate awareness of co-curricular activities that focus on diversity.**

The training for First-Year Seminar faculty is intensive and includes ideas for incorporating curricular and co-curricular diversity activities. Faculty who are interested in such activities can find support through the Multicultural Climate Committee and the Intercultural Awareness Fund.

ABINGTON COLLEGE RESPONSE TO CHALLENGES

Challenge 1: Developing a Shared and Inclusive Understanding of 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 plan. (See Appendix B.) Diversity initiatives at Abington College focus on creating a humane atmosphere in which students learn to be socially responsible citizens, and all members of the community recognize their own value, while respecting others.

Abington College uses a variety of resources to inform the student population of our diversity initiatives. In addition to the distribution of announcements, brochures, and other printed materials, flyers are posted on bulletin boards in all buildings and television monitors run announcements of events in lobby areas. A student listserv has recently been implemented by the Office of Student Affairs, and Abington's Web homepage links directly to a "Diversity" page. Further, faculty, staff, and student leaders are committed to disseminating information through announcements in class and meetings.

The Faculty and Staff listserv remains a strong example of the communication patterns that help enable diversity at Penn State Abington. The daily announcements on this listserv include announcements for events sponsored by career development, student affairs, the multicultural climate committee, and the office for intercultural affairs. Faculty and staff get these daily reminders and can then make announcements in classes, keeping students up-to-date on opportunities for law school forums, diversity speakers, and other events. Although all events are well publicized, personal encouragement from faculty and staff to students is a strength of our community. Such personal interaction also guarantees that the communication is two-way and that dialogue is promoted. This line of communication is particularly important for our students who work full-time and spend less time on campus where printed materials are widely displayed.

Faculty and staff are provided with printed materials concerning diversity initiatives and are regularly reminded of policies, events, and activities that support these initiatives through the faculty-staff listserv. All faculty and staff members are encouraged to attend meetings, events and activities, as well as to take an active role in committee work that supports diversity initiatives. Faculty and staff are invited to events in which prospective students and their families visit Abington College. We know that the involvement of faculty and staff in recruiting activities is successful because the number of minority students has steadily increased over the past few years and because these students tend to become involved in student organizations (including the Lion Ambassadors - a very diverse group at Abington College - and SGA).

The Director of Intercultural Affairs is responsible for a wide variety of activities and events at the Abington College. The following list illustrates the Director's main responsibilities:

- ◆ Develops and participates in programs to sensitize the campus community to the needs of minority, special needs and multicultural students.
- ◆ Coordinates and leads workshops.
- ◆ Participates in recruitment process for minority students, represents the University at high school visits, college fairs, and community service programs.
- ◆ Advises the underrepresented student organizations, Black Student Union, Latino Student Organization, South Asian Student Association, Asian-American Club, Friends, Lesbian, and Gay Student Association, and Muslim Club.
- ◆ Manages and administers budget comprised of funding from various sources.
- ◆ Manages and oversees student workers and tutors from the Office of Intercultural Affairs.

- ◆ Manages records and data from research to evaluate effectiveness of programs; oversees maintenance, security and disposition of student records.

Abington College’s Multicultural Climate Committee (MCC) consists of eleven faculty members, six staff members, one administrator and two students, one of whom is now a representative of the Student Government Association. This committee, chaired by the Director of Intercultural Affairs, is charged by the Dean to actively foster and sustain a diverse college community. The MCC organizes the annual Martin Luther King Jr. Day Celebration, funds diversity projects in the curriculum through the Intercultural Awareness Fund (see below), organizes workshops that confront racism and promote multicultural understanding, supports activities for Unity Week, and supports the Diversity Lecture Series on campus. MCC members attend the Annual Diversity Conference, conduct assessment research on the needs of Limited English proficiency students on campus, and promote initiatives to increase resources for language minority students.

Challenge 2: Creating a Welcoming Campus Climate

Penn State Abington depends on the involvement of the whole community – faculty, staff, and students – for the strength of its diverse climate. Support for diversity is both a top-down and a bottom-up effort at the college. The college leadership demonstrates a commitment to diversity in a number of ways:

- ◆ Promotion of our diversity as a strength of the college.
- ◆ Financial and other visible support for the activities of the Multicultural Climate Committee and other diversity-related events.
- ◆ The integration of diversity throughout the college calendar; e.g. finding diverse speakers and performers throughout the year and not simply in specified time periods such as Women’s History Month or Black History Month.
- ◆ The inauguration and funding of the Intercultural Awareness Fund (mini-grants).
- ◆ Careful charges to all search committees and pro-active work to identify minority candidates within the pool of finalists for faculty and staff searches.
- ◆ Creation of a “Predoctoral Fellowship” for a minority scholar with college funding after requests for university funding were denied.
- ◆ Active encouragement and funding for positions eligible for the President’s Opportunity Fund support.

The “bottom-up” efforts include, but are not limited to, the following:

- ◆ An active and creative Multicultural Climate Committee, whose members design various events involving faculty, staff, and students.
- ◆ Under the direction of the Multicultural Climate Committee, a thorough study of the needs of non-English speakers and a set of recommendations for improving the English as a Second Language opportunities on campus.
- ◆ Visible support for and attendance at diversity events.
- ◆ Creative use of the Intercultural Awareness Fund.
- ◆ Mentoring for minority students, faculty, and staff.
- ◆ Enthusiastic commitment to diversity as reflective in the leadership, agendas, and activities of student organizations.

The overall climate for diversity is very strong at the Abington College. However, much more remains to be accomplished in order to reach an even stronger sense of welcome. The college leadership, the Multicultural Climate Committee, and the Strategic Planning, Implementation, and Assessment Committee keep intercultural awareness at the top of their priorities in both planning and day-to-day operations. Given the diversity of our student body, it is imperative that the college increase the diversity of its faculty and administrative staff. Further, the college must continue to enhance an understanding of diversity that goes beyond the statistical measures and recognizes the affective importance of a truly intercultural community. To this end, the Dean and CEO of Abington College has mandated that the Multicultural Climate Committee conduct a “Climate Study” of students, faculty, and staff to determine what the current attitudes are toward issues surrounding diversity, both inside and outside the classroom. This survey will be developed, administered, and the results compiled by the end of the Spring 2004 semester.

Data cited at the beginning of our report indicate that the college is making progress towards its goal of inclusiveness and diversity. In the Spring 2002 semester, the college created seven new tenure-track positions and was successful in recruiting three African-American tenure track faculty. This was due to the President’s Opportunity Fund, a particularly essential budget support in this highly competitive Philadelphia market. The college also converted a Fixed Term I faculty member to a tenure-track position in African and African-American Studies. This gave the college four more diverse members of the tenure-track faculty in a recruiting year that added seven new faculty – over 50% diversity.

Challenge 3: Recruiting and Retaining a Diverse Student Body

Abington College recruits students from under-represented groups in various ways.

- ◆ Community Recruitment Center in Philadelphia actively recruits prospective Abington students.
- ◆ “Footsteps to the Future” takes Abington College students to middle and high schools in the local area and inner city to talk to the younger students about college opportunities.
- ◆ The White Williams Scholars Foundation brings academically gifted students (A-B grade averages) from inner city schools with low socio-economic status to the Abington campus to meet ethnic minority students, visit classes, and attend programs such as lecture series.
- ◆ Abington’s Admissions Office has offered bus trips for Philadelphia high schools in its service area since 1999. The purpose of this initiative is to recruit urban high school juniors who maybe undecided about college.

Several strategies have been implemented to retain undergraduate students from under-represented groups.

- ◆ The “Minority Mentorship Program” which began on campus in the fall of 1998 was so successful that it was expanded to include all incoming freshmen in 2002. The model is the same and the program name has been changed to The “Abington Link Program.” Upper-class students who have displayed leadership and academic skills are asked to mentor the first-year students. The mentors provide guidance, support, and encouragement to help freshmen adapt both academically and socially to college.
- ◆ The “Minority Orientation Program” has been offered for five years to all ethnic minority

students entering Abington College. Led by the Director for Intercultural Affairs, the orientation addresses the needs and concerns of minority students entering college.

- ◆ A “Minority Recognition Dinner” is held at the end of the academic year to congratulate and recognize students who have done well. The parents of the students are also invited to dinner so they can join in celebrating their children’s success.
- ◆ At the end of each semester, the Director for Intercultural Affairs personally calls all minority students that have a GPA below 2.0. He encourages them to meet with him to discuss ways to improve their grades and how to utilize the campus resources.
- ◆ Each year, the Multicultural Climate Committee presents a student with the Diversity Award at the Spring Honors and Leaders Convocation.
- ◆ Student organizations on campus provide social networks and support for students from various backgrounds. These student-led organizations engage in community service, participate in volunteer activities, sponsor campus activities to promote multicultural awareness, and send members to leadership conferences. Active organizations include the Black Student Union, Latino Student Organization, South Asian Student Association, Muslim Student Association, Asian Club, Hillel, International Club, and Friends, Lesbian, and Gay Student Association. The College supports these student organizations through various ways, ranging from leadership development, providing the student organization advisor from staff or members of the MCC, advising the Student Government Association on ways to enhance its diversity and climate, and providing funding and advising support through the Office of Intercultural Affairs and the Student Activity Fee funds.
- ◆ The campus Learning Center, in addition to offering tutoring in all subject areas to the entire student population, is sensitive to the needs of Limited English Proficiency (LEP) students. Tutors with experience in English as Second Language (ESL) work with minority language students. A collection of on-line and print resources for ESL self-study is being acquired and a major assessment of the communication needs of LEP students is being developed as part of a faculty member’s research agenda.

In response to an estimated 15% population of English language learners at Abington College, a full-time non-tenure track position for a teacher/coordinator of English as a Second Language (ESL) was created and approved Fall 2003. This position requires classroom instruction, development, and coordination of ESL programs and resources, faculty and staff development, and pursuit of grants/funding opportunities to support English language learners and intercultural development on campus. As of January 2004, the search was completed and an offer extended to a candidate (Ph.D. in Intercultural Communication) with experience in teaching ESL, program administration, research, and assessment.

The Intercultural Awareness Fund was created by the dean in 1999 to provide “mini-grant” support to faculty and staff whose projects were aimed at increasing diversity awareness on campus. These grants are designed to provide rapid response to opportunities that may arise during a semester and also to encourage faculty to launch a project for which seed funding is needed at the beginning. The Intercultural Awareness Fund is administered by the Director of Intercultural Awareness on the recommendation of the Multicultural Climate Committee. In the last three years, this fund has sponsored or helped sponsor faculty and staff attendance at national conferences dealing with campus diversity, a Diversity Training Workshop, a bus trip to the United Nations in New York City to attend the conference, “Women and Children of War: Violence No Longer,” a campus reception for Lorene Cary, author of *The Price of a Child*, the purchase of supplemental readings for CAS 471, “Intercultural Communication,” and the

purchase of videotapes to support instruction in Religious Studies, Women's Studies, Ethnic Issues, Homosexuality Issues, and International Issues. In addition, this fund has sponsored the ongoing "Taste of Who We Are," an opportunity for students, faculty, and staff to become familiar with the cuisines of a wide range of cultures.

Although the college's efforts to recruit and retain minority students are important, the students themselves are one of the college's strongest assets for recruitment and retention. A good example of this "bottom-up" strategy is the Student Government Association whose elected steering committee includes a culturally diverse group of students. These students work together toward common goals and provide a positive model of diversity that stems from the respect that they show to one another. Another example is our Lion Ambassadors group, which is always an active and diverse group of students, representing the best of our college strengths, including our diversity.

Challenge 4: Recruiting and Retaining a Diverse Workforce

The college considers this challenge a most important one and we are pleased that we have made some headway during the planning period. Nonetheless, we are not satisfied with the results of our efforts and will continue to move beyond these results to achieve a more diverse workforce. The following strategies represent our efforts in the recruiting process:

- ◆ Each Search Committee is urged through its charge to take proactive measures to find minority candidates and to keep them in the finalist's pool. Proactive measures include personal contacts to department heads and graduate school deans to inquire about potential doctoral candidates who may be looking for employment. They also include word of mouth inquiries through current faculty and staff relationships with others at other institutions with a high concentration of diverse faculty and staff. The college has found that our proximity to Philadelphia gives us the advantage of using Philadelphia papers as a major recruiting tool. However, (see below) the non-competitive nature of Penn State salaries and benefits is still a drawback that we must overcome.
- ◆ Each Search Committee chair uses these informal networks (above) plus appropriate resources (websites and directories) to locate minority candidates. (For instance, faculty searches utilize the MWDD pages for the appropriate discipline and some Search Committee Chairs have contacted the CIC candidates from the website to invite them to consider Penn State Abington.) The Search chairs also interact informally with other search committees in the area to share candidates when possible.
- ◆ Each Faculty Search Committee Chair has been assured by the dean that if the committee locates a candidate from an under-represented group, the dean will seek funding from the President's Opportunity Fund so that two hires may be made. This constitutes a powerful incentive to faculty who are developing their baccalaureate programs. The college has been successful in the past (2002) in hiring two faculty members with funding support from the President's Opportunity Fund and in the same year collaborated with University Libraries to draw on the President's Opportunity Fund for a shared professional librarian position.
- ◆ The college has negotiated with the Office of Human Resources to be able to offer a more competitive salary than the OHR guidelines permit. In some cases, the college's arguments have been persuasive and we have been authorized to offer a more competitive salary. The need to be competitive cannot be overemphasized. In this urban market, Penn State is not seen as a competitive institution in terms of salary and in terms of benefits.

- ◆ Each year, the Multicultural Climate Committee recognizes faculty and staff who have contributed to the welcoming campus climate. The Diversity Award is presented at the Faculty/Staff Spring Luncheon.
- ◆ Using its own funds, the college has implemented a Predoctoral Fellowship program for minority faculty. The rationale is that we can persuade a talented minority doctoral candidate to stay in higher education and to consider a position at Penn State if we begin the relationship at an earlier stage of the process. We believe that by the time the Predoctoral Fellow completes his or her degree, there may be several open positions within Penn State, even if not at Penn State Abington. The first of such Predoctoral Fellows is now at Penn State Abington on the tenure track.

The most successful recruiting strategies have been the use of informal networks and committed relationship building during the interview visit. We could use more flexibility on the salary side and hope that OHR will continue to encourage this flexibility when we are negotiating with a minority candidate.

Retention strategies are relatively new at Abington College because we did not add new faculty very quickly during the years from 1990 to 1995. In 1999, we began a New Faculty Orientation and Mentoring Program and an equivalent program for staff (2000). In the Staff Mentoring program, one of our minority staff members has offered to mentor persons from under-represented groups. We have not purposely identified minority mentors for the Faculty Mentoring program, but we will soon be able to do so, given the progress our minority faculty members are making on the tenure track. We have also instituted regular and frequent Promotion and Tenure Workshops offering provisional faculty the opportunity to understand the tenure process more fully.

Since these retention measures are relatively new, it is difficult to judge their effectiveness at this point. However, it is safe to assume that the personal relationships that are established are a strong retention factor. Further, the diversity of our student body and the urban environment that surrounds the campus are also contributing factors to strong minority comfort levels and thus retention. Whatever we do to support and to improve the climate of the campus contributes significantly to our ability to attract and retain faculty and staff from underrepresented groups.

Challenge 5: Developing a Curriculum that Supports the Goals of Our New General Education Plan

Abington College has taken the following initiatives to establish and maintain a multicultural curriculum:

- ◆ The Intercultural Awareness Fund provides support for pedagogical efforts to increase intercultural awareness in all classrooms. Funded projects have been implemented in Theater, English, Administration of Justice, Speech Communication and Religious Studies courses.
- ◆ A campus-wide lecture series, coordinated by the Academic Environment Committee, has brought speakers to campus to address a variety of topics, including some related to issues of diversity, for example: Karen Nussbaum on "Women as Economic and Social Actors, or Women Workers of the World, Unite!", William Domhoff on "Black Mobility into the White Elite", Richard Rodriguez on "'Hunger of Memory: The Education of

Richard Rodriguez", Charlene Tetter on "Social Mobility for American Indians", Ella Forbes on "Putting on Airs: Blacks and the Failure of Reconstruction". In addition, Lorene Cary, author of *The Price of a Child*, was on campus in October 2003 to speak with students, faculty and staff.

- ◆ Faculty with multidisciplinary backgrounds have been recruited in order to offer more courses in Women's Studies, African-American Studies, and English as a Second Language.
- ◆ Kenneth Lehrman III, Ph.D, J.D., Director of Affirmative Action and Diversity Support at Penn State, visited Penn State Abington in Fall 2003, leading workshops for faculty and staff on behaviors that could lead to allegations of sexual harassment in the classroom and in the workplace, and on how to enhance a search committee's ability to actively identify and attract a highly qualified and diverse pool of applicants, including women and members of racial/ethnic minority groups.
- ◆ The new IST major at Abington College requires two diversity-focused courses, rather than one. In addition, culture is a significant issue in several IST courses, as students learn about the role of culture in developing information solutions.
- ◆ The BSB degree is offered with a course in the curriculum on International Business, and our exchange agreement with Fachhochschule Hof in Germany allows our students to easily add an international focus to their degree.
- ◆ Abington now offers an interdisciplinary major in Psychological and Social Sciences, which also requires an understanding of diversity.
- ◆ An academic/cultural exchange program has been established with Fachhochschule Hof in Germany, and we have seen a steady increase in student enrollment from Hof, as well as from other countries in Europe, Asia, and the Middle East. We also are now encouraging our students to consider study abroad opportunities.
- ◆ Several faculty members lead study abroad trips to Ireland and Japan, and more faculty are exploring options for internationalizing their course curricula with new materials and/or with study abroad options for their students. In November 2003, Dr. Lewis Jillings, Associate Vice Provost for International Programs was invited to speak with faculty, staff, and students about "Expanding the International Activities of Faculty and Students: A Penn State Perspective."
- ◆ In a new Pedagogy Series for faculty, topics related to diversity and multiculturalism in the classroom were considered in presentations on "Meeting ESL Students' Classroom Needs" and "The Rewards of Embracing Diversity in the Classroom."
- ◆ The Equal Opportunity Planning Committee (EOPC) conducted a proposal writing workshop on our campus in September 2003, attended by some of our faculty and staff, and facilitated by José Rodriguez, Abington's Director of Intercultural Affairs, who also serves on the EOPC executive committee.

Abington faculty continue to increase the number of course offerings that address issues of diversity in our society. The following list reflects the college's commitment to providing a wide range of classes to meet the needs of our student population.

AAA S 100 Evolving Status of Blacks in Twentieth Century (offered every FA & SP)

AAA S/WMMNST 101 African American Women (every FA)

AAA S/SOC/WMNST 103, Racism and Sexism (every SP & SU)

AAA S/RL ST 146, Life and Thought of Martin Luther King (every SP)

AAA S/RL ST 147, Malcolm X (FA or SP, every 2 years)

AAA S 297 Interpreting African American History Through Film (new SU01)

ADM J 451 Minorities and the Criminal Justice System (every other SU & FA)

ADM J 453 Women and the Criminal Justice System (most summers)

AMST 105 American Popular Culture and Folk life (every FA, SP, & SU)

AMST 405 Ethnicity and the American Experience (every 3 years)

AMST 402W American Themes, American Eras (including topics such as African American Women and the Folk Tradition, The Meaning of Race in America) (every FA and SP)

ANTH 045 Cultural Anthropology (every FA, SP, SU)

BB H 302 Diversity and Health (every FA & SP)

CAMS 045 Classical Mythology (offered every FA and SP)

CAS 471 Intercultural Communication (every FA)

CMLIT 100 Introduction to Comparative Literature: Literature of the Asian Diaspora (offered once)

ENGL/WMNST 194 Women Writers (every 2 years)

ENGL 135 Alternative Voices in American Literature (every other year)

ENGLISH 139 Black American Literature (every other year)

ENGLISH 182 Literature and Empire (every 2 years)

ENGL 404 Mapping Identify, Difference, and Place (every SP)

ENGL 431 Black American Writers (every 3 years)

GER 200 Contemporary German Culture (every SP)

HIST 10 and 11 World History I and II (every FA & SP)

HIST 174 History of Traditional East Asia (every FA)

HIST 175 History of Modern East Asia (every FA)

HIST 181 Introduction to the Middle East (every FA)

HIST 473 The Contemporary Middle East (FA & SP)

HIST 481 Modern Japan since 1800 (every SP)

HIST/WMNST 117 Women in Modern History (every FA)

IT130 Italian Culture and Civilization (every SP)

L I R/WMNST 136 Race, Gender and Employment (every SP)

MUSIC 007 Evolution of Jazz (every FA & SP)

MUSIC 009 Introduction to World Music (every FA & SP)

PSU 001 Across Cultures (every summer)

RL ST 001 World Religions (offered every FA , SP, and SU)

RL ST 101 Comparative Religions (Focus on Fundamentalism in Judaism, Christianity, and Islam (offered every FA)

RLST 004/JST 004 Jewish and Christian Foundations (every SP)

RLST 106 Mysticism (every SP)

SOC/WMNST 297 Women and Madness (every SP)

SOC 456 Gender and Occupations (every SP)

SPAN 131 Ibero-American Civilization (every other FA)

SPCOM 497 Communication and Stereotypes in Contemporary Culture (offered only once)

STS 408H Cultural Foundations of Communication (every FA and SP)

THEA /AAA S 298 Theatre in Diverse Cultures (every FA & SP)

THEA 407 Women and the Theatre (every SP)

WMNST 001 Introduction to Women’s Studies (every SU; every other FA)

WMNST 002 Introduction to Women, the Humanities and the Arts (every 2 years)

WMNST 490/ENGL/490 Women Writers and Their Worlds (every 2 years)

Several faculty members also advance Abington College’s diversity agenda by conducting research that examines underrepresented populations, multicultural issues, socio-economic and cultural issues, minority language teaching, and historically underrepresented groups. These scholarly pursuits have been presented in national and international conferences, at our own Abington College Research Seminar Series, and in the undergraduate research poster fair that annually showcases ongoing joint faculty/student research projects.

August, Andrew. (1999) Poor Women's Lives: Gender, Work and Poverty in Late-Victorian London.

Knodt, Ellen Andrews. (1999) Teaching in the “contact zone: ” Writing assignments to counter resistance to multicultural readings. Journal of Teaching Writing, 17, 74-87.

Chamberlin, C.R. (2001) I want to speak English (p. 1-3). In *Breaking Barriers*. Kwangju, Korea: Chonnam University Press.

Chamberlin, C. R. (2000) Pre-service ESL teachers’ perceptions of trust in supervisors. *TESOL Quarterly, 34, 4, 653-673.*

Griffin, Sean Patrick. (2003) Philadelphia’s Black Mafia: A Social and Political History

Halnon, K. “Globalization and the Grotesque” (forthcoming)

Ijeoma, Charmaine. "Praising Madison Washington: A Literary History and Critique of Frederick Douglass's 'The Heroic Slave'" (forthcoming)

Polk, Bryan. (2002) "The Tablet of Your Heart: Fundamentalism in Judaism, Christianity, and Islam", course packet.

Seesholtz, M. Same-Sex Marriages and the Politics of Faith (in progress)

Turner, T. Shared Inheritances: Latino, Gay, Irish, Anglo-Catholic (in progress)

Abington College's Undergraduate Research Activities (ACURA) program pairs students with faculty who are conducting research in all fields. Students acquire research skills, display their work at an annual poster fair, and attend conferences. Several ACURA projects directly address issues of diversity. Student names are given when the records are available.

Comparison of communication anxiety between native and non-native speakers of English (Faculty: Carla Chamberlin Quinlisk; Students: Jennifer Wong and Luis Ruiz-Alomar)

Has popular white music today transformed the harsh realities of inner city poverty into a leisurely and profitable commodity? (Faculty: Karen Halnon; Students: Sean Fitzpatrick and Mai Dep)

Multi-systemic therapy as community-based treatment for antisocial behavior (Faculty: Lisa Morris; Student: Laura Wiater)

Alternative working arrangements (Faculty: Lonnie Golden; Student: Denise Wilson)

Transition to adulthood (Faculty: Fran Sessa; Students: Stacey Rodenbaugh and Krysten Bovell)

Test of informational materials concerning Tourette Syndrome (Faculty: Judy Newman; Students: Brooke Jacobs and Paulina Janovsky)

A typology of patrons of a male strip club (Faculty: Beth Montemurro; Students: Colleen Bloom and Bridget McClure)

The carnivalization of society (Faculty: Karen Halnon; Students: Alisha Minor)

Neighborhood violence in East London, 1880-1914 (Faculty: Andrew August; Student: Amy Fuller)

Stories of language learning: Experiences of multilingual students in monolingual schools (Faculty: Carla Chamberlin Quinlisk; Students: Jaymie Radomski and Robert Zindell)

The ACURA program is growing in popularity with all students and with faculty. Each year there are about 20 projects, with some change from semester to semester. Our documentation indicates that close to half the participants are from underrepresented groups.

The Intercultural Awareness Fund (mentioned above) and the Student Activities Fund have supported pedagogical efforts by making funding available to faculty members who want to invite guest speakers into the classroom to discuss a certain topic or theme. Additionally, the IAF has purchased supplemental diversity themed books to enhance the classroom reading experience and supported field trips to enrich courses and research efforts on campus.

The college has made strides toward developing a curriculum that fosters intercultural and international competencies, and that the curricular and co-curricular collaborations on behalf of this goal are evident to and understood by our students and our faculty.

Challenge 6: Diversifying University Leadership and Management

The College leadership has assumed a proactive role in identifying people who could benefit from university-sponsored leadership and management training. Within that activity of inviting faculty and staff to participate in professional development programs, one priority is to find a diverse pool of participants. Employees from under-represented groups have been nominated to participate in the Penn State Leader and other management seminars, and they have been encouraged through personal invitation from the Dean to take advantage of the nomination. Several campus employees have been nominated for the Administrative Fellows program; one of these people did serve for a year in that position. Each unit supervisor (budget executive) is encouraged to seek out and to promote the leadership training of talented individuals in his/her unit. Funding is provided for such training from college budgets. It is also worth noting that the senior executive staff is 50% female.

Challenge 7: Coordinating Organizational Change to Support our Diversity Goals

Many of the initiatives described already in this report support the goal of changing structures to support our college's diversity. Some examples follow:

- ◆ Resource allocation: the college has allocated resources to support its priorities, especially diversity. We have put our own funding into creation of the Intercultural Awareness Fund and the Pre-doctoral Fellowship program, as well as into support for training and travel for members of the Multicultural Climate Committee, the Director of Intercultural Awareness, and interested faculty and staff. Even while the University does not fund our initiatives, we have made the sacrifices necessary to launch these innovative programs and have seen some modest success. **The college believes that placing resources in support of its goal is the best measure of its commitment to diversity.**
- ◆ Planning: diversity is one of only four strategic goals for the college. Our diversity and welcoming climate are seen as strengths and promoted as something that distinguishes our college in this area. College vision, mission, goals and action steps are reviewed annually to maintain this commitment at a high and continually refreshed level. Indicators and assessments are assigned and tracked in our college plan. Where appropriate, plans from college budgetary units have included action steps aimed at enhancing our diverse climate.
- ◆ Program: A First-Year Task Force, co-commissioned by the dean and the Abington College Faculty Senate, has begun a review of all elements of the first-year experience with a goal of promoting synergy among the successful elements and improvement among the less successful elements. Enriching our diverse and welcoming climate is a central goal of that project.

- ◆ **Volunteer Leadership:** Both the Abington College Alumni Constituent Society Executive Board and the Abington College Advisory Board reflect the college's commitment to diversity. Selection for participation on these boards is deliberate and we are aware of striving to find volunteers who reflect the diversity of our student body and the local population. (Please see page 1 for details.)

The college strives to place diversity at the heart of what we do and believe. As mentioned, our invitations to commencement speakers, the leadership of our Advisory Board and our Alumni Board, and our nominations for prestigious university awards include a diverse population. Within the student body, our awards, our student leaders, and our scholarship winners are diverse. The organizational change we seek to promote is a change of culture wherein diversity is synonymous with Abington College. Although we have a long way to go to reach this goal, we are proud of the progress we have made in the right direction.

The Abington College community values and depends upon its diversity, expressed in multiple ways and represented by all members of the college community. We appreciate the support given to us through the Office of Educational Equity, the Office of the Provost, and the University President. We welcome feedback and suggestions and look forward to continued dialogue as we strengthen and enhance our diverse community.