

Before you read the feedback and report revisions, you are strongly encouraged to review the Overview, History and Calendar Web page at

< <http://www.equity.psu.edu/framework/updates> >

College of Arts and Architecture
The Pennsylvania State University

Responses to QUESTIONS FOR COLLEGES
prepared: December 2001; modified: April 2002

Challenge 1: Developing a Shared and Inclusive Understanding of Diversity

1. How does your college define or describe diversity?

The College of Arts and Architecture describes diversity as a community with reasonable ethnic, gender, and cultural representation that exemplifies the ideals of differences. The College fosters a climate of respect for free exchange of knowledge and ideas to promote active learning through faculty-staff-student interaction.

How is this understanding demonstrated in areas of emphasis within your college?

The College of Arts and Architecture demonstrates this description through its curriculum, open discussions for students, faculty meetings, performances, social events, printed literature, as well as through cooperative extension and distance education.

2. How has your college distributed and discussed information to students about the University's diversity initiatives?

The Office of Multicultural Programs distributes information about the University's diversity policies and resources in personal interviews, student organizations, e-mail, educational programs, posters, handbills, a Peer Mentor Group, and open forums.

3. How has your college distributed and discussed information to faculty and staff about the University's diversity initiatives?

The Office of Multicultural Programs distributes information about the University's diversity policies and resources by way of e-mail, printed literature, faculty and staff meetings, the College Diversity Committee, and unit leaders.

4. What is the role of the Multicultural coordinator?

The Multicultural Coordinator is charged with the development, coordination and implementation of programs and policies that effect the recruitment, retention, and development of students from underrepresented groups. The coordinator also works with other University units and student organizations to improve diversity campus wide. Programs supported by the Office of Multicultural Programs include academic, personal, financial, and career counseling, as well as special initiatives and workshops to assist students in achieving success at the University.

5. Does our college have a diversity committee? What is its role?

Yes. The College of Arts and Architecture has a College Diversity Committee that meets to discuss matters of inclusion, provide guidance for diversity initiatives, monitor the climate for diversity informally, and support the Office of Multicultural Programs. For example, the College Diversity Committee will review and provide a critique of this report. The committee is composed of the Coordinator of Multicultural Programs, a faculty member from each of the seven units in the College, two staff members appointed by the Staff Council, the Associate Dean for Research and Graduate Studies, and two students. The committee will be chaired by one of the faculty members.

Challenge 2: Creating a Welcoming Campus Climate

1. How does your college and department leadership demonstrate visible support for diversity?

The College and unit leadership demonstrate visible support for diversity in the following ways:

The Multicultural Programs Coordinator is a member of the Dean's Executive Council. The College welcomes to the campus performers, lecturers, and programs of underrepresented groups to offer a number of events. Among these events, rich in multicultural heritage, are lectures, film series, and special programs. Also, every year the College supports cultural events of ethnically underrepresented groups. In 2001, the Center for the Performing Arts and the College brought several performers and performing groups, such as Herbie Hancock, Gregory Hines, and Wadiako Yamato, a group of male and female Japanese drummers, who blended theatrical sensibilities with their prowess on percussion instruments.

Recently, the Center for the Performing Arts had the pleasure of hosting *Promise of a Love Song*. This musical brings together three distinctly different theatre companies in a collaboration designed to transcend hatred, violence, prejudice, and discrimination at Penn State and in the community. *Promise of a Love Song* weaves three distinct cultural perspectives into an evening-length musical theatre work. The performers included Teatro Pregones, a Puerto Rican cultural group based in New York City; Junebug Productions, an African-American company from New Orleans; and Roadside Theater, which mines the heritage of the central Appalachians from its home along the Kentucky-Virginia border.

The Palmer Museum of Art supports diversity through exhibitions that include the works of the late John Biggers, an acclaimed muralist, draftsman, painter, sculptor, inspirational teacher, and Penn State alumnus. Together with Beauford Delaney, he has been a major figure in American art during the second half of the twentieth century. The Palmer Museum also has several permanent exhibits displaying objects of African and Asian cultures.

The School of Theatre supports diversity through culturally rich performances such as *The Piano Lesson*, *The Meeting*, and *God's Trombones*. The School of Theatre also maintains its own School Diversity Committee.

The School of Music shows its support for diversity through performances by Essence of Joy and the Jazz Ensemble in addition to including selections of world music in concerts.

The School of Visual Arts supports diversity through art exhibitions, discussions, and the annual designing of the Martin Luther King, Jr. poster. The School also maintains a School Diversity Committee.

The School of Architecture and Landscape Architecture demonstrates visible support for diversity through the work of the Hamer Center, a collaborative initiative between Architecture and Landscape Architecture. The Hamer Center assists with the planning, restoration, and development of diverse and low-income communities.

The Department of Art History and the Department of Integrative Arts show their support for diversity through curriculum development and courses with multicultural content.

The administration of the College is responsible for setting and monitoring our priorities for diversity, which includes programming, faculty and staff searches, and student recruitment.

2. How does your college identify climate issues?

The College of Arts and Architecture assesses climate by utilizing an open-door policy and individual meetings with staff and faculty during annual reviews. The Multicultural Programs Coordinator conducts informal climate assessments during meetings with students, faculty, and staff. The College also uses external bodies as a source of collegiate assessment including admissions data and student activities surveys and evaluations.

3. How does your college respond to climate issues?

The College of Arts and Architecture is aware of the importance of developing and strengthening an inclusive climate to ensure that all faculty and staff feel valued. This goal is pursued through inquiries conducted by the Multicultural Programs Coordinator, whenever issues of climate are brought to his attention. He engages in open dialogues and schedules individual meetings with all parties concerned.

4. What college-wide and individualized approaches have you developed to enhance overall climate and individual's satisfaction with the environment?

The College of Arts and Architecture hosts several events throughout the year that foster cross-cultural interaction. Many of these programs include open dialogue to encourage better understanding of diversity. The Multicultural Programs Coordinator encourages faculty, staff, and students to express any concerns about diversity issues. As part of our strategic plan both the Dean and the Multicultural Programs Coordinator will discuss our commitment to diversity in new student orientation, new faculty orientation, and individual unit staff meetings at the beginning of each year.

Challenge 3. Recruiting and Retaining a Diverse Student Body

1. Does your college contribute to locating and recruiting undergraduate students from underrepresented groups? If so, how?

Each year the Multicultural Programs Coordinator sponsors several bus trips from innercity high schools to University Park to recruit potential undergraduate students from underrepresented groups. The College also uses bus trips sponsored by the MACA office to recruit potential students to the College. The Multicultural Programs Coordinator visits high schools in the Commonwealth, New York City, and Washington, D.C. to maintain ongoing good relationships between the College and these high schools.

The Dean of the College recently established a College scholarship for underrepresented students at CHAD (Charter High School of Art and Design), a predominantly minority charter school in Philadelphia. Phonothons are conducted throughout the month of February to contact underrepresented high-school students who have submitted applications for admission to the College. In addition, music-theatre students present several performances each year throughout the Commonwealth. These performances are accessible without cost to underrepresented high school students. They have proven to be a successful recruiting tool.

2. How has your college contributed to locating and recruiting graduate students from underrepresented groups?

The College proactively recruits graduate students from underrepresented groups at professional meetings and conferences. The School of Theatre successfully recruits underrepresented students to its graduate programs at the annual URTA auditions in Los Angeles, Chicago, and New York. We also recruit by sponsoring students in the SROP and McNair programs and always follow through by contacting with potential students recommended by University alumni and current students.

The Multicultural Programs Coordinator actively recruits students from historically black colleges and universities and from those schools with a high percentage of Hispanic and Latino students. We contact all students whose names are submitted to the Coordinator of Multicultural Programs by the CIC. The Bunton-Waller Fellowships are successfully used to recruit underrepresented graduate students of outstanding ability to programs in the College.

3. What strategies have you implemented to retain undergraduate students from underrepresented groups?

The Multicultural Programs Coordinator has several retention programs in place to retain students from underrepresented groups. The Peer Mentor Program identifies students who may experience academic difficulties in their programs. Each of these students is paired with an upperclass student, who serves as mentor. In this program the student and the mentor meet at least every two weeks to review the student's academic progress and social development in the College.

The Multicultural Programs Coordinator meets with students frequently in an open forum of MIAA (Multiculturalism in Arts and Architecture). The students who participate in this open forum have decided to recommend MIAA as a new student organization. The Multicultural Programs Coordinator sends letters to any students whose GPA drops below a "C" average. He then schedules individual conferences with these students to discuss their learning skills, time management, and study habits. The anticipated result of these sessions is to assist them in improving their academic performance.

The College will consult with College of Science, College of Health and Human Development, and College of Communications for benchmarking ideas for retention of students.

The Multicultural Programs Coordinator encourages students to participate in job fairs, graduate recruitment programs, and study abroad programs. They are also advised of the financial assistance available to them at the University to enable their enrollment in study abroad programs.

4. What strategies have you implemented to retain graduate students from underrepresented groups?

The Multicultural Programs Coordinator conducts one-on-one advising for all new graduate students who enter the College. During these sessions the students are made aware of research and performance opportunities and resources for support throughout the University. Frequent social gatherings of underrepresented graduate students are held to discuss and explore their concerns. Graduate students are encouraged to present, perform, or attend professional workshops and conferences for which they are eligible to receive financial support from the College. All underrepresented graduate students participate and sometimes facilitate the MIAA open forum.

5. What recruitment and retention strategies have been most successful?

The most successful recruitment strategies have been the URTA auditions for graduate programs in the School of Theatre, conferences for the School of Music, and the connections with historically black colleges and universities. Also effective for recruitment has been the Multicultural Programs Coordinator's attendance at college fairs and individual institutions.

The most effective retention strategy has been the personal relationships that develop between faculty and students as well as opportunities to participate in programs abroad.

The studio experience, as practiced in the majority of majors and courses in the College of Arts and Architecture, afford every student, every day, both a faculty and a peer student mentoring environment. The very nature of the studio or rehearsal hall is a mentoring experience, where one on one learning is structured to elicit dialog and creative expression of all students. Faculty interact with students in each of these courses throughout a four or five year period in most of our academic majors. Students interact, communicate, collaborate and create individually and in teams. This interaction is at the heart of peer mentoring in the College of Arts and Architecture.

Challenge 4. Recruiting and Retaining a Diverse Workforce

1. How has your college actively engaged in locating and recruiting faculty and staff from underrepresented groups?

To identify faculty and staff from underrepresented groups, the faculty recruit at national conferences and workshops as well as through the College Alumni Association. The Multicultural Programs Coordinator informs officials at historically black colleges and universities of all new searches throughout the College. The College utilizes job-search engines on the internet to advertise anticipated vacancies. We also utilize individual units' professional organizations to publicize position openings.

The Human Resources officer in the College sends out announcements of all staff openings to the University Human Resources, to local employment agencies, and to newspapers within a fifty-mile radius of University Park.

2. What recruitment strategies have been most successful?

Individual contact with minority faculty has been the most successful tool. We talk with peers in our disciplines, observe programs at national conferences and regional symposia, then make direct contact with faculty to apprise them of faculty openings. We follow up on these initial contacts to encourage applications. In the past year we were able to hire five new minority faculty using this approach.

In addition, a number of underrepresented faculty hires had a connection with a current faculty member. Thus, word-of-mouth appears to be an effective means for attracting applications from members of underrepresented groups.

3. What retention strategies have you implemented in your college to retain members of underrepresented groups?

The President of Penn State has made available the President's Special Opportunity Fund, which enables salaries of new faculty hires from underrepresented groups to be competitive. This fund is directly related to faculty retention in recent years.

The Faculty Mentor Program assigns a mentor to each new hire to assist these faculty with their transition into the University system. Underrepresented faculty in the College are eligible to receive support from the Multicultural Programs Coordinator to present their work at professional conferences.

4. What retention strategies have been most successful?

A combination of the above-mentioned initiatives have proved successful in retaining faculty in the College.

Challenge 5. Developing a Curriculum that Supports the Goals of our New General Education Plan

1. What initiatives have your college taken in supporting multicultural curriculum efforts?

Beginning in the fall semester of 2002, two new course offerings with diversity content will be offered in the College. Courses in African and Asian art, will be taught regularly in the Department of Art History. Dr. Joyce Robinson already teaches a course in African-American art in that department. The School of Music will revise MUSIC 009 (World Music), a study of non-Western music.

During the spring semester of 2002 Professor Grace Hampton will offer a course on African art in the Department of Integrative Arts. This course will be delivered at Penn State and in Ghana through Continuing and Distance Education. These offerings will help to diversify the curriculum and are expected to help in the recruitment of underrepresented students to the College.

2. What research and teaching in your college has advanced the University's diversity agenda?

The research of Professor Grace Hampton in Ghana, of Professor Elizabeth Walters in Egypt, and Dr. Sarah Rich's course "Contemporary Queer Art Theory" have advanced the College's diversity agenda.

Professor Brian Curran in the Department of Art History is continuing his study of ancient Egyptian influences in Italian Renaissance art.

Professor Barry Kur in the School of Theatre recently spent a sabbatical leave in South Africa to study that country's regional dialects.

Professor Simone Osthoff in the School of Visual Arts is researching Brazilian contemporary art and popular culture.

Professor Tony Leach in the School of Music is preparing a choral celebration of African-American Spirituals.

Members of the string faculty in the School of Music have presented concerts and conducted master classes in Taiwan and The People's Republic of China.

The recent publication of volume 10 of Papers in Art History, *Art and the Native American: Perceptions, Reality, and Influences,* has expanded the purview of this series into non-Western art.

3. How is diversity integrated into the curriculum of your college?

Units encourage faculty to diversify the curriculum by introducing non-Western components into their courses. As part of our strategic plan, we will develop, deliver, and promote courses in General Education focused on minority issues in the arts.

Professor Tony Leach arranges and performs African-American music and is director of Essence of Joy. Professor Dan Yoder's jazz ensembles include the study and performance of African-American jazz styles.

Challenge 6. Diversifying University Leadership and Management

1. How has your college assisted faculty and staff from underrepresented groups in developing leadership and management skills?

Underrepresented faculty and staff in the College receive financial support from their units and from the Dean and are recommended for training programs (e.g., courses offered by the Penn State Leader Program). The College also encourages and supports faculty and staff to pursue higher academic degrees and professional certification.

Challenge 7. Coordinating Organizational Change to Support Our Diversity Goals

1. What organizational re-alignments, systems of accountability, resource mobilization and allocation strategies, long-term planning strategies, etc. has your college implemented to ensure the realization of the University's diversity goals?

The College of Arts and Architecture developed and approved Guidelines for Searches (appended to these Questions) before the University developed new ones. These guidelines require academic units to document methods used to diversity the pool of applicants prior to approval to reviewing candidates' files. The dean is responsible for monitoring every tenured and tenure-track faculty search and must ensure adequate representation from underrepresented populations in the pool and reserves the right to cancel searches if there is not. Twice in the past year searches have been reopened with a charge to further diversify the applicant pool.

In addition, this College and its units have actively sought applications from minority candidates. We have identified persons from protected classes who are excellent scholars, teachers, and artists, then have spoken to them personally and encouraged their applications. In one year (00-01), these efforts produced five hires from underrepresented groups--all excellently qualified faculty whom we sought out for positions.

We have been very active in seeking assistance from the President's Special Opportunity Fund to assist in hiring minority faculty, and the dean has also contributed funds to this effort.

Our specific long-term goals regarding diversity are contained within our completely revised Plan to Foster Diversity.

List of Appendices

Appendix 1
Faculty Search Procedures