Indiana University Southeast
School of Education

Theme: *Educators Engaged in Growth*
Mission Statement: *The mission of the Indiana University Southeast School of Education is to develop high-quality, caring professionals who will stimulate the continuous renewal of schools within a multicultural society.*

Indiana University Southeast
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Diversity Plan

School of Education (SOE) Diversity Plan is a commitment to and structure for developing educators who demonstrate proficiencies representative of pluralistic perspectives. This is vital to improving teacher quality, and expanding multicultural education and global awareness. The SOE's Diversity Plan is based on several beliefs:

- *The future of society depends on the valuing and success of each person.*

- *Education is a life - long process that includes the creation of new avenues for learning, access, and opportunities for all people.*

- *Student success is possible when educators, stakeholders, and communities provide support, and address varied learning needs, as well as creates an environment that values diversity and multicultural and global education.*

- *As educators, we are more effective and productive when we respect, and value cultural differences as well as accept multicultural and global education as valid perspectives.*

The focus of the SOE Diversity Plan is the valuing of individual experiences, differences, and the worth of all learners. In order to accomplish this focus, it is important that the SOE develop guidelines, and outcomes that are aligned to standards and the experiences of all faculty, staff, classroom experiences in the field and in the community.

The SOE Diversity Plan contains four goals. Each goal of the plan is substantiated with objectives based on standards. The goa
essment options, a timeline and, stakeholders and

GOALS of the Diversity Plan are:

GOAL 1 Curriculum and Instruction: All curriculum, instructional resources, and clinical experiences utilized by the SOE will reflect and support the development of the individual student with specific attention to the inclusion of diversity, pluralism, and multicultural and global pesspe

All curriculum, instructional resources, and clinical experiences utilized by the SOE will reflect and support the development of the individual student with specific attention to the inclusion of diversity, pluralism, and multicultural and global perspectives and strategies.

OBJ 1.1   Utilize text and instructional materials that reflect pluralistic and multicultural perspectives in order to increase content integration.

OBJ 1.2   Use cultural and linguistic differences as valuable educational resources.

OBJ 1.3   Utilize instruction strategies that include opportunities for full-infusion techniques, multi-modal teaching strategies, and differentiated instruction that support diverse learners from an international, diverse and multicultural perspectives.

OBJ 1.4   Promote opportunities for open discussion of topics such as racism, sexism, discrimination, segregation, and intolerance as part of an on-going process.

OBJ 1.5   Promote programs and services that support persons with diverse learning challenges and disabilities.

OBJECTIVE 1.1 Required text and instructional materials will reflect pluralistic and multicultural perspectives in order to increase content integration.

Standards	Suggested Strategies	Assessment	Timeline	Stakeholders
INTASC 3, 4 NCATE 1 ISTE 2	Review bibliographies on multicultural, pluralistic, international, and diversity education for possible inclusion in course materials (see websites at the end of the document).	Completion of the appropriate section of the Faculty Diversity Survey. Number of visits to web links on the SOE website	Annually	SOE Faculty Diversity QualityTeam
	Select appropriate textbooks and complementary instructional materials.	Review of syllabi.		

OBJECTIVE 1.3 Utilize instructional strategies that include opportunities for full-infusion techniques, multi-modal teaching, and differential instruction that supports diverse learners from an international, diverse, and multicultural perspectives.

Standards	Suggested Strategies	Assessment	Timeline	Stakeholders
INTASC 4 NCATE 4	Include brain compatible teaching, differentiated instruction and assessment techniques for diverse learning styles. Promote critical thinking through assignments involving controversial issues related to course topics. Incorporate Internet related activities that will permit the students to gather information from international, pluralistic, and multicultural sources.	Random review of course syllabi. Faculty Diversity Survey	Annually	SOE Faculty & Dean SOE Professional Development Quality Team ILTE Diversity Quality Team IU Overseas Studies IUS International Programs SOE Field Placements Office
	Encourage international travel and learning experiences among students and faculty.	Number of programs planned Number of international trips taken by SOE Attendance at presentations Faculty Diversity Survey		
	Use the Curriculum and Cultural Resources Center for instructional purposes.	Usage statistics by faulty and students Faculty Diversity Survey		**Responsible Parties:** SOE Faculty &Dean SOE Professional Development Quality Team

OBJECTIVE 1.5 Promote programs and services that support persons with learning challenges and disabilities.

Standards	Suggested Strategies	Assessment	Timeline	Stakeholders
INTASC 4 NCATE 4	Seek funding for collaborative courses that involve inclusion and partnership with school districts. Announce related campus events in class. Invite a representative of the IUS Office of Services for Students with Disabilities to make a class presentation. Include approved disability statement in syllabi.			

DIVERSITY GOAL 2
EDUCATIONAL ACCESS, RECRUITMENT, PARTICIPATION, AND RETENTION

The SOE will examine, address, and remove all barriers within the SOE environment in order to create access, opportunity, and fairness to all students, faculty, and staff.

2.1.1   The SOE will develop strategies and opportunities to increase the number of full-time minority faculty to at least 20% FTE of SOE Faculty.

2.1.2   The SOE will develop strategies and opportun

OBJECTIVE 2.1.2 The SOE will develop strategies and opportunities to increase the number of full-time minority staff.

Standards	Suggested Strategies	Assessment	Timeline	Stakeholders
NCATE 4	Hold recruitment receptions inviting local minority professionals. Create a network of recruitment contacts from among the SOE faculty and staff. Work with Career Services and Placement Office and Student Financial Assistance Office (SFA) to encourage minority students to take work-study positions within the SOE.	Number of minority staff hired.		

OBJECTIVE 2.2 **The SOE will implement methods to identify and remove barriers that prevent the recruitment, retention and promotion of minority faculty and staff.**

Standards	Suggested Strategies	Assessment	Timeline	Stakeholders
NCATE 4	Work with IUS Office of Equity & Diversity to identify barriers that prevent the recruitment, retention and promotion of minority faculty and staff.	List of barriers identified.	Spring 2004	SOE Faculty, Staff & Students
	Advocate for workshops on strategies to promote the recruitment, retention and promotion of minority faculty and staff.	List of workshops held.		**Responsible Parties:**
				IUS Human Resources Dept.
	Survey minority faculty & staff at IUS to determine above barriers and to gather suggestions for strategies to remove such barriers.	Results of survey used in planning programs designed to remove barriers.		SOE Dean
				SOE Search & Screen Committee Chairs
				Search Committee Affirmative Action Monitors

OBJECTIVE 2.3 **The SOE will increase the retention of minority students by 50%.**

Standards	Suggested Strategies	Assessment	Timeline	Stakeholders

OBJECTIVE 2.6   The SOE will use technology proactively to ensure cultural and diversity awareness and to build on student's strengths.

Standards	Suggested Strategies	Assessment	Timeline	Stakeholders
NCATE 4	Emphasize global cultural and diversity awareness opportunities in SOE technology courses by clearly detailing resources for educators and P-12 students.	Review SOE syllabi for Technology activities Student Diversity Survey Faculty Diversity Survey	Fall 2003	SOE Faculty, Staff & Candidates IUS Office of Equity & Diversity
	Emphasize global cultural and diversity awareness opportunities in all SOE courses whenever possible. Utilize available resources such as the IUS Cultural Awareness Center, The Crane House, IUS Office of International Programs, etc.	Review SOE syllabi for descriptions of activities Student Diversity Survey Faculty Diversity Survey	Ongoing	**Responsible Parties:** SOE Faculty ILTE Staff IUS Library Staff IUS IT Staff

REFERENCES:

Content Integration: Information that should be included within a curriculum, how it should be integrated into an existing curriculum, and where it should be taught within a curriculum. (Banks, 1994).

Culture: The patterns of daily life learned consciously and unconsciously by a group of people. These patterns can be seen in language, governing practices, arts, customs, holiday celebrations, food, religion, dating rituals, clothing, etc.*

Cross Cultural Communications: Verbal and non-verbal listening and response skills that are based on and reflect individual cultural backgrounds and experiences. (Robinson and Bowman, 1996).

Differential Instruction: "Differentiation of Instruction is a teacher's response to learner's needs guided by general principles of differentiation, such as respectful tasks, flexible grouping, ongoing assessment and adjustment. Teacher can differentiate content, process, and product according to student's readiness, interests and learning profile through a range of instructional and management strategies…." (Tomlinson, Carol A., 1999)

Discrimination The behavior that can follow prejudicial thinking. The denial of justice and fair treatment in various arenas, including employment, housing and political rights.*

Diversity: The inclusion of differences based on race, gender, disability, age, national origin, color, economic status, religion, geographic regions and other characteristics. Achieving diversity requires respect of differences valuing differences, supporting, encouraging and promoting differences, affirmation initiatives, such as, recruitment, placement, and retention.*

Inclusion: Inclusion represents the belief or philosophy that students with disabilities should be integrated into general education classrooms whether or not they can meet traditional curricular standards. Inclusion is the integration of most students with disabilities into general education classes. Full Inclusion is the integration of students with disabilities in the general education classrooms at all times regardless of the nature or severity of the disability. (Friend, 1999)

Learners with Exceptionalities:

Racism: a system of privilege and penalty based on one's race. It consists of two facets: a belief in the inherent superiority of some people and the inherent inferiority of others, and acceptance of the way goods and services are distributed in accordance with these judgments (Weinburg, 1990).

Sexism: A prejudice or discrimination based on gender.*

Stereotype: It is a positive or negative set of beliefs held by an individual about the characteristics of a group of people. It varies in its accuracy, the extent to which it captures the degree to which the stereotyped group members possess these traits, and the extent to which the set of beliefs is shared by others. (Jones, 1997)

Symbolic Racism: A blend of anti-black affect and the kind of traditional American moral values embodied in the Protestant Ethic…[embodying] resistance to change in the racial status quo based on moral feelings that blacks violate such traditional American values as individualism and self-reliance, the work ethic, obedience, and discipline (Kinder & Sears, 1981)

*Contextual meanings and complete definitions of concepts used in the development of this document can be found in *Dictionary of Multicultural Education, Edited by Carl A. Grant and Gloria Ladson-Billings (Oryx Press, 1997*).

<u>**ACRONYMS**</u>

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