

PENN STATE ALTOONA

*A FRAMEWORK TO FOSTER DIVERSITY
1998-2003*

**Final Update Report 2001-2003
February 16, 2004**

**PENN STATE ALTOONA
FRAMEWORK TO FOSTER DIVERSITY 1998-2003
FINAL PLAN REVIEW 2/16/04**

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Executive Summary

The *Framework to Foster Diversity* planning process originated from University Park in February 1998. The Plan put forth seven challenges that were to be addressed by every unit of the University. It was the goal of the University to establish a process that would ensure a supportive, affirming, and nurturing environment for diversity in all of its forms.

In response to the University's *Framework to Foster Diversity Plan*, Penn State Altoona engaged in a campus-wide discussion and planning effort to address each of the seven challenges. Every unit within the College was asked to review the seven challenges and report on their current initiatives. In addition each unit was asked to establish a plan on how they would contribute to the College's efforts of fostering diversity within the context of the seven challenges identified by the University.

Penn State Altoona published its first *Framework to Foster Diversity Plan 1998-2003* in May 1998. This plan was distributed broadly on Campus and copies were shared with selected staff at University Park.

To ensure that Penn State Altoona's *Framework to Foster Diversity* was an active plan rather than a shelf document, the College conducted a review of the Plan in February 2000. Under the leadership of the Director, Division of Student Affairs and the Director of Multicultural Affairs requests for updates, new initiatives, and revisions to the original Plan were sent out to the various contributing constituencies at the College. An update to the original *Framework to Foster Diversity Plan* was again distributed broadly on campus and was shared with the Office of Educational Equity at University Park.

Penn State Altoona's strategic planning process as well as the development of our *Framework to Foster Diversity* has been comprehensive and has involved every area of the College. Great care has been taken to recruit and develop a diverse faculty of outstanding teachers and scholars, and to the development of a curriculum that reflects and honors the University's commitment to diversity. Likewise, care has been given to developing an appropriate array of services, programs and activities that meet the needs and expectations of students. It is a continuous goal of Penn State Altoona to weave the in-class and out-of-class environment and experiences of students into a seamless web of educational activities and opportunities that will prepare them well to assume their role and responsibilities as educated and engaged citizens in a multicultural world.

The following document is a comprehensive final review of Penn State Altoona's *Framework to Foster Diversity Plan 1998-2003*. The document illustrates how each area of the College has contributed to creating an environment that is welcoming, affirming and supportive of diversity in all of its forms.

Challenge 1: Developing a Shared and Inclusive Understanding of Diversity.

Penn State Altoona established a College definition of diversity in 1998. A draft of the Diversity definition was shared broadly on campus for review and comment. The definition was also formally presented and discussed with the College's Executive Staff,

Faculty Senate, and Student Government Association. All comments were reviewed and incorporated into the final definition of Diversity. The College has employed numerous strategies to distribute our definition broadly on campus and to establish a shared and universal understanding of its meaning at Penn State Altoona.

Challenge 2: Creating a Welcoming Campus Climate.

Penn State Altoona is extremely committed to creating and maintaining an environment that is welcoming and affirming to all members of the campus community. Penn State Altoona values and celebrates diversity in all of its forms. The educational environment of our College is enriched by the diversity of individuals, groups, and cultures that come together in the spirit of learning. Programs, services, and policies have been established throughout the College to serve the needs of our diversity campus community.

Challenge 3: Recruiting and Retaining a Diverse Student Body.

A major goal within Penn State Altoona's Strategic Plan is to increase its minority student population to 10% of the total student body by 2006, and to increase international student enrollment to 100 students by 2006. In order to attract and retain a talented and diverse student body, considerable attention has been given to increasing scholarship support for incoming students, especially those who maybe interested in Penn State Altoona baccalaureate programs.

Penn State Altoona continues to be very successful in increasing the diversity of our student body. Minority students make up 9.0% of the student population in 2003-2004, an increase of 14% from 2000-2001. For fall 2003, there are 70 minority students enrolled in Altoona College associate and baccalaureate majors an increase 36% since fall 2001. Of the 70, 41 are upper division students. In addition, there are 10 minority students enrolled in majors that Altoona delivers on behalf of University Park colleges.

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

Challenge 4: Recruiting and Retaining a Diverse Workforce.

Penn State Altoona continues to strictly follow the University's recruiting and hiring policies and practices. All searches are done publicly either through internal or external posting. The College activity encourages and seeks out candidates from under representative groups. We believe it is important to have a staff and faculty that are representative of the students at Penn State Altoona. There is a commitment to include among the qualified finalists for positions at least one female, a person of color or a person with a disability.

One of the challenges that continues to face Penn State Altoona is the lack of diversity within the Altoona community and Blair County. Penn State Altoona's service area is also among the least diverse populations in the state. However, Penn State Altoona has a more diverse Student population than the surrounding counties. Over 9% of the student body comes from minority groups, and another 0.7% is made up of international students.

The workforce at Penn State Altoona is more than 4% minority and 65% of the executive, administrative, or managerial, staff at the College are women.

Challenge 5: Developing a Curriculum that Supports the Goals of our New General Education Plan

The College continues to offer 27-30 DF or GI courses, each semester, as well as a wide variety of other courses that include issues of diversity, multiculturalism, racism, and social change. Faculty at Penn State Altoona has also worked to link the curriculum to out-of-class activities, especially to enhance diversity topics and issues. Members of the faculty again led a group of students to the Dominican Republic for volunteer work over the 2003 spring break. The language arts faculty sponsors a foreign poetry slam each semester. The Division of Arts and Humanities sponsors a film series at the Downtown center, which includes foreign films and films that focus on diversity issues. The LGBT group at the College received funding last year from the Student Fee and Student Affairs to conduct a film and discussion series at the Penn State Altoona Downtown Center. The College is currently working with the University's Housing and Food Services Office on new on-campus housing. It is the College's goal to create an academic village where there is a complete integration of the in-class and out-of-class environments of students. There are plans to have a diversity/international house within this program.

Challenge 6: Diversifying University Leadership and Management.

Release time from work to pursue educational advancement and leadership opportunities is encouraged and supported for all staff and faculty. Staff and faculty have participated in leadership workshops both on and off campus for as short as several hours and as long as a year.

Challenge 7: Coordinating Organizational Change to Support our Diversity Goals.

The College has been aggressive in establishing systems and strategies that support our diversity goals. Systems of accountability monitoring the various diversity initiatives are in place within departments and the College as a whole. Frequent discussions and written updates help to ensure that progress is being made. Likewise, issues of stagnation or limited success are assessed and responded to as appropriate.

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

Overall Penn State Altoona has been very successful reaching the diversity goals established in 1998. While many of the elements to achieving and sustaining our diversity goals are in place, others will need further identification, development, and assessment.

**AN UPDATE TO
PENN STATE ALTOONA
*FRAMEWORK TO FOSTER DIVERSITY 1998-2003***

(FINAL UPDATE REPORT 2001-2003)

Penn State Altoona continues to enjoy great success in its development as a baccalaureate college. The College currently offers fifteen baccalaureate degrees, nine associate degrees, and thirteen minors. Several additional new baccalaureate degrees are in the process of development and will extend the colleges baccalaureate degree offerings to 15-18 by 2006. Enrollment in baccalaureate programs at Penn State Altoona continues to grow as does upper division enrollment in Altoona College majors. The success that the College has enjoyed has been the direct result of a dedicated, highly skilled faculty and staff that have taken great care to plan for and meet the needs of a baccalaureate students body.

Penn State Altoona's strategic planning process as well as the development of our *Framework to Foster Diversity* has been comprehensive and has involved every area of the College. Great care has been taken to recruit and develop a diverse faculty of outstanding teachers and scholars, and to the development of a curriculum that reflects and honors the University's commitment to diversity. Likewise, care has been given to developing an appropriate array of services, programs and activities that meet the needs and expectations of all students. It is a continuous goal of Penn State Altoona to weave the in-class and out-of-class environment and experiences of students into a seamless web of educational activities and opportunities that will prepare them well to assume their role and responsibilities as educated and engaged citizens in a diverse and multicultural world.

Penn State Altoona's continuing and unwavering commitment to creating and supporting a diverse campus environment is first evident in the College's Vision and Mission statements (See Appendix 1). In Penn State Altoona's original *Framework to Foster Diversity Plan* developed in 1998, the College developed a Diversity Mission Statement that has served as the foundation to the development and implementation of all of our diversity initiatives.

Penn State Altoona Diversity Mission Statement

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

We value learning in all of its forms – classroom instruction, independent learning, co-curricular learning, faculty research, and study and improvement of our own

administrative and academic processes. Learning involves developing an appreciation for people from different backgrounds and who exhibit diverse types of thinking.

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

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

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

(Est. 1998)

This following report presents a final review and update of Penn State Altoona's *Framework to Foster Diversity Plan 1998-2003*, as well as new initiatives developed in the *2001 Framework Update Report*. The successes and continued challenges listed in this update will serve as a foundation and starting point for Penn State Altoona's *Framework to Foster Diversity Plan 2004-2009*. The pursuit of these activities is the responsibility of every member of the Penn State Altoona community. The shared experiences and learning that comes from the pursuit of these efforts will continue to enrich and enhance the academic and campus life of the College.

ANSWERS TO QUESTIONS POSED TO ADMINISTRATIVE UNITS

Challenge 1. Developing a Shared and Inclusive Understanding of Diversity

1. *How does your college define or describe diversity? How is this understanding demonstrated in areas of emphasis within your college?*

As a part of the planning process for Penn State Altoona's *Framework to Foster Diversity* the planning group developed a definition of diversity for the College.

Penn State Altoona Definition of Diversity

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

A draft of the Definition of Diversity was shared broadly on campus for review and comment. It was also formally presented, discussed, and unanimously approved by the College's Executive Staff, Faculty Senate, and Student Government Association. All comments were reviewed and incorporated into what has become Penn State Altoona's Definition of Diversity.

2. *How does your college distribute and discuss information to staff, faculty, and students about Penn State Altoona's diversity initiatives?*

ADMISSIONS

Penn State Altoona's Definition of Diversity is shared with all high school guidance counselors and is a part of the College's Admissions presentations to both local schools and to schools out-of-state that have predominately minority populations. Time is taken to discuss the definition and Penn State Altoona's commitment to diversity in all of its

forms. Admissions staff stress that diversity and diversity education will be a keystone in the education at Penn State.

BUSINESS OPERATIONS

Business operations sponsors and coordinates diversity and affirmative action training for faculty and staff throughout the year.

Business Services incorporates a diversity page into the *College Employee Orientation Handbook*. This booklet is distributed to all new faculty and staff hires both full and part-time.

Business Services staff conducted diversity training for 1st and 2nd shift maintenance staff.

BOOKSTORE

The Bookstore shares the *Framework to Fostering Diversity* with all new hires and returning employees. This is done every semester for returning employees.

COMPUTER CENTER

The College's Diversity Mission Statement and Definition of Diversity have been added to the orientation booklet for all new hires full and part-time.

FOOD SERVICES

Food Services management has incorporated the College's Definition of Diversity and Diversity Mission Statement into staff training.

Staff orientation and training include diversity issues, especially in the area of religious differences and food choices.

ACADEMIC AFFAIRS

The College's Diversity Mission Statement and Definition of Diversity are included in the *Full-time and Part-time Faculty Handbooks*. The *Full-time Faculty Handbook* is on the web, and a hard copy is given to all new full-time faculty as part of their orientation. The *Part-time Faculty Handbook* is also on the web, and a hard copy is given to all new part-time faculty members during their orientation.

The Division of Undergraduate Studies works with students, faculty and staff to introduced them to diversity in the curriculum as an integral part of their academic orientation to Penn State. Materials are distributed that highlight the importance of a diverse learning environment.

STUDENT AFFAIRS

The Director of the Division of Student Affairs sends a copy of the College's Diversity mission statement to all Student Affairs staff each semester to re-enforcing his commitment to all aspects of diversity and his expectations for the Division.

The College's Definition of Diversity has been incorporated into the Division of Student Affairs Mission Statement.

Every candidate interviewing for a position in Student Affairs is given a copy of the College's *Framework for Fostering Diversity* in their pre-interview packets. The College's commitment to diversity is discussed at candidate interviews by the Director of Student Affairs.

All new hires meet with the Director of Student Affairs to review and discuss the College's and Student Affairs commitment to diversity as a part on their new employee orientation program.

Faculty/Staff handbook for working with students with Disabilities was widely distributed to all faculty and staff in fall 2003. A web-based version can be accessed as well.

A presentation on Disability Law and "What Faculty Need to Know" was presented at the faculty convocation August 2003.

Students with Disabilities are provided access to both written and web-based information regarding working with Disability services and guidelines for requesting accommodations.

The Director of Multicultural Affairs works with faculty, staff and students on understanding the College's Diversity Mission statement and

Definition of Diversity as a part of new student orientation and throughout the year.

Career Services includes a values statement on their website regarding diversity – *“Be a responsible and dependable resource viewing every interaction as an opportunity to educate student in professionalism, diversity, ethics, job search skills and career development.”*

The Office of Residence Life demonstrates an understanding and emphasis for diversity through their mission statement, hiring, training, retention efforts, and educational opportunities for students and staff. Staff discusses diversity initiatives during staff meetings, plan programs that cover a variety of topics on a regular basis, and contribute thoughts about diversity during professional development sessions.

Student Life has incorporated the Definition of Diversity and Mission Statement in all booklets of the department (hardcopy and on-line).

Diversity and the College’s *Framework to Foster Diversity* are incorporated in New Student Orientation through a variety of programs, activities, and discussions.

Diversity training and the College’s Diversity Plan are a part of New Student Orientation Leader training.

The College reorganized and recharged Penn State Altoona’s Campus Environmental Response and Assessment Team in spring 2002 as planned (**See Appendix 2 for list of members**).

A project called “In Their Shoes” has been developed by the Health and Wellness Center/ Disability Services, with support of an EOPC grant, to establish a web-based training program for faculty and staff on dealing with students with disabilities. An interactive theater component was also developed for on site presentations with each academic division.

The In Their Shoes project was completed and marketed to the Penn State Altoona faculty and staff in spring 2002. It was then marketed to all Penn State locations in fall 2002. The password protected web-based training program is now available to all colleges and universities and has been adopted by over 30 institutions throughout the U.S. to date.

3. What is the role of the Multicultural coordinator?

For the past two years the Office of Multicultural Affairs has been without strong and sustained leadership. The former Director was not a good fit for the campus. There was a lack of commitment, energy, enthusiasm, and understanding for the diversity initiatives established by the College on the part of the director. Thus, a number of initiatives in this plan were not realized. After an unsuccessful tenure former director left the University.

The departure of the director of Multicultural Affairs came at a in the year when the recruitment cycle and candidate pool were not very strong. A review of applicants interested in the position did not produce an acceptable candidate in the first search. Thus, the position has gone unfilled since June 2003. A second search was started in Fall 2003 and it has yielded a strong candidate. Negotiations on an appointment are in progress and the new director will start on March 15, 2004.

During the last two years the Director of Student Affairs has assumed most of the work and day to day contacts with students regarding issues of diversity and diversity programming. Other parts of the Multicultural Affairs position, International students and student organization advising, were temporarily reassigned to other members of the Student Affairs staff.

During the last year the Director of Student Affairs consulted extensively with the Dean of the College, staff, faculty and students on the role and direction of Multicultural Affairs at Penn State Altoona. It was the goal of the Director of Student Affairs to assess the needs of the campus and reorganize the Office of Multicultural Affairs to be in a better position to address both current and future challenges.

As a result of this review, some significant changes were made to the Multicultural Affairs position and office (**See Appendix 3**). Feedback indicated that the office and the director needed to be seen as advocating for diversity in all of its forms not just in terms of racial diversity. The changes to Multicultural Affairs included moving responsibility for

international students out of the position, and moving Religious Affairs from Student Life to Multicultural Affairs. Also the title of the director and office were changed from Multicultural Affairs to Institutional Equity and Diversity. Feedback on these changes has been positive and seems to have better reflected the College's commitment to diversity in all of its forms.

The Director of Institutional Equity and Diversity continues to be a senior staff member within the Division of Student Affairs. The director is responsible for the development, implementation, and assessment of multicultural programs, activities, and services that supports and enhances diversity in all of its forms. The director also serves as the advisor to the College's multicultural groups and assists them in developing and implementing programs and activities that are educational, social, and affirming. The director will proactively engage in research and assessment of the College's diversity initiatives. The director will actively and proactively engage faculty and staff in discussions as to how to better and more intentionally incorporate diversity into the curriculum. The Director will establish a five-year strategic plan (2005-2010) that will guide the growth and development of the Office of Institutional Equity and Diversity that will make it a model program within University and one of the best in the country. The Director will actively and routinely review the College's *Framework to Foster Diversity* with the Director of Student Affairs and the Dean of the College to ensure its continued advancement and success. The director will also serve as the co-chair of the MOSAIC Committee.

4. Does your College have a diversity Committee? What is its role?

Penn State Altoona's original diversity committee called the Campus Environmental Response and Assessment Team was not very active in years past. The committee was quite large (30 members) and it was difficult getting the full committee together. The Committee's role was to conduct constant environmental scanning regarding the College's campus climate as it relates to diversity in all of its forms. If issues or trouble areas surface the committee is to investigate, discuss, and make recommendations to the Dean regarding an appropriate course of action to correct the problem. The Committee is also an open forum to discuss current and proposed diversity initiatives.

In 2002 the Diversity Committee was reorganized per our plans within the *Framework*. A smaller representative group was appointed by the Dean

to redirect the College's efforts in the area of monitoring campus climate. The committee consists of ten members representing every constituent group of the College. The committee consists of students, faculty, staff, executive staff, and staff assistants. The Committee renamed itself and is now called the MOSAIC Committee and has its own identifiable logo.

The role of the committee is to continue to monitor campus climate issues and provide feedback and recommendations to the Dean. The Committee also sponsors open forums on issues and topics facing the Penn State Altoona community. This past fall 2003 the committee sponsored the College's first ever comprehensive campus climate survey. Surveys were sent to 4,500 faculty, staff and students in October 2003. Five Hundred surveys were returned and data from the surveys is currently being compiled by the Office of the Vice Provost for Educational Equity at University Park. Results are to be forwarded to the MOSAIC Committee and the Dean by the end of March 2004.

The results from this initial survey will serve as a baseline for Penn State Altoona regarding campus climate, and a foundation from which future initiatives will be launched. Findings from the survey will help to focus the future efforts of the committee, as well as direct *Penn State Altoona's Framework to Foster Diversity Plan 2004-2009*.

BEST PRACTICES:

- Penn State Altoona's definition of diversity is comprehensive and inclusive. It was developed with extensive consultation and input from every constituent group within the College and with several community stakeholders. The definition is widely distributed and discussed on a regular basis.
- The Business Office conducting diversity training for second and third shift maintenance staff. This is often a forgotten group and they also need to be sensitive to diversity issues and feel connected to the College's vision and mission.
- Director of Student Affairs sending out the College's diversity statement each semester to all Student Affairs Staff and student leaders to re-enforce his commitment and expectations regarding diversity.
- Every candidate for any position in Student Affairs is given a copy of the College's *Framework to Foster Diversity*. This establishes an expectation and priority skill needed for each staff member.
- All new hires in Student Affairs meet with the Director of the Division to discuss diversity and the College's commitment.
- The Health and Wellness Staff do outreach programs to students experiencing negative emotions and stress due to difference.
- Diversity and the Framework are incorporated into New Student Orientation.

- The *In Their Shoes* programs created by the Health and Wellness Center staff to train and sensitize staff and faculty on issues surrounding students with disabilities has been an overwhelming success. The program has been presented at a national conference and to date some 30 Colleges and Universities have purchased the program to implement on their campus.

Challenge 2. Creating a Welcoming Campus Climate.

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

Penn State Altoona continues to be extremely committed to creating and maintaining an environment that is welcoming and affirming to all members of the campus community. Penn State Altoona values and celebrates diversity in all of its forms. The educational environment of our College is enriched by the diversity of individuals, groups, and cultures that come together in the spirit of learning.

Penn State Altoona is committed to being a leader within the University and in our community by establishing an environment where diversity is celebrated, affirmed, and vigorously pursued, and where the uniqueness of each person is valued.

DEPARTMENT

ACTIVITY/PROGRAM

ADULT CENTER

A full-time advisor/counselor, a full-time staff assistant and a part-time staff assistant are employed to assist adult students returning to school. The Adult Center is open from 8am-8pm to accommodate the varied schedules of adult students.

The Adult Center works with the Registrar’s Office to save spaces in selected day and evening courses. These courses are ones that support the academic needs and abilities of adult students to make the first classroom experience a positive one.

REGISTRAR

The Registrar provides priority scheduling for students with disabilities and coordinates course room assignments based upon the special needs of students with disabilities.

The office continues the ongoing evaluation of the workspace needs of a staff member with a hearing impairment.

ACADEMIC AFFAIRS

All DUS staff serve on campus and University committees that promote diversity at Penn State, and are given the opportunity to be actively engaged with clubs and organizations that support diversity.

Special efforts are in place in DUS to reach out to students from underrepresented groups to foster relationships that will serve as conduits for discussion, collaboration and satisfaction.

DUS staff has expanded their understanding of the special needs of students with disabilities and identify strategies that will improve their chances of academic success.

DUS staff has collaborated with faculty and administrative units to offer educational programming to all students that support a diverse learning environment. The DUS Staff have worked closely with the Health Center Staff on better understanding the needs of students with disabilities. DUS staff help teach the OASIS program for students with learning disabilities.

ATHLETICS

Several intercollegiate sports at the NCAA Division III level have added over the last five years for women. These new sports include softball, tennis, soccer, swimming/diving, volleyball and basketball, and most recently cross country.

Over the past five years the Athletics Department has seen an increase in the participation of students from under represented groups. This is due to many factors, for example, the addition of soccer as a varsity sport, the success of many of our teams,

recruiting efforts, and our teams venturing into areas outside of central and western Pennsylvania.

DEVELOPMENT

Staff in this office continues to take great care to make all who visit the campus feel comfortable and welcome. This office works very hard to help educate and inform the Altoona community about the College's commitment to diversity and works hard to solicit external support for our diversity efforts. Staff are developing new strategies to establish additional support for diverse students.

POLICE SERVICES

The Department encourages officers to attend diversity-training programs on an on going basis. Staff in this important area continues to educate themselves to cultural and diversity sensitivities which help them to provide the highest level of service and support possible to members of the Penn State Altoona community. A member of the Department serves on the College's MOSAIC Committee.

BOOKSTORE

The Bookstore is very proactive and aware of accessibility issues for individuals with mobility limitations and other disabilities. A new addition has recently been added to the Bookstore which has made the building even more accessible to student, faculty, staff and community members with mobility issues.

FOOD SERVICES

Special efforts continue to be put forth to increase culturally diverse menu selections. Housing and Food Services staff also asks students and staff to suggest items they might like to see added to the menus.

Food services staff sponsors Cultural Food Festival nights featuring foods from a specific culture or country.

Food Service staff continues to assess and improve accessibility issues in the cafeteria.

STUDENT AFFAIRS

Health and Wellness Services makes literature available for underrepresented groups.

The Health and Wellness Center conducts a number of outreach services for women, students with disabilities, and individuals with emotional needs related to adjustment, stress, and interpersonal concerns. Outreach initiatives have included peer-lead wellness programs, campus wide orientation programs, and information based programs to students, faculty, and staff. Programs of note have been: Working with students with Disabilities, Health Fairs – “Sex on Campus” and “Walk to Wellness.”

Disability Services offers a specific orientation program for students with disabilities and their parents. Penn State Altoona has the second largest disability population in the University.

Career Services staff actively participates in diversity professional development opportunities to increase their knowledge and experience with diversity issues and trends.

Career Services moved into a new self-contained suite in September 2003. The new facility is a one stop shop for students and provides more accessibility to students with disabilities.

Career Services Student Advisory Board which includes students from all of our associate and baccalaureate degree programs involves students of color.

The Career Services website includes diversity links on Advancing Women, Black Collegian Jobs, The Fortune: Diversity Leaders, HispanicBusiness.com, InRoads, and DiversityInc.com. Disability resources include the American Foundation for the Blind and Business leadership Network.

Career Services distributed the 2003 National Association of Colleges and Employers Diversity issue to multicultural student organizations, as well as a list of career planning workshops that are provided by Career Services.

Student Aid staff have participated in numerous professional development opportunities regarding diversity.

Student Aid staff have taken advantage of new technologies and data warehouses to be as proactive as possible to assist students. Staff conducts timely meetings to assist students with the student aid and the registration process. Staff maintains a positive and productive relationship with the Bursar, Registrar, Adult Center, and Admissions office at Penn State Altoona. The Student Aid office also maintains a positive and productive relationship with the Office of Student Aid at University Park.

Residence Life staff demonstrates visible support for diversity by serving as a role models for students in the area by getting to know many different types of students. Staff led discussions about diversity issues - including human relations discussions in the Resident Assistant training course. Staff show sensitivity to different needs of students on a daily basis. Residence Life strives to hire a staff that is reflective of the campus community at both the student and professional staff level. For 2003-2004 the resident assistant staff is 30% students of color and the professional staff is two thirds minority.

Student Life staff continue and increase their participation in professional development programs dealing with the wide spectrum of diversity issues. Most recently the International Student Organization has been given an office space in the Student Union.

Student Life staff helped the Black Student Union establish a student office space. They are also helping other minority groups locate and establish student organization office space in the student union.

Student Life staff have helped a record number of multicultural groups to form at the College which helps to create a strong presence and sense of community. Groups to date include: Black Student

Union, Latin Student Group, Asian Student Group, International Student Group, Rainbow Alliance, Urban Dance Troupe, STEP Team, Spanish Club, Jewish Student Group, Deutchmeister (German) Club, Society of Women Engineers, French Club, Gospel Choir, Sigma Lambda Beta Fraternity (Latino Focused) and Sigma Lambda Gamma Sorority (Latino focused).

Student Affairs continues to provide ongoing support for multicultural student organizations by sponsoring food festivals, cultural nights, and ethnic exhibitions.

Religious holiday calendars are distributed to all faculty, staff and administrative offices. Religious holidays are included on the Student Programming Board's Calendar of events each semester.

On-campus office space has been made available for all of our Campus Ministry staff. Student Affairs helped to purchase an Ark and is negotiating for the acquisition of Torah from a local synagogue. Assistance is provided in identifying students desiring "home hospitality" for Jewish high holy days. Religious Affairs staff has worked with faculty and students to establish Buddhist meditations.

Student Life staff has established a library of leadership resources for use by all student organizations on diversity materials.

All student organizations are encouraged to create web pages. Student Life staff provides assistance to these endeavors.

Student Affairs ensures that our College Distinguished Speaker Series and speakers at Commencement ceremonies represent a balance of diversity issues and perspectives. Penn State Altoona will host former Ambassador, US Senator, and recent candidate for the Democratic Party nomination for President, Carol Moseley Braun as the 2004 Black History Month Lecture event.

Funds have been established within the Division of Student Affairs to support staff assistants and all other staff for professional development. The Division also has a Professional and Staff Development Committee that conducts ongoing in house staff development activities. This committee has been co-chaired for the last two years by two staff assistants.

Career Services staff and UP Career Services have worked very successfully to market the “Stepping Up” Multicultural Career Conference and Fair to students of color. A bus was also provided to help with transportation to and from the fair.

2. How does your College identify climate issues?

Penn State Altoona has not formally assessed the campus climate for several years. However, the College conducted a climate assessment on campus climate as it relates to women in spring 2002. The effort was lead by Dr. William G. Cale, Jr., CEO and Dean of the College (**See Appendix 4**). In Addition, the College’s campus climate committee, MOSAIC, conducted a campus-wide climate survey in October 2003. The survey was send to 4500 students, faculty and staff (**See Appendix 5**).

The results of this survey have not yet been returned from University Park’s Equity Office. The Committee is looking forward to reviewing the survey’s findings. The issues identified will enable Penn State Altoona to establish a baseline for our campus climate. Likewise, the results will enable us to address any climate issues identified and will serve as a guide for the College in our planning and budgeting efforts thereby better deploying resources. The results of the survey will also be shared widely with all stakeholders.

A Task Force to review campus wide issues related to Disability students was appointed by the Dean in fall 2002. A final report was completed in spring 2003 (**See Appendix 6**). Recommendations from the report were adopted and approved by the Dean and have been implemented or are in process of being implemented.

Many departments at Penn State Altoona continue to engage in climate assessment activities. These less formal, yet critically important activities help the College to proactively identify and respond to both acute and long-term climate issues. Moreover, the climate on campus is such that faculty, staff, and students feel comfortable sharing climate issues and concerns with executive staff and the Dean.

The College has taken several proactive steps to better inform students, staff and faculty of whom to talk to regarding issues of intolerance. Student Affairs staff for example work very closely with our multicultural groups. They have been able to establish credibility and trust by engaging students in meaningful and respectful dialogue, and by cooperatively and proactively addressing issues of concern. The MOSAIC committee as a part of its reorganization sent out information to faculty, staff and students regarding its purpose and how it could provide support and advocacy.

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

When an issue comes to the attention of the Dean or any other member of the Executive Staff, it receives top priority status. If the issue comes first to the Dean and it involves students he charges the Director of Student Affairs to be the lead investigator, if the issue involves faculty the Director of Academic Affairs serves in the lead role, if it involves staff the Director of Business Services serves as the lead investigator. All report back to the Dean throughout the process until the issue is satisfactorily resolved or a strategy for resolution has been agreed upon.

The College has taken proactive steps in providing information to students, faculty and staff regarding diversity and who to contact when an issues or concern arises. We include very direct and specific information in our *Student Handbook*, *Faculty Handbook*, New Student Orientation Programming, FTCAP, residence life training and educational programs, the First Year Seminar courses, and through a variety of programs held on campus during the year. Although we are doing well in getting this information out to all of our constituencies we can still improve. We will continue to make this a priority area in the next plan.

DEPARTMENT

ACTIVITY/PROGRAM

CEO and DEAN

The CEO and Dean continues to meet regularly with groups of faculty and staff to discuss issues of

concern. Issues identified at these meetings are forwarded to members of the Executive staff for response or handled by the Dean himself.

STUDENT AFFAIRS

The Director of Student Affairs continues to hold open forums each semester with students in residence halls and with various student organizations. He also hosts a forum each semester with the minority students.

The Office of Residence Life identifies climate issues by being present for resident assistant staff whenever necessary and by responding to needs as they arise. Through understanding the makeup of Penn State Altoona and by discussing what needs students may have when they arrive, staff can be sensitive to issues that may arise in the halls.

The Career Services staff has developed an evaluation form to track student satisfaction of our services. This process affords students an opportunity to suggest other services or resources that they would need to assist their career development.

Create a new multicultural program called *Collective Voices*, an interactive dialogue program for women. This program was not completed due to the leave and departure of the Director of Multicultural Affairs.

Multicultural Affairs will implement a new program entitled, *Different Drums: Human Diversity through Music*. This program was not completed due to the leave and departure of the Director of Multicultural Affairs.

POLICE SERVICES

Officers interact with the Director of Multicultural Affairs and DUS staff that works closely with minority students to identify issues and concerns.

STUDENT GOVERNMENT

The SGA established a standing committee on diversity. The role of this committee is to identify and help respond to issues and concerns that are

raised regarding the diversity climate on campus. The Committee has been active in planning some diversity events and has met with key administrators.

4. *What college-wide and individualized approaches have you developed to enhance overall climate issues?*

Penn State Altoona administration and Student Government takes every issue of intolerance or insensitivity brought to their attention seriously. The Division of Student Affairs serves as the clearinghouse for Acts of Intolerance incidents reported at the College. Every incident that is brought to our attention is investigated and appropriate responses are administered. These responses may include one or a mix of educational programs, personnel actions, student discipline, individual interventions, and counseling support services.

CEO and DEAN

There were issues brought to the attention of the CEO and Dean regarding climate issues for women. He listened to these issues and responded by addressing this issue with College Executive Staff at a retreat in August 2001. He establish a group to develop and administer a climate survey.

STUDENT AFFAIRS

The Division of Student Affairs has been a leader in addressing and recording Acts of Intolerance. Since Spring 2000 there have been four separate acts of intolerance reported to the Student Affairs. Two of the incidents were resolved through disciplinary charges and sanctioning, and through counseling and mediation, clarifying for the accused student the differences between freedom of speech and intolerance. Two incidents followed the events of September 11, 2001, and involved inappropriate comments toward a student of middle-Eastern descent from residence hall windows. The students making the inappropriate comments were not identified; however, residence life staff did address these issues in floor and hall meetings and with programming.

Residence Life staff enhances the overall climate of the residence halls by discussing diversity in newsletters, showing a diverse, functional work group, and through individualized approaches such as discussing issues of diversity with students as those situations arise.

Student Life staff support our many diversity student groups and actively encourage the development of new organizations that will enhance the campus climate and create a more warm and welcoming environment.

The Penn State Altoona Distinguished Speaker Series brings to the College each year speakers that address issues of diversity in all its forms. These lectures are linked with each of the academic divisions and many faculty members incorporate them in to their course material and assignments.

Professional development opportunities for staff assistants and other female staff are encouraged and supported financially.

POLICE SERVICES

Every fall Police Services staff hold training sessions for all international students to help them become familiar with the department and campus policies. They are also instructed on ways to “stay safe”.

COLLEGE

The CEO and Dean and other Executive Staff are frequent participants in diversity programs held on campus. Likewise, senior staff regularly attends student events, cultural events, and other College programs. The visibility of senior staff at events is important to creating trust and credibility. It also stresses the importance and significance of these events and initiatives in enriching the learning environment, as well as creates a welcoming and supportive campus life environment.

As an outcome from the Climate Survey for Women and from focus groups established to follow up on the survey, a Staff Advisory Council was created at Penn State Altoona. The Staff Advisory Council purpose is to provide effective communications

with exempt and nonexempt staff regarding suggestions, review, and advice on issues that impact on or are impacted by staff. These include policy and practice, continuous quality improvement, diversity, customer service, and other institutional concerns. The Council is composed of 14 members of the exempt and nonexempt staff and act in an advisory capacity to the Dean and CEO (See Appendix 7).

BEST PRACTICES:

- Incorporating Diversity and parts of Penn State Altoona's Framework to Foster Diversity into new student orientation sets a tone and expectation at the beginning of a student's career at the University.
- The Adult Center works with the Registrar's Office to save spaces in selected day and evening courses. These courses are ones that support the academic needs and abilities of adult students to make the first classroom experience a positive one.
- The Registrar provides priority scheduling for students with disabilities and coordinates course room assignments based upon the special needs of students with disabilities.
- The Health and Wellness Center conducts a number of outreach services for women, students with disabilities, and individuals with emotional needs related to adjustment, stress, and interpersonal concerns.
- Disability Services offers a specific orientation program for students with disabilities and their parents. Penn State Altoona has the second largest disability population in the University.
- Student Aid staff have taken advantage of new technologies and data warehouses to be as proactive as possible to assist students. Staff conducts timely meetings to assist students with the student aid and the registration process. Staff maintains a positive and productive relationship with the Bursar, Registrar, Adult Center, and Admissions office at Penn State Altoona. The Student Aid office also maintains a positive and productive relationship with the Office of Student Aid at University Park.
- The CEO and Dean meet regularly with groups of faculty and staff to discuss issues of concern. Issues identified at these meetings are forwarded to members of the Executive staff for response or handled by the Dean himself.
- Creating a Staff Advisory Board to serve in an advisory role to the Dean and CEO.

Challenge 3: Recruiting and Retaining a Diverse Student Body.

A major goal within Penn State Altoona's Strategic Plan is to increase its minority student population to 10% of the total student body by 2006, and to increase international student enrollment to 100 students by 2006. In order to attract and retain a talented and diverse student body, considerable attention has been given to increasing scholarship support for incoming students, especially those who maybe interested in Penn State Altoona baccalaureate programs.

Penn State Altoona continues to be very successful in increasing the diversity of our student body. Minority students make up 9.0 % of our student population in 2003-2004. Although this is a slight decrease since 2001-02 (.02) the drop can be attributed to our overall slight decrease in enrollment. For Fall 2003, there are 70 minority students enrolled in Altoona College associate and baccalaureate majors an increase of 36% since fall 2001. Of the 70, 41 are upper division students. In addition, there are 10 minority students enrolled in majors that Altoona delivers on behalf of University Park colleges (**See Appendix 8 and 9**).

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

Recruit a diverse, highly qualified student body

Total Enrollment	1997		1998		1999		2000		2001		2002		2003	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Total Enrollment (Headcount)	3,727		3,873		3,773		3,765		3,827		3,885		3,784	
Total Enrollment (FTE)	3,484.9		3,586.4		3,594.2		3,513.2		3,557.3		3,685.2		3,590.2	
Part-time Enrollment	397	10.6	454	11.7	459	12.2	462	11.9	368	9.6	337	8.7	317	8.4
Full-time Enrollment	3,330	89.4	3,419	88.3	3,314	87.8	3,410	88.1	3,459	90.4	3,548	91.3	3,467	91.6
Traditional-aged Students (23 or under)	3,181	85.4	3,333	86.1	3,188	84.5	3,308	85.4	3,257	85.1	3,337	85.9	3,262	86.2
Non-Traditional-aged Students (24 +)	546	14.6	540	13.9	585	15.5	564	14.6	562	14.9	547	14.1	522	13.8
Service Area Enrollment *	1,968	52.8	2,089	53.9	2,045	54.2	2,113	54.6	1,951	51.0	1,919	49.4	1,780	47.0
PA (including service area)	3,371	90.4	3,502	90.4	3,363	89.1	3,500	90.4	3,371	88.1	3,402	87.6	3,310	87.5
Out-of-State Enrollment	356	9.6	371	9.6	410	10.9	372	9.6	456	11.9	483	12.4	474	12.5
1 st Choice Freshman **	877	65.1	829	58.8	808	57.3	824	68.5	782	56.6	846	59.2%	734	53.6%

* College service area consists of Blair, Bedford, Cambria, and Huntingdon Counties, and half of Somerset County. Data for Somerset is based on the entire county, because data can not be disaggregated.

** Percentage of freshmen who listed Penn State Altoona as campus of 1st choice.

Increase representation of international and minority students.

	Students from Under-Represented Groups																Target	
	1996-1997		1997-1998		1998-1999		1999-2000		2000-2001		2001-2002		2002-2003		2003-2004		2005-2006	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
African-Am.	88	2.4	96	2.6	117	3.0	126	3.3	155	4.1	201	5.3	204	5.3	194	5.1		
Asian-Am.	50	1.4	52	1.4	51	1.3	49	1.3	59	1.6	72	1.9	85	2.2	85	2.2		
Hispanic	52	1.5	56	1.5	49	1.3	51	1.3	76	2.0	76	2.0	64	1.6	59	1.6		
Native Am.	5	0.1	5	0.1	4	0.1	3	0.1	4	0.1	4	0.1	2	<0.1	3	0.1		
Total, Minority Students*	195	5.6	209	5.6	221	5.7	229	5.9	294	7.8	353	9.2	355	9.1	341	9.0	410	10
International students	7	0.2	16	0.4	21	0.5	25	0.6	38	1.0	28	0.7	36	0.9	35	0.9	100	2.5

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

1. How does your college contribute to locating and recruiting undergraduate students from underrepresented groups?

A. CURRENT INITIATIVES - RECRUITMENT

DEPARTMENT

ACTIVITY/PROGRAM

ADMISSIONS

The Office of Admissions at Penn State Altoona includes a full-time coordinator of Minority and Special Programs Admissions. The primary duties of this position are the recruitment of minority students, conduct individual on-campus interviews, and coordinate activities that support minority student recruitment. The Coordinator of Minority Recruitment organizes and trains currently enrolled minority students who serve as hosts and panel presenters to our minority student bus trip participants, a vitally important role in our overall minority recruitment efforts.

The Office of Admissions has developed an interactive recruitment CD that includes presentations by five students that include one Hispanic/Latino female, one African-American male, and one female adult learner.

Penn State Altoona has developed agreement with an international university CSEM in Marseilles, France. The College does not conduct any direct recruitment of international students.

Admissions staff has conducted out of state high school visits in the New York City and metropolitan areas of New Jersey. Staff has attended College nights in the New York-New Jersey area. Penn State Altoona Admissions staff continue to collaborate with UP, the New York and New Jersey regional recruiters for out of state recruitment programs. Staff actively participate in out of state Junior Open Houses and Financial Aid/Application Workshops. Penn State Altoona continues to have success with our bus trips and out of state school visits and College Fairs.

Penn State Altoona continues to have a strong and very successful partnership with “Operation Link Up” based in Patterson New Jersey. Each year over 70 minority students visit Penn State Altoona for an overnight program. Students come from five different high schools and on two separate dates in September and November.

Penn State Altoona admissions staff continues to collaborate with the Penn State Recruitment Centers in Philadelphia, Harrisburg, and Pittsburgh to identify and bring students of color to campus for a visit.

Admissions staff has sponsored a group of students from the New York/New Jersey area for the spring junior open house.

Admissions and the College continue to have success in recruitment by setting aside a number of on housing campus spaces for minority and international students. This effort has been very successful in recruiting and retaining students of color.

Since most adult learners inquire about College in response to major changes in their lives, i.e. loss of job, family breakup, etc. they rarely follow the same admissions time line as traditional-aged students. A study of Altoona adult learner admits indicated that approximately 70% did not begin the admission process until May or June. To support adult learners, spaces are saved in selected day and evening classes.

In conjunction with the Division of Math and Natural Sciences, Division of Undergraduate Studies, Learning Resources Center and the Office of Continuing Education and Training, the College continues to offer a noncredit math course entitled, “No Pressure Math Refresher” that helps adult learners build math skills and confidence in their ability to succeed in the credit math requirements.

Using a list of recently discharged veterans provided by the Office of Veterans Affairs at

University Park, personalized letters are sent to each veteran inviting them to an adult learner open house and encouraging them to consider enrolling at the College.

Penn State Altoona works with the Southern Alleghenies Planning & Development Commission (SAPDC) to coordinate regional activities of Workforce Investment Board (WIB). The WIB administers training funds available through the Federal Workforce Investment Act (WIA) and reviews educational programs for posting as approved training programs. Associate and Baccalaureate degree majors and selected credit and noncredit certificates offered at Penn State Altoona were submitted to the SAPDC. These programs were approved and are posted on Career Link, Pennsylvania's Website for employment and approved educational programs.

In order to enhance the recruitment of adult learners, a review of the academic schedule of classes is conducted annually to assess its support and attractiveness to adult learners.

Admissions established a program for international and minority students interested in Penn State Altoona baccalaureate degree programs. This program is a part of the Admission's Office Lion Scout Program.

Work continues with the Offices of Student Aid and the Development to solicit and establish a series of new scholarships that would support the recruitment and retention of a diverse student body into Penn State Altoona degree programs. These scholarships should be directed towards International Students, Upper Division Students, and Leadership/Co-curricular scholarships, Adult Learners.

In spring 2002, Admissions implemented a new program called "Get on The Bus". This program brought first choice Altoona students of color who have been offered Admission to the College, but have not yet made up their mind. This program has enjoyed great success. As a result the Admissions

Office has increased the number of dates for this program.

Admissions is working to establish a special marketing publication directed toward international students, including working with the Admissions Office at University Park on the process for referring more international students to Penn State Altoona. This project is in process and is being coordinated with University Park Admissions.

In consultation with the Office of Admissions at University Park the College has worked to expand strategically visits to out-of-state high schools that have predominately minority students. Penn State Altoona continues to increase its presence in the Washington D.C. and Maryland areas by visiting high schools and meeting with school guidance counselors.

Penn State Altoona has developed a relationship with NYC Catholic Charities. This organization has helped identify college bound students of color to take part in the College's Junior Open House in Spring 2003 and 2004. Because of their interest in Penn State Altoona, Catholic Charities has decided to sponsor their own bus trip to the College in February 2004.

Penn State Altoona has experienced some unusual frustration this past year in working with other recruiting arms of the University. During fall 2003 there was a lack of communication between the Penn State New York Regional Recruiter and Penn State Altoona regarding the NY/New Jersey fall bus trip to Altoona. The College has also experienced a lack of initiative from the Penn State Recruitment Centers in Philadelphia, Harrisburg and Pittsburgh to bring students of color to Penn State Altoona for a visit. Likewise, the Admissions Office collaborated with the MACA office at University Park to organize a bus trip for Washington DC students. For reasons unexplained the trip was cancelled by the MACA office. Given Penn State Altoona's success at recruiting, and more importantly retaining, students of color it is difficult

to understand the frustrations experienced this past year. However, Penn State Altoona will continue to find ways to collaborate and coordinate recruiting efforts with our University colleagues that will attract student of color to the University.

ACADEMIC AFFAIRS

DUS staff continues to collaborate with Admissions to actively recruit students from under-represented groups through Upward Bound, EOP, CAMP, and Operation Link Up.

DUS staff continues to collaborate with the Adult Center to support adult learners and serve their unique needs as they adjust to the academic rigors of the University.

STUDENT AFFAIRS

Residence life staff helps to support the overnight high school visits from New York and New Jersey areas. Staff ensures that the residence experience for these students is meaningful and organized. Members of the residence assistant staff often serve as hosts for these visiting students. Likewise, Student Life staff work with our minority student groups and the Director of Multicultural Affairs to ensure that there are activities available for visiting students.

The Student Aid office continues to offer special student aid counseling sessions for Spanish speaking families.

Student Aid staff continue to make significant gains in counseling diverse student populations as evident of the number of students contacts with the office over the last three years. The Student Aid staff has used new technologies and data warehouses to identify special populations of high need students. Once identified, Student Aid staff takes advantage of any assistance and counseling available to assist these students.

Career Services continues to receive a Perkins Grant to assist special populations as the Penn State Altoona and at Penn State Berks Lehigh Valley

College Consortium, and serves as the principle investigator of the Grant. Under the grant intensified services are marketed to associate degree students, as well as economically disadvantaged students, educationally disadvantaged, and non-traditional students.

Career Services has purchased resources for the Career Resource Library to assist students of color, women, and students with disabilities in targeting companies that promote their career development.

Penn State Altoona has established a procedure to keep the College's residence halls open during University breaks to accommodate international and out-of-state students. However, given the small number of students interested in staying in the halls over breaks it is neither financially feasible nor safe.

HOUSING OFFICE

Penn State Altoona continues to struggle with not having sufficient residence hall space to accommodate all incoming freshman that express an interest in living on campus. To help with the recruitment process and to provide a diverse on-campus freshman presence, in consultation with Housing and Food Services Office, the Admissions Office reserves residence hall spaces for minority, international, disabled, and out-of-state freshman admits. The University has told Penn State Altoona that it will be getting additional on campus housing in near future. A feasibility study is currently underway for this new project.

ATHLETICS

Many of our teams have expanded the area in which they travel to compete. This has an indirect impact on recruitment. Our teams are traveling toward the east and toward more urban areas and are being seen by prospective students. These students may become attracted to Penn State Altoona through our seeing our athletic teams and by the potential of playing varsity athletics at the NCAA Division III level.

2. *What strategies have you developed to retain undergraduate students from under representative groups?*

A. CURRENT INITIATIVES - RETENTION

DEPARTMENT

ACTIVITY/PROGRAM

COLLEGE

Penn State Altoona has an established Retention Committee with broad College representation. This Committee will undergo a review and recharging this next year as a part of the College's *2004-2009 Framework Plan*.

STUDENT AFFAIRS

A new Career Services booklet that has links to information about our majors, which are then linked to job descriptions, and to companies that have hired our graduates in the past, is available on line. Career Services offers Alumni Career panels that are attached to a particular major, i.e. BSMET and Education.

Career Services provides counseling to students that are primarily undecided about their career path. Students come in for multiple appointments to have assessment instruments interpreted and then they are encouraged to do informational interviewing with an alum through LionLink, participate in our shadowing program, and then coached on how to gain experience through a summer internship.

The Director of Career Services and the Director of Student Aid serve on the College Retention Committee.

OASIS is a program of student retention founded eight years ago. It originated as a faculty/staff mentoring program for first year students who received less than a 2.0 GPA their first semester and then was offered for two years as a (1) credit course in the spring semester. In spring 2004 it is being offered as a peer mentoring program. The OASIS

committee also developed and hosted an OASIS Academic Fair which brought together a number of campus resources in an effort to assist students to excel academically.

The Excel program continues to be a program of support offered through the Health and Wellness Center for students with learning disabilities.

There is now more emphasis on Altoona majors in distributing scholarships.

The planned program “Voices of Discovery: Inter-group Dialogue Program” was not completed due to the departure of the director of Multicultural Affairs.

Penn State Altoona expanded the number of academic clubs, honor societies, and professional clubs by 50%. Several new diversity focused clubs have formed since 2002. They include West Indian Student Association, Being United for Social Transformation – BUST, Absolute Beauty Expected – ABE which focuses on the needs and issues of African American women.

The International Student Association has grown and become more active. The now has a student office in the Student Union.

Greek Affairs is working to bring a historically Black Sorority to the campus.

Student Affairs is developing a Community Advisory Board to create and expand opportunities, support systems, internships, jobs, and community resources in the Altoona area that will attract individuals of color as well as retain college graduates of color. This effort will engage presidents and CEOs of companies with the goal of diversifying our workforce and community thereby enriching and enhancing our community. Early feedback from the community has been very positive. This program is scheduled for late Spring 2004 and Fall 2004.

ACADEMIC AFFAIRS

DUS offers a very unique program that continues to be a model for retention is the First-Year Transition Program (FTP). FTP reaches out to students of color, first generation college students, and international students who are academically at-risk to address issues of transition to collegiate environment. Emphasis is placed on a support system that includes both professional and peer mentors who lend assistance to these young adults as they adjust to the academic and social culture of Penn State Altoona. FTP boasts a retention rate of 80% in the critical first year.

Another successful program offered by the DUS and Admissions celebrates the successful academic achievements of students of color. A reception was held last spring and certificates were awarded to recognize and honor minority students who achieved a 3.0 GPA average during the 2000-01 academic year.

In an effort to expand undergraduate research and internship opportunities for minority students, Penn State Altoona's Academic Internship Office and Career Services Office have met with business to discuss new internship opportunities.

DUS staff increased their attention and focus on recruitment, transition, and retentions issues that affect our international student population.

DUS staff enhanced recruitment and retention efforts that target adult learners and their unique needs.

COLLEGE

Efforts continue through the College's master Planning and Strategic Planning process to develop an On-Campus Day Care Center to support students, faculty, and staff, as well as academic programs at Penn State Altoona.

Graduation and Persistence Rates						
Semester of Admission	FA 93	FA 94	FA 95	FA 96	FA 97	FA 98
5 yr. Graduation rate-Baccalaureate	55.8%	60.7%	56.4%	60.1%	60.6%	
Minority Students 5 yr. Graduation Rate-Baccalaureate	38.7%	37.2%	37.8%	23.5%	47.0%	
Adult Learners 5 yr. Graduation Rate-Baccalaureate	50.0%	50.0%	37.5%	33.3%	36.3%	
5-yr. Persistence Rate-Baccalaureate	5.9%	5.5%	6.0%	6.4%	4.6%	
Minority Students 5 yr. Persistence Rate-Baccalaureate	16.1%	5.8%	6.7%	8.8%	7.0%	
Adult Learners 5 yr. Persistence Rate-Baccalaureate	16.6%	0.0%	12.5%	0.0%	9.0%	
5 yr. Graduation rate-Associate	43.0%	39.3%	45.7%	43.7%	44.8%	
Minority Students 5 yr. Graduation Rate- Associate	36.3%	23.0%	29.4%	33.3%	0.0%	
Adult Learners 5 yr. Graduation Rate-Associate	nsic.	66.7%	33.3%	38.4%	66.7%	
5 yr. Persistence rate-Associate	5.5%	7.0%	4.5%	6.6%	3.4%	
Minority Students 5 yr. Persistence Rate- Associate	22.2%	0.0%	0.0%	8.3%	14.2%	
Adult Learners 5 yr. Persistence Rate-Associate.	nsic	33.3%	33.3%	7.6%	3.3%	
% of Associate Students who changed to Baccalaureate Status (5 yrs after admission)	92.3%	73.5%	79.5%	82.4%	60.0%	81.8%

NSIC = No students in cohort.

It is important to view Penn State Altoona's graduation rates in light of our young tenure as a Baccalaureate college. Most of our new degree programs are less than five years old and are just now seeing sizable graduating classes. Moreover, there are few students of color enrolled in these majors. Also most of students move on to University Park to complete their degrees.

It is our goal to increase upper-division enrollment to over 900 students by 2006. The Currently, Penn State Altoona offers fifteen Baccalaureate and nine Associate degree programs. The College will continue to add high quality Baccalaureate programs with a goal of having 15-18 programs and over 900 upper division students by 2006. Many of these programs will appeal to students of color, and when coupled with a welcoming, nurturing, and supportive environment will have a positive impact on our graduation rates.

Continue to expand high quality baccalaureate programs to a total of 15-18 by 2006.

Associate	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2005-6 Target
LAS	27	30	18	13	20	16	
EET	22	18	19	15	13	22	
MET	18	21	17	34	14	23	
BA	17	30	31	38	21	22	
NURS	34	26	23	25	23	36	
CJ			0	3	7	4	
HDFS			3	6	6	11	
IST				4	10	14	
Science					0	0	
Misc.	3	5	1	0	0	0	
Sub-Total (Assoc.)	122	130	112	141	114	148	250
Baccalaureate							
EMET	38	39	23	28	25	29	
NURS	5	13	10	15	13	4	
LASAL	2	9	17	9	18	10	
BSBAL		7	36	40	54	59	
CJBA/BS			2	24	50	41	
ENGAL			4	14	18	18	
HFSAL			0	16	23	28	
SCIAL				0	0	1	
ENVST					1	4	
INART					1	4	
Misc.	25	13	20	11	23	15	
Sub-Total (Bacc.)	70	81	112	157	226	213	350
Assoc. & Bacc. Graduates	192	211	224	298	340	361	600
Master's			16	2	0	1	
Total (with Master's)	192	211	240	300	340	362	

Growth in Degree Program Enrollments								Target
	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2005-2006
Associate Degree Majors	539	594	549	501	523	549	484	600
% Change in Associate Majors over Previous Year		10%	-8%	-8.7%	4.4%	5.0%	-11.8%	
Baccalaureate Degree Majors	114	226	412	590	721	775	903	1200
% Change in Baccalaureate Majors over Previous Year		98%	82%	43.2%	22.2%	7.5%	16.5%	
Upper Division Enrollment from Enrollment Plan *	218	311	413	455	531	562	562	982
% Change in Upper Division Enrollment over Previous Year		42.7%	32.8%	10.6%	16.7%	5.8%	0.0%	

BEST PRACTICES

Successful Recruitment Strategies:

- Out of state visits by Penn State Altoona's Coordinator of Minority Student Recruitment to high schools in New York/New Jersey areas that have predominantly minority population.
- Overnight bus trip visits to the campus by students from New York, New Jersey, Harrisburg, Pittsburgh, and Philadelphia.
- Our partnership with Operation Link Up out of Patterson, New Jersey.
- Our new interactive Admissions CD will be very appealing and informative.
- Reserving spaces in the residence halls for minority, international, and disability students.
- Adult Student Open Houses.

Successful Retention Strategies:

- The First Year Transition program is extremely successful. This program reaches out to students of color, first generation students, and international students. The program boasting a retention rate of 80%.
- The establishment of strong and appropriate support systems and services to meet the needs of students of color.
- The DUS and Admissions celebrate the successful academic achievements of students of color. A reception was held last spring and certificates were awarded to recognize and honor minority students who achieved a 3.0 GPA average during the 2000-01 academic year.
- OASIS is a program of student retention founded eight years ago. It originated as a faculty/staff mentoring program for first year students who received less than a 2.0 GPA their first semester and then was offered for two years as a (1) credit course in the spring semester. In spring 2004 it is being offered as a peer mentoring program. The OASIS committee also developed and hosted an OASIS Academic Fair which brought together a number of campus resources in an effort to assist students to excel academically.

Challenge 4: Recruiting and Retaining a Diverse Workforce?

1. *How has your college actively engaged in locating and recruiting faculty and staff from under represented groups?*
2. *What recruitment strategies have been most successful?*
3. *What retention strategies have you implemented in your college to retain members from under represented group?*

CURRENT INITIATIVES

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

The College regularly advertises for new faculty positions in *The Chronicle of Higher Education*, and *Black Issues in Higher Education*. In 2000-01, the College began advertising positions with the Minorities Job Bank. Faculty and staff also attend conferences to conduct preliminary interviews and answer questions about faculty or staff positions, programs, and the College. The best recruitment strategies we have employed at the College are advertisements in *The Chronicle of Higher Education* and in discipline-specific journals.

One of the issues that continues to challenge Penn State Altoona is the lack of diversity within the Altoona community and Blair County. Penn State Altoona's service area is also among the least diverse populations in the state. The only county with a significant minority population (more than 5%) is Huntingdon, which has a black or African-American population of 5.1%. Bedford, Blair, and Somerset counties are all over 97% white, and Cambria County is over 95% white. The state of Pennsylvania is slightly over 85% white. Only Dubois and Schuylkill have less diverse high school graduate populations than Altoona, and only Dubois and Schuylkill have less diverse college-going high school graduates than Altoona in 1998. White high school graduates account for nearly 98% of all high school graduates in the Altoona service area, while white graduates account for 86% of all graduates state-wide. However, Penn State Altoona has a more diverse Student population than the surrounding counties. Over 9% of the student body comes from minority groups, and another 0.7% is made up of international students. The workforce at Penn State Altoona is more than 4% minority, and the

executive, administrative, managerial, or other professional staff is 10% minority/under represented groups.

4. What retention strategies have you implemented in your college to retain members of under-represented groups?

The college has a very extensive faculty development program, including conference travel (\$2,000 per year) and two small internal grant funds. An Assistant Dean of Academic Affairs serves as Director of Research and Sponsored Programs, and works with faculty to identify and apply for external funds. Moreover, each executive staff member has set aside professional development funds for staff within their departments.

Turnover, among staff and faculty at Penn State Altoona has been extremely low over the last fifteen years, so it is difficult to determine what retention strategies are most effective. The College will undertake an assessment of staff and faculty regarding retention as a part *2004-2009 Framework Plan*.

**Active Employees at Altoona Campus
from the Human Resource Extract File on 13 Feb.04**

Table of Appointment by Ethnic

<u>Frequency</u>	<u>ASN</u>	<u>BLK</u>	<u>HSP</u>	<u>IND</u>	<u>WHT</u>	<u>ZZZ</u>	<u>Total</u>
ADJ	0	0	0	0	1	0	1
FTM	0	1	0	0	32	0	33
FT1	2	2	1	0	21	0	26
FT2	2	0	0	0	151	0	153
STN	6	5	3	1	287	0	302
WAG	1	5	0	0	86	112	204
Total	11	13	4	1	578	112	719

Table of Appointment by Sex

<u>Frequency</u>	<u>F</u>	<u>M</u>	<u>Total</u>
ADJ	1	0	1
FTM	20	13	33
FT1	16	10	26
FT2	69	84	153
STN	157	145	302
WAG	142	62	204
Total	405	314	719

Table of Ethnic By Sex

<u>Frequency</u>	<u>F</u>	<u>M</u>	<u>Total</u>
ASN	7	4	11
BLK	6	7	13
HSP	1	3	4
IND	1	0	1
WHT	314	264	578
<u>ZZZ</u>	<u>76</u>	<u>36</u>	<u>112</u>
Total	405	314	719

Table of BEO by Sex

<u>Frequency</u>	<u>F</u>	<u>M</u>	<u>Total</u>
1-Exec,Amin,Mangr	32	17	49
2-Faculty	122	163	285
3-Prof Non-Faculty	41	30	71
4-Security/Clerical	162	40	202
5-Technical	9	10	19
6-Skilled Crafts	1	10	11
<u>7-Service/Maintaince</u>	<u>38</u>	<u>44</u>	<u>82</u>
<u>Total</u>	<u>405</u>	<u>314</u>	<u>719</u>

Employment Class Sex

<u>Frequency</u>	<u>F</u>	<u>M</u>	<u>Total</u>
ACAD	122	163	285
ACAM	0	2	2
STFF	244	99	343
<u>TECH</u>	<u>39</u>	<u>50</u>	<u>89</u>
Total	405	314	719

Table of Employment Class by Ethnic

<u>Frequency</u>	<u>ASN</u>	<u>BLK</u>	<u>HSP</u>	<u>IND</u>	<u>WHT</u>	<u>ZZZ</u>	<u>Total</u>
ACAD	9	2	3	1	270	0	285
ACAM	0	0	0	0	2	0	2
STFF	2	11	1	0	233	96	343
<u>TECH</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>73</u>	<u>16</u>	<u>89</u>
<u>Total</u>	<u>11</u>	<u>13</u>	<u>4</u>	<u>1</u>	<u>578</u>	<u>112</u>	<u>719</u>

Challenge 5: Developing a Curriculum that Supports the Goals of Penn State's New General Education Plan.

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

CURRENT INITIATIVES

DEPARTMENT

ACTIVITY/PROGRAM

ACADEMIC AFFAIRS

The College continues to offer 27-30 DF or GI courses, each semester, and a wide variety of other courses include issues of diversity, multiculturalism, racism, and social change (**See Appendix 9**).

Penn State Altoona was authorized to grant a Spanish minor, beginning in summer 2001.

A faculty member developed a new course, HIST 110, Nature and History, which meets both GH and GI requirements. This course will be offered every other year at Penn State Altoona.

A Women's Studies minor has been approved for Penn State Altoona.

Two faculty members received a FELT grant to develop a team-taught course on difference and diversity, scheduled for spring 2002.

Penn State Altoona has sent students to study in France (Marseilles) during each of the last 5 summers. We expect an additional 5 French business students to arrive at Penn State Altoona as junior level students next fall and to remain for two years. They will receive degrees from Penn State and the CESEM, a French Institution at that time. We expect 5 additional French students to arrive each fall thereafter. [Also, French engineering students (Bethune) have spent summers at Penn State Altoona several times over the last 5 years.]

STUDENT AFFAIRS

Career Services offers a two credit elective course called “Career Decision Making”. Throughout the course, instructors and guest speakers discuss disability issues, multicultural issues, and study aboard opportunities within the College.

Health and Wellness Center staff are available to faculty to provide-in-service, workshops, and curriculum materials on diversity as it relates to the health of our students.

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

CURRENT INITIATIVES

DEPARTMENT

ACTIVITY/PROGRAM

ACADEMIC AFFAIRS

(See Appendix 10 for a listing of research in support of the University’s Diversity Plan).

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

CURRENT INITIATIVES

DEPARTMENT

ACTIVITY/PROGRAM

**ACADEMIC AFFAIRS
STUDENT AFFAIRS**

Diversity is well integrated into the curriculum at Penn State Altoona. The College regularly offers 27-30 DF or GI courses each semester. Diversity issues are incorporated into a wide variety of courses across the disciplines. In 2000-01, a scholar

from Brazil was a Fluorite Artist-In-Residence at Penn State Altoona. She taught a class, and produced a dance performance piece set in an Afro-Brazilian context. In Fall 2001, the Writer-in-Residence, Patrick Rozal, is Filipino-American.

Faculty at Penn State Altoona have also worked to link the curriculum to out-of-class activities, especially to enhance diversity topics and issues. Several faculty members led a group of students to the Dominican Republic for volunteer work over the 2001 spring break. The language arts faculty sponsors a foreign poetry slam each semester. The Division of Arts and Humanities sponsors a film series at the Downtown center, which includes foreign films and films that focus on diversity issues.

Some faculty in American Studies and Integrative Arts link student assignments to the annual Blair County African-American Heritage Festival each fall. AM ST 105 also asks students to research and write about what they like in Rock 'n' Roll from the past fifteen years then relate it to pre-war genres of African-American music that form the underpinnings of Rock 'n' Roll.

Celebrate Diversity!- This community program holds many of its workshops on the campus. The program is aimed at 7th and 8th graders and is designed to promote tolerance and acceptance of differences among these young adolescents. Faculty collect pre- and post-test data each year on the participants regarding their attitudes in five basic areas: Racial, gender, age, disability and religious diversity. Students in HDFS 311 help collect the data each fall and use it to write their own research paper. This year will be the 10th year of data to be collected with approximately 150 adolescent participants each year.

One of our faculty Jerry Zolten reports that in his Pennsylvania Humanities Council talks, where he's presented as a representative of the University, he discusses popular culture and its impact on racism,

stereotypes, and prejudice as well as how music and comedy function as communication about culture.

In ENG 469, “Slavery and the American Imagination,” there were public screenings of the movies *Amistad* and *Beloved* shown at the Downtown Center, both which were followed by group discussions of issues raised in the films.

African-American Poet E. Ethelbert Miller was a visiting writer on September 11, 2002.

The College’s Distinguished Speaker Series, Cultural and Performing Arts Series, and Multicultural programming are integrated reviewed and jointly selected by Student Affairs staff and faculty. These programs are often integrated into courses.

Health and Wellness Center staff has presented in classes and have provided in-services, workshops and curriculum materials on diversity as it relates to the health of our students.

The College is in the process of developing new on campus housing with the University. Penn State Altoona desires to build new housing that will intentional link the in-class and out-of-class environments of students. The concept of an academic village is being investigated. This project has received support and endorsement from the College’s Faculty Senate and Student Affairs. The new housing structure and program are in the early planning stages but it has already generated great excitement and collaborative effort. Student Affairs staff and faculty will soon begin the development of the programming and interactive activities that will take place in this new facility.

BEST PRACTICES:

- Health and Wellness Center staff has presented in classes and have provided in-services, workshops and curriculum materials on diversity as it relates to the health of our students.

- The College's Distinguished Speaker Series, Cultural and Performing Arts Series, and Multicultural programming are integrated reviewed and jointly selected by Student Affairs staff and faculty. These programs are often integrated into courses. Celebrate Diversity!- This community program holds many of its workshops here on the campus. The program is aimed at 7th and 8th graders and is designed to promote tolerance and acceptance of differences among these young adolescents. Faculty of the program collects pre- and post-test data each year on the participants regarding their attitudes in five basic areas: Racial, gender, age, disability and religious diversity. This year the faculty working with the program has added questions designed to assess attitudes and experiences with bullying and harassment. Students in HDF5 311 help collect the data each fall and use it to write their own research paper. This year will be the 7th year of data to be collected with approximately 150 adolescent participants each year.
- Faculty at Penn State Altoona has also worked to link the curriculum to out-of-class activities, especially to enhance diversity topics and issues. Several faculty members led a group of students to the Dominican Republic for volunteer work over the 2001 spring break. Another member of the faculty is leading the University's study abroad program in Puebla, Mexico in summer 2001. The language arts faculty sponsors a foreign poetry slam each semester. The Division of Arts and Humanities sponsors a film series at the Downtown center, which includes foreign films and films that focus on diversity issues.

Challenge 6: Diversifying University Leadership and Management

- 1. How has your college assisted faculty and staff from under represented groups develop leadership and management skills?*

CURRENT INITIATIVES

DEPARTMENT

ACTIVITY/PROGRAM

ACADEMIC AFFAIRS

Release time from work to pursue educational advancement and leadership opportunities is encouraged and supported for all staff. Staff has participated in leadership workshops both on and off campus for as short as several hours and as long as a year.

STUDENT AFFAIRS

Staff are encouraged to pursue professional development and educational advancement opportunities. Professional development and educational goals are made a part of the staff member's SRDP plan.

Junior staff within the Division are given opportunities to take the leadership role in a number of programs or projects undertaken throughout the year. These opportunities help younger staff learn more about the University as well as help them build their skill base.

Challenge 7: Coordinating Organizational Change to Support Our Diversity Goals.

- 1. What organizational realignments, systems of accountability, resource mobilization and allocation strategies, long-term planning strategies, etc; has your college implemented to ensure the realization of the University's diversity goals?*

CURRENT INITIATIVES

DEPARTMENT

ACTIVITY/PROGRAM

STUDENT AFFAIRS

Tasks related to the implementation of disability services have been realigned to one person versus two to provide for consistency and specialization.

Student advisory groups have been established that allow for the process of objective information sharing and decision-making. An EOPC grant has been awarded to develop a web based training program for faculty and staff that would be designated to provide heightened awareness and sensitivity regarding working with students with disabilities.

Multicultural Affairs will take the lead in developing a plan to increase the awareness of the EOPC funding process for equal opportunity programs and activities.

During Spring 2003 and Fall 2003 the Director of Student Affairs consulted extensively with the Dean of the College, staff, faculty and students on the role and direction of Multicultural Affairs at Penn State Altoona. It was the goal of the Director of Student Affairs to assess the needs of the campus and reorganize the Office of Multicultural Affairs to be in a better position to address both current and future challenges.

As a result of this review, some significant changes were made to the Multicultural Affairs position and office (**See Appendix 3**). Feedback indicated that the office and the director needed to be seen as advocating for diversity in all of its forms not just in terms of racial diversity. The changes to Multicultural Affairs included moving responsibility for international students out of the position, and moving Religious Affairs from Student Life to Multicultural Affairs. Also the title of the director and office were changed from Multicultural Affairs to Institutional Equity and

Diversity. Feedback on these changes has been positive and seems to have better reflected the College's commitment to diversity in all of its forms.

The Director of Institutional Equity and Diversity continues to be a senior staff member within the Division of Student Affairs. The director is responsible for the development, implementation, and assessment of multicultural programs, activities, and services that supports and enhances diversity in all of its forms. The director also serves as the advisor to the College's multicultural groups and assists them in developing and implementing programs and activities that are educational, social, and affirming. The director will proactively engage in research and assessment of the College's diversity initiatives. The director will actively and proactively engage faculty and staff in discussions as to how to better and more intentionally incorporate diversity into the curriculum. The Director will establish a five-year strategic plan (2005-2010) that will guide the growth and development of the Office of Institutional Equity and Diversity that will make it a model program within University and one of the best in the country. The Director will actively and routinely review the College's *Framework to Foster Diversity* with the Director of Student Affairs and the Dean of the College to ensure it continued advancement and success. The director will also serve as the co-chair of the MOSAIC Committee.

BUSINESS SERVICES

Penn State Altoona's HR coordinator is now certified as a Diversity Trainer. She is able to provide Diversity Training to the College staff and faculty particularly for the shift workers who are not able to attend training by UP Trainers throughout the day.

BOOKSTORE

The Bookstore Advisory Committee meets every semester to solicit input from any interested individuals regarding Bookstore services and communications. It is an open forum format and

participation from faculty, staff, and students is encouraged.

OTHER

Penn State Altoona continues to employ a Budget Recycling process whereby 1% of the College's permanent budget will be recycled each year. A Budget Advisory Committee was established to advise the Dean regarding the permanent reallocation of the recycled funds. A main evaluator used by the Budget Review Committee and the Dean to award new permanent dollars, is whether the requests for enhancements or new initiatives support and advance the College's Strategic Plan.

Penn State Altoona has a very direct and intentional focus in its strategic plan on the issue of diversity, creating a welcoming and affirming climate on campus, recruiting a diverse, highly qualified student body, and the creation of an out-of-class environment that fosters personal growth, academic achievement, and life-long learning. We will be able to monitor and record the amount of recycled funds that are allotted to enhancements and new initiatives related to diversity. The budget recycling process will be one indicator of our commitment to new diversity initiatives and our Framework to Foster Diversity.

The College's MOSAIC Committee will be actively involved in monitoring the College's progress related to our Framework to Foster Diversity.

The Student Government Association's Standing Committee on Diversity has monitored and commented on the College's progress on and commitment to diversity in all of its forms.

The Campus Climate Survey was conducted in the Fall 2003 and will serve as another indicator of our diversity efforts, and will provide the College with quantitative and qualitative data on which to judge our current initiatives and strategic goals, as well as serve as foundation for our new *Framework Plan* 2004-09.

The PSU Student Satisfaction Survey conducted every two years and will be administered this spring 2004, will provide the College with additional data regarding student satisfaction with all areas of Penn State Altoona. This data will help the College note areas where students are very satisfied as well as deficiencies that need administrative action. The survey will also help the College identify both positives and negatives that have a direct and indirect impact on recruitment and retention.

The Division of Student Affairs will expand the number Student Open Forums with students from under-represented groups, as with all students. Student Affairs has also hired a part-time assessment and evaluation coordinator to help establish and conduct assessment within the Division.

APPENDIX 1

PENN STATE ALTOONA

VISION

Penn State Altoona aspires to become a distinguished baccalaureate institution within the contextual framework of The Pennsylvania State University. Our vision combines the rich educational tradition of a liberal arts college with the challenges and opportunities found at a modern university. We will be known for our teaching excellence, research accomplishments, and civic, social, and cultural contributions.

For all of our constituents, we will serve as a source of intellectual and developmental exchange on three levels.

Source for Individual Empowerment- We will assist students, faculty, staff, and community members in their intellectual and social growth. Penn State Altoona will assist our constituents in reaching their full personal potential, so they may be active citizens and leaders in their families, professions, organizations, and communities.

Source for Economic Development- We will become a center for advanced technology and the preeminent educational force for economic development in Blair and surrounding counties. Penn State Altoona will supply its community with knowledgeable and skilled graduates, and will provide a wide array of life-long activities to maintain and improve the skills of professionals in the community.

Source for Cultural Enrichment- We will enhance and diversify the culture of our community by uniting our constituencies and by establishing international partnerships. Penn State Altoona will become a center for the arts and humanities and a major force in the community's cultural development. We will seek to foster a diverse cultural environment by hosting nationally and internationally prominent speakers and performing artists, and by presenting an array of artistic and cultural events that celebrate local, national, and international cultures.

MISSION

Penn State Altoona's mission is to engage our students, the local community, and the Commonwealth in the acquisition and dissemination of knowledge through our teaching, research and outreach programs supported by a diverse and intellectually sustaining environment.

Core Values

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

Innovation: We value continual innovation in all our processes, including our core processes of teaching, research, scholarship, creative activity, and outreach.

Student Oriented: We value close rapport with our students and our community. We serve as role models and foster collaboration.

Student Development: We value the development of our students and impart to them the idea of learning to take responsibility for their actions and treating others with respect.

Community: We value our mutually supportive relationship with our community. Throughout our history, we have done our best to provide excellent educational and cultural opportunities for the people of our community; they, in turn, have supported us with their efforts and resources.

Revised 4/21/99

APPENDIX 2

Membership of Penn State Altoona's MOSAIC Committee (Campus Environment and Climate Assessment)

1. David P. Shields, Jr. / Director, Division of Student Affairs
2. Jennifer de Coste, Director of Institutional Equity and Diversity
3. Louis Campbell, Faculty Member and Liaison, PSU Commission for Gay, Lesbian, Bisexual, and Transgender Issues
4. Brande Seese/Student Government Association President
5. Cherrie Callahan /HR Coordinator
6. Mary Hooper, Staff Assistant , Chair of MOSAIC
7. Lin Fisher, Coordinator of Residence Life
8. Sylester Osagie, Assistant Professor
9. Renee McQueen, Vice President, Black Student Union
10. Deborah Stitt, Police Services officer

APPENDIX 3

POSITION DESCRIPTION

TITLE OF POSITION: Director of Institutional Equity and Diversity

CLASSIFICATION: Staff Exempt

DEPARTMENT: Student Affairs, Penn State Altoona

Function of Position:

Responsible to the Director, Division of Student Affairs for the development and administration of campus programs and services aimed at supporting and retaining multicultural and diverse student population; serve as a liaison to University Park's Educational Equity Office and Commissions in providing support for diverse students at Penn State Altoona.

Principle Duties and Responsibilities:

1. Coordinate efforts with various diversity related departments at University Park and administrative departments at Penn State Altoona ensuring total integration of the University-wide diversity strategic plan.
2. Serve as a liaison to University Park's Educational Equity Office.
3. Advise multicultural and international student organizations including but not limited to: Black Student Union, Latin American Student Organization, STEP Team, Gospel Choir, Rainbow Alliance, International Student Association, Mu Sigma Upsilon Sorority, and all new multicultural student organizations.
4. Develop, coordinate, and present campus-wide programs that sensitize the campus community to the needs of diverse students.
5. Oversee and manage the Religious Affairs staff and activities to ensure their integration and support of diversity efforts.
6. Develop, coordinate and implement programs designed to enhance the retention of diverse and multicultural student populations. Assist Admissions Office with the recruitment of diverse students and students of color.
7. Manage and administer a departmental budget comprised of funding from a variety of sources.

8. Manage records and data for research to evaluate recruitment and retention efforts for international students and students of color, oversee maintenance, security and disposition of student records. Conduct regular and intentional assessment and research activities to evaluate the outcomes of diversity initiatives, services, and programs.
9. Serve as co-chair of the College campus climate committee, MOSAIC.
10. Serve on university-wide and college committees that focus on issues of diversity.
11. Supervise a staff consisting of work-study and a graduate assistant.

Supervision:

Duties are performed under general direction and the employee plans and arranges own work directed toward established objectives and reports to the Director, Division of Student Affairs. Employee determines action to be taken in handling all but unusual cases.

Minimum Qualifications:

Master's Degree in student personnel, counseling or related field plus one to three years of effective experience in counseling or a closely related area.

APPENDIX 4

“Survey of Workplace Issues at Penn State Altoona, Spring 2002 (A copy of the report is available by request)

APPENDIX 5

Climate Survey Instrument (A copy of this document is available by request)

APPENDIX 6

“Final Report of the Task Force on Student with Disabilities”, June 20, 2003
(A copy of this report is available by request)

APPENDIX 7

PENN STATE ALTOONA STAFF ADVISORY COUNCIL BYLAWS

Article I – Name of the organization

The organization shall be called the Penn State Altoona Staff Advisory Council.

Article II – Purpose

The Penn State Altoona Staff Advisory Council shall exist for the purpose of providing effective communications with exempt and nonexempt staff regarding suggestions, review, and advice on issues that impact on or are impacted by staff. Issues such as policy and practice, continuous quality improvement, diversity, customer service, or other institutional concerns shall be addressed. The Council acts in an advisory capacity to the Dean and CEO.

Article III – Membership

Section 1 – Definitions

Ex-officio member: Non-voting position with the Council. Ex-officio members shall not be eligible to hold elected positions. Types of ex-officio appointments include

- Penn State Altoona Commission for Women Liaison Committee representative
- Penn State Altoona Faculty Senate representative
- Student Government Association representative

The Executive Committee of the Council may appoint additional ex-officio members as appropriate.

Member: Voting position with the Council. Full members shall be elected as outlined in Section 2 below and shall be eligible to hold elected positions.

Volunteer: Non-voting position with the Council. Volunteers shall typically be recruited from the pool of persons eligible for membership in the Council as members of Issues Committees and shall not be eligible to hold elected positions.

Consultant: Non-voting temporary position with the Council. Consultants shall typically be persons with expertise who provide information to Issues Committees.

Section 2 – Election of Members

The Staff Advisory Council shall be composed of 14 members of the exempt and nonexempt staff. The Staff Advisory Council shall consist of 6 exempt staff, 6 nonexempt staff, and 2 part-time staff.

Members shall be elected by the eligible staff to serve a three-year term commencing on July 1. To be eligible to vote, staff must be employees (full or part time) at Penn State Altoona, not including student wage-payroll employees, Executive Staff, or Technical Services employees. No member shall be eligible to serve more than two consecutive terms, but after any period of two years of non-membership shall again be eligible.

A member who is elected Chair may serve up to a six-year term including three years as a voting member, one year as Chair-elect, one year as Chair, and one year as past-Chair.

New members of the Staff Advisory Council shall be elected annually. All eligible staff shall be nominated. Staff who do not want to be nominated may have their names removed from the ballot provided they notify the Nominating Committee at least two weeks before the election.

Section 3 – Transition of Members

An orientation meeting for new members shall be held in June of each year. The Executive Committee and the Coordinators of each Issues Committee shall attend this meeting for the purpose of transitioning members for the upcoming academic year. In addition, all members, retiring and ongoing, of the Staff Advisory Council shall be invited to attend this meeting.

Section 4 – Leave of Absence for Members

Requests for a temporary leave of absence from the Council may be submitted to the Chair. Such requests shall be granted whenever possible. Since such leaves are temporary, the resulting vacancy shall not be filled by a new member.

Section 5 – Member Resignation

Resignations from the Council shall be submitted to the Chair, who shall then invite the staff member who received the next highest number of votes in the

election for the current year to join the Council for the remainder of the designated term.

Members absent from three or more of the regular meetings during any academic year may be declared inactive and may be asked to resign, subject to review by the Executive Committee.

Article IV – Committees

Section 1 – Executive Committee

The Executive Committee shall consist of the Chair, the Chair-elect, the Past Chair, and the Secretary. The Executive Committee shall coordinate the activities of the Staff Advisory Council. No individual member, ex-officio member, volunteer, or consultant shall take any action on behalf of the Staff Advisory Council, unless specifically delegated to do so by the Executive Committee acting on behalf of the full membership.

Chair

The Chair shall be the presiding officer of the Staff Advisory Council. The Chair shall be elected for a three-year term commencing on July 1, serving the first year as Chair-Elect, the second year as Chair, and the third year as Past Chair. (Note: As specified in Section 2, a person who is elected to the position of Chair-Elect may serve the full three-year rotation, no matter how many years she or he has left in the term of membership.) The duties of the Chair are to preside over all meetings; to have general and active management of the business of the Council; to see that all orders and resolutions of the membership are carried into effect; to respond to and initiate communications with the Office of the Dean and CEO of Penn State Altoona and with any external constituencies on behalf of the Council; and to perform all duties and exercise all authority usually associated with the office of the Chair or prescribed by the membership.

In the event that the Chair resigns the position at a time when there is no designated Chair-Elect, the Executive Committee shall appoint another member as Chair to serve until the next regular election.

Chair-Elect

The Chair-Elect shall automatically succeed to the position of Chair during his or her second year in office. During the first year, the individual shall serve as Chair-Elect, attending all functions with the Chair and assuming the role and duties appropriate to that office in the absence of the Chair. The Chair-Elect shall also serve as parliamentarian of the Staff Advisory Council.

In the event that the Chair resigns or is unable to serve, the Chair-Elect shall move into that position immediately. The Executive Committee shall schedule an election to fill the position of Chair-Elect as soon as is practical.

Past Chair

The Chair shall automatically succeed to the position of Past Chair during his or her third year in office. This individual shall chair the Nominating Committee and participate in Executive Committee activities.

In the event that the Past Chair resigns from the position during the academic year, the Executive Committee shall appoint a third-year representative from its membership to serve until July 1.

Secretary

The Secretary shall be elected for a one-year term commencing on July 1; however, the Secretary may not be elected for two consecutive terms. The Secretary shall record and distribute the minutes of all meetings, shall keep the roll of all meetings, and shall keep the ballots of all elections and official records of memberships and terms.

Election of Executive Committee

Election of the Chair-Elect and Secretary shall normally be held by secret ballot and shall be conducted as follows:

Early in the spring semester of each year, the Nominating Committee shall distribute to all members of the Council a list of members and solicit nominations from that list. The Nominating Committee shall then check with each nominee to ascertain if the individual is willing to serve. At every regularly scheduled March meeting, the Nominating Committee shall present a slate of a minimum of three nominees for the office of Chair-Elect and three nominees for the office of Secretary. Nominations of additional members from the floor shall be accepted at that time. No person shall be nominated for more than one office. Upon finalization of the slate, a ballot shall be mailed to all voting members. All ballots are to be returned within ten days to the Chair via the Office of Dean and CEO of Penn State Altoona. Results of the balloting are to be communicated to the membership by the Chair.

Section 2 – Issues Committees

Each year during the July meeting, the full Council shall decide on the issues to be examined during the upcoming academic year. Members may then select at

least one of the Issues Committees to serve on and participate with. The Coordinator of each Issues Committee shall be selected by the members of that Issues Committee; the Coordinator shall be a member of the Council.

Any exempt or nonexempt Staff member of Penn State Altoona may be invited to join one of the Issues Committees as a volunteer on the basis of his/her interest, expertise, or membership in a particular sector of the Penn State Altoona community. All Issues Committees are encouraged to seek advice or consultation on particular questions as circumstances might indicate.

Each Issues Committee shall learn about the issue at hand, investigate possible improvements, and develop recommended action plans and initiatives to be presented to the full Council. Each Issues Committee shall consult with the Dean and CEO of Penn State Altoona and with appropriate executive staff as it considers its issue. Periodic updates shall be presented at meetings of the full Council. The final recommendation from each Issues Committee shall be presented to the full Council in writing prior to a regularly scheduled meeting. A written status report shall be presented to the full Council at the May meeting if the issue has not been brought to closure. Upon approval of the full Council, the final report and recommendation shall be forwarded to the Dean and CEO of Penn State Altoona.

Section 3 – Nominating Committee

A Nominating Committee shall be convened early in spring semester of each year. The Nominating Committee shall be chaired by the Past-Chair, and three additional members appointed by the Chair at the January meeting. It is recommended that these members have at least two years experience on the Staff Advisory Council.

The Nominating Committee shall solicit nominations of new members to fill seats of those ending their terms.

In addition, the Nominating Committee shall coordinate the election of the Chair-Elect and Secretary as outlined in Election of Executive Committee.

Article V – Meetings

Regular meetings of the Staff Advisory Council shall be held on the third Wednesday of January, March, May, July, September, and November at 9:30 a.m. Special meetings of membership, for any purpose or purposes, may be called at any time by the Chair. A quorum consisting of two-thirds of the voting membership must be present at all meetings in order for any official actions to be taken in the name of the Council.

All Staff Advisory Council meetings shall be open to any interested member of the Penn State Altoona community, providing those who wish to attend have permission from their supervisor. Persons who would like to address the Staff Advisory Council shall contact the Chair in advance to be provided time on the agenda.

Council meeting time usually is during normal Penn State Altoona hours and is considered Penn State Altoona business.

Each Issues Committee shall decide on meeting frequency and dates.

All meetings of the Staff Advisory Council and all Issues Committee meetings shall be governed by the then-current edition of Robert's Rules of Order.

Article VI – Amendments

These Bylaws may be altered or amended at any time in accordance with the following procedure. Amendments must be presented to all members of the Council in writing at least fifteen days prior to a scheduled meeting. Individuals who will not be present for the meeting shall be invited to mail or e-mail discussion to the Chair prior to the meeting. An amendment to these Bylaws shall be adopted by a paper ballot vote of two-thirds of the total Council membership to be returned to the Chair within fifteen days of the meeting at which the amendment was discussed. Implementation of changes to the bylaws will require the approval of the Dean and CEO.

Bylaws initially adopted: October 22, 2003

Appendix

When the first slate of Staff Advisory Council members is elected, the 14 persons who are elected shall serve three-year, two-year, or one-year terms based on a random drawing to be held at the first meeting of the Staff Advisory Council. In the case of a tie for membership, the Dean shall hold a drawing for the name of the person to be elected.

During the first three years of the Staff Advisory Council, the officers shall serve partial terms.

Business normally conducted at the July meeting shall be conducted at the September meeting during the first year.

Addendum A (Adopted 01/21/2004)

ISSUE SUBMISSION PROCEDURE

PROCEDURES FOR HANDLING ISSUES

In order for the Staff Advisory Council (SAC) to respond appropriately to staff concerns, the staff person must submit an issue in written format, including a signature, to a SAC member or the SAC mailbox in E101 Smith. The staff person's name will be held in confidence by the council member receiving the issue.

The review process of issues brought before SAC will include the following procedures:

Staff will submit issues, in writing, to a SAC member or through the mailbox in E101 Smith, the contents of which is reviewed by the chair-elect. Concerns may be expressed on a formal issue form or in any written format.

The SAC member receiving the issue(s) will then transcribe the issue to a formal SAC issues form, omitting the submitter's identity.

The receiving member will present the issue to the SAC at the next scheduled meeting. The member will verbally present a general overview of the issue and may provide written copies of the issue, without submitter's identity, to fellow SAC members.

SAC will review the issue and make one of three possible decisions:

- Seek additional information via the member who brought the issue to committee.
- Form a committee to study the issue and make recommendations to the Dean.
- Take no action at all.

The SAC, through the member initially presented with the issue(s) will notify the submitter of the committee's proceedings.

After each meeting the SAC will send an e-mail summary of meeting to the campus community.

APPENDIX 8

Penn State Altoona

Spring 2004 Enrollment

Altoona College Majors and Majors Offered at Altoona on behalf of another College

Ethnic Minorities by College & Major v. Semester Classification

Opening Day as of January 12, 2004

Includes Complete and Incomplete Registrations

College	Major	Semester Classification											Grand Total
		01	02	03	04	05	06	07	08	09	10	11	
AL	2 CJ			2									2
	2BAAL	1	1	1									3
	2FSAL	1	2										3
	2LAAL	1	2										3
	2SCAL	1											1
	ALBUS		1	1		1							3
	ALCOM	4	1		3	3	1						12
	ALEDU				1								1
	ALHSS	1		1		1							3
	BSBAL					2	1	1	7	3	1		15
	CJBA					2							2
	CJBS			1			1	1	1				4
	COMAL					2	3						5
	EEDAL			1			1						2
	HFSAL			1		1		1				1	4
	IARAL							1					1
	LASAL					1	1						2
	PSCBA							1					1
	PSCBS					1	1						2
	SCIAL				1								1
AL Total		9	7	8	5	14	9	5	8	3	1	1	70
EN	2 EET						1						1
	2 MET					1	1						2
EN Total						1	2						3
HH	2NURS				1			1					2
HH Total					1			1					2
Grand Total		9	7	8	7	16	13	7	8	3	1	1	80

APPENDIX 9
Penn State Altoona
Spring 2004 Enrollment
Ethnic Minorities by College and Semester Classification
Opening Day as of January 12, 2004
Includes Complete and Incomplete Registrations

College	Semester Classification													Grand Total	
	01	02	03	04	05	06	07	08	09	10	11	NC	NR		
AA	2														2
AG	2	2													4
AL	9	7	8	5	14	9	5	8	3	1	1				70
BA	9	19	2	8		1									39
CM	3	8	3	5	1		1								21
DU	14	15	19	18											66
ED		4		2											6
EM	1			1											2
EN	7	9	3	7	1	2									29
HH	4	6	2	5	1		1								19
IS				1											1
LA	9	9	7	5	1										31
SC	4	8	5	1											18
UN												12	3		15
Grand Total	64	87	49	58	18	12	7	8	3	1	1	12	3		323

APPENDIX 10

Courses offered at Penn State Altoona which include issues of diversity, multiculturalism, racism, & social change

(Excluding DF or GI courses)

Division of Arts & Humanities

ENGL 15- one section assigns the “I Have a Dream” speech as part of a unit on persuasive writing.

ENG 202B- The majority of the readings are by people of color or women or both.

ENG 404 – Mapping Identity, Difference, and Place regularly incorporates issues of diversity and multiculturalism.

MUSIC 93, Essence of Joy- offers students from all backgrounds a chance to pursue an interest in gospel music. The gospel choir holds a recital each semester and regularly engages in community outreach activities.

PSU 003- First-Year Seminar which focuses on Borderland culture in the American Southwest.

SPAN 110- has a special focus on Latino culture, art, and literature.

IST 111S – for IST students

WMNST 001 - Introduction to Women’s Studies

WMNST 104 – Women and the American Experience

WMNST 205 – Women Minor Media

WMNST 270 – Race and Gender in Literature Translated from French

WMNST 297B – Difference and Diversity Concerning Women

WMNST 297C – Latin Women Writers

WMNST 301 – Introduction to Feminist Thought

Division of Business and Engineering

ECON 002- deals with employment discrimination. Race, gender and religion are the usual bases for this type of discrimination. The instructor usually spends 2 periods on this.

ECON 004- devotes time to looking at various macro measures, macro debates and policies, and macro outcomes in the context of ethnicity, race, and/or differing social and institutional constructions.

ECON/SOC Special Topics (297)- There are plans to develop a political economy class that focuses on the issues of race, ethnicity, gender and class in the economy. This course would likely be cross-listed with sociology and would use an interdisciplinary approach.

BA 243- covers race, multi-culturalism, and social change in the American experience. Labor, employment, and federal civil rights law, to name some examples, significantly touch on these issues. Law, ethics, and the social responsibility of business, the three course modules, are ways in which our society address changing trends and schools of thought in these areas

BA 297A (Spring 2001)- Business Ethics. This special topics course in business ethics touches on areas of race and social change.

BA 422W- Contemporary Business Seminar- covers diversity in some portions of the course. Specifically, Martin Luther King's "Letter From Birmingham Jail" is used as a case study demonstrating King's ability to lead through language and action. Chief Joseph of the Nez Pierce Indians and his tribe's flight for freedom is used as another case. A third case is based upon Queen Elizabeth I of England. This case examines female leadership, one ruler's thoughtful reflections on her role, and relationships with her subjects.

PL SC 420- has a section of the course devoted to a consideration of the issue of race, multiculturalism, and civil rights. Throughout the course, these concepts are employed in examining a broad range of areas of public policy.

Division of Education, Human Development, and Social Sciences

BBH 46 & 46 H- covers diversity issues in the following ways: Social and Cultural Forces that influence our Sexuality; Sexual Attitudes and Mores in various cultures; Cross-cultural approaches to understanding sexuality; Sexual orientation; civil rights; Gay, Lesbian, Transgendered, and Bisexuals - support groups, etc.; differences in results of sexuality research based on gender, race; and gender identity and gender roles

CJ 100- includes women, minority and ethnic groups in Criminal Justice. The course covers recruitment issues for women and other minority and ethnic groups in criminal justice fields, and workplace/environmental issues: explaining sexual harassment, hostile workplace and equal opportunity. We also briefly explore racial profiling as a current issue of debate in criminal justice and include research that evaluates each of the issues as they are presented.

CJ 210- includes working with minority and ethnic groups in law enforcement, understanding cultural diversity as a positive tool for working within the community at large. Students are provided tips for improving law enforcement in multi cultural communities, helpful hints for leaders on the issue of hostile and traditional work environments. The course discusses organization structures and diversity -specifically, pink ceilings and what they mean, mommy tracks versus upwardly mobile professional tracks in law enforcement.

CJ 220-one or two readings are included which focus specifically on women as lawyers and offenders.

CJ 230- "Women and Corrections" is treated as a specific part of the course (one chapter in the textbook, and related classroom discussion and activities).

CJ 460- "Female Delinquents" are treated as a specific part of the course (again, one chapter in the text, and related activities).

CJ 450W- is a study of social change over the past 40 years, as it relates to criminal justice. The effects of race, gender, etc. are discussed, but these are not the primary focus of the course.

CJ 497A Gangs and Deviant Subcultures (Fall 2000)- examined race-based gangs in prisons.

CJ 497B Organized Crime (Fall 2000)- dealt with ethnic criminal groups.

EDTHP 115- includes emphasize multiculturalism and meeting the needs of diverse student populations. The course discusses gender differences, cultural and racial differences, and the impact of socioeconomic diversity on children.

HDFS 239H- students take a field trip to Harrisburg High School and talk to students there about their experiences as adolescents of color in an urban environment. In order to prepare them for this experience they learn about issues related to diversity and being an adolescent.

HDFS 311- students use the Celebrate Diversity workshops that held on campus for 7th and 8th graders as the basis for a research paper they write. They attend the first workshop in October and help collect data from the workshop participants on their attitudes toward race, gender, age, disability, and religious diversity. They also conduct their own literature review on young adolescent attitudes toward diversity and related matters.

NURS 417- Family and Community Health Concepts- emphasizes multicultural health care for families and communities. The course objectives specifically address multiculturalism. Various activities (such as family and community case assessments

and analyses; a school-based community intervention project; and a new project this year--building a multicultural community) are implemented to meet these objectives.

SOC 5 Social Problems- offered every semester. Racial Inequality is only one topic, but it is interconnected with most of the other topics in the course, including education, health, poverty, drugs, crime, and family violence.

SOC 430 Family in Cross-cultural Perspective- is offered from time to time. Approximately 1/2 of the course is cross-national and 1/2 of the course is focused on American ethnic minority families.

APPENDIX 11

Research in Support of the University's Diversity Plan

Division of Arts & Humanities

Sandra Petrulionis (Assistant Professor of English) is completing a book on the abolitionist activities of Henry David Thoreau.

Heather McCoy (Assistant Professor of French) works on the literature and culture of the Mahgrib in North Africa.

Jerry Zolten (Assistant Professor of Speech Communication & American Studies) is wrapping up a book on African-American gospel group, The Dixie Hummingbirds, which will be published by Oxford University Press.

Megan Simpson (Assistant Professor of English) Two encyclopedia articles forthcoming in *A Companion to Twentieth Century American Poetry* (Facts on File, Inc.) on women poets: Wanda Coleman (African American) and Beverly Dahlen. One article on Chinese American poet Mei-mei Berssenbrugge delivered at the National Women's Studies Association Convention in June 2001. One paper on African American poet Nathaniel Mackey to be delivered at the Midwest Modern Language Association Meeting in November 2001.

Mary Lou Nemanic (Assistant Professor of Communications) is completing a book that examines issues of ethnicity and popular culture in the northern Minnesota region known as the Iron Range.

Roselyn Costantino (Associate Professor of Spanish & Women's Studies) is finishing a book on Latina performance artists in twentieth-century Mexico.

Mary DeJong (Associate Professor of English & Women's Studies) pursues research on nineteenth-century American women writers.

Division of Business and Engineering

Sohail Anwar (Associate Professor of Engineering) and Stephen Fokuo (Instructor in Engineering) are pursuing collaboration with University of Science and Technology in Ghana. The project is in the curricular development and stage.

Division of Education, Human Development, and Social Sciences

Kay Chick (Assistant Professor of Curriculum and Instruction) has two research projects related to gender issues and is beginning a third one. The first was on gender and children's literature choices, and examined the differences in the types of books that males and females choose to read in elementary and secondary grades. The second study was on gender role development and child care, and analyzed the interactions between caregivers and children in a child care center to see if caregivers reinforced gender stereotypes. The first study was published last year and the second was just accepted for publication.