

Bayh College of Education Diversity Plan 2010-2013

**Final Report
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Goal 1: Creating a Diverse and Inclusive Environment*1.1. Coursework*

Year 1: Spreadsheet developed

Year 2: 50% of courses have infused diversity themes.

Year 3: 100% of courses have infused diversity themes.

In 2011-2012, the DIT conducted an audit of syllabi, with complete data from two departments (CIMT and EDLR) and partial data from two departments (CDCSEP and EESE). Including the departments with complete data only, the proportion of syllabi containing the departmental diversity statement was 7% in CIMT and 65% in EDLR. Although CIMT had a lower percentage of syllabi containing the diversity statement, the course content included more course goals and/or assignments related to diversity than EDLR, 54% and 30%, respectively. CIMT was also more likely to have ADA information in course syllabi (68%) than EDLR (21%).

CDCSEP demonstrated strong diversity content in several classes, including at least one required class in each academic program. EESE had nearly universal inclusion of the departmental diversity statement in course syllabi. Diversity themes in EESE classes relate primarily to INTASC standards related to “diverse learners” without specific connection to social diversity.

1.2. Development of Personal and Professional Growth

Year 1: P & T documents evidence commitment to diversity

Year 2: Number of professional growth opportunities by faculty and staff

Year 3: IDI post-test

Examination of promotion and tenure guidelines by departments indicates that we have not effectively infused a commitment to diversity in how we evaluate faculty performance. Two of the departments have included the departmental diversity statements in their published guidelines; two have not. In none of the guidelines were the words *diversity* or *diverse* included in the criteria for evidence of effective teaching, scholarship, or service.

The Professional Development Survey of faculty activities conducted in summer 2012 for the NCATE visit listed 551 programs or events in which faculty participated. Of these, 67 (12%) had titles that clearly indicated a diversity theme. Because many of these programs were multi-session conferences, it is likely that faculty were exposed to individual conference sessions on diversity topics.

The Intercultural Development Inventory (IDI) was administered to faculty and staff in fall 2007 as an assessment of the climate in the College of Education. At that time, group profile indicated that the members of the college, as a whole, were in the minimization stage of the developmental model of intercultural sensitivity (DMIS); individuals in minimization tend to focus on similarities among people and to downplay differences. The minimization stage might be characterized by statements such as “regardless of culture, people are people” or “down deep, we’re more alike than we are different.” The spring 2013 administration of the IDI also revealed a developmental orientation of minimization; however, the group score was higher, indicating that some progress toward later stages has been made. The perceived orientation scores for both fall 2007 and spring 2013 are markedly higher than the developmental score, which means that respondents overestimated the extent to which they are able to adapt to cultural difference.

Data are presented in Table 1 for the fall 2007 and spring 2013 results.

Table 1

IDI Pre- and Post-Test Results for Bayh College of Education Faculty and Staff, 2007 and 2013

Year/ Group	Developmental Orientation Score	Developmental DMIS Stage	Perceived Orientation Score	Perceived DMIS Stage
2007/All	98.25	Minimization	122.35	Acceptance
2013/All	104.79	Minimization	125.10	Acceptance
2013/Staff	98.31	Minimization	121.84	Acceptance
2013/Faculty	109.61	Cusp of Acceptance	127.63	Cusp of Adaptation

We were able to look at faculty and staff responses separately in the 2013 administration of the IDI. Faculty as a whole were still in minimization, but they were close to attaining the acceptance stage. Similarly, they overestimated their competence as being more able to adapt to cultural difference.

These results demonstrate incremental advances in the cultural competence of BCOE faculty and staff. It is not possible to infer causality for the changed scores; however, we may assume that increased attention to diversity in training, professional development, and hiring have contributed to the slight increase in cultural sensitivity as measured by the IDI. Because of changes in the IDI license, we will not be able to use this instrument again for a climate study. We need to find another measure of climate that will also include student perceptions.

1.3. Development of a Faculty Scholars Program

Year 1: Establish funding, develop a pool, departmental plans

Year 2: Select visiting scholars

Year 3: All departments have engaged with a diversity scholar

This goal was not addressed. Funding was not identified for this initiative.

1.4. Diversity Statements

Year 1: Current statements reviewed, included in syllabi, posted

Year 2: Ensure all syllabi are in compliance

Year 3: Review statements and ensure compliance

The 2011-2012 review of syllabi (see 1.1.) revealed gaps in compliance for the presence of diversity statements in all syllabi. In Year 3, 2012-2013, all departments reviewed and confirmed their diversity statements. In addition, all department chairpersons requested that the statements be added to syllabi.

Continuing attention to this, particularly as new faculty members are hired, will be required to maintain 100% compliance.

Goal 2: Recruiting, Supporting, Retaining, and Graduating a Diverse Student Body

2.1. Early Outreach

Year 1: Explore benchmarks, develop plans, establish student advisory council

Year 2: Implement an early outreach effort

Year 3: Assess effectiveness of early outreach efforts

Two of the team members convened a student group to generate outreach ideas, but only two students participated.

2.2. Targeted Retention and Success

Year 1: Collect data on student diversity and develop plan

Year 2: Implement plan

Year 3: Monitor participation and determine effectiveness of plan

This goal was not addressed.

2.3. Develop Cultural Competence

Year 1: Hold one forum with domestic and one forum with international students

Year 2: Professional development based on information gained

Year 3: Professional development based on information gained

Drs. JaDora Sailes and Lilia Santiago conducted a focus group for African American education majors, followed by a survey. Their results were published in a paper, "An Examination of African American Pre-Service Teachers' Perceptions of the Social Climate in the Bayh College of Education," distributed to all department chairpersons, and posted on the BCOE website. Their results indicated that African American students generally have positive experiences in the BCOE, but there needs to be more attention to diverse issues in instruction and more diversity in faculty and staff members hired in the College.

2.4. Building Community

Year 1: Data collected on participation of diverse students in theme housing, student orgs, and learning communities

Year 2: Increase participation by 25%

Year 3: Increase participation by 50% from first year

The examination of data revealed that very few students are participating in education-related theme housing, student organizations, and learning communities. There are even fewer students of color in these groups. A critical mass of students is necessary so that we can build community among them. Recruitment of underrepresented students in education majors is an ongoing priority and must be featured in our continuing efforts.

2.5. Networking

Year 1: Assess current status and implement one networking group

Year 2: Establish opportunities for mentoring

Year 3: Extend opportunities for mentoring

Sydney McClary conducted a review and report on use of social media for networking. Her recommendations are available and will inform our continuing work.

2.6. Remove Barriers for BCP1 Admission

Year 1: Examine current data and develop a plan

Year 2: Implement the plan and collect data

Year 3: Increase number of diverse students admitted to BCP1 by 10%

Passing the Praxis test was identified as the primary barrier to BCP1. Dr. JaDora Sailes and Mr. Ken Coleman developed an FAQ page on the Praxis exam that has been posted to the BCOE website. With the change from the Praxis to the CASA test occurring September 1, data will be necessary to determine the degree to which this test remains a barrier.

Goal 3: Enhancing and Maintaining Diversity in Employment of Faculty, Staff, and Administration

Baseline Expectations

Year 1: Checklist of relevant baseline expectations developed for search committees

Year 2: Search chairpersons ensure checklist is completed

The ISU Council on Diversity has taken the lead on this; our liaison relationship with the Chief Diversity Officer and the BCOE members of the Council has served us well in advancing our goals through the ISU efforts.

3.1. Attracting and Retaining Diverse Faculty

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

Year 1: Review ISU policies; develop contact list

Year 2: Examine curriculum and expand supervised college teaching and scholarship opportunities for doc students

Year 3: TBD

We have investigated the Holmes Scholar program through AACTE; a summary report prepared by Aisha Williams is available from Denise Collins. Key to implementing a Holmes Scholar is to identify eligible doctoral students in the BCOE. This should be considered in the next iteration of the Diversity Plan.

3.1.2. Networking

Year 1: Assess current status and implement one networking group

Year 2: 50% of pretenured faculty participate in a networking group

Year 3: Assess satisfaction with networking groups and recommend changes

ISU has a strong networking initiative. We need to support the university efforts rather than overwhelming pretenure faculty with multiple networking opportunities.

3.1.3. Mentoring

Year 1: Focus group with nontenured faculty to determine mentoring outcomes

Year 2: Establish one new mentoring activity/program

Year 3: Assess and adjust mentoring activities

The BCOE has a mentoring program for all new faculty. Infused in this is support for cultural diversity. Denise Collins manages this program and will continue to provide leadership for it. An assessment of our mentoring program was conducted in 2012, indicating general satisfaction with the program. Continued improvements are being made.

3.2. *Attracting and Retaining Diverse Staff and Administrators*

Year 1: Summary of recruitment efforts and supportive opportunities shared

Year 2: Assess effort and adjust as needed

Year 3: TBD

Dr. Elonda Ervin, University Diversity Officer, has been working with Human Resources to address hiring and retention procedures for diverse staff and administrators. Again, our close liaison relationship with Dr. Ervin benefits us in providing up-to-date information to our college.