

Feedback on the Diversity Strategic Plan
A Framework to Foster Diversity at Penn State: 2010-15
College of Arts and Architecture
Spring 2010

In its 2010-2015 diversity strategic plan, the College of Arts and Architecture continues to embrace diversity and inclusion. The College celebrates diversity in all its departments and shows strong support for the coordination of comprehensive diversity initiatives that support all faculty, staff and students within the College.

The new plan has been structured around the Framework Challenges, which makes it easier to recognize the College's accomplishments and to understand its challenges to its diversity goals. The plan is also quite comprehensive in that projected outcomes are listed for each new initiative as well as planned completion dates, status and outcomes sections that can easily be followed by those reviewing the document.

The College will continue to offer both the Penn State community as well as the central Pennsylvania region opportunities for advancing the understanding of diversity through the Palmer Museum and the Center for the Performing Arts. The review team commends the College for enhancing the University's diversity profile through these venues.

In the plan, the College does not address the role of the Coordinator of Multicultural Programs and, in some places, who will be implementing new initiatives. **RESPONSE: This has been added to the 2010-2015 plan in Appendix 1: Role of the Multicultural Coordinator.**

Overall, the plan is well organized and structured, but it also tends to be somewhat vague and incomplete in some places, especially in regards to the criteria for performance indicators. **RESPONSE: Criteria for performance indicators have been added to the 2010-2015 plan.**

Campus Climate and Intergroup Relations

Challenge 1: Developing a Shared and Inclusive Understanding of Diversity

- The College is developing an impressive array of programming for this Challenge, including the creation of brown bag staff training programs, art symposia, diversity common hours, theatrical and musical performances, faculty exchanges, artists, and speakers. The review team recommends the development of more details within the plan to support diversity planning within departments, other College units and student organizations, along with better coordination of these plans across the College. **RESPONSE: The 2010-2015 diversity plan was developed by the college diversity committee with representation from each academic unit. Details have been added to the plan concerning coordination efforts across the college.**
- The College plans to increase the amount of study abroad opportunities for its students. Providing data thresholds for success against baselines on the projected increase would be helpful.
- The College will establish diversity committees in all departments, and all faculty/staff will be required to attend some form of diversity training.
- The review team recommends considering use of the Faculty/Staff survey results to develop an additional strategic indicator for Challenge 1. **RESPONSE: The 2012 Faculty/Staff survey results have been added as an additional strategic indicator for Challenge 1 & 2.**

Challenge 2: Creating a Welcoming Campus Climate

- The College will continue welcome receptions where the expectations for a welcoming climate are discussed in each department.
- The College will be taking students on field trips outside of central Pennsylvania. It may be helpful to explore the "diversity profile" of these locations to ensure that these locations are "diverse." **RESPONSE: We have added to the plan under projected outcomes the following statement: Improve student knowledge and experience with diverse population through research, workshops, exhibitions, performances, and other forms of community engagement.**

Representation (Access and Success)

Challenge 3: Recruiting and Retaining a Diverse Student Body

- The College's recruiting plan contains several components: the formation of relationships with urban community centers and secondary schools, a public symposium at the University Park campus, 25% of programming efforts will be diversity focused, and the intent is to have an 80% graduation rate among students from diverse racial/ethnic groups. This approach appears to be well thought out and comprehensive.

Challenge 4: Recruiting and Retaining a Diverse Workforce

- Several impressive structures are in place to address this Challenge, such as recognition/reward for departments that have increased diversity among faculty/staff and the inclusion of diversity committees in the process for hiring new faculty/staff. However, some of the successful practices already in place have not been retained in the plan. For instance, there is no longer mention of the urgency placed on collecting a diversified applicant pool when searching for new faculty/staff.
RESPONSE: This has been added back to the plan.
- The review team recommends that the College be more specific about the sources they will advertise and publicize job announcements to recruit diverse populations. **RESPONSE: This has been added back to the plan.**

Education and Scholarship

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

- What approaches will the College use to give students the opportunity to experience, perform and study diverse music? **RESPONSE: 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.**
- The College excels in expanding diverse curricula within all departments.
- It was unclear whether or not the International Arts minor will continue and, if so, what the projected increase in participation among underrepresented/underserved students will be. **RESPONSE: This will continue. The college will improve materials to promote the International Art minor to all students and reduce existing challenges to student completion of the International Arts minor.**

Institutional Viability and Vitality

Challenge 6: Diversifying University Leadership and Management

- How will the College ensure equity in the assignment of women and faculty/staff from diverse racial/ethnic groups to administrative and service opportunities and prestigious committee work? It was also unclear how the College will support gaining representation on the Commission for Women and whether or not the Commission on Racial/Ethnic Diversity and Commission on Lesbian, Gay, Bisexual and Transgender Equity are included in this effort, as well as diverse representation on additional University leadership and advisory bodies. The review team recommends more concrete action steps to reach goals within this Challenge. For this Challenge especially, these steps tend to be vague. **RESPONSE: The College will work with unit heads to promote and gain representation on all three university commissions.**
- What actions will the College take to invest in leadership development for faculty/staff? **RESPONSE: The College will develop a college mentoring program for staff development.**

Challenge 7: Coordinating Organizational Change to Support Our Diversity Goals

- Creating diversity committees within each department should be an effective structure. It may be important to have a member of each departmental committee report back to a centralized committee to maintain communication among the groups. **RESPONSE: The multicultural coordinator will serve on the college diversity committee and will report back to the college diversity strategic planning 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.**

Part-time teaching of African Art and Asian Art History and other courses that promote cultural understanding suggests hesitancy in financially committing to curricular change. **RESPONSE: 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.**

A tenure-track position has been 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 by 2015, within the time frame of this plan.

- The review team recommends that the College re-visit this section. Many goals and actions are repeated, which do not offer diversification in coordinating organizational change within the College. **RESPONSE: Changes have been made to this section.**
- The College will continue to strive for improvement in its Faculty/Staff survey results in the area of diversity. **RESPONSE: The 2012 Faculty/Staff survey results have been added as an additional strategic indicator for Challenge 1 & 2.**