

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

December 15, 2006

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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*. However, we still have plenty of important work to do to improve the overall climate for diversity at the college.

As Table 1 below indicates, fourteen of the initiatives have been completed (27%), twenty are in progress (39%), and another eight have been revised (16%). Six initiatives have been delayed (12%), and two have been deleted from the plan, since they are not directly diversity initiatives. For a summary of the status of individual initiatives, please refer to Appendix A. 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.

Table 1. Summary of Framework for Diversity Initiatives, Fall 2006						
Status/ Challenge	Completed	In Progress	Revised	Delayed	Deleted	Total
1	3	6	1	0	1	11
2	3	2	4	1	0	10
3	1	3	2	1	0	7
4	1	2	0	0	1	4
5	4	2	0	1	0	7
6	0	3	0	2	0	5
7	2	3	1	1	0	7
Total	14	20	8	6	2	51

Some of the delay and revision of diversity initiatives is due to changes in the leadership of the college. However, the arrival of a new Chancellor in Summer 2005, a new Associate Dean for Academic Affairs and a new Director of Student Affairs, both in Summer 2006, portends well for the future of diversity initiatives at the college. All three leaders are strong supporters of the college's ambitious plans to implement the Framework for Diversity, and have indicated strong support to move these initiatives forward.

Since the *Framework for Diversity for 2004-2009* was completed, the Office of Institutional Equity and Diversity was re-established under strong leadership, and this office and its Director have quickly become strong advocates and supporters of our diversity initiatives. More recently, a new office, the Office of Planning and Assessment (OPA) has been established by the Chancellor and Associate Dean, and charged with improving the college's planning, assessment, and institutional research capabilities. This office will be critical in assessing and evaluating progress towards our shared diversity initiatives.

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 multicultural 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 has reached over 12% 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 nearly 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 established an Office of Education Abroad allowing for significant expansion of study abroad experiences for students, and providing guidance for faculty interested 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 significant improvement in the recruitment of minorities into leadership positions (Challenge 6).

While Penn State Altoona celebrates its accomplishments in achieving nearly one third of our diversity initiatives, we recognize that the enhancement of diversity at the college is an ongoing process. We are also cognizant of the areas for continuing improvement, and we remain committed to devoting attention and resources to these critical areas in order to sustain our progress in meeting our diversity goals.

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 Chancellor's Council, Faculty Senate, and Student Government Association. All comments were reviewed and incorporated into the final documents. 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.

These two statements have served as the foundation and guide for all 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, and examples are included in 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) to be widely distributed throughout the campus community. However, the cost of producing and copying a brochure was 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 including New Student Orientation, Adult Student Orientation, New Faculty Orientation, and the Part-time faculty Orientation.

Other initiatives under Challenge 1 that have been completed include:

- The Office of Institutional Equity and Diversity has established a marketing plan and informational materials to promote its full range of services to the college community (Initiative 1.2) via its new website with links to college, university, and community resources (Initiative 1.3).

Initiatives under Challenge 1 that are in progress include:

- Penn State Altoona's Division of Student Affairs, Office of Institutional Equity and Diversity, 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 (Initiative 1.4). Web-based modules are under development.
- 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 (Initiative 1.5). The previously mentioned web-based modules will assist in the meeting of this goal.

- 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 (Initiative 1.6). Due to some issues with the last climate survey, a new survey is being developed for launch in Spring 2007, and open forums will be held after results are analyzed.
- 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 (Initiative 1.8). This initiative was revised, and the education programs are being developed as modules for web-based training.
- 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 (Initiative 1.11). The Spring 2007 climate survey will provide a measure of the knowledge of diversity at Penn State Altoona (see Initiative 1.6).
- 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 *Framework* will also be placed prominently on the College's website with links to it from several other pages, and be sent in hard copy to the college's leadership (Initiative 1.9). The Framework is posted on the Office of Planning and Assessment site, as well. The MOSAIC site will be updated to include the *Framework* and this update. As indicated earlier, the costs of sending hard copies is prohibitive, and the college and its leadership have agreed to make better use of web-based technologies.

The following initiative under Challenge 1 has been revised:

- Progress reports regarding the *Framework* will be distributed annually to the College Community by the Office of Institutional Equity and Diversity (Initiative 1.10). After careful consideration, it was agreed that progress reports will be distributed on the same cycle as reports for updating the *Framework*.

The MOSAIC Committee is the Penn State Altoona diversity committee which is supported through the Office of Institutional Equity and Diversity and 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. Its mission statement is:

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 about diversity issues. Currently, there are approximately twenty members, and the group has an established guiding document. For more information on our 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, but the Director's duties are quite varied. Although the position is housed in Student Affairs and the bulk of the work is done there, this position also spends significant time interacting and planning with Academic Affairs, and in community outreach. Currently, the Director advises multiple student groups, oversees over forty diversity-related programs a year, authors diversity strategic plans, teaches, and handles diversity complaints.

The most successful strategies to date have been those which make use of advanced technology, especially the web, and those involving collaboration between and among units. A number of the completed initiatives under Challenge 1 have made use of the web to communicate and educate (See Initiatives 1.1, 1.3, 1.4, 1.5, and 1.9). These initiatives reach a wide audience at a very low cost to the college. However, care must be taken to regularly update websites. Collaborative activities among the MOSAIC Committee, the Faculty Senate, and various offices on campus (see Initiatives 1.4, 1.5, 1.6, 1.7, 1.11) appear to be the most effective in moving diversity initiatives forward.

Less successful strategies are those where collaboration and technology were not utilized. For example, the concerns about the Fall 2003 survey could have been addressed if the Faculty Senate was consulted prior to the administration of the survey. In relation to technology usage, all items targeting a paper-based market were not forward-thinking enough. However, this also has led to an exciting new trial of online learning, which hopefully will become a best practice.

The climate survey which is currently in preparation for a Spring 2007 roll-out will provide a gauge of how well the college is meeting this goal. The survey is under preparation by the MOSAIC Committee and the Faculty Senate, in consultation with the Chancellor's Council, Staff Advisory Council and other organizations. Support also is provided by the Office of Planning and Assessment. By having the survey prepared, conducted, and analyzed locally, the college and interested groups may ask for follow-up analyses, within limits to preserve the confidentiality of respondents. This also will provide for longitudinal analyses in the future, since this survey will be conducted on a three-year cycle by the College.

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 Summer 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 struggling organizations. For example, the West Indian Student Association was struggling for membership, and after working with the Director of the Office of Institutional Equity and Diversity to establish new goals and priorities, the group which previously had less than twenty members now has over 150. This is also true of the Latin American Student Organization, which has grown to 146 members from less than 30 in 2004. The Gay-Straight Alliance had less than ten members in 2004, and no marketing was undertaken in order to “protect the identities of LGBT students.” This group has been completely revitalized, and is now one of the most visible on campus, with over 100 members. The group organizes well-attended campus and community events (over 100 people attending minimum) for National Coming Out Day, World AIDS Day, Day of Silence, and Pride Week.

Of the initiatives under Challenge 2, three have been completed, two are in process, four have been revised, and one has been delayed (see Appendix A).

The three completed initiatives are:

- The Director of 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 (Initiative 2.2).
- 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 (Initiative 2.3).
- The Office of Institutional Equity and Diversity will establish a plan to create a Multicultural and Diversity Resource and Support Center (Initiative 2.4).

The two initiatives in progress are:

- A climate survey 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 (Initiative 2.1). The plans for this survey were discussed under Challenge 1.

- 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 related to diversity (Initiative 2.8). A survey to assess possible actions in this area was administered in Summer/Fall 2006, and results are being analyzed for action plans. It should be noted that student/faculty programs increased from 50 in 2004-05 to 55 in 2005-06, an increase of 10%. (See Strategic Indicators 3.a at http://www.aa.psu.edu/opa/planning_indicators.htm).

The revised initiatives under Challenge 2 include:

- 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. This brochure will be distributed broadly on campus to faculty, staff and students. The information will also be available through several web links (Initiative 2.5). This will be rolled into the web-based initiative discussed under Initiative 1.1.
- The MOSAIC committee will develop and implement a series of open forums for students, called "Chancellor's Forums" on relevant issues facing Penn State Altoona as they relate to diversity and campus climate (Initiative 2.6). These forums have taken place under the sponsorship of the Black Student Union, but attendance was low. Beginning in Spring 2007, these will be sponsored by the Student Government Association and attendance encouraged by the Chancellor.
- The MOSAIC Committee, in conjunction with the Division of Student Affairs and the Office of Institutional Equity and Diversity, will conduct a review of all Penn State Altoona's web pages (Initiative 2.7). There are too many websites to conduct a full review. Thus, MOSAIC will focus its attention on identifying key websites for diversity information and ensuring that information is accurate and up-to-date.
- 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 (Initiative 2.9). This will be developed over time and placed on the web, as a part of the overall web-based initiatives.

The delayed initiative (2.10), involving the Director of Institutional Equity and Diversity, in consultation with the Learning Resources Center, Adult Center, and the College's Faculty Senate, revolves around conducting 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. However, the Adult Center was moved to Academic Affairs at the beginning of Fall 2006, and has not yet been able to conduct the planned assessment. It is expected that this assessment will begin in Spring 2007.

The college's leadership is clearly committed to supporting diversity and our diversity initiatives. The Chancellor has worked with student organizations to sponsor the Chancellor's Forums. The Chancellor also has established a series of "Chancellor's Lunches" where groups of students are invited to lunch with the Chancellor to discuss issues more intimately. These small groups of

less than thirty students help the Chancellor better understand global diversity issues, although the focus of these lunches is not exclusively diversity.

Climate issues are identified through an assessment process, which will rely heavily on the climate survey that will be conducted every three years beginning in Spring 2007. The climate survey will identify areas for further evaluation, and a variety of assessment techniques including further surveys, focus groups, and forums will be used to enhance understanding of climate issues identified in the college-wide climate survey. The Office of Planning and Assessment will provide technical assistance and analyses in support of these efforts.

Once issues are identified through these assessment processes, responses may emanate from different offices and groups depending on the nature of the issue. The responding offices may include the Chancellor's Office, the Associate Dean for Academic Affairs, the Director of Student Affairs, the MOSAIC Committee, the Office of Institutional Equity and Diversity, and the Faculty Senate, especially its Student Life Committee. The Chancellor has been very responsive to all requests for support, through letter, public announcement, and verbal agreements, and she is very supportive of the planning processes for enhancing our diversity initiatives.

The development of a five-year strategic plan by the Office of Institutional Equity and Diversity has made strong contribution to the success of initiatives under this challenge. This guiding document, which mimics the *Framework* in timeframe, has been shared widely and made the goals and ideas for the office transparent. It also has allowed the Director to focus on the appropriate long-range plans, emphasizing the appropriate areas, such as strengthening diversity-related student groups and building specific initiatives for LGBT students.

The least successful initiative is the review of all web pages (Initiative 2.7), which was unrealistic given the resources that would be required. Hence, this initiative has been revised to focus on keeping key websites up-to-date.

The climate survey that will be administered in Spring 2007 will provide a gauge of how well the college is meeting this challenge. The survey is under preparation by the MOSAIC Committee and the Faculty Senate, with the support of the Office of Planning and Assessment. The Office of Planning and Assessment also will provide support and analyses of further climate issues that are identified through this survey.

CHALLENGE 3: Recruiting and Retaining a Diverse Student Body

A major objective under Goal 2 of Penn State Altoona's 2005-2008 Strategic Plan is to increase its minority student population to 12% of the total student body by 2010. 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. As of Fall 2006, minority students comprise 12.6% (n=486) of our student population, a significant increase from Fall 2005 (11.4%, n=415) (See Table 2). Penn State Altoona has achieved this ambitious target four years ahead of schedule, and this goal likely will be revised upward in Fall 2007 as part of the College's strategic planning process. This achievement is especially impressive given that four of the five counties in our service area have less than 5% minority populations, and the fifth has less than 7% minority population.

	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
	#	%	#	%	#	%	#	%	#	%
African-American	204	5.3	194	5.1	224	5.9	253	6.9	298	7.7
Asian-American	85	2.2	85	2.2	75	2.0	78	2.1	89	2.3
Hispanic	64	1.6	59	1.6	71	1.9	79	2.1	92	2.4
Native American	2	<0.1	3	0.1	5	0.1	5	0.1	7	0.2
Total, Minority Students*	355	9.1	341	9.0	375	9.9	415	11.4	486	12.6
International students	36	0.9	35	0.9	23	0.6	12	0.3	2	>0.1

* Includes students who have identified themselves as African-American, Asian-American, Hispanic, and Native American students.

For Fall 2006, there are 115 minority students enrolled in Altoona College associate and baccalaureate majors. Of the 115, 60 are upper division students. In addition, there are 13 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 527 students or 13.7% of our total enrollment. International student enrollment has fallen precipitously over the past four years, and is down to two for Fall 2006.

Recruiting and retaining a diverse student body remains a top priority and will be aggressively pursued. We continue to pursue creative strategies to recruit minority students. We partner with the University's Admissions office and Community Recruitment Centers to recruit minority students. We also will explore other creative opportunities to attract students from diverse backgrounds to the College.

Overall, under Challenge 3 the college has completed one initiative, three are in progress, two have been revised, and one has been delayed. For the completed initiative, the Offices of Career Services, Academic Internships, Institutional Equity and Diversity and several community agencies established a community business partnership and a CEO Advisory Board to help create local business internship opportunities that will be marketed to students of color (Initiative 3.2).

A community-based initiative, called the Human Infrastructure Group of Blair County, sponsored by the Office of Institutional Equity and Diversity, has been meeting monthly to discuss issues related to internships, job creation, retention of people of color, and other such items. Membership includes staff from the offices of Academic Internships and Career Services at Penn State Altoona, as well as the Altoona Blair County Development Corporation, various religious organizations, Hoss's Corporation, Altoona Blair County Housing Authority, the Pennsylvania Landlord's Association, and health care organizations, among others. To date, the group has studied the works of Richard Florida, created a wish list of items, developed by-laws, and is working toward establishment as a non-profit group through the Mayor's Office. Currently the group is working with Professor Eileen Trauth, Professor of IST at University Park, and has been awarded a \$15,000 grant to develop and pilot a diversity training program for local businesses.

The initiatives under Challenge 3 that are in progress include:

- Penn State Altoona will evaluate the effectiveness of the College's Retention Committee (Initiative 3.3). The Retention Committee submitted a final report in May 2007. With the arrival of a new Associate Dean for Academic Affairs, the Chancellor has been consulting with the Associate Dean and others on how to re-configure the Retention Committee to make it better connected to strategic enrollment initiatives and more data-driven.
- The College's Faculty Senate will conduct an assessment of the new class schedule system (Initiative 3.4). The course scheduling process is currently under revision, and expected to be completed with the Fall 2007 schedule. Its relationship to the Framework is unclear, and this item may be deleted in the future.
- 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 and will require the cooperation of several College offices (Initiative 3.6). The Office of Planning and Assessment will conduct a study to develop profiles of student persistence and graduation with a goal of understanding what factors contribute to student success (i.e., graduation). These profiles will assist in identifying patterns of various groups as they progress through their course of study.

The revised initiatives under Challenge 3 are:

- 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 also will provide support to diversity student organizations and conduct diversity programs (Initiative 3.5). The Office of Institutional Equity and Diversity, in conjunction with Career Services, launched the first FastStart program away from University Park in Summer 2006. This program is targeted towards first-year students from African American, Latino/Hispanic, Asian/Pacific American, and Native American backgrounds, although it is open to any interested student. It provides a student with a faculty/staff mentor as well as an alumni mentor to help the first-year student connect with both the university community and a potential career. There are currently ten triads in the inaugural year of the program, and activities include social events, a networking fair, stress management techniques, a field trip the students plan, as well as monthly discussion topics and meetings. A second initiative, which is being examined by the

MOSAIC Committee, is the creation of a network, similar to the LGBT Support Network. This would provide those interested in joining with information on how to deal with diversity issues and would direct participants to appropriate resources and contacts for addressing these issues. This project may be rolled into the web-based training discussed under Challenge 1.

- 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 (Initiative 3.7). This exit survey was examined earlier, and it was discovered that most students either withdraw via eLion or simply do not return. The Office of Planning and Assessment is planning on conducting a survey of non-returning students in Fall 2007, but the cycle for continuing this survey beyond that date has not yet been determined.

The delayed initiative under Challenge 3 has to do with a proposed housing project for Altoona College majors that would be organized by disciplines and perhaps include a diversity house (Initiative 3.1). However, the delay in building our new residence hall (from 2008 to 2014) may complicate this initiative. More discussion is needed between the College and Housing and Food Services regarding the organization and structure of this housing arrangement. This initiative may need to be removed from our *Framework*.

One innovative initiative for recruiting minority students was begun after the initial Framework was prepared. With support from an EOPC grant and Academic Affairs, the Alaska Native Project was created. Four faculty, the Director of Student Affairs, and the Assistant Dean for Research and Sponsored Programs went to Alaska in May 2005. They met with local leaders about a program to bring a cohort of four to six native Alaskan students to Penn State Altoona. A second group from Admissions and Academic Affairs traveled to Alaska in October 2005 to recruit students to Penn State Altoona. The primary goal of this program is to bring students to Altoona for four years and to provide financial assistance for them to complete their degrees. They could then return to their native villages with a minimum of debt. A secondary goal was to transform the curriculum at Penn State Altoona to include examples and issues relevant to Alaskan natives in our current course offerings. In Fall 2006, two Alaskan Native students enrolled at Penn State Altoona. Although EOPC funding was discontinued after 2004, we hope to continue this program. The Alaskan students will be conducting a teleconference with students at Mount Edgecumbe High School, a native boarding school, to encourage others to apply to Penn State Altoona.

Penn State Altoona's Coordinator of Minority and Special Admissions coordinates participation in minority student recruiting activities with the Undergraduate Admissions Office staff, the Community Recruitment Centers, and the full-time recruiters in New York City, New Jersey, and Washington, D.C. These activities include individual high school visits and college fairs. The Office of Admissions provides financial support for transportation and meals that enables minority students from New York City, New Jersey, and Washington, D.C. to visit Penn State Altoona at little or no cost to the student. The Coordinator of Minority and Special Admissions has begun to develop working relationships with a number of community service agencies in New York City, New Jersey, and Washington, D.C. that encourage and support opportunities for minority students in higher education. In most cases, the agencies provide transportation and in-

route meals, and in some cases overnight lodging. The Coordinator will attempt to identify additional service agencies in these geographic areas to increase the number of minority students visiting Penn State Altoona.

Overall, Penn State Altoona's five-year baccalaureate graduation rate for students entering in Fall 2000 is 65.5%, with another 3.1% persisting to make progress towards their degree (See Table 3 below). The Adult Learner graduation and persistence rates mirror the college-wide numbers. However, the minority five-year baccalaureate graduation rate is 50% with a persistence rate of 7.1%. While this has shown marked improvement over the past five years, there is plenty of room for continued improvement. The Associate degree graduation and retention rates show a similar pattern with minority graduation and persistence rates lagging behind the college averages.

Table 3. Graduation and Persistence Rates					
Semester of Admission	FA 96	FA 97	FA 98	FA 99	FA 2000
5 yr. Graduation rate-Baccalaureate	60.1%	60.6%	63.4%	66.0%	65.5%
Minority Students 5 yr. Graduation Rate-Baccalaureate	23.5%	47.0%	40.9%	46.3%	50.0%
Adult Learners 5 yr. Graduation Rate-Baccalaureate	33.3%	36.3%	85.7%	66.0%	65.5%
5-yr. Persistence Rate-Baccalaureate	6.4%	4.6%	4.6%	4.6%	3.1%
Minority Students 5 yr. Persistence Rate-Baccalaureate	8.8%	7.0%	8.4%	9.4%	7.1%
Adult Learners 5 yr. Persistence Rate-Baccalaureate	0.0%	9.0%	0.0%	4.6%	3.1%
5 yr. Graduation rate-Associate	43.7%	44.8%	46%	46.5%	52.5%
Minority Students 5 yr. Graduation Rate-Associate	33.3%	0.0%	50.0%	50.0%	37.5%
Adult Learners 5 yr. Graduation Rate-Associate	38.4%	66.7%	48.3%	46.5%	52.5%
5 yr. Persistence rate-Associate	6.6%	3.4%	5.4%	4.6%	2.0%
Minority Students 5 yr. Persistence Rate-Associate	8.3%	14.2%	0.0%	0.0%	0.0%
Adult Learners 5 yr. Persistence Rate-Associate.	7.6%	3.3%	12.9%	4.6%	2.0%
% of Associate Students who changed to Baccalaureate Status (5 yrs after admission)	82.4%	60.0%	81.8%	70.0%	68.1%

Penn State Altoona has developed the First-Year Transition Program (FTP) to enhance the academic performance and ease the transition of approximately 50 students, annually, who come to the University with low or marginal academic profiles into college life and the Altoona environment. For academically at-risk students, students of color, and international students, one of the consequences of being transplanted to Altoona can be culture shock, which is often compounded by poor or deficient academic skills and the lack of a significant support network. The program involves bringing the students with their parents or a significant other to the campus two days prior to the arrival of all other students. This gives the students an opportunity to begin their acclimatization process while they still have familiar people close at hand. The students also participate in a number of programs designed to facilitate relationship building between the students and their peers, and they have several opportunities to get know Penn State

Altoona staff. Additionally, each student is assigned to a Peer Assistant who serves as his/her guide and mentor over the two-day period and subsequently throughout the first-year.

The ultimate goal is to increase the retention rate among the aforementioned groups, since students with similar academic profiles do not fare well at Penn State. Our record to date shows that 78% of our program participants have been retained over a three-year period at Penn State. An additional 3% have transferred to other institutions. It is our goal to maintain or increase this level of retention among this population, which without intervention would have a greatly reduced rate of academic success. A majority of the FTP students become involved in the leadership life of the campus, and some have achieved Dean's List and Schreyer's Honor status. The program has been expanded to include College Assistance Migrant Program students, Operation Link-up students (students from the Paterson, NJ area), and international students because of its success in retaining students. This program is funded by Academic Affairs, the Chancellor's Fund, and the Education Opportunity Fund, and a retention committee at University Park has recognized the FTP program as a retention benchmark.

As part of Initiative 3.6, the Office of Planning and Assessment will be developing a profile of students who successfully complete their degrees. Further profiles of minority students, students admitted under a review band beginning in Fall 2006, and adult learners will help the college target retention efforts. The planned re-invigoration of the Retention Committee (Initiative 3.3) will also assist Penn State Altoona in improving graduation and retention rates, especially for minority and other at-risk populations.

Penn State Altoona is very supportive of collaborative work, both across the college and university, and with community organizations. Examples of collaborative work include the Alaskan Native Project (Academic Affairs, Student Affairs, Admissions, and Alaskan native organizations), minority recruitment (Undergraduate Admissions Office, Community Recruitment Centers, community service organizations), and the Human Services Infrastructure Group (Office of Institutional Equity and Diversity, Internship Office, Career Services, ABCD Corp., community organizations and businesses).

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

The Alaskan Native project is an innovative, collaborative project, but sustaining this project and its funding is an on-going challenge.

The data provided in support of Challenge 3 are collected as part of Penn State Altoona's Strategic Indicators. These data are collected every fall by the Office of Planning and Assessment (OPA), and are shared with the Chancellor's Council, the academic division heads, and posted on the OPA website.

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 and surrounding counties in our service area. 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 had 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 12% of the student body comes from minority groups, and another 0.1% is made up of international students.

Penn State Altoona faces significant challenges in diversifying our faculty and staff. As Table 4 shows, the college’s employees are overwhelming white (94.7%). The faculty is nearly 92% white, and the staff is over 96% white.

	Staff	Administration	Academic Administration	Academic	Total
White	251 (96.9%)	1	1	178 (91.8%)	431 (94.7%)
African-American	7 (2.7%)	0	0	4 (2.1%)	11 (2.4%)
Asian-American	0	0	0	9 (4.6%)	9 (2.0%)
Latino	1 (0.4%)	0	0	2 (1.0%)	3 (0.7%)
Native American	0	0	0	1 (0.5%)	1 (2.2%)
Total	259	1	1	194	455

Under Challenge 4, one initiative has been completed, two are in progress, and one has been deleted. The completed initiative was for the Coordinator of Human Resources, the Director of

the Division of Student Affairs, and the Director of Institutional Equity and Diversity, to consult with the College's Faculty Senate regarding the creation of a training module for supervisors and search committees on identifying and evaluating a diverse applicant pool (Initiative 4.2). This training module was developed by the Affirmative Action Office and is used widely when searches are conducted at Penn State Altoona.

The deleted initiative had to do with the low staff turnover rate at Penn State Altoona (Initiative 4.1). While this low turnover rate is of interest to the college, it is not directly a diversity issue. Any investigation of this issue is rightly the purview of Human Resources.

The two initiatives which are in progress are:

- 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 (Initiative 4.3). Student Affairs did establish a mentoring program. However, no assessment component has been developed to evaluate the effectiveness of this program. Student Affairs will work with the Office of Planning and Assessment to develop an assessment process for this program.
- 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 and support within the College (Initiative 4.4). A Child Care Task Force has been charged by the Chancellor, and has been meeting since Spring 2006. The timetable for completion of their work is not yet determined.

While Penn State Altoona has followed university processes and procedures for all faculty, staff, and administrative hires, we need to do more to recruit and retain diverse staff. Our faculty, staff, and administration are not as diverse as our 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 in recruiting minorities, if our faculty, staff, and administration may become more representative of our 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 of developing a curriculum that fosters intercultural and international competencies. We offer a wide array of diversity courses and that number has grown significantly over the past year. 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 2005-2006, the College offered a total of 96 general education diversity courses, with 72 offered by Arts and Humanities; two in Business and Engineering; sixteen in Education, Human Development, and Social Sciences; and six in Mathematics and Natural Sciences. 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, and diversity is one criteria 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 African-American Read-In each spring. The Division of Arts and Humanities sponsors a community film series at the Devorris Downtown Center. The series includes foreign films and films that focus on diversity issues. The Gay-Straight Alliance holds a film and discussion series. The Communications program sponsors a Sundance Film festival on Friday nights on campus, and the History program sponsors a Monday evening film series. For additional information on the teaching, research, and service activities of the faculty related to diversity, see Appendix B.

General Education-Diversity Courses at Penn State Altoona, Fall 2003 to Spring 2006						
Division		2003-04 Total	2004-05 Total	2005-06 Total	Fall 2006	Annual Averages *
Arts & Humanities	# of Courses	44	44	72	43	53.3
	# of SCHs	4359	4422	7117	5,416	5299.3
Business & Engineering	# of Courses	2	2	2	1	2.0
	# of SCHs	210	271	198	72	226.3
Education, Human Development & Social Sciences	# of Courses	13	12	16	10	13.7
	# of SCHs	1593	1303	1886	846	1594.0
Mathematics & Natural Sciences	# of Courses	1	0	6	4	2.3
	# of SCHs	150	0	762	417	304.0
Total Courses		60	58	96	58	71.3
Total SCHs		6312	5896	9963	6,751	7390.3

* Through 2005-06. Does not include Fall 2006.

Overall, Penn State Altoona has completed four of the initiatives under Challenge 5, two are in progress, and one has been delayed. The first initiative, which is in process, asks the Office of

Academic Affairs to continue to monitor the current course offerings to accurately determine the extent and breadth of diversity education in the curriculum. Not only were 96 general education diversity courses offered in 2005-2006, but that is a significant increase from 2003-2004. From 2003-2004 to 2005-2006, Arts and Humanities has increased its diversity offerings by 39% (from 44 to 72); Business and Engineering has remained constant at two courses; Education, Human Development, and Social Sciences has increased 19% (from 13 to 16); and Mathematics and Natural Sciences has increased 83% (from 1 to 6). This continues to be monitored each semester by Academic Affairs.

The second initiative which is in progress relates to the climate and Pulse surveys (Initiative 5.7) that were discussed under Challenge 1. Penn State Altoona will conduct a climate survey in Spring 2007 and share the analyses of that survey widely across the campus community.

The four completed initiatives under Challenge 5 are:

- The College will investigate the expansion of alternative spring break initiatives to tie in community service with diversity education (Initiative 5.3). 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.
- Representatives from Academic Affairs could work with the Director of Institutional Equity and Diversity to create diversity modules that could be included in the First-Year Seminar and/or other courses (Initiative 5.4). Some diversity modules were incorporated into First-Year Seminars beginning in Fall 2005.
- The Office of Academic Affairs, in consultation with the College's Faculty Senate, will investigate new models for the delivery of the First-Year Seminar course in order to maximize the inclusion of diversity in the curriculum (Initiative 5.5). New diversity modules were incorporated into First-Year Seminars beginning in Fall 2005.
- 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 (Initiative 5.6). The MOSAIC Committee offered its first MOSAIC Award this year, which recognizes a faculty or staff member for achievement in diversity. The first award was given to a faculty member.

The initiative which has been delayed involved the Associate Dean for Academic Affairs and the Director of the Division of Student Affairs, in consultation with the College's Faculty Senate, to 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 (Initiative 5.2). With new people assuming both of these positions in Summer 2006, there has been no progress on this issue to date. The increasingly tight budgets under the current budget model may hinder the establishment of this fund.

Another new initiative will bring the InSPIRE/Multicultural Academy to Penn State Altoona in Spring 2007. This is a combination of the regular InSPIRE Academy and a new Multicultural Teaching Academy, both programs of the Schreyer Institute for Teaching Excellence. This

combination was the result of conversations that faculty and the Academic Internship Coordinator had with Neill Johnson and Jill Lane in Summer 2006 about how members of our nascent community-based learning and research initiative at Penn State Altoona might benefit from participation in the InSPIRE Academy. Subsequent conversations have resulted in this unique Academy being brought to our campus this spring. This should further enhance the multicultural content of courses offered at Penn State Altoona.

One initiative that Penn State Altoona has undertaken can be seen as a best practice. In order to work towards the university's goal of 20% of students having a significant international experience, a Task Force on International Education was charged in 2004-05 with internationalizing the curriculum, assisting students in identifying study abroad programs, establishing a framework for faculty who wish to participate in study abroad and exchange programs, and developing student and faculty exchange programs. The task force had two major recommendations. The first was to establish a fund to provide \$500 travel grants to students in Altoona majors that seek to study abroad. This grant is designed to address one of the major obstacles to study abroad identified by the task force, i.e. cost. The second recommendation was to hire an Education Abroad Advisor to assist student advising for study abroad and to work with faculty in establishing short-term, summer, and other study abroad programs.

The efforts of the task force have quickly increased the internationalization of the College's curriculum. While Penn State Altoona had only sent one student to study abroad in the three years prior to 2004-05, 58 students from Altoona studied abroad in 2005-06. There were two short-term programs (Bulgaria and London) and one summer program (Oaxaca, Mexico) led by Penn State Altoona faculty in 2005-06. In 2006-07, there are currently two short-term programs scheduled to depart in the spring (Sweden and Germany), the Oaxaca summer program is scheduled to continue, and another short-term program is just beginning to recruit students to go to Russia at the end of the spring semester. Penn State Altoona also has developed an exchange program with the InterAmerican University of Puerto Rico at Bayamon, which brought four students to Altoona in Fall 2006, and has one Altoona student headed to Puerto Rico in Spring 2007. The Education Abroad Advisor applied for, and received a grant for \$42,000 over two years to support students participating in semester or year-long programs. In a very short time period, Penn State Altoona has gone from having no students studying abroad to having numerous students looking into studying abroad. Moreover, several faculty are investigating the development of short-term and summer programs.

Penn State Altoona tracks the number of, and enrollments in, International and U.S. culture courses every semester as part of the Teaching Report prepared by the Office of Planning and Assessment. The Education Abroad Advisor prepares an annual report at the beginning of each fall semester to assess the effectiveness of our study abroad efforts. Both reports are shared widely within Academic Affairs.

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 be continually pursued if change is to occur. Penn State Altoona has been very successful in bringing women into top leadership positions. The new Chancellor and Associate Dean for Academic Affairs are women, as is the Director of Development and Alumni Relations, the Director of Athletics, 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, Career Services, Residence Life, and Institutional Equity and Diversity are lead by women.

The College has not been as successful in hiring people from 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 more diverse candidate pools. Penn State Altoona continues to make this challenge a top priority.

Of the five initiatives under Challenge 6, three are in progress, and two have been delayed. The initiatives in process are:

- 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 (Initiative 6.2). The Chancellor has been successful in adding women to the Advisory Board, and is working to find appropriate minority candidates to join the Board. However, given the limited diversity of our service area, this remains a significant challenge.
- The Chancellor, as well as all members of the Chancellor's Council will ensure that all College Committees, task forces, search committees, strategic planning teams, and promotion and tenure committees have representation from underrepresented groups (Initiative 6.3). Care needs to be taken to ensure that this does not become a burden for the few people from under-represented groups who are available to serve on key committees.
- The Chancellor, as well as all members of the Chancellor's Council, 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 (Initiative 6.4). The Chancellor continues to make these opportunities available to members of under-represented groups.

The two initiatives that have been delayed are:

- 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 (Initiative

6.1). Given the limited pool of minority candidates available, this item needs to be re-considered.

- Penn State Altoona will annually solicit and report on the diversity involvement efforts of the College's executive, administrative and support staffs (Initiative 6.5). The college will need to determine how best to collect this information.

Penn State Altoona follows university policies and procedures for all searches. However, it is clear from the data presented under Challenge 5 that we need to consider what kinds of procedures or mechanisms can be used to expand the diversity of applicant pools and interviewees. For administrative searches, there is typically at least one person from an underrepresented group present on the search committee. There is no formal mechanism for how to garner candidates' diversity experience beyond that offered in the Affirmative Action video.

Unit managers have primary responsibility for identifying faculty and staff from under-represented groups who have administrative aspirations and potential. Ideally, conversations with staff and faculty during the university's annual review processes will assist managers in recognizing individuals' interest in pursuing administrative careers. Penn State Altoona is very supportive of faculty and staff development, and makes a wide range of programs available, both through the university and at the college. The Penn State Leader program is being offered on campus in January 2007, and a general call for participants has gone out to all faculty and staff. It is anticipated that we will have a full class of twenty-five participants.

Penn State Altoona has been quite successful in recruiting female applicants at all levels throughout the college. Where we need to work harder is on recruiting applicants from underrepresented groups. The Chancellor's commitment to diversity, however, has been an enormous asset.

CHALLENGE 7: Coordinating Organization's 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. 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 are 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 first three goals of our strategic plan. The first goal is "Cultivate Academic Excellence." Diversity initiatives in this goal include hiring a diverse, highly qualified faculty and academic support staff and expanding student participation in study abroad programs. The second goal is "Recruit and retain a diverse, highly qualified student body." Key initiatives in this goal include increasing the representation of international and minority students with a target of 12% minority students by 2010 being achieved well ahead of that time frame, and enhancing the recruitment and retention of adult learners by identifying new recruiting mechanisms, reviewing the course schedule for its support of adult learners, and developing a course on academic, financial, and personal skills for adult learners.

Diversity initiatives are also present in the College's third goal, "Create an out-of-class environment that fosters personal and professional growth, academic achievement, and life-long learning." Under expanded health and wellness services in this goal is an emphasis on disability issues and education of faculty and staff as to appropriate procedures for handling requests for accommodation. The "In Their Shoes Program" was developed and marketed by staff in the Health and Wellness Center at Penn State Altoona. This innovative web-based program is designed to educate faculty and staff on issues related to working with students with disabilities. The program is widely used at the College, and has been purchased by over 70 schools to date.

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 Assessment.

Under Challenge 7, two initiatives have been completed, three are in progress, one has been revised, and one has been delayed. The completed initiatives are:

- 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 (Initiative 7.1). This item was completed in Summer 2004.

- 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 (Initiative 7.2). This item was completed in Summer 2005.

The initiatives in progress under Challenge 7 are:

- 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 Equity and Diversity (Initiative 7.4). This assessment is part of the planned survey instrument developed in conjunction with the Office of Planning and Assessment, Faculty Senate, and the MOSAIC Committee discussed under Initiative 1.
- 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 (Initiative 7.5). These relationships are well established and ongoing. Penn State Altoona was recently recognized as a lifetime member of the NAACP at their annual awards banquet. In addition, connections have been made throughout the community through the Human Infrastructure Group, community grants (i.e. elder care), the Anti-Poverty Initiative, and many other activities related to diversity.
- The Director of the Division of Student Affairs, in consultation with the Chancellor, 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 Chancellor and Director of the Division of Student Affairs (Initiative 7.7). This is an ongoing initiative. An annual report is submitted to the Director of Student Affairs that highlights all diversity activities for the year in addition to how these activities mesh with the five-year diversity strategic plan.

The revised initiative involves the Director of the Division of Student Affairs and the Director of Institutional Equity and Diversity, in conjunction with the College's Advisory Board, establishing a diversity training program for current and new members of the Board (Initiative 7.6). This initiative will make use of the web-based training modules under development that were discussed under Initiative 1.

The delayed initiative involves the Chancellor, in conjunction with the College's Staff Advisory Council, to develop a survey instrument to assess the effectiveness and influence of the Staff Advisory Council (Initiative 7.3). While assessing the effectiveness of the Staff Advisory Council is important, it is not clear how this relates to diversity. This initiative will be reviewed in the coming year in order to determine whether or not it belongs in the *Framework*.

The Office of Institutional Equity and Diversity, the main office responsible for diversity priorities, receives funding from three sources. The first is a permanent operating budget, the second is from the Student Activity Fee, and the third is through a private diversity endowment. 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 has been delayed (See Initiative 5.2). There needs to be further discussions between the Director of Student Affairs and the Associate Dean for Academic Affairs about the future of this fund.

Since the Office of Planning and Assessment is tracking diversity-related data on academics, programs, and other areas annually, it is well-known and well-established that these are to be a priority. For example, if an academic division were to suddenly offer less diversity-related courses than in previous years, this issue would be raised among the Academic Affairs staff and division heads, and the appropriate division head would need to provide a rationale for the changes.

Appendix A: Diversity Initiatives Table

Item #	Description	Planned Completion Date	Status Dec. 2006	Revised or 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 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, but funding became an issue in reproduction and distribution. 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	
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	Fall 2004	
1.4	Penn State Altoona's Division of Student Affairs, Office of Institutional Equity and Diversity, 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	In progress		Modules are being developed for web-based training. In the meantime, the checklist of Diversity Indicators from the SRDP will be used to train supervisors.
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	In progress		See Item 1.4. Plan to develop web-based modules.
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 findings and challenges identified by the recent climate survey conducted in late Fall 2003.	Dec. 2004	In progress	Fall 2007	Due to some issues with the last climate survey, a new survey is being launched and open forums will be held after results are analyzed.

1.7	The Director of the Division of Student Affairs and the Director of Institutional Equity and Diversity 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	In progress	Fall 2005	This initiative was revised, and the education programs are being developed as modules for web-based training.
1.9	A copy of Penn State Altoona's final <i>Framework to Foster Diversity Plan 2004-2009</i> will be sent electronically to all faculty, staff, and students. The <i>Framework</i> will also be placed prominently on the College's Web site with links to it from several other pages. A hard copy of the <i>Framework</i> will be distributed to each member of the Chancellor's Council, 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 Chancellor.	Fall 2004	In progress	Spring 2007	The <i>Framework</i> is posted on the Office of Planning and Assessment site. The MOSAIC site will be updated to include the <i>Framework</i> and this update.
1.10	Progress reports regarding the <i>Framework</i> 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 <i>Framework</i> .
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 progress	Spring 2007	The Spring 2007 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 progress	Spring 2007	Currently the MOSAIC Committee is working with the Faculty Senate to develop a 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	
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	Revised		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	Revised	Spring 2005	These forums have taken place under the sponsorship of the BSU, but attendance was low. Beginning in Spring 2007, these will be sponsored by the SGA and attendance will be encouraged by the Chancellor.
2.7	The MOSAIC Committee, in conjunction with the Division of Student Affairs and the Office of Institutional 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 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 web pages to conduct a full review. MOSAIC will focus its attention on identifying key websites for diversity information and ensuring that information is accurate and up-to-date.
2.8	The Division of Student Affairs and the Office of 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 Progress		Survey was developed and administered in Summer/Fall 2006, and results are being analyzed for action plans.

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		This will be developed over time and placed on the web, as a part of the overall web-based initiatives.
2.10	The Director of Institutional Equity and Diversity, in consultation with the Learning Resources Center, Adult Center 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 these students pursue their education.	Spring 2006	Delayed	Spring 2007	The Adult Center and its staff were shifted to Academic Affairs at the beginning of the Fall 2006 semester and this has delayed action on this item.
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 recently 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 the Office of 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 <i>Framework</i> .	Spring 2006	In progress	Spring 2007	The Retention Committee submitted a final report in May 2007. With the arrival of a new Associate Dean for Academic Affairs, the Chancellor has been consulting with the Associate Dean and others on how to re-configure the Retention Committee to make it better connected to strategic enrollment initiatives and more data-driven.
3.4	The College's Faculty Senate will conduct an assessment of the new class schedule system.	Fall 2005	In progress	Fall 2007 schedule	The course scheduling process is expected to be completed with the Fall 2007 schedule. Relationship to <i>Framework</i> diversity is unclear. Consider deleting item.

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 2006	Rather than a peer group, we are launching FastStart, a mentoring program for incoming students of color. In addition, MOSAIC made a clear push for new members to the LGBT Support Network and tripled our membership in 2005-2006.
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	In progress	Summer 2007	The Office of Planning and Assessment will conduct a study to develop profiles of student persistence and graduation with a goal of understanding what factors contribute to student success.
3.7	A new exit survey will be developed in consultation with the College's Faculty Senate and will be 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	Most students either withdraw via eLion or simply do not return. The Office of Planning and Assessment is planning on conducting a survey of non-returning students in Fall 2007, but the cycle for continuing this survey beyond that date has not yet been determined.
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 re-assigned 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 also will have an assessment component that will measure the program's effectiveness and staff satisfaction.	Fall 2004	In progress		Student Affairs did establish a mentoring program. However, no assessment component has been developed to evaluate the effectiveness of this program.
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	In progress		Child Care Task Force has been charged by the Chancellor and meeting since Spring 2006. The timetable for completion of their work is not yet determined.
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 progress	Summer 2006 (and ongoing)	Table of diversity course offerings is included in the report, and the Office of Planning and Assessment 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		With new people assuming these positions in Summer 2006, there has been no progress on this issue to date.
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 be included in the First-Year Seminar and/or other courses.	2005-2006	Completed	Fall 2005	These modules were incorporated in Fall 2005.
5.5	The Office of Academic Affairs, in consultation with the College's Faculty Senate, will 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 Committee offered its first MOSAIC Award this year, which recognizes a faculty or staff member for achievement in diversity. This award was given to a faculty member.
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	In progress		The climate survey (see item 1.11) will be conducted on a three year cycle by the College, beginning 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.
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 find appropriate minority candidates to join the Board.
6.3	The Chancellor, as well as all members of the Chancellor's Council 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 progress		Care needs to be taken to ensure that this does not become a burden for the few people from underrepresented groups available.
6.4	The Chancellor, as well as all members of the Chancellor's Council, 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 progress		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		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	Completed	Summer 2004	
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 2005	
7.3	The Chancellor, in conjunction with the College's Staff Advisory Council, will develop a survey instrument to assess the effectiveness and influence of the Staff Advisory Council.	Fall 2006	Delayed		While assessing the effectiveness of the Staff Advisory Council is important, it is not clear how this relates to 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	In progress	Spring 2007	This assessment will part of the planned survey instrument developed by MOSAIC and the Faculty Senate.
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 progress	Ongoing	This is well established.
7.6	The Director of the Division of Student Affairs and the Director of Institutional Equity and Diversity, in conjunction with the College's Advisory Board, 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 Chancellor, 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 Chancellor and Director of the Division of Student Affairs.	Spring 2005	In progress	Ongoing	
	LAST UPDATE: 12/5/06				

Appendix B: 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.

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" (Jennifer DeCoste)- 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.

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.

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 explores 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 involves 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 are developing 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.

My proposed study abroad course should promote awareness of Islamic social practices and thought.

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 supervised by Dan Lago 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. This fall 4 of the 11 residents who have initially signed up are African American. 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.

In June, 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 last year, 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. This is a program entitled "Fulbright Visiting Specialists Program: Direct Access to the Muslim World." The proposal was approved. The visiting scholar will teach a 1-credit course entitled "Women in Islamic Societies: Opportunities and Limitations," present guest lectures in many classes on campus, hold open forums, and meet with various community groups.

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.

Alaskan 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, Dr. Michael Gannon, took the lead in developing an exchange program with the University of Puerto Rico at Bayamon. Currently, 4 students from Puerto Rico are attending Penn State Altoona for the Fall 2006 semester, and one student from Altoona is scheduled to go to 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.