4.3.b What AFI’s have been continued from last visit?

Candidates in initial teacher programs have limited opportunities to interact with peers from diverse racial and ethnic groups.

The following outline of actions taken by the unit and by Huntington University to increase the racial and ethnic diversity of the undergraduate student population was included in the Huntington University Institutional Report, submitted 10/8/2012. This section is being included to give the background for the numerous changes and strategies which have significantly increased undergraduate student diversity at the university. This rejoinder will also highlight the undergraduate diversity characteristics for 2010-2012 and provide additional statements regarding ways in which the nature and demographics of the Huntington University campus provide the unit’s candidates with ample opportunities for interaction with peers from diverse racial and ethnic groups.

2006

- The University’s Strategic Long-Range Plan was developed to include holistic efforts to create a climate on campus and in the local community, which embraces diversity and nurtures cultural competence.
- Dr. Blair Dowden (President of the University) drafted and presented a proposal to Huntington’s mayor and city council to join the National League of Cities’ Partnership toward Inclusive Communities.
- The City of Huntington’s Council members rewrote its mission statement declaring that our citizens’ “ethnic, economic, and religious diversity provides the strength that holds our community together. Huntington, IN, is a community of civility and inclusion, where diversity is honored and differences are respected.”
- The Harmony Initiative Task Force was created. This group, led by Huntington University, includes leaders from local government, businesses, businesses, schools, social service agencies, churches, and the media.

2007

- A Ball Foundation Grant proposal was written to fund start-up costs for the Huntington University/Youth for Christ Urban Mentoring and Leadership Scholarship Program.
- The University established a relationship with LINC (Language Inclusiveness Initiative in the community).
- Huntington University initiated an external “Diversity Audit”, led by Dr. Pete Menjares, to identify strengths, weaknesses, and to develop a plan of action to help the University increase diversity and grow in the area of cultural competence (2007-2008). His report led to several action steps.
- During the fall of 2007, the University created a director’s role for the Horizon Leadership Program (Director of Urban Scholarship and Mentoring). This position has created a strong link between the University and Youth for Christ’s network of urban ministry centers serving diverse populations.
- The University created the Diversity Committee to work on planning of the Conference on Christianity, Culture, and Diversity in America. This conference committee was chaired by a faculty member in the Education Department.
- Mrs. Carolyn Sleet, a woman of color and an elementary school principal, was enlisted as an adjunct faculty member in the Education Department to present seminars on Ethnic Diversity and Socio-Economic Differences in the classroom context. This has continued every year.

2008
- Huntington University hosted the second Conference on Christianity, Culture, and Diversity in America, which brought together more than 200 faculty, administrators, staff, and students to address issues of diversity and intercultural competence on college campuses. This event included concurrent sessions, plenary sessions led by nationally recognized leaders in Reconciliation and Restoration (Dr. Brenda Salter-McNeil and Dr. John Perkins), and campus and community events focused on celebrating Diversity. (See www.huntington.edu/cccda.)
- The Harmony Initiative was created as a means of formalizing University and Community efforts to make Huntington University’s campus and the surrounding community one that welcomes ethnic minorities.
- The first cohort of Horizon Scholars enrolled at Huntington University. This is a collaborative partnership with Youth for Christ, which provided full scholarships and mentoring to low-income, minority students. These are the only full scholarships of any kind awarded at Huntington University. This initiative increased the percentage of U.S ethnic minorities on campus to 7%.

2009
- The Diversity Task Force was authorized as a permanent Standing Committee by the University.
- The second cohort of Horizon Scholars increased percentage of U.S. ethnic minorities on Huntington’s campus to 7.7% of the total enrollment.
- Huntington University implemented a campus-wide emphasis for the academic year; “One in Christ”. Activities included special events focused on Tolerance, Diversity, and Intercultural Competence.
- Consultant, Dr. Brenda Salter-McNeil, was engaged during 2009-2010 for a year-long review of diversity initiatives, communication strategies, and organizational structures. The Multi-Ethnic Resource Team Manual was used to help guide the university in its effort to become more culturally aware and welcoming of diversity.
- Joshua Canada, an African-American male graduate student served through 2010 in the Huntington University Learning Center, providing academic support services to all students.
- A draft of a Theology of Diversity statement was developed by the University, which was included in the Faculty Manual of Operations and the University’s public website.

2010
- In April 2010, the Board of Trustees amended the Manual of Operations to include the following statement: "Huntington University has a Biblical expectation to foster an
environment that reflects the body of Christ: all members of our community, regardless of race, ethnicity, national origin, gender, age, and/or disability, are valued and appreciated for their diversity and role in the University. In doing so, we enrich our community and ensure our vitality by developing intercultural competency skills, engaging persons from many cultural backgrounds, and increasing opportunities for under-represented students, faculty and staff to attend and be employed at the University."

- Turnover on our Board of Trustees allowed for increases in the percentages of female (18%) and ethnic minorities (12%) serving on the Board. Currently, one-third of the board members are women or ethnic minorities.
- A resolution was passed by the Huntington University Board of Trustees which articulates the university’s commitment to Diversity and Intercultural Competency, formalizing the initiative that had been growing over the past years.
- Reverend Arthur Wilson, an African American, succeeded Amber Brown as the second Director of Urban Scholarship and Mentoring. He also served as interim campus pastor.
- Dr. Blair Dowden asked that all faculty search committees include at least one female or minority candidate in every final selection pool.
- A Theology of Diversity statement was adopted by the University, and was included in the Faculty Manual of Operations and the University’s public website.
- Mr. Arthur Wilson, Director of Urban Scholarship and Mentoring, enlisted an ethnically diverse panel of professionals to address education majors during the Multicultural Practicum. This Q & A session allowed students to ask questions about the non-White experience of the panelists and to engage in authentic dialogue about how they can/should engage with children of color in their classrooms. This practice continues and the panel is currently being assembled for the January 2013 practicum.
- The Diversity Committee developed Intercultural Competency pages on the University website.
- The Diversity Committee began writing an Intercultural Competency Strategic Plan, focusing on Faculty/Staff recruitment and retention, student recruitment and support, and strategic collaboration.
- New student enrollment of students of color was 7%.

2011
- Dr. Blair Dowden and Huntington University were awarded the Robert and Susan Andringa Racial Harmony Award for its efforts to increase diversity, cultural competence, and racial and ethnic harmony on the University campus and in the local community.
- MOSAIC – an organization directed at intercultural understanding was begun on Huntington’s campus.
- New student enrollment reflected 8.4% students of color.

2012
- The first cohort of Horizon Scholars graduated from Huntington University. This cohort of 5 included 4 of the original 6 recipients (2 transferred for athletics) and 1 additional recipient who applied but was not selected his freshman year. He decided to come to Huntington anyway, and was awarded a scholarship as a sophomore. This cohort also included Logan Placencia, an Elementary Education major.
- The faculty of the University amended the Faculty Handbook to include a longer statement on Diversity and Intercultural Competency.
• Reverend Arthur Wilson was named as the University’s first African American Campus Pastor.
• Professor Carolyn Sleet, a recently retired public school administrator and a woman of color, was hired as an adjunct faculty member in the Education Department to teach a course in Assessment Strategies for Elementary Teachers. In addition, she will continue her role as facilitator for seminars held during the Multicultural Practicum, and she will begin supervising student teachers in the spring of 2013.
• U.S. students of color represent 8.2% of new students enrolled and if new international students, most of whom are students of color, are added in, the total goes to over 13%. Institutional diversity statistics are now beginning to reflect the emphasis in the past few years on minority recruitment. 2012 figures show over 6% of undergraduate students are U.S. students of color. If international (non-resident alien) students are added, that brings the total to 9.8%.

These extensive efforts to increase not only the ethnic and racial diversity of the student population, but also the appreciation for racial, cultural, and ethnic differences in the community at large have begun to have an impact on undergraduate enrollment, especially in the last three years. In 2010, 7% of new students enrolled at Huntington University were U.S. students of color. In 2011, that figure was 8.4% and in 2012, 8.2%. As indicated in the last bullet above, if the international student population (most of whom are students of color) are added in, more than 13% of new students entering Huntington University in 2012 (and just a little less than 10% of the total undergraduate population) were students representing racially, ethnically, and culturally diverse populations. New student enrollment by ethnicity for 2010-2012 is found in Exhibit 4.3.h.1.

The Huntington University campus is a small pedestrian campus, with all residence halls adjacent to one another along the street which serves as the southern perimeter of the campus. The campus is served by a single dining commons, a single book store, a single student center, and the university library; all directly adjacent to the residence halls. The university is primarily a residential campus with about 75% of students living in campus housing. The small, intimate nature of the campus infrastructure means that most students interact with a large percentage of all other students on a daily basis. This means that, given the level of diversity described in the previous paragraph, all students, including teacher education candidates, have significant opportunities in the natural course of daily activities to interact with peers from diverse racial and ethnic groups.

4.3.c What new AFI’s are recommended?
Candidates in the advanced programs have limited opportunities to interact with faculty from diverse groups.

The Huntington University Master of Education program recognizes the need to provide M.Ed. candidates with more opportunities to interact with faculty from diverse cultural, ethnic, and racial populations. The graduate program is very small with no faculty devoted only to graduate teaching, so acquisition of new faculty for the program is more challenging than might normally be the case. As opportunities are presented, either through new hires or the emergence of qualified part-time graduate faculty, the advanced program will make every effort to take advantage of these opportunities to increase the presence of diverse graduate faculty.