

**Feedback on A Framework to Foster Diversity at Penn State: 2010–15 and
2014–15 through 2018–19 Diversity Initiatives**
Fall 2014
College of Arts and Architecture

The College of Arts and Architecture (A&A) includes in its vision a philosophy of promoting a culture that “embraces diversity” and “encourages intercultural experiences.” The 2014–19 strategic plan does not, however, define what diversity means to the college. The plan recognizes that A&A can be a “public face for the university,” but where is the evidence that the college values diversity and inclusion in its student body, curriculum, and workforce as crucial components of that public face? One of the college’s goals is “making the arts and design central at Penn State,” citing the premise that “in an increasingly diverse world, engagement with the arts and design disciplines plays a vital role in creating an educated and humane citizenry.” This goal is admirable, but the review team notes that the plan is largely aspirational and lacks concrete strategies and outcomes related specifically to diversity.

Given the extensive diversity ventures outlined in the college’s 2010–15 *Framework* diversity strategic plan, the absence of detail in this current plan is surprising. In the 2010–15 plan, for example, the following planned initiatives were included: a faculty/staff satisfaction survey, welcome receptions, a goal of an 80% graduation rate for underrepresented/underserved students, plans to diversify applicant pools for faculty positions, representation on the President’s Commissions for Equity, and adding positions in African, Latin American, and Asian Art in support of diversification of the curriculum. None of these proposals are mentioned in the 2014–19 plan so it is not possible to know if they were implemented, evaluated, or used in any manner to inform college-wide decision-making. The review team finds that, in general, little continuity exists between the 2010–15 plan and the current plan and that specificity was sacrificed for brevity of reporting.

Lastly, the plan does not follow the formal diversity strategic planning guidelines. Specific diversity initiatives in support of the seven *Framework* Challenges for the 2014–15 through 2018–19 planning cycle are not reported. Measures of success and strategic indicators are absent, as are related data. Best practices are not reported. As a result, the review team found it difficult to identify and assess the progress made and efforts planned regarding each of the seven Challenges, as was requested in the strategic planning guidelines.

Campus Climate and Intergroup Relations

Challenge 1: Developing a Shared and Inclusive Understanding of Diversity

- Diversity is not defined in the 2014–19 plan. This omission makes it difficult to assess overall progress toward diversity-related goals.
- The college’s response to the feedback on its 2010–15 *Framework* diversity strategic plan indicated that the 2012 Faculty/Staff survey results were added as another strategic indicator for Challenges 1 and 2. Were results collected and analyzed?

Challenge 2: Creating a Welcoming Campus Climate

- In its “Supporting Goal 1: Create Transformative Experiences for Students,” the plan posits that the college’s general education courses, performances, and exhibitions contribute to a transformative experience through which students gain “cultural competency” and “respect for difference and diversity.” How will these competencies and values be benchmarked and measured? What plans are in place to measure progress in these areas?

Representation (Access and Success)

Challenge 3: Recruiting and Retaining a Diverse Student Body

- The 2010–15 plan states that “25% of the undergraduate student body in Arts and Architecture will be from multicultural backgrounds.” How are “multicultural students” defined? Was this goal attained?

- The 2010–15 plan lists a goal of 80% retention of the college’s “diverse students” through graduation. How are “diverse students” defined? Was this goal attained?
- No follow-up data on the college’s efforts to recruit and retain a diverse student body were proffered in the current plan. In the absence of meaningful data, the review team was unable to assess progress toward this Challenge.

Challenge 4: Recruiting and Retaining a Diverse Workforce

- The current plan does not report the demographic composition of the college’s staff, nor does it include any specific strategies or action plans to increase the diversity of A&A’s workforce.
- Though one of the college’s stated goals in the current plan is to “recruit and retain faculty from diverse backgrounds,” no data spell out the current demographic make-up of the faculty. What thresholds would signal success in this area? What steps are planned toward attainment of this goal in the current planning cycle?
- The college’s 2010–15 *Framework* plan provided current percentages—along with planned increases—on faculty from diverse racial/ethnic groups, women faculty, and underrepresented/underserved staff. The current plan does not follow up on those aspirations so the review team was unable to gauge progress toward this Challenge.

Education and Scholarship

Challenge 5: Developing a Curriculum That Fosters U.S. and International Cultural Competencies

- The current plan acknowledges that students are attending college in an “increasingly diverse world” and that A&A offers a “compelling site for exploring complex economic, political, social and cultural issues.” This objective is commendable, but the plan lacks any specific, measurable tactics that contribute toward diversification of the curriculum.
- The plan advances the possibility of offering World Campus programs in support of online learning innovation. Such programs could afford a promising avenue for increased access to the arts for adult learners and international students. This endeavor in support of Challenge 3 has the potential to increase the diversification of the student body through a broadened reach to adult learners. However, how will these programs support diversification of the curriculum itself? Does the college plan to focus any concomitant efforts toward this initiative on the delivery of diversity-related curricula?

Institutional Viability and Vitality

Challenge 6: Diversifying University Leadership and Management

- Diversification of University leadership and management is not addressed in the college’s current plan.
- The role of the multicultural coordinator was defined in Appendix 1 of the 2010–15 plan, but no reference to this position was made in the current plan. It would be helpful to know the how the responsibilities and accomplishments of the Office of Multicultural Programs support the college’s diversity goals.

Challenge 7: Coordinating Organizational Change to Support Our Diversity Goals

- The plan mentions possible collaborations with Student Affairs, Residence Life, and other University partners aimed at inclusion of the arts in their programming. A targeted emphasis on diversity-related content as a focal point within these collaborations could provide an innovative approach for the College of Arts and Architecture to support its own—and the University’s—diversity goals.

Response: Attached are three documents.

Campus Climate and Intergroup Relations
Challenge #2-Creating a Welcoming Campus Climate

Planning				Reporting		
Goals	Action Steps/Description	Projected Outcomes	Planned Completion Date	Status	Outcomes	Lead
Continue welcome receptions in all units involving faculty, staff, teaching assistants, undergraduate and graduate students	<ul style="list-style-type: none"> Department Head/School Director shares expectations for welcoming climate within its programs 	Increase contact with students, undergraduate and graduate	On-going			
	<ul style="list-style-type: none"> Invite professors in charge and/or student leaders to address the need for a climate that fosters and promotes academic and career development 	To foster development and admission of diverse and intellectually exciting students	On-going			
	<ul style="list-style-type: none"> All faculty participate to foster positive relationships and open invitation to diverse students 	Increase contact with students, undergraduate and graduate Fostering interest and intellectual development	On-going			
Encouragement of students (usually graduate students) to present papers (their research) within university and national symposia	<ul style="list-style-type: none"> Department Head, Graduate Officers and faculty promote and sponsor individual students in accordance with their development 	Graduate student participation In university, national and international symposia	On-going			
Promote student engagement at all levels in research projects with faculty	<ul style="list-style-type: none"> Individual research projects involve also undergraduates and graduates: such as Dr. Walters' Temple-Town Hierakonpolis Project in southern Egypt (third world, environmental concerns to archaeological, with geological to historical data as recent as Islamic) with faculty from Geosciences and Integrated Arts, faculty and student University of Cairo 	Masters theses and undergraduate research (such as from Hierakonpolis won graduate studies for M. Gutierrez to Berkeley for doctoral fellowship in Near Eastern studies, 2003)	On-going		Currently in several undergraduate honors theses in Depts of Architecture and Art History	
Supply/Create public forums for civic engagement through the theatre arts	<ul style="list-style-type: none"> Cultural Conversations Community outreach Program entitled <i>body language</i> 	Open The School of Theatre to local and global community conversations	2010	x		
	<ul style="list-style-type: none"> Cultural Conversations art exhibit 	Create a stimulating and unique environment that opens itself to conversation	2010	x		
	<ul style="list-style-type: none"> Have open class discussions on civility and diversity 	Dialogue and shared understanding of difference through a material and strategic practice of intellectual inquiry	2009	x		
	<ul style="list-style-type: none"> Diversify Faculty, Staff, Students 	See themselves on stage and in classroom				
	<ul style="list-style-type: none"> Free performances like Romeo and Juliet 	Open to public	2009	x		
	<ul style="list-style-type: none"> Physically easier access to theatre facilities 	Be open to all aspects of a moving population	2010			
	<ul style="list-style-type: none"> Permanent Lobby display of artistic and academic 	Images of "us"	2010			

	student work					
	•					
Support and create activities targeted at minority students and foreign students	• Support students' NOMAS/ Supporting NOMAS will contribute to the formation of welcoming environment particularly for minority students	Minority students in their collective form foster the atmosphere of mutual caring to the department. They can also create relationships with other students in the department	2011			
	• Create lunch or dinner occasions throughout the semester for minority students with their faculty advisers in the units	Minority students are supported throughout the semester through social occasions	2011			
	• Create lunch or dinner occasions throughout the semester for international graduate students.	International students are supported throughout the semester through social occasions	2011			
Creating a diversity window to introduce foreign cultures and philosophies.	• Creating sub-sites on department websites for exposure of foreign culture, art perspectives, art work, exhibitions, exhibition information, etc. as appropriate to the discipline.	Increase students' awareness of culture diversity and of what is going on outside of our country.	2012-2015			

Unit Strategic Indicators for this Challenge

- **Indicator:** The college student climate survey will indicate that a strong majority, 75% or more, of our diverse student body believes that their individual cultures are respected in their departments.
- **Indicator:** The 2012 Faculty/Staff survey will reflect over a 90% approval rating for a welcoming climate in the College.

Representation (Access and Success)

Challenge #3-Recruiting and Retaining a Diverse Student Body

Planning				Reporting		
Goals	Action Steps/Description	Projected Outcomes	Planned Completion Date	Status	Outcomes	Lead
Actively recruit students from diverse racial and ethnic backgrounds into the academic units by establishing substantive relationships with urban community centers and secondary schools	<ul style="list-style-type: none"> Identify high schools with high minority enrollments that have high quality programs in the arts (such as the Charter High School for Architecture and Design in Philadelphia and participating schools in the Pittsburgh School District University Collaborative, which places student teachers in art education) 	Increase minority enrollments in all academic units	On-going			
	<ul style="list-style-type: none"> Establish ongoing relationships/communication with targeted schools/areas. Include current students (e.g. graduate string quartet) on school visits 	Annual communication and/or site visits to meet with students, faculty and counselors	Annually			
	<ul style="list-style-type: none"> Continue development of strategic outreach programs including performances, conversations with minority faculty/potential students, and demonstration of diverse repertoire. 	Increased success in growing minority student applicant pool				
	<ul style="list-style-type: none"> Increase minority representation in public communications 	"				
	<ul style="list-style-type: none"> Continue to identify potential sources of financial assistance 	"				
Increase the retention rate of students from underrepresented populations at the undergraduate/graduate levels	<ul style="list-style-type: none"> Expand course offerings to include diverse musical and artistic styles/genres. 	Create a climate that is stimulating and responsive to needs of diverse students	On-going			
	<ul style="list-style-type: none"> Highlight the accomplishments of underrepresented students in unit and college publications 	"	2010			
	<ul style="list-style-type: none"> Establish an ongoing partnership with the Multicultural Resource Center and the LGTA Student Resource Center 	"	2011			
	<ul style="list-style-type: none"> Engage faculty of diverse background in offering of master classes (music), workshops and symposia in the US and abroad. 	"	On-going			
	<ul style="list-style-type: none"> Diversity specific funding from the college for special projects 	Greater faculty, staff and student involvement in diversity initiatives	Annual Allocation			
Support activities of minority student organizations such as the National Organization of Minority Architecture Students.	<ul style="list-style-type: none"> Support students' NOMAS/ Supporting NOMAS will contribute to the retention of minority students 	Students of minority acquire the sense of being cared and can create a network of mutual support.	2011			
	<ul style="list-style-type: none"> Continue to hold Summer Camps in Architecture as a way of recruiting minority students 	Increase in the enrollment of minority students from those who have taken Summer Camps	2011			
Maintain and increase the enrollment of minority students in the Department of Architecture	<ul style="list-style-type: none"> Maintain the enrollment of minority students, which is currently 19.4%, and increase it further to the level of 25%. 	A consistent presence of minority students in the Department of Architecture	2011			
Encourage more diverse enrollments	<ul style="list-style-type: none"> Possibly open up a section of Photo 200 to non- 	Bring in a more diverse base of				

in selected INART courses	<ul style="list-style-type: none"> majors. This would open up the pool of people taking our courses to a more diverse group of students that may, if given this opportunity, become a part of the Integrative Arts Department. 	student into our classes and the Integrative Arts Department				
Diverse, cross-cultural or global course content in Art History	<ul style="list-style-type: none"> New course Fall 2009 AH497b:1600 Europe-Asia-Americas 	Increase in diverse student enrollment and interest in diverse cultures at the age of exploration 1600 CE and our changing view points	To be established as permanent course in 2011	First offering fall 2009		
	<ul style="list-style-type: none"> On-going cross cultural survey courses in ancient topics that include African architecture and Islamic mosques and madrasa with Mediterranean-European --- Ethiopian influences to be included in Fall 2009 	Increase in diverse student enrollment and interest as observed by the instructor	Variations in course content to stimulate student interest			
	<ul style="list-style-type: none"> New Interdisciplinary Architectural History Minor engages students with important dialogue and perspectives from Anthropology, Geography, CAMS, History, Art History. 	“	Underdevelopment Fall 2009			
	<ul style="list-style-type: none"> On-going Art H courses in African art (part-time; spring semesters from 2009-) 	“				
	<ul style="list-style-type: none"> On-going Art H courses in Asian art (thus far one year appointments for 1 faculty) 	“				
	<ul style="list-style-type: none"> On-going Art H courses in Islamic and southeast Asia (full time tenure track faculty, Dr. Desai) 	“				
Outreach with public invited lecturers (supported by Art H department)	<ul style="list-style-type: none"> 2 invited lecturers to compliment courses per semester; one Indian-Asian lecture fall 2009 	Increase student and public engagement with cultural diversity	Annually to be devised or re-planned			
Special public symposia at University Park campus	<ul style="list-style-type: none"> Create an annual symposium series focused on international topics such as the Global Asias daylong interdisciplinary symposium featuring D. Desai concerning India, October 23, 2009 with faculty from several departments and universities (George Mason, CNYU, Yale, UCLA) 	“	Interdisciplinary planning With Art H faculty participation, Dr. Desai			
Recruitment of diversity among faculty in Art H to teach Asian and Islamic (2)	<ul style="list-style-type: none"> Successful recruitment of diversity among Faculty: tenure track for Dr. Desai (Islamic and India, southeast Asia) 	Obtain support/funding for an Asianist	Dependent on University and A&A funding			
Museum related trips for students	<ul style="list-style-type: none"> Connected primarily to courses in Art H 	Increase in diverse student attendance and experience of art in major museums	Fostered by faculty and appropriate department(s)			

- **Indicator:** 25% of our outreach and programming efforts will be of a culturally diverse nature
- **Indicator:** 25% of the undergraduate student body in Arts and Architecture will be from multicultural backgrounds
- **Indicator:** Retain 80% of A&A diverse student body through to graduation

Representation (Access and Success)

Challenge #4-Recruiting and Retaining a Diverse Workforce

Planning				Reporting		
Goals	Action Steps/Description	Projected Outcomes	Planned Completion Date	Status	Outcomes	Lead
Increase and retain faculty and staff representation from underrepresented populations	<ul style="list-style-type: none"> Develop a college program that recognizes/rewards unit accomplishments for increasing diversity among faculty and staff. 	Visible recognition of the value the college places on diversity	2011			
	<ul style="list-style-type: none"> Proactively seek diverse candidates for every vacant position through organizations like Black Theatre Network, NOMA, HBCU 	Improve diversity profile among faculty and staff	On-going			
	<ul style="list-style-type: none"> Successfully mentor and guide current faculty from underrepresented populations through tenure and promotion process 	More culturally diverse professors	2010-2012			
	<ul style="list-style-type: none"> Unit diversity committees to participate and give formal input in the hiring process of faculty. 	Increase in minority applicants for all staff and academic positions	TBD (as needed)			
	<ul style="list-style-type: none"> Elevate the level of support for cross-cultural research through funding. Creating grants specifically for research that meets the criteria. 	Allocation of SALA Stuckeman Gift and other sources for cross-cultural research grants.	2012/13			
	<ul style="list-style-type: none"> Invite more minority speakers to lecture thus exposing them to the college and potential opportunities to teach here. 	Increase percent of minority speakers across the college by 10%	2011			
	<ul style="list-style-type: none"> Provide opportunities for minority instructors to teach classes pertaining to their culture. 	Combining or creating new courses as possible (such as Latin American Architecture)	2015			
	<ul style="list-style-type: none"> Maintain support and awards for faculty and alumni that promote awareness of diversity. 	Alumni Achievement award and Faculty Outreach Awards.	TBD			
	<ul style="list-style-type: none"> Advertize and publicize job announcements in a wider variety of sources including the Chronicle of Higher Education, targeted professional journals, and websites. Include direct mailings to HBCUs offering comparable programs and/or terminal degrees appropriate to our units 	Ensure opportunities are reaching a broad and diverse audience	Ongoing			
	<ul style="list-style-type: none"> Continue the dean's charge to search committees in the College to find the widest possible applicant pool. The dean will continue to monitor searches to ensure that women and underrepresented are represented in the pool of candidates 	Ensure all searches contain a sufficient pool of women and underrepresented populations.	Ongoing			
Recruitment of Diversity among faculty in Art History to teach Asian and Islamic art (2)	<ul style="list-style-type: none"> Successful recruitment of diversity among Faculty: tenure track for Dr. Desai (Islamic and India, southeast Asia) 	Currently on tenure track	With allocation of funds			
	<ul style="list-style-type: none"> Successful recruitment of diversity among faculty for Asianist (thus far one year position) 	Obtain support/funding for an Asianist	Dependent on University and A&A funding			

Unit Strategic Indicators for this Challenge

- **Indicator:** Increase minority faculty from current 13% to 20% by 2015
- **Indicator:** Increase women faculty from current 42% to 50% by 2015
- **Indicator:** Increase underrepresented population among college staff from a baseline of 3% (Fall 2009) to 10% by 2015

Education and Scholarship

Challenge #5-Developing a Curriculum That Fosters United States and International Cultural Competencies

Planning		Reporting				
Goals	Action Steps/Description	Projected Outcomes	Planned Completion Date	Status	Outcomes	Lead
Continue to expand diverse, cross-cultural or global course content across units in the College	<ul style="list-style-type: none"> Sustain faculty interest in fostering cross-cultural studies in all units 		On-going			
	<ul style="list-style-type: none"> Maintain strength of art history ancient courses that interconnect the Mediterranean, Near Eastern and African-Egyptian peoples 	New course Art H 297A: Ancient Quarries interconnects the art and architecture, technology and cultural context for various stones in the ancient New East, Egypt, Greece and Rome, and favored materials re-used into medieval, Islamic and fostering later developments	First offered Fall 2009 As trial course for undergraduates			
	<ul style="list-style-type: none"> Art H (Medieval to Contemporary) courses evaluate developments in Europe with ever increasing cultural interplay (evident in Renaissance – Contemporary arts) from often competing interests and contacts in broader sectors of the world (ancient to Islamic, Asian, Russian, Oceanic, African art) 	New course development such as Art H 497a: Year 1600 the age of exploration Asia –Americas (first offered fall 2009)	In 2 years to be a permanent course to be offered by Dr. Houghton			
	<ul style="list-style-type: none"> Continue to revise and expand courses in World Music. Expansion of Music 009 and 162. 	“				
	<ul style="list-style-type: none"> Explore additional opportunities for students to experience, perform, and study diverse music. 	Increase course offerings and opportunities for students to participate in national and international camps and competitions. Provide additional support for visiting performers that advance student exposure to diverse forms of music	2015	In progress		
	<ul style="list-style-type: none"> Expand the international study abroad opportunities for music majors by developing relationships with institutions that have strong music performance and/or competition emphasis. 	Increase student participation in study abroad				
	<ul style="list-style-type: none"> Develop guidelines for music study abroad designed for students seeking to fulfill graduation requirements. 	Establish working relationship with the Study Abroad for Musicians (S.A.M.) program. An immersive program in Italian culture based in Perugia, Italy.				
	<ul style="list-style-type: none"> Improve materials to promote the minor to all students and reduce existing challenges to student completion of the international arts minor. 	Growth in enrollment and numbers of students graduating with the minor				

	<ul style="list-style-type: none"> ● Increase general education offerings to non-majors that focus on diverse styles of music (hip hop), theatre and art. 	Grow current general education course offerings in music with IL and US designations				
Special courses with public forum: Moments of Change (Institute for the Arts and Humanistic Study)	<ul style="list-style-type: none"> ● Intellectual developments in the arts of 17th c Europe with faculty in art and history and in music 	Understanding of cultures from multiple arts perspectives	One time seminar with possible course development			
	<ul style="list-style-type: none"> ● Intellectual developments in the arts of 19th c France with art history and music faculty (spring 2009) 	“	“			
Develop faculty and student exchange program in Art Education with at least one university located outside of North America and Europe	<ul style="list-style-type: none"> ● Partnerships that engage student study in unfamiliar geographies and cultures 	More opportunities for art ed students to study abroad				
Proactively host visiting scholars and artists and integrate them into our academic community	<ul style="list-style-type: none"> ● Greater exposure to scholars and points of view external to Penn State 					
Invigorate Global Studies/Global Experiences in the School of Theatre	<ul style="list-style-type: none"> ● Reinvesting in W courses, reinvesting in race, gender, sexuality components vis a vis lit/crit classes and special topics 	Increased enrollment in diversity topics	2010			
	<ul style="list-style-type: none"> ● Global residencies, internships, and teaching opportunities 		2010-2015			
Create opportunities for Architecture students to gain greater exposure to diverse cultures	<ul style="list-style-type: none"> ● Lecture Series to include more minority speakers. 	10 percent of speakers on the lecture series to be a minority.	2011			
	<ul style="list-style-type: none"> ● Develop Cultural Diversity themed projects in first through fourth year studios. 	Students to have taken at least one cultural diversity-related project during their tenure at PSU.	2011			
	<ul style="list-style-type: none"> ● Create a visiting professorship for renowned minority architects. 	1 position.	2015			
	<ul style="list-style-type: none"> ● Continue providing courses that deal with non-western architecture. 	Continue Japanese Arch, South Asian Arch, West and East Asian Theory and our Rome Program.	2010			
	<ul style="list-style-type: none"> ● Develop and add courses that deal with non-western architecture. 	Add and develop courses such as Latin American Architecture.	2013			
	<ul style="list-style-type: none"> ● Support “Freedom by Design” (Student subgroup that deals with the disabled). Offer credits for participation, which will encourage more student involvement. 	Offer 1 credit rewards for participating students.	2012			
To ensure that the INART Program/Department’s curricular offerings reflect its commitment to the principles of diversity and international and intercultural understanding	<ul style="list-style-type: none"> ● Develop a new course/special topic within the program/department of that includes intercultural perspectives. For example, one topic candidate could be Chinese/Asian art. China has thousands years of history and it is very rich in its art perspectives and philosophies. Also the main Asian cultures, such as the Japanese and Korean cultures, have traditionally shared the same roots. Moreover, China has become the third-largest economy among 	<p>To prepares students for a future career in a diversified market and to be competitive.</p> <p>To insure that curricula in the Department of Integrative Arts provide students with an understanding of and appreciation for the diverse social, cultural, and ethnic populations and their expressions in</p>	2011-2013, offering seminars and workshops, and depending on the feedback to either continue workshops or develop a course			

	<p>the world. In near future, our students will face the diversified clients/audience and comprehending our audience is imperative. This proposal, however, needs careful planning. We could plan and offer a series of seminars or workshops to gather feedback and get the feel of the demand. The curriculum, depends on the feedback and demand, will be developed and offered afterwards.</p>	<p>art/design.</p>	<p>curriculum and offer it in 2015.</p>			
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Unit Strategic Indicators for this Challenge

- **Indicator:** Continue to increase number of general education courses offered by the college with IL and US designations
- **Indicator:** Increase in student interest and participation in education abroad programs
- **Indicator:** [Increase in student interest and participation in other types of travel abroad, such as class trips to foreign countries, conferences, and outreach programs.](#)

Institutional Viability and Vitality

Challenge #6-Diversifying University Leadership and Management

Planning			Reporting			
Goals	Action Steps/Description	Projected Outcomes	Planned Completion Date	Status	Outcomes	Lead
Ensure equity in assignment of women and minority faculty and staff to administrative and service opportunities	<ul style="list-style-type: none"> Work with unit heads to promote and gain representation on the University's Commission for Women, Commission on Racial/Ethnic Diversity and Commission on Lesbian, Gay, Bisexual and Transgender Equity. 	Create a stronger campus network	As soon as possible			
	<ul style="list-style-type: none"> Engage more faculty and staff from underrepresented populations in prestigious committee work 	Develop stronger peer network and record of individual accomplishment (e.g. our Multicultural Director is the current President of the Forum on Black Affairs)	2010			
Develop greater diversity among leaders in the College	<ul style="list-style-type: none"> SALA and SoVA Director Searches 	Candidates record of leadership in visibly fostering diversity will be an important in selection process	2010			
	<ul style="list-style-type: none"> Heads in LARCH and ARCH 	"	2011/12			
	<ul style="list-style-type: none"> Place greater emphasis in SRDP process on professional development opportunities for promising faculty and staff 	Develop greater capacity for leadership from ranks within the college	2010			
	<ul style="list-style-type: none"> Develop a college mentoring program for staff development. 	Create additional professional development opportunities for staff	2011			

Unit Strategic Indicators for this Challenge

- Indicator:** Increase participation among minority faculty to engage in high level committee assignments and professional development workshops
- Indicator:** Raise level of college investment in leadership development

Institutional Viability and Vitality

Challenge #7- Coordinating Organizational Change to support Our Diversity Goals

Planning				Reporting		
Goals	Action Steps/Description	Projected Outcomes	Planned Completion Date	Status	Outcomes	Lead
Increase diversity activities and faculty/staff profiles in units across the college	<ul style="list-style-type: none"> Create active diversity committees in each School or Department in the college. The multicultural coordinator will serve on the college diversity committee and will report back to the college diversity strategic plan committee. All members of the College Diversity committee will serve on their unit committee as well. This will insure a cohesive reporting of information across the units and the College. 	Increase attention at unit level on issues of diversity	2010/11			
	<ul style="list-style-type: none"> Establish the college diversity committee as a means to coordinate diversity activities and to assess achievement toward goals 	Improved processes for communicating and assembling a record of college activities and accomplishments. Establish assessment as on-going and informative to college strategic planning updates.	Beginning 2010/11			
	<ul style="list-style-type: none"> Develop procedures to ensure job announcements for faculty and staff positions are reaching a diverse audience 	Create more diverse applicant pools	2010			
	<ul style="list-style-type: none"> Provide funding support and charge college diversity committee with organizing and sponsoring annual diversity event(s). Also recharge the College Diversity Committee to create a diversity calendar for the College, semester by semester. 	Increase awareness of diversity across college	2010/11			
Continue curriculum development to promote student exposure to diverse cultures	<ul style="list-style-type: none"> Art History contributes to the Arts with curricular development to embrace cultural diversity 	Establish richer offering of courses, symposia and exhibitions of art focused on cultural diversity	On-going			
	<ul style="list-style-type: none"> Promote interdisciplinary minors in architectural history, art history, and international arts which reveal to students the vitality and necessity of understanding plurality 	Strengthen existing minors that enrich student experience from majors across campus	Fall 2009 curricular change/expansion			
	<ul style="list-style-type: none"> Continue teaching of African Art, Asian Art History, and other courses that promote diverse cultural understanding 	<p>A financial commitment has been made to add a full-time African Art faculty position in 2010-2011. This additional faculty position will increase our faculty compliment to 1.5 positions teaching African Art.</p> <p>A tenure-track position has been</p>	On-going			

		<p>added in 2010-11 teaching Pre-Columbian & Colonial Latin American Art. If financial resources exist, the college's plan includes adding an Asian Art History tenure-track position in 2011-12.</p>				
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Unit Strategic Indicators for this Challenge

- **Indicator:** Faculty/Staff survey will show marked improvement over current 54% who believe acceptance of diversity in the workplace has improved over the past three years.
- **Indicator:** Creation of annual college event(s) focused on themes of diversity within the arts

Appendix 1: Role of the Multicultural Coordinator

The Multicultural Coordinator continues to play a key role in the College's diversity efforts through the 2010-2015 Framework to Foster Diversity. The Coordinator is a member of the College Leadership Council and heads several diversity initiatives himself while also collaborating with departments on their individual initiatives. He provides leadership where needed and also assesses departmental efforts and identifies possible barriers in meeting departmental or College diversity goals.

College of Arts & Architecture

DRAFT – 4/14/15

Strategies for Fostering Diversity, 2014–19
 (Conceptualized in relation to the “Framework for Diversity”)

Challenge 1 "Developing a Shared and Inclusive Understanding of Diversity"

Goals	Action Steps/Description	Projected Outcomes	Planned Completion Date	Cost	Metric
Increase faculty and staff involvement with, and oversight for, diversity initiatives.	Effective college and unit committee structure by regularly convening College Diversity Committee and ensuring that <u>each unit has a diversity committee.</u>	More faculty and staff involvement and buy-in in initiatives related to diversity.	2015-16	none	Establishment of diversity committees in all units. College diversity committee meets regularly and updates progress.
Increase student engagement with diversity initiatives	Identify mechanisms to involve <u>STUDENTS</u> in diversity initiatives, and support such initiatives.	Greater student engagement	2015-16	none	Based on results from the Student Climate survey, will develop unit specific programming focused on their students needs
Increase shared understanding of diversity among faculty, staff, and students.	Continue to support diversity through workshops and orientation programs for faculty, staff, and students. Create College recognition award(s) to highlight excellence in diversity programming and curriculum	Increased shared understanding of diversity.	ongoing	Establish a budget of \$2-5,000 to support speakers, programs and events.	All faculty/staff participate in training on biannual basis, coordinated through their unit diversity committees. Discussions of diversity are part of all student orientations.
Better coordinate diversity initiatives and activities across the college, and with the university	<u>Broaden the role of the multicultural coordinator</u>	Diversity Committee will report the efforts of each unit so that we can better advertise and relay our diverse activities.	Start fall of 2105 and continuing	none	Create a weekly/monthly diversity section on the already existing college newswire

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Challenge 2 "Creating a Welcoming Campus Climate"

Goals	Actions Steps / Description	Projected Outcomes	Planned Completion Date	Cost	Metric
Ensure a welcoming climate for A&A students.	<p>Continue welcome receptions in all units, with diversity as a key component.</p> <p>Support activities of minority student organizations.</p> <p>Create effective mechanisms for mentoring and advising. (Also under "challenge 3.")</p>	<p>Sharing of the College's mission of inclusion and tolerance</p> <p>Give students a sense of belonging in their departments and at Penn State</p> <p>Ensure that all students believe they can thrive in their areas and in their professions</p>	<p>Fall 2015-ongoing</p> <p>Fall 2011-ongoing</p> <p>Fall 2015-ongoing</p>	<p>None</p> <p>Multicultural Coord. will allocate portion of student engagements funds to support these efforts</p> <p>None</p>	<p>Such receptions take place. On college climate survey: 75% of students report as treated with respect in their major/area of study. (CURRENTLY AT 72.5 – RAISE GOAL to 80%)</p> <p>Survey of students to gauge their level of involvement in the programs that will develop</p>
Ensure a welcoming climate for faculty and Staff.	<p>Orientations and workshops as described under "challenge 1."</p> <p>Create effective strategies for mentoring and advising. (Also under "challenge 4.")</p>	<p>Increased retention of students in our programs</p>		<p>Cost as projected under "challenge 1"</p>	<p>Each College diversity committee member will work with their unit committees to implement mentoring in their departments</p>
Play an important role in ensuring a campus-wide welcoming.	<p><u>Develop strategies for the arts to be used as a mechanism for engaging with campus-wide diversity issues.</u> (Example of SoT troupe.)</p>	<p>Instill the arts place as a home to share diverse views and the diversity of our faculty and student work</p>	<p>Begin spring 2016-ongoing</p>	<p>Staff time and collaborative planning</p>	<p>Unit diversity committees will report on projects engaged in throughout the year that have a campus wide impact</p>

	Appointment of <u>OMBUDSPERSON</u> , as prescribed in College constitution.	Ensure that all students/staff and faculty feel empowered to speak out if feeling threatened			<u>(Most recent student number: 47%)</u>
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Challenge 3 "Recruiting/Retaining Diverse Student Body"

Goals	Action Steps / Description	Projected Outcomes	Planned Completion Date	Cost	Metrics
Continue to increase % of UG multicultural and international students. Keep above the PA % which is currently 19% compared to our 29.6%.	Continue to recruit HS with diverse populations that have strong art/design backgrounds. Increase work with dept. alumni groups to reach out in their communities	Increase the pool of offered students from underrepresented and international students	Fall 2012 - ongoing	Multicultural Coord has a recruitment budget. This may need to increase based on "need to go" basis.	2003: 13.3% 2001: 19.1 % 2015: 28% <u>NUMBERS FOR MINORITIES?</u>
Continue the work started in Theatre, Visual Arts and Music in identifying and recruiting diverse applicants				Unit diversity committees	
Retention of UG students	Support student groups. <u>MENTORING / ADVISING.</u>	Continue to raise the 5 year retention and graduation rate. Currently at 66.7% for under represented students			80% through graduation. <u>CURRENT RATE?</u> <u>OVERALL RATE?</u>

Challenge 4 "Recruiting and Retaining a Diverse Workforce"

Goals	Action Steps / Description	Projected Outcomes	Planned Completion Date	Cost	Metrics
<p>Develop hiring practices that lead to an increase in faculty from under-represented minorities and achieve gender balance.</p>	<p>Ensure that minority and are actively recruited for all searches. Create protocols for hiring practices including checklist of places to advertise (minority and gendered professional organizations) that is updated periodically and distributed across units.</p> <p>For each search set quota of places to advertise.</p> <p>For each search contact colleagues for nominations of minority candidates.</p> <p>Propose a post-doc program to recruit minority faculty. Possible collaboration with Africana Research Center, Latina/o Studies Program, and the Sustainability Institute.</p> <p>Make ongoing recruitment visits to identified universities for potential minority applicants and invite PSU minority faculty and staff to assist.</p>	<p>Standards become nationally-recognized benchmark for level of integrity and accountability. Share standards across the commonwealth</p> <p>Increasing of the diversity of the ethnic and gender make up of the faculty, to better represent the changing landscape of our student body, and the landscape in their individual professions.</p>	<p>Ongoing</p>	<p>Advertising, development funds to create post doc program and budget to recruit faculty and staff of color</p>	<p>From 2010: increase minority faculty from 13% to 20% by 2015 – <u>17% as of spring 2015</u></p> <p>From 2010: increase women from 42% to 50% -- <u>CURRENT: 47%</u></p>
<p>Develop hiring practices that lead to an increase in staff from under-represented minorities</p>	<p>Ensure that under-represented minorities and genders are actively recruited for all searches. Create a standard for hiring practices based on protocols that hold units accountable, including a checklist that is updated</p>	<p>To increase the number of staff from the current 3% to 8%</p>			<p>From 2010: increase minority staff from 3% to 10%. <u>NO PROGRESS.</u></p>

	<p>on periodically for distribution in locations where minorities and transgenders frequent and distribute across units.</p> <p>For each search set quota of places to advertise. Circulate list of community locations relevant to minorities including temples, mosques, and churches for advertising positions. Also advertise in job placement services, health, service or social organizations and/or offices at local, state and national level.</p> <p>Write directly to colleagues for nominations of minority candidates</p>				
<p>Develop strategies for retaining faculty and staff from under-represented minorities.</p>	<p>Partner with the Forum on Black Affairs who reach out to all new faculty and staff of color when they are hired. Also, refer all new faculty to the University Faculty Mentor, to assist in the tenure process.</p>				

Challenge 5 “Developing a Curriculum that Fosters US and International Cultural Competencies”

Goals	Action Steps / Description	Projected Outcomes	Planned Completion Date	Cost	Metrics
Continue to expand diverse, cross-cultural, and global course content across units	<p>Offer one and two-credit courses based on Center for the Performing Arts performances—currently being done with Nile Project spring 2015; DJ Spooky Spring 2016</p> <p>Gen ed course based on Susan Russell’s cultural conversations or body language</p> <p>Design and offer workshops on development of multicultural fluency and through the Presidential Leadership Academy</p> <p>Maintain list of multicultural and global courses for circulating widely</p> <p>Design and work to implement a faculty workshop modeled off of what is offered at Princeton: communication barriers and value differences inherent in the intercultural workplace, improving cross Cultural communication skills, and developing cultural empathy.</p>	Increased cultural understanding within the arts and design professions for all students within the College	Spring 2017	Faculty time for course development	1 Increase IL and US offerings by 30%
Increase student participation in Study Abroad	Identify Penn State faculty outside of college who lead study abroad trips and partner to insert art components				
Student and faculty exchanges	Investigate Arts and Architecture faculty having presence with Penn State Global Engagement Networks, for instance, Milagros Ponce de León is on Peru GEN				

Challenge 6 "Diversifying University Leadership and Management"

Goals	Action Steps / Description	Projected Outcomes	Planned Completion Date	Cost	Metrics
<p>Increase the number of women and under represented faculty in leadership roles by 15% by 2018</p>	<p>Ensure equity in assignment of women and minority faculty to administrative and service opportunities</p> <p>Develop pipeline strategies to raise the level of College investment in leadership development</p>	<p>Increased diversity among the leaders in the college.</p>	<p>Spring 2018</p>	<p>Time to invent the pipeline strategies</p>	<p>Minimum of 10% increase in leadership roles by 2018.</p> <p>Minimum increase of 10% participation in leadership development training for women and faculty of color.</p>

Challenge 7 "Coordinating Organizational Change to Support Our Diversity Goals"

Goals	Action Steps / Description	Projected Outcomes	Planned Completion Date	Cost	Metrics
Facilitate a well functioning and impactful committee structure.	<p>Leverage the previously established unit level diversity committees, by having representation from each unit committee on the College level committee.</p> <p>Establish yearly college diversity committee objectives that lead toward college framework term goals.</p> <p>Connect these Diversity Committee Framework goals to DDD/CLC level priorities Utilize each unit diversity committee to facilitate progress toward college-wide goals.</p>	Increased cultural understanding within the arts and design professions for all faculty and staff within the College	Spring 2016	Committee and Administration time	<p>All members of the faculty and staff will know the pillars of diversity for our college.</p> <p>Raise the level, from 54% to 80%, the number of people that believe that the acceptance of diversity has improved over the last 3 years.</p>
<i>More effectively communicate diversity-related events and accomplishments</i>	Solicit activity calendars from each Unit (performances, exhibitions, lectures, presentations, etc.) to develop a semester calendar of diversity events within the college and advertise these college diversity events via campus diversity calendars and announcements.				

	<p>Encourage faculty to incorporate these events as enhancements to their course topics (ideally these semester diversity calendars would be circulated in time for this type of coordination).</p> <p>Find ways to highlight diversity in action – perhaps there could be a section within the college website devoted to celebrating diversity.</p>				
<p>Systematically discuss common diversity issues/challenges among college leadership, CLC/DDD, area leaders (within units), areas, graduate students, and undergraduate students.</p>	<p>Consider each unit's view on the importance of diversity as an integral aspect of educating 21st Century citizens.</p> <p>What does diversity mean, and how does (or should) that meaning manifest itself within our organizational structures?</p> <p>How are diversity gains measured?</p> <p>Allow each unit to establish their own diversity challenges and set meaningful goals within their own framework for diversity.</p>				