Indiana State University

Bayh College of Education (BCOE)

DIVERSITY PLAN

2010 - 2013

About the Bayh College of Education:

BCOE Mission

> To prepare, promote, and advance educational and human service professionals for a diverse and ever-changing world.

BCOE Values

> **Student Success:** We bring to bear scholarship, professionalism, respect, and high expectations for all students.
>
> **Social Justice and Diversity:** We work to create environments that support and enable all members of our community to thrive.
>
> **Honesty:** We have integrity and are trustworthy, ethical, and fair.
>
> **Collegiality:** We enjoy being a collaborative team in a positive environment that communicates well and works together for the greater good of all.
>
> **Caring for Others:** We are compassionate and supportive of others.
>
> **Responsibility:** We are dedicated, dependable, and hard working.
>
> **Openness to Change:** We prize creativity and support continual improvement.

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DIVERSITY POSITION STATEMENT

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The Bayh College of Education affirms that diversity is fundamental to excellence. Valuing diversity means actively using the strength of the different perspectives that individuals bring from the vantage points of their culture, religion, ethnicity, gender, race, national origin, disability, sexual orientation, and age. We seek students, faculty, and staff who reflect the diversity of our pluralistic society in reaching their potential in *Becoming a Complete Professional.* Opportunities for enhancing diversity, community, and mutual trust are desired, encouraged, and supported by and for all within our community of educators. We are committed to promoting respect for human diversity, social justice, and equity. Our effective professional practice is rooted in awareness, knowledge, and skill in working with all peoples in our local, regional, national, and global communities.

DIVERSITY ACTION STATEMENT

Awareness and knowledge alone are insufficient to be an effective educator and student; action is required. Actions are the outcome of awareness, knowledge, and skills relative to diversity issues. Inaction perpetuates an unjust and non-inclusive system. We must serve as role models for valuing diversity and learning more about diversity. Listed below are action suggestions—activities that are appropriate within an educational system that values diversity.

The BCOE Diversity Plan has three primary goals:

1.   **To build and maintain an inclusive campus environment.**

2.   **To recruit, support, retain, and graduate a diverse student population.**

3.   **To maintain and enhance diversity in employment of staff, faculty, and administrators.**

Achieving diversity of students, faculty, and staff requires planning and aggressive action. Therefore, this document identifies areas of focus and a variety of strategies to be reinforced, implemented, or considered as alternatives in our efforts to attract and retain a diverse group of students, faculty, and staff to our college. A system of accountability to ensure the periodic evaluation and re-calibration of our plan and strategies is also included in this document. Individual departments, programs, and units within the Bayh College of Education will make implementation of the Diversity Plan a priority.

GOALS and INITIATIVES

1. CREATING A DIVERSE AND INCLUSIVE ENVIRONMENT

This section describes specific strategies the Bayh College of Education will implement to create a more diverse and inclusive environment.

1.1. Coursework

Diversity themes will be infused into/threaded through all coursework in every program. Every attempt should be made to address diversity within the content of instructional methods and professional education courses as well. The BCOE should be able to clearly document the inclusion of diversity inclusive strategies, diverse field experiences, and service learning in each program.

1.1 Measure of Progress:

Year 1:   Spreadsheet developed to visualize the scope and sequence of diversity themes in each program.

Year 2:   Programs to ensure that 50% of courses have infused diversity themes.

Year 3:   Programs will achieve 100% of courses with diversity themes infused.

1.2. Development of Personal and Professional Growth

Departments and units are expected to include diversity in their professional development activities. In addition, faculty will be encouraged to reflect on their own growth in awareness and understanding of cultures, races, and ethnic groups other than their own. Faculty, staff, and students are expected to exhibit professional behavior and dispositions, seek professional development, reflect on that experience, and advocate for a more inclusive community and learning environment.

1.2 Measure of Progress:

Year 1:   Each department has evidenced a commitment to diversity in its promotion and tenure document. The BCOE will support individual assessment for intercultural competence.

Year 2:   Departments will submit the number of professional growth opportunities in the area of diversity that faculty and staff have engaged in each year.

Year 3:   The BCOE and individual departments will collect data to assess progress from minimization towards ethno relativism (as identified in the 2007-08 college cultural audit).

1.3. Development of a Faculty Scholars Program

The BCOE, in collaboration with departments and the Office of Diversity, will secure resources to bring in visiting scholars/consultants to enhance the scholarly dialogue on diversity. Some may work with the BCOE over an extended period of time.

1.3 Measure of Progress:

Year 1:   Establish funding, a pool of potential scholars/consultants, and departmental plans for utilization.

Year 2:   Select visiting diversity scholars/consultants with a minimum of two opportunities provided. Departments implement plans.

Year 3:   All departments have engaged with a diversity scholar/consultant as evidenced in value-added reports.

1.4. Diversity Statements

Departments and programs are encouraged to revisit their diversity statements every three years to reflect alignment with the BCOE Diversity Plan. Deliberate reconsideration of such statements, with a focus on the role of diversity, can raise the collective consciousness of a department or program and provide another important step in advancing goals in this area.

1.4 Measure of Progress:

Year 1:   Current statements are reviewed, included in syllabi, and posted where appropriate.

Years 2 & 3:

Departments will ensure that all syllabi are in compliance and reflect upon any changes that are needed in the statements.

2.   RECRUITING, SUPPORTING, RETAINING, AND GRADUATING A DIVERSE STUDENT BODY

Increasing the diversity of the BCOE student body is emphatically supported by the Dean, Administrative Council, governance, and departments within the BCOE, which is a necessary element in meeting this goal. The plan for this goal includes a number of strategies that are consistent with best practices and with the University Strategic Plan (ISU Strategic Plan, Goal One). Although not specifically named as an initiative in this plan, it is acknowledged that enhanced faculty and staff sensitivity to student diversity remains as one of the primary

avenues to accomplish this goal. To recruit, support, retain, and graduate a diverse student body at both the undergraduate and graduate levels of study, we must continue to:

- Identify obstacles to the attraction of diverse populations to BCOE programs and suggest solutions to overcome those obstacles.
- Analyze the recruitment/retention and support strategies currently in place.
- Collect and analyze data from various student sources.

Specific initiatives for this three-year period include:

2.1. Early Outreach:
　　Focus on early outreach efforts with directed attention toward diverse populations.

　　2.1 Measure of Progress:

Year 1:	Explore targeted early outreach efforts and develop plans and establish a student advisory council.
Year 2:	Implement an early outreach effort.
Year 3:	Assess effectiveness of early outreach efforts.

2.2. Targeted Retention and Success:
　　Mobilize students, staff, faculty, and alumni for targeted retention and success efforts among diverse populations. Retention efforts can be conducted in partnership with affiliated groups such as advisory councils, International Programs and Services and student, faculty, and staff organizations.

　　2.2 Measure of Progress:

Year 1:	Data collected on available measures of student diversity and plan developed for targeted retention and success.
Year 2:	Plan implemented.
Year 3:	Monitor student, faculty, and staff participation in targeted retention. Determine effectiveness of plan based on change in baseline retention and graduation data gathered in year one.

2.3. Develop Cultural Competence:
　　Increase faculty and staff knowledge of challenges facing education students from diverse/underrepresented populations.

　　2.3 Measure of Progress:

Year 1:   Hold a minimum of one forum with domestic diverse students and one forum with international students to identify challenges faced. The information will be shared with faculty and staff.

Year 2:   Professional development and measures of effectiveness TBD based on information gained.

Year 3:   Professional development and measures of effectiveness TBD based on information gained.

2.4. Building Community:

Increase participation of diverse students in educational learning communities, student organizations, and themed housing options.

2.4 Measure of Progress:

Year 1:   Data collected on number and percentage of diverse students participating in themed housing, student organizations, and learning communities.

Year 2:   Increase number of diverse students participating by 25%.

Year 3:   Increase number of diverse students participating by 50% from 1st year of plan.

2.5. Networking:

Establish social networking groups both virtually and in person, to provide support, collaboration, and peer mentoring among students

2.5 Measure of Progress:

Year 1:   Categorize what is currently in place, assess interest and need, and activate at least one networking group with a faculty advisor.

Year 2:   Establish opportunities for mentoring.

Year 3:   Extend opportunities for mentoring.

2.6. Remove barriers for BCP1 admission

Establish a planning vision for PRAXIS achievement and related admission criteria.

2.6 Measure of Progress:

Year 1:   Use current data collected on workshop attendance, pass rates, and admission rates to inform a plan.

Year 2:   Implement the plan and collect data.

Year 3:   10% increase in number of diverse students admitted to BCP1.

3. **ENHANCING AND MAINTAINING DIVERSITY IN EMPLOYMENT OF FACULTY, STAFF, AND ADMINISTRATION**

Increasing the diversity of BCOE faculty, staff, and administrators can only be accomplished by deliberate planning ahead of the time when opportunities to hire arise. Such planning begins with the Dean, Administrative Council, and departments within the BCOE adopting enhanced faculty, staff, and administrator diversity as a primary goal. This plan includes a number of strategies that are consistent with best practices and with the University strategic plan specifically to recruit and retain great faculty and staff (Goal 6 of the strategic plan). Strategies are to be applied across all three groups: faculty, staff and administration, unless otherwise noted.

The following are baseline expectations for the College and departments within it:

- Ensure diversity expectations are pervasive throughout the BCOE.
- Publicize our college's commitment to diversity.
- Commit resources to creative and goal driven recruitment strategies to diversify the BCOE .
- Collect and analyze data on diversity in faculty from peer institutions in the area to use in establishing benchmarks. (faculty)
- Review our numbers in each group in terms of diversity and set goals for increases that are reviewed every three years.
- Inventory and assess our efforts at enhancing diversity annually.
- Identify understanding of equity and diversity/multicultural issues as a required qualification in the development of position descriptions.
- Establish ties with and contact HBCUs and institutions that graduate high numbers of students of color. (faculty)
- Use direct correspondences, mailing or emailing position announcements to groups that have connections with underrepresented minorities. (faculty, administrator)
- Advertise in publications with connections with underrepresented groups such as *Diverse Issues in Higher Education*.   (faculty, administrator)
- Include Office of International Programs and Services in the search process when appropriate for information sharing.
- Ensure that faculty from underrepresented groups are involved in recruitment efforts. (faculty, administrator)

- Ensure that candidates have the opportunity to engage with college, campus and community networks within their own cultural group. Search committees will identify individuals, organizations (e.g., faith groups, civic groups), and agencies that might provide community links for potential faculty members.
- Highlight during the search process the range of incentives in order to attract and retain faculty with an interest and/or experience with issues of multicultural education, diversity, equity and inclusion. (faculty)

Baseline Expectations Measure of Progress:

Year 1:   A checklist of relevant baseline expectations is developed for all search committees for faculty, staff, and administrators.

Year 2:   Search chairpersons will ensure the checklist is completed for all searches.

3.1. ATTRACTING AND RETAINING DIVERSE FACULTY

   3.1.1.   **Explore the potential for "grow our own faculty".**

3.1.1 Measure of Progress:

Year 1:   ISU Policies have been reviewed to determine any conflicts and/or support for "grow your own" efforts.
            A contact list is developed and maintained of potential faculty candidates.
Year 2:   Examine curriculum regarding professorial potential among doctoral programs.
            Expand supervised college teaching and scholarship opportunities among doctoral students in the BCOE.
Year 3:   TBD

   3.1.2.   **Networking:**
Establish social networking groups both virtually and in person, to provide support, collaboration, and mentoring for faculty.

3.1.2 Measure of Progress:
Year 1:   Categorize what is currently in place, assess interest and need, and activate at least one networking group.
Year 2:   50% of pre tenured faculty participate in a networking group.

Year 3: Satisfaction with networking groups has been assessed and any needed changes recommended.

3.1.3. **Mentoring:**

Establish a formal mentoring program for new faculty that includes specific strategies to meet the needs of diverse faculty and that augments the University orientation program. Some examples **could be**: biennial chats with the Dean; a community of mentors from outside the department, in addition to the department appointed mentor, for monitoring and supporting movement towards tenure (e.g., continuing and enhancing 1st, 3rd and 6th year preparation workshops on tenure processes and expectations).

3.1.3 Measure of Progress:

Year 1: Conduct an employee satisfaction focus group for non tenured faculty with the outcomes used to establish direction for mentoring programs.
Year 2: Establish a minimum of one new mentoring activity/program.
Year 3: Assess initiatives and adjust mentoring activities/programs as needed.

3.2. ATTRACTING AND RETAINING DIVERSE STAFF AND ADMINISTRATORS

In addition to the baseline expectations, the following specific strategies for this group should be employed:
3.2.1. Extend staff recruitment efforts by reaching out to community partners and enhancing communication with nontraditional networks. (Staff)
3.2.2. Support and promote professional development opportunities and succession strategies for all staff and administrators, recognizing these as retention factors. (Staff, Administrator)

3.2.3. Leverage/facilitate the involvement and connections of current administrators of color and women administrators in recruitment, professional development, and retention of diverse administrators and leaders. (Administrator)

3.2 Measure of Progress:

Year 1:   Summary of recruitment efforts and supportive opportunities is shared
            across departments and areas.
Year 2:   Assess effort and opportunities and adjust as needed.
Year 3:   TBD

COMMITTEE FOR DIVERSITY PLAN MEASUREMENT OF PROGRESS

As the saying goes, "What gets measured gets done!" Therefore, a committee will review the Measures of Progress each year, identify persons responsible for goal accomplishment, and make recommendations to the Dean and Administrative Council on accomplishment and/or modification of each goal area. Departments and units of the College will submit data required by various Measures of Progress throughout the year to the committee. The committee will take responsibility for updating the BCOE Diversity web page and posting relevant data in a format that can be easily accessed by all.

The committee is to be appointed by the Dean and will be made up of representatives of each unit (4 departments, ESS, IITS, and Blumberg). Faculty, staff, students, and administration should be represented.

The committee will present their findings and recommendations at the annual Fall Faculty/Staff Meeting. Based on that report, initiatives and measures of progress may be changed or deleted to fit the current needs of the college and university.

APPENDICES

A. BCOE Department Diversity Statements

B. Members of 2009-2010 Diversity Task Force

Appendix A: BCOE Department Diversity Statements

Department of Elementary, Early, and Special Education

The faculty, staff and students of the Department of Elementary, Early and Special Education recognize and value diversity. The department embraces the contributions of all groups, including those formed by gender, ethnicity, race, culture, sexual orientation, age, religion, personal experience, disability and ability in the creation of a diverse, inclusive environment. Professional preparation of students in the department and college includes knowledge of diversity issues, recognizing the benefit to all from the combination of many voices. This affirmation of diversity is critical to developing students as full partners in local, national and global communities.

Department of Educational Leadership, Administration and Foundations

Much has been written and discussed about the importance of diversity, especially for educational institutions such as schools and colleges given their role in addressing societal inequities and providing social mobility. Yet, like many organizations, their staffing and leadership do not always reflect the diversity of the larger society. For example, in relation to societal demographics, school and college leadership may be disproportionally white and male despite considerable research that affirms the benefits of racial, ethnic, and gender diversity for both majority and historically underrepresented persons within organizations and for those for whom the organization serves. Given our departmental responsibilities for preparing persons for school or collegiate level administrative leadership, then, it is important that these kinds of diversity at a minimum be reflected in our faculty, staff, and students. To this end, the Department of Educational Leadership, Administration, and Foundations affirms the following value statements around the issue of diversity:

1. The recruitment and retention of underrepresented students, faculty, and department advisory board members within our administrative and academic fields is important.

2. Curriculum, course content and instructional pedagogy that is inclusive of diversity benefits historically represented and underrepresented students as well as the faculty member that initiates such efforts.

3. Intentional and purposeful efforts at including diverse issues and topics in our curriculum, course content and instructional pedagogy is necessary irrespective of how diverse our students are.

4. Faculty hiring searches should be intentional and purposeful at diversifying the candidate pool but also should be intentional and purposeful at planning and executing a search and screen process in order to maximize the chances of making a historically underrepresented faculty hire.

5. Intentional and purposeful faculty recruitment efforts that lead to an historically underrepresented faculty hire should be matched with careful planning, discussion, and initiation of the kind of environment that supports their retention.

6. Developing multicultural awareness, knowledge, and skill competence among our faculty, staff, departmental affiliates (e.g., adjuncts, advisory board) and students is important and must be purposeful and ongoing.

7. Tenure, promotion, pay for performance, and annual review evaluations should include consideration of an individual's efforts at developing multicultural competence in their teaching, scholarship, and/or service with documented evidence represented in their portfolio.

8. Departmental office and commons physical spaces should project a message of inclusivity.

9. Departmental assessment efforts in the area of diversity should align with the expectations of our accrediting agents.

10. Effort at diversifying our faculty, staff, and students and developing multicultural competency is an ongoing improvement process rather than an "end state" that is achieved.

Department of Communication Disorders, Counseling, School and Educational Psychology

Diversity enriches us all. From the workplace to the community, as individuals and in groups, diversity brings together many different voices, creating rich harmony. The faculty, staff, and students of the Department of Communication Disorders and Counseling, School, and Educational Psychology are committed to recognizing the contributions of all groups, such as those formed by gender, ethnicity, race, culture, sexual orientation, age, religion, disability, and personal experience, in the creation of a diverse, inclusive environment. An honest commitment to and explicit recognition and affirmation of diversity in the teaching and learning process promotes our effectiveness as professionals, educators, citizens, and full partners in our local, national, and global societies.

Department of Curriculum, Instruction, and Media Technology

The faculty and staff of the Department of Curriculum, Instruction, and Media Technology believe in the value of recognizing the contributions of individual and group differences in areas such as ethnicity, race, gender, sexual orientation, culture, and personal experience. In doing so, we recognize and affirm that promoting human diversity in teaching, learning, and daily life enhances the effectiveness of our work and that of our students.

Appendix B: Members of 2009-10 Diversity Task Force

Tonya Balch, Assistant Professor, CDCSEP

Bradley Dixon, Graduate Student ELAF

Mary Ferguson, University Diversity Officer, ex officio

Hema Ganapathy-Coleman, Associate Professor, CDCSEP

Pamela Gresham, Graduate Student, EESE

Jan Krackenberger, Administrative Assistant, EESE

Rebecca Libler, Associate Dean, BCOE

Marlene Lu, Project Assistant, Blumberg Center for Interdisciplinary Studies

Maury Miller, Professor, EESE

Larry Tinnerman, Assistant Professor, CIMT

Christy Watts, Dean's Assistant, Dean's Office

With special assistance from Michele Boyer, Professor, CDCSEP

Academic Departments in the Bayh College of Education:

CDCSEP: Communication Disorders, Counseling, School and Educational Psychology
CIMT: Curriculum, Instruction, and Media Technology
EESE: Early, Elementary, and Special Education
ELAF: Educational Leadership, Administration, and Foundations