

Summary  
 Diversity Summit  
 Indiana State University  
 College of Education  
 January 6-7, 2005  
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On January 6-7 2005, faculty, staff, administrators, student representatives and external partners met in Nashville, IN to participate together in a Diversity Summit.

The purpose of the Summit was “to make clear our values surrounding and supporting diversity in all of our work in the College of Education (COE).”

The goals of the Summit were:

- To create a Diversity Statement that conveys the values and beliefs of the College of Education
- To Create a Diversity Plan for the COE

The 54 participants included department chairs and faculty from all departments in the College, undergraduate and graduate student representatives from two departments, teachers and administrators from partner schools, administrative and support staff, the Dean and Associate Dean of the College, and the Provost of Indiana State University.

The retreat agenda (attached) included time for feedback on the current College Mission and Vision Statements and the development of diversity planning for each department. Participants were grouped in multi-department and multi-function groups the first day (i.e. participants were from different departments and had different roles in those departments), and in departmental units the second day.

This report will summarize the activities of the Summit and the results of participants’ deliberations.

1. The first activity was soliciting definitions of Diversity.

The group decided that Diversity was broadly defined and included:

Gender	Sexual Orientation
Race	Disability/Ability
Ethnicity	Age
Socioeconomic Status	Educational Level

Religion  
 Family of Origin  
 Cognitive Diversity  
 Location/region

Values  
 Opinions/Beliefs  
 Social Norms

2. Participants' deliberations of the vision and mission statements centered around three questions:  
 What do we need to add?  
 What is right with the vision, mission, etc?  
 What critical concepts are not included?

Results of the feedback on the Vision and Mission Statements indicated that the documents were too long, not inclusive enough of diverse groups, or of the various programs throughout the College.

3. The final activity of the first day was to make explicit the values that undergird the work of the COE.

The group agreed on the following value statements:

### **We Value**

- A welcome and inclusive environment
- Service to internal and external communities
- People and their multiple ways to show expertise
- Experiential learning
- All voices
- Free exchange of ideas
- People's ability to develop a greater awareness of knowledge and skills about diversity
- A diverse environment that increases the effectiveness of graduates
- Instructor as an example of learning in action
- Pursuit of new knowledge and its application

Based on the feedback on Activities 1, 2, and 3, revised mission and vision statements were developed by the Consultant, edited by the Dean and Provost and are presented here for feedback and revision by the faculty.

### **College of Education: Vision Statement**

The College of Education, through dynamic partnerships, will prepare and support educational leaders who are committed and able to transform the diverse students and communities they serve.

## College of Education: Mission Statement

The College of Education at Indiana State University is committed to preparing and providing continuing professional development for educational leaders, including teachers, counselors, counseling psychologists, school administrators, school psychologists, instructional supervisors, and university professors who are committed to enhancing learning and improving the quality of life in the communities they serve.

The faculty are committed to:

- Creating a distinctive and excellent **Learning Community** that is dedicated to improving student learning and to facilitate students' ability to improve the quality of the communities in which they live.
  - **Engagement in** schools, agencies, clinics and the communities they serve and to the University.
  - **Scholarship** that addresses problems of practice as well as the pursuit of new knowledge.
  - Creating an **Inclusive Environment** that is welcoming and open to diverse student and faculty voices.
  - **Valuing Diversity** that promotes equity and opportunities for all students and faculty and increases the effectiveness of graduates to work in a global society.
  - **Free Exchange** of ideas and collaboration between instructors and students, with the instructor as an example of learning in action.
4. The second day focused on the development of a diversity plan for each departmental unit. Each Summit participant had been asked at the end of the first day to write down one goal he or she personally had for the diversity plan in his/her department. Units came together in the second day to share their goals, decide which were feasible and to identify the goals for the department, and the barriers and facilitators to achieving those goals.
  5. The last activity of the day was to develop specific timelines for their goals, identify what could be done within this academic year (quick wins), longer term goals, and how those goals would be evaluated.

Examples of the goals for each department were:

## **Counseling**

- Seek departmental approval for a Diversity affirmation statement. Once approved, it will be placed immediately on website and in all recruitment materials. Done by May.
- Add a component of assessing cultural competency on evaluation – make sure it is there or added by May.
- Assess syllabi for explicit statements regarding cultural competency, by May done for summer classes. Within a year, all syllabi (within department). If not there, it will be added. Reviewed within programs.
- Ask students to tell department what it is they are doing to meet cultural competence.

## **CIMT**

- Begin student level recruitment in high schools
- Establish contact/begin with clubs – Future Teachers of American by May
- Bring students to campus
- Use scholarship dollars to recruit (May)
- Curriculum-focus on current curriculum
- Have a dialogue with Professional Development Schools on what should be covered (will take a couple of years). Initiate discussion by May.

## **EDPS/CD**

- Provide a list of resources from community to give to faculty candidates (May) – seek input from other pre-tenure faculty (i.e. childcare providers suggestions and assistance)
- Contact a real estate agent who can talk with racial/ethnic minority faculty about places to live in Terre Haute (May) – pre-tenure faculty
- Involve graduate students and new staff hire to work on list of resources for graduate students (May)
- Work on minority affairs committee
- Work on diversity statement (May)
- Confirm website's diversity statements (May)
- Encourage more work at the university level – better identification of minority scholarships – pass information on
- Long term – hire at least one faculty member with distinct, different, ethnic background
- Identify support for diversity related activities (travel, materials, memberships, etc.). For faculty and students.

## **ELAF**

- Faculty recruitment – three search committee chairs will meet to discuss approaches. May

- Curriculum/pedagogy – PTR committee will meet to look at materials and add intentionality about diversity. May
- Dept. meeting agenda will add regular agenda item on diversity each month.
- Translate cultural competency activities into scholarship activities.
- Environment – respectfully relocate Wall of Honor.

## **CD**

- Faculty recruitment – need to do a grassroots approach to develop a cadre of candidates
- Start recruitment in high schools (May)
- Participate in career days (May) – or CD or video, use diverse role models
- Meet with freshman advisors
- Examine curriculum and change as needed
- Target scholarship funds for underrepresented students

## **EESE**

- Recruitment of faculty
- Establish diverse climate and retention of faculty

**College of Education  
Diversity Summit  
January 6 and 7, 2005  
Nashville, In**

## AGENDA

**Thursday, January 6, 2005**

<b>Time</b>	<b>Activity</b>
12:00 p.m. – 1:10 p.m.	<b>Lunch</b>
1:10 p.m. – 2:00 p.m.	<b>Welcome and Charge for Summit Opening Activity</b>
2:00 p.m. – 4:30 p.m.	<p><b>Group Discussion: COE’s vision, mission, conceptual framework and their relation to diversity.</b></p> <p><b>Guiding Questions:</b></p> <p style="padding-left: 40px;">What is right with the vision, mission, etc? What critical concepts are not included? What do we need to add?</p> <p style="text-align: center;">Or</p> <p style="padding-left: 40px;">What do we need to keep? What is missing? What do we need to add?</p> <p><b>Diversity Statement – Conveying What We Believe</b></p>
4:30 p.m. – 5:45 p.m.	<b>Groups Report Results of Discussions – Summary Developed</b>
6:00 p.m.	<b>Dinner</b>
7:15 p.m. - ???	<b>Discussion and Reflection – Our Diversity Statement</b>

**Friday, January 7, 2005**

<b>Time</b>	<b>Activity</b>
8:00 a.m. – 8:45 a.m.	<b>Breakfast</b>
9:00 a.m. – 11:00 a.m.	<p><b>Development of a Diversity Plan:</b></p> <p style="padding-left: 40px;">What are the specific goals and actions for our diversity plan? What are the contextual supports &amp; barriers to reaching our goals and actions?</p>

	What strategies will we employ to overcome the barriers?
<b>11:00 a.m. – 12:00 noon</b>	<b>Group reports of morning discussions</b>
<b>12:00 noon – 1:00 p.m.</b>	<b>Lunch</b>
<b>1:00 p.m. – 2:00 p.m.</b>	<b>Development of a Diversity Plan:</b> Prioritize actions – what can be accomplished by the end of the academic year? What needs more time? Resources – who is responsible, what is needed, etc. How we will measure our success?
<b>2:00 p.m. – 3:00 p.m.</b>	<b>Group reports</b>
<b>3:00 p.m. – 3:30 p.m.</b>	<b>Summary and adjournment</b>