

**PENN STATE ALTOONA
FRAMEWORK TO FOSTER DIVERSITY
2004-2009
Final Update**

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Executive Summary

Penn State Altoona has made significant progress towards implementing the initiatives in the 2004-2009 Framework to Foster Diversity and has revised the document to be flexible and relevant to the changing needs of our students, faculty, and staff.

Throughout the remainder of the update, initiatives will be referred to by their challenge and item number (1.1, 1.2, etc.), and can be referenced in Appendix A.

The delay and revision of some of the initial diversity initiatives is due to changes in the leadership of the college during the time period of 2004-2009. The arrival of a new Chancellor in summer 2005, a new Associate Dean for Academic Affairs (2006 and 2009), and a new Director of Student Affairs (summer 2006), portends well for the future of diversity initiatives at the college. All three current leaders are strong supporters of the college's plans to implement the Framework for Diversity, and have indicated strong support to move these initiatives forward.

Since the Framework for Diversity plan for 2004-2009 was completed, the Office for Institutional Equity and Diversity was re-established under the division of Student Affairs. There was strong leadership in this office through December 2007. In January 2008, the Director of Institutional Equity and Diversity accepted a position outside of the university. At that time, an interim Director position was established from January 2008 through May 2009. A new permanent Director was hired in June 2009. This change in leadership has resulted in a delay in implementing several initiatives under the 2004-2009 Framework for Diversity. More recently (fall 2009), a new office, the Office of Planning and Institutional Research, formerly the Office of Planning and Assessment (OPA) has been realigned to focus more on improving the college's institutional research capabilities. This office will be critical in assessing and evaluating progress towards our shared diversity initiatives, in addition to advancing research initiatives related to diverse topics.

Critical accomplishments under the Framework for Diversity include:

- The Office of Institutional Equity and Diversity has developed a marketing plan (Initiative 1.2) and a website with informational links (Initiative 1.3)
- The Office of Institutional Equity and Diversity has developed growth plans for multi-cultural and diversity student groups (Initiative 2.2), and developed strategies to establish services for LGBT students, faculty, and staff (Initiative 2.3).
- Minority student population reached over 13% of the total student population four years ahead of the target date (Challenge 3).
- Penn State Altoona has developed a strong curriculum to foster intercultural and international competencies by offering over 100 diversity courses a year, offering minors in Women's Studies and Spanish, and an array of majors with strong diversity elements (Challenge 5).
- The college has significantly expanded study abroad experiences for students, and faculty are taking leadership in developing new short-term, summer, and exchange study abroad programs (Challenge 5).

Areas for continuing improvement include:

- While minority graduation and retention rates have improved significantly over the past five years, they still lag behind the average for all students (Challenge 3).
- Penn State Altoona continues to face significant challenges in diversifying its faculty, staff, and administration (Challenge 4).
- While women are well-represented in leadership positions at Penn State Altoona, there is room for

improvement in the recruitment of minorities into administrative leadership positions (Challenge 6).

While Penn State Altoona celebrates its accomplishments in achieving nearly all of our diversity initiatives in some or all capacity, the college recognizes that the enhancement of diversity is an ongoing process. The college is also cognizant of the areas that call for continuous improvement, and will need to devote attention and resources to these critical areas.

Penn State Altoona Diversity Mission Statement

Penn State Altoona values and celebrates diversity in all of its forms. The educational environment of our Campus is enriched by the diversity of individuals, groups, and cultures that come together in a spirit of learning.

We value learning in all of its forms – classroom instruction, independent learning, co-curricular learning, faculty research, and study and improvement of our own administrative and academic processes. Learning involves developing an appreciation for people from different backgrounds and who exhibit diverse types of thinking.

At Penn State Altoona we proactively engage faculty, staff, students, alumni, and community members to explore and experience various cultures and diverse life experiences that are available on campus and in the community. As a learning community we challenge and support each other to understand how various cultural backgrounds, life experiences, challenges, and orientations affect how we see the world. These interactions afford us the opportunity to broaden our worldview, as well as enhance our sensitivities and appreciation of diversity.

Penn State Altoona is committed to being a leader within the University and our community by fostering an environment where diversity in all of its forms is celebrated, affirmed, and vigorously pursued. It is our intent to create a campus community that affirms the dignity, value, and uniqueness of each person. It is our intent to aggressively pursue the recruitment and retention of a more diverse administration, staff, faculty, and student body. Moreover, we want to ensure that the campus climate is welcoming and affirming for all persons.

It is our goal to graduate individuals that understand and appreciate the things we all have in common, as well as those things that make us unique. We strive to instill in them the skills, attitudes, and sensitivities that will be essential for them to be leaders and change agents in a diverse, multicultural world.

Penn State Altoona Definition of Diversity

Penn State Altoona values and celebrates diversity in all of its forms. The educational environment of our college is enriched by the diversity of individuals, groups, and cultures that come together in a spirit of learning. Penn State Altoona is committed to providing equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualifications. Penn State Altoona will not tolerate discrimination against any person because of age, ancestry, color, disability or handicap, national origin, race, religious creed, sex, sexual orientation, gender identity, or veteran status.

CHALLENGE 1: Develop a Shared and Inclusive Understanding of Diversity

Penn State Altoona established a College Definition of Diversity and Diversity Mission Statement in 1998. Drafts of the documents were shared broadly on campus for review and comment. The definition and Mission statement were also formally presented and discussed with the College's Executive Staff, Faculty Senate, and Student Government Association. All comments were reviewed and incorporated into the final documents. These two statements continued to serve as the foundation and guide for our *Framework to Foster Diversity Plan 2004-2009*. The initiatives outlined under this challenge were designed to create an environment where diversity in all of its forms and individual characteristics is not only welcome, respected, appreciated and valued, but also vigorously pursued.

These two statements have served as the foundation and guide for all of the diversity initiatives established at Penn State Altoona. These statements are not only comprehensive and inclusive of all forms of diversity, but they also speak to the learning environments, and the engagements of faculty, staff, students, and the community in the learning process of understanding and appreciating diversity. This understanding is demonstrated in a variety of forms at Penn State Altoona, which will be seen throughout this document.

Initial plans in the 2004-2009 Framework for Diversity at Penn State Altoona called for the development of a brochure (Initiative 1.1), and for this to be widely distributed throughout the campus community. However, the cost of producing and copying a brochure were prohibitive, and with improved web access, it was decided to move these materials to the web under the newly re-established Office of Institutional Equity and Diversity. This information is referred to in a wide range of forums from New Student Orientation, Adult Student Orientation, New Faculty Orientation, and the Part-time Faculty Orientation.

MOSAIC is the Penn State Altoona diversity committee, which is supported through the Office of Institutional Equity and Diversity. MOSAIC is sponsored by the Chancellor's office. This committee is comprised of faculty, staff, and students from throughout the Penn State Altoona community and meets twice a month. The MOSAIC mission statement is as follows:

MOSAIC will pursue a harmonious, supportive environment at Penn State Altoona for faculty, staff and students where all can work, study, and learn together celebrating the differences and commonalities of people, their ideas and opinions. We will confront any acts of hatred, prejudice, and intolerance that demean the dignity of individuals or groups.

The MOSAIC Committee directly informs the Chancellor in relation to diversity issues. Currently, there are approximately twenty members, and the group has an established guiding document. For more information on current activities and membership, please visit www.altoona.psu.edu/mosaic.

The Director of the Office of Institutional Equity and Diversity provides leadership to the MOSAIC Committee. Although the position is housed in Student Affairs, this position also is responsible for interacting and planning with Academic Affairs and in community outreach. Currently, the Director advises multiple student groups, oversees diversity-related programming, authors' diversity strategic plans, and handles diversity complaints.

CHALLENGE 2: Creating a Welcoming Campus Climate

Penn State Altoona is extremely committed to creating and maintaining an environment that is welcoming and affirming to all members of the campus community. We strive to create a campus environment that not only celebrates and values diversity in all of its forms, but also where it is vigorously pursued. The educational environment of our College is enriched by the diversity of individuals, groups, and cultures that come together in the spirit of learning. Penn State Altoona over the last several years has instituted many programs, services, and

policies to serve and support the needs of our diverse campus community.

In 2004, the Director of the newly re-established Office of Institutional Equity and Diversity authored a five-year strategic plan, with measurable and achievable goals established for each year. The planning process has led to the re-establishment and strengthening of numerous diversity related student organizations. Examples include the West Indian Student Association (WISA), the Latin American Student Organization (LASO), the African Student Association (ASA), and the Black Student Union (BSU). In addition, the creation of the Gay-Straight Alliance (GSA) has provided much needed support for students and the group has organized well attended campus and community events, including National Coming Out Day, World AIDS Day, Day of Silence and Pride Week.

In fall 2008, the on-line MOSAIC Diversity Modules were introduced as part of the New Student Orientation process for new incoming students. Over the course of the 2008 -2009, and fall 2009 academic semesters, approximately 2800 students have completed the modules.

CHALLENGE 3: Recruiting and Retaining a Diverse Student Body

A major objective under Goal 2 of the Penn State Altoona 2005-2008 Strategic Plan was to increase its minority student population to 12% of the total student body by 2010. From fall 2007 to fall 2009, minority student enrollment has increased from 11.5% to 13.2%. The percentage of minority students enrolled in Altoona College programs has increased from 9.7% in fall 2008 to 11.1% in fall 2009.

Altoona is similar to three of the four internal comparison Colleges (Abington, Berks, Erie, and Harrisburg) in terms of the percentage of African-American students, as well as with the percentage of Asian-American/Pacific Islander students. Penn State Altoona has maintained an even gender balance from 2005 (49.7%) to 2008 (49.5%), with the 2008 percentage being the largest among the five Colleges.

In order to attract and retain a talented and diverse student body, considerable attention has been given to increasing scholarship and other financial support for incoming students, especially those who may be interested in Penn State Altoona baccalaureate programs. Penn State Altoona has achieved this ambitious target ahead of schedule, and this goal will likely be revised upward in fall 2010, as part of the College's continuous strategic planning process. This achievement is especially impressive given that all five counties in our service area have less than a 6% minority population, with four of the five at or under 5%.

Recruiting and retaining a diverse student body has been a priority and will continue to be aggressively pursued. While creativity in minority student recruitment efforts is somewhat regulated and limited by the University, the College will aggressively work to partner with the University's Admissions office and the regional recruitment centers. The College will also explore other creative opportunities to attract students from diverse backgrounds.

The Admissions Office, and especially the Coordinator of Minority and Special Admissions, will continue to work with the Community Recruitment Centers and community service organizations in New York City, New Jersey, and Washington DC. This working partnership has been a best practice for the College. The practices of providing support for transportation, in-route meals, and some lodging has clearly contributed to successful recruitment efforts.

The College reorganized its Retention Committee in spring 2009 under the leadership of the Associate Dean for Academic Affairs. The reorganization has better connected retention efforts to the strategic enrollment initiatives and the overall College strategic plan.

CHALLENGE 4: Recruiting and Retaining a Diverse Workforce

Penn State Altoona strictly follows the University's recruiting and hiring policies and practices. All searches are done publicly either through internal or external posting. The College actively encourages and seeks out candidates from under-represented groups. For example, the College has actively and aggressively sought out minority candidates to apply for positions as Police Services officers. We believe it is important to have a staff and faculty that is representative of the students at Penn State Altoona. There is a commitment to include among the qualified finalists for a position at least one female, a person of color and/ or a person from an underrepresented group.

The College regularly advertises for new faculty positions in *The Chronicle of Higher Education*, and *Black Issues in Higher Education*. The College continues advertising positions with the Minorities Job Bank. Faculty and staff also attend conferences to conduct preliminary interviews and answer questions about faculty or staff positions, programs, and the College. The best recruitment strategies we have employed at the College are advertisements in *The Chronicle of Higher Education* and in discipline-specific journals.

A continuing challenge facing Penn State Altoona is the lack of diversity within the Altoona community and Blair County. Penn State Altoona's service area is also among the least diverse populations in the state, according to 2008 census figures. The only county with a significant minority population (more than 5%) is Huntingdon, which has a black or African-American population of 5.6%. Bedford, Blair, and Somerset counties are all over 97% white, and Cambria County is 95% white. The state of Pennsylvania is slightly over 85% white. White high school graduates account for nearly 98% of all high school graduates in the Altoona service area, while white graduates account for approximately 85% of all graduates state-wide. However, Penn State Altoona has a more diverse student population than the surrounding counties. Over 13% of the student body comes from minority groups, and another 0.1% is made up of international students.

In terms of 2008 faculty and staff diversity, Penn State Altoona had the least ethnically diverse staff among the campus colleges, and is only more ethnically diverse than Mont Alto (1.2%) and Wilkes-Barre (2.0%) among all of the campuses. The percentage of female staff at the College is the highest among the campuses as of 2008 figures.

2008 figures show that the college had the least ethnically diverse faculty among the five campus colleges, and that only three other campuses had percentages lower than Penn State Altoona. Between 2005 and 2008, the percentage of ethnically diverse faculty declined by 2.7% although this was a numerical decline of only four (from 16 to 12).

Of particular concern for the future is in the ethnic diversity of Assistant Professors at Penn State Altoona, as this is the group that can conceivably move up in the faculty ranks. In 2005, 11.4% of Assistant Professors were of diverse ethnic backgrounds, but in 2008, only 7.8% of Assistant Professors were of diverse ethnic backgrounds. The College percentage of female faculty in 2008 was at 41.2%, down from 43.1% in 2005. Among the campus colleges, Penn State Altoona had the highest percentage of female faculty at the instructor rank in 2008.

While Penn State Altoona has followed university processes and procedures for all faculty, staff, and administrative hires, the College recognizes the need to do more to recruit and retain diverse staff. The faculty, staff, and administration are not as diverse as the student population, and that may impact on efforts to recruit and retain minority students in the future. Penn State Altoona will need to take a more aggressive approach to recruiting minorities, if the faculty, staff, and administration are to be representative of the student body and the Commonwealth of Pennsylvania.

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

Penn State Altoona has done a solid job at developing a curriculum that fosters intercultural and international competencies. The College offers a wide array of diversity courses, and that number has grown significantly over the past several years. Penn State Altoona offers minors in Women's Studies and Spanish. The college offers majors in Criminal Justice, Human Development and Family Studies, Psychology, Elementary and Kindergarten Education, and History; all of which have significant emphases on diversity issues.

In 2007-2008, the College offered over 100 general education diversity courses. The faculty at Penn State Altoona has also worked to link the curriculum to out-of-class activities, especially to enhance diversity. For example, the College's academic divisions co-sponsor the Distinguished Speaker Series, and diversity is one criterion for consideration in selecting speakers. The Speaker Series is supported by the division's faculty and many integrate the speaker's topic into their course material. Members of the faculty also coordinate the annual African-American Read-In and coordinate the activities for Women's History Month in conjunction with the Office for Institutional Equity and Diversity. The Division of Arts and Humanities sponsors a community film series at the Penn State Devorris Downtown Center. The series includes foreign films and films that focus on diversity issues. In addition, the Communications and History programs sponsor film festivals with an emphasis on diversity related topics. For additional information on the teaching, research related, and service activities of the faculty related to diversity, please see Appendices B and C.

CHALLENGE 6: Diversifying University Leadership and Management

Penn State Altoona understands the importance of strong and visionary leadership. The College is committed to establishing a leadership team at all levels that reflects society's diversity. The task is not always an easy one, but one that must be continually pursued if change is to occur. Penn State Altoona has been very successful in bringing women into top leadership positions. The Chancellor, Director of Development and Alumni Relations, Director of Athletics, Director of Housing and Food Services, and the Director of University Relations are all women. Women are also in prominent positions within the academic programs. One of the College's Academic Division Heads and several program coordinators are women. Within the Division of Student Affairs, the offices of Health and Wellness Services, Career Services, Residence Life, Student Life and Institutional Equity and Diversity are lead by women.

The College needs to continue its work in recruiting other diverse populations. Every search at Penn State Altoona over the recent years has made it a priority to pursue a more diverse pool of applicants. New advertisement strategies have been employed to seek a more diverse candidate pool. Penn State Altoona continues to make this challenge a top priority.

CHALLENGE 7: Coordinating Organizations Change to Support Our Diversity Goals

Penn State Altoona has been aggressive in establishing systems and strategies that support our diversity goals. Systems of accountability for monitoring the various diversity initiatives are in place within all departments of the College. While Penn State Altoona has been successful in reaching many of the diversity goals outlined in the Framework to date, there is still a need for further identification, development, and assessment of elements that will advance and sustain the College's diversity efforts.

Diversity issues were, and continue to be well integrated into Penn State Altoona's strategic planning process. The college has a strong strategic planning process, which is designed to be very open, inclusive, and participatory (For a description of the strategic planning process at Penn State Altoona, see http://www.aa.psu.edu/opa/planning_strategic.htm).

Diversity issues are included in the goals of the strategic plan. One goal, "Becoming a more student-centered University" includes expanding education abroad programming as well as increasing interactions between student organizations and faculty. Another goal of "Creating a more inclusive, civil and diverse University Learning Community" includes recruiting and retaining a diverse, highly qualified student body, as well as supporting ethnic minority, international student, and adult learner enrollment. Also included are strategies supporting the development of a diverse faculty and staff employee base, and the development of a supportive campus environment.

The strategic plan calls for the College to continue to support life-long learning in a variety of venues, locations and forms (Goal 5: Serving Society), which includes the hosting of the annual Blair County African-American Heritage Festival, as well as numerous diversity related events and programs open to the local community.

The strategic planning process also involves the collection of data related to diversity issues in its strategic indicators. Key data includes participation in study abroad, student enrollment by race/ethnicity, graduation and retention rates broken down out by minority and adult learner status, and scholarship recipients by gender and race/ethnicity. These data are collected and reported out on an annual basis by the Office of Planning and Institutional Research.

Appendix A: Diversity Initiatives Table

Item #	Description	Planned Completion Date	Status Dec. 2009	Revised /Actual Completion Date	Comments
1.1	Penn State Altoona will develop an informational brochure regarding our Diversity Mission Statement and Definition of Diversity and distribute it on campus. This brochure will not only share these two important pieces of information, but it will describe how one can operationalize and display an appreciation of diversity in all of its forms on campus and in one's life. This informational brochure will also be able to be used in a variety of training and orientation activities with students, faculty and staff.	Fall 2004	Completed	Fall 2004	Brochure was developed in Fall 2004. Funding became an issue re: reproduction, therefore an extensive website was developed.
1.2	The Office of Institutional Equity and Diversity will establish a marketing plan and informational materials to promote the office's new focus and range of services to students, faculty and staff.	Fall 2004	Completed	Fall 2004	New plan to be developed spring 2010
1.3	The Office of Institutional Equity and Diversity will develop a new web site and connect appropriate links to College, University and community resources.	Fall 2004	Completed	Summer 2004	
1.4	Penn State Altoona's Division of Student Affairs, Office of Institutional Equity, MOSAIC Committee and Human Resources in consultation with the College Faculty Senate, will develop a customized new employee training program to assist new hires in understanding and contributing to the College's Diversity efforts.	Spring 2006	Completed		Modules developed for web-based training; Additional training methods re: new hires to be developed
1.5	The Director of Institutional Equity and Diversity and College's Human Resource Coordinator in consultation with the Division of Academic Affairs and the College's Faculty Senate will establish a training program for supervisors on how to appropriately recognize, evaluate and reward individual employee commitment to diversity as a part the University's annual Staff Review and Develop Plan process.	Feb. 2006	Completed		HR workshops for supervisors completed
1.6	The Office of Institutional Equity and Diversity and the MOSAIC Committee, in consultation with the Faculty Senate, will hold open communications for the College community on the finding and challenges identified by the recent climate survey conducted in late Fall 2003.	Dec. 2004	Partially completed	Spring 2010 / Fall 2010	2003 results done in fall 2004; 2007 results not done in open forum; a new survey is being launched (Spring 2010) and open forums will be held after results are analyzed. (Fall 2010)
1.7	The Director of the Division of Student Affairs and the Director of Institutional Equity will make a formal report the College's Advisory Board, Faculty Senate, and Student Government Association on the state of Diversity and Institutional Equity each fall.	Fall 2004 (annually every fall)	Deleted		Annual reports are unnecessary given current open communications between MOSAIC, Senate, SGA, and college leadership.

1.8	A formalized and outcome specific diversity education program will be developed and presented as a part of Penn State Altoona's new student orientation program.	Summer 2005	Completed	Fall 2008	Web-based modules completed and used in New Student Orientation beginning fall 2008
1.9	A copy of Penn State Altoona's final Framework to Foster Diversity Plan 2004-2009 will be sent electronically to all faculty, staff, and students. The Plan will also be placed prominently on the College's Web site with links to it from several other pages. A hard copy of the plan will be distributed to each member of the College's Executive Staff, Academic Division Heads, Academic Program Coordinators, and the heads of each service office on the Campus. All of these distributions will be accompanied by a letter from the CEO and Dean.	Fall 2004	Completed	Spring 2007	The Framework is posted on the Office of Planning and Institutional Research site. The MOSAIC site will be updated to include the Framework and this update.
1.10	Progress reports regarding the Framework will be distributed annually to College Community by the Office of Institutional Equity and Diversity.	June 2005 (annually)	Revised	Spring 2007-Ongoing	Progress reports will be distributed on the same cycle as reports for updating the framework.
1.11	The Office of Institutional Equity and Diversity and the MOSAIC Committee, in consultation with the College's Faculty Senate, will establish an assessment instrument to measure the level of knowledge and understanding of Penn State Altoona's Diversity Mission Statement and Definition of Diversity.	Fall 2005	In process	Spring 2010	The Spring 2010 climate survey will provide a measure of the knowledge of diversity at Penn State Altoona.
2.1	A climate survey, like the one recently completed by the College, will be implemented every three years. The consistent use of survey data will enable us to regularly and proactively track our progress and measure our effectiveness in integrating diversity into all aspects of the College's operations.	Spring 2007	In process	Spring 2010	Currently the MOSAIC Committee is working With the Office of Planning and Institutional Research and Faculty Senate to develop a new survey instrument.
2.2	The Director Institutional Equity and Diversity will establish advising and growth plans for our multicultural and diversity student groups. Several of these organizations are strong, but there are some organizations in need of increased direct advising and support to reach the next level of their development.	Spring 2005	Completed	Summer 2004	
2.3	The Director of Institutional Equity and Diversity and the Director of the Division of Student Affairs in consultation with other College offices, including the College's Faculty Senate, will develop a strategy to establish appropriate services, support, and resources for lesbian, gay, bi-sexual, and transgender students, faculty and staff.	Fall 2005	Completed	Summer 2004	
2.4	The Office of Institutional Equity and Diversity will establish a plan to create a Multicultural and Diversity Resource and Support Center.	Fall 2008	Completed	Summer 2004	Plan for physical space of Center not completed due to budget and space constraints

2.5	The College's MOSAIC Committee will establish an informational brochure and web site that will clearly explain their role and purpose, as well as how to recognize, report and respond to acts of intolerance/hate and other climate issues. The brochure will not only include specific guidelines for reporting issues, but will include the names and contact information of staff and faculty that can be helpful and provide support throughout the process. This brochure will be distributed broadly on campus to faculty, staff and students. The information will also be available through several web links.	Spring 2005	Completed / Ongoing initiative		This will be rolled into the web-based initiatives discussed under item 1.1.
2.6	The MOSAIC committee will develop and implement a series of open forums, called the "Chancellor's Forums" on relevant issues facing Penn State Altoona as they relate to diversity and campus climate.	Spring 2005	Completed	Spring 2005	Forums have taken place under the sponsorship of the Black Student Union and Student Government Association; will shift to MOSAIC sponsorship for 2010-2015 plan.
2.7	The MOSAIC Committee in conjunction with the Division of Student Affairs, Office of Educational Equity and Diversity will conduct a review of all of Penn State Altoona's Web pages. The purpose of this review will be to look for inconsistent and outdated information as it relates to the College's diversity efforts. Also links sites will be identified and added that will aid users in obtaining relevant diversity education information and services.	Summer 2005	Revised	Fall 2007	There are too many websites to conduct a full review. MOSAIC will focus its attention on identifying key areas for diversity information and ensuring that information is accurate and up-to-date.
2.8	The Divisions of Student Affairs and Academic Affairs, in consultation with the College's Faculty Senate, will investigate the creation of a joint committee to proactively identify opportunities to collaborate and strengthen the in-class and out-of-class learning environments for students as it relates to diversity.	Spring 2008	In Process		Survey developed and administered and results are being analyzed for action plans in conjunction with the Student Life Committee of the Faculty Senate
2.9	The MOSAIC Committee and the Office of Institutional Equity and Diversity, in consultation with the College's Faculty Senate, will collaborate on the creation of a Community Resource and Orientation Guide to support the needs of our diverse campus population.	Spring 2005	Revised		Currently in development stage; will become web-based information (as a part of the overall web-based initiatives.)
2.10	The Director of Institutional Equity and Diversity in consultation with the Learning Assistance Center, Adult Admissions, and the College's Faculty Senate, will conduct an assessment of the returning adult student population to determine the services, support, resources, and policy changes that need to be addressed to ensure that the Campus is welcoming, sensitive, and affirming as they pursue their education.	Spring 2006	Completed	Fall 2008	Completed by Adult Retention Committee: Focus groups done through Career Services
3.1	Penn State Altoona will move ahead with the development of new on-campus housing. This will open up more opportunities for students of diverse backgrounds and needs to live on campus. The new housing will be linked to academic programs and some diversity initiatives, and will provide an added support and incentive for students to remain at Penn State Altoona.	Fall 2007	Delayed	2014	New Residence Hall development has been delayed to 2014.

3.2	The Offices of Career Services, Academic Internships, Institutional Equity and Diversity and several community agencies will explore the establishment of community business partnerships and a CEO Advisory Board that will help to create local business internship opportunities that will be marketed to students of color.	Spring/Fall 2005	Completed	Spring 2005	The Human Infrastructure Group of Blair County sponsored by Institutional Equity and Diversity, is a well-established group in the community.
3.3	Penn State Altoona will evaluate the effectiveness of the College's Retention Committee. This assessment may lead to a refreshing of membership and a set of new charges that will meet the strategic goals outlined in this Framework.	Spring 2006	Completed	Spring 2007	The Retention Committee submitted a final report in May 2007. New committee format developed beginning Spring 2009 : re-configure to make it more data driven and connected to strategic enrollment initiatives.
3.4	The College's Faculty Senate will conduct an assessment of the new class schedule system to be implemented in Fall 2004.	Fall 2005	Deleted		
3.5	An upperclassmen peer/paraprofessional group will be established within the Office of Institutional Equity and Diversity to provide peer support to special population students. The peer leaders will also provide support to diversity student organizations and conduct diversity programs.	2004-2005	Revised	Fall 2007	FastStart, a mentoring program for incoming students of color was begun in fall 2007.
3.6	A tracking system will be investigated at the College to monitor and track students from special populations as they progress through their courses of study. This system will build upon current systems in place and will require the cooperation of several College offices.	Fall 2005	Completed	Summer 2007	The Office of Planning and Institutional Research conducted a study to develop profiles of students persistence and graduation with a goal of understanding what factors contribute to student success (i.e., graduation). These profiles have assisted in identifying patterns of various sub-populations as they progress through their course of study.
3.7	A new exit survey will be developed in consultation with the College's Faculty Senate and administered to students leaving Penn State Altoona for reasons other than graduation. The current survey is outdated, and does not provide useful information on programs, policies, and services that might have contributed to a student's decision to leave the College.	Fall 2005	Revised	Fall 2007	This was examined further, and it was discovered that students either withdraw via eLion or simply do not return. This initiative is currently on hold.

4.1	Penn State Altoona has a low turnover rate for staff and faculty. Although a positive for the College, there is a lack of understanding as to why this is the case. Penn State Altoona will conduct an assessment of the College's staff and faculty to determine the component reasons for this success. The work plan to be developed for this project will require broad consultation, support, and coordination within the College.	2005-2006	Deleted		While this issue of low turnover is important to the College, it is not directly a diversity issue, and investigation of this issue has been moved to Human Resources.
4.2	The Coordinator of Human Resources, the Director of the Division of Student Affairs and the Director of Institutional Equity and Diversity, in consultation with the College's Faculty Senate will investigate the creation of a training module for supervisors and search committees on identifying and evaluating a diverse applicant pool.	Summer 2005	Completed	Summer 2005	This has been developed by Affirmative Action and is widely available.
4.3	The Division of Student Affairs will develop and pilot a staff mentoring program for all new hires within the Division. The program will also have an assessment component that will measure the program's effectiveness and staff satisfaction.	Fall 2004	Completed Partially	Fall 2007	Student Affairs did establish a mentoring program. However, the assessment component has been on hold and is scheduled to be instituted for fall 2010.
4.4	Penn State Altoona will develop a training program for faculty and staff supervisors on the University's personnel policies, procedures, and programs that will help them to become better resources for their staff and create a more "family friendly" office environment. The work plan to be developed for this project will require broad consultation, support, and support within the College.	Summer/Fall 2006	Completed		Results include the new child care initiative scheduled to open for summer 2010; Initiative moved to Human Resources Office
5.1	The Office of Academic Affairs will continue to monitor the current course offerings to accurately determine the extent and breadth of diversity education in the curriculum.	Ongoing	In process	Summer 2006 (and ongoing)	Table of diversity course offerings is included in the report, and the Office of Planning and Institutional Research will provide periodic updates.
5.2	The Associate Dean for Academic Affairs and the Director of Division of Student Affairs in consultation with the College's Faculty Senate will explore the establishment of a joint diversity enhancement fund from which faculty can apply for grants to support creative integration of diversity into their courses and/or to conduct research that would advance the College's diversity agenda.	Spring 2006	Delayed		Budget constraints have led to a delay on this initiative
5.3	The College will investigate the expansion of alternative spring break initiatives to tie in community service with diversity education.	Fall 2005 - Spring 2006	Completed	Spring 2004	There have been Habitat for Humanity trips, Dominican Republic orphanage trips, civil rights tours, and wilderness experiences, all with both community service and diversity components.
5.4	Representatives from Academic Affairs could work with the Director of Institutional Equity and Diversity to create diversity modules that could possibly be included in the First Year Seminar and/or other courses.	2005-2006	Completed	Fall 2005	These modules were incorporated in Fall 2005. New web-based modules were developed and Incorporated into the New Student Orientation process due to the demise of the First Year Seminar initiative.

5.5	The Office of Academic Affairs, in consultation with the College's Faculty Senate, can investigate new models for the delivery of the First Year Seminar course in order to maximize the inclusion of diversity in the curriculum.	Fall 2006	Completed	Fall 2005	These modules were incorporated in Fall 2005.
5.6	The Director of Student Affairs and the Associate Dean for Academic Affairs, in consultation with the College's Faculty Senate, will investigate the creation of a College-wide Award to recognize a faculty member who has creatively and consistently contributed to the advancement of the College's diversity agenda through their courses.	Spring 2005	Completed	Spring 2006	The MOSAIC Award was created. It recognizes a faculty or staff member for achievement in diversity.
5.7	The College and the College's Faculty Senate will build upon the recent Penn State Pulse Survey on Classroom effectiveness in conveying and understanding and appreciation of diversity, by using the assessment document to sample students every three years beginning spring 2007.	Spring 2007	Completed		The climate survey (see item 1.11) will be conducted on a three year cycle by the Office of Planning and Institutional Research (begun in Spring 2007.)
6.1	Penn State Altoona will investigate the development and implementation of an Administrative Fellow/Senior Administrator Shadowing Program to enhance the skills of staff and faculty who desire to move into more senior positions of leadership.	Fall 2008	Delayed		Given the limited pool of minority candidates available, this item needs to be re-considered. To be considered for 2010 – 2015 plan.
6.2	Penn State Altoona will seek out new members of the College's Advisory Board from underrepresented groups to better reflect the diversity of our campus. The Chancellor will work closely with the Chairperson of the Advisory Board to identify candidates for membership from diverse backgrounds.	Ongoing	In process		The Chancellor has been successful in adding women to the Advisory Board, and is working to identify appropriate minority candidates to join the Board.
6.3	The Chancellor, as well as all members of the Executive Staff, will ensure that all College Committees, task forces, search committees, strategic planning teams, and promotion and tenure committees have representation from underrepresented groups.	Ongoing	In process		Representation as appropriate depending on actual body: Care needs to be taken to ensure that this does not become a burden for the few faculty / staff from underrepresented groups available.
6.4	The Chancellor, as well as all members of the Executive Staff, in consultation with the College's Faculty Senate, will identify, nominate and encourage members of diverse groups to seek University-wide leadership opportunities on task forces, commissions, and advisory bodies.	Ongoing	In process		The Chancellor continues to make these opportunities available to members of under-represented groups as they come available.
6.5	Penn State Altoona will annually solicit and report the diversity involvement efforts of the College's executive, administrative and support staffs.	Ongoing	Delayed		Though collected for staff via the current SRDP process, information regarding faculty involvement has not been available. The college will need to determine how best to collect this information.

7.1	The Director of the Division of Student Affairs and the Director of Institutional Equity and Diversity, in consultation and collaboration with other offices at the College and University Park will develop a five year strategic growth plan for the Office of Institutional Equity and Diversity. This plan will address fiscal resources, staffing, facility needs, as well as programming and services needed to make this office a model program within the University and the country.	Fall 2003	Delayed	Summer 2004	While some planning was developed for this initiative, space and funding sources were not solidified. This will be addressed in the 2010 – 2015 plan.
7.2	The Division of Student Affairs will for the first time establish a relationship and programming statement to incorporate the area of Campus Religious Affairs into the Office of Institutional Equity and Diversity. The Director of Institutional Equity and Diversity will establish a five year strategic plan for growing and integrating religious diversity within the College.	Spring/Summer 2005	Completed	Summer 2004	
7.3	The Chancellor, in conjunction with the College's Staff Advisory Board, will develop a survey instrument to assess the effectiveness and influence of the Staff Advisory Board.	Fall 2006	Deleted		Not seen as directly impacting diversity
7.4	The Director of Institutional Equity and Diversity in consultation with other College offices, and the College's Faculty Senate, will establish assessment instruments for evaluating the effectiveness of the College's MOSAIC Committee, Climate Issues Reporting System, and the programs and services sponsored by the Office of Institutional and Diversity.	Ongoing	Completed	Spring 2007	
7.5	Penn State Altoona will continue to work with community agencies such as the NAACP and other diversity groups to help establish community support, activities and resources to meet the needs of our diverse campus population.	Ongoing	In process	Ongoing	This is established.
7.6	The Director of the Division of Student Affairs and the Director of Institutional Equity, in conjunction with the College's Advisory Board's Committee on Student Affairs will establish a diversity training program for current and new members of the Board.	Fall 2006	Revised		This will be linked to web-based training initiatives discussed earlier.
7.7	The Director of the Division of Student Affairs, in consultation with the CEO and Dean will continue to make the development of the Office of Institutional Equity and Diversity a high priority. An annual report of activities, services, and programs instituted by the Director of Institutional Equity and Diversity will be submitted to the CEO and Dean and Director of the Division of Student Affairs.	Spring 2005	In process	Ongoing	
	LAST UPDATE: 12/09				

Appendix C: Selected Academic Activities Related to Diversity

1. Teaching: Please identify non-IL or US cultures courses that include a significant portion of the course materials and/or assignments that are focused on diversity issues. Please provide a one or two sentence description of the diversity component.

Examples include:

DANCE 484 (Caitlin Osborne)- Course content: 1)anthropological and cultural history methodology, including a discussion of the meaning of “ethnic” and the problems of cultural imperialism 2) current and historical world dance forms with emphasis on how cultural values are created and contested through dance. Case studies come from Asian, African, European, and Native American sources. This section also includes gender issues with focus on how dance provides and arena to create and contest normative gender roles in different cultures. In later parts of the class I do a lot of work on African-American influences on social and theatrical dance forms in the US. I also do a short section which includes a reading “The Problem with the Male Dancer”—this looks at the stereotype of homosexuality in dance, among other things.

ENGL 15S (Megan Simpson)- In this course, we will examine common images of the alien in our society, from little green men and sharp-toothed monsters to alien abduction narratives and stories of alien invasion, including those of the Asian Beetle and foreign nationals. Treating these various representations as products of our cultural imagination, we can analyze them as metaphors, asking what they might suggest about our collective cultural fears, desires, concepts of self, nation, and identity. In addition to a variety of written texts, course materials will include three films that explore our cultural anxieties about diversity: *John Carpenter’s The Thing*, *Independence Day*, and *The Brother from Another Planet*.

ENGL 200 (Megan Simpson) - Equal emphasis on male/female writers with strong showing of texts by African American authors. I include in the critical reading methods covered African American literary criticism and multiethnic literary theories.

ENGL 232W (Megan Simpson) - The syllabus focuses on post-Civil War literary texts that explore the broad issue of “American identity.” In this course half of the texts students read are by women, half by men. In addition, 40% of the readings are by U.S. authors from non “white”/Anglo/majority ethnic groups.

ENGL 240H: Exploring Literary Traditions (topic: Trickster Literature) (Megan Simpson)- In this course we’ll track the figure of the trickster from several of his (and her) origins in folklore from around the world to some of his/her most remarkable appearances in contemporary American literature. What Anansi and Esu of Africa, Monkey of China, Crow and Coyote of Native North America, and B’rer Rabbit of African American culture have in common is a propensity for shapeshifting, an affinity for crossroads, borders, and in-between spaces, a tendency to wander, a serious sense of play, and a love of ambiguity. At once fool and hero, trickster functions in traditional cultures as mediator between worlds, transgressing and disrupting boundaries, rules, and limits, and thus facilitating cultural transformation. Examining traditional trickster tales alongside contemporary works by Toni Morrison, Gerald Vizenor, Nathaniel Mackey, Maxine Hong Kingston, and Gloria Anzaldua, we’ll ask what brings trickster and his/her bag of tricks to his/her new home among the pages of postmodern multicultural texts. This is an honors course: lots of reading and writing.

ENGL 297B: Reading Sherman Alexie (Todd Davis) - The course focuses on the poetry and fiction of Sherman Alexie, a C'ouer d'Alene Indian from the Pacific Northwest. The class will incorporate cultural and literary history.

PL SC 001 (Dan DiLeo) - Students read Martin Luther King's "Letter from a Birmingham Jail."

PL SC 017 (Dan DiLeo) - Students read Martin Luther King's "Letter from a Birmingham Jail." and Chapter 4 of Mary Wollstonecraft's "A Vindication of the Rights of Women."

WMNST 412: Education and the Status of Women" - This class centers on discussion of historical, philosophical, psychological, feminist, and sociological concepts of gender within education, and includes diverse topics such as educational access, men's/women's concepts of education, and classroom equality.

HDFS 249, Adult Development and Aging, and HDFS/PSY 445, Development through Adulthood, (Dan Lago) - These courses include diversity in terms of both race and culture in both courses. Racial and ethnic groups experience aging quite differently and this is covered in terms of biological aging, and social perspectives. Aging itself is a diversity issue with ageist attitudes commonly expressed by various age cohorts against others.

PSU 003- Diversity is part of many PSU 003 classes. In one section taught by David Pearlman, diversity becomes one of the themes during the course. The class is divided into teams which conduct research and report back to the class on the theme they choose.

SOC 12, Criminology (Amir Marvasti) - An entire chapter from one of the textbooks used is devoted to gender and feminist issues as they relate to crime. Similarly, a chapter from a reader is devoted to race and racial profiling in the criminal justice system.

SOC 007, Introduction to Social Research, (Amir Marvasti) - Students use survey data compiled by the Department of Justice which includes variables of race, gender, and income. Students are encouraged to write their research papers on questions like: How does income affect respondents' opinion of the police or the courts? Many of the examples used in class discussions are aimed at challenging stereotypes of gender, race, and sexual orientation.

THEA 208: Gender and Theatre, spring 2009

2. Research: Please provide a brief description of any research projects that are diversity related. If the research includes undergraduate students, please indicate how the students are involved in the research. Examples include:

Scott Kelly

October 19, 2009: attended the 2009 Zero Hate Convention in Misciagna Center that focused on diversity, discrimination, stereotypes, and conflict resolution (e.g., creating a safe space to discuss issues that are related to the aforementioned).

October 22 & 27, 2009: taught AEE 311 for Dr. Tracy Hoover, Department Chair, College of Agricultural Sciences at University Park. The two days focused on information pertained to stereotyping, diversity, and discrimination issues for the recruitment and retention of members within an organization. Basically, the students in the course are building their own organization and are learning ways to recruit and retain members. As a class, we developed a Diversity Statement for the AEE 311 class.

In addition, covered these topics within CRIMJ 100, Section 002, this semester, when talking about hiring of police officers, community policing practices, hiring of corrections staff, elections and/or appointments of judges and prosecutors, as well as the demographics of offenders being processed and sentenced within the criminal justice system. Discretion and disparity of sentences are addressed

Ed Day

Criminal Justice has the Race & Crime and Women & Crime courses on our course list, in addition to the Comparative Justice course.

Current project (Ed Day and Amir Marvasti): "Backstage Constructions of Ethnic Identity" (diversity related)

The journal War Crimes, Genocide & Crimes against Humanity publishes articles dealing with diversity issues.

Campbell, Louie. *Jack Nichols, Gay Pioneer: "Have You Heard My Message?"* Haworth Press, 2007.

Davis, Todd F., and Kenneth Womack. *Postmodern Humanism in Contemporary Literature and Culture: Reconciling the Void*. Palgrave Press, 2006. [Includes chapters on Native American writer Sherman Alexie and Filipino novelist Jessica Hagedorn.]

DeCoste, Jennifer. Her research explored the intersection of queer studies and rural studies, and how there is an enormous silence in queer studies about rural LGBT persons as well as an enormous silence in rural studies about LGBT persons in general. This project involved qualitative study of multiple rural sex educators, and is an examination of how LGBT issues are handled in their environments.

Reese, Robin. Plays dealing with gay themes; themes that are feminist:

Folkdance

The Inquisition

Jillian: Or If Tennessee Williams and August Strindberg Had a Love-Child

Mamma Was an Andalusian Jet Skier: or How To Breed Heterosexuals

As director, engaged color- and gender-blind casting:

The Tempest

Medea

Simpson, Megan. Black Writers of Pennsylvania Database Project. Electronic bio-biblio resource on African American authors of Pennsylvania. The Africana Research Center of The Pennsylvania State University. Ongoing project in collaboration with undergraduate student researchers. Commenced January 2004.

Simpson, Megan. *Cross-Cultural Engagement: Reading Innovative African American Poetry*. Book ms in progress.

Simpson, Megan. "Mei-mei Berssenbrugge's *Four Year Old Girl* and the Phenomenology of Mothering." *Women's Studies* 32.4 (2003): 479-498.

Simpson, Megan. "'rolexical glitter' and 'soul kitch': Pun, Allusion, and Cross-cultural Engagement in Harryette Mullen's *Muse & Drudge*." *Reader: Essays in Reader-Oriented Theory, Criticism, and Pedagogy* 54. (Spring 2006): 11-40.

Simpson, Megan. "Trickster Poetics: Multiculturalism and Collectivity in Nathaniel Mackey's *Song of the Andoumboulou*." *MELUS: The Journal of The Society for the Study of the Multi-Ethnic Literature of the United States* 28.4 (Winter 2003): 35-54.

Simpson, Megan. "Will in the Wilderness: Language and Ecology in Will Alexander's 'The Stratospheric Canticles.'" *ISLE: Interdisciplinary Studies in Literature and Environment*. Forthcoming in 2007.

Brad Pinter is doing a research project this semester with a student that looks at the effects of stereotype activation on non-stigmatized individuals. Previous research has documented a tendency for non-stigmatized individuals to benefit (i.e., to show a stereotype lift or boost effect) from being made aware of stereotypes about other groups. For example, non-Asians perform better on math tests when the Asians-are-good-at-math stereotype is made relevant, compared to when the stereotype is not made relevant. The goal is to understand what personality and situational factors affect who shows the boost. The student is gathering and interpreting data as her capstone course in the psychology major.

Amir Marvasti's research area (social construction of deviant identities in everyday life, popular discourse, and social institutions) is closely linked with the study of diversity. In particular, he has written articles and book chapters in the past year with the following titles: "Being Middle-Eastern American: Identity Negotiation in the Context of the War on Terror"; "The Work of Making Racism Invisible"; "Discrimination and The American Dream." His current research projects focus on various dimensions of diversity as they are reflected in his personal life: personal observations about the challenges facing non-native teachers; a visual essay on his own immigration experiences in the past twenty-three years; a paper discussing minority rights and responsibilities; a visual ethnography of Altoona campus and its surrounding areas, a project that will involve interviewing students from our campus with the assistance of a work study student.

National Science Foundation-Science, Technology, Engineering and Math Project- Dr. L.A. Wilson, Dr. Peter Shull and Ms. Paula Ford developed and received funding for a proposal to NSF to explore means to enhance recruitment and retention of women and minorities in engineering technology programs at Penn State Altoona.

Alliance for Earth Sciences, Engineering, and Development in Africa (AESEDA) - Dr. Sylvester Osagie is an active member of the Alliance for Earth Sciences, Engineering, and Development in Africa (AESEDA), a center housed at University Park, whose mission is: "to develop and foster interdisciplinary research, education, and outreach initiatives aimed at harnessing georesources for sustainable livelihoods in Africa, with a focus on underrepresented populations. The alliance pursues this mission to maximize the potential of both human and physical resources through partnerships among Penn State University, Historically Black Colleges and Universities (HBCUs) in the United States, select African universities, and public and private-sector organizations." One of Dr. Osagie's current major research interests is a survey of Africans in the diaspora.

3. Service: Please provide a brief description of any service activities at the college and university, with professional societies, or in the community that are diversity related.

Examples include:

Reese, Robin. Member of the LGBT Network, MOSAIC, as well as a FastStart Mentor.

Simpson, Megan. The annual African American Read-In at Penn State Altoona, a two-day celebration of literacy and African American literature, is in its 7th year at Penn State Altoona.

The HUD Community Outreach Partnerships Centers grant (originally developed and supervised by Dan Lago and now through Student Aid) has students engaging in working with and assisting residents of public housing projects in Altoona. The students are exposed to working with low income groups and to challenging the stereotypes they have about people in poverty. African Americans are over-represented in this group compared to Blair County in general, and have been active participants in our outreach programs. In particular, students' course projects and volunteer work are focused on promoting youth development in after-school programs and in summer recreational and leadership development programs. Some of the volunteers have been mentoring residents to apply to post-secondary education and to get financial aid. In the first year, 2005-2006, 8 faculty members delivered 22 courses in which 357 students carried out learning activities associated with residents of the Altoona Housing Authority. Five seniors completed internships with agencies working in the AHA communities. Computer labs were established to teach basic computer skills. Activities reached over 130 senior residents and 50 younger persons living in Fairview Hills. A 32-member community Advisory Board has been established.

Amir Marvasti was an invited panelist at a two-day workshop in Chicago on Arab and Muslim Americans, organized by the Arab American Institute. He has written an essay about the issues facing Muslim and Middle Eastern Americans for our local paper, The Altoona Mirror. At a faculty colloquium, he presented a video documentary based on interviews with Muslim Americans in several large cities. The piece was titled "Seeing Differences."

Several faculty members collaborated in preparing an application for a Fulbright Scholar from the Muslim world to visit our campus during the Spring 2007 semester. The program was entitled "Fulbright Visiting Specialists Program: Direct Access to the Muslim World." The visiting scholar taught a 1-credit course entitled "Women in Islamic Societies: Opportunities and Limitations," presented guest lectures in many classes on campus, held open forums, and met with various community groups. Her office space was established within Student Affairs, in close proximity to the Office of Institutional Equity and Diversity.

Society of Women Engineers (SWE)- Penn State Altoona's Division of Business and Engineering supports a student chapter of The Society of Women Engineers (SWE). SWE is dedicated to the promotion of women in engineering and engineering technology at the campus by advocating the importance of diversity and by uniting resources to encourage academic, leadership, professional, and personal excellence. This female-centered student group focuses on mentoring, study groups, and networking (for internships and jobs, but for students who will finish their education at UP, there is an opportunity to get to know women engineers at that campus, thus making the transition that much easier). The group has a tradition of service and involvement with the local community, cosponsors events such as

industry tours with other engineering groups, and creates the ever popular tee shirt series, including "Top 10 Reasons to Date an Engineer," and "Top 10 Reasons to be an Engineer."

Women in Science and Engineering (WISE) - Each Spring, several dozen middle-school girls from the local area attend a series of experiences in engineering and science, to increase their interest in these fields at a critical developmental time. The program consists of an engineering design/rapid prototyping module, in which students get hands-on experience with solid modeling software to design and build actual prototype products; a microbiology module; a module on lasers and electro-optics; and a panel discussion by college student women in the science and engineering majors, led by a female engineering faculty member.

Alaska Native Student Project- In Spring 2005, a team from Penn State Altoona, including Dr. L.A. Wilson, Mr. David Shields, Dr. Barbara Wiens-Tuers, Dr. Andrew Vavreck and Dr. Peter Shull, visited southeastern Alaska to learn about the native culture and meet with tribal and educational representatives. A follow-on visit in fall 2005 by Admissions and other administration representatives from Penn State Altoona led to the recruitment of two Alaskan native students, who began their programs of study at the campus in fall 2006.

Puerto Rico Exchange program-A faculty member in Biology, Michael Gannon, took the lead in developing an exchange program with the University of Puerto Rico at Bayamon. During the fall 2006 semester, four students from Puerto Rico attended Penn State Altoona, and one student from Altoona then went to study in Puerto Rico in spring 2007.

Another faculty member in Biology, Mary Kananen, worked with science enrichment programs for the HUD COPC grant, the WISE program, and at Juniata Gap Elementary school.

APPENDIX D

Analysis of Framework for Diversity Data Penn State Altoona

Data on diversity provided by Office of Educational Equity has been adjusted to focus on comparisons with the 4 other campus colleges (Abington, Berks, Behrend, and Harrisburg) (see Excel file). The files include data on ethnic and gender diversity for students, faculty, and staff for 2005 and 2008. While our student numbers show some improvement, the faculty and staff data suggest that the College has significant work ahead to diversify our workforce.

Students:

Overall, Penn State Altoona ranks 4th among the 5 campus colleges in ethnically diverse student body in both 2005 and 2008. Only Erie has a smaller percentage of ethnically diverse students. While both Erie and Altoona are located in some of the least diverse areas of Pennsylvania, Altoona showed the lowest increase in the percentage of ethnically diverse students.

Percentage of Ethnically Diverse Students by Campus College			
	2008	2005	Difference
Abington	31.7%	28.0%	+3.7%
Altoona	12.1%	11.4%	+0.7%
Berks	16.5%	14.5%	+2.0%
Erie	8.3%	7.4%	+0.9%
Harrisburg	19.8%	17.5%	+2.3%
Campus College Subtotal	16.9%	15.4%	+1.5%
All campuses (not UP)	16.2%	14.0%	+2.2%

Altoona is close to three of the 4 colleges in terms of the percentage of African-American students with Erie (3.9%) lagging significantly and Abington (12.0%) with a significantly higher percentage in 2008. However, Altoona has similar percentage of Asian-American/Pacific Islander students (2.2%), and lags behind all but Erie among Hispanic students.

Percentage of Female Students by Campus College		
	2008	2005
Abington	48.5%	50.2%
Altoona	49.5%	49.7%
Berks	40.4%	40.5%
Erie	36.3%	33.2%
Harrisburg	44.6%	49.0%
Campus College Subtotal	43.8%	44.4%
All campuses (not UP)	46.1%	46.1%

Penn State Altoona has maintained the most even gender balance among the campus colleges in 2005 (49.7%) and 2008 (49.5%), and in 2008, Altoona had the highest percentage of women in its student body among the 5 colleges.

Faculty:

In 2008, Penn State Altoona had the least ethnically diverse faculty among the 5 campus colleges, although Fayette (3.4%), Schuylkill (4.4%), and Mont Alto (6.8%) had less ethnically diverse faculties among all campuses. In fact, the percentage of ethnically diverse faculty declined by 2.7% from 2005 to 2008,

although this was a numerical decline of only 4 (from 16 to 12). Of concern for the future is the decline in the ethnic diversity of Assistant Professors at Altoona, since this is the group that can conceivably move up in the ranks. In 2005, 11.4% of Assistant Professors were of diverse ethnic backgrounds, but in 2008, only 7.8% of Assistant Professors were of diverse ethnic backgrounds. The percentage of ethnically diverse Associate Professors also declined from 10% in 2005 to 8% in 2008, although the actual numbers remained steady at 4.

Percentage of Ethnically Diverse Faculty by Campus College			
	2008	2005	Difference
Abington	13.0%	10.6%	+2.4%
Altoona	7.3%	10.0%	-2.7%
Berks	11.2%	7.6%	+3.6%
Erie	11.5%	11.5%	0.0%
Harrisburg	28.9%	22.5%	-6.4%
Campus College Subtotal	15.0%	13.0%	-2.0%

Percentage of Faculty by Campus College			
	2008	2005	Difference
Abington	45.4%	39.8%	+5.6%
Altoona	41.2%	43.1%	-1.9%
Berks	45.7%	43.8%	+1.9%
Erie	34.4%	28.8%	+5.6%
Harrisburg	38.6%	38.5%	+0.1%
Campus College Subtotal	39.9%	37.7%	+2.2%
All campuses (not UP)	41.5%	40.8%	+0.7%

While Altoona was a close 2nd in the percentage of female faculty in 2005, the College dropped to 3rd in 2008. Altoona was the only campus college to have the percentage of female faculty decline during this period. While the percentage of female full professors increased by 10%, the number actually declined from 3 to 2. Again, the percentage of female faculty at the Assistant Professor rank declined, which bodes ill for future improvements at higher ranks. Among the campus colleges, Altoona had the highest percentage of female faculty at the instructor rank, although Berks was only 0.1% behind Altoona in 2008.

Percentage of Female Faculty by Rank at Altoona		
	2008	2005
Full Professor	30.0%	20.0%
Associate Professor	30.0%	32.5%
Assistant Professor	33.3%	41.4%
Instructor	61.1%	62.5%
Overall	41.2%	43.1%

Staff:

Penn State Altoona has the least ethnically diverse staff among the campus colleges, and is only more ethnically diverse than Mont Alto (1.2%) and Wilkes-Barre (2.0%) among all of the campuses in 2008. There is one member of Technical Service, two staff graded 11-19, and three staff graded 20-25 who are from ethnic minorities at Altoona in 2008.

Percentage of Ethnically Diverse Staff by Campus College		
	2008	2005
Abington	28.1%	28.0%
Altoona	2.4%	2.9%
Berks	11.2%	10.8%
Erie	10.6%	9.6%
Harrisburg	15.2%	15.0%
Campus College Subtotal	12.3%	12.0%
All campuses (not UP)	9.5%	9.5%

Percentage of Female Staff by Campus College		
	2008	2005
Abington	59.6%	60.1%
Altoona	62.6%	64.6%
Berks	57.1%	55.7%
Erie	54.9%	57.5%
Harrisburg	60.7%	58.8%
Campus College Subtotal	58.9%	59.5%
All campuses (not UP)	59.8%	59.8%

While the percentage of female staff at Altoona is the highest among the campus colleges in 2005 and 2008, 55% of the total is in staff positions graded 11-19, and another 16% are in technical service positions.

APPENDIX E

**Table
5**

Fall 2005 Undergraduate Student Enrollments, by Campus College and Ethnicity															
	Am Ind/ Ala Nat		Bik/ Af Am		As/Pac Am		Hisp		Multicultural Student Subtotal		White/ Not Reported		Inter- National		Total s
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
Abington	5	0.2%	349	11.1%	397	12.6%	129	4.1%	880	28.0%	2241	71.3%	21	0.7%	3142
Altoona	5	0.1%	253	6.9%	78	2.1%	78	2.1%	414	11.4%	3213	88.1%	20	0.5%	3647
Berks	4	0.2%	162	6.6%	102	4.2%	86	3.5%	354	14.5%	2078	85.0%	12	0.5%	2444
Erie	1	0.0%	115	3.4%	79	2.3%	56	1.7%	251	7.4%	3095	91.5%	36	1.1%	3382
Harrisburg	1	0.0%	160	7.7%	139	6.7%	61	2.9%	361	17.5%	1674	80.9%	33	1.6%	2068
Totals	16	0.1%	1039	7.1%	795	5.4%	410	2.8%	2260	15.4%	12301	83.8%	122	0.8%	14683
All Campus Totals	34	0.1%	1985	7.1%	118	4.2%	732	2.6%	3934	14.0%	23929	85.4%	146	0.5%	28009

**Table
5**

Fall 2005 Undergraduate Student Enrollments, by Commonwealth Campus and Gender					
	Female		Male		Total s
	#	%	#	%	#
Abington	1578	50.2%	1564	49.8%	3142
Altoona	1814	49.7%	1833	50.3%	3647
Berks	991	40.5%	1453	59.5%	2444
Erie	1122	33.2%	2260	66.8%	3382
Harrisburg	1013	49.0%	1055	51.0%	2068
Totals	6518	44.4%	8165	55.6%	14683
All Campus Totals	12920	46.1%	15089	53.9%	28009

**Table
5**

Fall 2008 Undergraduate Student Enrollments, by Campus College and Ethnicity															
	Am Ind/ Ala Nat		Bik/ Af Am		As/Pac Am		Hisp		Multicultural Student Subtotal		White/ Not Reported		Inter- National		Total s
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
Abington	9	0.3%	405	12.0%	476	14.1%	180	5.3%	1070	31.7%	2291	67.9%	15	0.4%	3376
Altoona	4	0.1%	279	7.0%	90	2.2%	113	2.8%	486	12.1%	3496	87.1%	31	0.8%	4013
Berks	2	0.1%	196	7.1%	114	4.2%	141	5.1%	453	16.5%	2265	82.6%	25	0.9%	2743
Erie	5	0.1%	166	3.9%	92	2.2%	86	2.0%	349	8.3%	3810	90.3%	59	1.4%	4218
Harrisburg	4	0.2%	227	8.8%	185	7.2%	92	3.6%	508	19.8%	2010	78.2%	52	2.0%	2570
Totals	24	0.1%	1273	7.5%	957	5.7%	612	3.6%	2866	16.9%	13872	82.0%	182	1.1%	16920

All Campus Total	49	0.2%	2559	8.1%	1440	4.6%	1054	3.3%	5102	16.2%	26235	83.1%	231	0.7%	31568
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Table 5

Fall 2008 Undergraduate Student Enrollments, by Campus College and Gender

	Female		Male		Totals
	#	%	#	%	#
Abington	1637	48.5%	1739	51.5%	3376
Altoona	1987	49.5%	2026	50.5%	4013
Berks	1109	40.4%	1634	59.6%	2743
Erie	1530	36.3%	2688	63.7%	4218
Harrisburg	1146	44.6%	1424	55.4%	2570
Totals	7409	43.8%	9511	56.2%	16920
All Campus Totals	14553	46.1%	17015	53.9%	31568