

IU South Bend Symposium on Educational Inclusion

Final Report

On November 12-13, 2021, the campus at Indiana University South Bend held a two-day Symposium on Educational Inclusion that invited students, faculty, staff, community members and guests to learn more about and discuss issues of Diversity, Equity and Inclusion (DEI) in educational contexts from pre-school through graduate school.

Sponsored by the School of Education with additional support from the Office of the Vice President for Diversity, Equity, and Multicultural Affairs, sessions were comprised of large- and small-group discussions on the Indiana University Anti-Racist Agenda and conversations with researchers on DEI-related topics. A professional development workshop on meeting the socio-emotional needs of students in K-12 settings was held for area educators, and there was an opportunity for participants to join a student-developed bus tour chronicling the rich Civil Rights history of our community. Pre-symposium activities included a brown-bag discussion series on Critical Race Theory in education and a welcome reception for invited guest speakers. (A detailed description of the purpose of the symposium, research supporting this work, and specific events can be found in Appendix A. Appendix B provides biographical information for many of the guest speakers and presenters from the event.)

Approximately 30 different individuals from across units on campus and in the community served on the steering committee, putting in countless hours of effort to ensure the event went off successfully. (See Appendix C for a list of the Steering Committee members.) The event sessions saw over 300 registrations, with options for on-site and virtual attendance in deference to the ongoing COVID-19 pandemic.

The steering committee would like to thank the Indiana University Office of the Vice President for Diversity, Equity, and Multicultural Affairs, for its financial support of the events. The committee would also like to thank IU South Bend Chancellor Susan Elrod and her office, along with Executive Vice Chancellor for Academic Affairs, Jill Pearon, Chief of Staff Elizabeth Paice, Vice Chancellor Monica Porter, and each of the Academic Deans for their support and guidance during the planning and implementation of the events.

This report details feedback from session participants, including qualitative comments from breakout sessions, and qualitative/quantitative data from post-participation surveys for each event.

Synopsis of Findings¹

On the morning of November 12, faculty, students, staff, community members and guests joined together in a series of small-group conversations surrounding DEI topics in educational contexts, with a specific charge to consider what individuals and units on the IU South Bend campus might do to create a more welcoming and inclusive environment. Data for this report were collected from notes submitted by discussion facilitators, along with surveys of participants following their attendance at other Symposium events. Approximately 60 individuals participated in the small-group discussions and a total of 49 individuals responded to the post-Symposium survey. Approximately 63% of the respondents who shared an affiliation identified as IU South Bend faculty, students, or staff, while the remaining respondents identified as alumni, area K-12 educators, community members, or other.

¹ Raw data from the Campus Breakout Sessions can be found in Appendix E. Complete results from post-attendance surveys are in Appendix F.

Several major themes came away from responses across the data sets.

1. Appreciation for the Symposium
 - a. Participants indicated they were “energized” by the information shared by the speakers and the opportunity to have cross-departmental conversations about DEI
 - b. Survey data indicate a high level of satisfaction with almost all of the individual sessions, and respondents overwhelmingly indicated having learned something new or come away with a better understanding as a result of attendance at specific events.
2. Acknowledgement that more DEI work is needed, along with a readiness to act.
 - a. The conversations noted a need for more opportunities to discuss DEI-related topics, with specific guidance on actions that individuals and groups/units can take to promote DEI.
 - b. A desire for a multicultural office or space on campus also came up frequently
3. Expectations for accountability surrounding DEI efforts
 - a. Participants requested actionable steps, plans, and progress monitoring at the campus level, available for review by campus stakeholders
 - b. They also noted a need for more active involvement in DEI training and initiatives from larger numbers of students and colleagues on campus

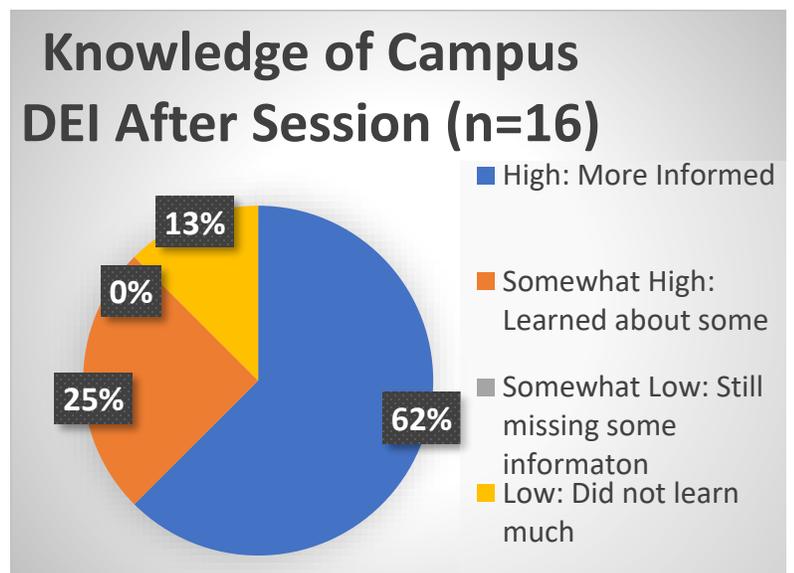
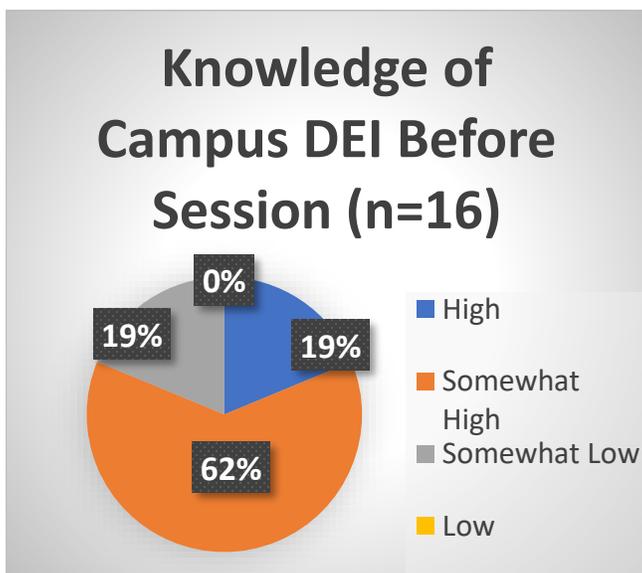
Symposium Sessions

Each of the events of the Symposium was designed to focus on different topics surrounding diversity, equity, and inclusion in educational contexts. The formal sessions were interspersed with meals and other opportunities for informal interaction among participants. In the sections that follow, each of the major events of the symposium are described with data collected from participants.

Campus Diversity, Equity, and Inclusion (DEI) Workshop – Approximately 60 attendees

Attendees were gathered for large group presentations from campus and university officials on current DEI initiatives on campus and throughout the university. These presentations were followed by an overview of research on higher education equity issues, presented by external expert Dr. Marvin Lynn. These presentations framed the small group conversations that followed. (The guiding questions and facilitator notes can be found in Appendix D.) Following the small group conversations, each group reported out from their discussions and Drs. Theodore Randall and Monica Tetzlaff shared information on equity-focused research and inclusive classroom practices.

Survey data (n=19). Overall Satisfaction with Morning DEI Session: 74% reported a high level of satisfaction, 26% reported satisfaction level as neutral and none indicated they were dissatisfied.



Sample comments from respondents include:

- *I loved the diversity in our breakout session. We had a common council member, a graduate student, faculty and staff – all from different disciplines*
- *It was wonderful to have the campus come together for the collective good.*

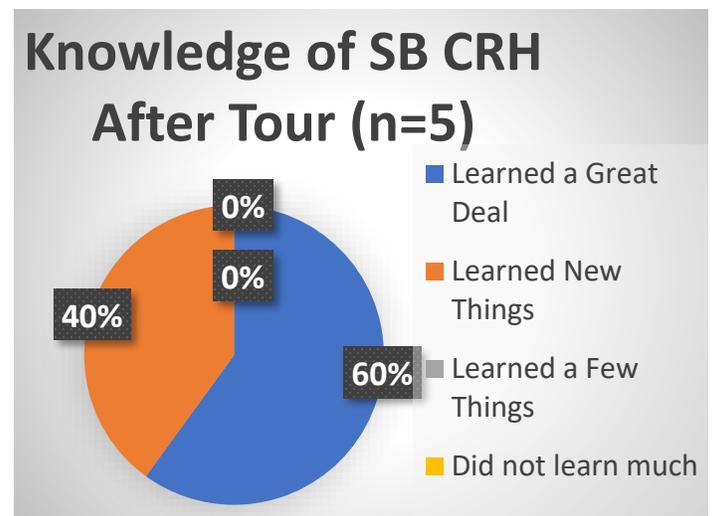
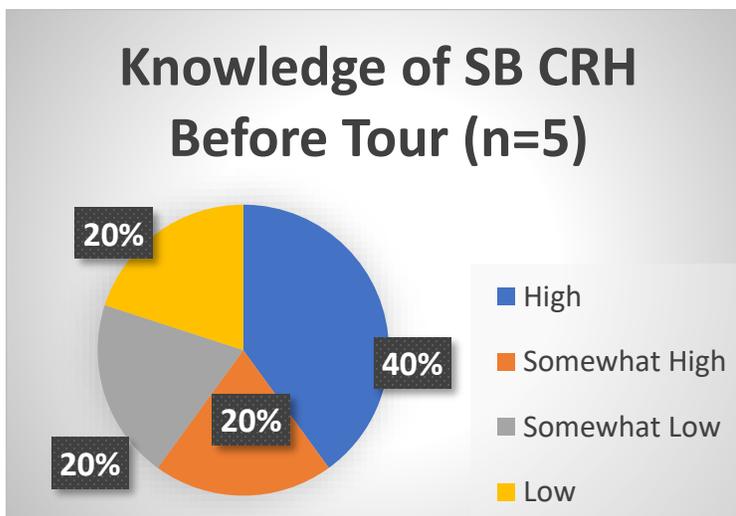
Overarching Take-aways from participant responses in this session, including information garnered from the facilitator notes, include:

- Individuals expressed appreciation that the campus held these conversations
- Many individuals across campus and in different departments agree there is a need to make the campus more inclusive and welcoming, however there is also a need for more specific instruction on exactly how this can be done.
- There is optimism that we can make our campus more welcoming and inclusive, but specific action plans, progress monitoring and accountability for doing so are necessary. Some participants emphasized a need for follow-up and follow-through.

South Bend Civil Rights Heritage Bus Tour – Approximately 20 attendees

Designed in conjunction with IU South Bend Students, Monica Tetzlaff, Hayley Froyland, and Cynthia Murphy, have taken faculty, staff, and students from campus tours of important Civil Rights locations around South Bend for many years. For the Symposium, the organizers developed a shortened version to fit in the available time and took a small group to sites including La Casa de Amistad and the Civil Rights Heritage Center in the former Engman Public Natatorium building. During the tour, they shared stories of individuals in or region, like Elizabeth and J. Chester Allen, who worked for equality for African Americans, long before the start of the larger Civil Rights movement in the United States and listened to prominent guest speakers from the area as they told tales about growing up in South Bend. The tour group also visited the murals and businesses along the West Washington corridor, depicting the history and significance of the Chicano movement and advocacy for the Latinx population over the years throughout our community.

Survey data (n=8): Overall Satisfaction with Civil Rights Heritage Bus Tour: 75% of the respondents reported a high level of satisfaction, 25% reported their satisfaction level as neutral and no respondents indicated they were dissatisfied.



- *I appreciated the insight into South Bend and the opportunity and experiences to meet South Bend's own community members and organizations*
- *I loved the community members sharing their work*

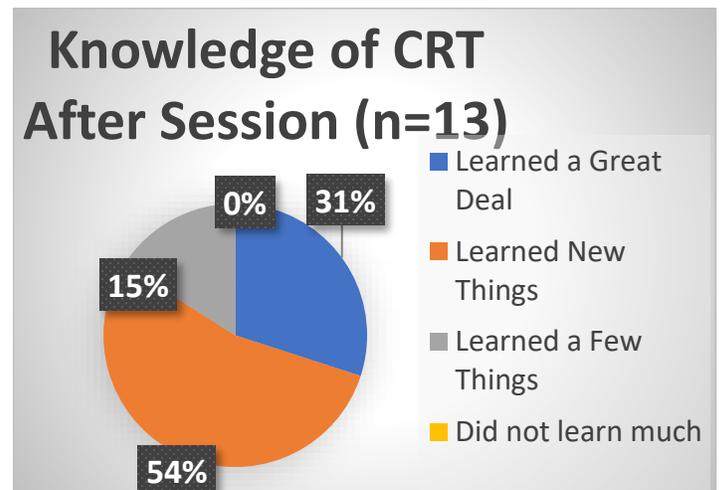
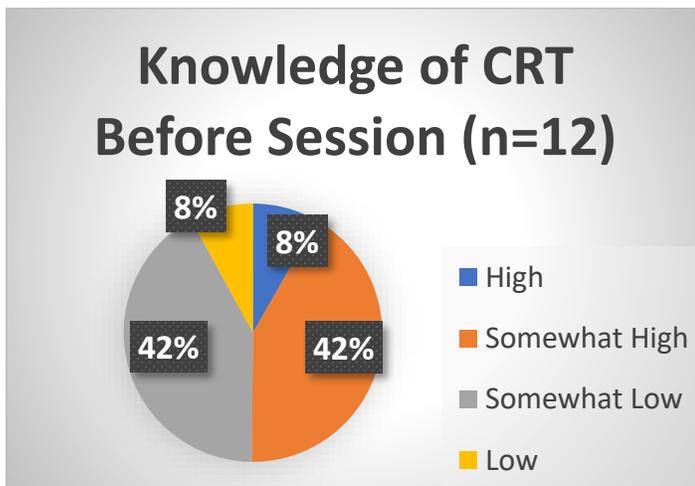
Overarching Take-away:

- Participants commented on their better-informed understanding of the constant struggle that underrepresented populations in our area have undergone for equitable services and treatment. A need for additional time on the tour was also expressed.

Critical Race Theory Guest Speaker Panel -approximately 70 attendees

On the evening of Friday, November 5, a panel of guest speakers was brought to campus to discuss Critical Race Theory in education. The panel included distinguished researchers from across the United States, including Dr. Bryan Brayboy, Dr. Marvin Lynn, Dr. Nicholas Hartlep, and Dr. Teresa Sosa. (See Appendix B for panelist biographies.) During the 2-hour panel discussion, the researchers shared their insights on race and equity in education, how their practice has been informed through Critical Race Theory, and their own experiences as researchers and practitioners in the field. The panel discussion was informed by questions from the audience, and facilitated by IU South Bend staff.

Survey data (n=16): Overall Satisfaction with CRT Panel: 75% of the respondents reported a high level of satisfaction, 7% reported their satisfaction level as neutral and 19% of the respondents indicated they were dissatisfied. While qualitative comments were mostly positive, one noted dissatisfaction with technical difficulties (sound quality) and another noted that perhaps the introductions had gone on too long, shortening the length of time the panelists had to share their insights.



Sample comments from respondents include:

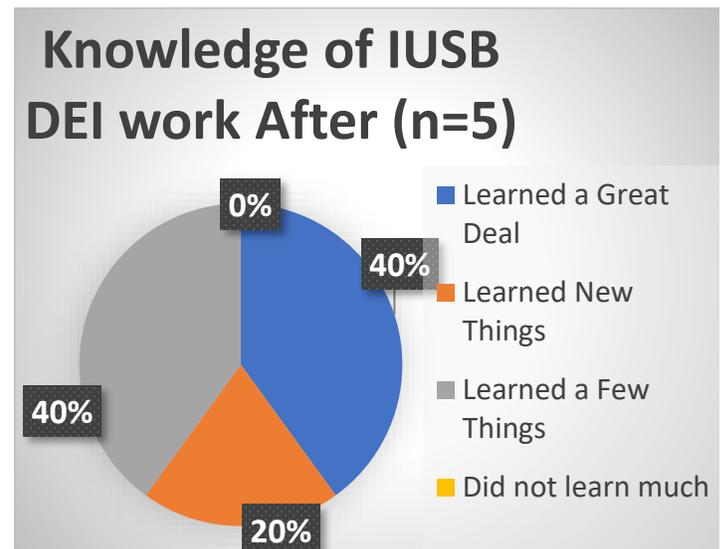
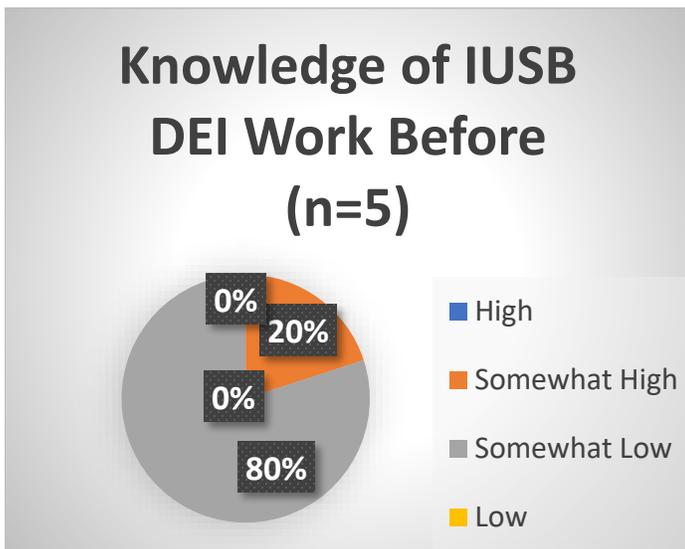
- *The panelists were so thought-provoking! I wish more who would benefit from learning about race in education had attended!*
- *The panel was more diverse in their views than I had expected. It was a great choice of speakers.*

Overarching Take-away: Participants said they came away with a better understanding of what CRT is, and that these kinds of discussions need to occur more often in more places.

Civil Rights Heritage Center Faculty DEI Panel - Approximately 50 attendees

On Saturday, November 13, faculty from IU South Bend provided a second panel discussion, continuing the conversation from the Critical Race Panel the night before, and showcasing the DEI-related work they are doing in the local community. Panelists included Dé Bryant, Marsha Heck, Darryl Heller, and Theodore Randall. (See Appendix B for panelist biographies.)

Survey data (n=6): Overall Satisfaction with Faculty Panel: 50% of the respondents reported a high level of satisfaction, 33% reported their satisfaction level as neutral and 17% of the respondents indicated they were dissatisfied. While the response rates to many of the individual questions are small, and this should be taken into account when interpreting the data, the small *n* for this sample is especially difficult to reconcile. Qualitative comments on this session were generally positive, with one noting a need for a more diverse panel of speakers and another desiring more coordination.



Sample comments from respondents:

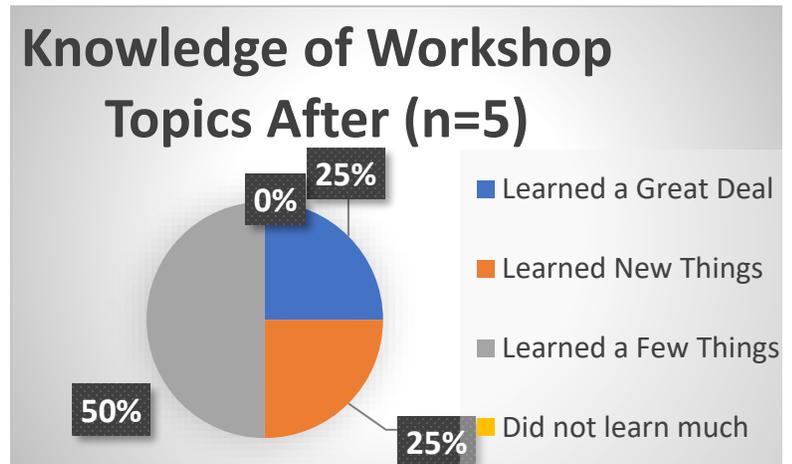
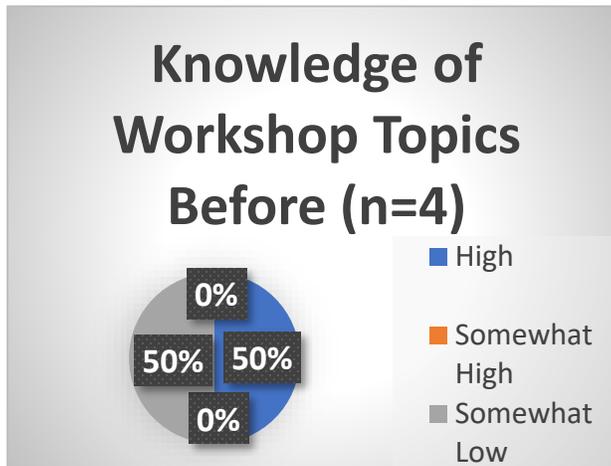
- *[One thing I took away]: All is not lost. We shall overcome.*
- *[I appreciated] the variety of perspectives and how the presenters focused on history*
- *The work being done by the faculty and staff is great, but it is not yet transforming the instruction of the students*

Overarching Take-aways: More diverse speakers recommended by some respondents, although others commented that they appreciated the diversity of perspective. Others thought the work presented was valuable, but commented we have much more to do.

K-12 Educator Professional Development Workshop – Approximately 15 attendees

The final session of the Symposium was a workshop on trauma-informed practices for educators and meeting the socio-emotional learning needs of students in K-12 classrooms. It was presented by faculty from the School of Social work and the School of Education, along with a representative from the South Bend Community School Corporation. The presenters were: Lindsay Evans, Vanessa Kelleybrew, Elena Mrozinske, Shotunus Peterson, and Stephanie Steward-Bridges. (See Appendix B for biographies.)

Survey Data (n=9): Overall Satisfaction with the professional development workshop: 56% of the respondents reported a high level of satisfaction, 22% reported their satisfaction level as neutral and 22% of the respondents. As with the previous data set, the low response rate should be taken into account when interpreting these data. Positive comments from participants indicated agreement that training in trauma-informed practices and student socio-emotional learning needs was necessary for K-12 educators. A need to develop differing levels of presentations for participants based on knowledge-level of the content was also noted.



Overarching Take-aways: The final questions of the survey asked respondents for ways they would like to see the campus move forward with the Symposium conversations, and additional topics they would like to see covered in similar formats.

Among the most common comments throughout the data sets was a recommendation for an Office of Multicultural Affairs and multicultural spaces for students on campus. As previously indicated, respondents also expressed a desire for action plans, progress monitoring, and transparency of efforts. Requests for additional workshops were also included.

Topics for future consideration included events surrounding issues of class, gender, learning needs, healthy relationships, sexual assault and violence and issues facing first generation students.

Symposium Steering Committee Recommendations for Next Steps

As a result of the programming during the Symposium, and the feedback from the participants, the Steering Committee has the following recommendations for next steps from the campus:

- Data and recommendations from the final report should be summarized and shared with the campus community as a presentation during the March or April 2022 Coffee with the Chancellor
- A follow-up, informal session, open to the entire campus community entitled “Let’s talk about Belonging at IU South Bend” be held at some point in late Spring 2022, following the presentation of the report.
- Guided by the campus DEI committee and Academic Affairs, and tied directly to the Campus Strategic Plan, each unit on campus should complete the limited sections as they pertain to units (for example, academic departments might fill out the section on faculty) of the OVP-DEMA Anti-Racist Checklist (Appendix D) for discussion and reporting back to the larger units in which they are housed by the end of Spring semester 2022
- Obtain funding and host a visit from Gloria Ladson Billings for follow-up presentation/talk in Fall 2022

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IU South Bend Fall Symposium on Educational Inclusion: Addressing Barriers for Underrepresented Populations from Kindergarten through Grad School

Dates: Thursday, November 11th – Saturday, November 13th

Purpose: In response to the current national conversations on equity and access to high-quality education that meets the needs of growingly diverse student populations, discussions of Critical Race Theory (CRT) in Education, and the recently-released [Indiana University Anti-Racist Agenda](#), the School of Education proposes a campus-wide event incorporating the expertise of national, regional, and local scholars to share their insights on current research, approaches to eliminate educational barriers for marginalized students, Critical Race Theory in educational contexts, and to explore ways IU South Bend and local K-12 educators can more fully respond to calls for diversity, equity, and inclusion in our schools and throughout the region we serve. With both scholarly and community-based opportunities for discussion, this event aligns well with the IU South Bend mission statement through dissemination of scholarship and the promotion of an engaged citizenry.

As a result of increased calls for a greater focus on efforts that promote diversity, equity and inclusion (DEI), Indiana University has outlined a series of strategies to promote research, engagement, and creative activities that combat racism in our university and communities. The IU South Bend campus has also elevated this conversation through the development of expanded DEI goals during our recent strategic planning process. Like many universities, the campuses of IU have begun to look more deliberately at practices that create barriers for enrollment and educational attainment for BIPOC students; and these efforts stretch beyond just K-12 and higher education contexts into the workforce, as recent conference proceedings from the National Academies of Sciences, Engineering, and Medicine (2021) show.

Related to these discussions on DEI, is the discussion of Critical Race Theory in Education. A hot topic of debate and political divide in recent months, Critical Race Theory has roots in the field of law, but was introduced to educational research by Gloria Ladson-Billings and William F. Tate as early as 1995 (Lynn & Dixson, 2013). Building on the work of previous scholars, including Derrick Bell, Carter G. Woodson, and W.E.B. DuBois, Ladson-Billings and Tate (1995) argued that a theoretical perspective analyzing educational contexts in the United States using the cultural constructs of race and property rights would provide an additional lens for interpreting inequities in our systems. Since then, “scores of scholars across the academic spectrum have used CRT to examine a range of educational issues and the way they are informed and impacted by race and racism . . . CRT scholars in education seek to show the inextricable relationship between educational inequity and race . . . [and] have sought to challenge and expand our understanding of research methods and methodologies” (pp. 2-3).

As a public institution of higher education, IU South Bend is committed to the scholarly exploration of complex ideas, the promotion of critical thinking, and the expansion of perspective. The campus has recognized the need to become more actively engaged in conversations about the impact of race and racism on educational attainment, experience, and opportunity; and the priority of diversity, equity, and inclusion is clearly articulated as a goal in the developing campus strategic plan. This commitment to equity is also evident through campus support for and promotion of the Civil Rights Heritage Center in the recently-acquired Engman Natatorium, a local civil rights heritage site, and through our history of similar events in the past, dating back to the Conversations on Race series in the early 2000s.

Essentially, universities are built for these types of crucial conversations within and among the communities they call home. Each year our campus brings in renowned guest speakers that present and wrestle with a variety of topics through initiatives like the Eileen Bender lecture series. The College of Liberal Arts and Sciences hosts lectures both on and off campus through programs like Pop-up University and the Sustainability Series, and our American Democracy Project routinely hosts discussions and moderated debates among political candidates from a variety of parties during election years. The same spirit that guides those offerings, drawing upon our charge as a community-engaged campus and encouraging elucidation and discourse among those who may not always agree, is the impetus for this proposal.

As a campus, it is our mission to educate, and it is important in this time that we lead conversations about Diversity, Equity, and Inclusion in our community as we explore our own practices. It is important for us to help to shed light on what Critical Race Theory is, and what it is not, so that individuals in our community have access to accurate information from the researchers who are doing the work themselves, giving them the tools make up their own minds. We are well-situated to provide this opportunity for members of the campus and local community to come together to critically examine and understand the difficult topic of race and race in education, and it is time for the School of Education to step up and become more actively engaged in this work.

The events described in the following pages are designed for distinct, although in some cases overlapping, groups, with the following goals in mind:

1. For the public (Friday evening Speaker Panel; Saturday Morning CRHC)
 - a. Introduction to and clarification of Critical Race Theory in Education for the general public – what it is, what it is not, and what researchers have learned through this lens
 - b. Introduction to faculty and staff on our campus embedded in DEI work, and the work they are doing
2. For local K-12 educators (Friday evening Speaker Panel; Saturday Morning CRHC; Saturday Afternoon CRHC)
 - a. Introduction to CRT in education
 - b. ½ day workshop on Trauma-informed Teaching Practices/meeting socio-emotional needs of K-12 students
3. Campus Faculty and Staff (Friday morning workshop, pre-symposium brown-bag series)
 - a. Introduction to CRT in education
 - b. Guided exploration of CRT as it has been applied to structures and policy in higher education contexts
 - c. Small-group conversations on IU/IUSB DEI goals and IU Anti-Racist agenda
 - d. Small-group exploration of structures and processes that serve as barriers for underrepresented students; brainstorming ways smaller units can be cognizant of and strategic about the needs of all student populations on campus
4. IUSB Students (Friday evening & Saturday morning)
 - a. Introduction to and clarification of Critical Race Theory in Education for the general public – what it is, what it is not, and what researchers have learned through this lens
 - b. Introduction to faculty and staff on our campus embedded in DEI work, and the work they are doing

Schedule:

Prior to the event – Early Fall

- Distribution of recommended reading list (research articles and/or texts) on CRT in Education to campus faculty and staff.
- Series of brown-bag lunch discussions on specific, foundational CRT in education articles, facilitated by the Schurz Library

- **Thursday, November 11th**
 - Arrival of expert panel
 - 5:00-7:00 pm: **Welcome Reception** with invited campus and community guests (EA Atrium and Art Gallery)
- **Friday, November 12th**
 - 8: 00 a.m. – 9:00 a.m. Continental breakfast for invited guests (SAC 221, 223, 225)
 - 9:00 a.m. – 12:00 p.m. – Campus Workshop on DEI/Inclusion in Higher Education (IUSB faculty, staff, and students – DW auditorium)
 - Target Audience: IUSB Faculty & Staff
 - Introduction by Chancellor Elrod; Overview of IU Anti-Racist agenda – Dr. Yolanda Treviño, Assistant Vice President of Strategy, Planning, and Assessment, OVP for Diversity, Equity and Multicultural Affairs
 - Introduction to CRT in education and overview of research findings relating to higher education policy and structures – Dr. Marvin Lynn
 - Overview of current campus DEI initiatives and responses to IU Anti-Racist agenda - Monica Porter
 - Breakout sessions divided by campus unit co-lead by guests and IUSB faculty staff
 - Questions guiding the breakout discussions:
 - What do we currently do to support DEI at the unit levels?
 - How are individual units working to address the IU Anti-Racist agenda and strategic plan? (Consider recruiting, retention, student success and progression, socio-emotional competencies)
 - What are additional ways units and programs can work toward meeting these objectives? (Outcome focus)
 - What next steps are needed to continue this conversation and work?
 - Reconvening and opportunity to report back
 - Presentations by Dr. Theodore Randall and Dr. Monica Tetzlaff from the University Center for Excellence in Teaching Active Learning Institute session on inclusive teaching practices
 - 12:30-1:30: Lunch for invited guests (SAC 221, 223, 225)
 - 1:45-4:15: Abridged South Bend Civil Rights Heritage Bus Tour
 - Led by Monica Tetzlaff and Hayley Froysland (have agreed)
 - Target audience: IUSB Faculty, Students, Staff and Expert Panel
 - Limited seating (35) sign up in advance
 - Tour of important spaces and places for the African-American and LatinX communities in SB
 - Recommend including Freedom Summer Alum
 - 5:00 p.m. – 7:00 p.m. – Critical Race Theory/DEI Panel
 - Target audience: IUSB and community – with special invitation to colleagues at other area universities and K-12 schools (Joshi Auditorium)
 - Panel Discussion with Moderator (Davis)
 - Ticketed Event (Free tickets) – web-based option as well
 - Welcome from Dean of SoE and Chancellor, Yolanda Treviño, Assistant Vice President of Strategy, Planning, and Assessment, OVP for Diversity, Equity and Multicultural Affairs
 - (agreed to provide context)
 - Introduction of panelists
 - Questions to explore:
 - What is Critical Race Theory in Education?

- (For example: a lens, methodology for research)
- What is NOT Critical Race Theory in Education?
 - (For example: teaching strategy, curriculum for instruction or professional development)
- What has been learned by researchers using this theoretical lens?
 - (For example: examination of gaps in educational achievement and attainment based on race)
- Questions from audience.
 - Audience members will be given note cards to ask questions and moderator will use to address panelists, grouping similar questions together
- 7:30 p.m.
 - Dinner at Café Navarre for invited guests
 - Following panel discussion and dinner, all panelists with the exception of Dr. Lynn may depart.
- **Saturday, November 13th** (Civil Rights Heritage Center) - Continued community conversation jointly hosted by Dr. Lynn and IUSB researchers/community-engaged faculty including Dr. Darryl Heller, Dr. Marsha Heck, Dr. De Bryant, and Dr. Theo Randall
 - 9:00 a.m.- 10: a.m.: Continental breakfast for invited guests
 - 10:00-12:00: 1st Session – IUSB/Community CRT/DEI Discussion
 - Target audience, general community and IUSB students/faculty
 - Moderated by Charlotte
 - Introduction to CRT in Education for those who were not present the evening before
 - The story of Civil Rights activism in our community
 - Introduction to current DEI researchers from IU South Bend and the work they are doing in the field
 - 12:00-1:00: Lunch for invited guests
 - 1:00-3:00 p.m.: Second Session: Professional Development Workshop on Trauma-Informed Educational Practices and Meeting the Socio-emotional Learning Needs of K-12 Students- Dr. Yvonne Larrier and faculty/staff from the IU South Bend School of Education and Social Work
 - Target audience: Area K-12 educators
 - Topics: Trauma-informed Teaching Practices and meeting the Socio-emotional needs of K-12 Students

Dixson, A.D., & Lynn, M. (2013). Introduction in M. Lynn & A.D. Dixson (Eds), *Handbook of Critical Race Theory in Education*, pp. 1-6, New York: Routledge.

Ladson-Billings, G., & Tate, W.F. (1995). Toward a critical race theory of education. *Teachers College Record*, 97(1), 47-68

National Academies of Sciences, Engineering, and Medicine. (2021). Addressing Diversity, Equity, Inclusion, and Anti-Racist in 21st Century STEM Organizations: Proceedings of a Workshop—in-Brief. Washington, DC: The National Academies Press. <https://doi.org/10.17226/26294>.

Biographical Information for Symposium Guests and Presenters²

Pre-Symposium Campus CRT Brown Bag Discussion

Sub-committee Members: Tracey Anderson, Sarah Blanco, Betsy Lucal, Theodore Randall

Betsy Lucal, Ph.D., is a Professor in the Department of Sociology and Anthropology at IU South Bend. She earned her Ph.D. from Kent State University, and teaches courses on Gender and Sexuality, Sociological Imagination, and College Life. She also oversees the IU South Bend Guided Pathways Academy and the First Year Experience program on campus.

Theodore Randall, Ph.D., is an Associate Professor of Anthropology in the Department of Sociology and Anthropology at Indiana University South Bend (IUSB). He teaches courses in African-American culture, African American Health, African culture, anthropological linguistics, anthropological theory, the anthropology of religion, sociocultural anthropology, and substance abuse. He has taught at IUSB since 2007. He conducts research in the Gambia and Nigeria. His research in the Gambia examines malaria, traditional medicine, and health-service delivery. His research in Nigeria focuses on language diversity and traditional religion. Randall has a Ph.D. in Anthropology from the University of Kentucky and a M.P.H. in Public Health from the University of Illinois at Springfield.

Campus DEI Workshop

Sub-committee Members: Betsy Lucal, Tony Randles, Charlotte Pfeifer

Marvin Lynn, Ph.D. is co-editor of *The Handbook of Critical Race Theory in Education*, currently serves as a professor in the College of Education at Portland State University in Oregon where he served as Dean from 2017 to 2021. He has also served as Dean at Indiana University South Bend and Associate Dean at the University of Wisconsin-Eau Claire. He is an internationally-recognized expert on race, education, the work and lives of Black male teachers, and teacher diversity. He began his nearly 30-year education career as a teacher in large urban school districts. A recipient of the Derrick Bell Legacy Award from the Critical Race Studies in Education Association, he is also an experienced qualitative researcher who has led successful efforts to support schools and universities in their effort to more directly address issues related to diversity, equity, and inclusion. He received his doctorate from UCLA, a Master's from Teachers College - Columbia University, and a Bachelor's degree in Elementary Education from DePaul University in Chicago.

Monica Porter, Ph.D., is Vice Chancellor for Student Affairs & Diversity at IU South Bend. She also co-chairs the campus Diversity, Equity, and Inclusion Committee and was named to the American Association of State Colleges and Universities (AASCU) 2021 Millennium Leadership Initiative. She earned a B.A. in Psychology from Southern Illinois University, an MS in Industrial/Organizational Psychology from Western Michigan University. Her Ph.D. in Applied Behavioral Analysis was also earned at WMU. She has served as Deputy to the Governor's Special Assistant for Minority Affairs in

² Sessions are presented in order of occurrence with individual presenters listed alphabetically. Some presenters appeared more than once throughout the Symposium and their information is duplicated for ease of reference.

North Carolina and worked as a consultant for non-profit organizations focusing on women's rights, resources for women and children, and developing life skills for the homeless. Her career in Higher Education spans more than 25 years, having worked at Wake Technical Community College, Saint Augustine's University, Baker College, the University of Michigan-Dearborn, and the University of Botswana prior to coming to IU South Bend.

Theodore Randall, Ph.D., is an Associate Professor of Anthropology in the Department of Sociology and Anthropology at Indiana University South Bend (IUSB). He teaches courses in African-American culture, African American Health, African culture, anthropological linguistics, anthropological theory, the anthropology of religion, sociocultural anthropology, and substance abuse. He has taught at IUSB since 2007. He conducts research in the Gambia and Nigeria. His research in the Gambia examines malaria, traditional medicine, and health-service delivery. His research in Nigeria focuses on language diversity and traditional religion. Randall has a Ph.D. in Anthropology from the University of Kentucky and a M.P.H. in Public Health from the University of Illinois at Springfield.

Monica Tetzlaff, Ph.D. is an Associate Professor of History.. She received her B.A. from the College of William and Mary and her Ph.D. from the University of Pennsylvania. Her specialties are African American history, Women's History and social movements. In 2002, Dr. Tetzlaff published *Cultivating a New South: Abbie Holmes Christensen and the Politics of Race and Gender, 1852-1938*, a biography that looked at the intersection of race and gender in a white reformer's life in the segregated South. In 2007 she was voted instructor of the Year at IU South Bend. Dr. Tetzlaff is currently researching the Civil Rights Movement in South Bend, Indiana during the 1950s -1970s.

Yolanda Treviño, Ph.D. serves as assistant vice president for strategy, planning, and assessment in the Office of Diversity, Equity, and Multicultural Affairs (OVPDEMA) for Indiana University (IU). Promoting the vision and priorities set by the vice president, she served as co-principal investigator for the Indiana University-Minority Serving Institutions (IU-MSI) Science Technology Engineering and Mathematics (STEM) Initiative funded by the Department of Navy, her portfolio includes OVPDEMA programs focused on academic support, cultural involvement and community engagement that cultivate a diverse, inclusive environment supporting equal access, participation and representation on the IU Bloomington campus. Previously, she was as an assistant dean at the IU Graduate School in Bloomington. In that role, she was the campus director for the Midwest Crossroads Alliance for Graduate Education and the Professoriate (AGEP), and the Committee on Institutional Cooperation (CIC) AGEP Professorial Advancement Initiative, both National Science Foundation grant programs. Dr. Treviño was responsible for recruitment fellowships; and, served as the ombudsperson for the Graduate and Professional Student Organization, the official graduate student government for IU. She earned her Ph.D. in higher education from Indiana University; an M.S. degree in Sociology from Northern Illinois University and a B.A. in Sociology from Baylor University in Texas.

South Bend Civil Rights Heritage Bus Tour

Sub-committee Members: Hayley Froysland, Cynthia Murphy, Monica Tetzlaff

Hayley Froysland, Ph.D. is an Associate Professor of History with a specialty in Latin American history. After receiving her B.A. from Hope College and M.A. in Latin American Studies from the University of Florida, she completed her doctorate in history at the University of Virginia. She is currently working on a manuscript entitled, "Regenerating the Race and Nation: Charity, Health, and Moral Order in Colombia, 1850-1936." The manuscript examines elite discourse on race and nation and the attempt to "regenerate" the poor through the improvement of public health and the establishment of

charitable institutions. Her publications include, "*La regeneración de la raza: Nation-Building and the Shaping of National Character in Colombia, 1884-1930*," in Don Doyle and Marco Pamplona, eds., *Nationalism in the Americas* and "*Trabajo, Ahorro, Familia, y Caridad: Poverty and the Catholic Moral Imperative in the Era of 'Order and Progress' in Regeneration Colombia, 1878-1900*." Dr. Froysland has presented papers at numerous national and international conferences and served as the President of the Gran Colombia Section of the Conference on Latin American History. She has received several grants from the Fulbright Foundation, the American Historical Association, the University of Virginia, the University of Southern Mississippi, and the University of Florida.

Dr. Froysland's courses include "Colonial Latin American History," "Modern Latin American History," "History of Latinos in the United States," "The World in the Twentieth Century," "The Health of Nations: Disease, the Body, and the Body Politic in Modern Latin American History," "Race, Class, and Nation in Modern Latin America," as well as seminars on "Revolutions in Latin America," and "U.S.-Latin American Relations." She was the recipient of a Trustees' Teaching Award in 2010. She also received the College of Liberal Arts and Sciences Outstanding Faculty Advisor Award in 2008 and later served as the Director of the Center for Advising (2009-2011). Dr. Froysland is also the Director of the General Studies Degree Program.

Cynthia Murphy-Wardlow is the Recruitment/Retention Counselor for Latino and other underrepresented students at IU South Bend. She is bilingual and works with students, families, and the community to increase the number of Hispanic/Latinos students at IU South Bend.

Monica Tetzlaff, Ph.D. is an Associate Professor of History. She received her B.A. from the College of William and Mary and her Ph.D. from the University of Pennsylvania. Her specialties are African American history, Women's History and social movements. In 2002, Dr. Tetzlaff published *Cultivating a New South: Abbie Holmes Christensen and the Politics of Race and Gender, 1852-1938*, a biography that looked at the intersection of race and gender in a white reformer's life in the segregated South. In 2007 she was voted instructor of the Year at IU South Bend. Dr. Tetzlaff is currently researching the Civil Rights Movement in South Bend, Indiana during the 1950s -1970s.

Critical Race Theory Guest Speaker Panel

Sub-Committee Members: Hope Davis, Alfred Guillaume, Jr., Bunmi Okanlami

Moderators: Hope Davis and Monica Porter

Bryan Brayboy, Ph.D. (Lumbee), is President's Professor in the School of Social Transformation at Arizona State University. Dr. Brayboy is the Director of the Center for Indian Education at ASU, and co-editor of the Journal of American Indian Education. Previously, he served as the visiting President's Professor of Indigenous Education at the University of Alaska Fairbanks. Dr. Brayboy is a fellow of the American Educational Research Association, a member of the National Academy of Education, and has produced over 95 scholarly documents, including the 2005 article "Toward a Tribal Critical Race Theory in Education," 8 books, and a number of policy briefs for several federal agencies. His research examines the role of race and diversity in higher education with a focus on indigenous students, faculty, and staff.

Nicholas D. Hartlep, Ph.D., holds the Robert Charles Billings Endowed Chair of Education Studies at Berea College where he serves as Chair of the Education Studies Department. He has published 24 different books in the field of education over the course of his academic career, two of which were named Outstanding Books by the Society of Professors of Education. He has received multiple awards and recognition for his work, including the 2020 Emerging Leader Award from American Association for

Access, Equity, and Diversity, the 2018 John Saltmarsh Award for Emerging Leaders in Civic Engagement from the Association of State Colleges and Universities, the Graduate of the Last Decade Award from the University of Wisconsin, Milwaukee, and the Distinguished Young Alumni Award from Winona State University. His research includes examinations of the model minority stereotype of Asian/Americans, higher education leadership, teaching and transformation in urban educational settings, and the impact of neoliberalism on public P–20 education. He lives in Lexington, Kentucky with his wife and their three daughters.

Marvin Lynn, Ph.D. is co-editor of *The Handbook of Critical Race Theory in Education*, currently serves as a professor in the College of Education at Portland State University in Oregon where he served as Dean from 2017 to 2021. He has also served as Dean at Indiana University South Bend and Associate Dean at the University of Wisconsin-Eau Claire. He is an internationally-recognized expert on race, education, the work and lives of Black male teachers, and teacher diversity. He began his nearly 30-year education career as a teacher in large urban school districts. A recipient of the Derrick Bell Legacy Award from the Critical Race Studies in Education Association, he is also an experienced qualitative researcher who has led successful efforts to support schools and universities in their effort to more directly address issues related to diversity, equity, and inclusion. He received his doctorate from UCLA, a Master's from Teachers College - Columbia University, and a Bachelor's degree in Elementary Education from DePaul University in Chicago.

Teresa Sosa, Ph.D., is an Associate Professor of Urban Teacher Education at Indiana University, Indianapolis (IUPUI). Her research broadens understandings of how literacy education can be leveraged to disrupt educational injustices by attending to pedagogical practices, discourse and interactions, and capturing youths' experiences and responses to their day-to-day educational experiences. Dr. Sosa is currently working closely with a small group of first year Latina teachers to support their commitment to equitable, anti-racist pedagogy. This work also provides a space for first-year Latina teachers to build kinship circles that validate their lived realities and support learning from each other's experiences as teaching and leading for racial equity require sustained inquiry that takes seriously teachers' own realities, practices, and questions.

Yolanda Treviño, Ph.D. serves as assistant vice president for strategy, planning, and assessment in the Office of Diversity, Equity, and Multicultural Affairs (OVPDEMA) for Indiana University (IU). Promoting the vision and priorities set by the vice president, she served as co-principal investigator for the Indiana University-Minority Serving Institutions (IU-MSI) Science Technology Engineering and Mathematics (STEM) Initiative funded by the Department of Navy, her portfolio includes OVPDEMA programs focused on academic support, cultural involvement and community engagement that cultivate a diverse, inclusive environment supporting equal access, participation and representation on the IU Bloomington campus. Previously, she was as an assistant dean at the IU Graduate School in Bloomington. In that role, she was the campus director for the Midwest Crossroads Alliance for Graduate Education and the Professoriate (AGEP), and the Committee on Institutional Cooperation (CIC) AGEP Professorial Advancement Initiative, both National Science Foundation grant programs. Dr. Treviño was responsible for recruitment fellowships; and, served as the ombudsperson for the Graduate and Professional Student Organization, the official graduate student government for IU. She earned her Ph.D. in higher education from Indiana University; an M.S. degree in Sociology from Northern Illinois University and a B.A. in Sociology from Baylor University in Texas.

Civil Rights Heritage Center Faculty DEI Panel

Sub-committee Members: Dé Bryant, Darryl Heller, Charlotte D. Pfeifer, Theodore Randall

Moderated by: Charlotte D. Pfeifer

Dé Bryant, Ph.D., is a leader of social justice initiatives with over 25 years of bringing community members with diverse mindsets together to enable equity for all people. She has taught social justice, psychology, and interfaith dialogue at IU South Bend since 1990. She developed trauma-informed practices to address racial violence and burnout among individuals and within organizations and built platforms for social justice by leading dialogs between groups not accustomed to speaking with each other (e.g., all main faiths, atheistic, law enforcement, schools, and businesses). She has expanded social justice initiatives in multiple U.S. states. Dr. Bryant’s professional objectives are to develop and replicate arts-based, trauma-informed responses to reduce and prevent psychological burnout among social justice activists, advocates, and organizers for racial justice; to establish community-university partnerships promoting empowerment and capacity building; and to establish an international coalition to address racial terrorism and gender exploitation.” She is a Core Group Member of Black Lives Matter-South Bend (BLMSB); secretary of Community Action for Education (CAFÉ); member of the Michiana Social Justice Coalition (MSJC); and an Honoree, Black History Award, City of South Bend, 2018. In 1999 she was inducted into the Faculty Colloquium on Excellence in Teaching (FACET); in 2006 into the Eldon Lundquist Faculty Fellowship the IU South Bend.

Marsha L. Heck, Ed.D. is Associate Professor of Secondary Education & Foundations of Education, earned a BA in Art Education from Augustana University, Sioux Falls, MS.Ed in Community Counseling from Youngstown State University, and an Ed.D. in Curriculum and Instruction: Cultural Studies from the University of North Carolina Greensboro. Her dissertation, *Teacher as Artist* informs her DEJI teaching, scholarship, and community engagement efforts – still timely per Angela Davis (ND Kroc Center lecture, October, 2020) “artists have learned to cultivate the power of the imagination to feel what we may not yet be able to express in words.” Marsha currently explores difference and power in teaching and learning relationships, restorative and racial justice mindsets, and anti-racist teaching and belonging in the classroom with teacher candidates. She serves on the SBCSC RJE Leadership Team. Marsha received an IU Racial Justice Research Fund grant for empathy research, and her book chapter about empathy and self-care in education is available in November. She co-coordinates with André Northern, *Conversation Circles on Race in the Near Northwest Neighborhood*.

Darryl Heller, Ph.D., is the director of the IU South Bend Civil Rights Heritage Center and an assistant professor of Women’s and Gender Studies. He received his BA in Philosophy from the College of Charleston, MA in American Studies from Columbia University, and his PhD in History from the University of Chicago. While living in New York City he co-founded the Amistad Institute, a nonprofit organization with the mission to design, develop, and implement educational programs for inner-city communities. He currently teaches and facilitates discussions on the topics of racism and white supremacy, the history of racial construction, and the intersection of race and gender. Dr. Heller serves on the Dwyer School of Health Sciences Diversity Council, the IU South Bend Police Advisory Board, and is a board member of the Community Forum for Economic Justice and Imani Unidad. He is also a member of the City of South Bend Board of Public Safety.

Theodore Randall, Ph.D., is an Associate Professor of Anthropology in the Department of Sociology and Anthropology at Indiana University South Bend (IUSB). He teaches courses in African-American culture, African American Health, African culture, anthropological linguistics, anthropological theory, the anthropology of religion, sociocultural anthropology, and substance abuse. He has taught at IUSB since 2007. He conducts research in the Gambia and Nigeria. His research in the Gambia examines malaria, traditional medicine, and health-service delivery. His research in Nigeria focuses on language diversity

and traditional religion. Randall has a Ph.D. in Anthropology from the University of Kentucky and a M.P.H. in Public Health from the University of Illinois at Springfield.

K-12 Educator Professional Development Workshop

Sub-committee Members: Michael Harley, Yvonne Larrier, Vanessa Kelleybrew, Elena Mrozinske

Lindsay Evans, MSW, LCSW, is an Assistant Clinical Professor of Field Instruction and Coordination in the Indiana University School of Social Work. Her areas of interest include trauma and trauma-informed care.

Vanessa Kelleybrew, MEd., is a Visiting faculty member in the Counseling and Human Services Department of the School of Education at Indiana University South Bend. She earned her Master's degree in Counseling at IU South Bend and has published research on socio-emotional competencies for student learners.

Elena Mrozinske, Ph.D, MSW, LCSW, LCAC., is the coordinator for the Bachelor's Degree in Social Work and an Assistant Clinical Professor for the Indiana University School of Social Work. Her areas of interest include social and academic integration.

Shotunus Peterson, MSW, LCSW, is an Assistant Clinical Professor of Field Instruction and Coordination in the Indiana University School of Social Work.

Stephanie Steward-Bridges, MEd., is the Director of African-American Services at the South Bend Community School Corporation and has previously worked in higher education and health-related venues. She earned her Master's degree in Social Work from Indiana University South Bend

Members of the Symposium on Educational Inclusion Steering Committee

- **Hope Smith Davis**, co-chair, School of Education, Dean
- **Charlotte D. Pfeifer**, co-chair, retired IU South Bend Faculty & Alumna

- **Tracey Anderson**, Judd Leighton School of Business & Economics, Dean
- **Sarah Blanco**, Franklin D. Schurz Library, Subject Librarian
- **Steve Gross**, School of Education, Director of Recruitment & Retention
- **Alfred Guillaume, Jr.**, Retired Executive Vice Chancellor for Academic Affairs, Professor Emeritus
- **Hayley Froysland**, College of Liberal Arts & Sciences, History
- **Darryl Heller**, College of Liberal Arts & Sciences, Civil Rights Heritage Center
- **Michael Harley**, School of Education, Director of Student Teaching & Clinical Practice
- **Jeff Horwat**, Ernestine M. Raclin School of the Arts, Art Education
- **Vanessa Kelleybrew**, School of Education, Counseling & Human Services
- **Yvonne Larrier**, School of Education, Counseling & Human Services
- **Betsy Lucal**, College of Liberal Arts & Sciences, Sociology
- **Jake Mattox**, College of Liberal Arts & Sciences, English
- **Araceli Lepe Moreno**, Student Affairs & Diversity, Office of Student Conduct
- **Susan Moore**, Ernestine M. Raclin School of the Arts, Fine Arts
- **Elena Mrozinske**, School of Social Work
- **Bunmi Okanlami**, Vera Z. Dwyer College of Health Sciences, Palliative Care
- **Kwadwo Okrah**, School of Education, Secondary & Foundations of Education
- **Christine Pochert**, School of Social Work
- **Monica Porter**, Student Affairs & Diversity, Vice Chancellor
- **Theodore Randall**, College of Liberal Arts & Sciences, Sociology
- **Tony Randles**, School of Education, Health, Physical Education & Recreation
- **Scott Strittmatter**, Office of Student Life, Director
- **Stephen Salisbury**, Vera Z. Dwyer College of Health Sciences
- **Monica Tetzlaff**, College of Liberal Arts & Sciences, History



OFFICE OF THE VICE PRESIDENT FOR
**DIVERSITY, EQUITY &
 MULTICULTURAL AFFAIRS**

March 8, 2021

Suggested Antiracist Checklist Tool for Various Groups to Consider

Optional but helpful:

Position: Faculty _____ Staff _____ Administrator _____

Unit/workplace: _____

Campus: _____

Please complete this checklist for Phase III even if you completed one for Phase II. No checklist was needed for Phase I. The antiracist checklist is a dynamic document that improves based on feedback from users. The checklist continues to evolve to meet the needs of the campuses and various groups who embrace antiracist work. This version of the checklist is the most up-to-date and should be used for Phase III updates. ***Please complete this checklist to indicate your knowledge or perception of the status of your unit's work in the tables.*** Results will be shared at Antiracist.iu.edu website. ***(This is not EAB 360 Student Equity Audit survey or data source.)***

Directions: For each question/statement, choose one of the following:

- **No Actions:** Our unit/organization has not gone there
- **Starting Conversations:** Our unit/organization has started conversations about this or taken some first steps
- **Strategizing:** Our unit/organization is fully on board and are planning
- **Stalled:** Our unit/organization needs more guidance
- **Making Progress:** We have begun to move forward with a plan and actions
- **Complete:** Tasks set forth for the year have been met with evidence to share
- **N/A:** Not Applicable

Check all that you have knowledge of and that are applicable for your area and position

This list is not exclusive or exhaustive. Please use as a guide.

Updated on 2/1/2021 with feedback from public for Phase III

Check all that you have knowledge of and that are applicable for your area and position

<p>Directions: For each question/statement, choose one of the following: Answer each statement according to your perception or knowledge</p>	<p>No Action</p>	<p>Starting</p>	<p>Strategizing</p>	<p>Making Progress</p>	<p>Complete</p>	<p>Stalled</p>	<p>N/A</p>
<p>Faculty – From your awareness, where is the unit currently?</p>							
<p>1. Has there been consideration of a bias training and education requirement (e.g., requirement similar to FERPA and Title IX)?</p>							
<p>2. Has there been a review of hiring practices and policies (e.g., requirement of diversity statement for faculty candidates)?</p>							
<p>3. Has there been any discussion of identification of creative methods for adding faculty of color (e.g., grow our own, target hires, post-doc, etc.)?</p>							
<p>4. Has there been an examination of annual evaluations, promotions and tenure policies (emphasis on barriers for faculty of color)?</p>							
<p>5. Has there been evaluations of incentive structure for hiring and retention of faculty of color?</p>							
<p>6. Has there been evaluations of other documents, handbooks, policies, procedures, and practices for bias or inequities?</p>							
<p>7. Has there been a review of curriculum and courses with the intent to include social justice, diversity, inclusion, equity perspectives?</p>							
<p>8. Has there been incentives through research funding to address problems of racial equity and social justice issues in your unit?</p>							
<p>9. Do you have metrics, benchmarks, and indicators for measuring success?</p>							
<p>10. Has a Diversity Pledge been established?</p>							
<p>11. Are there opportunities to mediate for Workplace Conflict?</p>							

If you have check “Stalled” for any of the items, please feel welcome to share the reasons below. We want to make sure we are a resource to you in this effort and hope that you will feel comfortable explaining so that we can assist in removing any barriers or challenges.

Check all that you have knowledge of and that are applicable for your area and position

Directions: For each question/statement, choose one of the following: Answer each statement according to your perception or knowledge	No Action	Starting	Strategizing	Making Progress	Complete	Stalled	N/A
Students– From your awareness, where is the unit currently?							
1. Has there been consideration of a bias training requirement?							
2. Are there multiple ways for all students to share opinions, feedback, and ideas for change discussed and considered?							
3. Are there multiple ways for all students to share opinions, feedback, and ideas for change discussed and considered?							
4. Has there been an evaluation of student handbook and code of conduct for bias policies, procedures, or practices?							
5. Do you have metrics, benchmarks, and indicators for measuring success?							

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Check all that you have knowledge of and that are applicable for your area and position

<p>Directions: For each question/statement, choose one of the following: Answer each statement according to your perception or knowledge</p>	<p>No Action</p>	<p>Starting</p>	<p>Strategizing</p>	<p>Making Progress</p>	<p>Complete</p>	<p>Stalled</p>	<p>N/A</p>
<p>Staff/Human Resources–</p>							
<p>From your awareness, where is the unit currently?</p>							
<p>1. Has there been consideration of a bias training and education requirement (e.g., requirement similar to FERPA and Title IX)?</p>							
<p>2. Do you audit recruitment and hiring practices (e.g., retraction of identifying characteristics from applicants’ materials)?</p>							
<p>3. Do you explore creative methods for adding staff of color (e.g.,grow our own, target hires, apprentice, etc.)?</p>							
<p>4. Do you evaluate annual performances, promotions and advancements for bias or prejudicial treatment of groups andwork to remove them?</p>							
<p>5. Do you have metrics, benchmarks, and indicators for measuring success for diversity, equity, or inclusion?</p>							
<p>6. Does the organization have anti-discrimination policies that explicitly prohibit harassment of People of Color (POC)members of the organization?</p>							
<p>7. Do you periodically assess the disproportionate impact of organizational policies POC to include salaries, promotions, and related opportunities?</p>							

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Check all that you have knowledge of and that are applicable for your area and position

Directions: For each question/statement, choose one of the following: Answer each statement according to your perception or knowledge	No Action	Starting	Strategizing	Making Progress	Complete	Stalled	N/A
Administration - From your awareness, where is the unit currently?							
1. Has there been consideration of required diversity training for administrative position (e.g., deans, vice provosts, vice chancellors, etc.)?							
2. Is there a review of unit climate initiatives?							
3. Is there an expansion of pathways to administration (e.g., apprenticeships, internships, fellows, etc.)?							
4. Do you have metrics, benchmarks, and indicators for measuring success?							
5. Are benchmarks around racial justice incorporated into the annual evaluation of the leadership team and other employees?							
6. Do you ensure opportunities for people of color (POC) to become leaders and decision-makers within your unit?							
7. Does the organization raise adequate resources for its racial justice work?							
8. Do your various boards and partnerships reflect the full spectrum of POC communities within the region?							

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Check all that you have knowledge of and that are applicable for your area and position

Directions: For each question/statement, choose one of the following: Answer each statement according to your perception or knowledge	No Action	Starting	Strategizing	Making Progress	Complete	Stalled	N/A
Procurement- From your awareness, where is the unit currently? 1. Does your organizational leadership have values-based relationships with POC leaders in the region that work towards building long term alliances?							
2. Has there been a review of contracts and services to ensure that minority- and women-owned business engage with the university as much as White businesses?							

If you have check “Stalled” for any of the items, please feel free to share the reasons below. We want to make sure we are a resource to you in this effort and hope that you will feel comfortable explaining so that we can assist in removing any barriers or challenges.

Check all that you have knowledge of and that are applicable for your area and position

Directions: For each question/statement, choose one of the following: Answer each statement according to your perception or knowledge	No Action	Starting	Strategizing	Making Progress	Complete	Stalled	N/A
Culture - From your awareness, where is the unit currently? 1. Are the full identities of people of color (sexual orientation, gender identity and expression, immigration status, ability status, age, languages spoken, etc.) recognized, respected, and taken into consideration in the development of your unit’s culture?							
2. Do you feel you have the skillset to appropriately address racism in the workplace and within your unit?							
3. When the organization plans activities and events do you consistently consider basic needs like childcare, interpretation, food, proximity to transit lines, or time of day?							
4. Is White culture treated as the norm? Are people of color expected to assimilate into the existing organizational culture?							
5. Does your unit consistently communicate to your members, leaders, donors, and allies the racial justice values and work that you do?							
6. Are there visible representation of diversity throughout your workplace in arts, messaging, and design that conveys your commitment to racial justice from your diversity statement?							

If you have check “Stalled” for any of the items, please feel free to share the reasons below. We want to make sure we are a resource to you in this effort and hope that you will feel comfortable explaining so that we can assist in removing any barriers or challenges.

Thank you for your time and for sharing.

Campus DEI Breakout Session

Small-group Discussion Notes

Guidance given to small-group facilitators:

1. We've just heard the words of . . ., what were one or two things that jumped out to you as really interesting and important? (Pair and share).
2. What is your department, office, or school/college currently doing to advance DEI?
3. What are additional ways that your department, office, or school/college can work towards meeting these objectives?
4. What are you willing to do to advance DEI in your department, office, or school/college?

Additional questions (if time)

1. How have the campus' current DEI practices helped you?
2. What would you like to see the campus do to advance DEI?
3. If you think back to your high school experience or your first few semesters at IUSB, what did diversity mean to you?

Group 1

ALI – Cultures/Ages, Speak/Listen, Different. Be aware!

1. Something you've learned that you can use in the classroom?
2. Something you've seen that doesn't project an inclusive/welcoming environment?
3. What is your department, office, or school/college currently doing to advance DEI?
 - a. Leadership Academy
 - b. Participating in book groups/professional organization interest group
 - c. This event from the SoE
 - d. Working with local schools and special education history
 - e. Professional organization and kindness to students
 - f. Reporting issues and being open
 - g. Counseling Center and money for that
 - h. Peer mentors in GPS program
4. What would you like to see the campus do to advance DEI?
 - a. Need office for DEI
 - b. More remediation courses
 - c. Class barriers as well as visible diversity
 - d. Actionable, not just 'try harder', items.
 - i. How to track
 - ii. Doing the tracking
 - iii. Is it working?
 - e. Specifics are important
 - i. Tell us what/how to do and not just why (practical)
 - f. Negotiation of standards and traditions and new things, new techniques, new accountability (like standardized tests, but other, less easy revisions to the culture)

- g. Unintended consequences of assessment pressures (mental, etc. . .)
- h. Solve assessment issue and authentic assignments because that will help with other barriers
- i. Rethink what we want in a student. [Who is 'we' and what does student want?] Maybe not
- j. Where is our space for DEI specifically with staff and ? on our campus?

Group 2

- Student: For other students it made be hard to be inclusive. Not that isn't happening, but it isn't happening in the right way. Clubs don't represent in the best way.
- The institutional structures that unconsciously replicate white supremacist structures.
- How do we learn from HBCU re-structures that support people of color, and implement them at PWI so that we create sense of belonging and ownership for POC.
- Participants felt energized by morning session
- The pushback against CRT is so strong, we've gotten email deriding the whole project. How can we make a difference to bring people on board? Marginalized people often carry the burden of advocating for themselves?

How can I use white privilege to move the dial?

- We in higher ed need to be thought leaders, we have left K-12 hanging on; we need to bring DEI language in an accessible way for K-12
- We have to be cautious with language so that we don't piss off legislatures: we need to do more of this and do it with the language of our community.
- We as a public institution are failing the larger community because we don't train our students to be fully educated and committed to DEI and have the skills.
- Are we the best place of black and Latinx? In some places we are, but not everywhere.
- We should be examining textbooks for authentic history, but there is pushback re academic freedom . Higher ed is letting us down because of these competing commitments.

Assessing how our own campus looks as DEI? What is currently happening?

- In psychology, there is a willingness, but people want the tools to deal with potential conflicts. Less concerned that people aren't on board, but because people are overwhelmed and want something specific as a tool.
- The honors program: now 34% enrollment of ethnic minorities. Now want to make people feel like they belong. Reading *How to be an Anti-racist*. Now that there are Students of color, we want them to feel belong.
- Health Sciences: More inclusive faculty, staff, and students is a goal. Looking to get more males. An inclusive action advisory council with people across the campus now have activities. All new faculty and staff will go to the heritage center. People must be made aware.
- Gender studies: need to introduce more intersectionality. Women can't just represent woman. THERE Are women of color, trans women of color, there must be critical thinking about this.
- Private HS in Mi; mostly white faculty, now at IUSB this year, there is diverse faculty that really makes the relationship easier. The diversity helps facilitate relationships.

- Office of admissions; # of young men are not enrolling as much.
- School of ed: structured by accreditation requirements, but that keeps certain people out. More diverse groups coming in through graduate, but high percentage leave.

What can we do as a university to help individuals who want to integrate DEI?

- Student: it's hard to mix in topics of race difficult such as Math. Though in English, teacher integrated book that really made them think. Maybe a faculty member who understands a DEI topic deeply, they can integrate it in.
- Structure of tenure: do faculty feel safe? People must be allowed to be uncomfortable.
- In math, can we integrate some pop culture that can integrate DEI? We could talk about the history of math that can be woven in; where people of color who had to know higher math to build pyramids is left out of history. History books typically omit people of color.
- In predominantly white community, being introduced to DEI community, you are otherwise unaware of what you don't know.
- The role of higher ed needs to look and see where honest education is happening and tell the whole truth about history, not a history that is mostly about dead white men.

Group 3

Participants: Students, new faculty, established faculty, administration, and community members

1. Discussion of What is CRT
 - a. DEI vs. CRT: requires understanding of the method to the madness
 - b. Relationships matter
2. Creation of multi-cultural center
 - a. Finding the people, but not the space
 - b. Where do students seek out space now?
 - i. Titan Success Center?
 - c. Lack of diversity in classes. "They say CJ is one of the most diverse. Why?) Where are they?"
3. Link more of coursework into community and attention to our intentions
 - a. Attention to shifting culture that allows for the discussion

New pair: Microaggressions

1. Is this me? Am I over-reacting? Self-questioning first and fear of repercussions for calling it out.
2. "Color of Fear" (1994)
 - a. Students are angry to discovery what they were told is not what really happened
 - b. Death by 1000 papercuts

New pair:

1. Not being looked at, or being over-looked.
2. The impact of being a commuter campus
 - a. Making choices and balances (need to be ? during the day)
 - b. Time lost commuting is real
3. The personal invite matters
 - a. Students have stories and we need to ensure active integration both socially and academically

New pair

1. Lots of talk and no action. Let's go!
2. Sharing is great and now what?
 - a. ACT/SAT elimination
 - b. Fairtest.org

New pair:

1. Why isn't the change happening?
2. There is no motivation to change
3. "Honest Education"

Additional notes from break-out sessions

Belonging: we talked a fair amount about how we need to make sure that everyone feels like they belong at their schools/campus. This would involve cultural change in addition to structural change.

Wholistic approach: several participants talked about how schools need to have a more wholistic approach to educating students by providing them with the resources and support services. We need to take into account their lives outside of school and meet them where they are at. This approach will require that we form relationships with students and listen to what they need and want.

Preaching to the choir: A few people wondered how we can get beyond preaching to the choir. When we implement DEI initiatives, how can we get everyone to the table?

Changing policies: a substitute teacher in our session talked about the need to get rid of outdated (attendance) and meaningless (e.g., not wearing hoodies) policies that hurt minority students.

Acknowledge progress: One participant said while why it's important to talk about barriers, we should also recognize where we've made progress—using COVID money to eliminate student debt, 21st Century Scholars Program, Foster Care Initiative, etc.

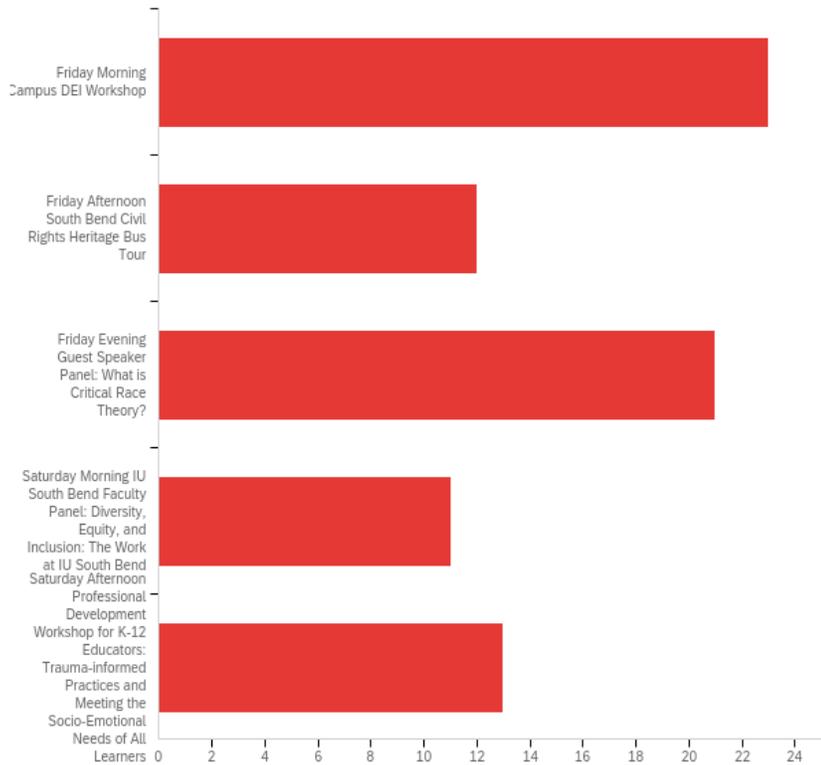
One observation: the group was pretty quiet when we asked what they could do to advance DEI. I suspect many people simply don't know what they could do and are afraid to show their ignorance. That would be a great follow-up session.

Default Report

IU South Bend Fall Symposium on Educational Inclusion

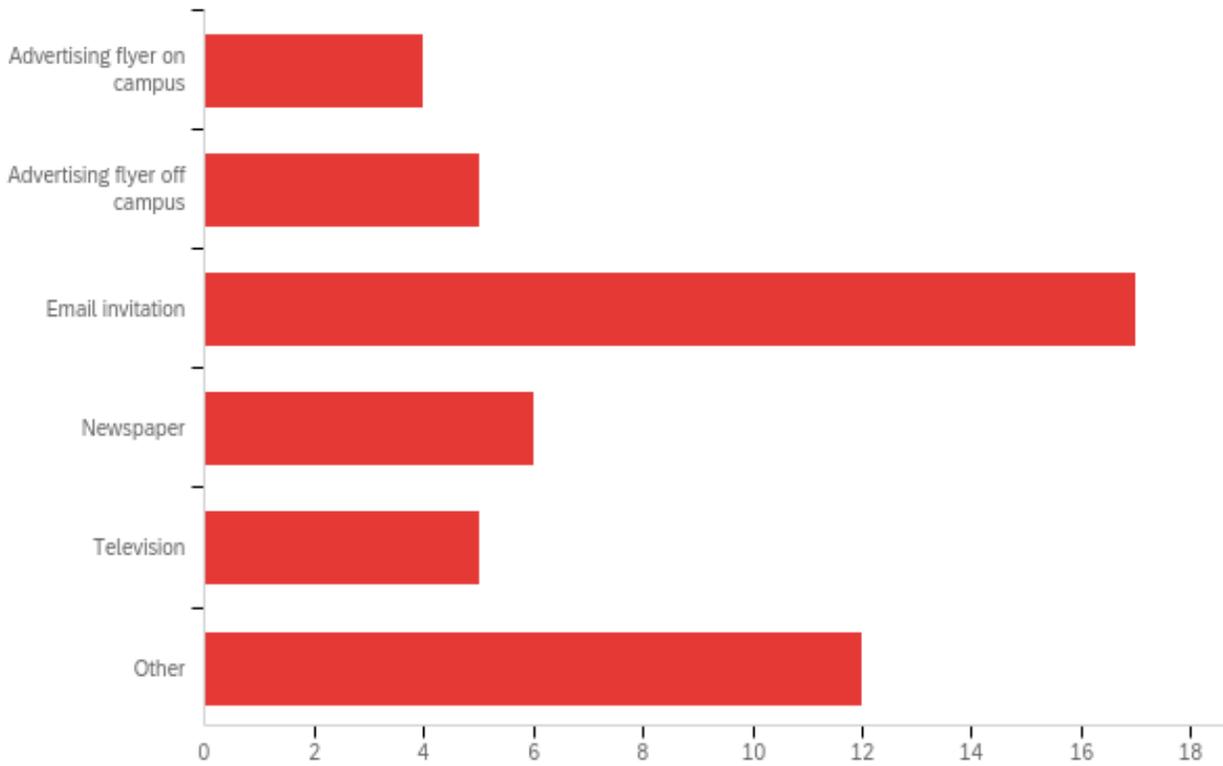
February 8th 2022, 6:22 pm EST

Q1 - Thank you for attending at least one of the sessions for the Fall IU South Bend Symposium on Educational Inclusion, and providing us with feedback about your experience. Please select all events you attended between November 12-13.



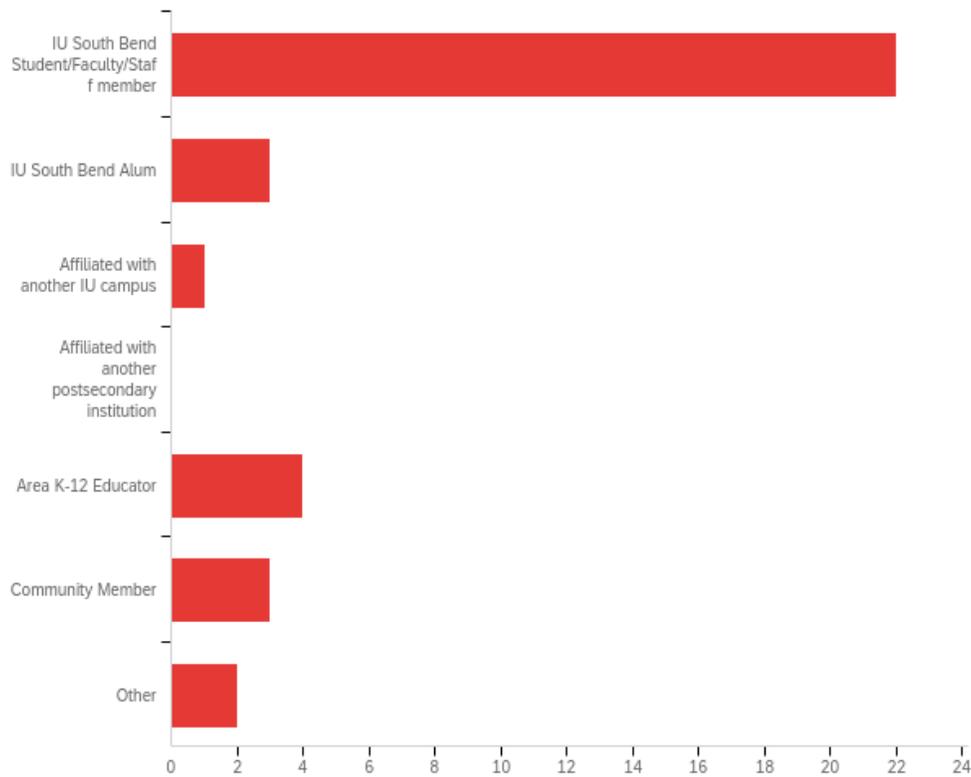
#	Answer	%	Count
1	Friday Morning Campus DEI Workshop	28.75%	23
2	Friday Afternoon South Bend Civil Rights Heritage Bus Tour	15.00%	12
3	Friday Evening Guest Speaker Panel: What is Critical Race Theory?	26.25%	21
4	Saturday Morning IU South Bend Faculty Panel: Diversity, Equity, and Inclusion: The Work at IU South Bend	13.75%	11
5	Saturday Afternoon Professional Development Workshop for K-12 Educators: Trauma-informed Practices and Meeting the Socio-Emotional Needs of All Learners	16.25%	13
	Total	100%	80

Q2 - How did you hear about the Symposium? (Please check all that apply)



#	Answer	%	Count
1	Advertising flyer on campus	8.16%	4
2	Advertising flyer off campus	10.20%	5
3	Email invitation	34.69%	17
4	Newspaper	12.24%	6
5	Television	10.20%	5
6	Other	24.49%	12
	Total	100%	49

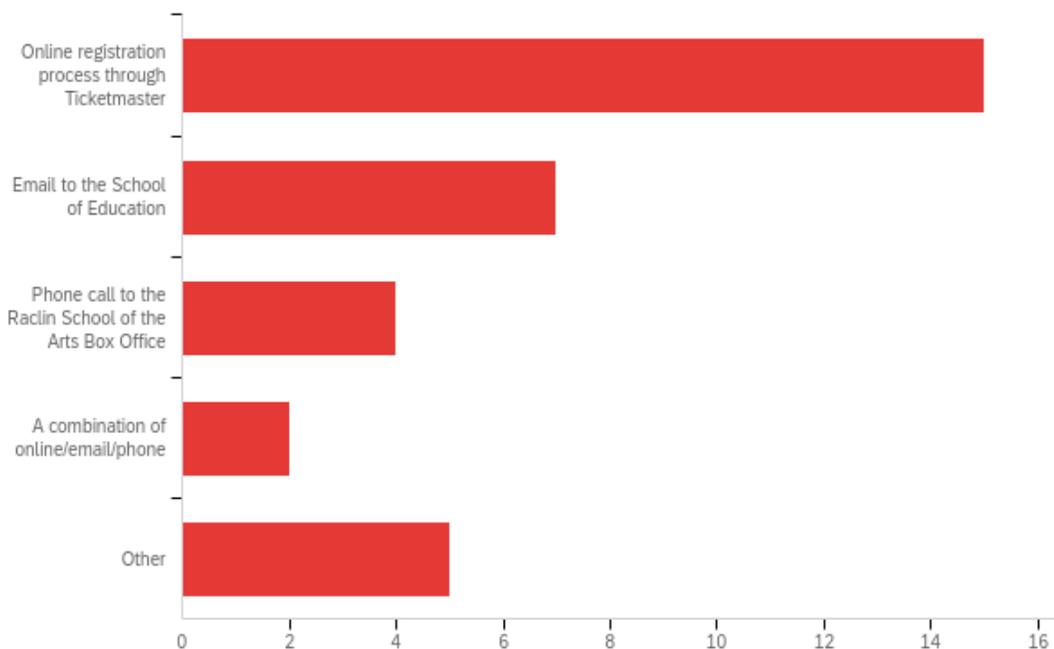
Q3 - Are you a (an): (Please select the one with which you identify most)



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you a (an): (Please select the one with which you identify most)	1.00	7.00	2.37	2.09	4.35	35

#	Answer	%	Count
1	IU South Bend Student/Faculty/Staff member	62.86%	22
2	IU South Bend Alum	8.57%	3
3	Affiliated with another IU campus	2.86%	1
4	Affiliated with another postsecondary institution	0.00%	0
5	Area K-12 Educator	11.43%	4
6	Community Member	8.57%	3
7	Other	5.71%	2
	Total	100%	35

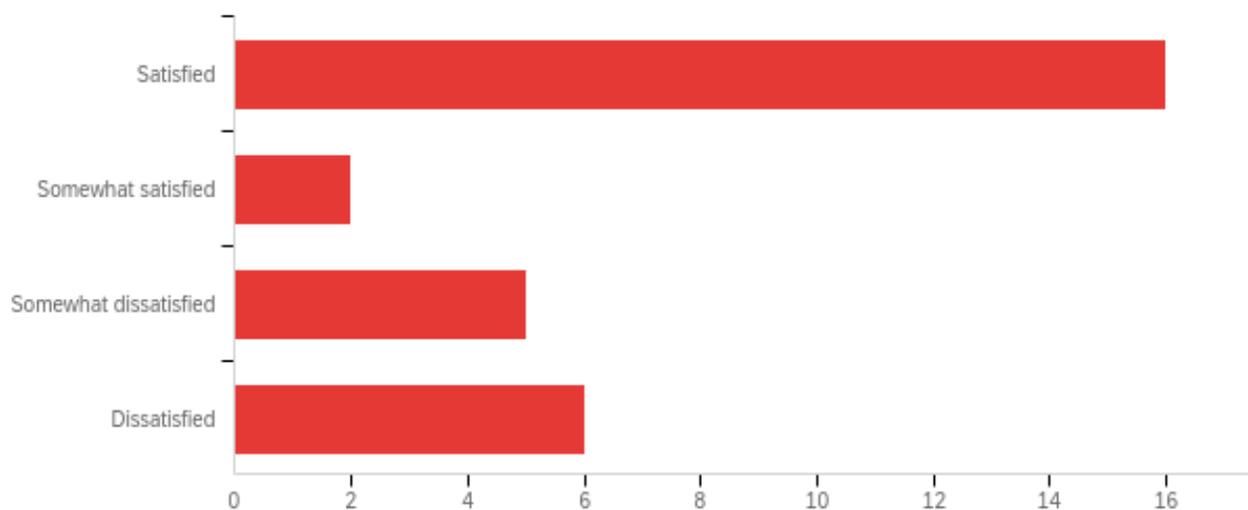
Q4 - What method(s) did you use to register for events? (Please select all that apply)



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What method(s) did you use to register for events? (Please select all that apply)	1.00	5.00	2.24	1.46	2.12	33

#	Answer	%	Count
1	Online registration process through Ticketmaster	45.45%	15
2	Email to the School of Education	21.21%	7
3	Phone call to the Raclin School of the Arts Box Office	12.12%	4
4	A combination of online/email/phone	6.06%	2
5	Other	15.15%	5
	Total	100%	33

Q5 - How satisfied were you with the registration process?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How satisfied were you with the registration process?	1.00	5.00	2.45	1.66	2.76	31

#	Answer	%	Count
1	Satisfied	55.17%	16
2	Somewhat satisfied	6.90%	2
4	Somewhat dissatisfied	17.24%	5
5	Dissatisfied	20.69%	6
	Total	100%	29

Q6 - How could the registration process have been improved?

How could the registration process have been improved?

dont use ticketmaster

No issues

Online did not work through Ticketmaster. Try qualtrics?

Fewer clicks. It was also just confusing.

make it easier; name, email, address = registered!

Too cumbersome

Too many steps and too much personal information

It was pretty simple. I liked the ticket print out!

it just seemed a bit clunky, but worked

Ticketmaster was not easy to use. Perhaps if clearer step-by-step directions were provided on how to navigate the website, it would have been easier.

The registration link was a bit confusing and the email stated to use our phone for our registration. I also registered for two individuals and the second individual's name was not on the list. I think a qualtrics type of document would be easier in the future.

N/A

NA

The ticket and event info needs to be accessible through the Ticketmaster app. I had a difficult time finding the info after registering.

don't use ticketmaster

clearer and more straightforward

Q7 - What worked best for you with the registration process?

What worked best for you with the registration process?

providing an email

Dean Davis :-)

Emailing was great

Sorry, but nothing. It really needs to change

box office

Te first click to get to the site

Ticketmaster was super easy to use.

online is always a great option

After speaking to colleagues in the School of Education and receiving more specific instructions, I was able to register.

N/A

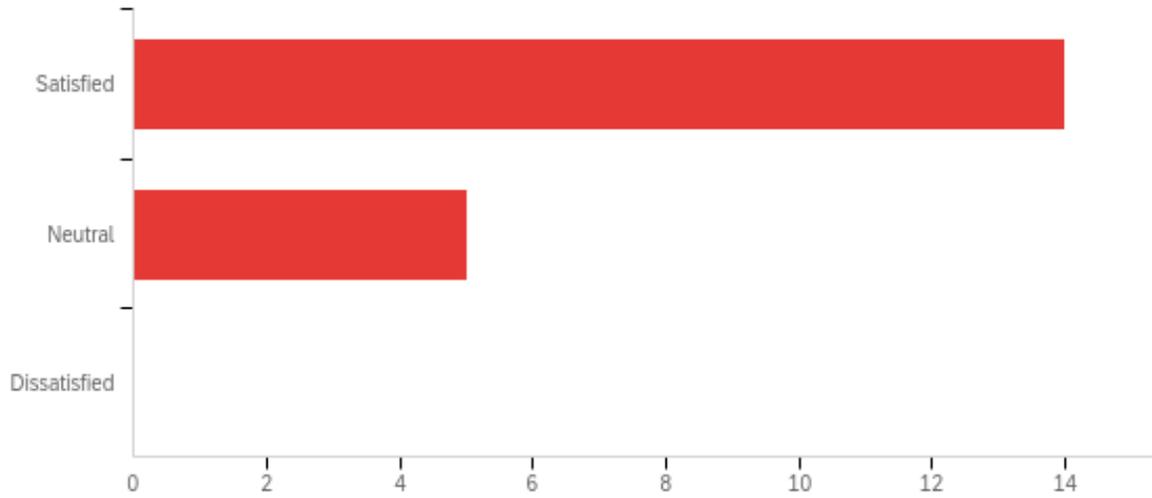
N/A

Ready

I love online registration.

called the box office

Q8 - How satisfied were you with the content during the Friday Morning Campus DEI workshop?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How satisfied were you with the content during the Friday Morning Campus DEI workshop?	1.00	2.00	1.26	0.44	0.19	19

#	Answer	%	Count
1	Satisfied	73.68%	14
2	Neutral	26.32%	5
3	Dissatisfied	0.00%	0
	Total	100%	19

Q16 - What did you appreciate most or what might have improved about the Friday Morning Campus DEI session?

What did you appreciate most or what might have improved about the Friday Morning Campus DEI session?

I appreciated the knowledge of the speakers and the clarity of their presentations

I really enjoyed the breakout sessions.

A discussion of the fact that we have had numerous DEI initiatives on our campus and all have ended the same way: They just disappear and get replaced by another. Little changes.

Thoughtful presentations

I loved the diversity in our breakout session. We had a common council member, a graduate student, faculty and staff--all from different disciplines.

It was wonderful to have the campus come together for the collective good.

Information from the presenters

Being able to see allies and having a discussion in groups.

I appreciated the various speakers in the morning and the breakout sessions. It kept things interesting.

I really enjoyed the presentations made in DW 1001.

I think the group discussion was great! I also wish there was more time to share what each group had discussed in front of the larger group.

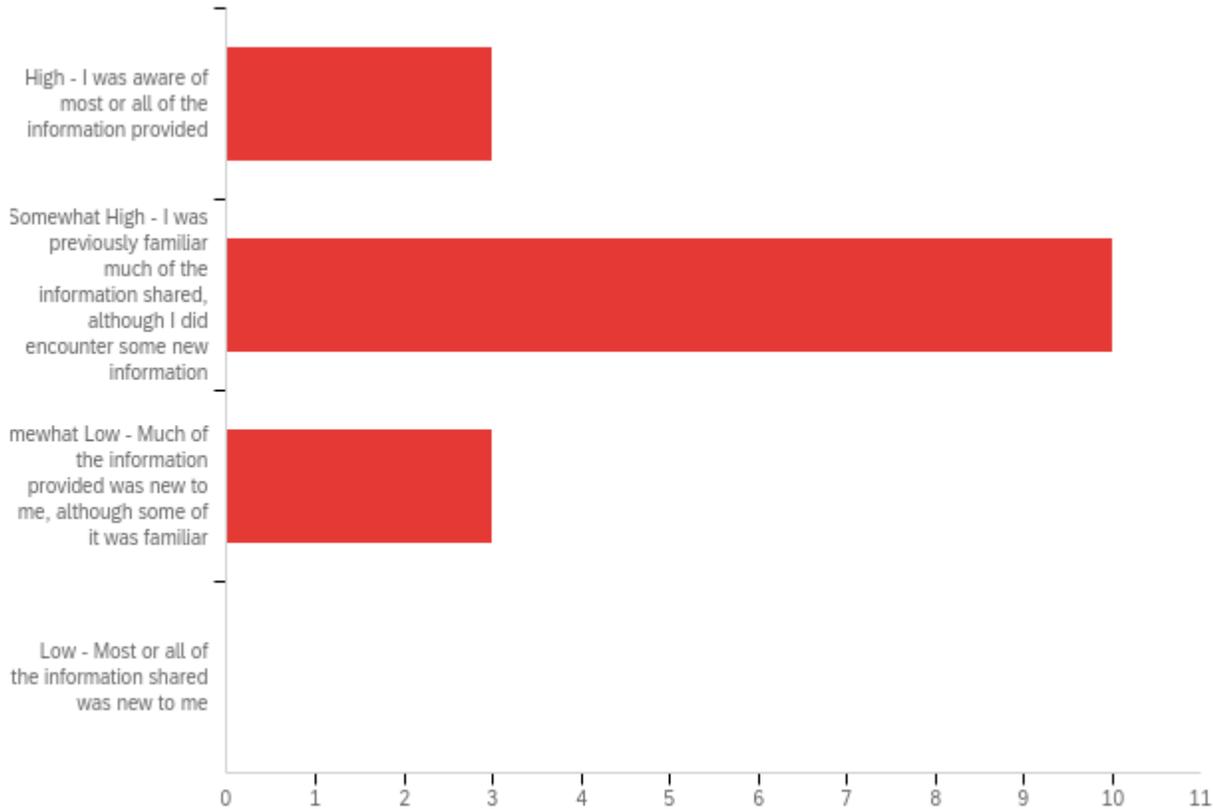
While I fully realize that each individual has a voice to promote his/her position with DEI; however, I was a bit perplexed as to why I was told I was a white supremacist. While I may be white, this is neither impacted my teaching, nor has it influenced my highly successful teaching career in very diverse, urban school corporation and systems. I have always promoted diversity within my classrooms and have shown outstanding growth in multiple areas within a classroom. So, to be told I should be uncomfortable being called a white supremacist is neither an accurate depiction of me, and I should not have to endure being called that in the name of a DEI agenda. Therefore, if I may recommend, we should have voices from many cultures and backgrounds including multiple races.

The small group discussions were very meaningful.

clearer instructions for the breakout

I loved that the campus was able to discuss, plan, and listen

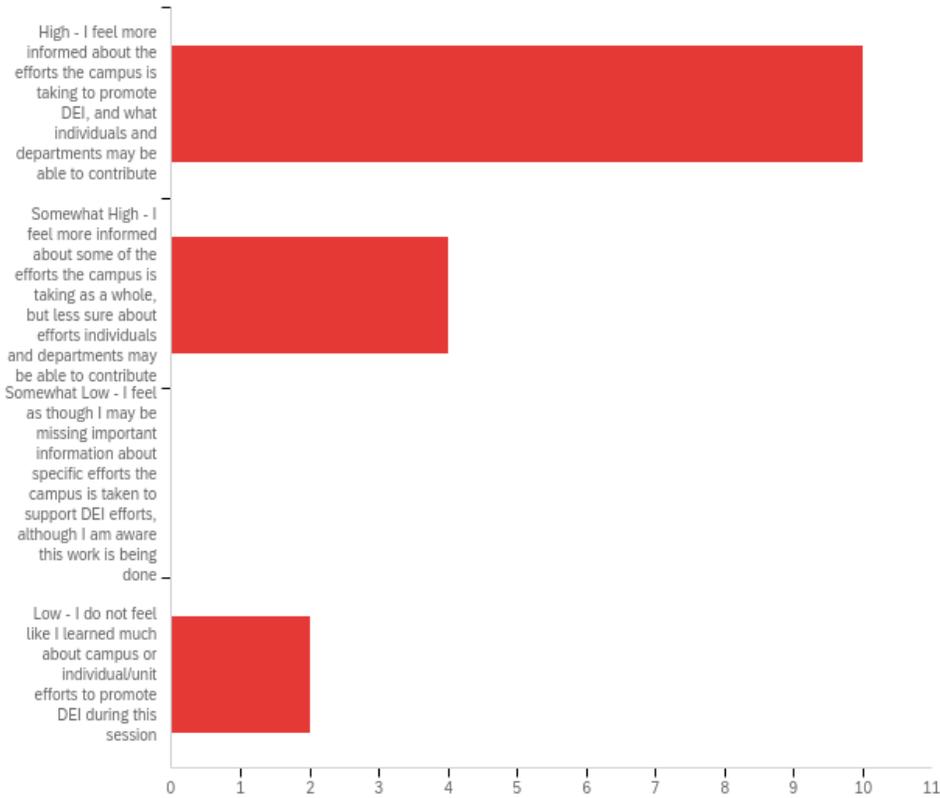
Q33 - Before you attended the Friday Morning Campus DEI session, how would you rate your level of knowledge regarding DEI issues and initiatives on our campus?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Before you attended the Friday Morning Campus DEI session, how would you rate your level of knowledge regarding DEI issues and initiatives on our campus?	1.00	3.00	2.00	0.61	0.38	16

#	Answer	%	Count
1	High - I was aware of most or all of the information provided	18.75%	3
2	Somewhat High - I was previously familiar much of the information shared, although I did encounter some new information	62.50%	10
3	Somewhat Low - Much of the information provided was new to me, although some of it was familiar	18.75%	3
4	Low - Most or all of the information shared was new to me	0.00%	0
	Total	100%	16

Q38 - After attending the Friday Morning Campus DEI session, how would you rate your level of knowledge regarding DEI issues and initiatives on our campus?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	After attending the Friday Morning Campus DEI session, how would you rate your level of knowledge regarding DEI issues and initiatives on our campus?	1.00	4.00	1.63	0.99	0.98	16

#	Answer	%	Count
1	High - I feel more informed about the efforts the campus is taking to promote DEI, and what individuals and departments may be able to contribute	62.50%	10
2	Somewhat High - I feel more informed about some of the efforts the campus is taking as a whole, but less sure about efforts individuals and departments may be able to contribute	25.00%	4
3	Somewhat Low - I feel as though I may be missing important information about specific efforts the campus is taken to support DEI efforts, although I am aware this work is being done	0.00%	0
4	Low - I do not feel like I learned much about campus or individual/unit efforts to promote DEI during this session	12.50%	2
	Total	100%	16

Q18 - What is one thing that you took away from the Friday Morning Campus DEI session?

What is one thing that you took away from the Friday Morning Campus DEI session?

We need a Multicultural Affairs office and space for students

There are folks across campus and in different departments who are willing to make change.

We are stuck in the same basic spot we've been in for 25 years.

Campus goals

That campus members are eager to learn more about DEI

Campus involvement was weak. It should have been required, at least, expected.

The campus has a lot to do in regard to DEI

Learning more about initiatives on campus and ways to implement them.

Identifying and serving underrepresented students. Then uncovering additional needs and connecting them with the appropriate services.

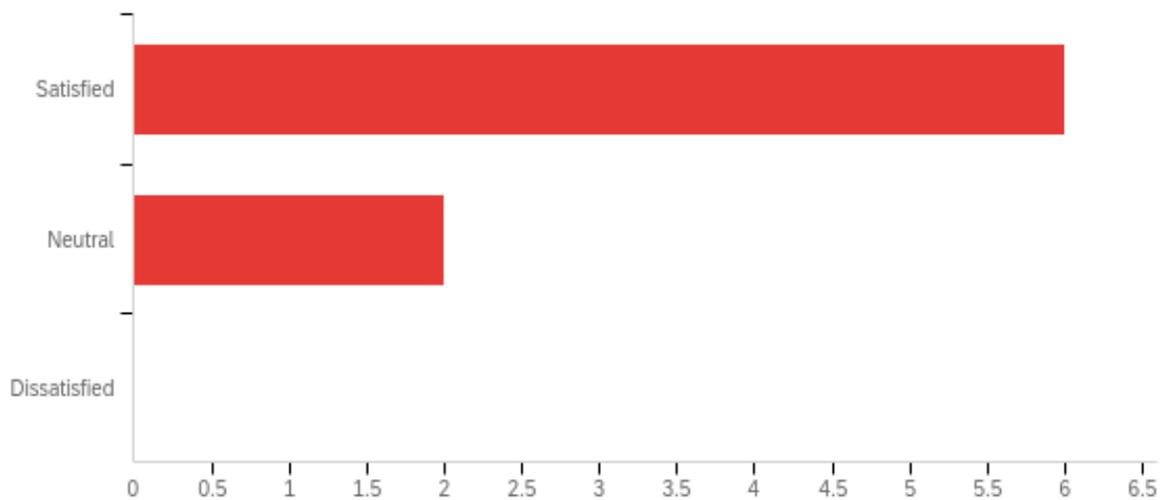
I left with some specific ideas of how to make my classrooms more affirming of diversity.

The importance of incorporating DEI on our campus for all individuals.

There are so many voices that represent multiple areas of the campus; thus, we should promote the individual voices of all, since they have the inside experiences and information needed to enact positive DEI change.

Microaggressions occur on our campus.

Q9 - How satisfied were you with the content during the Civil Rights Heritage Bus Tour?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How satisfied were you with the content during the Civil Rights Heritage Bus Tour?	1.00	2.00	1.25	0.43	0.19	8

#	Answer	%	Count
1	Satisfied	75.00%	6
2	Neutral	25.00%	2
3	Dissatisfied	0.00%	0
	Total	100%	8

Q19 - What did you most appreciate or what might have improved the Civil Rights Heritage Bus Tour?

What did you most appreciate or what might have improved the Civil Rights Heritage Bus Tour?

cut out some stops with no site left

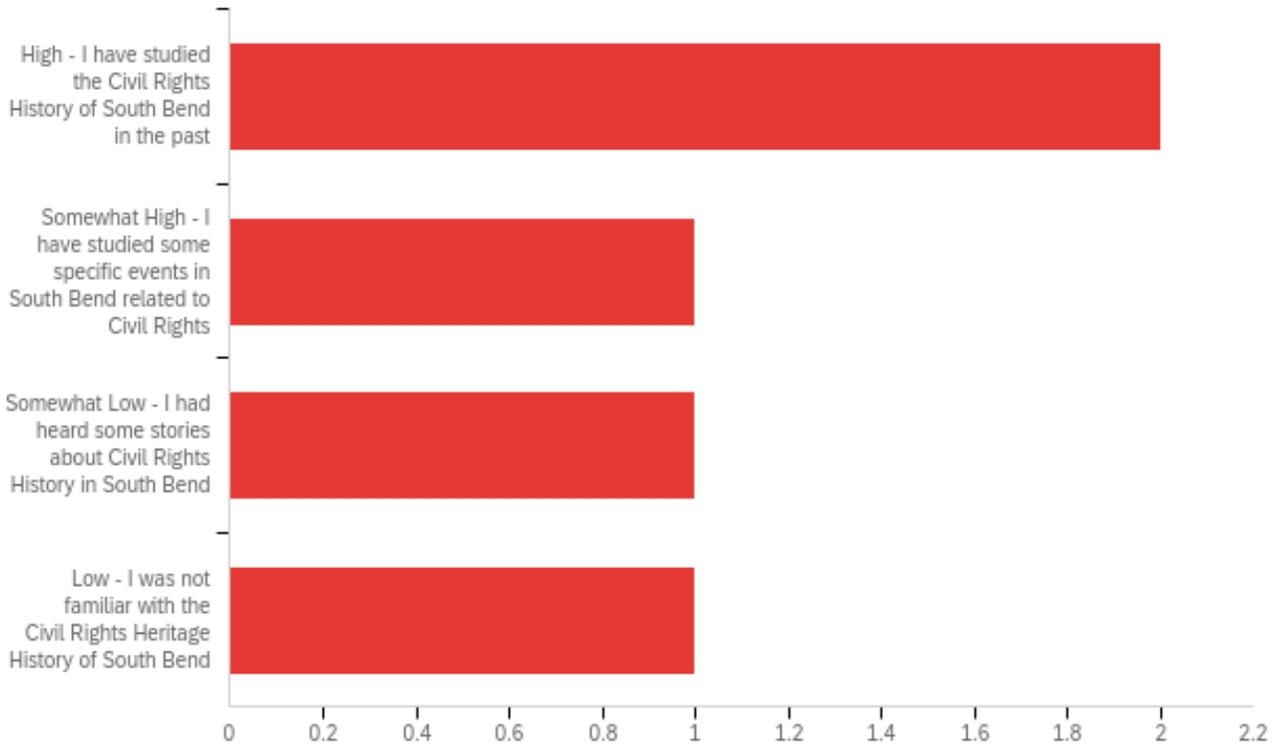
I loved the community members sharing their work.

I loved all the stops. And though I was thrilled to see La Casa's new space, I wonder if the time might have been better spent on deepening participants' understanding of the history of the Latinx community in general rather than La Casa's programming specifically.

I appreciated the insight into South Bend and the opportunity and experience to meet South Bend's own community members and organizations.

the whole tour was awesome

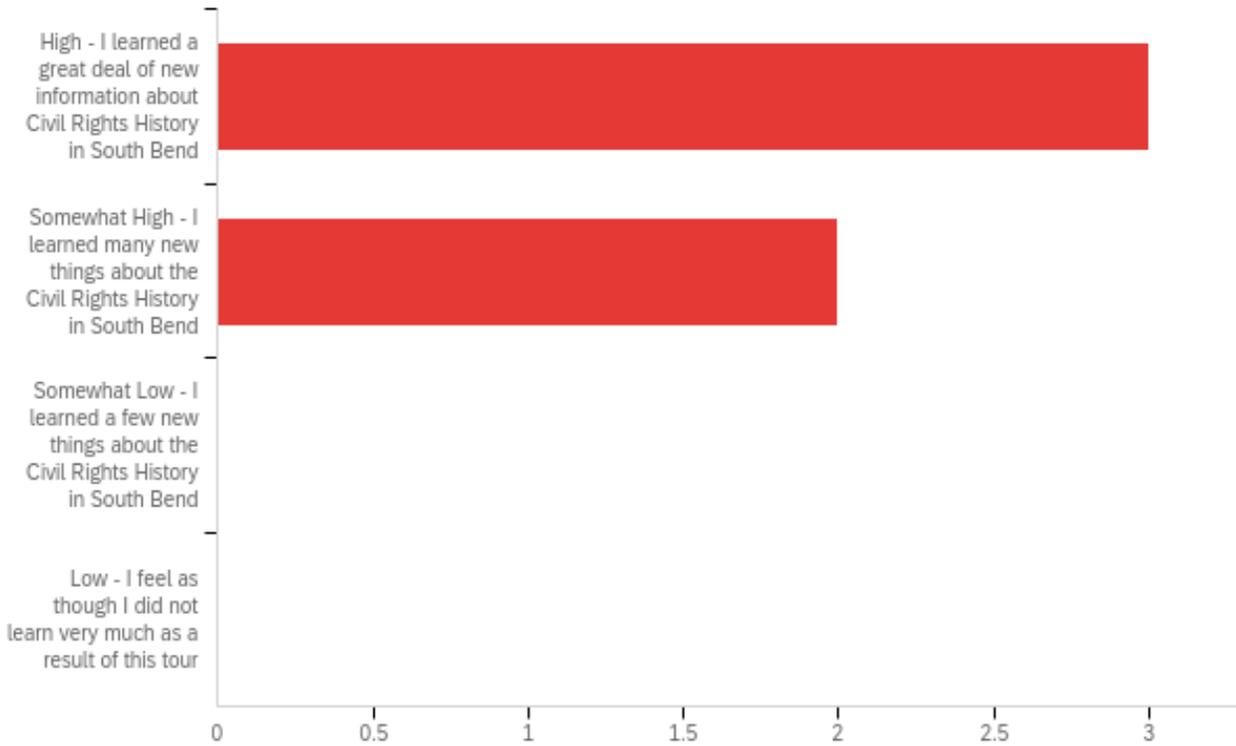
Q34 - Before you attended the Civil Rights Heritage Bus Tour, how would you rate your level of knowledge regarding the Civil Rights History of South Bend?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Before you attended the Civil Rights Heritage Bus Tour, how would you rate your level of knowledge regarding the Civil Rights History of South Bend?	1.00	4.00	2.20	1.17	1.36	5

#	Answer	%	Count
1	High - I have studied the Civil Rights History of South Bend in the past	40.00%	2
2	Somewhat High - I have studied some specific events in South Bend related to Civil Rights	20.00%	1
3	Somewhat Low - I had heard some stories about Civil Rights History in South Bend	20.00%	1
4	Low - I was not familiar with the Civil Rights Heritage History of South Bend	20.00%	1
	Total	100%	5

Q39 - After attending the Civil Rights Heritage Bus Tour, how would you rate your level of knowledge regarding the Civil Rights History of South Bend?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	After attending the Civil Rights Heritage Bus Tour, how would you rate your level of knowledge regarding the Civil Rights History of South Bend?	1.00	2.00	1.40	0.49	0.24	5

#	Answer	%	Count
1	High - I learned a great deal of new information about Civil Rights History in South Bend	60.00%	3
2	Somewhat High - I learned many new things about the Civil Rights History in South Bend	40.00%	2
3	Somewhat Low - I learned a few new things about the Civil Rights History in South Bend	0.00%	0
4	Low - I feel as though I did not learn very much as a result of this tour	0.00%	0
	Total	100%	5

Q20 - What is one thing you took away from the Civil Rights Heritage Bus Tour?

What is one thing you took away from the Civil Rights Heritage Bus Tour?

there is a need for restrooms at LaSalle Park and the Black community has always had to fight for equity in park facilities

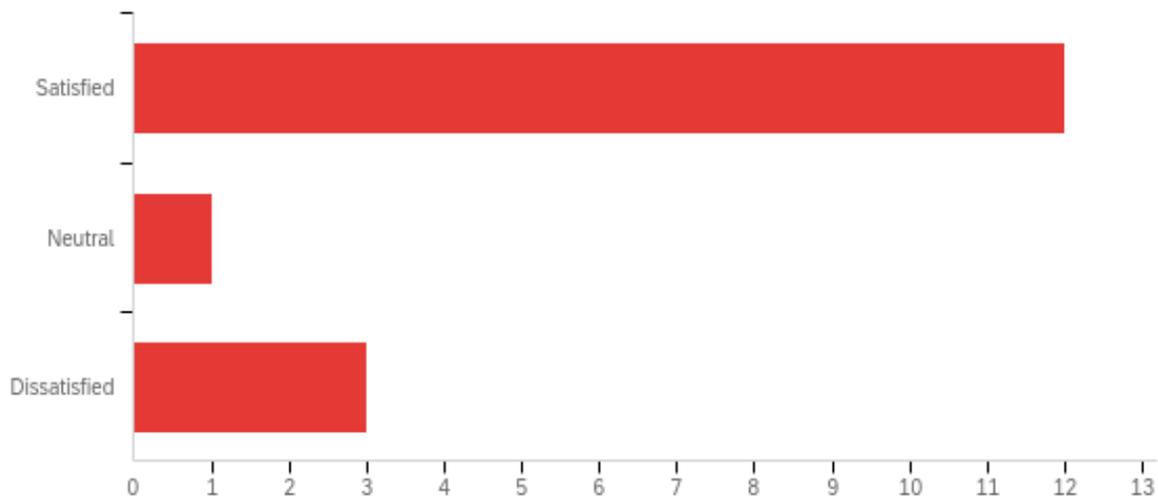
The continued struggle that exists for underserved communities.

The information/stories from the residents of the Lake was really enlightening.

There are amazing individuals and organizations in our community.

we are a very diverse community

Q10 - How satisfied were you with the content during the Friday Evening Guest Speaker Panel: What is Critical Race Theory?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How satisfied were you with the content during the Friday Evening Guest Speaker Panel: What is Critical Race Theory?	1.00	3.00	1.44	0.79	0.62	16

#	Answer	%	Count
1	Satisfied	75.00%	12
2	Neutral	6.25%	1
3	Dissatisfied	18.75%	3
	Total	100%	16

Q22 - What did you most appreciate or what might have improved the Friday Evening Guest Speaker Panel?

What did you most appreciate or what might have improved the Friday Evening Guest Speaker Panel?

The speakers were great. I loved their different perspectives

Perahps there was a bit more opening information & presentations than needed. Would have liked to have had more time for the questions/conversations

The panelists were so thought-provoking! I wish more who would benefit from learning about race in education had attended!

I thought Marvin Lynn was just fabulous

The racial and ethnic diversity of the panel was invaluable.

A/V issues were distracting and disrupted the flow

One speaker, strategies for how CRT can be implemented

The panelists using examples from their own experiences

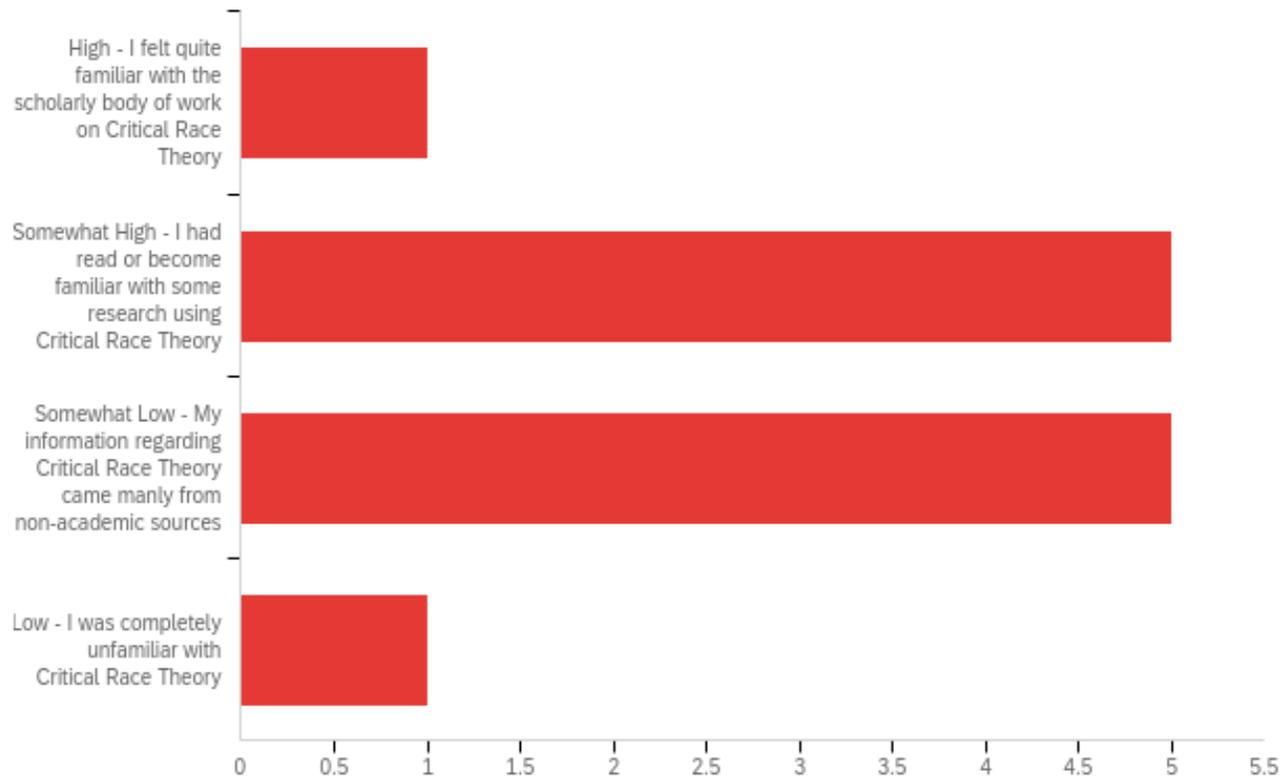
Introductions TOO long. Plus, audience was read what was in program...irritating! Too many long speeches before the panel.,I took up nearly 50% of the time. Not appropriate.

The introductions could have been shorter to allow for more panel discussion

The panel was more diverse in their views than I had expected. It was a great choice of speakers.

the diversity of the speakers

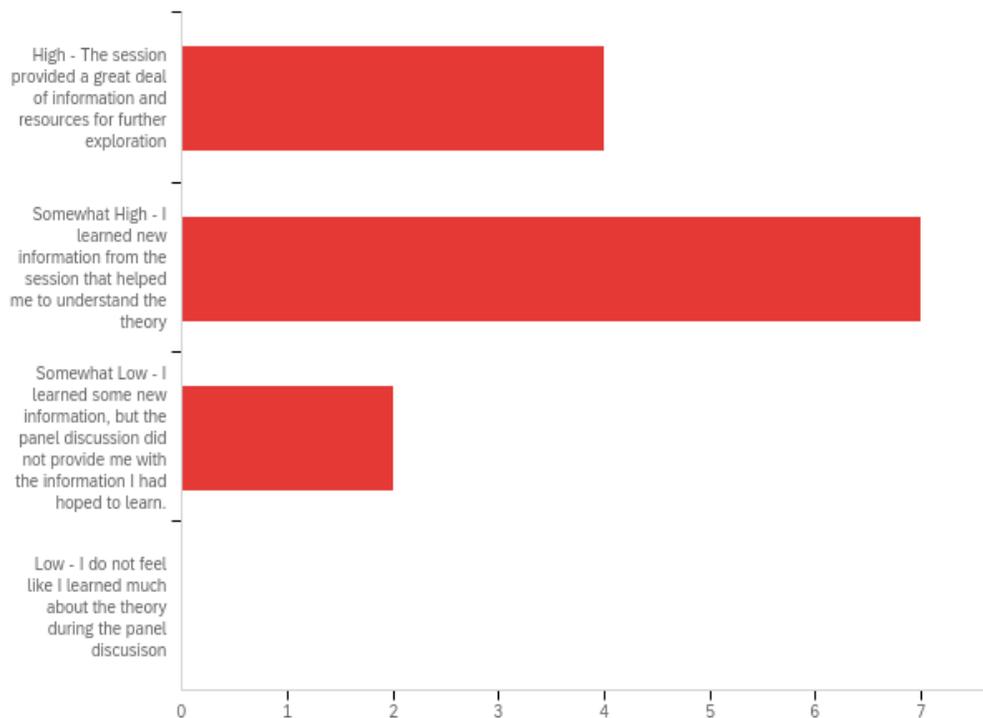
Q35 - Before you attended the Friday Evening Critical Race Theory Panel, how would you rate your level of knowledge about the theory?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Before you attended the Friday Evening Critical Race Theory Panel, how would you rate your level of knowledge about the theory?	1.00	4.00	2.50	0.76	0.58	12

#	Answer	%	Count
1	High - I felt quite familiar with the scholarly body of work on Critical Race Theory	8.33%	1
2	Somewhat High - I had read or become familiar with some research using Critical Race Theory	41.67%	5
3	Somewhat Low - My information regarding Critical Race Theory came mainly from non-academic sources	41.67%	5
4	Low - I was completely unfamiliar with Critical Race Theory	8.33%	1
	Total	100%	12

Q40 - After you attended the Friday Evening Critical Race Theory Panel, how would you rate your level of knowledge about the theory?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	After you attended the Friday Evening Critical Race Theory Panel, how would you rate your level of knowledge about the theory?	1.00	3.00	1.85	0.66	0.44	13

#	Answer	%	Count
1	High - The session provided a great deal of information and resources for further exploration	30.77%	4
2	Somewhat High - I learned new information from the session that helped me to understand the theory	53.85%	7
3	Somewhat Low - I learned some new information, but the panel discussion did not provide me with the information I had hoped to learn.	15.38%	2
4	Low - I do not feel like I learned much about the theory during the panel discussion	0.00%	0
	Total	100%	13

Q23 - What is one thing you took away from the Friday Evening Critical Race Theory Panel Discussion?

What is one thing you took away from the Friday Evening Critical Race Theory Panel Discussion?

Critical race theory is about critiquing systems that aren't working for people of color

The burdens that non-BIPOC place on BIPOC when asking them to repeatedly tell their story and to offer ideas for change or healing.

How much needs to be changed!

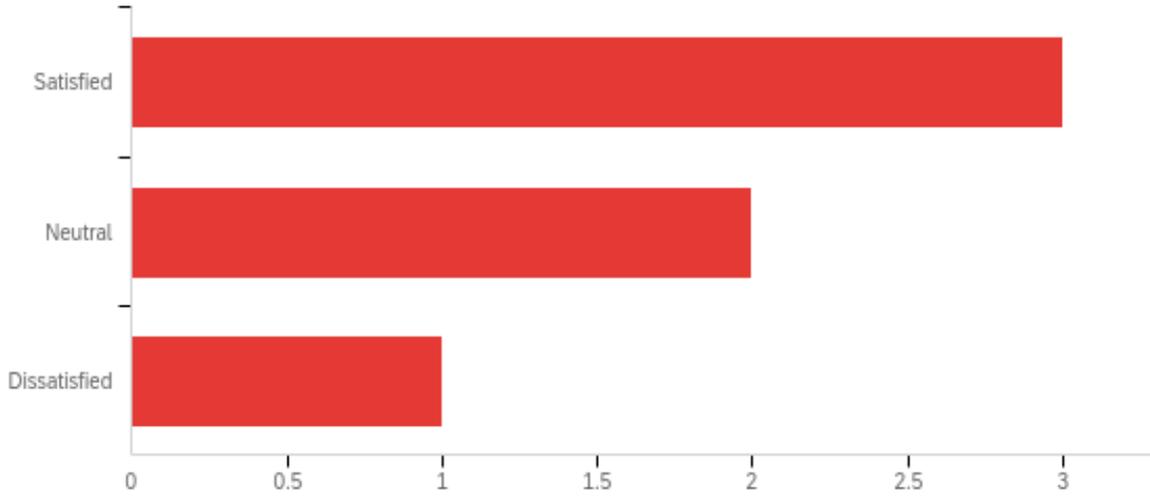
It's not what a lot of people think it is

That these types of discussions need to take place far more often, in far more places.

Professionalism of panel members. Impressive intellect.

This community needs more events that openly and peacefully discuss such critical issues.

Q11 - How satisfied were you with the content during the Saturday Morning IU South Bend Faculty Panel: Diversity, Equity, and Inclusion, the Work at IU South Bend?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How satisfied were you with the content during the Saturday Morning IU South Bend Faculty Panel: Diversity, Equity, and Inclusion, the Work at IU South Bend?	1.00	3.00	1.67	0.75	0.56	6

#	Answer	%	Count
1	Satisfied	50.00%	3
2	Neutral	33.33%	2
3	Dissatisfied	16.67%	1
	Total	100%	6

Q25 - What did you most appreciate or what might have improved the Saturday Morning IU South Bend Faculty Panel?

What did you most appreciate or what might have improved the Saturday Morning IU South Bend Faculty Panel?

Could have been a little more coordinated

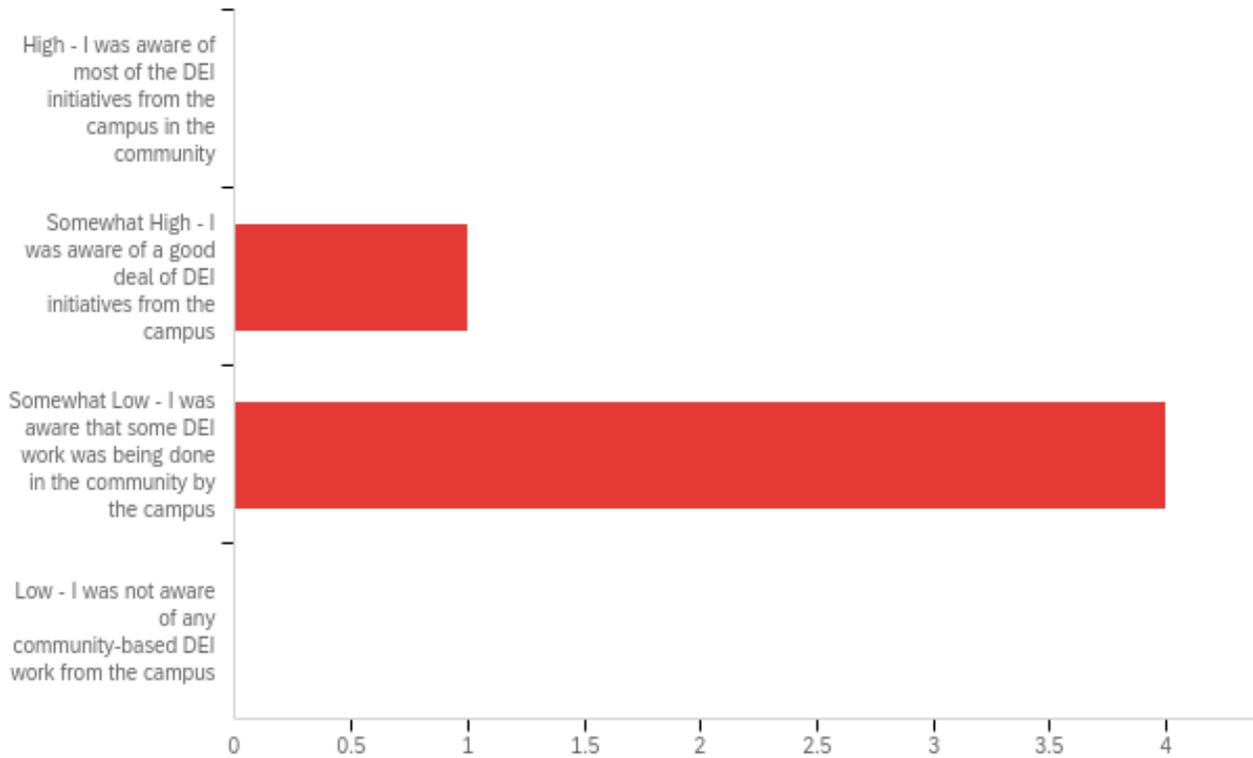
The diversity of the panel both racial, sex, and area of research was fantastic.

Longer periods for questions and discussion

the variety of perspectives and how the presenters focused on history

The promotion of various voices were positive; however, I would have loved to see multiple and diverse races included on the panel.

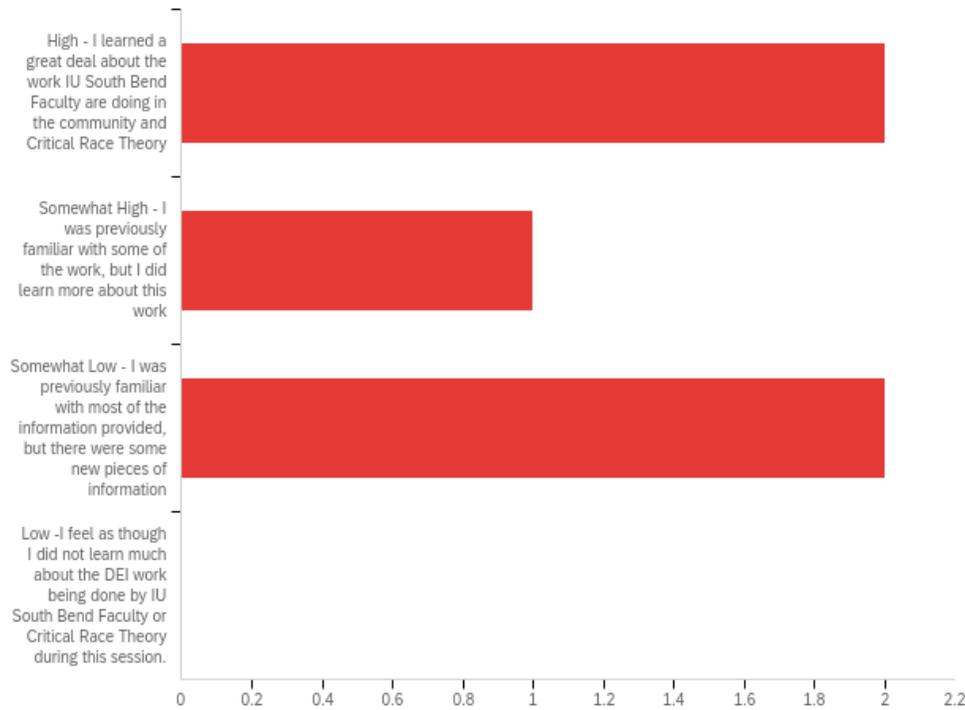
Q36 - Before you attended the Saturday Morning IU South Bend Faculty Panel, how would you rate your level of knowledge about the DEI work our faculty is doing in the community?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Before you attended the Saturday Morning IU South Bend Faculty Panel, how would you rate your level of knowledge about the DEI work our faculty is doing in the community?	2.00	3.00	2.80	0.40	0.16	5

#	Answer	%	Count
1	High - I was aware of most of the DEI initiatives from the campus in the community	0.00%	0
2	Somewhat High - I was aware of a good deal of DEI initiatives from the campus	20.00%	1
3	Somewhat Low - I was aware that some DEI work was being done in the community by the campus	80.00%	4
4	Low - I was not aware of any community-based DEI work from the campus	0.00%	0
	Total	100%	5

Q41 - After you attended the Saturday Morning IU South Bend Faculty Panel, how would you rate your level of knowledge about the DEI work our faculty is doing in the community?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	After you attended the Saturday Morning IU South Bend Faculty Panel, how would you rate your level of knowledge about the DEI work our faculty is doing in the community?	1.00	3.00	2.00	0.89	0.80	5

#	Answer	%	Count
1	High - I learned a great deal about the work IU South Bend Faculty are doing in the community and Critical Race Theory	40.00%	2
2	Somewhat High - I was previously familiar with some of the work, but I did learn more about this work	20.00%	1
3	Somewhat Low - I was previously familiar with most of the information provided, but there were some new pieces of information	40.00%	2
4	Low - I feel as though I did not learn much about the DEI work being done by IU South Bend Faculty or Critical Race Theory during this session.	0.00%	0
	Total	100%	5

Q26 - What is one thing you took away from the Saturday Morning IU South Bend Faculty Panel Discussion?

What is one thing you took away from the Saturday Morning IU South Bend Faculty Panel Discussion?

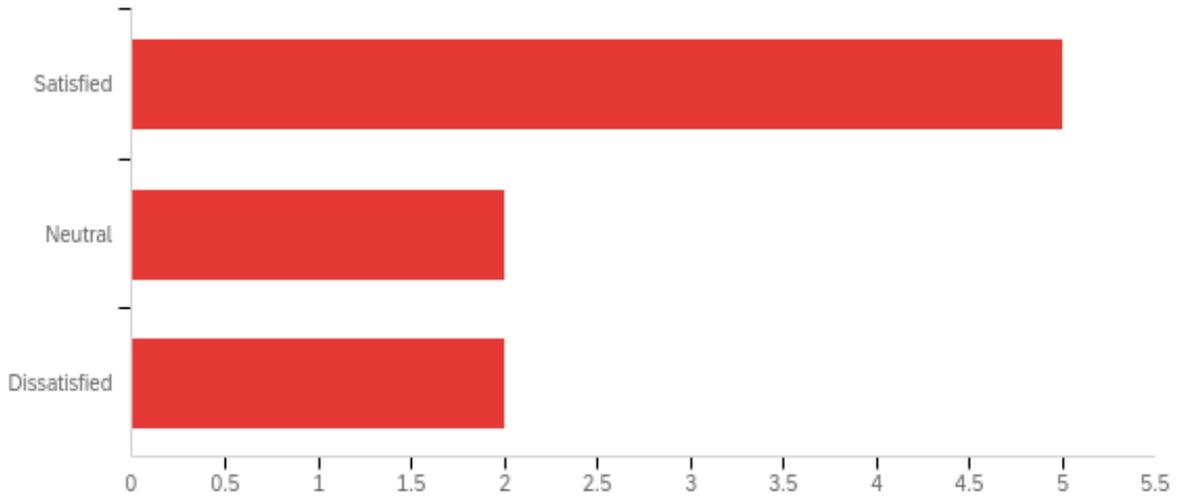
All is not lost. we shall overcome.

The work being done by the faculty and staff is great but is not yet transforming the instruction of the students.

the importance of facts and real history, which may not always be comfortable to present

A presentation of many voices is always diverse.

Q12 - How satisfied were you with the content during the Saturday Afternoon Professional Development Workshop for K-12 Educators?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How satisfied were you with the content during the Saturday Afternoon Professional Development Workshop for K-12 Educators?	1.00	3.00	1.67	0.82	0.67	9

#	Answer	%	Count
1	Satisfied	55.56%	5
2	Neutral	22.22%	2
3	Dissatisfied	22.22%	2
	Total	100%	9

Q28 - What did you most appreciate or what might have improved the Saturday Afternoon Professional Development Workshop for K-12 Educators?

What did you most appreciate or what might have improved the Saturday Afternoon Professional Development Workshop for K-12 Educators?

More implementation would have been nice or scenarios to recognize trauma

More skills, practice, or real life scenarios to show how to implement

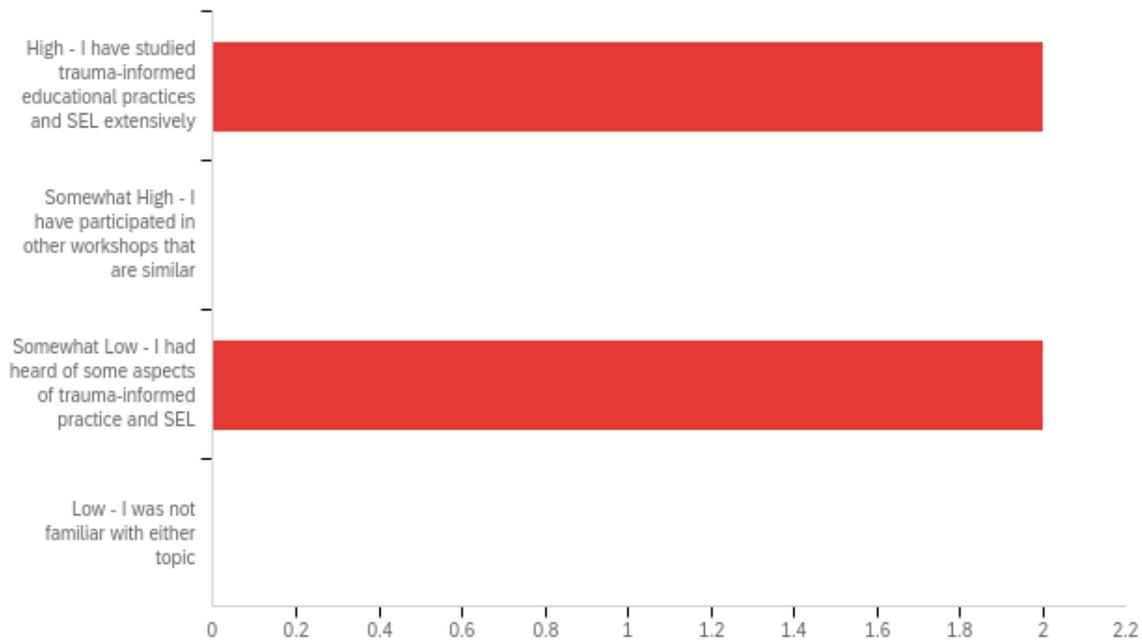
maybe tiering the session for those who had a basic understanding of trauma to go deeper while those needing an introduction could receive that training

Q29 - What did you most appreciate or what might have improved the Saturday Afternoon Professional Development Workshop for K-12 Educators?

What did you most appreciate or what might have improved the Saturday Afternoon Professional Development Workshop for K-12 Educators?

more interaction, even with a small audience

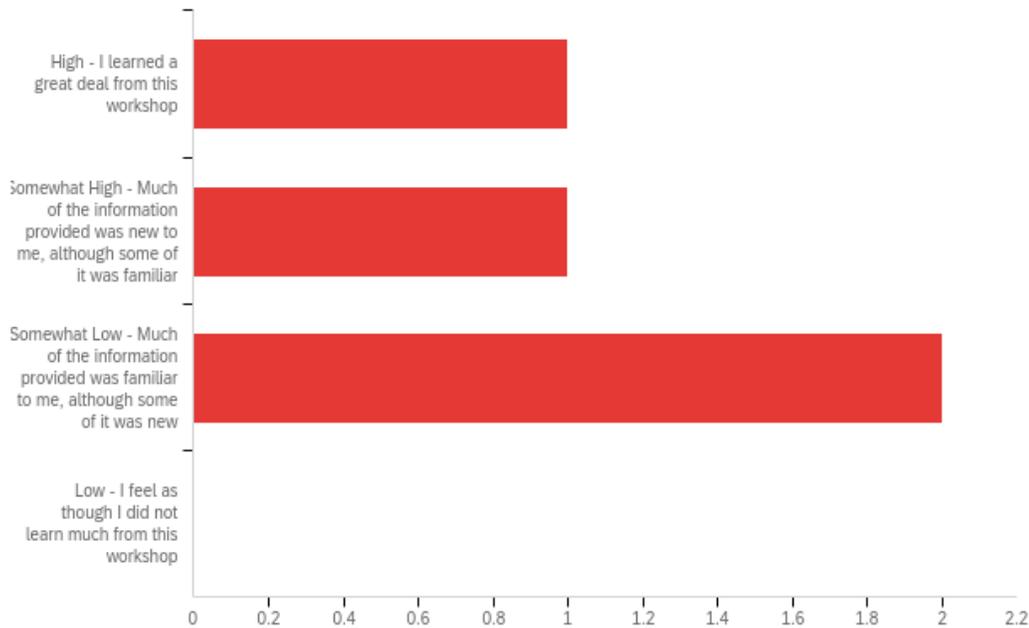
Q37 - Before you attended the Saturday Afternoon Professional Development Workshop, how would you rate your level of knowledge regarding trauma-informed educational practices and socio-emotional needs of learners?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Before you attended the Saturday Afternoon Professional Development Workshop, how would you rate your level of knowledge regarding trauma-informed educational practices and socio-emotional needs of learners?	1.00	3.00	2.00	1.00	1.00	4

#	Answer	%	Count
1	High - I have studied trauma-informed educational practices and SEL extensively	50.00%	2
2	Somewhat High - I have participated in other workshops that are similar	0.00%	0
3	Somewhat Low - I had heard of some aspects of trauma-informed practice and SEL	50.00%	2
4	Low - I was not familiar with either topic	0.00%	0
	Total	100%	4

Q42 - After you attended the Saturday Afternoon Professional Development Workshop, how would you rate your level of knowledge regarding trauma-informed educational practices and socio-emotional needs of learners?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	After you attended the Saturday Afternoon Professional Development Workshop, how would you rate your level of knowledge regarding trauma-informed educational practices and socio-emotional needs of learners?	1.00	3.00	2.25	0.83	0.69	4

#	Answer	%	Count
1	High - I learned a great deal from this workshop	25.00%	1
2	Somewhat High - Much of the information provided was new to me, although some of it was familiar	25.00%	1
3	Somewhat Low - Much of the information provided was familiar to me, although some of it was new	50.00%	2
4	Low - I feel as though I did not learn much from this workshop	0.00%	0
	Total	100%	4

Q30 - What is one thing you will take away from the Saturday Afternoon Professional Development Workshop?

What is one thing you will take away from the Saturday Afternoon Professional Development Workshop?

The ACEs

the need more and more for this training for teachers

Q14 - Are there other topics you would like to see explored in a similar way on the IU South Bend Campus?

Are there other topics you would like to see explored in a similar way on the IU South Bend Campus?

class issues - working class students

Recruitment, retention, and graduation of Students of Color with an emphasis on Black students.

working with autistic, ADHD, and ED students

I would encourage to explore learning how to build positive and healthy relationships that engage students.

educational practices for meeting the SEL needs or needs of student from trauma

Issues facing first-generation students, which hinder their ability to succeed.

Sexual Assault Awareness, Intimate Partner Violence

The inherent unsustainability of American capitalism

As part of DEI, I would like to promote language learners and accessibility for language learners.

Focus on defining CRT.

how persons with disabilities, mental health concerns or LGBTQI are DEIJ too

Q15 - What follow-up would you like to see from the campus regarding the Symposium events and topics?

What follow-up would you like to see from the campus regarding the Symposium events and topics?

working on creating an office of Multicultural Affairs and a Multicultural space for students

Plans and progress updates. What challenges is the campus facing?

I'd love to do this every year

A web page with all information available from the symposium. A report card from the campus with future action plans.

Written summary for attendees that could be used to inform others

outreach to school districts

I would like to see more staff and faculty engaging with students and new staff throughout the day. Say hi as you walk by some is a great start!

Periodic workshops that would help faculty and staff implement some of the practices discussed at the symposium. I would like to see theory applied within our classrooms and the larger campus.

I am a big fan of action. I would love to see many of the ideas discussed during the group to be incorporated.

We need to be inclusive in the classroom with more approaches to language accessibility and academic content.

Local interpretations.

I would love to attend another panel with the same (or similar) people. They were amazing to listen to, and seemed to really want to get their knowledge out there.

Keep the conversation going. Discussions, presentations, and the opportunity to talk are a step in the right direction.

Q13 - Is there anything else that you would like to share with us about your experience?

Is there anything else that you would like to share with us about your experience?

thank you for organizing this experience

Thank you Charlotte and Hope!!!

Don't stop, keep going, once is not enough. If there is no continuation, campus and community will feel disappointed and let down. Will lose hope in IUSB.

An overall nice evening of gaining new insights into a topical issue

I would have loved to here more of the experiences of the audience and had the panel give their expertise on real life issues.

I enjoyed the opportunity and experience. It was relevant and meaningful.

thank you for devoting some time to this topic and allowing people to learn and engage

It was an excellent symposium! I believe most participants learned a great deal. Thank you for organizing it!

I wish more individuals were there!

I quite enjoyed the event and I would love to see more events like this that further examine the impact of racism in areas like housing, financing, and especially the criminal justice system. I also believe it's imperative to examine how racism and the exploitation of marginalized groups is built into the foundations of capitalism and the idea that true equality can never be achieved in such a system.

I am very appreciative that the SOE has taken on the lead of DEI. Thank you for leading a charge on this topic.

It was absolutely wonderful to hear the perspectives of those panelists; they were excellent.

Calling attention to and reporting bias is not supposed to result in retaliation, but it does.

Q31 - If you indicated "other," please share how you heard about the Symposium in the field below:

If you indicated "other," please share how you heard about the Symposium in the field below:

I was involved in planning.

Internal discussions

Marsha Heck is a friend and knows these topics are of great interest to me.

I first heard about the Symposium via Daily Titan. Later, I received email communications about it from the School of Education.

Through a colleague.

My wife was on a mailing list and got an email about it.