

The School of Education recognizes the importance of a diverse student body and faculty to the fulfillment of our mission and the mission of the University. Indiana State University has adopted a set of core values to assure a quality learning environment for its students. Those values are access, service, success, innovation and excellence. In addition, Goal Six of the University Strategic Plan is:

Enhancement and Advocacy of Multicultural and International Values.

Indiana State University is to be known for its commitment to equal educational opportunity, its ethnic and cultural diversity, and its international perspective.

Given our location, we recognize that diversity of student body and faculty must be planned for and aggressively sought. Therefore, this document sets forth a variety of strategies to be reinforced, put in place or considered as alternatives in our efforts to attract people of color to our institution. The School, individual departments, programs, and units will make implementation of the Diversity Plan a priority.

Section One

The School of Education will recruit, admit, and retain a diverse student body.

Enrollment and retention of a diverse student body is one of the major challenges facing colleges and schools of education today. Today, more students from minority groups are attending college. However, few of those students are pursuing teaching as a career. At the very time that PK-12 student populations across the nation are becoming more diverse, the teacher population is becoming less so. To meet our goal to prepare quality educators who will work in diverse educational settings, it is imperative that we redouble our efforts to recruit, admit, and retain teacher candidates that reflect the diversity of the PK-12 student population. At Indiana State University, most

students come from within a one hundred-mile radius of the institution. As we strive to increase the enrollment of all students of color, we must aggressively extend beyond that radius to recruit in urban areas with diverse populations.

Recruitment Strategies

- ⊙ Create a competitive full fee, four-year fellowship for undergraduate minority applicants who will enroll in an education program.
- ⊙ In conjunction with the Undergraduate Admissions Office establish search criteria for a College Board Search for minority students expressing an interest in education programs. Produce special mailings for students identified by the search.
- ⊙ Contact high school counselors in targeted schools directly to provide information related to all scholarships available for minority students and to make an appeal to provide additional information and personal contact to interested students.
- ⊙ Recent literature has identified personal contact with faculty as an effective recruitment tool for students of color. Whenever possible, encourage the participation of faculty in the School in recruitment activities, especially in urban areas.
- ⊙ Provide representation and/or information related to educator preparation programs at key college fairs in targeted areas with high minority populations.
- ⊙ Consistent persistence in recruitment activities in diverse communities has been shown to be effective in increasing the candidate pool. Plan and carry out targeted recruitment activities in areas with higher minority populations within the State, in particular Gary, Indianapolis, and Evansville.
- ⊙ Establish collaborative partnerships with school districts and two-year post secondary institutions to identify minority students who could potentially be interested in education programs. In particular, we should work with our Professional Development Schools partners in Indianapolis secondary schools, Ivy Tech State College and Vincennes University to identify and encourage potential teacher candidates.

- ⊙ Encourage our PDS schools in urban settings to bring minority students, especially those at the middle and high school level, to ISU for a day of special programs, class visits, and contact with the African American Cultural Center.
- ⊙ Enlist the support of current students of color enrolled in educator preparation programs in the recruitment of minority students.
- ⊙ Consider the establishment of summer institutes or summer camps for urban youth interested in teaching careers.
- ⊙ Contact alumni from education programs to enlist their support in the recruitment of minority students.
- ⊙ Make an effort to have students of color enrolled in education programs highlighted in the *State Lines Newsletter* and in alumni newsletters.
- ⊙ Develop programs to bring minority students, especially those who are first-generation college students, to the ISU campus to learn about campus life. The acclimation of students to campus life could include attending such activities as athletic events; seminars; special programs; summer institutes; and workshops to strengthen core academic knowledge, testing skills, and study habits. Participating in such activities before enrollment helps students understand what college life is like; enables them to adapt more effectively; and possibly, increase their recruitment, retention, graduation, and placement rates.
- ⊙ Departments and units are encouraged to target graduate assistantships toward the recruitment of minority candidates for advanced programs.

Retention Strategies

- ⊙ National data show that a much lower percentage of minority candidates pass teacher tests than do white students. Therefore, minority students should be encouraged to use the available tutorial to prepare for the PPST, the test on which passing scores are required for entrance into the first teaching block and for eventual licensure by the state. Learning Plus tutorial software in basic skills that parallels the PPST is available in the Student Academic

Assistance Center. Education Student Services will provide diagnostic assistance.

- © Programs are encouraged to establish cohort groups in order to provide additional support and peer mentoring for all students. Peer mentoring has been used with success at several institutions as a retention tool.
- © Faculty, staff, and administrators are encouraged to participate as mentors in the Mentoring Assistance for Prospective Scholars (MAPS) Program. ISU was granted funds in 1989-90 to provide underrepresented students with financial support and academic guidance. Although the program was originally developed for African American students, in 1996 it was expanded to include Hispanic and Native American. Research indicates that mentoring and coaching programs are influential in the retention and graduation of students of color. Primary goals of MAPS are to help students make the transition to university life, to increase retention rates, and to nurture them through their academic experience at ISU.

Participants in the program are students enrolled in at least six credit hours at ISU. Students are paired with faculty, administrators, or staff mentors who take an active role in the mentee's academic, social or professional development. In addition, the program provides the student with financial support while providing them with on the job experience.

Goals of the program are:

1. Develop positive images of success and become resources for other students who need encouragement and guidance.
2. Assist students with personal and professional development while working in a positive environment.
3. Enable mentors to have personal experience with persons from other cultures and backgrounds.
4. Enable mentors to assist students in overcoming barriers that hinder personal, social, and academic growth.

Section Two

The School of Education will recruit, hire, and retain a diverse faculty.

This section describes a series of activities and resources that will permit the SOE to explore how to enhance the recruitment, hiring, and retention of a diverse faculty.

Ⓢ **Administrative Council and Departmental Priorities**

Increasing the diversity of the SOE faculty will most likely be accomplished by deliberate planning. Such planning should begin with the Dean and Administrative Council endorsing the importance of having a primary goal of enhanced faculty diversity. In addition, departments within the SOE must agree that such a course represents a valued priority. Thus, recruitment, hiring, and retention of diverse faculty must begin with consensus by the Administrative Council and within each department that the SOE will planfully approach this goal.

Ⓢ **Faculty Search Guidelines.**

The procedures found in the "Faculty Search Guidelines in the School of Education" (1998) address suggestions for assisting with recruitment from underrepresented groups. Thus, this document provides a direction for initiating searches that can assist with recruiting a diverse pool of applicants.

Ⓢ **Advertisement**

In addition to traditional outlets (e.g., "The Chronicle of Higher Education") for advertising positions, the SOE will recruit potential faculty via outlets that are uniquely accessible to diverse populations. These include direct correspondences, such as mailing or emailing position announcements, to special groups (e.g., Historically Black Colleges and Institutions), advertisements in specialized publications (e.g., refereed scholarly journals), and recruitment at professional meetings (e.g., Holmes Partnership Conference).

Ⓢ **Instruction or research on diversity as position qualifications**

Departments in the SOE should consider, where appropriate, the need to identify diversity/multicultural issues as a required or preferred qualification in the development of position descriptions.

Given the applied nature of the programs represented in every department throughout the SOE, there is a significant need to have faculty who can train students to work with diverse populations. Candidates with instructional interests or research agendas focusing on diversity are sometimes from underrepresented groups. Thus, positions that have required or preferred qualifications in diversity/multicultural issues may increase the likelihood of attracting applications from minority groups.

© **Incentives**

The SOE encourages explorations of incentives that might attract minority candidates. The range of incentives is broad and may include considerations related to base salary, start-up equipment related to instructional needs or research plans, innovative work load assignments (e.g., consulting in the Office of Educational Research and Evaluation or the Office of Educational Outreach), or support for graduate student assistance.

© **Community support**

In the past, chairs of search committees have reported that exposing candidates to community networks within their own cultural group has been an effective recruitment strategy. Thus, it is important for search committees to identify individuals, organizations (e.g., church groups, civic groups), and agencies that might provide community links for potential faculty members.

© **University initiatives**

Indiana State University has identified enhancing the faculty's diversity as part of its Strategic Plan. Toward this end, the SOE should access University resources that will assist in the recruitment, hiring, and retention of individuals from underrepresented groups. These might include recruitment via an invitation for a future applicant to serve as a Visiting Minority Scholar, consultation with the Special Assistant to the President for Ethnic Diversity, or visits with current University faculty from a candidate's same cultural group.

Section Three

Ensure Diversity of Experiences in Preparation Programs

The School of Education must graduate educators prepared to meet the challenges presented by the full range of ethnic, economic, and intellectual diversity represented in the nation's schools. Therefore, School of Education programs, curriculum, and faculty should seek multiple opportunities to engage students in experiences throughout the preparation program that will prepare them for the diversity within the educational settings in which they will eventually practice their craft.

© **Coursework**

The infusion of multicultural themes in coursework should be implemented in every program. Multiculturalism is a component of general education and some programs will require one or more specific courses in addition to the general education requirement. However, in addition, every attempt should be made to address diversity within the content of instructional methods and professional education courses as well.

The School is committed to providing opportunities for students to systematically engage in service learning. Certain courses such as ELED 100 *Initial Experiences in Elementary Education*, and ELAF 200 *Education and Community* require completion of a service learning project for elementary education students. Every preparation program should set a goal to include required completion of a minimum of one service learning project by each student.

© **Field Trips**

Field trips are one way of providing diverse cultural experiences to students who might not otherwise have the opportunity to interact with those from a culture, race, or ethnic group different from their own. As an example, some elementary education students have the experience of traveling to an urban center, visiting areas of poverty, assisting in a soup kitchen, visiting a refuge for the homeless, and engaging in other activities that deepen awareness of life situations different from their own. Whenever possible, field

trips should be utilized to expose students to experiences that serve to broaden and deepen their understandings of diversity issues.

© **Field Experiences**

Early field experiences and student teaching should enhance students' abilities to meet the challenges that they will encounter in their future employment. Therefore, every effort should be made to include opportunities in rural, urban, and suburban schools at some time in each student's early field experiences and student teaching assignments. Placements that expose students to diversity in socioeconomic levels should also be encouraged. Since the majority of teacher shortages are occurring in urban and high poverty areas, special efforts should be made to include at least one urban experience.

Section Four Creating a Diverse and Inclusive Environment

This section describes some specific opportunities the SOE might explore in working toward creating a more diverse and inclusive environment.

© **Becoming an advocate**

Diverse and inclusive environments are created because people in them make decisions that value diversity and promote inclusivity. It is unlikely that anyone—faculty, administrator, support staff, students—would openly oppose the idea of creating a more diverse and inclusive environment. However, it is more likely that constituents in the SOE may not actively and publicly advocate for such an environment. Advocates promote causes because of their conviction in the worthiness of a cause. Thus, the first steps in enhancing a more diverse and inclusive SOE is to provide multiple, planned activities whose purpose is to raise awareness. This step is developmental and, consequently, will require time for fruition. The purpose of such activities, however, should be clear, namely, to develop advocates for building a more diverse and inclusive work and training environment.

© **Professional development/personal reflections**

Departments and units are encouraged to include diversity training and other types of activities in their professional development plans. Requests for professional development funds will be given

high priority. 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.

© **University Climate Audit**

The School and individual departments will periodically revisit the University Climate Audit and collect new data either formally or informally to assess progress toward “warming” the “chilly” racial climate as identified in the 1996 audit.

© **Programs on faculty scholars**

A decision that can be made presently by the SOE and which would provide immediate impact is to identify an Adams Visiting Scholar with expertise in multicultural diversity. This scholar could serve in the capacity of a consultant conducting a development consultation with the SOE over a 2-3 year period to accomplish a series of objectives associated with creating a more diverse and inclusive environment

Relatedly, departments in the SOE could devote a portion of their Adams Visiting Scholar funds to scholars with interests in multicultural diversity, although these individuals may not necessarily return for multiple visits. Yet another opportunity is for the SOE and departments to partner with the Office of Academic Affairs to sponsor a Visiting Minority Scholar. As a point of information, some units in the SOE are pursuing these opportunities (Adams/Visiting Minority Scholars) at the present time.

© **Missions statements**

Department and programs should be encouraged to develop or revise their mission statements to reflect the centrality of multicultural diversity. Deliberate reconsideration or initial development of such statements with a focus on the role of multicultural diversity can raise the collective consciousness of a department or program and provide another important step in advancing goals in this area.

Section Five

Evaluating the Effectiveness of the Diversity Plan

The Diversity Plan will be reviewed annually by the School's Administrative Council to evaluate its effectiveness. Periodically, an ad hoc committee of the Teacher Education Committee will be formed to address suggested changes in the plan as a result of the annual review.

Data from Admissions, Enrollment Services, Educational Student Services will be used to assess efforts directed toward recruitment and retention of a diverse undergraduate and graduate student body.

Results of faculty searches, information from the Affirmative Action Annual Report, and anecdotal data will be used to evaluate the effectiveness of efforts toward recruiting and retaining a diverse faculty.