

**Feedback on Final Update on Progress Implementing
A Framework to Foster Diversity at Penn State: 2004-09
College of Arts and Architecture
Spring 2010**

The College of Arts and Architecture's "Statement on the Importance and Value of Diversity" embraces inclusive behaviors and describes discrimination as contemptible. However, the statement should be as inclusive as possible (it currently excludes disability and other diversity categories). The College celebrates diversity and maintains a welcoming climate in order to recruit and retain students, faculty, staff and administrators for diversification within the College. The College curriculum exemplifies the ideals of difference and contributions of all groups. The update should use terms consistently, such as "minority" and "underrepresented."

RESPONSE: We wish to be inclusive as possible and have reworded the first paragraph to say the following:

The faculty, administration, and staff of the College of Arts and Architecture reaffirm their conviction that all people provide essential contributions to the arts, to the education of our students, and to the culture and beauty of our lives. Any form of discrimination, including, but not limited to, those based on race, ethnicity, sex, sexual preference, age, color, national origin, veteran status, is unacceptable in this College and contemptible to the spirit of cultural diversity that is the foundation of our creativity and scholarship.

With these laudable concepts in the foreground, the academic departments of the College have repeatedly demonstrated their commitment through the development of new courses and programs. The Palmer Museum and the Center for the Performing Arts have embraced the artistic expression of diverse viewpoints through a wide variety of performances, exhibitions, and workshops for the advancement of the understanding of diversity, and they reach the University community as well broader communities within central Pennsylvania. Could these activities be shared with the other Penn State Campuses?

RESPONSE: Given the nature of these events, sharing with other campuses will often be physically impossible. However, it may be possible to stream events like master classes or lectures. Also, Andersen Lectures are currently streamed (or they were through Carlos Rosas.)].

The documentation included to measure goals is valuable. Program goals are consistently documented with lists of programs implemented. The student recruitment chart contains tabular data showing progression over recent years, which indicates the achievement of quantitative goals. As surveys are repeated, it might be useful for the College to include baseline data to gain a better sense of goal achievement.

Campus Climate and Intergroup Relations

Challenge 1: Developing a Shared and Inclusive Understanding of Diversity

- ❖ The College's fall 2006 climate survey demonstrates that students believe the College is helping them to understand different ethnic cultures.
- ❖ The review team commends the funding distributed to sponsor diversity-related events at the departmental level, which effectively supported the efforts of the multicultural coordinator and the College's Diversity Committee to create a College-wide "Celebration of Diversity in the Arts."

Challenge 2: Creating a Welcoming Campus Climate

- ❖ The following activities help promote a welcoming campus climate: 1) annual departmental diversity activities; 2) the multicultural coordinator and dean address new students, faculty and staff each year; and 3) honors and awards are regularly given to recognize the work of people from diverse groups.
- ❖ Efforts to address the low score for dissemination of diversity resources information on the 2007 student climate survey are important to implement.

- ❖ The Center for the Performing Arts had 18 diversity events and the Palmer Art Museum had 49 events in the past three years and, with supporting outcomes data on climate, could become best practices.
RESPONSE: We will explore ways to get and use outcomes data.

Representation (Access and Success)

Challenge 3: Recruiting and Retaining a Diverse Student Body

- ❖ The Recruitment Committee is an excellent means to assist the multicultural coordinator. Why were the “Core Program” and “Creative Arts Awards Program” for recruitment cancelled? Why was the “Persistence Program” not implemented? These initiatives appear to be positive.

RESPONSE: The disciplines in the College were too different for the Core Classes to cover all needs. Thus, students would leave the Core without expected discipline-specific knowledge or skills, which affected their progress as they entered their major courses. The Core did not have complete faculty buy-in, so when College leadership changed, the Core program floundered and was dropped.

After two initial years of success, participation in the Creative Arts Awards Program dwindled to where it no longer served a useful purpose for recruiting.

- ❖ Graduate student recruiting appears to focus only on McNair and Bunton-Waller scholars as well as on HBCU graduate fairs through the activities of the multicultural coordinator. More efforts are encouraged to include additional groups of underrepresented/underserved populations (e.g., people with disabilities).
- ❖ The multicultural coordinator is the center of many College recruitment and retention efforts for students from diverse groups. The update tends to focus its assessment on the multicultural coordinator for these shared goals, which could lead to centralization and marginalization of overall efforts. The dean must be careful to monitor for the shifting of responsibility from across the College to only the multicultural coordinator (as well as the international coordinator for international programs) in order to maintain individual department responsibility.

Challenge 4: Recruiting and Retaining a Diverse Workforce

- ❖ The 2008 Penn State Faculty/Staff Survey results indicate that the College has a welcoming environment, with 84% of faculty/staff agreeing that their departments were welcoming for employees from underrepresented groups and 82% indicating that their department promoted a shared and inclusive understanding of diversity.
- ❖ The orientation and mentoring programs for female and underrepresented/underserved groups are being extended to all new staff and administrators.
- ❖ The College has met its goals for increased representation of female and underrepresented tenure-track faculty and administrators, but representation has declined among staff, which is expected to be addressed in next plan.
- ❖ The success in recruiting underrepresented faculty, which is linked to directors, department heads, and faculty contacting colleagues across the country, is a best practice.

Education and Scholarship

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

- ❖ Each department in the College offers several courses that foster intercultural and international competencies, and expansions on these offerings are well underway and are very positive.
- ❖ Other improvements in fostering intercultural and international competencies include study abroad, which is required in several programs and embraced by many students in other programs; the International Arts minor, which was implemented in 2004-5 and is now experiencing increasing enrollments; the “Essence of Joy” ensemble; the “Rebuilding After Katrina” project; and design projects for low-cost housing in depressed urban areas of Pennsylvania.
- ❖ The commitment of 25%-30% of the Center for the Performing Arts programming to culturally diverse artists and groups is laudable and, with supporting outcomes data, could become a best practice.

Institutional Viability and Vitality

Challenge 6: Diversifying University Leadership and Management

- ❖ The team commends the dean for introducing the diversity goal of promoting and maintaining a welcoming and inclusive climate during orientation for new students, faculty, and staff. Other notable leadership actions on behalf of diversity include the director of the School of Theatre committing to diversifying programs, the department head of Architecture funding diversity-related student activities, and director of the School of Music implementing climate workshops.
- ❖ Diversity-focused guidelines for searches have been implemented, which is very impressive and, with supporting data outcomes, could become a best practice.

RESPONSE: We are looking into whether we can obtain information regarding the pools of applicants and whether they became more diverse after beginning the diversity –focused guidelines.

Challenge 7: Coordinating Organizational Change to Support Our Diversity Goals

- ❖ The College's positive energy in Challenge 7 includes the College's strategic plan directing course and program development to meet the demands of internationalization; the dean having increased funding for student recruiting and retention efforts; the College's Diversity Committee receiving increased funding to sponsor events and activities; and accountability for diversity being part of the evaluation for the coordinator for multicultural recruitment and retention and international coordinator.
- ❖ External partnerships extend the effect of diversity efforts, such as the recruitment partnership with Charter High School for Architecture and Design in Philadelphia. With data to support positive outcomes, this initiative could become a best practice.

RESPONSE: We expect to have data by this cycle's framework update.