

TOWARD THE FUTURE

A Framework to Foster Diversity in Liberal Arts 2004-2009

Goals

Our goals stem logically from the assessment we have just offered. We intend to continue on the course that we set in 1995 in our diversity plan, "Promoting Diversity: Some Paths to Improvement." In general, we will continue to focus our goals, and our constrained resources, on a few areas that we believe have the most impact on the enhancement of diversity in the college and the University and in which, in general, we have made considerable progress. These areas are recruiting, curriculum, and research.

1. Increase the representation of female, African American, and Hispanic faculty.

(a) Between 1998 and 2003, the percentage of African-American and Latino/a faculty in Liberal Arts increased from 9 percent to 11 percent, and including Asian faculty, from 14 percent to 17 percent. Women have increased from 31 percent of the faculty to 38 percent over the same period. Our goal during the next five years will be to match the progress that has been made from 1998 to 2003. The following are some strategies to help us continue this progress.

(b) The college will continue its "continuous recruiting" strategy for outstanding African American scholars. Assuming the provost's continuing commitment to helping support such scholars, we will provide an open line for any department locating such a scholar if the candidate is successfully recruited.

(c) The Dean will continue to closely monitor the adherence of search committees to the college's expectations on searches. Departments will be instructed to constitute search committees so as to enhance the likelihood of locating and recruiting excellent minority candidates.

(d) The college will continue to monitor the salaries and status of women and minority faculty to ensure that we are meeting the market for excellent faculty, and will make competitive counteroffers when our outstanding faculty receive offers from other universities.

2. Increase the number of African American and Latino graduate students

(a) The Associate Dean for Research and Graduate Studies will hold annual minority recruiting workshops for the graduate officers in the college.

(b) The Associate Dean for Research and Graduate Studies, along with the Director of Multicultural Equity, and the Senior Faculty Mentor in the Graduate School

will devise a systematic recruitment strategy to attract outstanding minority undergraduate students to stay at Penn State and pursue graduate work in Liberal Arts.

(c) The college will initiate a “Training the Next Generation of Scholars” program by providing to minority graduate students five dissertation awards a year sufficient to buy out one semester of TA duties.

(d) The college will continue to supplement the Bunton-Waller program by topping off department graduate student assistantships in years one and three by at least \$3500 per year, resulting in stipends of no less than \$18,500 a year for at least four years. In addition, we will commit to enhancing the stipends of all entering African American and Latino/a students.

3. Enhance Diversity Curricular Offerings

(a) Maintain support for Sociology 119: Race and Ethnic Relations. In addition to the salary of the instructor, the college will commit at least \$44,000 per year to support one graduate teaching assistant and the salary of the fixed-term course coordinator and director of the Race Relations Project. Sociology 119 reaches approximately 1000 undergraduate students a year, and the Race Relations Project another 2500.

(b) The college will continue to encourage its departments to add courses that meet the university’s intercultural/international requirement. Our goal would be to approach 325 such courses by 2009, an increase of ten percent over the existing list.

(c) African and African American Studies will offer a new bachelor of science that includes options in African Studies and Law and Social Justice. The Law and Social Justice option will draw heavily on courses from the program in Crime, Law and Justice in the Department of Sociology. *Estimated time for this to be in place: Spring 2005.*

(d) African and African American Studies will plan to develop dual-title master’s or doctoral degrees with other Liberal Arts disciplines. *We hope that this will be developed during the next three-year planning cycle.*

(e) The college will support curricular innovation in Disability Studies. This will be carried out by faculty in the Disability Studies Interest Group through the sponsorship of the Rock Ethics Institute. Possible outcomes include an undergraduate minor or graduate minor, or both. *The goal is to have the program in the curricular process by the end of the 2004-05 academic year.*

(f) The college will continue to enhance the number of courses available in Latino/a Studies with the goal of having a minor in place by fall of 2006. *Three new courses have gone on the books in the past two years.*

(g) The college will continue its support for the development of a minor in Gender, Sexuality, and Identity in collaboration with the college of Health and Human

Development. The minor is under development by a faculty committee, whose goal is to initiate the curricular affairs process this fall.

(h) With a grant from the NEH Landmarks of American History Program, the Richards Center for the Study of the Civil War Era will conduct two, one-week teacher workshops for K-12 teachers on “The Politics and Culture of Slavery and Freedom.” The workshops will take place in Charleston and the surrounding Sea Islands during the summer of 2005. Cooperating institutions will be the Avery Normal Institute founded in 1865 by the American Missionary Association to educate freed people; and the Penn Center, founded in 1862 by abolitionists and churches from Pennsylvania.

4. Enhance Research and Scholarship in Diversity Related Areas

(a) The college will continue its support for the Africana Research Center by providing infrastructure support and collaboration on grant seeking and research funding.

(b) We will continue to nurture and support major research initiatives focusing on diversity, which include support for the health disparities, gender and spatial science, and health communications projects.

(c) The college will continue its membership in the American Indian Studies Consortium (AISC). The AISC is an innovative program designed to nurture graduate student scholarship in anthropology, history, literature and other fields where the focus is on the cultures and experiences of American Indians. The AISC, funded by universities of the CIC, organizes workshops, conferences, seminars, and provides fellowships for CIC faculty and graduate students. Our history department will host a major AISC conference in fall, 2004, on *David Zeisberger, Moravian Missions and Cultural Exchanges in Early Modern North America*.

(d) The college, through the Rock Ethics Institute, will continue its support for the Ethics and Disability Studies Interest Group. The group includes faculty and graduate students and sponsors an annual lecture series, seminars, reading groups, and other scholarly activities.

(e) The college, through its Richards Civil War Era Center, Africana Research Center, and Rock Ethics Center, along with the State College Area School District, will support the “Breaking the Silence” project. Breaking the Silence is a UNESCO sponsored international project to link across the Atlantic Rim to promote better teaching of the slave trade, abolitionism, African culture, and the endurance of slavery and racism. Its goals are to 1) stimulate greater cross-university use of existing classes along these themes, 2) develop new courses at Penn State, 3) assist with curricular development and teacher training at State college High School and the college of Education, 4) support a speakers series, 5) stimulate research in this area, 7) develop electronic curricular materials, 6) organize academic conferences on these topics.

(f) Through its program in Women's Studies, the college will continue its support for the Feminist Scholars Lecture Series. In addition, through its Rock Ethics Institute, the college will support the Feminist Science Studies Ethics Interest Group, a multidisciplinary group of faculty, graduate students and staff interested in examining the feminism in relation to Science Studies. The college's support will include continued sponsorship of the Feminist Science Studies Lecture Series.

5. Improve and Monitor the Climate for Underrepresented Students, Staff, and Faculty

The College will constitute a standing climate committee, appointed by the Dean, in consultation with the Liberal Arts Faculty Advisory Committee, the Liberal Arts Senate Council, and the Liberal Arts Administrative Committee. The College's Multi-Cultural Coordinator will be ex officio and the convener of the committee. The climate committee will be charged with assessing and improving the climate for faculty, staff, and students. Its first charge will be to identify and address issues that emerge from the Liberal Arts breakout data in the recent university-wide climate survey. The Committee will have a broad charge allowing it to make recommendations to the Dean concerning programming for faculty, staff, and students, as well as responsibility for systematic assessment of the climate for underrepresented minorities, including lesbian, gay, bisexual, and transgender individuals, and individuals with disabilities.

While department heads and college administrators will still be expected to deal with specific issues that arise in their units, especially those involving individual grievances that require confidentiality and may involve university legal counsel, the climate committee will provide college-wide oversight and will offer a broader venue for general climate issues to arise, be discussed, and addressed. For example, the climate committee will be charged with developing "best practices" guidelines for recruitment of faculty, staff, and students from underrepresented groups. These guidelines will include, as the Response has suggested, the handling of climate issues in recruitment.