

Diversity Plan

Illinois Mathematics and Science Academy[®]

Updated July 2014

For Additional Information Contact:

Adrienne Coleman, Ed.D.

Multicultural Education Specialist

630.907.5079

acoleman@imsa.edu

http://works.bepress.com/adrienne_coleman/





Preface

The Multicultural Committee was formed during the 2013-2014 Academic Year and charged with the task of updating the Diversity/Multicultural Development Plan, initiated in 2003 and last updated in 2011. The committee consists of 23 faculty and staff from the following departments: President's Office, Principal's Office, Student Life, Residential Life, Science Department, Wellness Department, Foreign Languages, Human Resources, Maintenance, Information Resource Center, Development Office, Enrollment Management and Academic Opportunities, Innovation and Entrepreneurship, Professional Field Services, IT, Marketing and Communications and the Business Office. With direction from the Multicultural Education Specialist, this committee is responsible for overseeing the implementation of this plan.

Diversity Mission Statement

The IMSA diversity mission is to create, support and sustain a community that genuinely demonstrates the value of diversity of all of its members.

Diversity Vision Statement

IMSA's diversity vision is to support and encourage an environment of trust and sensitivity to all cultures, beliefs, and viewpoints regardless of race, ethnicity, geographic origin, gender, religion, age, nationality, sexual orientation and abilities.

Diversity Stance

The affirmation, appreciation, and inclusion of multiple cultures are vital to ensure that all students, faculty, and staff and the IMSA community will be able to thrive in a multicultural academic and residential environment. From this perspective it is important that community members be effective at interacting across cultures, which is essential to IMSA's vision of "*igniting and nurturing creative, ethical scientific minds that advance the human condition*". IMSA's diverse cultural groups also include the political orientations, statewide regional cultures, and the multiplicity of beliefs, ideas, and visions that are critical to fostering an educational environment where students, faculty, and staff exchange ideas freely, encourage critical thinking, and reexamine their personal perspectives.

Diversity Goal

The overarching diversity goal, consistent with Illinois Mathematics and Science Academy law (105 IL CS 305/), <http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=1030&ChapterID=17&Print=True> is:

To inspire multicultural populations in the state of Illinois, through IMSA's residential and extension programs, to engage in mathematics and science education in an effort to promote a diverse STEM workforce.



Context for Diversity at IMSA

In order to provide a context for this *Diversity Plan* (formerly the *Multicultural Development Plan*), the Council for the Advancement of Standards in Higher Education, a powerful framework based on a national model of effective programming and services was utilized to inform the plan. The plan was then connected to Illinois Mathematics and Science Academy Law (105 ILCS 305/), IMSA's beliefs, Standards of Significant Learning, Career Development Reinforcing Excellence (CADRE), and Performance Evaluation; all of which support the importance of diversity and demonstrate that everyone in the IMSA community is responsible for its implementation.

We Believe That...

- All people have equal intrinsic worth.
- All people have choices and are responsible for their actions.
- Belonging to a community requires commitment to the common good.
- Diverse perspectives enrich understanding and inspire discovery and creativity.
- Honesty, trust and respect are vital for any relationship to thrive.
- Learning never ends.
- Meaning is constructed by the learner.
- No one's path in life is predetermined.
- The ability to discern and create connections is the essence of understanding.
- We are all stewards of our planet.

Standards of Significant Learning

- **II.A** Identify unexamined cultural, historical, and personal assumptions and misconceptions that impede and skew inquiry.
- **V.A** Identify, understand, and accept the rights and responsibilities of belonging to a diverse community.

Career Development Reinforcing Excellence (CADRE)

CADRE combines performance assessment and professional growth, empowering the IMSA faculty to define itself, hold itself accountable, and become leaders in educational transformation.

- Domain 1: Planning and Preparation
 - *1b: Demonstrating knowledge of students*
Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.

Performance Evaluation – Diversity/Multiculturalism

- Supports and encourages an environment of trust and sensitivity to others' cultures, beliefs, and viewpoints (race, ethnicity, geographic origin, gender, religion, age, sexual orientation, and physical or mental ability)
 - Works effectively with groups/individuals to solve and/or prevent problems and complete projects.
 - Supports an environment in which staff members feel respected and empowered to make meaningful contributions.
 - Engages in dialogues and activities that build cross-cultural understanding and mutual respect (i.e. shows respect for others, listens to other's perspectives and needs, works cooperatively with diverse groups, etc.).
 - Appropriately challenges the unjust, unfair or uncivil behavior of others (individual or group).



Objectives for Diversity Development

Objective 1:

To develop IMSA students, faculty, staff, alumni and parents who understand, respect and appreciate cultural and religious differences and who can communicate and interact effectively across these areas.

Objective 2: - <https://www.imsa.edu/admissions/multicultural>

To develop, recruit, enroll, support, and graduate in IMSA's residential program highly qualified students from historically underrepresented populations (i.e. Black/Latino, Women, Rural, and Economically Disadvantaged) who will pursue degrees and careers in STEM.

Objective 3: - <https://www.imsa.edu/extensionprograms>

To engage IMSA's external constituents (elementary/middle school students, teachers, community members) from all cultural groups, especially those from underrepresented populations, in STEM learning experiences.

Objective 4:

To build the capabilities of IMSA faculty and staff to meet the needs of students from diverse cultural backgrounds and address cultural issues.

Objective 5: - <https://www.imsa.edu/studentlife/activities/clubs>

To provide diversity/multicultural programming for students to enhance their understanding of cultures and historical experiences in an effort to establish intercultural relationships.

Objective 6: - <https://www.imsa.edu/academics/standards/ssls.php>

To integrate the diversity focused Standards of Significant Learning II.A and V.A into the curriculum of all academic disciplines where appropriate.

Objective 7:

To ensure that the various cultures within IMSA's population have the resources and support needed to feel safe and valued in a diverse community.

Objective 8:

To ensure compliance with any federal, state and local laws, policies, and guidelines, as well as current trends that pertains to social justice/diversity/multiculturalism.

Objective 9:

To create and maintain facilities sensitive to the needs of persons with disabilities as well as the needs of other constituencies.

Objective 10:

To provide access to current and appropriate assistive technology.



Diversity Resources

Harvard University Implicit Association Test - <https://implicit.harvard.edu/implicit/takeatest.html>

IllinoisDiversity.com - <http://www.illinoisdiversity.com/>

Illinois Department of Public Health, LGBTQ on Campus - <https://www.kognito.com/products/lgbtq/> or <http://www.kognito.com/illinois/>

National Association for Gifted Children - <http://nagc.org.442elmp01.blackmesh.com/sites/default/files/Position%20Statement/Identifying%20and%20Se%20rving%20Culturally%20and%20Linguistically.pdf>

National Association of Diversity Officers in Higher Education - <http://www.nadohe.org/>

Women in Science and Engineering Leadership Institute - <http://wiseli.engr.wisc.edu/>

Conclusion

The ***IMSA Diversity Plan***, with approval and oversight from the IMSA Board of Trustees, is an organic document developed and maintained by the Multicultural Development Committee, led by the Multicultural Education Specialist. Through the establishment of IMSA's goals, objectives and strategies, this plan furthers IMSA's commitment to an outstanding educational environment; one that appreciates, affirms, and includes students, faculty, and staff from a multiplicity of cultural backgrounds, who have high talent and interest in mathematics and science. The *Plan* is the catalyst for a dynamic, multi-year process that requires IMSA's administrative units, student/residential life, academic departments, and external programs to implement, support, provide resources, and evaluate specific strategies that address diversity/multicultural development. The results of these efforts will be documented in an annual report to the IMSA Board of Trustees and shared with the IMSA community.

FACES OF DIVERSITY



<https://www.facebook.com/media/set/?set=a.10151927206363609.1073741880.124393508608&type=1>