

## Diversity Initiative (Year-End Report, 2003-04)

Diversity Committee – David Bair
Committee Members: Lorraine Alston, Jung-ah Choi, Diane Clark, Antonio Herrera, Jenny Mahon, Amy Perrin, Don Pottorff, April Smith, Roger Wilson
Our Diversity Task Force has had a successful winter semester so far. The membership of our task forces has expanded, from five in the fall to ten this semester. This is significant, as the work of this task force is quite diversified and responding to multiple areas within the School of Education and the University. Our continuing conversations and work are centering on three tangible areas, indicated below:

Priority	Action Steps	Timeline	Indicator that goal is Achieved	Baseline Data	Status of Goal Attainment
Improve the cultural and institutional climate of the School of Education <ul style="list-style-type: none"> <li>To support the professional success of all SOE faculty and staff</li> <li>To ameliorate existing institutional barriers to success for minority faculty, staff and students</li> </ul>	Establish standing Committee on Diversity to plan and implement climate study, diversity training and related goals	Winter 2004	<ul style="list-style-type: none"> <li>Successful establishment of committee</li> <li>Written annual reports on progress and activities</li> </ul>	Current and previous diversity plans for the SOE and GVSU	<ul style="list-style-type: none"> <li>On our survey/comment cards in December, most faculty and staff were supportive and encouraging about conducting regular exit interviews for both. This would include gaining information when students complete our program and graduate, as well as students who leave the program or university. We also plan to interview faculty/staff who resign from the School of Education. This second plan will involve generating an exit interview protocol for faculty/staff, which could be a regular part of the procedure at the School of Education.</li> <li>For students, we see a more complicated procedure. First, we must identify all minority students who are in</li> </ul>
	Conduct internal discussions regarding current diversity instruction in the SOE <ul style="list-style-type: none"> <li>Presentations by faculty</li> <li>Agreement upon common definitions and goals</li> </ul>	Winter 2004	<ul style="list-style-type: none"> <li>Presentations given during SOE Assembly meetings</li> <li>Creation of document summarizing goals and definitions</li> </ul>	Current syllabi and faculty information on courses that explicitly address diversity	
	Conduct a climate study of the SOE focusing on the issues of race and ethnicity <ul style="list-style-type: none"> <li>Design the elements of a study</li> <li>Conduct exit interviews with all minority faculty, staff, and students</li> </ul>	Winter 2004  Begin Winter 2004	<ul style="list-style-type: none"> <li>Successful design of study</li> <li>Gather interview data for Diversity Committee review</li> </ul>		
	<ul style="list-style-type: none"> <li>Conduct a climate study</li> </ul>	Fall 2004-Spring 2005	<ul style="list-style-type: none"> <li>Successful completion of the study; report to SOE Assembly, Provost's Office, NCATE</li> </ul>		

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					<p>the School of Education. We plan to gather demographic data from the ED 200 application process. Once this list is generated, and maintained, we could then track students who continue or do not continue in the program. We will need to talk with staff in the Student Information and Services Center to discuss how best to get this information, and to determine an easy way to track these students. We discussed some possibilities, but much depends upon the type of data we can collect and how we will be able to manage the data. We may also gain some assistance from the Office of Minority Affairs and the Admissions Office. We will contact them to determine the best course of action.</p> <ul style="list-style-type: none"> <li data-bbox="1289 1633 1528 1900">• We have discussed several ways to conduct this study, drawing upon previous work at GVSU. We have begun to look at other models of such studies. We</li> </ul>

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					<p>have decided that this would be much more successful venture if we were to coordinate this effort with the Office of Minority Affairs. We will consult with Dean Wilson on this matter.</p> <ul style="list-style-type: none"> <li>• We did decide to be proactive to improve the climate, rather than wait for the results of a longer-term study. One area we identified as an immediate need was advising and support for current minority students. In the past, some School of Education faculty members have worked closely with students in the MTEC program. While this program has changed recently, our task force plans to offer an active advising and mentoring support system by School of Education faculty. We will gather names of interested faculty, and work with Dean Wilson to assign specific students with faculty members. We will suggest having a reception with all students and advisors in order to establish</li> </ul>

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<p>Increase the ethnic diversity among the faculty and staff of the School of Education</p> <ul style="list-style-type: none"> <li>• To enhance the educational environment</li> <li>• To provide a broader diversity of ideas and perspectives</li> <li>• To create a more culturally representative learning environment for</li> </ul>	<p>Provide long-range diversity training and development for all SOE personnel</p> <ul style="list-style-type: none"> <li>• Develop overall structure based on faculty and staff needs</li> <li>• Draw upon expertise internal and external to GVSU</li> <li>• Provide training sessions during SOE Assembly meetings over a two to three year period</li> <li>• Serve as a model for the University in substantive diversity training</li> </ul> <p>Improve minority faculty and staff recruitment:</p> <ul style="list-style-type: none"> <li>• Ensure all search</li> </ul>	<p>Fall 2004- Winter 2007</p> <p>Fall 2003; ongoing</p>	<ul style="list-style-type: none"> <li>• Successful establishment of ongoing diversity training for SOE by the Diversity Committee</li> <li>• Increased minority representation in the candidate pools</li> </ul>	<ul style="list-style-type: none"> <li>• Determine prior training and expertise among current faculty and staff</li> <li>• Demographic overview of SOE, compared with GVSU, compared with Grand Rapids metropolitan region</li> </ul>	<p>some common sense of purpose and personal responsibility. If our consultations with Dean Wilson are productive, we would like to establish this starting in the beginning of the fall 2004 semester.</p> <p>While this is seen as a long-term process in the School of Education, we decided our next step should be to contact the various student groups on campus that focus on distinct</p>

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<p>our students</p> <p>Create an environment for success for all students in the School of Education</p>	<p>committees utilize the strategies outlined in “Diversifying the Faculty” from the AAC&amp;U</p> <ul style="list-style-type: none"> <li>• Provide copy to each search committee chair</li> <li>• Use the information in the minority candidate directory to seek out and invite applications from strong candidates in our areas of need</li> <li>• Encourage a more diverse pool in all professional and staff candidate interviews</li> </ul> <p>Improve minority faculty and staff retention:</p> <ul style="list-style-type: none"> <li>• The ongoing faculty/staff diversity training should help create a more positive and engaging environment for all faculty and staff</li> <li>• Identify support mechanisms both within the university and outside</li> <li>• Provide multiple mentoring avenues for minority faculty and staff</li> <li>• Compensation decisions should take into account the expertise and unique knowledge faculty bring into the unit</li> </ul>	<p>Ongoing</p> <p>Winter 2004</p> <p>Winter 2004</p> <p>Fall 2004</p> <p>Ongoing</p> <p>Ongoing</p>	<ul style="list-style-type: none"> <li>• Increased minority representation among SOE faculty and staff</li> <li>• Identified by Diversity Committee</li> <li>• Clearly designated mentoring opportunities for faculty and staff</li> <li>• Identification of cohort members; regular support meetings established</li> </ul>	<ul style="list-style-type: none"> <li>• Demographic data from other Schools of Education</li> <li>• Determine current demographic profile of SOE students, GVSU students, and comparable institutions</li> </ul>	<p>cultural or ethnic affiliations. We will invite them to make brief presentations to the entire School of Education Assembly. This would establish some common basis of information for us, as well as establish some direct relationships with these active student organizations. We are convinced that the diversity training in the School of Education must begin with disseminating clear, consistent information to all. Then, we will be in a better position to discuss and determine how this information affects our personal and institutional behavior.</p>

Priority	Action Steps	Timeline	Indicator that goal is Achieved	Baseline Data	Status of Goal Attainment
<p>To incorporate cultural programming at the University more effectively into our teaching and service activities</p>	<p>Improve relationships with minority students</p> <ul style="list-style-type: none"> <li>• Establish education cohorts during freshman year</li> <li>• Assign SOE mentors/advisors for all MTEC students during first year</li> <li>• Support ongoing efforts in the Office of Multicultural Affairs</li> <li>• Continue to support service learning activities among junior and senior students in MTEC</li> <li>• Establish effective mentoring with international students, including graduate students</li> <li>• Continue SOE support and development for COST and South Africa TA's.</li> </ul> <p>Share information on cultural programming more effectively</p> <ul style="list-style-type: none"> <li>• Identify initiators of cultural programming</li> </ul>	<p>Fall 2004</p> <p>Ongoing</p> <p>Ongoing</p> <p>Summer 2004</p> <p>Fall 2004</p>	<ul style="list-style-type: none"> <li>• Assignment of students to faculty advisors; faculty meet with students</li> <li>• SOE faculty and staff go to MTEC meetings and meet with MTEC students</li> <li>• SOE faculty and staff involved in service learning activities</li> <li>• Identification of all international students and specific advisors assigned</li> <li>• Track numbers of students interested and who eventually participate</li> <li>• Collection of data</li> <li>• Information links established</li> </ul>		

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	at GVSU and the broader community <ul style="list-style-type: none"> <li>• Establish information links through SOE Blackboard site</li> </ul>				

### Diversity Initiative (Year-End Report, 2004-05)

Priority 3: Diversity/Social Responsibility Committee – Sue Carson
Committee Members: Revolving membership based upon ability to meet and interest focus. In attendance thus far: Dr. Faite Mack, Marty Abramson, David Bair, Jung-ah Choi, William Worfel, April Smith, Diane Clark, Sean Lancaster
<p><i>Priority Action Plan</i></p> <p>Our priority action plan is to work to transform the climate within our community at GVSU College of Education as well as the surrounding communities. The intent is to act with the charges, so well identified last year and build upon them.</p>

Priority	Action Steps	Timeline	Indicator that goal is Achieved	Status of Goal Attained
1. Improve the cultural and institutional climate of the College of Education.	<ul style="list-style-type: none"> <li>• Dr. Mack, Dr. Choi and Dr. Abramson will begin developing a climate survey for faculty/students to be implemented this winter 2005. Upon successful completion of the student climate study, another survey will be designed for our faculty and staff. The text, <i>Assessing Campus Diversity Initiatives: A guide for campus practitioners</i> has been ordered to assist with this process.</li> </ul>	Winter 2005	Deemed inappropriate for implementation at this time, Spring 2005	Ongoing
2. Create an environment for success for all students in the College of Education.	<ul style="list-style-type: none"> <li>• Support of Ciudad de los Ninos de Matamoros orphanage in Mexico and Education for Humanity International in Thailand will further our initiative. It is our intention to design a pamphlet/brochure along the lines of Heifer International. The focus will be on creating opportunities for affordable support through memorial, birthday, and graduation gifts.</li> </ul> <p>COE work at In the Image, October 23.</p> <ul style="list-style-type: none"> <li>• Expand the Minority Teacher Education</li> </ul>	Winter 2005	Brochure	Completed with established account
		Fall 2004	Group participation	Completed
		Spring 2005	Program	Ongoing
		Winter 2005	Trip	Designed

Priority	Action Steps	Timeline	Indicator that goal is Achieved	Status of Goal Attained
<p>3. <i>Incorporate cultural programming at the University more effectively into our teaching and service activities.</i></p>	<p>Cohort to include all multicultural students going into education.</p> <ul style="list-style-type: none"> <li>• Tour the Chicago Board of Education and three schools, LaSalle Language Academy, Ogden Elementary, and Walter Payton College Preparatory. The intent is to offer education students a glimpse into a large urban education environment and increase awareness surrounding future placements-job prospects-as well as augmenting knowledge of diversity in action.</li> </ul>	<p>Winter 2005</p> <p>Summer 2005</p>	<p>Calendar</p> <p>Program</p>	<p>Transformed into speaking engagement possibilities and community outreach with Roberto Saenz and GRPS counselors.</p> <p>Partnership created with Amy Mester, Childcare Director of the DT YMCA</p>
<p>4. <i>Increase the ethnic diversity of faculty and staff of the College of Education.</i></p>	<ul style="list-style-type: none"> <li>• Develop a calendar to address local multicultural opportunities and use the Bb calendar more effectively.</li> <li>• Design collaboration with the Downtown YMCA/YWCA/ Westminster Child Development Center bringing students into classrooms for interaction and learning opportunities with our education students.</li> <li>• Determine if all unit chairs have copies of <i>Diversifying the Faculty</i> from AAC&amp;U.</li> <li>• Collect information from the mentoring</li> </ul>	<p>Fall 2004</p> <p>Winter 2005</p> <p>Ongoing</p>	<p>Distribution</p> <p>Data</p> <p>Dinner for OMA, MTEC &amp; COE</p>	<p>FDS &amp; TECH</p> <p>Mentoring Report/Ongoing</p> <p>Completed and Ongoing</p>

Priority	Action Steps	Timeline	Indicator that goal is Achieved	Status of Goal Attained
	<p>committee regarding multiple opportunities for faculty and staff.</p> <ul style="list-style-type: none"> <li>• Creating a welcome, supportive environment that lends itself to diversity and social responsibility will increase our attractiveness to a broader range of faculty, staff and students.</li> </ul>			

## Diversity Initiative (Mid-Year Report, 2005-06)

Diversity/Social Responsibility
Committee Members: Revolving membership based upon ability to meet and interest focus. In attendance thus far: Dr. Mack, Marty Abramson, David Bair, Jung-ah Choi, William Worfel, April Smith, Diane Clark, Sean Lancaster
<p><i>Priority Action Plan</i></p> <p>Our priority action plan is to work to transform the climate within our community at GVSU College of Education as well as the surrounding communities.</p> <p>The intent is to act with the charges, so well identified last year and build upon them.</p>

Priority (Specific Goals)	Action Steps (Specific steps to achieve goal)	Timeline	Indicator that goal is Achieved	Status of Goal Attainment
1. Improve the cultural and institutional climate of the College of Education.	<ul style="list-style-type: none"> <li>Dr. Mack, Dr. Choi, and Dr. Abramson will begin developing a climate survey for faculty/students to be implemented this winter 2005. Upon successful completion of the student climate study, another survey will be designed for our faculty and staff. The text, <i>Assessing Campus Diversity Initiatives: A guide for campus practitioners</i> has been ordered to assist with this process.</li> </ul>	Winter 2005	<p>Deemed inappropriate for implementation at this time, Spring 2005.</p> <p>Emphasis placed on increased communication between individuals and units.</p>	<p>Tabled</p> <p>Ongoing.</p>
	Support of Ciudad de los Ninos de Matamoros orphanage in Mexico and Education for Humanity International in Thailand will further our initiative. It is our intention to design a pamphlet/brochure along the lines of Heifer International. The focus will be on creating opportunities for affordable support through memorial, birthday, and graduation gifts.	Winter 2005	Brochure	<p>Completed with account established.</p> <p>Continue revamping pamphlet to include Burton Middle School Library Project with Nancy Patterson.</p>
	<ul style="list-style-type: none"> <li>COE work at In the Image, October 23.</li> </ul>	Fall 2004		Completed

Priority (Specific Goals)	Action Steps (Specific steps to achieve goal)	Timeline	Indicator that goal is Achieved	Status of Goal Attainment
<p>2. <i>Create an environment for success for all students in the College of Education.</i></p>	<ul style="list-style-type: none"> <li>Expand the Minority Teacher Education Cohort to include all multicultural students going into education.</li> <li>Tour the Chicago Board of Education and three schools, LaSalle Language Academy, Ogden Elementary, and Walter Payton College Preparatory. The intent is to offer education students a glimpse into a large urban education environment and increase awareness surrounding future placements-job prospects-as well as augmenting knowledge of diversity in action.</li> </ul>	Spring 2005	Program	Ongoing
<p>3. <i>Incorporate cultural programming at the University more effectively into our teaching and service activities.</i></p>	<ul style="list-style-type: none"> <li>Develop a calendar to address local multicultural opportunities and use the Bb calendar more effectively.</li> <li>Design collaboration with the Downtown YMCA/YWCA/ Westminster Child Development Center bringing students into classrooms for interaction and learning opportunities with our education students.</li> <li>Volunteer opportunities with GRPS, FACTS, Weed and Seed, and Junior Achievement</li> <li>Education Conference in Ghana</li> </ul>	Winter 2005	Calendar	Transformed into speaking engagement possibilities and community outreach with Roberto Saenz and GRPS counselors.
<p>4. <i>Increase the ethnic diversity of faculty and staff of the College of</i></p>	<ul style="list-style-type: none"> <li>Determine if all unit chairs have copies of</li> </ul>	Winter 2005	Data	Mentoring Report/ongoing
		Summer 2005	Program	Partnership created with Amy Mester, Childcare Director of the DT YMCA.
		Fall 2005	Successful attendance of 4 COE and 3 content area faculty	Met
		Fall 2004	Distribution	FDS & TECH

Priority (Specific Goals)	Action Steps (Specific steps to achieve goal)	Timeline	Indicator that goal is Achieved	Status of Goal Attainment
<i>Education.</i>	<p><i>Diversifying the Faculty from AAC&amp;U.</i></p> <ul style="list-style-type: none"> <li>• Collect information from the mentoring committee regarding multiple opportunities for faculty and staff.</li> <li>• Creating a welcome, supportive environment that lends itself to diversity and social responsibility will increase our attractiveness to a broader range of faculty, staff and students.</li> </ul>	Ongoing	Dinner for OMA, MTEC & COE	Completed and Ongoing