A Framework to Foster Diversity at Penn State: 1998-2003

Progress Assessment Report

Penn State Great Valley

School of Graduate Professional Studies

February 2004
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I. Introduction

This document is the Progress Assessment Report for the Penn State Great Valley School of Graduate Professional Studies (PSGV) as of February 2004. We have addressed our progress at Penn State Great Valley in each specific challenge area outlined in The Pennsylvania State University Diversity Strategic Plan: A Framework to Foster Diversity at Penn State: 1998-2003. Many of the activities discussed herein are long-standing, on-going activities at PSGV, several are new initiatives currently underway, and some are goals and activities identified in the Penn State Great Valley Diversity Strategic Plan that are under discussion and/or development.

We believe that Penn State Great Valley is in the vanguard of diversity and diversity-related issues. Our actions and activities promote diversity throughout the campus community, and our strategic plan recognizes areas for on-going improvement. We are committed to diversity at Penn State Great Valley and are working aggressively to foster diversity here in a number of creative and proactive ways. The intent of this progress assessment report is to clearly address our progress, delineate areas of improvement, and outline the commitment at Penn State Great Valley to promote and enhance diversity.
The following table lists The Pennsylvania State University’s diversity goals and the corresponding goals from the Penn State Great Valley Diversity Action Council (DAC) Strategic Plan.

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* (Note: See Appendix A–Penn State Great Valley DAC Strategic Plan)
II. Penn State Great Valley Progress Assessment of *A Framework to Foster Diversity at Penn State 1998-2003*

Challenge 1. Developing a Shared and Inclusive Understanding of Diversity

1. *How does your college define or describe diversity?*

   In our strategic plan, the Great Valley Diversity Action Council defines diversity by breaking it into several parts including the spectrum of diversity, a definition of diversity, a diversity mission statement, our beliefs about diversity, and diversity-related values. These specific aspects are described below.

A. **Spectrum of Diversity**

   The spectrum of diversity includes similarities and differences in:

   - Academic credentials
   - Age
   - Alternative lifestyles
   - Citizenship
   - English as a second language
   - Ethnicity
   - Family structures (single parent, adoptive parent)
   - Gender
   - Learning impairment
   - Multiple intelligences
   - Organizational tenure
   - Physical challenges
   - Race
   - Religious practices
   - Sensory impairment
   - Sexual orientation
   - Socio/economic background
   - Urban vs. rural vs. suburban geographic location
B. Definition of Diversity

Diversity is the multiplicity of people and things that contribute to the richness and variety of life. In practice, diversity refers to the many dimensions within which people share similarities and differences.

C. Diversity Mission Statement

We the faculty, staff, and students of the School of Graduate Professional Studies at Penn State Great Valley, are committed to being an example for the active exploration of, respect for, and support of the many dimensions of human differences and similarities. We will achieve this through the measurable quality of our diversity initiatives, the expertise and contributions of our diverse faculty, staff, and students, and our personal and professional growth and achievement.

D. Beliefs about Diversity

Penn State Great Valley believes the following:

- Diversity is essential to life in the world at large, not just on our campus.
- Diversity is an imperative and must be addressed to ensure the future of our campus.
- Diversity provides an enriched climate for learning and working for all participants.
- Diversity enhances opportunities for personal growth and development through exposure to different perspectives and learning styles.
- Diverse organizations are more vital and responsive to a changing environment.

E. Diversity-Related Values

Penn State Great Valley values the following:

- Self-awareness of expectations and practices.
- Exploration and discussion of the many dimensions of diversity.
- Positive initiatives to achieve diversity.
- Continuous assessment of the effectiveness of diversity initiatives.
- Demonstrated respect for an acceptance of differences.
- A supportive and challenging learning and working environment for everyone.
- Commitment to an on-going process of discovery and positive change.

2. How is this understanding demonstrated in areas of emphasis within your college?

Penn State Great Valley sponsors the following activities related to diversity:

- Appointment of a standing Diversity Action Council.
- Assess campus climate via focus groups and survey research.
- Co-host annual Dr. Martin Luther King Jr. celebration.
- Develop a status report on the implementation of the PSGV Diversity Plan.
• Develop and Host the Delaware Valley Diversity Leadership Academy: A Community Leaders Fellowship Program.

• Hold end of year DAC retreats to review the diversity strategic plan and our success at attaining its goals.

• Host diversity-related speaker series throughout the year.

• Implement the Management Division’s AACSB accreditation goal of demographic diversity among students, faculty, and staff. ([http://www.aacsb.edu/faq16.html](http://www.aacsb.edu/faq16.html)).

• Initiate and maintain ongoing relationship with Governor’s Advisory Commission on Latino Affairs.

• Partner with minority professional organizations, colleges, and universities.

• Sponsor and fund Diversity Action Council Travel Authorization Grants for faculty and staff to attend workshops and conferences related to diversity.

• Sponsor and/or fund conferences and groups that address diversity issues including:
  • The Commission for Women;
  • The Commission on Lesbian, Gay, Bisexual, and Transgender Equity; and
  • The Commission on Racial/Ethnic Diversity.

3. **How has your college distributed and discussed information to students about the University’s diversity initiatives?**

   Penn State Great Valley has a comprehensive web site that provides students, faculty, staff, and the broader community with a broad array of new information including activities related to various diversity initiatives. In addition, the DAC directly promotes activities and provides information concerning the University’s diversity initiatives and our own efforts to promote diversity at Penn State Great Valley. The DAC website ([http://www.gv.psu.edu/Current_Students/Multicultural_Outreach/Diversity_Action_Council/](http://www.gv.psu.edu/Current_Students/Multicultural_Outreach/Diversity_Action_Council/)) lists upcoming events on our campus and resources on diversity-related topics. Our marketing materials also address and support the Great Valley and the University’s efforts concerning diversity. Finally, every two years, Penn State Great Valley publishes and distributes a status report with highlights from the implementation of the PSGV Diversity Plan.

4. **How has your college distributed and discussed information to faculty and staff about the University’s diversity initiatives?**

   See #2 above.
5. **What is the role of the multi-cultural coordinator?**

During 2003-04, Great Valley funded a half-time position as the Special Assistant to the CEO for Multicultural Outreach. This person was responsible for coordinating diversity-related outreach and development at Penn State Great Valley while working directly with the CEO and other campus administrators. The person in this position resigned at the end of 2003-04 to accept another position, and the campus was unfortunately unable to continue funding this position due to its financial situation. Until the campus is again able to fund this position, the Co-Chairs of the Diversity Action Council will take back these responsibilities.

6. **What is the role of the diversity committee?**

The Diversity Action Council is charged with facilitating and shepherding diversity within the Penn State Great Valley School of Graduate Professional Studies. The DAC has a rich history of providing a variety of activities and critical information to all stakeholder groups concerning diversity within the Penn State Great Valley community. The strategic action plan and goals for the 2001-04 DAC reflects efforts to reach all areas within Great Valley. (See Appendix A)
Challenge 2. Creating a Welcoming Campus Climate

1. **How does your college and department leadership demonstrate visible support for diversity?**

The campus has provided the Diversity Action Council with the largest standing budget of any committee within Penn State Great Valley – an annual budget range of $29,000-$33,250. Monies from this budget are allocated to support various activities including Dr. Martin Luther King Jr. celebration, speaker series, conferences, meetings, discussion groups, and travel to promote and encourage diversity within the Penn State Great Valley community. Additional budgeted items include DACTAG (Diversity Action Council Travel Authorization Grants); The Commission for Women; DAC Outreach Efforts; Diversity Leadership Academy and INROADS partnerships (see Appendix D); potential INROADS internship; and PSGV alumni and student focus groups.

The Diversity Action Council at Penn State Great Valley consists of members representative of faculty, staff, and students. This is the largest and most diverse committee at Penn State Great Valley. The committee is tasked with coordinating and facilitating diversity at Penn State Great Valley, and its strategic plan is the blueprint that guides this committee in its work.

**Diversity Action Council membership for the 2002-2004 years include:**

- Kathy Mingioni, Admissions (co-chair)
- Barrie Litzky, Management Faculty (co-chair)
- Johanna Baitinger, Academic Business Office
- Valerie Maxwell, Inquiry Office
- Andy Felo, Management Faculty
- Julie Meyer, Instructional Designer
- Erin Doney, Alumna
- Arlene Mitchell, Division Head, Education
- Lee Dougherty, Continuing Education
- April Pumala, Management Staff
- Laura Doughty, Alumni Relations
- Sally Richmond, Engineering Faculty
- Evelyn Ellis, Graduate School
- Robyn Rosenberg, Librarian
- Rick Gallagher, Computer Center
- Roya Salehi, Student
- Ken Kono, Management Faculty
- Davira Timm-Dinkins, K12 Representative
- Colleen McCormick, Inquiry Office
- Allen Tyrone Smith, Student
- Elayna McReynolds, Conferences and Institutes
- John Weaver, Corporate Representative
2. **How does the college identify climate issues?**

Alumni and student focus groups were run by Mahlene Duckett Lee, Ph.D., President/CEO, Divi Holding Group during the fall and spring semesters of the 2002-03 academic year. Dr. Lee developed the line of questions with a sub-committee of the DAC, conducted the focus group sessions, and reported the results. Additionally, a survey of the PSGV faculty was administered by Davirah Timm-Dinkins, Special Assistant to the CEO for Multicultural Affairs. This survey focused on diversity-related issues that faculty perceived as needing attention.

Results of both research initiatives were presented to the PSGV Faculty Senate. Results are used by Penn State Great Valley and the DAC to shape future recruitment efforts and to generate support for current students from underrepresented groups. Faculty were made aware of issues that they could personally address in their classrooms.

3. **How does your college respond to climate issues?**

Penn State Great Valley promotes a welcoming climate for all populations. A number of specific activities related to climate are indicated in #4 below.

4. **What college-wide and individual approaches have you developed to enhance overall climate and individual’s satisfaction with the environment?**

Penn State Great Valley has promoted and sponsored a number of activities that enhance the overall climate for all populations. We have experienced success in creating an environment on campus that fosters diversity in real and significant ways.

A partial listing of these activities include:

- Appointment of a standing Diversity Action Council.
- Assess campus climate via focus groups and survey research.
- Co-host annual Dr. Martin Luther King Jr. celebration.
- Develop a status report on the implementation of the PSGV Diversity Plan.
- Develop and Host the Delaware Valley Diversity Leadership Academy: A Community Leaders Fellowship Program.
- Hold end of year DAC retreats to review the diversity strategic plan and our success at attaining its goals.
- Host diversity-related speaker series throughout the year.
- Implement the Management Division’s AACSB accreditation goal of demographic diversity among students, faculty, and staff. ([http://www.aacsb.edu/faq16.html](http://www.aacsb.edu/faq16.html)).
- Initiate and maintain ongoing relationship with Governor’s Advisory Commission on Latino Affairs.
- Partner with minority professional organizations, colleges, and universities.
• Sponsor and fund Diversity Action Council Travel Authorization Grant for faculty and staff to attend workshops and conferences related to diversity.

• Sponsor and/or fund conferences and groups that address diversity issues including:
  • The Commission for Women;
  • The Commission on Lesbian, Gay, Bisexual, and Transgender Equity; and
  • The Commission on Racial/Ethnic Diversity.

5. **On a scale of 1 to 10 how would you rate the climate for diversity in your college at the present time?**

Without providing a specific number, the Penn State Great Valley campus rates itself quite highly concerning its current diversity climate. In addition to an admirable past record, we are continuing to develop initiatives that will improve the climate at Penn State Great Valley even more. While we are located in Chester County, a suburban geographic region with a predominantly white population, we promote diversity within the greater community and will continue to do so.
Challenge 3. Recruiting and Retaining a Diverse Student Body

1. **Does your college contribute to locating and recruiting undergraduate students from underrepresented groups? If so, how?**

   N/A—Penn State Great Valley is a graduate school, and we do not serve undergraduate students.

2. **How has your college contributed to locating and recruiting graduate students from underrepresented groups?**

   A major goal identified by the DAC is the development of partnerships with INROADS and the HBCUs in the area. These potential partnerships with these African-American undergraduate institutions will explore partnering in cultural and academic activities and hopefully foster a relationship that will motivate graduates from Lincoln and Cheyney Universities’ undergraduate programs to enroll in Penn State Great Valley’s graduate programs. In a meeting held with Cheney University, these initiatives as well as faculty exchanges were discussed and will continue to be explored.

   The Penn State Great Valley Graduate Program Administration’s marketing and outreach efforts continually address recruitment of a diverse student population. Efforts that have focused directly on recruiting graduate students from underrepresented groups include:

   - Annual Temple University Graduate Fair
   - Eastern Pennsylvania Chapter of the National Association of Graduate Admissions Professionals meeting
   - Chakka Fatah’s Annual Philadelphia Graduate Fair for Minority Students
   - Advertisement campaign in specific minority media
   - Recruitment at college fairs, job fairs, and other events attracting a diverse audiences

   Advertisements are often featured on a local minority radio station (WDAS) and in *The Black Suburban Journal*. Mailing lists of minority professionals are purchased for direct mail campaigns (e.g., minority business owners, women entrepreneurs).

   Penn State Great Valley has also worked with Lockheed Martin to develop a Minority Career Workshop to encourage minority professionals to consider Great Valley graduate programs as preparation for higher-level jobs. This half-day event is offered each spring and features a number of prominent career specialists and successful minority professionals as well as faculty and staff. At present, we are exploring additional corporate sponsorship for similar events.

   The following table reflects the overall growth rate and percentage increases of our student enrollments by diversity characteristics from 1997 to Fall 2002. Penn State Great Valley has experienced some growth in our student population across various diversity characteristics, with overall ethnic diversity increasing from 13% to 16%.
Table 1: Penn State Great Valley Student Data by Diversity Characteristics, Academic Year Enrollment, Growth, and Percentage Change

<table>
<thead>
<tr>
<th>Diversity Characteristic</th>
<th>PSGV 1997</th>
<th>PSGV 2000</th>
<th>PSGV 2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>N %</td>
<td>N %</td>
<td>N %</td>
<td></td>
</tr>
<tr>
<td>Asian American</td>
<td>74 6%</td>
<td>103 7%</td>
<td>136 10%</td>
</tr>
<tr>
<td>Black American</td>
<td>45 4%</td>
<td>63 4%</td>
<td>76 5%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>16 1%</td>
<td>19 1%</td>
<td>14 1%</td>
</tr>
<tr>
<td>Native American</td>
<td>3 &lt;1%</td>
<td>6 &lt;1%</td>
<td>3 &lt;1%</td>
</tr>
<tr>
<td>Total</td>
<td>138 11%</td>
<td>191 12%</td>
<td>229 16%</td>
</tr>
<tr>
<td>International</td>
<td>16 1%</td>
<td>47 3%</td>
<td>55 4%</td>
</tr>
<tr>
<td>White</td>
<td>1095 88%</td>
<td>1196 83%</td>
<td>1140 80%</td>
</tr>
<tr>
<td>TOTAL*</td>
<td>1249 100%</td>
<td>1434 98%</td>
<td>1424 100%</td>
</tr>
</tbody>
</table>

Source: PSU Student Data Tables and PSGV Graduate Program Administration Enrollment Data

*Some percentages do not total 100% due to rounding.

The diversity characteristics represented in this table reflect the overall demographics of Chester County, Pennsylvania. Penn State Great Valley is on the Route 202 corporate corridor, 30 miles from Philadelphia, and our student body is made up largely of people employed by local corporations and/or individuals who live nearby. With these considerations, we believe that we are making good progress in our recruitment efforts as we continue to explore other ways to improve this critical area of our diversity plan and mission statement. We believe these numbers are positive and also view them as a benchmark on which to base future growth. While the number of Hispanic/Latino students continues to remain somewhat low, our continuing relationship with Pedro Cortes, the former Executive Director of the Governor’s Advisory Commission on Latino Affairs and presently Secretary of the Commonwealth, will hopefully help the campus address this situation.

3. What strategies have you implemented to retain undergraduate students from underrepresented groups?

N/A - Penn State Great Valley is a graduate school, and we do not serve undergraduate students.

4. What strategies have you implemented to retain graduate students from underrepresented groups?

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Penn State Great Valley has person-to-person contact in all phases of our student guidance. Various enrollment management personnel, admissions office, and the campus registrar provide personalized assistance in all phases of application, course registration, and enrollment. Additionally, each student has close contact with his or her academic division, respective program area, and faculty adviser. All phases of the process have proven important in the retention process, and this personal attention provided to all students is a very positive aspect of student life at Penn State Great Valley.

5. **What recruitment and retention strategies have been most successful?**

Student focus groups, advertising in multiple outlets, and visible outreach in the community through businesses, schools, and specific events have aided PSGV’s outreach and recruitment efforts. Penn State Great Valley has a commitment to personal “customer service” in all phases of recruitment, information sessions, and student advising. This personalized approach provides a welcoming atmosphere to all prospective and current students.
Challenge 4. Recruiting and Retaining a Diverse Workforce

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

All advertisements of open positions at Penn State Great Valley include the statement “Penn State is committed to affirmative action, equal opportunity and the diversity of its workforce,” and we actively seek diverse candidates to fill all positions. Penn State Great Valley is committed to locating and recruiting the best-qualified candidates to fill positions at this campus, with all qualified candidates being given every consideration in the selection process.

Sources for ad placement have included:

- *The Chronicle of Higher Education*
- *Black Issues in Higher Education*
- *Hispanic Outlook in Higher Education*
- *Affirmative Action Register*
- *Philadelphia Tribune*
- *Philadelphia Inquirer*
- *IM Diversity*
- Higher Ed Jobs on Line
- Team PA Career Link
- Professional journals, newsletters, and magazines
- Recruitment at Academic Conferences
- Targeted letters to specific individuals inviting applications

2. *What recruitment strategies have been most successful?*

The following media outlets have proven to be the most successful:

- *The Chronicle of Higher Education*
- *Philadelphia Inquirer and Tribune*
- *IM Diversity*
- Higher Ed Jobs on Line
- Recruitment at Academic Conferences
- Team PA Career Link
- Targeted letters to specific individuals inviting applications
3. *What retention strategies have you implemented in your college to retain members of underrepresented groups?*

Challenge 6 below outlines many of the strategies in this area that are utilized by Penn State Great Valley.

4. *What retention strategies have been most successful?*

The following table reflects the overall changes in our faculty and staff by diversity characteristics from Fall 1997 to Fall 2002. While the number of Asian employees has consistently increased, the number of Black American employees has recently decreased.

**Table 2: Penn State Great Valley Faculty/Staff Data by Diversity Characteristics, Academic Year, Growth, and Percentage Change**

<table>
<thead>
<tr>
<th>Diversity Characteristic</th>
<th>PSGV 1997</th>
<th>PSGV 2000</th>
<th>PSGV 2002</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Asian American</td>
<td>5</td>
<td>5%</td>
<td>10</td>
</tr>
<tr>
<td>Black American</td>
<td>7</td>
<td>7%</td>
<td>6</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>2</td>
<td>2%</td>
<td>1</td>
</tr>
<tr>
<td>Native American</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>14</td>
<td>14%</td>
<td>17</td>
</tr>
<tr>
<td>White</td>
<td>80</td>
<td>86%</td>
<td>89</td>
</tr>
<tr>
<td>TOTAL*</td>
<td>94</td>
<td>99%</td>
<td>106</td>
</tr>
</tbody>
</table>

*Source: PSU Faculty/Staff Data Tables

*Some percentages do not total 100% due to rounding.*
Challenge 5. Developing a Curriculum that Supports the Goals of our New General Education Plan

1. *What initiatives has your college taken in supporting multi-cultural curriculum efforts?*

   The Diversity Action Council commits a portion of its annual budget to support faculty and staff travel to diversity-related conferences and workshops where these personnel can present papers and/or participate in other ways. This support is ongoing and promotes diversity within the campus community. Faculty members are particularly encouraged to use this funding to enhance their curriculum efforts related to multi-culturalism.

   Dr. Aaron Gresson, Professor of Education and Human Development at the Penn State Delaware County campus, has been teaching EDTHP 597, Diversity and Leadership, at Great Valley in an effort to assist graduate students to conceptualize diversity and develop more comprehensive leadership skills.

   Dr. Janice Dreachslin teaches BUSAD 556 Diversity Leadership in which she presents an analysis and application of models, theories and strategies for managing an increasingly diverse workforce and customer base.


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

   There are many examples of research and teaching that have advanced diversity at Penn State Great Valley. Some of these activities are summarized below. (Also see Appendix E)

   Dr. Roy Clariana advised an Instructional Systems master’s paper developed by Damon Gray, an African-American student, on the savings and investment attitudes and practices of African-Americans in the eastern region of Pennsylvania.

   Dr. Eric Stein attended the International Association of Jazz Educators annual conferences for 2000, 2001 and 2004 utilizing a DAC faculty travel award. He has also published and presented papers concerning disability as a diversity issue. Recently, Dr. Stein developed a special topics course: The Role of Aesthetics (Art, Music, Theater, and Literature) in Shaping High Performance Organizations as a result of his attendance at this conference.
Dr. Addie Johnson presented a paper at the 2000 Annual National Association for Black School Educators (NABSE) Conference through funding provided by the DAC.

Drs. John Sosik, Janice Dreachsln, Veronica Godshalk and Barrie Litzky have had several publications related to diversity.

3. **How is diversity integrated into the curriculum of your college?**

There are no specific requirements to address diversity as part of the curriculum, although all faculty members are encouraged to present diversity issues where appropriate in their teaching. All activities and the spirit of Goal 5 are embedded in curriculum development activities and are strongly encouraged by the DAC and PSGV leadership. In addition, there are diversity-related course electives available to Great Valley students offered by several of the academic divisions.
Challenge 6. Diversifying University Leadership and Management

1. How has your college assisted faculty and staff from underrepresented groups in developing leadership and management skills?

Our perspective on developing leadership and management skills among faculty and staff is a holistic approach where each individual is encouraged to develop a unique leadership and management style. It is our intent to support the development of these critical qualities to ensure the growth of a healthy and successful workplace. We accomplish this by encouraging all faculty and staff to attend various Penn State development programs including the PSU Leader, Mastering SuperVision, and the Management Institute, in addition to the local PSGV programs listed below.

Over twenty local workshops have been offered in the past five years that support our efforts for recognizing, honoring, and/or addressing the challenges that arise among our diverse faculty, staff, and students. These workshops include:

**Orientation/Network Programs** – This is Great Valley’s orientation program for new staff and faculty. Our first module, A Caring Community Honoring Diversity, explores the ways PSGV supports diversity in the workplace. Topics include:

- PSGV’s Diversity Action Council
- The Commission on Lesbian, Gay, Bisexual, and Transgender Equity
- The Commission for Women
- The Commission on Racial/Ethnic Diversity

**Conflict in the Workplace: Making it Work for You** – This workshop addresses conflict, conflict resolution, and maintaining good communications.

**Follow up on Your Development Action Plan** – This workshop addresses each individual’s development goals, often including leadership and management-related development plans.

**Getting Beyond Cultural Communication Barriers in the Classroom and at Work** – A presentation featuring Dr. Don Jung, San Diego State University, focusing on leadership skills necessary in a global business environment.

**Getting Involved at PSGV** – This workshop encourages staff and faculty to contribute their individual skills to our community.

**Human Resource Forums** – These forums cover a wide range of topics such as work/life balance, diversity in the workplace, coaching for successful performance, and conflict resolution.

**Improving Organizational Effectiveness: The Value of Creating and Sustaining a Diverse Work Environment** – A symposium focusing on the ways in which organizations can address diversity in the workplace, featuring: Juan Johnson, Vice-President of the Coca-Cola Company and President of the Diversity Leadership Academy; Pedro Cortes, former Executive Director of the Governor’s Advisory
Commission on Latino Affairs, presently Secretary of the Commonwealth; and Ronald Mitchell, Managing Director of INROADS, Philadelphia.

**Individual & Departmental Communications** – This workshop helps participants understand diverse communication styles and teaches clear communication.

**Leadership & Management Coaching** – This series of sessions are held to address learning opportunities and challenges related to individual differences within the workplace and their impact on successful performance, conflict resolution, communication styles, and other related topics.

**Moving Diversity to the Next Level: The Strategic Diversity Management Process** – Dr. R. Roosevelt Thomas, Jr. founder and president of the American Institute for Managing Diversity details the specifics of the strategic diversity management process such as: key concepts, critical dynamics, and basic skills and requirements for effectively addressing diversity. Dr. Thomas' basic contention is that the strategic diversity management process can be used by organizations and individuals to move diversity management to the next level.

**Religious Tolerance and Liberty in the Face of Terrorism: Unraveling Misconceptions about Islam** – A panel discussion featuring Alex Kronemer, a frequent writer and lecturer on religion and Islamic civilization, formerly held the position of Middle East Desk Officer in the Bureau of Human Rights in the U.S. State Department, and most recently co-created and co-produced a movie called "Muhammad: Legacy of a Prophet.

**Thriving Amidst Imperfection** – This workshop addresses the realities of human imperfection and differences in the workplace and develops skills to recognize and resolve those differences.

**Tough Topics in the Workplace: Beyond Race and Gender** – An interactive discussion which highlights issues related to sexual orientation and the individual and human resources imperative to foster an inclusive environment, featuring Liz Winfeld, President of Common Ground.
Challenge 7. Coordinating Organizational Change to Support Our Diversity Goals

1. Which organizational realignments, such as systems of accountability, resource mobilization, allocation strategies, and long-term planning strategies have your college implemented to ensure the realization of the University’s diversity goals?

The Strategic Plan developed by the DAC is the primary blueprint for facilitating diversity goals at Penn State Great Valley. There are also a number of significant commitments that are in place or are currently being implemented to improve our efforts. These activities include:

- Partnership with INROADS – faculty and staff pro bono facilitation of INROADS training seminars and potential funding of internship at Great Valley.
- Potential partnership with Lincoln and Cheyney Universities to encourage their graduating students to enroll in Great Valley’s graduate programs.
- Support of the Philadelphia Center in their outreach efforts in the Greater Philadelphia area.
- The strength and commitment of the DAC, a standing campus committee with a representative membership from all Penn State Great Valley stakeholders.
Appendix A:

Penn State Great Valley

Diversity Action Council Strategic Plan
Appendix B:
Dr. Martin Luther King Jr. Celebration
and Speaker Series
Appendix C:

Diversity Leadership Academy Partnership
Appendix D:

INROADS Partnership
Appendix E:
Faculty Research
Dr. Janice Dreachslin

Diversity Research and Scholarship
2000-2001

Articles Published in Refereed Journals:


Manuscripts Submitted:


Manuscripts in Progress:


DeSouza G., Maldonado, R.W., Drechselin J.L., and Dansky K., Organizational Responsiveness to Racial and Ethnic Diversity, to be submitted for consideration to the *Academy of Management Journal* or the *Journal of Management*.

Dansky, K., Maldonado, R.W., Drechselin, J.L., and DeSouza G. Strategic Orientation and Diversity Management, to be submitted for consideration to *Strategic Management* or the *Journal of Management Studies*, June 30, 2001.

**Papers Presented at Technical and Professional Meetings:**

Dreachslin, J.L. “Race, Ethnicity, and Healthcare Management: The Need for a Focused Research Agenda,” presented as a member of the Diversity Faculty Forum panel on “Ending Racial Disparities in Health: What Role Can Health Care Management Programs and their Partners Play,” at the Association of University Programs in Health Administration (AUPHA) annual conference, in Los Angeles, California, June 25, 2000. (Presenter)


Dreachslin, J.L. “Challenges and Successes of Conducting Cultural Competence Assessments,” an invited roundtable presentation at the 2nd National Quality Health Care for Culturally Diverse Populations Conference in Los Angeles, California, October 11-14, 2000. (Presenter)

Dreachslin, J.L., Maldonado, R.W., DeSouza, G. and Dansky, K. “Managing Racial and Ethnic Diversity in Health Care Organizations, a peer-reviewed presentation at the American Public Health Association (APHA) annual meeting in Boston, Massachusetts, November 12-16, 2000. (Co-Principal Investigator)


Papers Accepted for Presentation at Technical and Professional Meetings:


Media Citations:


Chair (elected), Association of University Programs in Health Administration (AUPHA) Diversity Forum, June 2000-2002.

Co-Editor (with Augustine Agho, Ph.D., Florida A&M University) of the *Journal of Health Care Administration Education’s* (the peer reviewed journal of the AUPHA) Special Issue entitled: "Diversity Leadership: Meeting the Health Services Management Challenge of the New Millennium,” publication scheduled for Winter 2002.

Chair, Diversity Faculty Forum Sub-Committee to develop “Domains and Core Competencies for Effective Evidence Based Practice in Diversity Leadership,” a part of the Robert Wood Johnson-funded Leadership Development Grant Project of the AUPHA.

Dr. Addie Johnson


Dr. John Sosik


Dr. Eric Stein

Travel

International Association of Jazz Educators, New Orleans Jan 2000

International Association of Jazz Educators, New York Jan 2001 (sent by Mgt Division)

Research


Appendix F:
Diversity Action Council Brochures
Appendix G:

Diversity Action Council Travel Authorization Grant

(DACTAG)
Appendix H:

Focus Groups and Survey Data