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PENN STATE ALTOONA

A FRAMEWORK TO FOSTER DIVERSITY
1998-2003

An Update Report
December 14, 2001

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

UPDATE 12/15/01

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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 review of Penn State Altoona's efforts to meet the seven challenges to foster diversity established in 1998. Moreover, 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 now make up 9.2% of the student population in 2001-2002, an increase of 20% from 2000-2001. For Fall 2001, there are 45 minority students enrolled in Altoona College associate and baccalaureate majors representing 5.2% of the 871 total. Of the 45, 20 are upper division students. In addition, there are 13 minority students (3.5%) enrolled in majors that Altoona delivers on behalf of University Park colleges with 375 enrollments. Altoona also has one international student enrolled in an Altoona College major, and two international students enrolled in majors delivered on behalf of University Park.

Adult learner enrollment (students who are 24+ years of age) is currently 578 students or 15% of our total enrollment. International student enrollment for 2001-2002 is 28.

Challenge 4: Recruiting and Retaining a Diverse Workforce.

Penn State Altoona strictly follows the University's recruiting and hiring policies and practices. All searches are done publicly either through internal or external posting. The College 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 facing Penn State Altoona is the lack of diversity within the Altoona community and Blair County. Penn State Altoona's service area is also among the least diverse populations in the state. 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.

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

The College regularly offers 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 have also worked to link the curriculum to out-of-class activities, especially to enhance diversity topics and issues. Members of the faculty 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.

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.

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. The future success of Penn State Altoona's diversity efforts will rest with the cooperation and commitment exercised by every member of the Penn State Altoona community.

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

Penn State Altoona has enjoyed great success in its development as a baccalaureate college. The College currently offers ten baccalaureate and nine associate degrees. Several additional new baccalaureate degrees are in the process of development. Enrollment in baccalaureate programs at Penn State Altoona has grown by an average of 150 per year for the last four years, and upper division enrollment in Altoona College majors has increased by over 100 students for each of the last two years. 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 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.

Penn State Altoona's 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 first *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 comprehensive review and update of Penn State Altoona's Framework to Foster Diversity Plan 1998-2003. In addition to providing a review of the College's activities, this document sets forth several new initiatives that will enhance and sustain our commitment to celebrating and fostering diversity at Penn State Altoona. 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 enriches the academic and campus life of the College.

ANSWERS TO QUESTIONS POSED TO THE COLLEGES

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?*

CURRENT ACTIVITIES

DEPARTMENT

ACTIVITY/PROGRAM

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 and discussed with 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.

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.

**BUSINESS
OPERATIONS**

Business operations sponsors and coordinates diversity and affirmative action training and encourages attendance at these workshops.

Business Services sponsored a diversity training workshop for faculty and staff by Annette Booker entitled “Healing in the Workplace” – 7/11/01.

Business Services incorporates a diversity page into the *College Employee Orientation Handbook*.

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

The College’s Definition of Diversity and commitment to diversity are shared with all new hires.

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.

Division of Undergraduate Studies: students, faculty and staff are introduced 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 re-enforcing his commitment to 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.

All new hires meet with the Director of Student Affairs to review and discuss the College's and Student Affairs commitment to diversity.

The Health and Wellness Center staff do outreach programs to students experiencing negative emotions and stress due to differences.

Faculty Handbooks on working with students with disabilities have been distributed to all new faculty.

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.

2. What is the role of the Multicultural coordinator?

The Director of Multicultural Affairs and International Services is 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 supports international students by providing orientation, educational, and support programs that help them successfully assimilate to their new environment. 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 serves as the co-chair of the Campus Environmental Assessment and Response Team. (See Appendix 2)

This is still a relatively new position and is developing as the College itself develops. New duties, resources, and responsibilities will most surely be added as the needs become apparent.

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

Penn State Altoona does have a diversity committee called the Campus Environmental Response and Assessment Team. This committee has not been very active over the last two years and is in need of reorganization and redirection. The committee is quite large (30 members) and it has been difficult getting the full committee together. The Committee's role is 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.

A new initiative for 2002 is to overhaul the CERTS committee by having the Dean appoint a smaller number of members, recharge the group, and establish a course of action for the year. This effort will be led by the Director of Student Affairs.

B. CHALLENGE 1: NEW INITIATIVES FOR 2001-2003

DEPARTMENT

ACTIVITY/PROGRAM

STUDENT AFFAIRS

Reorganize and recharge Penn State Altoona's Campus Environmental Response and Assessment Team. - Spring 2002-Spring 2003

A project called "In Their Shoes" has been developed 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 will also be developed for on site presentations with each academic division.

Challenge 2. Creating a Welcoming Campus Climate.

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

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.

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 has an 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.

ATHLETICS

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

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 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.

POLICE SERVICES

The Department encourage officers to attend diversity-training programs on an on going basis. Staff in this important area continue to make themselves aware of 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.

BOOKSTORE

The Bookstore is very proactive and aware of accessibility issues for individuals with mobility limitations and other disabilities. Each time the store is rearranged staff ensure that it is wheelchair accessible. They also ensure accessibility in the gift shop and clothing areas as well.

FOOD SERVICES

Special efforts are 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.

Disability Services offers a specific orientation program for students with disabilities and their parents.

Multicultural Affairs has established a Multicultural Council of our minority student organizations and the Student Government Association to better coordinate programming efforts.

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

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 in the following ways:
Serving as a role model for students in the area by getting to know many different types of students.
Leading discussions about diversity issues.
Including human relations discussions in the Resident Assistant training course. Showing sensitivity to different needs of students on a daily basis. Seeking and hiring diverse candidate pools and diverse professional and paraprofessional staff members.

Student Life staff continue and increase their participation in professional development programs dealing with the wide spectrum of diversity issues.

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. Worked with faculty and students to establish Buddhist meditations.

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.

2. How does your College identify climate issues?

Penn State Altoona has not formally assessed the campus climate for several years. However, the College is preparing to conduct an assessment this spring 2002 on issues dealing with the campus climate as it relates to women. This effort is being lead by the CEO and Dean's office. Likewise, as the Campus Environmental Assessment and Response Team is reorganized in Spring 2002, we will establish as one of the goals of this group to conduct a comprehensive Campus climate survey. The results of this survey will be publicly shared and will serve as a guide for the College in our planning and budgeting efforts.

Many departments at Penn State Altoona 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. Students, faculty and staff know whom to talk to regarding issues and they know that their concerns will be taken seriously and will be responded to appropriately. 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.

DEPARTMENT

ACTIVITY/PROGRAM

CEO and DEAN

The CEO and Dean meets 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 holds 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.

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 has 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.

3. *How does your college respond to climate issues?*
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, establishing a group to develop and administer a climate survey, and by asking staff and faculty to address any issues of a “chilly campus climate” for women.

STUDENT AFFAIRS

The Division of Student Affairs has been a leader in addressing and recording Acts of Intolerance. Since Spring 2000 there have been three separate acts of intolerance reported to the Student Affairs. Two of the incidents were resolved through disciplinary charges and sanctioning and the third through counseling and mediation, clarifying for the accused student the differences between freedom of speech and intolerance. The third incident, our most recent, followed the events of September 11, 2001, and involved inappropriate comments toward a student of middle-Eastern descent.

Residence Life staff approaches to enhance the overall climate include: discussing diversity in newsletters, showing a diverse, functional work group, 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 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 have been 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

Once the Campus Environment Assessment and Response Team has been reorganized and recharged, this committee will be a constant proactive force to identifying and responding to climate issues.

The CEO and Dean and other Executive Staff are frequent participants in diversity programs held on campus. Likewise, senior staff regularly attend 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.

5. On a scale of 1 to 10 how do you rate the climate on campus for diversity?

Based on the information provided by College offices for this report, it appears that most feel the climate on campus is very good with a rating of 7-8. Many of the departments responding to this report indicated that they felt the campus was very supportive and sensitive to issues of diversity. However, there was also a strong message that we need to keep our efforts moving forward by continuing support both financially and through action.

B. CHALLENGE 2: NEW INITIATIVES 2001-2003

DEPARTMENT

ACTIVITY/PROGRAM

STUDENT AFFAIRS

Increase funds for professional development opportunities for diverse staff populations.

Career Services staff and the Director of Multicultural Affairs will be marketing the “Stepping Up” program held at University Park in Spring 2002 to students of Color.

Create a new multicultural program called *Collective Voices*, an interactive dialogue program for women.

Multicultural Affairs will implement a new program entitled, *Different Drums: Human Diversity through Music*.

ACADEMIC AFFAIRS

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

DUS staff will collaborate with faculty and administrative units to offer educational programming to all students that support a diverse learning environment.

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 now make up 9.2% of our student population in 2001-2002, an increase of 20% from 2000-2001. For Fall 2001, there are 45 minority students enrolled in Altoona College associate and baccalaureate majors representing 5.2% of the 871 total. Of the 45, 20 are upper division students. In addition, there are 13 minority students (3.5%) enrolled in majors that Altoona delivers on behalf of University Park colleges with 375 enrollments. Altoona also has one international student enrolled in an Altoona College major, and two international students enrolled in majors delivered on behalf of University Park.

Adult learner enrollment (students who are 24+ years of age) is currently 578 students or 15% of our total enrollment. International student enrollment for 2001-2002 is 28.

Total Enrollment	1997		1998		1999		2000		2001	
	#	%	#	%	#	%	#	%	#	%
Total Enrollment (Headcount)	3727		3873		3773		3872		3827	
Total Enrollment (FTE)	3484.9		3586.4		3594.2		3513.2		3557.3	
Part-time Enrollment	397	10.6	454	11.7	459	12.2	462	11.9	368	9.6
Full-time Enrollment	3330	89.4	3419	88.3	3314	87.8	3410	88.1	3459	90.4
Traditional-aged Students (23 or under)	3181	85.4	3333	86.1	3188	84.5	3308	85.4	3257	85.1
Non-Traditional-aged Students (24 +)	546	14.6	540	13.9	585	15.5	564	14.6	562	14.9
Service Area Enrollment *	1968	52.8	2089	53.9	2045	54.2	2113	54.6	1951	51.0
PA (including service area)	3371	90.4	3502	90.4	3363	89.1	3500	90.4	3371	88.1
Out-of-State Enrollment	356	9.6	371	9.6	410	10.9	372	9.6	456	11.9
1 st Choice Freshman **	877	65.1	829	58.8	808	57.3	824	68.5	782	56.6

Percentages are calculated by headcount.

* College service area consists of Blair, Bedford, Cambria, and Huntingdon Counties, and half of Somerset

County. However, data for Somerset is based on the entire county, because data cannot be disaggregated.

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

Students from Under-Represented Groups													Target	
	1996-1997		1997-1998		1998-1999		1999-2000		2000-2001		2001-2002		2005-2006	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Minority Students*	204	5.9	209	5.6	221	5.7	237	6.0	295	7.8	353	9.2	380	10
International students	7	0.2	16	0.4	21	0.5	25	0.6	38	1.0	28	0.7	100	2.5

* Includes 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 currently employs four work-study students, three of which are African-American females that help support the Coordinator of Minority Recruitment.

The Office of Admissions is developing 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 two agreements with international universities to attract international students. One is with the China University of Mining and Technology and the other is with 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 has 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.

Admissions sponsors an overnight bus trip in the spring for students from New York /New Jersey area. This is a follow up from the high school visits in the fall.

Penn State Altoona admissions staff collaborates 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 is planning to bring a group of students from New York/New Jersey area for the spring junior open house.

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 recent 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 offers 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.

ACADEMIC AFFAIRS

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

DUS staff collaborates 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.

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

Student Aid staff continue to support and work with CAMP students and staff to ensure all of these students financial aid needs are addressed and monitored.

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. 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 is in the process of developing a student advisory board which include students from underrepresented groups.

Career Services has written and received a Perkins Grant to assist special populations that include economically disadvantaged students, educationally disadvantaged, and non-traditional students.

HOUSING OFFICE

Penn State Altoona does not have 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.

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 Div. III level.

B. CHALLENGE 3: NEW INITIATIVES 2001-2003 - RECRUITMENT

DEPARTMENT

ACTIVITY/PROGRAM

ADMISSIONS

Establish an internal students program for international and minority students interested in Penn State Altoona baccalaureate degree programs.

Work with the Offices of Student Aid and the Development Office 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.

For spring 2002, Admissions will implement a new program called "Get on The Bus". This program will bring first choice Altoona students of color who have been offered Admission to the College, but have not yet made up their mind.

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.

In consultation with the Office of Admissions at University Park expand strategically visits to out-of-state high schools that have predominately minority students. Establish and monitor a permanent budget line item for minority student recruitment.

STUDENT AFFAIRS

Establish and implement a procedure to keep Penn State Altoona residence halls open during University breaks to accommodate international and out-of-state students by Fall 2003.

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.

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.

The OASIS program offered by the Division of Student Affairs through the Health and Wellness Center targets students who are at the end of their

first semester have below a 2.0 GPA and matches them to a faculty or staff mentor.

The Excel Program offered through the Health & Wellness Center provides extra support and programming to students with learning disabilities.

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

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.

Graduation and Persistence Rates					
Semester of Admission	FA 92	FA 93	FA 94	FA 95	FA 96
5 yr. Graduation rate-Baccalaureate	42.8%	38.7%	41.8%	36.7%	40.9%
5-yr. Persistence Rate-Baccalaureate	22.8%	24.1%	24.7%	23.1%	22.7%
3 yr. Graduation rate-Associate	8.9%	10.7%	7.9%	11.0%	15.7%
3 yr. Persistence rate-Associate	44.8%	48%	44.9%	48.6%	45.1%
% of Persisting Associate Students who changed to Baccalaureate Status (3 yrs after admission)	66%	69%	69%	70%	55.7%

B. CHALLENGE 3: NEW INITIATIVES 2001-2003 - RETENTION

DEPARTMENT

ACTIVITY/PROGRAM

ADMISSIONS

Establish and publicize in the *Collegiate Review* “Welcome to the Major” lists for students enrolled in Penn State Altoona degree programs.

STUDENT AFFAIRS

Develop and implement a student satisfaction and Campus Climate Assessment survey to be conducted every two years beginning Spring 2003.

Create a Multicultural Resource and Support Center within the Division of Student Affairs by Fall 2006.

Create the program “Voices of Discovery: Inter-group Dialogue Program.”

Expand the number of academic clubs, honor societies, and professional clubs by 50% by 2006.

Institutionalize and expand the current OASIS program into a semester-long one-credit course.

Establish a special loan fund for students who are experiencing financial difficulty.

Develop a new exit survey for students leaving/withdrawing from the College for reasons other than graduation.

ACADEMIC AFFAIRS

Expand undergraduate research and internship opportunities for minority students.

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

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

COLLEGE

Develop an On-Campus Day Care Center to support students, faculty, and staff, as well as academic programs at Penn State Altoona by 2006.

3. What recruitment and retentions strategies have been most successful?

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 OASIS program is for first year students who fall below a 2.0 their first semester. Students are matched with a faculty or staff mentors to assist and support them during the spring semester.
- 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.

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

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.

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 regularly 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 3).

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 is currently in the consultation and approval process, and we expect to begin offering the minor in summer 2002.

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

All Penn State Altoona 4-year business students (BSB students) have completed IB 303, and there is a proposal in front of the Senate to make IB 303 a GI course.

Penn State Altoona has sent students to study in France (Marseilles) during each of the last 3 summers. We expect 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.]

Penn State Altoona has a relationship with the Chinese University of Mining Technology. To date, only one student has come to study at Penn State Altoona.

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 abroad 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 4 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 (See Appendix 3). 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. 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.

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 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 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. This year the faculty working with the program have added questions designed to assess attitudes and experiences with bullying and harassment. Students in HDFS 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.

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 here as a visiting writer on Sept. 11.

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.

B. CHALLENGE 5: NEW INITIATIVES FOR 2001-2003

DEPARTMENT

ACTIVITY/PROGRAM

STUDENT AFFAIRS

Develop a one-credit course, entitled "Dialogues on Diversity" that explores diversity within the context of the Penn State Altoona community.

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.

The Director of Multicultural Affairs and the Director of Residence Life are exploring the feasibility of developing a Multicultural Living Learning Center in the residence halls. Draft plans will be finalized by Fall 2003.

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.

BUSINESS SERVICES

Penn State Altoona's HR coordinator is pursuing Diversity Trainer Status, in order to provide Diversity Training to the College 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.

List of Appendices

(to see this report with the full text of the appendices, go to
<http://www.aa.psu.edu/stuaffairs/diversity/>)

Appendix 1

Penn State Altoona Vision and Mission Statements

Appendix 2

Director of Multicultural Affairs Job Description

Appendix 3

Courses Offered at Penn State Altoona which Include Issues of Diversity

Appendix 4

Research in Support of the University's Diversity Plan