

**Task Force: To Enhance Diversity in The Curriculum, Classroom, Campus:**

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**Definition of diversity:**

- ❖ The variety created in any society by different social locations, different points of view and different ways of making sense out of the world comprises diversity (adapted from IUK statement, which was adopted from an AAC&U report).
- ❖ Diversity includes, but is not limited to: race, ethnicity, culture, gender, sexual orientation, age, (dis)ability, religion, social class and status as a first-generation college student. Diversity, most importantly, includes all of us.

All components of this plan assume the following definition of diversity.

**Mission:**

IUSB's Campus-Wide Diversity Plan aims to promote commitment to diversity across campus and at all levels of engagement with the university. Students, staff, faculty, administrators and community members can all make valuable contributions to the achievement of justice and equity for all of the diverse populations served by our campus.

In order to ensure that this mission is accomplished, as a campus, we are committed to the following principles:

1. Diversity is an educational and social asset that must be reflected in our institutional goals.
2. Our campus and the larger community will benefit from efforts to enhance diversity.
3. An environment that respects, supports and celebrates diversity provides educational, professional, personal and civic benefits to all who participate.
4. A diversity plan is only as effective as our commitment to implementing it, assessing it and continuing to improve it.

Therefore, we offer the following diversity-related goals and means for implementing them.

**Specific Diversity Courses**

**PLAN A**

*A 3 hour course specifically developed as a "Diversity in American Society Course" to be taught at the introductory (100 to 300) level as part of the General Education requirement.*

**The Diversity course will:**

- Not increase the hours required for General Education.

- Constitute 3 hours of the Contemporary Social Values section of the General Education Requirements.
- Be Cross-listed between academic units

The Diversity course will deal constructively and purposely with ideas and emotions associated with diversity issues including culture, ethnicity, race, gender, sexual orientation, religion, age, and (dis)abilities.

## **PLAN B**

*Utilizing a cafeteria-style format, a 3-hour Diversity in American Society course, to be taught at the introductory level (100 to 300) wherein students select from a number of courses that may be of particular interest to them.*

### **The Cafeteria-Style Diversity course format will:**

- Not increase the hours required for General Education.
- Constitute 3 hours of the Contemporary Social Values section of the General Education Requirements.
- Be Cross-listed between academic units

The Diversity course will deal constructively and purposely with ideas and emotions associated with Diversity issues including culture, ethnicity, race, gender, sexual orientation, religion, age, and (dis)abilities.

### **By the end of the course the student will understand (that):**

- A person's attitudes, perspectives, and beliefs are shaped by their culture, ethnic, racial heritage, gender, age, sexual orientation, and (dis)ability.
- The U.S. continues to be shaped by the interaction of people with different views, i.e. experiences.

**\*Please refer to Diversity Course Proposal Supplement for more detail**

## **Recommendations, Diversity within the Classroom:**

### **Issues between students and faculty**

1. Recognize that learning styles and thinking schemes can reflect cultural differences rather than academic difficulty. Provide training for teaching strategies that engage differences in the classroom.

- Diversity of thought is an aspect of diversity that relates to all disciplines, not just the social sciences or the humanities.
  - Foreign students deal with many barriers, the least of which may be their language skills. Intimidation from/by American students or cultural differences regarding how to enter a conversation may prevent their full participation in class activities
1. Help faculty identify the “bottlenecks” of student performance: the points at which students begin to have conceptual difficulty
  1. Focus on the learner, not the error. Help faculty find strategies to find out why the bottleneck is occurring (e.g., insufficient background information, false assumptions about current knowledge, theory itself unclear)

Make it clear that professors have a legal responsibility to stop unacceptable behavior (e.g., sexual harassment) before it escalates to the point where formal action is required.

### **Training and Education**

1. Make people aware of the Office of Disabled Student Services. Get information out to students as well as faculty about the academic support services that are available. Include information about procedures for accessing the services (e.g., testing, letters, referrals, etc.)
  - Include language in the syllabus to inform people that if they have a disability and need assistance, special arrangements can be made to accommodate most needs.
1. Re-instate the interactive diversity training workshops. The Office of Campus Diversity once conducted workshops like these. Find out why they were discontinued, rectify the problem, redefine the workshops or their implementation (whichever is necessary), begin them again.
 

Create a repository of information and materials in various subjects and areas regarding what works with diversity. This might be housed in the Center for Global Education or the Office of Campus Diversity. Make the campus community aware of these resources and how they can access them. Participate in the system-wide IU Multi-cultural Resource Guide project.
1. Provide information about the EEO policies and procedures.
  - Use brochures and power point presentations, adapted for different audiences (students, faculty, or staff), to inform/update the IUSB community about EEO issues and related IUSB policies and procedures. Presentations and materials are available through the Office of Affirmative Action.
  - Make sure that EEO documents and statements about compliance are posted prominently around the campus, and on file in offices for distribution upon need.

1. Physical set-up

- ✓ Talk with Facilities Management to ensure that all new constructions are ADA compliant. Also do another review to ensure that existing structures are accessible, even though they are not mandated to be.
- ✓ Foster awareness that the physical set-up of a room can impede inclusion. If the acoustics are bad, hearing impaired students are affected. If the seats are nailed down and are close together, students with limited mobility are excluded.

## **THE CLASSROOM**

### **Recommendation 1: Enhanced Communication for Diversity Events/Initiatives**

#### **Rationale:**

- low or declining attendance at some events
- colleagues/students often unaware of events/initiatives
- lack of community partners engaging in events
- late notice at times that events will take place
- last minute reschedule or cancellation of some events

#### **Specific Actions Recommended:**

- a) make yearly calendar available in August; circulate widely to faculty, staff, students and community organizations
- b) continually update events at Office Campus Diversity website
- c) office of campus diversity should have a link on IUSB's main page
- d) make sure all groups are aware that OCD maintains a centralized web clearinghouse for info, & that they need to get their info to the office in a timely manner
- e) make sure that groups know procedures for booking facilities and equipment, and are aware of the lead-time required for these procedures

#### **Implementation Objectives:**

- ❖ Office of Campus Diversity staff will begin a monthly calendar of events related to diversity on campus, and make available on website (which will link from main IUSB website) and in the hard-copy *Update* circulated on campus every month
- ❖ send out regular massmails to remind all that events must be submitted by the last week of the month for inclusion in the following month's calendar

#### **Resources Necessary for Implementation:**

- ❖ Office of Campus Diversity support staff to collate information and create monthly calendar and see to its publication and upload to the website

#### **Suggested Timeline:**

- ❖ Begin these procedures for Fall, 2003

### **Recommendation 2: External Review of Office of Campus Diversity**

#### **Rationale:**

- concern that Office of Campus Diversity may be attempting to do too many jobs without adequate resources
- Office has been in existence for 8 years. An assessment was conducted on the office in 1996 contracted by an IUSB faculty person. Conversations on Race, a major office program, was assessed by a different IUSB faculty person in 1997 and 1998.

**Specific Actions Recommended:**

- Contracting with external assessment consultant to perform complete review

**Implementation Objectives:**

- ❖ Office of VCAA will contract with a higher-education assessment professional who has expertise in diversity
- ❖ feedback given to VCAA, Office of Campus Diversity, and IUSB diversity committee

**Resources Necessary for Implementation:**

- ❖ budget item from VCAA to hire consultant

**Suggested Timeline:**

- ❖ short-term review to take place beginning Fall, 2003

**Recommendation 3: Centralized Co-Ordination & Communication of All Diversity Research/Reports at IUSB**

**Rationale:**

- continuity has been difficult due to turnover; there have been new people joining & others leaving diversity related groups
- greater central coordination would aid in increasing cross-over and communication between groups and individuals
- preservation of institutional memory re: past initiatives and reports would be enhanced

**Specific Actions Recommended:**

- a) maintain an updated centralized listing of all campus/community people working on diversity issues and having expertise related to diversity
- b) hiring an institutional researcher/historian
- c) accountability: decisions on changes and continuing programs must be responsive to the findings of such research reports

**Implementation Objectives:**

- ❖ previous reports (e.g., 1997 climate survey report; 1996 gender task force report; 2002 climate survey report, etc.) are collected in one place
- ❖ previous reports are made available to new/continuing members of the campus diversity committee
- ❖ planning for new diversity related initiatives is to have a grounding in data found in these reports
- ❖ campus climate surveys will be used by upper administration in planning at IUSB

**Resources Necessary for Implementation:**

- ❖ accessible public space for research reports
- ❖ photocopying budget, to make research reports more widely available (or can be posted on shared drives)

- ❖ time and commitment from campus decision-makers to encourage the creation of such reports, with a view toward planning activities to enhance and supporting campus diversity based on the findings of the information-gathering process
- ❖ Active Campus Diversity Committee
- ❖ Budget for institutional researcher/historian and office for same

**Suggested Timeline:**

- ❖ these procedures should be begun as soon as possible

**Recommendation 4: Shift of Focus for Diversity Events**

**Rationale:**

- Some individuals sometimes perceive events with titles targeting specific groups as excluding others
- Recent campus climate survey suggests that focusing on similarities would bring people together

**Specific Actions Recommended:**

- a) some events on campus should be centered around issues and topics that will resonate across racial, cultural and ethnic lines (for example a conversation on Family could bring African American, Native American, Latino, and Asian perspectives on Family).

**Implementation Objectives**

- ❖ A list of general topics will be circulated to student clubs and organizations (such as family, love, health, aging etc) through the Office of Campus Diversity. Faculty Sponsors and student officers will be asked to respond briefly in writing to this list indicating their level of interest in each topic, and a few details on how this topic touches their diversity group. Information should also be provided about the group's willingness to serve as conversation facilitators on this topic.
- ❖ Email reminders will be sent to student organization officers and sponsors in an effort to increase response rates.
- ❖ Responses will be reviewed to identify the topics of greatest interest.
- ❖ Conversations will be scheduled around two or three topics of the greatest interest

**Resources Necessary for Implementation**

- ❖ Office of Campus Diversity support staff to distribute and collect information.

**Implementation Timeline**

- ❖ Begin these procedures for Fall, 2003

**Recommendation 5: Expand Focus**

**Rationale:**

- many diversities represented at IUSB
- some do not get as much attention as others
- feedback from WGod survey indicated that some diversity initiatives not entirely inclusive (e.g., religious minorities)
- increase our potential to include many others in diversity initiatives

**Specific Actions Recommended:**

- a) work more closely with student groups?
- b) Increase the recognition of other forms of diversity

**Implementation Objectives:**

- ❖ Increase promotion of campus-wide definition of diversity.
- ❖ Offer programming on wide range of diversity topics
- ❖ Compile list of faculty and staff who are willing/able to speak on various diversity topics.

**Resources Necessary for Implementation**

- ❖ Advertisement of definition of diversity.
- ❖ Enhanced staffing in OCD to make expanded programming possible.
- ❖ An active diversity committee

**Timeline for Implementation**

- ❖ By end of Fall 2003 semester.
- ❖ Offer expanded programming as soon as possible.

**Recommendation 6: Institute Diversity Training at IUSB****Rationale:**

- response on surveys indicate that many on our campus have much to learn about sensitivity, tolerance, and diversity (including faculty)
- more tolerant faculty (and staff) could help in retaining minority students
- many well-known and established models for providing such training in academic settings

**Specific Actions Recommended:**

- a) Workshops become a required component of new faculty orientation
- b) Workshops offered once/semester through UCET to continuing faculty & staff
- c) incentives tied to attendance

**Implementation Objectives**

- ❖ Create specialized diversity teams of two people who are prepared to conduct training on general diversity issues and on at least one other specific issue (e.g., race, class, gender, sexuality, etc. or on diversity issues in classroom, curriculum, etc.).
- ❖ Publicize existence of these teams.
- ❖ Offer series on diversity through UCET on diversity in classroom, curriculum, etc. Target specific audiences (e.g., science and math faculty) and issues (e.g., capitalizing on diverse student population in classroom).
- ❖ Make diversity issues part of new faculty orientation.
- ❖ Offer diversity training for students
- ❖ Make diversity part of new student orientation.
- ❖ Offer diversity training for staff through multiple sources

**Resources Necessary for Implementation:**

- ❖ Resources for training diversity teams (someone to do training, materials for training)

- ❖ Incentives for participation in training itself (incentives for the trainers as well)

**Timeline for Implementation:**

- ❖ Train diversity teams by October 2003
- ❖ Offer UCET series beginning fall semester 2003
- ❖ Include diversity issues in summer new faculty and new student orientations
- ❖ Begin faculty, staff and student training by Spring 2004

**Recommendation 7: Recruitment/Retention**

**Rationale:**

- survey responses indicate desires for more ‘inclusive-looking’ campus
- as an important regional higher educator, IUSB needs to be truly inclusive of all diversities

**Specific Actions Recommended:**

- a) continue to support ongoing retention efforts to achieve a more diverse campus
- b) continue efforts to extend cohort groups to incoming students of all diversities

**Implementation Objectives**

- ❖ Diversity teams referenced in recommendation 7 serve as resource persons to the minority enhancement coordinator in efforts to extend cohort groups to incoming students of all diversities

**Timeline for Implementation**

- ❖ Spring 2004 after the training of diversity teams