

PENN STATE ALTOONA

*A FRAMEWORK TO FOSTER
DIVERSITY
2004-2009*

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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.
(Est. 1998)*

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, or veteran status.

The Diversity Mission Statement and Definition of Diversity above were established in 1998 after extensive consultation and input from all stakeholder groups on campus and in the community. These two statements have served as the foundation and guide for all of the diversity initiatives established by Penn State Altoona. These statements are not only comprehensive and inclusive of all forms of diversity, but they also speak to the learning environment, and the engagement of faculty, staff, students and the community in the learning process of understanding and appreciating diversity.

Penn State Altoona has enjoyed great success in its development as a baccalaureate college. The College's enrollment has grown over the last nine years from 2400 students to just fewer than 3,900 today. Penn State Altoona currently offers fifteen baccalaureate degrees, nine associate degrees and fifteen minors which meet the goal outlined in the College's 2002 Strategic Plan. All new degree proposals will be carefully reviewed to ensure long-term sustainability before being added. Enrollment in baccalaureate programs at Penn State Altoona continues to grow, as does upper division enrollment in Altoona College majors. The success that the College has enjoyed has been the direct result of a dedicated, highly skilled faculty and staff that have taken great care to plan for and meet the needs of a baccalaureate student body, as well as by creating an intellectually stimulating and welcoming campus environment.

Penn State Altoona's strategic planning process as well as the development of our *Framework to Foster Diversity* has been comprehensive and has involved every area of the College. Great care has been taken to recruit and develop a diverse faculty of outstanding teachers and scholars, and to the development of a curriculum that reflects and honors the University's commitment to diversity. The recruitment and retention of a diverse student body has been a top priority. Likewise, care has been given to developing an appropriate array of services, programs and activities that meet the needs and expectations of our diverse student body. College leadership has become more diversified and organizational changes have been made to better reflect the value we place on diversity. Penn State Altoona continues to find meaningful ways to weave the in-class and out-of-class experiences of students into a seamless web of activities and learning opportunities that will prepare them well, to assume their role and responsibilities as educated and engaged citizens, in a diverse and multicultural world.

Although Penn State Altoona has experienced success with its first *Framework to Foster Diversity* plan, we know that there is still much we can improve upon. The pursuit, implementation, and integration of diversity are continual processes. We continue to strive to instill in each member of our academic community, a conscious mind set of understanding, appreciating, and valuing diversity in all of its forms. With the addition of new students, faculty and staff each year, as well as, world events that impact the future

of our graduates, we understand and appreciate our role in educating our community in the area of diversity. We are committed to helping our students develop the skills and competencies necessary to be leaders a diverse and multicultural world.

Penn State Altoona will continue to implement the many programs, activities and services listed in its past plan. These initiatives are functioning well and have been integrated into the daily operations of the College. Penn State Altoona's *Framework to Foster Diversity Plan 2004-2009* will build upon the successes of our previous plan and will offer more strategic growth opportunities. The *Framework 2004-2009* plan will also incorporate a strong assessment component. It is our intention to assess the effectiveness of our efforts both current and future. For example, we seek to understand in more detail why students of color choose Penn State Altoona, why we have such a low turnover of staff and faculty, what factors and /or barriers limit our success in attracting faculty and staff of color, and what factors will increase student retention. Understanding the "whys" of our efforts will help Penn State Altoona to better affect positive growth. Likewise, we will be better positioned to meet the needs and support the efforts of all members of the Penn State Altoona community.

There have also been two significant staff hires recently at Penn State Altoona that will have a direct positive impact on the *Framework Plan 2004-2009* and its implementation. The College has just appointed a new Director of Institutional Equity and Diversity effective March 15, 2004 and a new Associate Dean for Academic Affairs effective July 1, 2004. These two individuals have an uncommon vision, a genuine energy and a strong commitment to diversity in all its forms, and to the College's *Framework to Foster Diversity* plan. They will both be positive and influential participants in the implementation and evaluation of our new *Framework Plan*.

Penn State Altoona's *Framework to Foster Diversity Plan 2004-2009* represents the next phase of Diversity education at the College, and illustrates our continued efforts toward a holistic approach to its implementation. As in our last plan, we understand that the pursuit of the initiatives and activities represented in the *Framework to Foster Diversity 2004-2009* is the responsibility of every member of the Penn State Altoona community. The shared experiences and learning that comes from the pursuit of these efforts enhances and enriches the academic and campus life of the College.

CAMPUS CLIMATE AND INTERGROUP RELATIONS

Challenge 1: Developing 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. The College employed numerous strategies as outlined in its *Framework to Foster Diversity Plan 1998-2003* to distribute our definition broadly on campus, and to establish a shared and universal understanding of its meaning at Penn State Altoona.

These two statements continue to serve as the foundation and guide for our *Framework to Foster Diversity Plan 2004-2009*. The initiatives outlined under this challenge are 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.

1. Penn State Altoona will develop an informational brochure regarding our Diversity Mission Statement and Definition of Diversity and distribute in 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. **(COMPLETION DATE: FALL 2004)**
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. **(COMPLETION DATE: FALL 2004)**
3. The Office of Institutional Equity and Diversity will develop a new web site and connect appropriate links to College, University and community resources. **(COMPLETION DATE: FALL 2004)**
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. **(COMPLETION DATE: SPRING 2006)**
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. **(COMPLETION DATE: FEBRUARY 2006)**
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. **(COMPLETION DATE: DECEMBER 2004)**
 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. **(COMPLETION DATE: FIRST REPORT FALL 2004, ANNUALLY EACH FALL THEREAFTER.)**
 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. **(COMPLETION DATE: SUMMER 2005)**
 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. **(COMPLETION DATE: FALL 2004)**
 10. Progress reports regarding the *Framework* will be distributed annually to College Community by the Office of Institutional Equity and Diversity. **(COMPLETION DATE: ANNUAL DISTRIBUTION FIRST REPORT JUNE 2005)**
 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. **(COMPLETION DATE: FALL 2005)**

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.

The results of Penn State Altoona's Climate Survey conducted in fall 2003 will be returned to the Campus in early April 2004. The results of this assessment will be used to identify specific challenges facing College, as well as, positive initiatives.

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.
(COMPLETION DATE: NEXT CLIMATE SURVEY – SPRING 2007)
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.
(COMPLETION DATE: SPRING 2005)
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. **(COMPLETION DATE: FALL 2005)**
4. The Office of Institutional Equity and Diversity will establish a plan to create a Multicultural and Diversity Resource and Support Center. **(COMPLETION DATE: FALL 2008)**
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. **(COMPLETION DATE: SPRING 2005)**

6. The MOSAIC committee will develop and implement a series of open forums, called the “Dean’s Forums” on relevant issues facing Penn State Altoona as they relate to diversity and campus climate. **(COMPLETION DATE: SPRING 2005)**
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. **(COMPLETION DATE: SUMMER 2005)**
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. **(COMPLETION DATE: SPRING 2008)**
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. **(COMPLETION DATE: SPRING 2005)**
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. **(COMPLETION DATE: SPRING 2006)**

REPRESENTATION (ACCESS AND SUCCESS)

Challenge 3: Recruiting and Retaining a Diverse Student Body

A major goal within Penn State Altoona's Strategic Plan is to increase its minority student population to 10% of the total student body by 2006, and to increase international student enrollment to 100 students by 2006. 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 been very successful in increasing the diversity of our student body. Minority students now make up 9.0% of our student population in 2003-2004 (n= 341) a slight decrease from 2002-03 (n=355). For fall 2003, there are 70 minority students enrolled in Altoona College associate and baccalaureate majors an increase of 36% since fall 2001. Of the 70, 41 are upper division students. In addition, there are 10 minority students enrolled in majors that Altoona delivers on behalf of University Park colleges.

Adult learner enrollment (students who are 24+ years of age) is currently 522 students or 14% of our total enrollment. International student enrollment for 2003-2004 is 35 a 20% increase since 2001.

The enrollment goals established above are by no means an end point. It is the College's objective to meet these goals and have them serve as a new floor from which to build upon. Recruiting and retaining a diverse student body will remain a top priority and will be aggressively pursued. Our creativity and minority student recruitment efforts are somewhat regulated and limited by the University. We will aggressively work to partner with the University's Admissions office and the regional recruitment centers. We will also explore other creative opportunities to attract students from diverse backgrounds to the College.

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.
(COMPLETION DATE: FALL 2007 EST.)
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. It is the long-term goal of this effort to create permanent job opportunities and a more welcoming community environment that will be

attractive to individuals from diverse backgrounds thereby creating a more diverse community and workforce. **(COMPLETION DATE: SPRING 2005 – FALL 2005)**

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*. **(COMPLETION DATE: SPRING 2006)**
4. The College's Faculty Senate will conduct an assessment of the new class schedule system to be implemented in Fall 2004. This assessment will evaluate the impact of the new schedule on students' pursuit of required courses and on special populations of students such as returning adult students. **(COMPLETION DATE: FALL 2005)**
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. **(COMPLETION DATE: 2004-2005)**
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. **(COMPLETION DATE: FALL 2005)**
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. **(COMPLETION DATE: FALL 2005)**

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, we have 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*. In 2000-01, the College began 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. The only county with a significant minority population (more than 5%) is Huntingdon, which has a black or African-American population of 5.1%. Bedford, Blair, and Somerset counties are all over 97% white, and Cambria County is over 95% white. The state of Pennsylvania is slightly over 85% white. Only Dubois and Schuylkill have less diverse high school graduate populations than Altoona, and only Dubois and Schuylkill have less diverse college-going high school graduates than Altoona in 1998. White high school graduates account for nearly 98% of all high school graduates in the Altoona service area, while white graduates account for 86% of all graduates state-wide. However, Penn State Altoona has a more diverse Student population than the surrounding counties. Over 9% of the student body comes from minority groups, and another 0.7% is made up of international students. The workforce at Penn State Altoona is more than 4% minority, and the executive, administrative, managerial, or other professional staff is 10% minority and 65% female.

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. **(COMPLETION DATE: 2005-2006)**
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. **(COMPLETION DATE: SUMMER 2005)**

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. **(COMPLETION DATE: FALL 2004)**
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. **(COMPLETION DATE: SUMMER 2006 – FALL 2006)**

EDUCATION AND SCHOLARSHIP

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

The College regularly offers 27-30 DF or GI courses, each semester, and a wide variety of other courses that include issues of diversity, multiculturalism, racism, and social change. The faculty at Penn State Altoona has also worked to link the curriculum to out-of-class activities, especially to enhance diversity. For example, each of the College's academic divisions selects one of the speakers for the Distinguished Speaker Series. The Speaker is supported by the division's faculty and many integrate the speaker's topic into their course material. Members of the faculty again led a group of students on an alternative spring trip to the Dominican Republic. The language arts faculty sponsors a foreign poetry slam each semester. The Division of Arts and Humanities sponsors a community film series at the Penn State Downtown Center. The series includes foreign films and films that focus on diversity issues. The LGBT group at the College received funding from the Student Fee and Student Affairs to hold a film and discussion series.

The College is currently working with the University on a new on-campus housing project. It is Penn State Altoona's goal to create an academic village where there is a complete integration of the in-class and out-of-class environments of students. The new housing will be linked to academic programs and some diversity initiatives. Penn State Altoona has recently appointed a new Associate Dean for Academic Affairs effective July 1, 2004. This new Associate Dean is very committed to diversity and diversity education in all of its forms. There will be many new opportunities to more fully integrate diversity education into curriculum.

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. **(COMPLETION DATE: ONGOING)**
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. **(COMPLETION DATE: SPRING 2006)**
3. The College will investigate the expansion of alternative spring break initiatives to tie in community service with diversity education. **(COMPLETION DATE: FALL 2005 – SPRING 2006)**
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. **(COMPLETION DATE: 2005-2006)**
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. **(COMPLETION DATE: FALL 2006)**
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. **(COMPLETION DATE: SPRING 2005)**
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. **(COMPLETION DATE: NEXT SURVEY SPRING 2007)**

INSTITUTIONAL VIABILITY AND VITALITY

Challenge 6: Diversifying University Leadership and Management

Penn State Altoona understands the importance of strong and visionary leadership. We are 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 continually pursued if change is to occur. Penn State Altoona has been very successful in bringing women into top leadership positions. The new Associate Dean of the College is a woman, as is the Director of Development and Alumni Relations, the Director of Athletics, the Director of Finance, the Director of Housing and Food Services, and the Director of University Relations. 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, and the new Director of Institutional Equity and Diversity are lead by women.

The College has not been as successful with other diverse populations. This is a challenge for the College and it will remain a top priority. 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. Over the next *Framework Plan* cycle, Penn State Altoona will make this challenge a top priority.

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. **(COMPLETION DATE: FALL 2008)**
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 Dean and CEO will work closely with the Chairperson of the Advisory Board to identify candidates for membership from diverse backgrounds. **(COMPLETION DATE: ONGOING)**
3. The Dean and CEO, 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. **(COMPLETION DATE: ONGOING)**
4. The Dean and CEO, 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. **(COMPLETION DATE: ONGOING)**

5. Penn State Altoona will annually solicit and report the diversity involvement efforts of the College's executive, administrative and support staffs.
(COMPLETION DATE: ONGOING EACH MAY)

Challenge 7: Coordinating Organizational Change to Support Our Diversity Goals

Penn State Altoona has been very 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.

Significant changes have recently been made to the position of Director of Multicultural Affairs, including a title change to Director of Institutional Equity and Diversity, to better reflect the broader mission and definition of diversity.

While Penn State Altoona has been successful in reaching the diversity goals outlined in the first *Framework Plan 1998-03*, there is still a need for further identification, development, and assessment of elements that will advance and sustain the College's diversity efforts.

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. **(COMPLETION DATE: FALL 2004)**
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.
(COMPLETION DATE: SPRING 2005- SUMMER 2005)
3. The Dean and CEO 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. **(COMPLETION DATE: FALL 2006)**
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. **(COMPLETION DATE: ONGOING)**

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. **(COMPLETION DATE: ONGOING)**
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. **(COMPLETION DATE: FALL 2006)**
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. **(COMPLETION DATE: ONGOING FIRST REPORT MAY 2005)**

CONCLUSION

This plan represents new initiatives that will take Penn State Altoona to the next level of excellence in diversity education and integration. Penn State Altoona is very committed to diversity and equity, and this commitment is reflected in the College's *Strategic Plan*, as well as this *Framework*. Although we have had much success with our diversity goals, we are very aware that we still have challenges that must be addressed if we are to enjoy the fruits of a fully integrated academic community.

As in our last plan, we understand that the pursuit of the initiatives and activities presented in the *Framework to Foster Diversity 2004-2009* is the responsibility of every member of the Penn State Altoona community. The shared experiences and learning that comes from the pursuit of these efforts enhances and enriches the academic and campus life of the College for everyone.