

Executive Summary

In this reporting period, Penn State Harrisburg has made significant gains in diversifying the student body, as well as its faculty and staff.

Using fall 2003 as a baseline, the percentage of minority undergraduate students has increased by over 50%, from 12% in 2003 to 19% in fall 2006. In the current freshman class, nearly one-third (31%) of the students are from under-represented minorities. At the graduate level, the percentage of minority students has remained constant.

The percentage of faculty and staff from under-represented groups has increased as well. In fall 2003, the percentage of minority faculty and staff was 15.4%. The percentage increased to 16.8% in fall 2004, increased again in fall 2005 to 18.2%, and in fall 2006 is 18.4%.

A regular schedule of diversity-focused programming has resulted in an increase in the number of visitors to campus, and increased participation by faculty, students, and staff. Positive media coverage generated by diversity-related topics has increased steadily in this reporting period as well.

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CAMPUS CLIMATE AND INTERGROUP RELATIONS

Challenge 1: Developing a Shared and Inclusive Understanding of Diversity

Assessment Questions:

1. How does your unit define or describe diversity?

In its broadest sense, the College continues to define diversity as follows: The strength and resilience of a living community is a reflection of its diversity. The exclusion or removal of any group or individual from the community disrupts the dynamic interrelationships essential to the community, diminishing the community's integrity and well-being. Only communities rich in diversity are able to respond to a changing environment.

Diversity initiatives refer to efforts directed at inclusion and acceptance of under-represented groups within the College. They include:

- Balanced representation that is inclusive of both domestic, international, ethnic, and racial groups;
- Representation from countries and cultures;
- Balance of gender representation.

In addition to continued efforts aimed at the under-represented groups described above, the College has broadened the scope of diversity to include other groups such as individuals with disabilities, military veterans, returning adult students, and persons of all sexual orientations.

How is this understanding demonstrated in areas of emphasis within your unit?

In the strategic planning process, diversity was identified as one of three themes in the plan. Initiatives were developed to measure progress toward the challenges presented in *A Framework to Foster Diversity at Penn State*. Every member of the college community was provided with a summary of the strategic plan initiatives. In addition, several campus-wide fora were held throughout the academic year to discuss the strategic plan, its themes, objectives, initiatives, and related progress.

2. How has your unit distributed information to students about the University's diversity initiatives?

The College has well-established formal mechanisms for students to discuss diversity initiatives. In addition to programming and training sponsored by the Diversity and Educational Equity Committee (DEEC), the Office of Student Affairs sponsors a series of programs and services throughout the academic year to heighten awareness and appreciation for a wide range of diversity-related issues. These activities are publicized

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through the student newspaper, *The Capital Times*; through electronic notices on the web, the “Weekly,” and Penn State Newswire; and through posting flyers and posters in all public areas of the campus.

Does your unit have formal mechanisms in place for discussion of diversity initiatives with students?

Yes

If so, please describe.

The College regularly communicates University diversity initiatives to students through a series of academic and cultural programs including:

- The discussion of diversity topics in the First-Year Seminar;
- Intercultural and international competency-focused coursework;
- Pre-professional teacher education programs – the School of Behavioral Sciences and Education requires intensive urban field experiences for pre-service teachers;
- Continued weekly co-curricular programming with a variety of cultural, international, educational, social and retention-assistance events, programs, and services open to the campus community sponsored by the Office of Student Services;
- Ongoing student leadership diversity training – a diversity-training program designed for student government leaders and resident assistants (RAs) staffing the student housing;
- The Director of Student Affairs facilitates the Multicultural Academic Excellence Program (MAEP), a peer tutorial and student leadership development support group, where skill building and networking programs are scheduled weekly.

3. How has your unit distributed information to faculty and staff about the University’s diversity initiatives?

The University Diversity initiatives were distributed to all faculty and staff as a part of the communications regarding the content of the strategic plan.

Describe your unit’s formal mechanisms for discussion of diversity initiatives.

Formal discussions on the University diversity initiatives and issues are conducted in college-wide committees, the faculty senate, and in the hiring process. An expanded web site (<http://www.cl.psu.edu/diversity/>) was developed for the Diversity and Educational

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Equity Committee (DEEC) that lists resources, and has a link to the College and University diversity plans.

Additionally, the DEEC regularly identifies programming designed to enhance the campus climate. Progress toward completion of diversity initiatives is regularly discussed at the meetings of the Strategic Planning Steering Group and College Faculty Senate Human Resources and Business Committee, and at topical faculty fora.

Diversity is directly addressed as part of the College's hiring practices. The Office of Human Resources staffs the various search and screen committees and guides the process to assure consistency with affirmative action principles. Diversity-related accomplishments, experiences, and perspectives of candidates are evaluated in the screening and interview processes for all supervisory and leadership positions in the College. Candidates' references are asked to speak to candidates' demonstrated commitment and contributions to advancing diversity.

New Employee and New Faculty Orientations include information on the University's and College's commitment to the diversity of its workforce (e.g., *The Penn State Principles* and the University's and College's Strategic Planning Mission Statements, Strategic Plans, and Diversity Plans).

4. What is the role of your diversity committee? What is its composition?

The College continues to have an active and centrally funded Diversity and Educational Equity Committee (DEEC), comprised of faculty, staff, students, and administrators, that is funded by the Office of the Chancellor and reports directly to that office as an advisory group.

The DEEC oversees periodic campus climate assessments and works with senior administration, faculty governance, and human resources personnel to advise and recommend activities/programs to improve the College environment. Based on these assessments, the DEEC organizes and sponsors training, workshops, outreach initiatives, and seminars with the goal of improving the climate of the College. In addition, it sponsors educational activities such as lectures and performances for the College community as well as the broader public.

5. What is the role of your multicultural coordinator? (colleges)

The Student Affairs Division has been reorganized to integrate more fully diversity programming and intercultural experiences for all students. In addition to serving as co-chair and budget administrator for the DEEC, the Director of Student Affairs provides direction and supervision of programs and services for special student populations including:

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- Under-represented minorities
- International students
- Non-traditional students
- Students with disabilities
- Adult learners

Reporting to the Director is a full-time Assistant Director for Campus Life and Intercultural Affairs and a full-time Coordinator of Student Activities and Intercultural Affairs.

A robust schedule of annual programming supports key areas of co-curricular student development. These include: student retention (e.g., MAEP, The Bridge Peer Mentoring Program, EOP Programming, ADA support services, adult learner support services); cultural programming (e.g., Paul Rusebagina speaking on Hotel Rwanda, educator/author James Lowen, Soul Food Sunday, ADA movie series, LGBT movie series and talk back, and participation in the First-Year Seminar); international programming (e.g., lunch with an international flavor, international film festival, international student support socials); educational programming (e.g., College-wide diversity training, Multicultural Lecture Series, Women's Lecture Series, diversity training for student leaders); and social programming (e.g., Black Student Union activities, Latino Student Union activities, trips to various community-sponsored diversity events, social mixers).

6. Which strategies have been most successful in addressing this Challenge? Which have been least successful? Which could be termed “best practices”?

Through the integration of diversity planning into the strategic planning process, the goals and measurements identified in the diversity plan are communicated regularly to the College community.

7. What measures of success have you identified to gauge your progress in this Challenge? Include data demonstrating outcomes.

In the strategic planning process, Penn State Harrisburg identified four performance indicators to measure success in *Developing a Shared and Inclusive Understanding of Diversity*. These indicators include:

1. Increase community participation in block book and cultural/arts programming in the current planning period by 5% annually, using 2003 as a baseline (430 community attendees).

In this reporting period, the goal for attendance was exceeded
2004 – 810 attendees
2005 – 844 attendees
2006 – 1,038 (through Nov. 22, 2006)

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2. Increase traffic to the diversity web site by over 10% in the current planning period from 1,800 hits per year to 2,000 hits per year.

A link to the DEEC web site was added from the Administration and Faculty link off the home page. The site was redesigned to include additional resources, as well as contact information for all DEEC members.

3. Create links to the College events calendars on community-based web sites.

As a part of the redesign of the DEEC web site, a link was added to the College calendar.

4. Increase the column inches of publicity generated for diversity-based programming by 10% in the current planning period, from 650 inches per year to 715 inches per year.

In this planning period, the goal for publicity was exceeded.

Diversity-based programming column inches

2004 – 883

2005 – 1083

2006 – 857 (through September, 2006)

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Challenge 2: Creating a Welcoming Campus Climate

Assessment Questions:

1. How does your unit's leadership demonstrate support for diversity?

Funding is regularly provided for diversity-focused programming, and the DEEC is centrally funded by the Office of the Chancellor. The Office of the Chancellor provides staff support for the committee as well. The DEEC reports directly to the Chancellor as an advisory group.

Members of the Community Assessment and Response Team (CART), a subgroup of the DEEC, are appointed by the Chancellor.

2. How does your unit identify climate issues?

Penn State Harrisburg engages in periodic assessments of its faculty, student, and staff perceptions of the teaching, learning, and working environment. These assessments use survey methodology and/or focus group discussions. The data from these assessments are provided to the members of the DEEC, the administration, the Faculty Senate, and the Office of Student Affairs for use in identifying areas in need of attention and continuous improvement and to inform goal setting and future programming.

3. How does your unit monitor climate?

Penn State Harrisburg monitors climate through the implementation of regular climate assessments.

4. How does your unit respond to climate issues?

The College takes a proactive approach to climate assessment. For example:

- The Offices of Human Resources and student support staff offer a series of programs and services throughout the academic year to heighten awareness and appreciation for a wide range of diversity-related issues;
- The DEEC organizes and sponsors training, workshops, and seminars with the goal of improving the climate of the College. In addition, it sponsors educational activities such as lectures and performances for the College community and broader public;
- The Community Assessment and Response Team (CART) members gather immediately upon report of an act of intolerance. Members of the team collect information from those adversely affected by the incident and establish support systems when appropriate. The Team assembles College professionals with expertise

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in communications, psychological counseling, law enforcement, and intercultural affairs and counsels senior administration on appropriate responses.

5. What unit-wide and individualized approaches have you developed to enhance overall climate and individual's satisfaction with the environment?

In addition to formal assessment, the College provides numerous opportunities for students, faculty, and staff to participate in informal assessment. Examples include:

- Monthly meetings of the administration and Faculty Senate Executive Committee;
- Bi-monthly meetings of the academic leadership (Academic Council) and administrative leadership (Chancellor Council);
- Regularly scheduled school meetings, with attendance by the Chancellor;
- Evening open house for students hosted by the Chancellor each semester, "*Meet the Chancellor*";
- Individual academic school student open forums.

6. Which strategies for creating a welcoming campus climate for diversity have been most successful? Which have been least successful? Which could be termed "best practices"?

With increased media coverage, attendance at diversity-focused events has steadily increased over the past several years.

7. What measures of success have you identified to gauge your progress in this Challenge? Include data demonstrating outcomes.

In the strategic planning process, Penn State Harrisburg identified ten performance indicators to measure success in *Creating a Welcoming Campus Climate*. These indicators include:

1. Distribute *The Capital College Climate Assessment - 2003* results;

The survey results were presented to the DEEC, and the Strategic Planning Steering Group in spring, 2004, and results were posted on the web.

2. Create and maintain a web site with climate assessment results;

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The Executive Summary is located at:

<https://www.hbg.psu.edu/climate2004/climatesurveyexecsum.pdf>, and can be accessed from the DEEC web site.

3. Hold regularly scheduled faculty, staff, and student fora to discuss findings, goals, and strategies for meeting goals (a minimum of one per year);

Three focus groups were held – one for first-year students, a second for MAEP students, and a third for staff. Questions were developed from the 2003 Climate Assessment results. The findings/outcome of these focus groups have been used to inform planning for programming and to identify the appropriate venues for individuals to discuss related issues. One such venue has been the development of the “Egg Shell” Issues program. Faculty, staff and students meet to discuss issues that are not normally nor easily discussed in our culture. Two such meetings have occurred thus far – one on issues related to immigration; and a second on issues related to race and hate.

4. Using *The Capital College Climate Assessment - 2003* as a baseline, identify and communicate goals to the College community;

The College Climate assessment was administered in spring, 2006, and results are being compared to the 2003 baseline survey.

5. Establish measurement criteria for each of the goals;

Based on the final analysis of the 2003 and 2006 survey comparison and the findings of the various focus groups, members of the DEEC are developing new, and reaffirming continuing goals.

6. Create and distribute an annual report on progress toward goals;

This report will be presented on the DEEC web site during this planning cycle.

7. The DEEC, in consultation with the College Faculty Senate's Human Resources and Business Committee and the Office of the Chancellor, will identify programming opportunities and strategies for improving the learning, teaching, and working climate for the College with regard to faculty/staff relations, gender issues, and civility.

Addressing these concerns is on-going within the DEEC subcommittee structure, specifically the Outreach, Programming, and Training subcommittees. One recommendation forwarded by the Awards subcommittee realized the establishment of Diversity Awards for faculty and staff. 2006 nominations and award winners are posted on the DEEC web site.

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8. Provide regular, monthly programming opportunities for faculty, staff, and students;

The College has implemented a variety of diversity-focused programming under the leadership of the DEEC. In cooperation with the offices of Academic Affairs, Research and Graduate Studies, and Student Affairs, lectures and programming have included:

- Dr. Peter Kareithi – The Digitization of the Kapenguria: Reclaiming the Trial of Jomo Kenyatta Into the Public Realm
- Dr. Elizabeth Tisdell – The Role of Movies and Television in Teaching for Diversity and Critical Media Literacy in Higher and Adult Education
- Dr. Kimetta Hairston – Integrating Culture and Diversity in Education
- Nihal Bayraktar – Roads Out of Poverty? Assessing the Links Between Aid, Public Investment, Growth, and Poverty Reduction
- Dr. James Loewen – Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong
- Guillermo Lopez -- What I Love About Being Latino?
- Forgiveness Power of the Amish
- King's Dream
- Race against Racism
- Traditional African Dance Performance and Workshop
- Host of 2006 African American Read-In
- Flamenco Dance Performance and Workshop
- Latin Dance Lessons
- Calle Sur, Latin Band
- Minority Health Issues

9. Develop and implement feedback mechanisms designed to measure the success of the programming;

The College implemented the use of a brief Linker Scale assessment, distributed at each event.

10. In the Noel/Levitz Center's Student Satisfaction Inventory, maintain student satisfaction levels above the national mean for defined student populations. In 2003, all six student categories of the Noel Levitz Inventory demonstrated satisfaction levels above the national averages.

The Noel-Levitz Inventory will be administered in spring, 2007.

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REPRESENTATION (ACCESS AND SUCCESS)

Challenge 3: Recruiting and Retaining a Diverse Student Body

Assessment Questions:

1. Describe specific initiatives your unit may have that are intended to contribute to recruiting or retaining undergraduate and/or graduate students from under-represented groups.

Recruitment

The Office of Enrollment Services at Penn State Harrisburg employs three full-time staff dedicated to minority recruitment. The staff oversees programs in the community and bring students of color to campus to participate in special events. In collaboration with the Pennsylvania Higher Education Assistance Agency and the Harrisburg Area Community College, staff participate in regional efforts to prepare and assist minority students and their families in the Harrisburg area in the transition to post-secondary education.

Dual admission/dual advisement articulation agreements are in place with local community colleges where a critical number of under-represented students begin their college education. These agreements allow for seamless transfer from community college to upper-division baccalaureate study at Penn State Harrisburg. The most successful initiative has been its long-standing agreement with Harrisburg Area Community College. This arrangement gives minority students an opportunity to start at a community college and develop essential skills before transferring to Penn State. The co-advising of students by the faculty and staff of the two institutions is a hallmark of the program and, as such, is a “best practice.”

Penn State Harrisburg is regularly represented at community affairs where the primary audience is comprised of under-represented groups. The Office of Enrollment Services maintains a mailing list of regionally-based minority-owned businesses and routinely sends recruitment event information to these business establishments. Targeted advertising campaigns are conducted several times a year to encourage prospective under-represented populations to attend graduate recruitment information nights at Penn State Harrisburg.

Retention

The Multicultural Academic Excellence Program (MAEP) components include, but are not limited to, peer tutoring, study groups, study skills assessments, learning style inventories, personal counseling, career planning, leadership training, mentoring, and networking. The Chancellor, faculty, and other academic and community leaders, meet regularly with this group.

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The PEP Initiative (Preparation for Persistence Initiative) was developed for first-year students new to the campus culture. The program partners first-year students with returning MAEP students. The MAEP student is responsible for supporting and mentoring the younger student.

2. Describe specific initiatives your unit may have that are intended to reduce intergroup disparities in enrollment, retention, and graduation rates.

With the advent of admitting first-year students to the campus, Penn State Harrisburg has established a staff dedicated to the recruitment of minority students. The fall 2006 freshmen class at Penn State Harrisburg is 31% minority. Identified throughout this report, efforts are underway to retain first-year students and increase the overall diversity of the total student body. Penn State Harrisburg's minority undergraduate enrollment is 19.2%.

3. What mechanisms for collaboration has your unit established?

Efforts have been made to enhance the collaboration between the campus and the surrounding community. Participating local merchants include Omari's Place—The World African Museum and the Elks Theater in Middletown. Other efforts involve collaboration with churches and synagogues in the Harrisburg, Highspire, and Steelton communities.

4. Which recruitment and retention initiatives have been most successful? Which have been least successful? Which could be termed “best practices”?

A “best practice” retention program under the purview of the Director of Student Affairs is MAEP— a peer tutorial and leadership development support group designed to assist participants in developing the requisite skills to achieve success and campus-wide leadership positions.

5. What measures of success have you identified to gauge your progress in this Challenge? Include data demonstrating outcomes.

In the strategic planning process, Penn State Harrisburg identified four performance indicators to measure success in *Recruiting and Retaining a Diverse Student Body*. These indicators include:

1. Using fall 2003 data as a baseline, increase the percentage of minority undergraduate students (12% of total undergraduate enrollments) in the current planning period at or above the University Park percentage (13%), as reported in the University Fact Book. As per the Fall 2006 official enrollment, as reported in the University Fact Book, Penn State Harrisburg's minority undergraduate enrollment is 19.2% and University Park's remains at 13%.

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Penn State Harrisburg exceeded the University Park percentage of minority graduate students (9% and 8.2%, respectively), as reported in the 2003 University Fact Book. In the current planning cycle, Penn State Harrisburg will sustain the percentage of minority graduate students. As per the fall official enrollment, as reported in the University Fact Book, Penn State Harrisburg's minority graduate enrollment is 8.4% and University Park's is 8.9%.

2. Using three-year retention data from 2004 (the year the campus began admitting first-year students), achieve a retention rate for under-represented minorities at or above the University's average minority retention rate. Four- and five-year graduation rates will also be measured with the expectation that graduation rates for under-represented student cohorts will be at or exceed overall student graduation rates for the College and University Park.

At this point the college only has two-year data. The fall 2004 freshman class was 164 students with 38 (23%) minorities. At the end of two years, the college had a 71% retention rate for these students.

3. Increase the percentage of minority undergraduate students being retained or transferring to upper-division programs in the current planning period. For example, in fall 2003, 17% of those students transferring from HACC were from under-represented groups. Using fall 2003 HACC transfer rates as a benchmark, Penn State Harrisburg will increase the percentage of minority undergraduate students retained or transferring to upper-division in the current planning period to 20%.

These data are no longer available since the elimination of the advanced standing flag from the data warehouse. It is the College's understanding that the data flag will be reinstated in 2007. Until such time, however, it will not be possible to track these data.

4. Implement a minimum of one summer outreach program for minority high school students to facilitate the transition from high school to college. For example, during summer 2004, the College hosted 20 participants from the Camp Curtin YMCA Black Achievers program and 135 participants (the entire rising senior class) from the Milton S. Hershey School for summer programming featuring college life and expectations.

The Milton S. Hershey School summer program has become a cornerstone of the Hershey School's senior student college transition program. Penn State Harrisburg staff are providing the programming while students are on campus, and now are included on the School's review panel and participate in the ongoing development of the program. There are plans over time to replicate this program for other schools in the Penn State Harrisburg service area.

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Challenge 4: Recruiting and Retaining a Diverse Workforce

Assessment Questions:

1. How has your unit actively and successfully engaged in locating and recruiting faculty and/or staff from under-represented groups?

Penn State Harrisburg employs an array of faculty and staff search and screen diversity initiatives. Search and screen committee members are encouraged to use discipline-specific networks (in the case of faculty searches) and professional networks (in the case of staff searches) to contact minority colleagues, including leadership of minority caucuses of national organizations, discipline-specific web sites, and publications targeting minority professionals such as *Diverse Issues in Higher Education* and *Hispanic Outlook in Higher Education*. Minority/Women Doctoral Directory (MWDD) is made available with accompanying mailing address labels to identify discipline-specific applicants for Capital College vacancies specifically targeting candidates for tenure-track assistant professor positions.

Faculty and staff vacancy announcements are distributed to Historically Black Colleges and Universities (HBCUs). Letters of announcement are sent to department chairs, deans of faculty, and/or college/university presidents. This strategy heightens the name recognition of Penn State Capital College among master's and doctoral students from minority institutions. Additionally, the Office of Human Resources routinely reviews the Diversity Talent Bank to identify minority applicants for academic and staff positions.

The Office of Human Resources works with the school directors to effect H1B status for foreign national applicants who apply for tenure-track positions and do not have U.S. citizenship status.

The College has accessed the President's Opportunity Fund (POF) to provide salary and start-up costs for minority and under-represented tenure-track new hires. In this reporting period, since AY 2003-04, Penn State Harrisburg has secured partial funding for salary and start-up for six new faculty from under-represented groups.

Overall, web-based advertising of vacant positions on professional and scholarly journal sites has been effective in increasing minority applicants for faculty positions. The use of journal web sites provides an opportunity to put discipline-specific vacancies in the fore of discipline-specific targeted readership. Web-based advertising also provides direct links to the College web site and a means by which prospective applicants familiarize themselves with the College. To date, the College has seen a limited number of applicants from diversity-specific publications (i.e., *Diverse Issues in Higher Education* and *Hispanic Outlook in Higher Education*).

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2. What strategies have been implemented to improve identification and assessment of credentials for purposes of hiring and promotion?

The Office of Human Resources supports search committees in their efforts to identify prospective minority candidates. The committee is further advised of minority applicants in the pool who have not advanced to the short list for comparative purposes and reconsideration. This process has resulted in a more inclusive list of finalists, and has resulted in minority hires. While charging staff search and screen committees, the Office of Human Resources distributes the University's Affirmative Action policy, *Getting Different Results*.

3. What retention strategies have you implemented in your unit to retain and promote the success of faculty and/or staff from under-represented groups?

The College has developed a portfolio of retention programs designed to promote the success of faculty and/or staff from under-represented groups. All new tenure-track faculty are given a reduced teaching load during their first two years, and have priority in receiving funding from the College Research Council to support their individual research agendas. Funding for professional travel and research is provided by School Directors to new tenure-track faculty. Additional funding, beyond that provided by the schools, is available from the Office of the Chancellor.

School Directors provide mentoring and other guidance to all new tenure-track faculty. Additionally, senior peer colleagues initiate one-on-one dialogues with new faculty to provide a sense of community. Examples include invitations to lunch, accompanying new faculty members to College-sponsored events, etc. School-based mentoring programs also pair senior faculty with similar research interests to assist probationary faculty in meeting scholarly teaching, research, and service expectations.

The Office of the Senior Associate Dean for Academic Affairs conducts an extensive orientation series for new (first three years of service) full-time faculty. The Chancellor participates in these sessions. Faculty from under-represented groups are encouraged to contact the University's Senior Faculty Mentor and to participate in related professional development and informal activities sponsored by that office. The College's Office of Human Resources delivers orientation programming to all new employees.

The Office of Research and Graduate Studies has obtained a National Science Foundation ADVANCE Leadership Award, which funds programs to enhance academic achievements for women faculty. Ongoing activities include: monthly women faculty networking sessions and faculty development discussions. Resulting programming includes: Capital College Seminar series (twice monthly seminar presentations by faculty on their area of research/scholarship--women faculty comprise 50% of speakers; enhanced P&T sessions for all faculty; new Penn State Harrisburg publication "Research and Scholarship" (first edition in development and is partially funded by NSF grant).

Additionally, funding from the following grants has been obtained—

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- Penn State EOPC Grant I : 2005-2006 - Advancement Programs for Minority Penn State Harrisburg Faculty and Staff
- Penn State EOPC Grant II: 2006-2007 - Advancement Programs for Penn State Harrisburg Faculty and Staff of Color

Finally, the President's Opportunity Fund provides start-up packages for tenure-track minority hires. This is intended to encourage and assist with academic research, teaching excellence and opportunities to travel to national conferences.

4. Which recruitment and retention strategies have been most successful? Which have been least successful? Which could be termed "best practices"?

Perhaps the most effective recruitment strategy has been providing an inclusive search that generates minority applicants in the pool. When there is a diverse pool, there is increased opportunity to have a "short list" representative of diversity. Given the College's proactive approach to including minorities in telephone and on-site interviews, it is better able to expose the candidate and the search committee to one another in a face-to-face interview and presentation.

Retention strategies include relationship building that begins with the first contact and certainly continues throughout the new hire's tenure. The College invites the University Senior Mentor to interact with minority new hires and he has been effective in acclimating them to the expectations of their tenure-track appointment at PSU.

Best practices would continue to be the College's ability to ensure there is diversity in the "short list" of all candidates advanced to the School Director and/or Chancellor. The Director of Human Resources reviews all faculty applicants, by search, and advises the chair of the search and the School Director when/if there is diversity in the applicant pool but not on the short list. If there is diversity in the applicant pool, then the search committee is requested to compare the credentials of the diverse applicant with those advanced to the short-list. In some cases, it is clear that the applicant should not have been advanced. In other cases, it is determined that the applicant was simply overlooked and had credentials close enough to those on the short-list to warrant inclusion. This is a win-win strategy for the College, the School, the faculty, and the applicant.

5. What measures of success have you identified to gauge your progress in this Challenge? Include data demonstrating outcomes.

In the strategic planning process, Penn State Harrisburg identified seven performance indicators to measure success in *Recruiting and Retaining a Diverse Workforce*. These indicators include:

1. Meet minority availability and goals for tenure-track faculty positions in the School of Behavioral Sciences and Education (from 15.6% to 15.9%).

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Fall 2006 data were not available for this report. For future reports, the University Fact Book will be utilized as the source document to track progress against this goal.

Overall, the College exceeds availability and goals for minority faculty at 25.8% (16.4% goal). As of fall 2005, the School of Behavioral Sciences and Education exceeds availability and goals at 23.5%.

2. Meet women availability and goals for tenure-track faculty positions in the School of Humanities (from 39.2% to 48.6%), the School of Public Affairs (from 38.8% to 42.9%), and the School of Science, Engineering, and Technology (from 21.6% to 29.6%).

Fall 2006 data were not available for this report. For future reports, the University Fact Book will be utilized as the source document to track progress against this goal.

Overall, the College exceeds availability and goals for women faculty at 39.2%. As of fall 2005, the School of Humanities and the School of Public Affairs meet availability and goals for women. The School of Science, Engineering, and Technology does not meet goals.

3. Meet minority availability and goals for (04) Secretarial/Clerical (from 3% to 10%), and (06) Skilled Crafts (from 5.2% to 5.9%) at the Penn State Harrisburg.

Fall 2006 data was not available for this report. For future reports, the University Fact Book will be utilized as the source document to track progress against this goal.

As of fall 2005, although the percentage of Secretarial/Clerical minority employees has increased from 3% to 7.9%, availability and goals have not been met. Availability and goals for Skilled Crafts was exceeded due to an increase from 3% minority employees to 13%.

4. Meet women availability and goals for (05) Technical/Paraprofessional (from 8.3% to 30.1%), (06) Skilled Crafts (from 0% to 8.9%), and (07) Service/Maintenance (from 36.3% to 66.1%) at Penn State Harrisburg.

Fall 2006 data was not available for this report. For future reports, the University Fact Book will be utilized as the source document to track progress against this goal.

As of fall 2005, the women availability and goals has been exceeded (goal, 32%, actual, 41.9%). Although availability and goals for women in Technical/Paraprofessional has increased to 45.5%, the goal of 50.2% has not been met. Availability and goals for Skilled Crafts was not met.

5. Meet or exceed overall University retention rates among women and minority faculty and staff.

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Since the base year of 2003, the College has increased its overall complement of full-time minorities and women including 198 (50.3%) females of 394 full-time employees in 2004; 202 (50.2%) of 402 in 2005 to 220 (51.8%) of 425 full-time employees in 2006.

Since the base year of 2003, the College has seen incremental growth in the number of minority employees from 66 (16.8%) of 394 full-time employees in 2004; to 73 (18.2%) of 402 in 2005 to 78 (18.4%) of 425 full-time employees in 2006.

6. Increase participation in the Penn State Leader and Mastering SuperVision programs by 10% among women and minority staff.

In this reporting cycle, the College has sent 10 participants to the Penn State Leader and Mastering SuperVision programs. Nine of the 10 participants were women. The tenth participant was a male minority.

7. In the current planning cycle, the College will have at least one representative participating on every University-level diversity-related commission/council (e.g. CORED, etc.).

CORED has had two representatives in this reporting period.

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EDUCATION AND SCHOLARSHIP

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

Assessment Questions:

For Colleges:

1. What initiatives has your college taken in supporting multicultural curriculum efforts?

Capital College has engaged in curricular and research activities and ongoing development to diversify the undergraduate General Education curriculum in preparation for citizenship within a multicultural workplace and world. The College has made considerable progress in diversity education, particularly in the availability of GI courses for undergraduate students and increased opportunities for graduate study in diversity. Progress is best measured by the extent to which diversity topics are integrated across the broader curriculum and the implementation of new programs during this planning cycle, such as the ESL certificate program and the International Business minor.

The College's professional programs are accredited by or are in the process of seeking accreditation from national accrediting bodies, including AACSB, ABET, NASPAA, and NCATE. The standards of the professional boards of these accreditation agencies typically address diversity in content curriculum, co-curricular experiences, including clinical and field experiences where appropriate, and the profiles of faculty, professional staff, and students.

The College Honors Program curriculum is designed to foster student engagement in the development of scholar-citizenship regarding social issues, both local and global, and incorporates such topics as genocide, immigration, and philanthropy. Specifically, the program provides students with extracurricular learning opportunities on campus and in the community, special honors interdisciplinary seminars, and topical lectures, films, plays, and cultural events that relate to students' courses of study.

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

The faculty of the College make significant contributions to diversity research and scholarship. Appendix A, Capital College Faculty Contributions to Diversity/Global/International Research and Scholarship, summarizes contributions to diversity/global/international research and scholarship by academic unit and faculty member. Annual reviews account for faculty contributions to diversity, including course development, teaching innovation, publications, presentations, and outreach. These are documented in Annual Faculty Activity Reports.

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

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As described in Challenge 1, the College interprets “diversity” and “culture” in the broadest terms. Faculty infuse classes with racial, ethnic, religious, gender, sexual orientation, age, cultural, health and disability understanding through sound pedagogy and expand opportunities beyond the boundaries of the classroom through service learning, public scholarship and community outreach, supervised research, scholarly conferences, and study travel.

Co-curricular activities advance the diversity agenda for graduate and undergraduate students by providing multiple opportunities to learn about individuals from diverse backgrounds and to study topics critical to understanding diversity within national and international contexts. Increased opportunities for international travel and study are also available to Penn State Harrisburg students.

4. Which strategies for developing a curriculum that fosters intercultural and international competencies have been most successful? Which have been least successful? Which could be termed “best practices”?

The College Honors Program curriculum, which includes interdisciplinary capstone and international study opportunities.

5. What measures of success have you identified to gauge your progress in this Challenge? Include data demonstrating outcomes.

In the strategic planning process, Penn State Harrisburg identified six performance indicators to measure success in *Developing a Curriculum That Fosters Intercultural and International Competencies*. These indicators include:

1. During the current planning cycle, the College will maintain or exceed the 2002-2003 number of students (52) participating in study abroad programs.

29 students participated in study abroad program in 2005/2006. The projected number of students for 2006/2007 is 42 students.

2. The College will increase the number of programs available for students. Each academic school will offer a minimum of one international study tour course annually.

Two of five schools regularly schedule international study tour courses.

3. Increase enrollment in international/intercultural courses proportionate to undergraduate enrollment.

In this reporting period, the number of international/intercultural courses has remained constant, while enrollment in these courses has tripled from 1,014 students to 3,185 students.

4. Publish an annual report of scholarly contributions in the study of diversity.

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The Faculty Senate is developing a web database that will provide faculty with the opportunity to review all College international collaboration in teaching, research, and service. Upon completion of this project, diversity-focused research will be added to the data base.

5. Using 2003/2004 as a baseline, maintain the percentage of faculty engaged in scholarly contributions in the study of diversity (20%).

This percentage has been maintained in this reporting period at 18.5% of total faculty.

6. Place select diversity courses from the College on the University's E-Learning Cooperative.

The College's AMST 105, Popular Culture and Folklife, will be added to the University's E-Learning cooperative portfolio effective spring 07 also, the College's CRIMJ 490W, Race and Crime, will be offered on-line June '08 in conjunction with the College's BS in Criminal Justice, in partnership with the World Campus. Finally, the College regularly offers the following iMBA courses on-line in conjunction with the World Campus: iMBA 551, Management of Organizational Change, iMBA, 516, Organizational Behavior and Performance. The latter courses have considerable content related to global issues.

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INSTITUTIONAL VIABILITY AND VITALITY

Challenge 6: Diversifying University Leadership and Management

Assessment Questions:

1. How are unit leaders actively involved in diversity efforts?

College administrative leadership supports the DEEC with both financial and human resources, and funds an ongoing series of multicultural lectures, music, arts and social programs, and events sponsored by the DEEC. These programs are open to the public and promote appreciation, understanding, and acceptance of diversity.

The College also holds expectations for its senior administrators to lead by example. Heads of administrative and academic units are actively involved in advancing the College's diversity initiatives. Diversity is a major theme in the College Strategic Plan, and diversity goals, objectives, action strategies, and performance assessments are included as a part of each College unit's strategic plan.

2. What is the diversity profile of the unit's administrative and executive levels?

Fall 2006 data was not available for this report. For future reports, the University Fact Book will be utilized as the source document to track progress against this goal.

As of fall 2005, the College exceeds availability and goals for women (41.7%) and minorities (16.7%) in administration. The goal for each is 10.7% for minority and 31.8% for women.

3. Describe the procedures followed to create both diverse applicant pools and search committees for administrative searches. How is information about expectations regarding candidates' skills and experience with managing diversity communicated to the committee and to the candidates?

The University's commitment to creating a diverse body of faculty and staff is integrated into the processes of all faculty and professional staff searches within the College. The Chancellor charges all senior-level administrative search and screen committees, and the Director of Human Resources staffs each committee. Demonstrated experience with managing diversity appears in the statements of qualifications and expectations in all position announcements and is listed among the key criteria for committee members' review of applications.

Confidential reference checks conducted by search and screen committee members on short-listed candidates include questions concerning the candidate's experience with managing diversity. Campus interviews of finalists include similar questions. Prior to extending an offer, the Chancellor and the Director of Human Resources conduct

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extensive additional reference checks to assess candidates' skills and experience in managing diversity; references outside the candidate's submitted list include peer colleagues, direct reports, administrative supervisors, and college/university executive officers.

4. How does your unit identify staff and faculty from under-represented groups who have administrative aspirations and potential, as well as assist them in developing leadership and management skills? How are such individuals supported in identifying opportunities for advancement?

The College has been awarded grants to advance women and minority faculty and staff in their career paths and leadership development. These grants are administered through the College's Office of Research and Graduate Studies. The first grant, funded by the NSF ADVANCE award program provides specialized programming for women faculty and staff in networking, self-promotion, and career exploration, making use of role models, guest lecturers, and idea exchange. Now in its third year, the program has been replicated through University EOPC seed grants for minority faculty and staff advancement. Two women administrators have been nominated and supported to participate in state and national women's leadership fora, sponsored by ACE's Office of Women in Higher Education. In addition, three additional women administrators participated with the support of the College in Leadership Harrisburg programs sponsored by the Regional Chamber of Commerce; three additional women administrators were supported by the College to participate in the Regional Business Women's Forum sponsored in partnership with four area chambers of commerce and economic development councils. For each of the last two years, the College has sponsored 20 women (10 each year) to participate in the Governor's Commission for Women Annual Conference.

5. Which strategies for diversifying your unit's leadership and management have been most successful? Which have been least successful? Which could be termed "best practices"?

Tapping informal networks from peer institutions, especially AASCU institutions and the Office of Women in Higher Education, to nominate women and minority candidates for leadership and management positions has proven quite helpful.

6. What measures of success have you identified to gauge your progress in this Challenge? Include data demonstrating outcomes.

In the strategic planning process, Penn State Harrisburg identified two performance indicators to measure success in *Diversifying University Leadership and Management*. These indicators include:

1. Develop a database of women and minority community leaders;

The database will be developed in 2007

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2. Increase the percentage of women and minorities on College advisory boards by five percent in the current planning cycle. Currently women and minorities account for 25% of total board membership (20% women, 5% minorities).

The composition of the College Advisory Board has been stable in its diversity in this reporting cycle; however, two women now serve on the Executive Committee of the Advisory Board: One as Chair of the Development Committee, and the second as Treasurer. The latter, in succession to be Chair.

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Challenge 7: Coordinating Organizational Change to Support Our Diversity Goals

Assessment Questions:

1. How does your unit's strategic plan reflect the importance of diversity for meeting your goals and objectives?

Diversity is one of three themes in the Strategic Plan.

2. What organizational realignments, systems of accountability, resource mobilization and allocation strategies, and long-term planning strategies have been implemented by your unit to ensure the realization of the University's diversity goals?

The Student Affairs Division has been reorganized to integrate more fully diversity programming and intercultural experiences for all students. In addition to serving as co-chair and budget administrator for the DEEC, the Director of Student Affairs provides direction and supervision of programs and services for special student populations including:

- Under-represented minorities
- International students
- Non-traditional students
- Students with disabilities
- Adult learners

Reporting to the Director is a full-time Assistant Director for Campus Life and Intercultural Affairs and a full-time Coordinator of Student Activities and Intercultural Affairs.

3. What budget and development approaches have been implemented by your unit to ensure financial stability of diversity priorities?

College administrative leadership supports the DEEC with both financial and human resources, and funds an ongoing series of multicultural lectures, music, arts and social programs, and events sponsored by the DEEC. These programs are open to the public and promote appreciation, understanding, and acceptance of diversity.

4. Describe the systems of accountability and reward that support the achievement of diversity goals.

The College presents a Faculty Diversity Award and a Staff Diversity Award during the annual faculty and staff awards ceremony.

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5. What partnerships, with internal or external units and/or constituencies, have you created to advance the University's diversity goals?

- The College co-sponsors the Race Against Racism with the Harrisburg YWCA.
- Partnerships have been created with the African American Ministerial Alliance and the Omari Museum.
- The School of Humanities, with assistance from the Office of Development, has partnered with the Harrisburg Jewish community to create a regional on-campus Holocaust resource center funded by private donor support. The center includes print and digital resources, lectures and book talk series, exhibit space, book collections, and a Holocaust Reading Room.
- Penn State Harrisburg and the University libraries received a gift of significant photographs and memorabilia given by a private donor and civil rights scholar. Penn State Harrisburg hosted the inaugural exhibit opening, accompanied by a lecture and the publication *Forever Free*, a guide and annotation to the collection.

6. Which strategies to coordinate organizational change in support of diversity goals have been most successful? Which have been least successful? Which could be termed "best practices"?

Developing community partnerships in realizing the establishment of the Holocaust Reading Room, its book and artifact collection, exhibits and visits by artists and scholars, audio visual capability, which has preserved and inventoried the testimonies of Holocaust survivors and liberators, and local artists and scholars.

7. What measures of success have you identified to gauge your progress in this Challenge? Include data demonstrating outcomes.

In the strategic planning process, Penn State Harrisburg identified two performance indicators to measure success in *Coordinating Organizational Change to Support Our Diversity Goals*. These indicators include:

1. Complete the diversity initiatives.

Work is underway on all diversity initiatives identified in the Strategic Plan.

2. Present/distribute periodic updates of diversity planning and progress at faculty forums, strategic planning steering group meetings (open to the broader college community), and the DEEC.

Annual Diversity Plan updates are presented to the Strategic Plan Steering Committee.

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Appendix A

Capital College Faculty Contributions to Diversity/Global/International Research and Scholarship School of Behavioral Sciences and Education

NAME	PUBLICATIONS	PRESENTATIONS	GRANTS	COURSES
<p>Angelique, Holly</p>	<p>Taylor, E., Angelique, H.L., & Kyle, K. (2003). Rising to the occasion: Overcoming obstacles to publishing diversity-focused scholarship. <i>International Journal of Lifelong Education</i>, 22 (4) 407-421.</p> <p>Angelique, H. & Culley, M.R. (2005). Why community psychology should be overtly political: A call for a feminist sub-discipline. <i>The Community Psychologist: A Publication of the Society for Community Research and Action</i>, Division 27 of the American Psychological Association, 38(4), 24-25.</p>	<p>Angelique, H. (2006, June) Presenter: Roundtable Discussion (Gregor Sarkisian, Chair). Moving toward global partnerships in community psychology training programs, 11th Biennial Conference on Community Research and Action (Division 27 of the American Psychological Association), San Juan, Puerto Rico.</p> <p>Kyle, K. & Angelique, H. (2004, August) Addressing Power Asymmetries in the Stereotyping of Women: A Pedagogical Intervention in Women's Studies Classes. Paper presented at the Society for the Study of Social Problems Conference, San Francisco, CA.</p>		<p>SCLSC 492: Current Topics in the Social Sciences: Feminism and Women's Sexual Identity, schedule, Spring, 2007</p>
<p>Boahene, Lewis</p>	<p>Asimeng-Boahene, L and Grant, R (2005). "Culturally responsive pedagogy in citizenship education: Using African proverbs as tools for teaching in urban schools in the United States" (Accepted by <i>Multicultural Perspectives</i>: scheduled to appear in Fall 2006)</p> <p>Asimeng-Boahene, L. (Summer/2006). "Gender Inequity in science and mathematics education in Africa: The causes, consequences and solutions." (Education)</p> <p>Asimeng-Boahene, L. (Fall/Winter 2005/2006). "The transmission approach and the use of community resources to the teaching of social</p>	<p>Asimeng-Boahene, L. (2006). "Gender disparity in science and mathematics education in Africa: The causes, consequences and solutions." Presented at the 14th Annual National Conference of the National Association of African-American Studies and Affiliates. Feb. 17, Baton Rouge, Louisiana.</p> <p>Asimeng-Boahene, L. (2006). "Changing demographics, unchanging classrooms. How to use minority resource persons in urban schools." Presented at the 103rd. Middle States council for the Social studies regional Conference, march 31, Gettysburg, Pa.</p>		

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	<p>studies in Africa: The case of Botswana." (Journal of the Middle States Council for the Social Studies)</p>			
<p>Bullock, Patti</p>	<p>Bullock, P.L., & Freedman, D.M. (2006). (Re)visions to a secondary teacher education course: Trials and triumphs in attempting to disrupt hegemonic understandings and performances of education. <i>Teaching and Teacher Education</i>, 22, 135-149.</p> <p>Bullock, P. L., & Freedman, D. M. (2006). Challenging oppressions and hegemonic normatives. [Review of the books <i>From here to diversity: The social impact of lesbian and gay issues in education in Australia and New Zealand; Trauma, stress, and resilience among sexual minority women: Rising like the phoenix; and Boys' Stuff: Boys talking about what matters.</i>]. <i>Journal of Gay & Lesbian Issues in Education</i>, 2(2&3), 151-158.</p> <p>Freedman, D.M., Bullock, P.L., & Duque, G. (2005). Teacher educators' reflections on moments in a secondary teacher education course: Thinking forward by challenging our teaching practices. <i>Teachers & Teaching: Theory and Practice</i> 11(6), 591-602.</p>	<p>Bullock, P.L. (2006, November). Preservice teachers' struggles with considering sexual identity issues in regard to their teaching stances and practices. Sixteenth Annual National Association for Multicultural Education International Conference, Phoenix, AZ.</p> <p>Bullock, P.L., Snow-Gerono, J., Slonaker, A., Antrop-Gonzalez, R., D'Arcy, G.S., & Slonaker, B. (2006, October). Curriculum workers network: Fostering support of social justice research action across diverse locations and contexts. Seventh Curriculum & Pedagogy Conference, Austin, TX.</p> <p>Sapon-Shevin, M., Miller, S., Macgillivray, I.K., Sanders, III, J.H., Washington, G., Eaton, L.E., Wilson A.V., Franck, K.C., Manke, M., Phillips, D., Scollay, S.J., Bullock, P.L. (2006, April). In, out and far out: Queer teachers in the academy. American Education Research Association, San Francisco, CA.</p> <p>Bullock, P. L., Lehman, H., Freedman, D., & Wilt, B. (2005, October). "There is not one school in U.S. who does not have racism. It's a fact on Good Morning America" --7th grade student. Paper presented at the Sixth Curriculum & Pedagogy Conference, Oxford, OH.</p> <p>Freedman, D., & Bullock, P. (2005, April).</p>		

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		Future teaching practices and hegemonic norms of schooling: Preservice teachers' struggle with sexual identity issues. Paper presented at the Annual Meeting of the American Education Research Association, Montreal, Canada.		
Flannery, Daniele	<p>Flannery, D. D. and Shattuck, K. (2006). The Challenge of Conducting Learning Across Cultures Via Distance Education Means: An HRD Dilemma. <i>The International Journal of Learning and Intellectual Capital</i> 3(1).</p> <p>Ripley, D. and Hudson, I. et al. (2006). Cross-national Similarities and Differences in Employee Perceptions of Issues in the Work Environment. <i>Performance Improvement Quarterly</i>, 19(1) 41-66.</p> <p>Coyle, E. and Flannery, D. D. Gendered Contexts of Learning: Female Entrepreneurs in Male-Dominated Industries within the United States. <i>Turkey at the Crossroads: Women, Women's Studies, and the State</i>. Istanbul and Bodrum, Turkey, May 27-June 3, 2005. Sponsored by Towson State University, Towson, MD.</p> <p>Coyle, E. and Flannery, D. D. (2005). Barriers to Learning: Gender. In N. Rohmetra (Ed.) <i>Human Resource Development: Challenges and Opportunities</i>. New Delhi, India; Anmol.</p>			
Grahame, Kamini	Grahame, K. M. (2005). Family diversity and the discursive construction of difference: Problems and possibilities. <i>Humanity and Society</i> , 29(1), 38-54.	Grahame, K. M. (2006, March). Re-shaping masculine identity in the era of globalization: Trinidadian men in the Indian diaspora. Paper presented at the meeting of the Southern Sociological Society, New Orleans, LA.		

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	<p>Grahame, K. M. (2004). Contesting diversity in the academy: Resistance to women of color teaching race, class, and gender. <i>Race, Gender and Class</i>, 11(3) 54-73.</p> <p>Grahame, K. M. (2004). Education and community in the Asian diaspora: The struggle for Hindu schools in Trinidad. <i>Education and Society</i>, 22(1) 65-81.</p>	<p>Grahame, K. M., & Grahame, P. R. (2005, August). School performance and the reform process: Standardization, accountability and minority students. Paper presented at the meeting of the Society for the Study of Social Problems, Philadelphia, PA.</p> <p>Grahame, K. M. (2005). Charter school reform and the education of minority children. Paper presented at the meeting of the Eastern Sociological Society, Washington, D.C.</p> <p>Grahame, K. M., Ferrer-Wreder, L., Coatsworth, D., Meister, D., Poyrazli, S., & Forthun, L. (2004, August). The child left behind: Immigrant children and charter education in Pennsylvania. Paper presented at the meeting of The Society for The Study of Social Problems, San Francisco, CA.</p> <p>Grahame, K. M. (2004, February). From field to factory and beyond: Indo-Trinidadian women in the global economy. Paper presented at the meeting of the Eastern Sociological Society, New York, N.Y.</p>		
Grant, Rachel	<p>Grant, R., & Wong, S. (2004). Forging multilingual communities: School-based strategies. <i>Multicultural Perspectives</i>, 6, 17-23.</p> <p>Lin, A., Grant, R., Kubota, R., Motha, S., Tinker Sachs, G., Vandrick, S., & Wong, S. (2004). Women faculty of color in TESOL and literacy education: Theorizing our lived experiences, <i>TESOL Quarterly</i>, 38, 487-504.</p>			
Lee, Incho		Lee, I. & Grant, R (2006, August). Creating		

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		<p>“ideal” others: Critical reading of EFL materials. Paper presented at the World Congress on Reading, International Reading Association, Budapest, Hungary.</p> <p>Lee, I. & Gray, M. (2006, January). Action research for effective teaching of ELL students in multilingual schools. Paper presented at the annual Conference of National Association for Bilingual Education, Phoenix, AZ. Candidate was co-presenter.</p> <p>Lee, I. (2005, March). Notions of diversity and globalization in South Korea. Paper presented at the annual International Globalization, Diversity, and Education Conference, Pullman, WA.</p> <p>Lee, I. (2004, March). Globalization and South Korean EFL textbooks. Forum at the annual International Teachers of English to the Speakers of Other Languages Conference, Long Beach, CA.</p>		
Luquis, Raffy	Luquis, R., & Villanueva, I. (2006). Knowledge, attitudes, and perceptions about breast cancer and breast cancer screening among Hispanic women residing in south central Pennsylvania. <i>Journal of Community Health</i> , 31(1), 25-42.	<p>Luquis, R., Perez, M., & Young K. (2006, April). Cultural Competence Development in Health Education Professional Preparation Programs. The American Alliance for Health, Physical Education, Recreation and Dance National Convention. Salt Lake City, UT.</p> <p>Luquis, R. & Perez, M. (2005, April). Cultural competency among health educators. The American Alliance for Health, Physical Education, Recreation and Dance National Convention. Chicago, IL.</p>		
Napoli, Mary	Napoli, M. (2006). Promoting cultural	Napoli, M. (2005, October). Promoting		

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	<p>understanding through children’s literature. Pennsylvania Reads, VII (1), 18-24.</p> <p>Corbin, S., Giorgis, C., Hadaway, N., Lamme, L., & Napoli, M. (2006). 2006 Notable Books for a Global Society winners, The Dragon Lode, p. 25-35.</p> <p>Angus, C., Corbin, S., Ernst, S., Giorgis, C., Hadaway, N., Lamme, L., Napoli, M., Steiner, S., & Wendelin, K. (2005). 2005 Notable Books for a Global Society, The Dragon Lode, p. 18-24.</p>	<p>cultural understanding through children’s literature. Make it Happen! Keystone State Reading Association Conference. Hershey, PA.</p> <p>Napoli, M., Corbin, S., Ernst, S., Giorgis, C., Hadaway, N., & Lamme, L. (2006, May). Notable Books for a Global Society winners. International Reading Association. Chicago, IL.</p> <p>Napoli, M., Angus, C., Corbin, S., Ernst, S., Giorgis, C., Hadaway, N., Lamme, L., Steiner, S., & Wendelin, K. (2005, May). Multicultural literature at its best. International Reading Association. San Antonio, TX.</p> <p>Napoli, M. (2005, August). Young girls consuming texts or What makes a REAL GIRL? Girls as figures for consumption. International Research Society for Children’s Literature. Dublin, Ireland</p>		
<p>Poyrazli, Senel</p>	<p>Poyrazli, S. (2005). International students at US universities. Eye on Psi Chi, 9 (2), 18-19.</p> <p>Connor, J., Poyrazli, S., Ferrer-Wreder, L., Grahame, K. (2004). The relation of age, gender, ethnicity, and risk behaviors to self-esteem among students in nonmainstream schools. Adolescence, 39, 457-473.</p> <p>Poyrazli, S., Kavanaugh, P., Baker, A., & Al-Timimi, N. (2004). Social support and demographic correlates of acculturative stress in international students, Journal of College Counseling, 7, 73-82.</p>	<p>Poyrazli, S. (2006, March). International students. Presented as part of a panel presentation: Cross-Cultural Psychology: Methods and Findings at the annual meeting of the Eastern Psychological Association, Baltimore, MD. (Panelist).</p> <p>Thukral, R., & Poyrazli, S. (March, 2006). Factors affecting international students’ academic performance. Poster presentation at the annual meeting of the Eastern Psychological Association, Baltimore, MD. (Co-presenter)</p>	<p>An Exploration of Perceptions of Sex in the US and Prevention Programs: The Case of International Students. (Foundation for the Scientific Study of Sexuality) \$500.</p>	

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	<p>Poyrazli, S. (2004). International psychology division of APA (Amerikan Psikoloji Dernegi, Uluslararası Psikoloji Bölümü). Turkish Psychology Bulletin, 32, 210-211.</p>	<p>Poyrazli, S., & Colechio, E. (2006, March). Publishing international and cross-cultural psychology articles. Presented as part of a panel presentation: Opportunities Today in International Psychology at the annual meeting of the Eastern Psychological Association, Baltimore, MD. (Co-panelist).</p> <p>Ferrer-Wreder, L., Palchuk, A., Poyrazli, S., Small, M., & Domitrovich, C. (2006, March). Revisiting adolescent identity conflict resolution with structural equation modeling techniques. Poster presented at the Society for Research on Adolescence: Special Interest Group on Identity Research, San Francisco, CA.</p> <p>Sumer, S., Poyrazli, S., & Grahame, K. (August, 2005). Predictors of depression and anxiety among international students. Paper presented at the American Psychological Association, Washington, D.C. (Co-presenter).</p> <p>Poyrazli, S., & Lopez, M. D. (March, 2005). Perceived discrimination and homesickness: A comparison of international students to American students. Paper presented at the annual meeting of Eastern Psychological Association, Boston. (Co-presenter)</p> <p>Poyrazli, S. (March, 2005). International Students at US Universities. Invited-panel presentation at the annual meeting of Eastern Psychological Association, Boston. (Panelist)</p> <p>Poyrazli, S., & Leitheiser, A. M. (2004,</p>	<p>Depression, Acculturative Stress, and Academic Experiences: A Follow up of International College Students in Their First Year) Research Council Grant, Penn State Harrisburg). \$1,500</p>	
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		<p>August). Academic achievement, English proficiency, and assertiveness in relation to ethnicity among international students. American Psychological Association, Hawaii. (Presenter)</p> <p>Leitheiser, A. M., Poyrazli, S., Pisecco, S., & Arbona, C. (2004, August). A study of intelligence in the West Pacific: Factor analysis of the Wechsler Intelligence Scales for Children-Third Edition on the island of Guam. American Psychological Association, Hawaii.</p>		
Tisdell, Libby	<p>Tisdell, E. (2006). Spirituality, cultural identity, and epistemology in culturally responsive teaching in higher education. <i>Multicultural Perspectives</i>, 8(3), 19-25.</p> <p>Tisdell, E. (2006). Diversity, spirituality, and secular higher education: The teaching paradox. <i>Journal of Religion and Education</i>, 33. 49-68,</p>	<p>Tisdell, E., and Thompson, P. (June, 2006). "Crash"-ing into pop culture in dealing with diversity: Adult education and critical media literacy about movies and television. Proceedings of the 47th Annual Adult Education Research Conference Minneapolis, MN: University of Minnesota.</p>		
Tyler, Jo	<p>Tyler, J.A. (2006). Who's Out There? <i>Storytelling Magazine</i>. Jonesborough, TN: National Storytelling Network. 18(5). p. 44-45.</p>			
Willard-Holt, Colleen	<p>Shultz, D.L. & Willard-Holt, C. (2004). Promoting world languages in middle school: The achievement connection. <i>Foreign Language Annals</i>, 37(4), 623-629.</p>			
Zaenglein, Judy			<p>PDE grant, focused on improving mathematics performance in a socially and racially diverse school district</p>	

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School of Business Administration Faculty Publications and Scholarly Endeavors
2004-05

1. Articles published in refereed journals.

Bayraktar, Nihal, Yan Wang, "Foreign Bank Entry, Performance of Domestic Banks and the Sequence of Financial Liberalization," *China Journal of Finance*, Vol. 2. No. 2, 2004, pages 1-39

Kaynak, Erdener, Frederic Jallat, "Marketing in Western Europe: A Monolith or a Multidimensional Market?," *Journal of Euro-Marketing*, Volume 14, Nos. 1 & 2, 2004, pp: 1-14

Kaynak, Erdener, Ali Kara, "Market Orientation and Organizational Performance: A Comparison of Industrial versus Consumer Companies in Mainland China Using Market Orientation Scale (MARKOR)," *Industrial Marketing Management*, Volume 33, No.5, 2004, pp:743-753

Kaynak, Erdener, Zenfira Nasirova, "The Transition Period of C.I.S. Economies: Oil-Based Economic Development Strategy of Azerbaijan," *Journal of East-West Business*, Volume 10, No. 3, 2004, pp: 31-51

Kaynak, Erdener, Jarmo Eronen, "Outsourcing by Finnish Organizational Buyers from Eastern and Central European Suppliers: Country-of-Origin Impact," *Journal of Euro-Marketing*, Volume 13, Nos. 2 & 3, 2004, pp: 9-28

Rodger, J. A., P. C. Pendharkar, "A Field Study of the Impact of Gender and User's Technical Experience on the Performance of Voice Activated Medical Tracking Application," *International Journal of Human-Computer Studies*, Vol. 60, Nos. 5-6, 2004, pp. 529-544

Russell, Robert D., "Cultural influences on entrepreneurship: Implications for the emergence of new ventures in Latin America," *Journal of Transnational Management Development*, Vol. 10, Issue 1

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2. Refereed Proceedings

Kaynak, Erdener, "Global Advertising and Effective Use of Celebrity Advertisements in High Context Cultures," Special Speaker, *Third International Conference on Research in Advertising (ICORIA)*, The Norwegian School of Management, June 6-8, 2004, Oslo, Norway, pp: 1-4

Harcar, Talha D., Erdener Kaynak, Orsay Kucukemiroglu, "Life-Style Orientation of US and Canadian Consumers: Are Regio-centric Standardized Marketing Strategies Feasible in North America?," *34th Annual Atlantic Schools of Business Conference*, The Academy: Researching, Teaching and Leading in Business Education, November 4-6, 2004, Halifax, Nova Scotia, Canada

3. Books.

Kaynak, Erdener, (ed.) "European Perspectives in Marketing," *International Business Press*, Binghamton, New York, 2004, 164 pages.

Kaynak, Erdener, Talha D. Harcar (Eds.), "Global Business: Coping with Uncertainty, International Management Development Research Yearbook, Advances in Global Management Development," Volume XIII, *Thirteenth World Business Congress*, Volumes 1 & 2, July 14-18, 2004, Maastricht, The Netherlands, 939 pages

4. Parts of books.

Kaynak, Erdener, Edward E. Marandu, Joseph E. Mbaiwa, "Tourism Market Potential Analysis in Botswana: A Delphi Study," in Erdener Kaynak and Talha D. Harcar (Eds.), *Global Business: Coping with Uncertainty, International Management Development Research Yearbook, Advances in Global Management Development, Volume XIII, Thirteenth World Business Congress, Volume 1*, July 14-18, 2004, Maastricht, The Netherlands, pp: 471-485

Kaynak, Erdener, Zenfira Nasirova, "The Transition Period of C.I.S. Economies: Oil-Based Economic Development Strategy of Azerbaijan," in Erdener Kaynak and Talha D. Harcar (Eds.), *Global Business: Coping with Uncertainty, International Management Development Research Yearbook, Advances in Global Management Development, Volume XIII, Thirteenth World Business Congress, Volume 2*, July 14-18, 2004, Maastricht, The Netherlands, pp: 657-665

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School of Business Administration Faculty Publications and Scholarly Endeavors
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Books

Kaynak, E. & Jallat, F. (2005). *Marketing Practice in Western Europe: Changes and Developments*, New York, London, Melbourne (Australia): International Business Press.

Chapters in Books

Yucelt, U., (2006). *Management Style in the Middle East: A Case Example*. In Dr Vipin Gupta (Ed.) *Compedium of Family Business Models*. Massachesutts: Simmons School of Business.

Pinto Moreira, E. & Bayraktar, N. (2006). *A Macroeconomic Model for Niger: Policy Implications of Higher Aid, Alternative Tax Policies, and Alternative Population Dynamics*. (in press), *Country Economic Memorandum on Niger*. Washington D.C.: World Bank.

Agenor, P., Bayraktar, N., & El Aynaoui, K. (2005). *The role of Aid and Public Investment in Escaping the Poverty and Growth Trap*. *Country Economic Memorandum on Ethiopia*. Washington D.C.: World Bank.

Articles in Scholarly Journals

Almutairi, H. & Subramanian, G. (2005). *An Empirical Application of the DeLone and McLean Model in the Kuwaiti Private Sector*. *Journal of Computer Information Systems*.

Kaynak, E. & Marandu, E. E. (2006). *Tourism Market Potential Analysis in Botswana: A Delphi Study*. *Journal of Travel Research*, 44 (5).

Kaynak, E., Kara, A. , & Kucukemiroglu, O. , co-authored, (2005). *An Empirical Examination of the Characteristics and Behavioral Tendencies of Swedish Consumers in Patronizing Different Retail Stores*. *Journal of Euro-Marketing*, 14 (4), 35-51.

Young, R. R. & Esqueda, P. U. (2005). *Supply Chain Vulnerability Considerations for the Case of Latin America*. *Latin American Business Review* (34), 63-78.

Referred Proceedings

Culpan, R. (2005). *Trust and control paradox and strategic alliance stability in international business alliances*. *Academy of Management Annual Meeting*.

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Culpan, R., Ekin, C., & Kumbaraci, M. (2005). A critical assessment of the Turkish apparel industry and firms. International Management Conference, 403, June 23-25, 2005, Canakkale, Turkey.

Kaynak, E. & Harcar, T. D. (2006). Technology, Structure, Environment, and Strategy Interfaces in a Changing Global Business Arena. Fifteenth Annual World Business Congress, 15.

Kaynak, E. & Pathak, R. D. (2006). Tourism Market Potential of Small Resource-Based Economies: The case of Fiji Islands. Academy of Business Disciplines, 13, 123-128.

Kaynak, E. (2006). Global Commerce: Challenges and Opportunities. The 8th International Conference on MNE's, 8.

Kaynak, E. & Harcar, T. D. (2005). Global Business: The Challenges and Responsibilities in a World of Shifting Alliances. World Business Congress Proceeding, 14.

Kaynak, E. & Harcar, T. D. (2005). Global E-Commerce: Issues and Strategies. International Management Development Association, 14th World Business Congress, 14, 584-594.

Kaynak, E. & Harcar, T. (2005). Global E-commerce: Issues and Strategies. World Business Congress Proceeding, 584-594.

Working Papers

Erdener Kaynak (2005), "Global Marketing and Effective Use of Celebrity Advertisements in High Context Cultures." Penn State Harrisburg School of Business Administration Working Paper Series.

Emmanuel P. Moreira, Nihal Bayraktar (2005), "A Macroeconomic Framework for Quantifying Growth and Poverty Reduction Strategies in Niger." Penn State Harrisburg School of Business Administration Working Paper Series.

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School of Humanities Diversity-Related Research and Activities

Fulbright Scholar visiting Spring-Fall 2007: Dr. Haya Bar-Itzhak of University of Haifa, Israel, expert in Jewish Folklore Studies

Simon Bronner:

“‘Heile, Heile, Hinkel Dreck’: On the Earthiness of Pennsylvania German Folk Narratives.” In *Preserving Heritage: A Festschrift for C. Richard Beam*, ed. Joshua R. Brown and Leroy T. Hopkins, Jr., 77-100. Lawrence, Kansas: Society for German-American Studies, 2006.

“Plain Folk and Folk Society: John Hostetler’s Legacy of the Little Community.” In *Writing the Amish: The Worlds of John Hostetler*, ed. David Weaver-Zercher, 55-94. University Park: Penn State Press, 2005.

Introduction to “Finns in a New World: A Folkloristic Perspective.” In *The Marrow of Human Experience: Essays on Folklore* by William A. Wilson, 150-51. Logan: Utah State University Press, 2006.

“Arab Communities” (40-44), “Blues” (101-4, with Troy Peechatka), “Czech Communities” (256-60, with Juraj Kittler), “Estonian Communities” (338-41, with John F. Moe), “Ethnic and Immigrant Folklife” (341-47), “German Communities” (488-93), “Great Plains Indians” (510-13, with Timothy J. Kloberdanz), “Gullah, or Geechee, Communities” (529-35), “Haitian Communities” (541-45), “Harlem” (553-57, with James T. Carroll), “Hasidim and Misnagidim (Haredim)” (557-60), “Hawaiians, Native” (560-65, with Makito Yurita), “Irish, Boston” (630-31), “Jewish Communities” (651-59), “Lithuanian Communities” (696-700), “Los Angeles” (716-20), “Macedonian Communities” (732-35), “Material Culture” (748-54), “Muslims” (844-48, with Al Henderson), “Netherlands Dutch and Belgian Communities” (861-67), “Portuguese-Speaking Communities” (976-82), “Scottish Communities” (1096-1102, with Amy Waddell), “Serbian, Slovenian, and Montenegrin Communities” (1108-13), “Shakers” (1113-18, with Jan M. Swinehart), “Slovak Communities” (1139-42, with Juraj Kittler), “South Asian Communities” (1156-59, with Fraiha I. Kahn), “Southeastern Indians” (1159-64, with Dayna Bowker Lee), “Swedish Communities” (1200-5, with Lizette Gradén), “Vietnamese Communities” (1257-59, with Cindy Kerchmar) in *Encyclopedia of American Folklife*, 4 vols., ed. Simon J. Bronner. Armonk, New York: M.E. Sharpe, 2006.

“Analyzing the Ethnic Self: The Hinkeldreck Theme in Pennsylvania-German Folk Narrative.” *Columbia Journal of American Studies*, 8, no. 1 (2007): 19-53.

“The Year of Folklore, and Other Dutch Lessons in Public Heritage.” *Mid-Atlantic Forum* (April 2006). Mid-Atlantic Arts Foundation, Traditional Arts Resources.

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http://www.midatlanticarts.org/funding/traditional_arts/resources/folk_forum/index.html

“‘Gombo’ Folkloristics: Lafcadio Hearn’s Creolization and Hybridization in the Formative Period of Folklore Studies.” *Journal of Folklore Research* 42, no. 2 (May-December 2005): 141-84.

C. Patrick Burrowes:

Book: *Power and Press Freedom in Liberia, 1830 to 1970*, Trenton, N.J.: Africa World Press, 2004.

Journalism: “The Firestone Rubber Plantation and Liberia: A History of Broken Promises.” Op-Ed Page, *The Daily Observer* (Monrovia, Liberia), Jan. 6, 2006.

Craig Haas:

“Reformed Mennonites,” pages 771-774, *The Encyclopedia of American Folklife*, Simon J. Bronner, ed. Armonk, N.Y.: M.E. Sharpe, 2006.

John Haddad:

Invited workshop participant: Getty Research Institute, Getty Center, Los Angeles, CA., December 11-12, 2006, planning for an exhibition titled “Ti and Yong: Essence and Innovation – China and Photography, 1839-1937.”

Book: Haddad, John R. *The Romance of China: Excursions to China in U.S. Culture, 1776-1876* (New York: Columbia, 2006). [electronic publication is culmination of 2003 Gutenberg-e Award.]

Refereed Articles:

Haddad, John R. “‘To Inculcate Respect for the Chinese’: Berthold Laufer, Franz Boas, and the Chinese Exhibits at the American Museum of Natural History, 1899-1912.” *Anthropos*. 101(1): 123-144 (February 2006).

Haddad, John R. “‘A Total Want of that Elegant Symmetry’: The Role of Pseudoscience in Bayard Taylor’s Travels through China, 1853-1855.” A forthcoming issue of *Genre: Forms of Discourse and Culture*, a peer-reviewed academic journal.

Haddad, John R. “Imagined Journeys to the Distant Cathay: Constructing China with Ceramics, 1780-1920.” To be published in *Winterthur Portfolio*, Fall 2006.

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Essay in edited volume:

Haddad, John R. "The Savage East in the Wild West: Buffalo Bill's Boxer Uprising, 1900-1901." In Robert Sugarman (ed.) *The Many Worlds of Circus*. Cambridge Scholars Press, Cambridge, UK. Expected publication in spring 2007.

Encyclopedia articles:

Haddad, John R. "Chinatown." In Simon J. Bronner (ed.) *The Encyclopedia of American Folklife*. 2,000 words. M.E. Sharp, New York (2006). Volume 1, 185-190.

Haddad, John R. "Chinese Communities." In Simon J. Bronner (ed.) *The Encyclopedia of American Folklife*. 3,000 words. M.E. Sharp, New York (2006). Volume 1, 190-195.

Margaret R. Jaster:

Article: "Out of All Frame and Fashion: Sartorial Subversion as Political Spectacle," The Irish Review, Spring, 2006, 44-58.

Patricia Johnson:

Article: "Finding Her Voice(s): The Development of a Working-Class Feminist Vision in the Poetry of Ethel Carnie," Victorian Poetry, 43:3 (Fall 2005), 297-315.

Presenter: "British Working-Class Women Writers and the Romance of the Road," Society for the Interdisciplinary Study of Social Imagery Annual Meeting, Colorado Springs, Colo., March 10, 2005.

Peter Kareithi:

Books:

Kareithi, P. and Nixon Kariithi(Editors). 2005. *Untold Stories: Economics and Business Journalism in African Media*. Johannesburg: Witswatersrand University Press. [2005]

Digital Project:

Kareithi, Peter and Kariithi, Nixon: *Kapenguria Trial: Digital Transcripts of the Trial of Jomo Kenyatta by the British Colonial Government in Kenya, 1952-53*. [2006]

Journal Articles:

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Kareithi, Peter (with Hochheimer, John L.). "Communications Media in Emerging Democracies: Towards a Praxis of Intercultural Reconciliation." In Proceedings of the 2nd Global Conference on Interculturalism: Exploring Critical Issues).

Journal Articles Accepted:

Kareithi P. and Kariithi N. "It's off to work you go!: A critical discourse analysis of media coverage of the anti-privatisation strike in South Africa in October 2002."
[Accepted by *Journalism Studies*]

Recent Conference Papers

Kareithi, Peter. "Swimming with Sharks: The African media, new technologies and the cultural transformations of globalization." African Economics Editors Forum 5th Annual Conference, Johannesburg, South Africa. Dec.4-8, 2004.

Kareithi, Peter. "Communications Media in Emerging Democracies: Towards a Praxis of Intercultural Reconciliation." European Consortium for Communications Research Second Global Conference Interculturalism: Exploring Critical Issues. Vienna, Austria, Dec. 2-4, 2004. [with Hochheimer J.]

Catherine Rios:

Films exhibited at juried film festivals:

Rios, Catherine A., cinematographer. "An Explanation (and then burn the ashes)." Experimental Short Film. Annemarie Jacir, director. Chicago Palestine Film Festival, May 2006. [Candidate responsible for 100% of the visual material of the film.]

Rios, Catherine A., cinematographer. "Improvisation." Feature length documentary video. Raed Andoni, director. Dubai International Film Festival, 2005; Sydney Arab Film Festival, Australia, 2005; Input Independent Television Conference, San Francisco, 2005. [Candidate responsible for approximately 30% of the visual material of the film.]

Films shown by invitation:

Rios, Catherine A., writer/director. "What Ana Left Behind." Short narrative film. Cincinnati Women's Film Festival, Cincinnati, OH, March 2006.

Art work exhibited:

Rios, Catherine A. "Little Dress." Mixed media sculpture. Cincinnati Women's Film Festival. March 2006; Group Exhibition: An Empty Place at the Table, Thomas Taber Museum, Williamsport, PA. October 7-November 19, 2005.

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Cheri Ross:

Article: Ross, Cheri Louise. "Louisa May Alcott's (Con)Temporary Periodical Fiction: The Thrillers Live On." The Journal of Popular Culture. 38.5 (2005): 911-923.

Presenter: "Western Imperialism in *The Poisonwood Bible*," National American Culture Association meeting, San Diego, CA, March 2005.

Yu Shi:

Refereed Journal Article:

Shi, Yu (2005). Identity Construction of the Chinese Diaspora, Ethnic Media Use, Community Formation, and the Possibility of Social Activism. *Continuum: Journal of Media and Cultural Studies*, 19, pp. 55-72.

Conference paper:

Shi, Yu (2005). "The Chinese? Better not to Do Anything Wrong": How Chinese Working-Class Immigrant Women Negotiate Racial/Ethnic Identities and Inter-racial and Intra-ethnic Tensions. Presented at the Annual Convention of International Communication Association (Intercultural Communication Division), New York City, NY.

Troy Thomas:

Troy Thomas, "An Augustinian Interpretation of Caravaggio's *Calling of St. Matthew*," *Studies in Iconography*, vol. 27 (2006), pp. 157-191.

Robin Veder:

Presentation: "The Making of an Icon: Weaver-Florists and the Representation of English Working-Class Docility and Independence," Working Class Studies Seventh Biennial Conference, Youngstown State University, Youngstown, Ohio, May 19, 2005.

Matthew Wilson:

Edited books by late 19th century African-American novelist:

A Business Career by Charles W. Chesnutt. (Co-editor, Marjan van Schaik). Jackson: University Press of Mississippi, 2005. Introduction by Matthew Wilson.

Evelyn's Husband by Charles W. Chesnutt. (Co-editor, Marjan van Schaik). Jackson: University Press of Mississippi, 2005. Introduction by Matthew Wilson.

Samuel Winch:

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Refereed journal article:

Winch, Samuel P. (2005) "Constructing an 'Evil Genius:' News uses of mythic archetypes to make sense of bin Laden," *Journalism Studies* 6(3): pp. 285-299.

Conference presentation:

Winch, Samuel P. (2005, August) "Visual representation of villainy: Comparing editorialcartoons of bin Laden, McVeigh and Kim." Juried convention paper presented at the annual convention of the Association for Education in Journalism and Mass Communication, San Francisco, CA.

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School of Public Affairs Publications and Scholarly Endeavors
2004-2006

Gabbidon, Shaun

Gabbidon, Shaun et al. (2004). Still excluded: An update on the status of African-Americans in the discipline of Criminology and Criminal Justice. *Journal of Research in Crime and Delinquency* 41: 384-406.

Gabbidon, Shaun. (2004). Crime prevention in the African-American community. *Souls* 6: 42-54.

Gabbidon, Shaun and Helen Taylor Greene (eds.). (2005). *Race, Crime, and Justice: A Reader*. New York: Routledge.

Gabbidon, Shaun and Steven A. Peterson. (in press). 'Living while black': A state level analysis of select social stressors on the quality of life among black Americans. *Journal of Black studies*.

Penn, E. B., Greene, H., and Gabbidon, S. (eds.). (2006). *Race and Juvenile Justice*. Durham, NC: Carolina Academic Press.

Gabbidon, Shaun and Taylor Greene, Harriet. (2005). *Race and Crime*. Thousand Oaks, CA: SAGE.

Penn, E. B., Gabbidon, S. L., and Kelly, E. A. (in press). Criminal Justice education at historically black colleges and universities. *Journal of Criminal Justice Education*.

Patrick, P. and Gabbidon, S. L. (in press). A commentary on *Bowden v. Caldor*. *Journal of Ethnicity in Criminal Justice*.

Mara, Cynthia

Mara, Cynthia. (2005). The Older Americans' Act. In *The Encyclopedia of Human Development*. Thousand Oaks, CA: SAGE Publications.

Mara, Cynthia. (2004). Designing policies regarding older and seriously ill inmates. American Political Science Association meeting, Chicago, IL.

Mara, Cynthia. (2005). Long-Term care policy. Northeastern Political Science Association, Philadelphia.

Nechemias, Carol

Women in small business in Volgograd. Presented at Association of Women in Slavic Studies. University of Illinois, Champaign-Urbana.

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Peterson, Steven A.

Peterson, Steven A. (2005). *Shelley v. Kraemer, Milliken v. Bradley*. In David Schultz (ed.), *The Encyclopedia of the Supreme Court*. New York: Facts on File.

Peterson, Steven A. and James N. Schubert. (2004). AIDS policy: The role of gay and lesbian politics. American Political Science Association, Chicago.

Peterson, Steven A. and Gabbidon, Shaun L. (in press). Stressful life events and African-American political participation. *Journal of Black Studies*.

Ruiz, James

Ruiz, James and Chad Miller. (2004). An exploratory study of Pennsylvania police officers' perceptions of dangerousness and their ability to manage persons with mental illness. *Police Quarterly* 7: 359-371.

Ruiz, James and Erin Morrow. (2005). Retiring the old centurion: Life after a career in policing. *The International Journal of Police Administration* 28: 1151-1186.

Ruiz, James and Matthew Woessner. (in press). Profiling, Cajun style: Racial and demographic profiling in Louisiana's war on drugs. *The International Journal of Police Science and Management*.

Sims, Barbara

Sims, Barbara. (in press). Sex offender legislation. In Craig Hemmens (ed.), *Legal Issues in Criminal Justice*.

Sims, Barbara et al. (2006). Gender and police interagency collaboration. Academy of Criminal Justice Sciences. San Antonio, Texas.