

A Framework to Foster Diversity at Penn State: 2010-15 Unit Diversity Strategic Planning and Reporting

Unit Name: College of Arts and Architecture

Campus Climate and Intergroup Relations

Challenge #1-Developing a Shared and Inclusive Understanding of Diversity

Goals	Action Steps/Description	Projected Outcomes	Planned Completion Date	Reporting Status	Outcomes	Lead
Increase student, faculty, and staff involvement in shared understanding of diversity	<ul style="list-style-type: none"> Rotating membership on college and unit diversity committees 	Involve more faculty in strategic initiatives related to diversity	2011			
	<ul style="list-style-type: none"> Increase the number of faculty exchanges, residencies, and visitations from professional and guest artists to bring new perspectives to classrooms and workshops 	Greater exposure to new ideas and perspectives in classrooms and workshops	On-going			
	<ul style="list-style-type: none"> Continue to support diversity through workshops and orientation programs for faculty 	Increase faculty awareness	Ongoing			
	<ul style="list-style-type: none"> Explore development of a diversity common hour 	Create opportunities for sharing perspectives among students and faculty	2011			
	<ul style="list-style-type: none"> Prepare an annual "diversity calendar" that coordinates and communicates activities and events across the college and include in the college bi-weekly newsletter. 	Improved coordination and increased awareness of activities and events	Annually beginning 2010/11.			College Diversity Committee
	<ul style="list-style-type: none"> Create brown bag staff training program 	Increase staff understanding of diversity	2011			
To continue to offer challenging courses, public lectures and museum exhibitions	<ul style="list-style-type: none"> Continue creation of course content that fosters internationalism and cultural diversity 	Promoting student research and career development with culturally diverse content and participants	On-going			
	<ul style="list-style-type: none"> Development of art symposia, exhibitions on campus and in the Palmer Museum with culturally diverse content 	Faculty and student research with culturally diverse content and participants	On-going			
Create more in-country and study abroad opportunities that embrace diverse cultures and win participation from more students at all levels from diverse cultures	<ul style="list-style-type: none"> Bringing together students and faculty from diverse cultures to work together, as in the Art History Bi-national Temple-Town Hierakonpolis Project in Egypt (Art History-archaeology Dr. Walters, Integrated Arts with K. Parizek; Geoscience faculty Drs. Alexander, Gold and Parizek; Geologist from Cairo, National Research Centre Dr. El Gohary and faculty from Dr. Shishtawy from Tanta University and Dr. Zenab Maharus from Cairo University) 	Create a more diverse mix of students from different cultures and institutions in collaborative work.	On-going	Several joint articles and individual lectures at national and international symposia	Professional training and teamwork, research and papers from the participants	
	<ul style="list-style-type: none"> Increase study-abroad participation in programs 	Voluntary student participation rises	On-going	In progress		Internationa

	where it is currently optional	over the next five years.				I Program coordinator
Creation of cultural dialogue and culturally diverse artistic experiences in the School of Theatre vis a vis plays that address specific cultures/communities	<ul style="list-style-type: none"> Cultural Conversations new works festival 	Increased visibility of cultural diversity – eventually becoming a collaborative effort promoting a best practices scenario	On-going			
	<ul style="list-style-type: none"> Consider diversity in selection of Visiting Directors 	“	On-going			
	<ul style="list-style-type: none"> Summer Theatre Project 	Open training, creation/performance experience to nation and international young actors/writers	Summer 2010			
Promote diversity planning within each unit and provide support to student organizations working to increase shared understanding	<ul style="list-style-type: none"> Form active diversity committees in all academic units 	Greater attention to issues of diversity and climate at the unit level.	2011			
	<ul style="list-style-type: none"> Support NOMAS (National Organization of Minority Architecture Students) 	Support the events that the NOMAS organize such as its fund raising event.	2011			
	<ul style="list-style-type: none"> Continue to support “Freedom by Design” that designs houses for local citizens with disabilities and increase the number faculty and student participants 	Supporting “Freedom by Design” will raise the level of the awareness of the students on their social responsibility	2011			
Outreach, bringing diversity to our students and our students to other places.	<ul style="list-style-type: none"> Bring in artists, speakers, exhibitions etc from diverse groups to work with our students. For example, inviting a traveling art exhibition, which is supposed to be held in Beijing in 2010, the exhibition categories would cover drawing, painting, sculpture, printmaking, multimedia and graphic design etc. The entire exhibitors are Chinese art professors (probably including some came from Taiwan, Hong Kong and Macao as well) who are teaching in the American universities campus. 	Open the community and student awareness to what is happening outside of Central Pennsylvania.	A Chinese/ American art professional can be invited after Year 2010 with other opportunities on-going.			
	<ul style="list-style-type: none"> Encourage students to participate in international students art/design competitions/exhibitions. Create integrative study abroad opportunities for our students to study, experience and work in diverse areas of the world. (Example Egypt, Bolivia, China, 	Help students to understand foreign cultures, art philosophies, techniques, practices, and have opportunities to exchange ideas and learning experiences and widen their view globally.	On-going			

	etc...)					
	<ul style="list-style-type: none"> Bring some outstanding works of international students to our Penn State audience, and promote international understanding and dialogue through the visual communications. For example, inviting an international student show entitled "East + West International Students Poster Biennial" to Penn State. This event was organized mainly by the Hubei Academy of Fine Arts in China. 	Give students opportunities to experience cultural diversity in other parts of our world.	Continuous 2010-2015.			
	<ul style="list-style-type: none"> Continue working with the International Office. Work on committees dealing with strategic 5 year planning. Be the juror of an international photo competition, possibly creating publicity photographs to advertise for their GENS. 	<p>Help bring and implement global ideas to the university as a whole.</p> <p>Help with the images used for advertisement at a more national scale.</p>	Started August 2009 and continuing			
	<ul style="list-style-type: none"> Take field trips with our students to help them experience other realities outside of Central Pennsylvania. 	Improve student knowledge and experience with diverse populations through research, workshops, exhibitions, performances, and other forms of community engagement.	Ongoing.			

Unit Strategic Indicators for this Challenge

- Indicator:** All faculty and staff will attend diversity training over the next two years, with consistent additional reviews to occur bi-yearly.
- Indicator:** Active diversity committees established in all academic units
- Indicator:** Assess growth opportunities for study abroad experiences within the context of past trends and the current economy. Increase to 10% of A&A student enrollment by 2015.

2008/09	130 from 1471	8%
2007/08	135 from 1508	9.4%
2006/07	116 from 1519	7.6%
2005/06	148 from 1577	9%
2004/05	122 from 1516	8.8%

- Indicator:** The 2012 Faculty/Staff survey will reflect over a 90% approval rating for a welcoming climate in the College.

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.</p> <p>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.