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Diversity Update Report

1998 to 2001

Penn State Abington

Abington College

Submitted on behalf of the Abington College Community

Update Committee

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PENN STATE ABINGTON

FRAMEWORK FOR FOSTERING DIVERSITY: UPDATE ON PROGRESS

Background

Penn State Abington, one of Penn State's new campus colleges, is located within three miles of the Philadelphia city limits and ten miles from downtown Philadelphia. The college serves three counties: Bucks County, Montgomery County, Philadelphia County. Approximately 50% of our students come to us from Philadelphia. The college's student population stays stable at about 3200 students; of these, 26% indicate that they are from underrepresented populations in 2001-2002. 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 70's), single mothers, disabled students, and students of differing sexual orientation.

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 (15% minority and 26% female), we continue to work to improve these numbers. Similarly, we continue to work to enhance the diversity of our faculty and staff. Although faculty minority numbers improved from 1997 to 2000 (from 30% to 34%), those numbers were still primarily in the instructor ranks. Our report will detail steps we have taken recently 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. Gender distribution remains fairly well balanced at all ranks, with some gain reported for women in the Assistant Professor ranks from 1997 to 2000. Among the staff and technical services at Abington College, total diversity numbers (gender and ethnicity) remained fairly consistent from 1997 to 2000, with some fluctuation occurring in some of the ranges. The college has also expressed its commitment to diversity in its selection of commencement speakers and its proposals for University-wide recognitions such as Alumni Fellow and Distinguished Alumnus.

In Penn State Abington's 1997-1998 Strategic Planning Update, the college noted the diversity initiatives accomplished in 1997-1998 and, then, listed major diversity objectives for the next few years. The following are those objectives and the college's efforts to date in achieving these objectives.

- ◆ Increase efforts to attract and hire ethnic minority faculty and staff members to newly created and open positions by advertising in appropriate publications and at local universities with large minority populations.

The college regularly and actively uses both print and electronic media to attract members of under-represented groups to both faculty and staff searches. In addition, graduate schools known to have many students from under-represented 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 frequently e-mail these candidates when the position is posted to encourage them to apply if interested. Finally, informal networking is conducted among current college employees from under-represented groups to help find search candidates.

- ◆ Investigate ways to develop collaborative efforts between the Office of Intercultural Affairs and faculty members in order to increase the visibility of minority role models in the classroom.

The name of this office has been changed to reflect its broader educational mission: Office of Intercultural Affairs. The Director of Intercultural Affairs has consistently brought high achieving members of under-represented 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 suggested by the dean, the Multicultural Climate Committee encourages faculty to bring minority role models and guest speakers to their classes.

- ◆ Encourage class trips to enhance multicultural understanding.

Throughout the academic year faculty and staff travel to nearby cities offering multicultural experiences. The mini-grant fund referenced above (The Intercultural Awareness Fund) also helps to fund class trips. For example, classes have traveled to the United Nations to hear one of our faculty members read a poem commissioned by one of the Non-Government Organization's associated with children's health.

- ◆ Conduct a Climate Study.

The proposal for a Climate Study was referred to Abington's Multicultural Climate Committee. The committee recommended that the climate study not be made at the time. The committee wanted a faculty designed and administered English as Second Language climate study to be completed and acted on before initiating any new study.

- ◆ Maintain the offerings of courses dealing with under-represented groups, and actively promote these courses to all students.

Abington continues to offer a number of courses dealing with under-represented groups and actively promotes them through advising, the student listserve, flyers, and faculty recommendations. See page six.

- ◆ Offer cross-cultural communication workshops for faculty and staff members to help them better understand and communicate with our diverse student population.

Abington occasionally offers such workshops; however, the college needs to offer more on a more regular basis.

- ◆ Offer training workshops to search committee members in order to help them develop more effective techniques for evaluating résumés or vitae.

Such training workshops have not been offered to date. However, the Search Committees have all been given a copy of the Affirmative Action Office Brochure and have discussed its implications with the dean. The college leadership understands that the training referenced above will soon be offered on a regular basis for all search committees and will send faculty and staff to these workshops as they are established. Our intent is to send members of the Multicultural Climate Committee (MCC) as well as the Division Heads to the university training and then ask these individuals to return and train the search committees.

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. In all planning activities of the college, since 1994, diversity and climate constitute a goal of the plan (sometimes one goal out of four). This remains the case for our current strategic plan for the college. 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 listserve 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.

A strong example of the communication patterns in Abington College are daily announcements on the listserve 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 minority (and majority) 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 consistently reminded of policies, events, and activities that support these initiatives through the faculty-staff listserve. 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 under-represented 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, five staff members, one administrator and as well as two students. 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. The committee will serve as trainers for search committees and conduct a climate survey within the 2002-2003 academic year.

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. Examples of planned diversity activities funded by the Intercultural Awareness Fund are diversity training for three classes, supplemental reading books with a diversity theme, funded guest speakers in the classroom, support funding for trips to the African American Museum & The Philadelphia Art Museum and plays of diversity themes in the local theatres.

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 minority role models for 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 “Pre-doctoral 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.

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 has been successful in recruiting two African-American tenure-track faculty thanks to the President’s Opportunity Fund, particularly essential budget support in this highly competitive Philadelphia market. The college is also in the process

of converting a Fixed Term I faculty member to a tenure-track position in African and African-American Studies. This will give the college three more diverse members of the tenure-track faculty in a recruiting year that added seven new faculty – almost 50% diversity

Challenge 3. Recruiting and Retaining a Diverse Student Body

Abington College locates and 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.

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

- ◆ The “Mentorship Program” now in its fourth year, selects upper-class students who have displayed outstanding leadership and academic skills to mentor first-year ethnic minority 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.
- ◆ The Academic Enhancement Program is a pilot program that provides smaller classes in courses across curricula. Minority students in these courses have the opportunity to work with peer tutors.
- ◆ 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 Club, 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 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.

The “Mentoring Program” described above has had a noticeable positive impact on the minority student population. Many students involved in the mentoring program as freshman have become student leaders in organizations and student government. Empirical research, however, has not yet been conducted to verify this impact in quantitative terms. Abington College would benefit from a survey study to correlate student participation in various programs during the first year of college to retention and academic success.

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, which they show to one another. A typical SGA meeting is attended by Indian, Asian, Hispanic, White, and African-American students in fairly equal proportions. Next year's SGA president is a student of color. 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

In most categories, the college has not been successful enough in its recruitment of faculty and staff from under-represented groups although we have made progress in the current recruitment year. 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 this year in hiring two faculty members with funding support from the President's Opportunity Fund.
- ◆ 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.
- ◆ **Using its own funds**, the college has implemented a Pre-Doctoral 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 Pre-Doctoral Fellow completes his or her degree, there may be several open positions within Penn State, even if not at Penn State Abington.

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. Recently (1999), we have begun 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 explicitly offered to mentor persons from under-represented groups, and she has done this twice so far (the program is only two years old). We have not purposely identified minority mentors for the Faculty Mentoring program, but we should consider this option, especially as our numbers grow. This year, for the first time, we have also begun a Promotion and Tenure Workshop offering provisional faculty the opportunity to understand the tenure process more fully.

Since both of these programs 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 under-represented 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 Theatre, English, Administration of Justice, and Speech Communication courses.
- ◆ 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.
- ◆ The new IST major at Abington College requires two diversity focused courses, rather than one.
- ◆ The BSB degree is offered with a focus on International Business.
- ◆ 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.
- ◆ Several faculty members lead study abroad trips to Ireland and Japan.

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/WMMNST 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 Folklife (every FA, SP, & SU)
AMST 405 Ethnicity and the American Experience (every 3 years)
AMST 402W African American Women and the Folk Tradition (every FA, SP, & SU)
BB H 302 Diversity and Health (every FA & SP)
CAMS 045 Classical Mythology (every FA)
ENGL/WMMNST 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 (New: FA & SP)
IT130 Italian Culture and Civilization (every SP)
L I R/WMMNST 136 Race, Gender and Employment (every SP)
MUSIC 007 Evolution of Jazz (every FA & SP)
MUSIC 009 Introduction to World Musics (every FA & SP)

PSU 001 Across Cultures (every summer)
RLST 001 World Religions (every other FA)
RLST 004/JST 004 Jewish and Christian Foundations (every SP)
RLST 101 Comparative Religions (focus on Fundamentalism in Judaism, Christianity, and Islam) (every other FA)
RLST 106 Mysticism (every SP)
SOC/WMNST 297 Women and Madness (every SP; every other FA)
SOC 456 Gender and Occupations (every SP)
SPAN 131 Ibero-American Civilization (every other FA)
SPCOM471 Intercultural Communication (every FA: This course will not be offered under new SPCOM changes) – may be resubmitted as an Abington course.
SPCOM 497 Communication and Stereotypes in Contemporary Culture (offered only once: This course will not be offered under new SPCOM changes) – may be resubmitted as an Abington course.
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: No longer on the University Course Master)
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.

A few examples of published works include:

A. August, (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. (2001, Under review). TESOL and the expectations of intercultural communication.

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

Halnon, K. (2001, Under review). Poor imitation: The gentrification of poverty in American popular culture.

Halnon, K. (2001). The sociology of doing nothing: A model "adopt a stigma in a public place" exercise." Teaching Sociology, 29, 423-438.

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 in the past three years directly address issues of diversity. Student names are given when the records are available. The first year of the program was not carefully documented.

The examination of The God of Small Things by Indian novelist Arundhati Roy. The novel is set in India, deals with characters who have lived in the U.K. and U.S., and concerns the effects of the caste system. (Faculty: Dr. Thomas Smith; Student: Stephen Ruckno).

Diversity and Multiculturalism on College Campuses. An interview study of college students' perceptions of "diversity" on a U.S. campus. (Faculty: Dr. Carla Chamberlin; Student: Gene Han).

Children and adolescents with Tourette Syndrome and associated disorders: Psychological, familial, and educational issues. (Faculty: Dr. Judy Newman.).

Struggle for Dominance: An examination of working-class wives and marital relationships in Victorian family life. (Faculty: Dr. Andrew August; Student: Shawn Anderson).

Parallels in an Age of Anxiety: An attempt to decipher the seemingly dissimilar terminologies of Eastern and Western thinkers, comparing dominant ideas in light of respective cultures. (Faculty: Dr. Gary Calore and Dr. Ronald Zigler).

The Connection between the Oppression of Animals and the Discrimination against Women. (Faculty: Dr. Priscilla Cohn).

Religiosity, African- American Women, and Social-Political Activism. An examination of the ways in which religiosity has historically and contemporaneously impacted the socio-political activism of African American women. (Faculty: Valeria Harvell)

Poor Imitation and Deviance vacations. An examination of Euro-Americans co-opting the culture of inner-city African-American men. (Faculty: Dr. Karen Halnon; Students: Sandra Cohen Kim Handloff, Paul Reiser, Jennifer Fuller, Rachel Freedman)

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. In Fall 2001, 38% of the participants are from under-represented groups. In Spring 2002, 42% were from under-represented groups.

The Intercultural Awareness Fund (see above) has supported pedagogical efforts by making funding available to faculty member 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 the courses and work named above.

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 identification, a priority is placed on finding diverse people (faculty or staff) to encourage. 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 our structures to support our college's diversity. Some examples follow:

- ◆ Resource allocation: the college has allocated resources to support its priorities, including 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. 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 is seen as a strength 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.
- ◆ Priorities: This spring we are conducting an important search for a new associate dean for academic affairs. The search committee is diverse and also includes a member of the MCC specifically charged to represent that group. Our candidate pool was richly diverse (about 25%); our top ten candidates included 3 candidates from underrepresented groups and 4 females; and our finalists (5) include an African, two females, one disabled person. These five are currently on campus for their interviews.

The college strives to place diversity at the heart of what we do and believe. For instance, 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.

Looking Ahead/Next Steps

Abington College has been successful to date in its diversity initiatives because the commitment to diversity is widespread throughout all sectors of the college community. We foresee the following as important next steps as the college looks ahead towards a more diverse future:

- ◆ The college must continue to improve its success in hiring diverse faculty and staff members.
- ◆ Diversity training and leadership training need to be provided for more faculty and staff.
- ◆ The focus on minority retention should be strengthened.
- ◆ Research and assessment need to inform us of problem areas in the recruitment and retention of diverse students, faculty, and staff.
- ◆ The curriculum must continually be updated to reflect the diverse culture of the United States as well as the global realities of today's society.
- ◆ More opportunities for international study and travel need to be provided.
- ◆ Provision for enhanced ESL teaching and tutoring must be made.

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.