

**Student Success Funding  
Proposal Submission Form**  
(no more than 4 pages)

**Proposal Title:** Diversity, Inclusion, and Global Engagement: Creating an Environment of Inclusive Excellence in the Bayh College of Education

**Submission Type** (circle one): Single Department      Cross-Department      Cross-College

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**Abstract**

The Bayh College of Education's (BCOE) Diversity, Inclusion, and Global Engagement (DIGE) Task Force has been charged with implementing a professional development program for BCOE faculty and staff on inclusive excellence. By attending to cultural competence of all of our members, we can make our environment more welcoming, engaging, and inclusive for all faculty, staff, and students. This year-long series of conferences, workshops, and meetings will be complemented by assessment activities to gauge both the cultural climate and ethos in the BCOE and the short-term effects of our programmatic efforts. The results will inform ongoing professional development and student involvement initiatives for long-term change.

**Project Justification**

A stated value of Indiana State University (ISU) is that we "embrace diversity" (<http://cms.indstate.edu/about>). Indeed, ISU administrators have touted the fact that "we serve a greater proportion of minority students" (ISU, 2013, p. 16) than other Indiana public universities. A commitment to "multicultural excellence" has been embedded in Goal 6 of the ISU Strategic Plan (ISU, 2014). BCOE

faculty and staff members have been campus leaders in diversity; however, we recognize that further efforts are needed to ensure that we are living up to our mission “to prepare, promote, and advance educational and human service professionals for a diverse and ever-changing world” (BCOE, 2014, para. 1).

Demographic data (see Appendix) show clearly that the student body in the BCOE is not parallel to the ISU population. The majority of our students are White women; this is especially pronounced in undergraduate programs, with 90% women and 87% White students. Similarly, the faculty is composed of more women than men, with slightly higher proportions of faculty of color than the university. However, the distribution of faculty is uneven among the academic programs, with some programs having only White faculty. For example, in the undergraduate majors (elementary education, special education, speech-language pathology), faculty are all White, with other ethnicities represented in service courses (EPSY) and an optional minor (Early Childhood Education). Support staff in the College are all White women. The majority of professional staff are also White women, with three men and two African American EAP staff.

Other dimensions of diversity are more difficult to quantify. Several members of the BCOE faculty and staff have physical disabilities that are externally identifiable; others have physical and mental disabilities that are not immediately apparent to other people. Differences on sexual orientation, religious affiliation, gender identity, national origin, and other protected identities are present but not always known to all members of the BCOE community.

These demographic data demonstrate barriers to the successful recruitment and retention of a diverse student population in the BCOE. For example, the ability to recruit and retain African American students is related to the presence and involvement of African American faculty (Fleming, 2012). Fleming (1988; 2012) concluded that Black students performed at lower academic levels at predominantly White institutions where there were no faculty who looked like them in the classroom. In her 2012 study, Fleming stated, “Black respondents were more likely (than their White counterparts) to say that academic opportunities were not equal, report specific incidents of discrimination, and [believe] that racial climate reduced their confidence and performance” (p. 46).

The graduate student population in the BCOE includes a significant international population. Teaching international students can require different skills and approaches for instruction (Kisch, 2014). It is imperative that faculty and staff develop cultural competence for success of international students.

The 2011 report *African American Student Retention at Indiana State* recommended that ISU “provide mandatory diversity awareness training for faculty and staff” (p. 12) as a method to promote retention of African American students and faculty. This recommendation can be extended to promoting retention of *all* students and faculty, particularly those from diverse populations. The DIGE Task Force is proposing a year-long program of professional development for faculty and staff, focusing on inclusive excellence in all aspects of our work. One important facet of this program will be curriculum development based on culturally responsive pedagogy (Gay, 2010). “Teaching is most effective when ecological factors, such as prior experiences, community settings, cultural backgrounds, and ethnic identities of teachers and students, are included in its implementation” (Gay, 2010, p. 22).

Additionally, programs addressing microaggressions (Solórzano, Ceja, & Yosso, 2000), multicultural competence (Pope, Reynolds, & Mueller, 2014), and multiculturalism in the workplace (Roberson, 2013) will provide further development for staff and faculty.

Although the focus for this program is faculty and staff development, attention will also be given to students through developing student leaders and engaging student voices. In particular, focus groups and testimonials from students will provide an essential context for this work.

Outcomes of this project will not be immediately measurable; however, our planned assessment activities will document the progress in recruitment and retention of faculty, staff, and students; students’ perceptions of cultural inclusiveness in course syllabi and classroom activities; students’ perceptions of the climate and ethos for diversity, inclusion, and global engagement; and faculty and staff demonstration of cultural competence.

## Work Plan with Action Steps

All work will be done by the DIGE Task Force, chaired by Dr. Kandace Hinton.

| Program                              | Target Date         | Purpose/Outcomes  |
|--------------------------------------|---------------------|---|
| <b>Opening Conference</b>            | February 6          | <b>Faculty and Staff Development</b> <ul style="list-style-type: none"> <li>• Increased awareness, knowledge, and skills for cultural competence, with particular focus on inclusive excellence, curriculum development, microaggressions, and student experiences.</li> <li>• Commitment to action steps.</li> </ul>                 |
| <b>Student Leaders Meetings</b>      | February            | <b>Cross-Organizational Collaboration</b> <ul style="list-style-type: none"> <li>• Knowledge of activities across the College</li> <li>• Increased sense of belonging to the BCOE</li> <li>• Collaborative programs/activities</li> </ul>   |
| <b>Brown Bag/Seminar Series</b>      | Ongoing/<br>monthly | <b>Faculty and Staff Development</b> <ul style="list-style-type: none"> <li>• Department- and college-level conversations on topics of importance, such as inclusive excellence, instructional practice, hiring and search processes, etc.</li> <li>• Intra- and interdepartmental shared understanding and collaborations</li> </ul> |
| <b>Student Advisory Board</b>        | Ongoing/<br>monthly | <b>Student Involvement and Engagement</b> <ul style="list-style-type: none"> <li>• Inclusion of student perspectives on matters related to the BCOE</li> <li>• Increased sense of belonging to the BCOE</li> <li>• Empowerment of students</li> </ul>   |
| <b>Course Development Workshops</b>  | March,<br>April     | <b>Infusing Diversity in the Curriculum</b> <ul style="list-style-type: none"> <li>• Inclusive excellence represented in syllabi and course activities</li> <li>• Teaching methods that support success for all students</li> </ul>   |
| <b>Fall Semester Kickoff Meeting</b> | August              | <b>Faculty and Staff Development</b> <ul style="list-style-type: none"> <li>• Reports of individual and collective accomplishments in increasing cultural competence</li> <li>• Speaker/workshop on an emergent topic related to inclusive excellence</li> <li>• Recommitment to action steps</li> </ul>                              |
| <b>Assessment Day Session</b>        | September           | <b>Using Data to Inform Practice</b> <ul style="list-style-type: none"> <li>• Presentation of benchmark data</li> <li>• Presentation of initial assessment outcomes</li> <li>• Action planning for further assessment</li> </ul>  |
| <b>Fall Common Book</b>              | Sept – Dec.         | <b>Faculty and Staff Development</b> <ul style="list-style-type: none"> <li>• Increased personal growth</li> <li>• Shared understanding of critical issues</li> <li>• Interpersonal relationship development through dialogue</li> </ul>  |
| <b>End of Year Speaker</b>           | December            | <b>Faculty and Staff Development</b> <ul style="list-style-type: none"> <li>• Reports of individual and collective accomplishments in increasing cultural competence</li> <li>• Speaker/workshop on an emergent topic related to inclusive excellence</li> <li>• Commitment to continued action</li> </ul>                            |

### Itemized Budget Request with Line Item Description

| Program                              | Expense   | Amount |
|--------------------------------------|---|--------|
| <b>Opening Conference</b>            | Keynote Speaker Fee and Travel                                      | 7,000  |
|                                      | Participant Meals (Breakfast, snack break, lunch)                   | 1,000  |
|                                      | Breakout Session Facilitators (4) Fees and Travel                   | 3,000  |
|                                      | Materials (Printing, folders, etc.)                                 | 500    |
| <b>Student Leaders Meetings</b>      | Refreshments  | 100    |
|                                      | Support/Incentives for student-identified programs                  | 1000   |
| <b>Brown Bag/Seminar Series</b>      | Materials (Printing, books, etc.) as needed                         | 500    |
| <b>Student Advisory Board</b>        | Refreshments  | 500    |
| <b>Course Development Workshops</b>  | Workshop Facilitator Fee and Travel                                 | 2500   |
|                                      | Materials (Printing, books, etc.)                                   | 500    |
| <b>Fall Semester Kickoff Meeting</b> | Logo-printed item for participants (e.g., notepads, pens, padfolio) | 500    |
| <b>Assessment Day Session</b>        | No expenses anticipated   |        |
| <b>Assessment Plan</b>               | Expenses related to collecting and analyzing data                   | 2,000  |
| <b>Fall Common Book</b>              | Purchase of book for each member of the BCOE faculty and staff      | 2,700  |
| <b>End of Year Speaker</b>           | Keynote Speaker Fee and Travel                                      | 5,000  |
|                                      | Refreshments  | 200    |
| <b>Contingency Programs</b>          | Action items identified at opening conference and fall kickoff      | 1,000  |
| <b>Total</b>                         |   | 28,000 |

### Assessment Plan with Benchmarks

| Metric                            | Frequency of measurement | Data used for measurement  | Location of data/system |
|-----------------------------------|--------------------------|--|-------------------------|
| Inclusive curriculum              | Semester                 | Student course evaluation—college question added on culturally responsive pedagogy | IOTA reports            |
| Retention of faculty              | Annual                   | Strategic Plan Goal 6 Benchmark Data   | IR                      |
| Retention of staff                | Annual                   | Strategic Plan Goal 6 Benchmark Data   | IR                      |
| Retention of students             | Annual                   | Retention and graduation data  | IR                      |
| Student perceptions of climate    | Annual                   | Focus groups (UG and GR students)  | DIGE Task Force         |
| Faculty/staff cultural competence | Biennial                 | Cultural competence instrument to be determined                                    | DIGE Task Force         |

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## Appendix:

## Fall 2013 Demographic Data

|                        | Totals           |     | Men     |     | Women         |     | White     |     |
|------------------------|------------------|-----|---------|-----|---------------|-----|-----------|-----|
| ISU Full-Time Faculty  | 487              |     | 257     | 53% | 230           | 47% | 380       | 78% |
| BCOE Full-Time Faculty | 55               | 11% | 20      | 36% | 35            | 64% | 41        | 75% |
| ISU Part-Time Faculty  | 217              |     | 94      | 43% | 123           | 57% | 188       | 87% |
| BCOE Part-Time Faculty | 25               | 12% | 8       | 32% | 17            | 68% | 23        | 92% |
| ISU Undergraduates     | 10268            |     | 4713    | 46% | 5555          | 54% | 6875      | 67% |
| BCOE Undergraduates    | 664              | 6%  | 66      | 10% | 598           | 90% | 575       | 87% |
| ISU Graduate Students  | 2180             |     | 875     | 40% | 1305          | 60% | 1494      | 69% |
| BCOE Graduate Students | 653              | 30% | 205     | 31% | 448           | 69% | 482       | 74% |
|                        |                  |     |         |     |               |     |           |     |
|                        | African American |     | Asian   |     | Hispanic      |     | Native Am |     |
| ISU Full-Time Faculty  | 19               | 4%  | 33      | 7%  | 15            | 3%  | 2         | 0%  |
| BCOE Full-Time Faculty | 4                | 7%  | 6       | 11% | 0             | 0%  | 0         | 0%  |
| ISU Part-Time Faculty  | 6                | 3%  | 3       | 1%  | 6             | 3%  | 0         | 0%  |
| BCOE Part-Time Faculty | 1                | 4%  | 0       | 0%  | 1             | 4%  | 0         | 0%  |
| ISU Undergraduates     | 1853             | 18% | 113     | 1%  | 355           | 3%  | 30        | 0%  |
| BCOE Undergraduates    | 49               | 7%  | 3       | 0%  | 14            | 2%  | 0         | 0%  |
| ISU Graduate Students  | 194              | 9%  | 39      | 2%  | 44            | 2%  | 2         | 0%  |
| BCOE Graduate Students | 46               | 7%  | 8       | 1%  | 15            | 2%  | 0         | 0%  |
|                        |                  |     |         |     |               |     |           |     |
|                        | Multiracial      |     | Unknown |     | International |     |           |     |
| ISU Full-Time Faculty  | 10               | 2%  | 11      | 2%  | 17            | 3%  |           |     |
| BCOE Full-Time Faculty | 3                | 5%  | 1       | 2%  | 0             | 0%  |           |     |
| ISU Part-Time Faculty  | 3                | 1%  | 2       | 1%  | 9             | 4%  |           |     |
| BCOE Part-Time Faculty | 0                | 0%  | 0       | 0%  | 0             | 0%  |           |     |
| ISU Undergraduates     | 302              | 3%  | 144     | 1%  | 596           | 6%  |           |     |
| BCOE Undergraduates    | 11               | 2%  | 7       | 1%  | 5             | 1%  |           |     |
| ISU Graduate Students  | 42               | 2%  | 85      | 4%  | 280           | 13% |           |     |
| BCOE Graduate Students | 11               | 2%  | 14      | 2%  | 77            | 12% |           |     |