

**Feedback on the Diversity Strategic Plan**  
**A Framework to Foster Diversity at Penn State: 2004-2009**  
**College of Arts & Architecture**

The College of Arts and Architecture has organized its strategic plan into four challenges: Climate; Students; Faculty, Staff and Administrators; and Curriculum and Programming. The College may consider following the structure of the *Framework* in future reporting to make it easier to recognize the College's accomplishments and understand its challenges with regard to its diversity goals.

The College has maintained its broad definition of diversity that includes, but is not limited to, traditionally underrepresented groups. It should be noted that achieving a balance between international and U.S. diversity is important. **RESPONSE: we agree completely, which is why our plan includes a balance of both.**

It is commendable that the College has set targets for diversity goals. However, without supporting data it is difficult to determine to what extent the College is challenging itself to stretch. **RESPONSE: we are confused by this statement. As part of our final 98-03 document, we included statistical data on previous successes (or lack of success). We based our intentions to continue to strive to diversify our faculty, staff and students on that data, and have forced ourselves to work even beyond the previous successes. As a result we have stated specific and measurable goals, especially in the areas of recruitment and retention of students, faculty, and staff.**

Timeframes and responsible parties are also difficult to determine from the information given. **RESPONSE: the timeframe is the duration of the Framework plan, 2004-09, unless stipulated otherwise. Many objectives specify EXACTLY what our intentions are and when we propose to accomplish them.** Many efforts successful under the 98-03 *Framework* are continued under this 04-09 plan. New strategies are difficult to identify. For continuing strategies, it would be useful to see assessment data to determine how decisions for continuation were made. **RESPONSE: We will continue these same efforts in many cases because we feel that we need to extend the effort even beyond previous successes. Generally, continuing goals are stated as such, while new strategies are identified similarly. Much of the decision to continue any initiative is admittedly intuitive, for example, we are committed to continuing to search for minority faculty because we believe we can do even better and it remains one of our College priorities. We don't need detailed assessment strategies to tell us this.** The plan includes objectives and action steps but identification of responsible parties and strategies for sustaining actions are sometimes unclear. While the Coordinator of Multicultural Programs seems to be visible in a number of areas, it is not always clear what the coordinator is expected to do to accomplish these goals. **RESPONSE: we have tried to clarify our expectations in the revisions.**

### **Campus Climate and Intergroup Relations**

**Challenge 1: Developing a Shared and Inclusive Understanding of Diversity; and**

**Challenge 2: Creating a Welcoming Campus Climate**

- ❖ The Coordinator of Multicultural Programs introduces new students, faculty and staff to the College's diversity goals and works with student organizations in the College to promote and maintain an inclusive environment.
- ❖ The Dean will emphasize the College's commitment to students, faculty and staff and charge the College's Diversity Committee with sharing that commitment to their respective units.
- ❖ Also positive are the College's plans to produce an electronic College newsletter for students, faculty and staff; coordinate summer programs to recruit underrepresented students; sponsor social events to promote interaction; schedule visiting lectures and residencies on diversity issues; create diverse, public programs at the Palmer Museum and the Center for Performing Arts, honor contributions of underrepresented groups through its programs and awards.

### **Representation (Access and Success)**

**Challenge 3: Recruiting and Retaining a Diverse Student Body**

- ❖ The College plans to expand recruitment efforts with Minority Admissions and Community Affairs.
- ❖ The planned awards program for Pennsylvania Young Artists in state high schools is positive; however it is unclear how the program will be sustained. **RESPONSE: the college has assigned a staff member to**

*coordinate this effort, has assigned a steering committee, and will continue budgetary support from the Dean's office.*

- ❖ Expanding the relationship with charter and magnet schools in the state that focus on the arts and design is positive.
- ❖ Efforts to encourage students from underrepresented groups to pursue graduate studies are positive. The College may wish to expand the initiative to develop relationships with HBCUs that do not have graduate programs in the arts and humanities to include Hispanic Serving Institutions and Tribal Colleges.  
***RESPONSE: we agree and have modified our plan.***
- ❖ Establishing a program with the Multicultural Resource Center to identify areas of concern or failure and build a model to help students meet the challenge of academic life is promising. Efforts to target success by preemptively offering assistance in areas of difficulty for students, including revision of the advising program to include mentoring, are promising.

#### ***Challenge 4: Recruiting and Retaining a Diverse Workforce***

- ❖ The college plans to continue to emphasize the diversity goals to search committees and will schedule annual workshops with the Affirmative Action Office to update administrators, staff and faculty about recruiting and hiring efforts. Monitoring of searches is also positive.
- ❖ The College also plans to maintain the College mentoring program for underrepresented faculty, expanding it to serve new staff and administrators.
- ❖ The College may wish to consider acknowledging and appropriately valuing the contributions to diversity in the context of service within tenure and promotion process as well as in staff reviews. ***RESPONSE: this is already in place and we felt it didn't warrant mention, since it is part of our process. Many faculty and staff include their service to our diversity efforts as part of their annual report to their unit head.***

#### **Education and Scholarship**

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

- ❖ The College demonstrates awareness of the need for balancing international and U.S. intercultural considerations in curriculum and programming, extending to programming and holdings of the museums and CPA programming.
- ❖ The College plans to create permanent courses that include international and intercultural activities, including a proposed International Arts minor that has been submitted to the Faculty Senate.  
***RESPONSE: The proposal was approved and the minor will be offered starting in Fall 2004. We have assigned a staff member with an affiliate faculty appointment to run the program and teach both the introductory course and supervise the capstone course, critical components of the minor. The introductory course is being offered in Fall 2004 and registration for the course is full.***
- ❖ The College is commended for its efforts at outreach and collaboration.

#### **Institutional Viability and Vitality**

##### ***Challenge 6: Diversifying University Leadership and Management and***

##### ***Challenge 7: Coordinating Organizational Change to Support Our Diversity Goals***

- ❖ This dimension is not specifically addressed in the College's plan. It should be noted that the College has increased its diversity through hiring. There is an opportunity for the College to increase the potential for diverse leadership and management through efforts to retain underrepresented faculty, staff, and administrators, through planned actions such as mentoring, and sustaining the welcoming climate.  
***Response: Our plan includes very specific targets to recruit and retain underrepresented faculty, staff, and administrators through efforts such as monitoring searches and our mentoring program.***