

Committee on Diversity Annual Report 2002-3

Membership

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Levison, Nita M
Lieber, Frederic W
Love, Eric
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Skiba, Russell
Subramony, Deepak P
Tracy, Michael L., Chair

Report on Committee Goals for 2002-2003

Undergraduate Student Goals

Development of a “Tapestry of Diversity”

A subcommittee of Fritz Lieber (Chair), Sharon Pugh, and Mike Tracy supervised work on this project during the year. The chores included getting support from the Bloomington Chancellor’s Office, specifying the logistical and materials requirements, and a commitment from major student groups in the School of Education and the School of Business to provide the content for the Tapestry. These activities were completed, and Deans Student Advisory Council expects to develop the content for the Tapestry during the Fall Semester 2003-4.

Graduate Student Goal

Phil Carspecken reported on the results from student focus group analyses. This data is being used in the design of the SOE Diversity Website. The committee continues to encourage our ongoing review of the social climate for diversity from a graduate student

perspective. The Committee will publish student research projects that are using qualitative methods to study climate in our building and in the public schools in the Diversity Website during the next academic year. Methods to identify, review, and disseminate this synthesis are under consideration.

Faculty Goal

The faculty goal to discuss the role of diversity in our research and teaching was not addressed during this year. Sabbatical leaves of primary participants, as well as other SOE committee assignments, diverted the resources of faculty committee members from this activity. Our faculty goal for the coming year is to increase diversity issues in multiple, different curricular and research environments and to discuss ways to disseminate these changes.

Staff Goal

The committee commends Lynn Greenfield for her repeated efforts to establish a sub-committee to establish a diversity goal for the staff. The number of staff on the committee is low and includes part time staff. Scheduling and job responsibilities made it difficult to meet. The participation of more full time staff members on the committee will increase the probability that a diversity goal for the SOE staff will be set during the next academic year.

COMMITTEE ON DIVERSITY PROGRAMS & ACTIVITIES FALL 2002 – SPRING 2003

Social Climate

International Vocal Ensemble Performance

The International Vocal Ensemble under the direction of Dr. Mary Goetze gave a concert in the Atrium on April 21 from 12:30 – 1:00 pm. The program included songs from Songs from the Pacific Islands, New Zealand, Samoa, Hawaii, Botswana, and South Africa. The songs and chants are joyful, reflecting the resilient spirit of these cultures. The program included guitar and drumming accompaniment.

Diversity Day in the Atrium

A Day of Diversity was held in the Atrium of the School of Education for the third year on February 4 from 11:00 am to 2:00 pm. This program featured the three culture centers on our campus, La Casa, Neal Marshall Black Culture Center, and the Asian American Center, and offices such as the Disabled Student Services and the GLBT Office. These offices and campus support centers set up tables in the Atrium to inform students, faculty and staff in the School of their services and programs.

African American Chorale Ensemble

The African American chorale ensemble under the direction of Dr. James Mumford, performed in the atrium on Thursday, February 6, 2003 from 12:00 to 1:00 PM.

Liaison with Neal Marshall Black Culture Center

The committee has developed a liaison with the Neal Marshall Black Culture Center. Nita Levison has accepted a request that she serve on the Advisory Board to the Director of the Black Culture Center, Oyibo Afoaku

Collaboration with Kelly School of Business

The committee has developed a liaison with the Committee on Diversity in the School of Business. William Lewis, for the IUB School of Business attended two meetings this semester to discuss collaboration. (See report on Diversity Tapestry above.)

Diversity Issues in Recruitment, Retention and Curriculum

Diversity Website Development for the School of Education

In response to a request from the Office of the Dean, (see Long Range Strategic Plan), the Committee is in the process of developing a Diversity Website for the School of Education. Nita Levison has taken the lead in the project. During the spring semester, major stakeholders have been interviewed regarding the format and content of the website. Additional interviews were conducted with an undergraduate and graduate student sample after a student survey was completed. A draft prototype based on the recommendations of the stakeholders, student questionnaires, and student interviews, was approved by the Committee. The first version of the website will be operational in the Fall Semester. Please see a copy of the prototype draft in the Appendices.

Graduate Program Directors/Coordinators

The administration of graduate programs is not centralized in the SOE. As a result, progress on issues of diversity in recruitment, retention and curriculum in graduate programs has not been regularly reviewed by the committee. The Committee surveyed Graduate Program Directors/Coordinators this year regarding progress on issues of diversity in recruitment, retention and curriculum in graduate programs. All programs responding reported significant activity in recruitment, retention, and social climate. The least reported issues concerned curriculum and diversity. Eleven of the 35 programs responding, reported data. Please see attached survey as an appendix to this report.

Coordination with Constituent Advocacy Committee

In the December meeting the Committee agreed to provide advocacy services to students appearing before the CA Committee in cases where questions of Diversity were raised. No requests were made to the Committee.

Coordination with MEA (Minority Education Association)

In continuing concerns about retention, the Committee invited a representative from MEA, graduate student Eric Love, who has been attending Committee meetings.

Undergraduate Recruitment

The committee reviewed and endorsed the plan for undergraduate recruitment presented by Ghangis Carter.

Respectfully submitted,

Mike Tracy, Chair

Appendices

DRAFT OF PROTOTYPE FOR DIVERSITY WEB PAGE
SCHOOL OF EDUCATION – APRIL 2003 – RECOMMENDATIONS FROM
STAKEHOLDERS AND RESPONSES FROM STUDENT QUESTIONNAIRES AND
INTERVIEWS

Mission Statement of the Committee and/or the School

NCATE:

Definition of diversity

Statistical Information - Enrollment SOE

Percent of each category enrolled

Student Enrollment - Graduate

Student Enrollment - Undergraduate

Retention and Graduation rates,

Latest figures in demographic achievement

Dropout rates, achievement levels by race, gender, class

Faculty, new hires, changes

Staff, new hires, changes

Campus wide enrollment – Bhrem Report (2003)

Research:

Current faculty & graduate student research projects. Links to relevant publications and articles.

Diversity Committee

Annual Report

List of Members, Current Chair

Issues for the Committee

E-mail to the Committee (same as Goodwill Ambassadors current means of contacting students)

Calendar of Events on Campus: Lectures, meetings, social events. Quick reminder where, what room, time

Current Critical Issues and Articles from Chronicle of Higher Ed

Student Teaching Opportunities

Overseas Project: Description & Expectations

American Indiana Reservation: Description & Expectations

Funding Possibilities:

Links to scholarship information

Fellowship opportunities & Funding opportunities without restrictions

Jobs:

Links to work information

Links:

Links to other Universities diversity efforts and information

Links to professional organizations

Links to larger IU services, offices

Link to Goodwill Ambassadors

Links to all support systems on campus

Link to IU religious holidays calendar

Links to IU Culture Centers

Teaching for Diversity:

Teaching Tips for diversity “How to”

AI information

Positions Held

Describe the positions our graduates hold, what they are doing, what kinds of opportunities were open to them

History:

Short history of IU commitment to diversity

Mentorship information and efforts**Coherent plan for the Future - SOE****Section for frequently asked questions****Student Teaching Sites:**

Opportunities and sites for student teacher sites. Have photos of our students on location.

Resources:

List of popular videos and films on issues of race and class

Student Organizations: Examples: MEA, IGSA, GIST, KIST

Student Survey for Website

The Committee on Diversity of the School of Education is developing a Web site on diversity and we would like your input. Diversity embraces a broad range of differences that include social class, ethnicity, gender, sexual orientation, race, religion, abilities, and national origin. This survey is confidential and anonymous.

Major: _____ Anticipated Year of Graduation: _____
Undergraduate: _____ Graduate: _____

How often do you access the School of Education Home Page?

_____ Weekly _____ Monthly _____ Daily _____ Never

How do you usually search for information on the internet? Please check all that apply.

- _____ Search Engines
- _____ Recommendations or links from friends
- _____ Recommendations or links from instructors
- _____ Other

Would you look for information about these IU offices and services on the School of Education diversity web site? Please check all that apply:

- _____ Student Academic Center (SAC)
- _____ Gay, Lesbian, Bisexual, Transgender Office
- _____ Counseling & Psychological Services (CAPS)
- _____ Racial Incidents Team (RIT)
- _____ Student Advocates Office
- _____ Disabled Student Services
- _____ Other

Do you or would you use the Internet for the any of the following? Please check all that apply.

- _____ Class Assignments
- _____ Finding statistics
- _____ Locating events/activities on campus
- _____ Helping a friend
- _____ Solving a personal problem
- _____ Locating student culture groups/Centers

What kinds of information would you look for on the School of Education diversity web site?

6. Are there any comments or suggestions you would like to make?

Graduate Programs' Diversity Survey

The Program Coordinator is responsible for these diversity issues.

Counseling

Recruitment

In a faculty of 8, we have 2 African American and 1 Latino faculty members. In addition, the coordinators of both the doctoral and master's programs are women.

Social Climate for Diversity

I believe the social climate in the Counseling Program encourages diversity. We have a number of faculty with expertise in this area and we have a diverse student population.

Faculty

Retention

For untenured faculty, mentors are assigned to assist them with both their research and teaching.

Diversity Curriculum

Student

Recruitment

We consider diversity in making admissions decisions. We also are interested and open to new ways of recruiting students from diverse backgrounds.

Comments

Retention

*student mentoring program
*discussion and support group for international students

The Program Coordinator is responsible for these diversity issues.

Counselor

Education/Counseling Psychology
Recruitment

The counseling program is a large one, hence the need for more faculty has been a matter of struggle for a number of years. However, we are now at a point where we have 8 full-time faculty. Of the eight, two are African-American and one is Latino American. Near-future hires are unlikely, however, we remain committed to the effort to diversify faculty.

Social Climate for Diversity

We also help to establish this by creating open discussions about

Faculty

Retention

One of our newest junior faculty members is Latino who is mentored by two senior faculty. In addition, one senior, African American male faculty member was considering employment at another university. Three other members of the faculty spoke with this faculty member and with Dean Gonzalez, who in turn, spoke with the faculty member. I think these attempts were successful because the faculty member agreed not to consider the other offers.

Diversity Curriculum

Student

Recruitment

Yolanda Trevino, Assistant Dean of RUGS, is helpful in identifying those students of color who have an interest in pursuing degrees from our program. I have made contact with these students and will continue to do so to encourage their applications. A student was also referred to me by Ghanghis Carter and I encouraged his application. This year, of the 14 doctoral applicants we extended offers to this year, 5 were to students of color and there is a possibility that the final number of accepted candidates will represent about 50% of our 2003-04 class (because of alternates). One of our best recruitment strategies is knowing that three members of our faculty are experts (or evolving experts) in issues of diversity and social justice. Consequently, we are fortunate to get a number of applicants to our doctoral program who apply and who are encouraged by their professors (our colleagues) from schools throughout the nation to apply here. Still we could do a much better job of recruiting, especially in our master's and Ed.S. programs.

Comments

We have healthy research teams in

Retention

In the past 7 years, we lost three students of color in our doctoral program and to the best of my knowledge, none from our master's program. The circumstances of the attrition in the doctoral program was pretty involved, but program faculty took very proactive steps to encourage continuance. In two of the cases, the students reported problems in mental illness. In the third case which happened this semester, the student stated medical problems as the reason (though the issues are more complex). We put our a doctoral handbook which states our policy of retention (we want every student to graduate) and we state this in our orientation meetings and during the professional seminar course (where program policies and procedures are reviewed).

issues that might create discomfort and dissension among students. This semester, one of our students reportedly stated something offensively to a group of applicants. Students came forward to discuss the issue with two of the faculty, who in turn, encouraged the students to talk with the student. One faculty member also spoke to the student, and there are plans to continue the discussion in a future group meeting. But importantly, students share the research they involved in (which includes research on race, ethnicity, and culture), participate well in pitch-ins and gatherings sponsored by the program which are well-attended and seem to feel quite free talking with each other and with faculty about assorted issues related to diversity.

our program, some of which focus very specifically on social justice and racism. Surprisingly, the systematic study of these ideas is relatively rare in counseling psychology. The research helps foster the climate.

The Program Coordinator is responsible for these diversity issues.

Curriculum Studies

Recruitment

Retention

Michael

Here are some of the efforts of the Curriculum Studies doctoral program.

1) faculty recruitment: This year we had only one faculty search, and while we search hard we did not hire a minority candidate. However in the last few years, we have had two minority faculty members join us: Paulette Dilworth and Kipchoge Kirkland.

Faculty

Recruitment

2) faculty retention: Our efforts at retention have focused on mentoring our new faculty. We believe good mentoring is an effective way to retain faculty.

Retention

3) student recruitment: We have worked hard to recruit minority students. Presently, 2 minority students are considering entering the CS program.

Student

4) student retention: I try to keep in touch with faculty about their advising of doctoral students. Like mentoring, we see advising as a way to support

Social Climate for Diversity

5) social climate: This was a major topic in the last Curriculum & Instruction department meeting and will again be the main topic of discussion at our C&I meeting on April 18. The main points of discussion are how to create a welcoming environment for all students, but particular attention is given to minority and international students.

Diversity Curriculum

Comments

I hope this helps.

Cary

The Program Coordinator is responsible for these diversity issues.

Educational Leadership

Faculty Recruitment

We completed a minority recruitment - Latino make faculty member this past Spring

Retention

We assist by reducing student loads to help promote a faculty member African-American

Student Recruitment

Our faculty is committed to the Marion County schools and currently have 3 female African-American women in our doctoral cohort - and the same number in our masters degree cohorts in Indy

Retention

So far we have certified those completing the principal licensure - doctoral students are in their second year

Social Climate for Diversity

Regularly host campus and off-campus gathering of our students
- Make the concept one that we talk about in most if not all of our course work at the graduate level and two new elementary law and ethics course

Diversity Curriculum

Comments

Thanks for asking

The Program Coordinator is responsible for these diversity issues.

**History,
Philosophy, and
Policy Studies in
Education**

***Faculty
Recruitment***

We have used MFFP applications and contacts at professional associations to identify qualified faculty

Retention

This has not been an issue for us.

***Student
Recruitment***

Individual contacts by faculty with qualified minority applicants.

Retention

We have worked hard to tap the available sources of student funding, particularly the Chancellor's Minority Fellowships, EOF, and Proffitt

Social Climate for Diversity

Our program emphasizes diversity issues, both domestic and international.

Diversity Curriculum

Comments

None.

The Program Coordinator is responsible for these diversity issues.

Human Development

Faculty Recruitment

Our program has been attempting to recruit a minority faculty member since 1995. We have contacted faculty at other institutions about possible candidates, talked with post docs at conferences, etc. Last year we formally advertised our position but did not have any minority applicants and we hired a white male. We plan to begin looking again for a minority faculty member next year.

Retention

None of the faculty in this program are minorities. So retention is not an issue.

Student Recruitment

We have not actively recruited graduate students in recent years so we have not made special efforts to recruit minority graduate students. We plan to make an effort to recruit graduate students next fall and we plan to make special efforts to recruit minority applicants.

Retention

We have had few minority students, however, we have done well retaining them. We have made special efforts to make sure they are assigned to supportive advisors and that they have financial support. However, financial support has been a serious problem. For example, one of my advisees, a Hispanic woman with very limited financial resources was not able to find an assistantship in her first two years of graduate school. I finally found her an assistantship by announcing my concern at the faculty retreat in the fall one year and another faculty member responded. I believe that the School of Education should identify minority graduate students and then make a special systematic, school-wide effort to make sure that all minority graduate students in doctoral programs have assistantships.

Social Climate for Diversity

I believe that the social climate in my area is good despite the low numbers of minorities.

Diversity Curriculum

Comments

The Program Coordinator is responsible for these diversity issues.

***Instructional
Systems Technology Recruitment***

Faculty

Retention

Recruitment

Student

Retention

- request informal input from alumni in programs around the country to identify minority candidates for open positions (have identified one candidate this way for the open position year before last)
- participate in the Summer Faculty Fellows Program when a candidate applies
- review vitae of minority candidates forwarded by the dean's office
- send open position announcements to listservs targeting grad students and faculty in under-represented groups

- senior women are the one category of under-represented faculty in IST -- we have been as guilty as any department of overloading these faculty members with committee and administrative responsibilities; except for the personal support of colleagues and what I consider to have been strong support toward tenure that I received from the past chair and that I tried to provide myself as chair, there are no specific efforts in our program in this category

- supply program materials to Ghangis for direct recruitment efforts
- take extra steps in reviewing applications (make phone calls to references, speak to applicants personally) so that all aspects of the application are considered
- awarded Proffitt fellowship last year to Latino applicant
- send contact info regarding accepted minority students to MEA so they can make early contact with incoming students

- award Beechler funds to minority scholar (2003)
- promote student organization's mentor program
- support MEA organization

Social Climate for Diversity

- beginning of the year orientation, social picnic and end-of-year banquet for connections between students from all backgrounds in the program
- promote student organization's mentor program
- support MEA organization

Diversity Curriculum

Comments

The Program Coordinator is not responsible for these diversity issues.

Language Education

Faculty

Recruitment

Retention

Recruitment

Student

Retention

Social Climate for Diversity

Diversity Curriculum

Comments

The Program Coordinator is responsible for these diversity issues.

*learning,
cognition, and
instruction*

*Faculty
Recruitment*

Retention

*Student
Recruitment*

Retention

Our program received word through the grapevine that an African-American, female professor was interested in relocating from the west coast. Her vita looked good, so our dept. chair contacted her and tried to gauge her interest. Although she initially appeared to be interested in our program, she no longer appears to be considering IU as an option.

I received calls from two potential applicants who were minorities. Despite our efforts to recruit them, they did not apply this year, although one person may apply next year.

Social Climate for Diversity

All of our courses in the program have worked diversity-related themes into the content. This is especially true in our undergraduate courses, which impacts the graduate program because our graduate students teach most of those sections.

Diversity Curriculum

Comments

