5. Evidence of program development and other descriptions of diversity development efforts.

Assisted in the early development of SAAB (still serves in some capacity for research advise to statewide programs)

National Council for the Education of Black Children – currently works with Executive Director on program initiatives.

Equity Institute Diversity Open Forum – currently working with several members from EI on development of campus and community wide forums geared to begin conversations about race, immigration and diversity of thought.

Working with members of EI to create programs that teach administrators about how to negotiate racial conflict.

Working with school districts and other organizations to teach about how parental engagement is a social construct and what I means for different groups (specifically African Americans).

Working with current and former students to create international class that focuses on issues of race in global settings.

STUDENTS:

While I could continue to list the work that I do, I would also like to mention some of the GREAT work of students. I encourage ALL of my very bright students to create programs that will impact campus, city, state and national change models.

The results have reached well beyond what I ever could have imagined. Students have used the arts, film, poetry, as well as others nontraditional and unique academic methods to engage students and the campus, faculty, staff in a discussion about diversity and equity. For instance, one group of students produced the first annual statewide Diversity Film Festival. Another group held a highly advertised and successful "Poetry Showcase." They contracted with professional spoken word artists and poets who volunteered for the event. Students throughout campus also participated. And yet another group of students filmed powerful and troubling imagery that described the displacement of African American families in Indianapolis (see Teaching Appendix). These same students are currently working with another professor in the school of education to begin to talk about creating a mandatory history course that speaks to the property rights and displacement of families in Indiana.

Another student created a study abroad program after her interest in study abroad was sparked during the diversity course. She began by asking why students and faculty of color rarely participated in study abroad opportunities. While I offered her some working hypothesis, she researched the topic during capstone class and created a syllabus and unique experience for students. She now takes a group of students to the Dominican Republic every year as part of a study abroad excursion. She is assisted me and another faculty member to put the final pieces together for a study abroad experience in the UK where I will co-teach an international course on race and education. Another student has worked to begin a national organization, Student African American Sisterhood (SAAS), which serves as the sister organization to nationally known Student African American Brotherhood (SAAB). This organization is active at several Indiana institutions of higher education and now SAAS will be launched outside the state (all through her own hard work and mentoring from another

colleague who is an expert on Black women in education). The student first conceived of the idea through her work with SAAB when she also noticed the need for academic and social support for African American females. Another student, has written and received several grants totaling well over $100,000 to support students from low income families and foster youth. These examples echo what I tell all of my students, that they are capable of doing great things to impact this world and there is plenty of room for everyone's gifts! Ultimately, students know that they are capable and expected to take their work in the classroom beyond the confines of the building and into their communities and campuses where they will work.