

Proposal for a Cluster Hire in Critical Restorative and Transformative Studies (CRiTS)

I. Primary Programs, Departments, Colleges, and Campus/Community Partners Involved

The proposed cluster hire in **Critical Restorative and Transformative Studies (CRiTS)** is focused on recovering and reclaiming indigenous ways of being, knowing, and doing, “re/legitimizing” them within the academy, and making them re/accessible to the communities from which they are organically derived. The CRiTS cluster hire is also focused on decolonizing Eurocentric and other hegemonic research and practice canons so they may become more comprehensively and complexly inclusive of all knowledge, reflection, and action (praxis) paradigms, thus more wholly accurate accounts of wisdom.

The proposed CRiTS cluster hire brings together, in a more formal and structured way, the faculty and students in the **Cultural Studies, International Education, and Multicultural Education (CSIEME) Program** in the Department of Teaching and Learning/College of Education, and the faculty and students in the **Department of Interdisciplinary, Gender, and Ethnic Studies (IGES)/College of Liberal Arts**. The faculty and students in these two primary areas are already functioning in a highly collaboratively manner, the proposal cluster hire will facilitate greater, more intentional, and more academically-focused such collaboration. IGES has only undergraduate programs, and CSIEME has only graduate programs. Since 2015, IGES graduates have begun pursuing graduate education in CSIEME with increasing frequency. Concomitantly, CSIEME doctoral students have been hired as part-time instructors to teach IGES undergraduate courses. During the 2015-2016 academic year, CSIEME and IGES co-developed (with Sociology, Higher Education, and History) a graduate certificate program in Social Justice Studies (SJS) (housed in CSIEME) to further codify the academic common ground between CSIEME and IGES. Further, since 2013, doctoral students in CSIEME have routinely pursued IGES faculty to serve as the “outside” or “Dean’s Representative” member of their dissertation committees.

Since the economic downturn in 2009, during which several of the academic concentrations included under the IGES umbrella were weakened by budget cuts and the temporary loss of department status, student enrollments in all IGES majors, minors, and certificates, as well as all CSIEME degree and certificates has exploded.

Despite economic and structural hardships, enrollment in the IGES program has not only not lost ground, it has gained it. As a result, IGES now houses nine faculty members, either in full-time tenure track appointments, as faculty-in-residence, or in postdoctoral scholarships. Because IGES houses over 30 courses (multiple sections of which for many are offered every semester), it also supports over 20 part-time instructors (including, as noted above, many CSIEME doctoral students), and is the academic home for close to 300 students, including a growing number of graduate students served through two graduate level women’s studies courses. It is also of note that a majority of the courses IGES oversees fulfill the undergraduate diversity or international core course requirement that all undergraduate students must take; accordingly, it serves more than 1000 additional undergraduate students a semester.

Further, IGES and CSIEME have, in an informal manner with the Division of Student Affairs, begun to build a bridge between Student Affairs’ Leadership and Civic Engagement (LCE) undergraduate minor (currently housed in the Greenspun College of Urban Affairs/Public Administration, but largely managed by student affairs staff) and the graduate certificate in Social Justice Studies (SJS) as a way of providing undergraduate students interested in social justice education-related coursework with an avenue for pursuing both baccalaureate and post-baccalaureate/advanced study in that content area (the LCE minor is a separate program from the Public Administration (PUA) major and LCE courses do not count towards the PUA major). Through IGES, students in the LCE undergraduate minor could pursue undergraduate certificates and/or majors in related content areas. The recently proposed reorganization of the Office of

Student Engagement and Diversity within the Division of Student Affairs into three distinct, though interconnected, focus areas—Student Diversity and Social Justice (SDSJ), Service Learning and Leadership (SLL), and Student Involvement and Activities (SIA)—provides additional infrastructure for cultivating academic and co-curricular collaboration with IGES and CSIEME, not only through the LCE minor, but also through the service-learning components of IGES and CSIEME courses. It is of note that current or recently graduated IGES and CSIEME students have long been and continue to be employed—both as full-time staff or as graduate assistants—in positions related to all three focus areas within the Division of Student Affairs.

Enrollment in the CSIEME program continues to grow at a rate almost twice that of all the other programs in the Department of Teaching and Learning combined. Though established in 1997, prior to 2009, only 2 doctoral students pursued the CSIEME emphasis. Since 2009, over 40 students have pursued this emphasis. At the Master's level, again, though founded in 2004, prior to 2009, only 14 students pursued the Multicultural Education concentration, since that time, close to 50 students have entered this program of study.

The two faculty in the CSIEME program (the second faculty member being hired only in Fall of 2016) advise about a third of all departmental doctoral students, and over 75% of the department's doctoral students of color, both those who are from United States and those from abroad (e.g., Saudi Arabia, Iran, Singapore, India, China, Mexico, Canada, among other countries). Collaboratively with faculty in other programs (including IGES), CSIEME faculty wrote for approximately \$2 million in grants in 2016, \$335,000 of which has already been funded. This funding supports efforts to diversify and grow the teacher pipeline, in part through pro-active family engagement. Additionally, CSIEME faculty have developed and will teach seven existing graduate courses, and five new graduate courses. Additionally, CSIEME faculty supervise CSIEME doctoral students in the teaching of 4-5 sections of one high enrollment undergraduate course, the sole diversity course required in the College of Education's undergraduate teacher licensure program; this course also fulfills the undergraduate diversity course requirement. CSIEME faculty are also working with education faculty in all Southern Nevada NSHE institutions and Touro University and three state legislators to establish a state-level 18-credit, three-stage (introductory, intermediate, and advanced) *Culturally Responsive Educational Leader Endorsement* (AB196/BDR 34-659) differentiated by three district/school "leader" roles—Administrators, Teachers, and Other Licensed Personnel (e.g., counselors, nurses, etc.)—to continue to grow graduate level enrollments (including through Southern Nevada's Regional Professional Development Program (RPDP)) at the same time improving the knowledge, skills, and dispositions of all school leaders to improve educational outcomes for all students, especially those most underserved.

Increasingly, CSIEME draws students with interests in pursuing equity and diversity-related (writ large) positions within higher education, at the same time the Higher Education program, in the Department of Educational Psychology and Higher Education (EPHE), is drawing students with these same interests. While this convergence of interest has already been formally captured through Higher Education's and CSIEME's jointly coordinated, 18-credit graduate certificate to prepare Chief Diversity Officers in Higher Education (CDOHE), student interests in both programs go further such that discussions about establishing joint degree programs (M.S. and Ph.D.) are underway.

Currently, the CSIEME faculty include:

1. Christine Clark, Ed.D., Professor & Senior Scholar in Multicultural Education
2. Norma A. Marrun, Ph.D., Assistant Professor of CSIEME

Currently the IGES faculty include:

1. Erika Abad, Ph.D., Assistant Professor-in-Residence
2. Constancio Arnaldo, Ph.D., Postdoctoral Scholar
3. Sheila Bock, Ph.D., Assistant Professor
4. Lynn Comella, Ph.D., Associate Professor
5. Tim Gauthier, Ph.D., Associate Professor
6. Brandon Manning, Ph.D., Assistant Professor
7. Tanachai Mark Padoongpatt, Ph.D., Assistant Professor
8. Anita Tijerina Revilla, Ph.D., Associate Professor and Director
9. Danielle Roth-Johnson, Ph.D., Assistant Professor-in-Residence

In 2016, CSIEME faculty invited seven faculty colleagues to become CSIEME “affiliates,” as a way of acknowledging their support of CSIEME faculty and doctoral students, primarily through CSIEME doctoral student committee service. These affiliate faculty are:

Jori Beck, Ph.D., Assistant Professor of Teacher Education,
 Department of Teaching and Learning, College of Education
 Denise Dávila, Ph.D., Assistant Professor of Literacy,
 Department of Teaching and Learning, College of Education
 Emily Lin, Ph.D., Professor of Teacher Education and Chair,
 Department of Teaching and Learning, College of Education
 Katrina Yan Liu, Ph.D., Assistant Professor of Teacher Education,
 Department of Teaching and Learning, College of Education
 Allison Smith, Ph.D., Director of Assessment and Teacher Education,
 Dean’s Office, College of Education
 Anita Tijerina Revilla, Ph.D., Associate Professor of Gender and Sexuality Studies and Director,
 Department of Interdisciplinary, Gender, and Ethnic Studies, College of Liberal Arts
 Doris Watson, Ph.D., Professor of Higher Education and Associate Dean,
 Department of Educational Psychology and Higher Education, College of Education

There are significant the disciplinary intersections within and across the fields of Multicultural Education, Ethnic Studies, Cultural Studies, Area Studies, Diaspora Studies, Transnational, Pan-Global, and International Education, Comparative Studies, and Gender and Generational Studies. Accordingly, they have been aligned with each other in number of ways in an array of higher education institutions, including the University of California, Los Angeles, the University of Wisconsin, Madison, and the University of Maryland, College Park. Such an alignment through the proposed cluster hire plays an important role in moving all of these fields forward.

Undergraduate and graduate students in IGES and/or CSIEME engaged in study in these fields are developing academic knowledge and practical expertise (praxis) in student learning; pedagogy; curriculum development, design, and implementation; the reciprocity of teaching and learning; educational assessment and evaluation; media and visual arts; popular culture; literacy, new literacies (technology), and textuality; locality, transnationalism, and globalization; equity and social justice in relationship to both individual/self and collective/social formation as pertain to issues of race; color; ethnicity; geographic origin; immigration status; language; caste; socioeconomic class background; employment status; sex; gender; gender identity and expression; family configuration; sexuality and sexual orientation; physical, developmental, or psychological ability; age or generation; religious, spiritual, faith-based, or secular belief; among other dimensions of difference as these manifest in educational, community, and workplace contexts. CSIEME/IGES students are also developing interpretive stances/research frameworks in critical theory, critical race theory, post-positivist paradigms,

constructivist and constructionist theory, postmodern theory (e.g., post-structuralism and deconstructionism), post-colonial theory, advocacy and participatory paradigms, feminist theory, Queer theory, disability theory, among many other emancipatory ways of knowing. Collectively, these fields traverse hundreds of years of history in the United States and around the world. They encompass varied pedagogical paradigms that integrate the history, cultural traditions, social norms, life experiences, and learned contributions that members of non-dominant groups have made to all aspects of local and global society, especially those aspects that are typically codified in PK-12 and higher education courses of study in the United States. These fields are—individually and collectively—inherently multidisciplinary and interdisciplinary in examining and challenging relationships of power, culture, and knowledge, including the manifestations of power in individual and collective identity formation. These fields have played and continue to play a central role in shaping American and international educational policy at all levels.

Currently, the CSIEME program offers four degree programs:

1. Master of Education (M.Ed.) in Curriculum & Instruction with a Concentration in Multicultural Education (ME)
2. Master of Science (M.S.) in Curriculum & Instruction with a Concentration in Multicultural Education (ME)
3. Ed.D. in Curriculum & Instruction with an emphasis in Cultural Studies, International Education, and Multicultural Education (CSIEME)
4. Ph.D. in Curriculum & Instruction with an emphasis in Cultural Studies, International Education, and Multicultural Education (CSIEME)

Additionally, the CSIEME program houses one graduate certificate program, administrative coordinates a second, and is a collaborating partner on a third:

1. Graduate Certificate in Multicultural Education (ME) (Fall 2017)*
2. Graduate Certificate in Social Justice Studies (SJS) (Fall 2017), housed in CSIEME, co-led with IGES and Sociology, with participating partners in Higher Education and History
3. Graduate Certificate in Chief Diversity Officer in Higher Education (CDOHE) (Fall 2015), housed in Higher Education, co-led with CSIEME

Currently, IGES offers six undergraduate degree programs:

1. Bachelors of Arts (B.A.) in African American and African Diaspora Studies
2. Bachelors of Arts (B.A.) Asian and Asian American Studies
3. Bachelors of Arts (B.A.) Gender and Sexuality Studies
4. Bachelors of Arts (B.A.) Latin American Studies
5. Bachelors of Arts (B.A.) Multidisciplinary Studies
6. Bachelors of Arts (B.A.) Social Science Studies

IGES also offers five undergraduate minors:

1. African American and African Diaspora Studies
2. Asian and Asian American Studies
3. Gender and Sexuality Studies

*This graduate certificate program has been designed to dovetail with the Clark County School District's (CCSD) Professional Growth Plan (PGP) and a pending Nevada State Assembly Bill to establish a state-level Culturally Responsive Educational Leader Endorsement through the Nevada Department of Education (NDE).

4. Gerontology
5. Latin American Studies
6. Latina/Latino Studies

Additionally, IGES also offers two undergraduate certificate programs:

1. American Indian and Indigenous Studies
2. Social Science Studies

II. Specific Proposed Cluster Hire Request and Additional Programs, Departments, Colleges, and Campus/Community Partners Involved

The proposed cluster hire in **Critical Restorative and Transformative Studies (CRiTS)** will include nine (9) scholar-practitioners, one (1) research-practice program coordinator, and one (1) intergroup dialogue program coordinator. Six (6) of the scholar-practitioners will be housed within IGES, and the other three (3) and the program coordinators will be housed within CSIEME. Of the six IGES positions, two will be post-doctoral scholars, and the other four will be assistant professors. Of the five CSIEME positions, one will be a post-doctoral scholar, two will be assistant professors, and two will be professional staff. Each scholar-practitioner will be hired to primarily support one of the cluster's three main areas of research-practice focus (three for each focus, two from IGES in each, and one from CSIEME in each). These focus areas will be: 1) **Geography, Residency, & Migration**; 2) **Family and Community Ecologies & Educational Justice**; and, 3) **Decarceration, Restorative Justice, & Emancipatory Education**.

In the **Geography, Residency, & Migration** focus, scholar-practitioners will further research and practice related to diaspora, re/gathering, deglobalization, and glocalization, area and place studies, international, comparative, and North-South studies, transhemispheric and borderlands studies, as well as cultural and ethnic studies. CSIEME and IGES scholar-practitioners in this focus area will establish additional purposeful linkages with scholar-practitioners in the Migration, Demography, and Population Studies Center, environmental health, political science, sociology, history, anthropology, world languages and cultures, the International Programs Office, the Office of International Students and Scholars, cultural and linguistic services at the University Medical Center of Southern Nevada, among others.

Through the **Family and Community Ecologies & Educational Justice** focus, scholar-practitioners will undertake innovative inquiry and action related to family funds of knowledge, community cultural wealth, de-minoritization and organic community empowerment and growth, masculinity, femininity, gender and sexuality studies, multigenerational and intergenerational studies, as well as critical multicultural education, and cultural and ethnic studies. CSIEME and IGES scholar-practitioners in this focus area will build further intentional connections with scholar-practitioners in the American Indian Research and Education Center, the Nidetch Women's Center, the Center for Academic Enrichment and Outreach, the Interdisciplinary Center for Aging Research and Education, the Zeiter Literacy Development Center, marriage and family therapy/family studies, community and public health, the Center for Health Disparities Research, allied health, nursing, dentistry, special education, as well as others.

Within the **Decarceration, Restorative Justice, & Emancipatory Education** focus, scholar-practitioners will extend knowledge and praxis related to critical consciousness, social movements and social change, identity, agency, rights, race, ethnicity, class, equity, grassroots action, as well as ethnic studies and sociopolitically-located multicultural education. CSIEME and IGES scholar-practitioners in this focus area will pursue added compelling alliances with scholar-practitioners in social work, mental health, educational psychology, psychology, law, criminal justice, the Center for Crime and Justice

Policy, the Saltman Center for Conflict Resolution, Hope for Prisoners, Inc., along with others.

The research-practice program coordinator will support the work in all three areas to:

- 1) catalyze an expansive local-global research schema focusing on the advancement of “next” (beyond “best”) understandings, metrics, habits/customs/traditions, and apparatuses that derive from participatory design-based research methods (by, with, and for co-investigators from historically and persistently marginalized communities); and,
- 2) codify existing, support on-going, and further new multidisciplinary, interdisciplinary, intersectionally conscious, collaborative, experiential, and other emergent forms of being (ontologies), knowing (epistemologies), and doing (axiomatics).

The proposed CRiTS cluster hire recognizes the complex relationship between diversity and disparity put forth in UNLV Provost Chase’s *Urban Education Innovation Collaborative (UEIC)* (n.d.) in characterizing Southern Nevada’s population “by increasing diversity of race and ethnicity, language, wealth, and urbanicity, along with increased educational and economic disparities” (p. 1, para. 2). Further, the proposed CRiTS cluster hire acknowledges that this complexity makes the community that hosts UNLV “an exceptional laboratory in which to systematically study, innovative, creative, and comprehensive approaches to urban issues” (p. 2, para. 3). Through the proposed CRiTS cluster hire, teaching and learning, as well as inquiry and intervention, dedicated to engagement with urban issues and the resolution of educational and economic disparities will be undertaken in manners that invite and interest those in our community who are most negatively impacted by these issues and disparities to become our partners—co-learners, co-teachers, co-investigators, and co-problem solvers—and, thus, also agents in their own advancement as well as ours. Too often, especially urban universities become known as “data plantations” for their “research *on*” rather than “research *with*” disposition. Through the proposed CRiTS cluster hire, UNLV will avoid that pitfall, in truly walking its talk of being **Daring, Different, Diverse** in “creating impactful interventions that lead to measurable results and...solutions” (Chase, n.d., p. 1, para. 6).

The proposed five-year graduated hiring plan for the CRiTS cluster is as follows:

FY 19: 4 Hires, Infrastructure Establishment

- 1 Research-Practice Program Coordinator (housed in CSIEME)
- 3 Assistant Professor Scholar-Practitioners
 - 1 Family and Community Ecologies & Educational Justice (housed in IGES)
 - 2 Decarceration, Restorative Justice, & Emancipatory Education (1 each housed in IGES and CSIEME)

FY 20: 2 Hires, Mentorship Pipeline

- 2 Post-Doctoral Scholar-Practitioners
 - 2 Geography, Residency, & Migration (1 each housed in IGES and CSIEME)

FY 21: 3 Hires, Infrastructure Extension

- 3 Assistant Professor Scholar-Practitioners
 - 1 Geography, Residency, & Migration (housed in IGES)

- 1 Family and Community Ecologies & Educational Justice (housed in CSIEME)
- 1 Decarceration, Restorative Justice, & Emancipatory Education (housed in IGES)

FY 22: 1 Hire, Mentorship Pipeline Extension

- 1 Post-Doctoral Scholar-Practitioners
 - 1 Family and Community Ecologies & Educational Justice (housed in IGES)

FY 23: 1 Hire, Infrastructure Extension

- 1 Intergroup Dialogue Program Coordinator (housed in CSIEME)

All eleven (11) new hires, as well as the existing full-time and affiliated faculty in CSIEME and IGES, will become the core faculty and staff of the College of Education's (COE) existing, but inactive, Center for Multicultural Education (CME). Through the CME, CRiTS, IGES, and CSIEME faculty and staff will "resurrect" the CME, building it into an internationally recognized research and education/training hub. The CME was established to prioritize research and practice that focuses inquiry and action at the intersection of race and class, located in a social justice context. Using a contemporary intersectional analytical framework, CRiTS, IGES, and CSIEME faculty will organically extend the work of the CME to consider issues of color, caste, ethnicity, geographic origin, immigration status, language, gender, sexuality, age and generation, among myriad other social identity dimensions.

With strategic support from CRiTS, IGES, and CSIEME faculty and staff, the research arm of the CME will develop strategic, cutting edge research and policy priorities that: 1) are consistent with the CRiTS three main areas of research-practice focus; and, 2) will support on-going improvement to the quality of life, including education, in Southern Nevada, as well as nationally and internationally, especially for high needs family and student populations. This arm of the Center will also build key linkages with relevant campus and community research initiatives (e.g., the Lincy Institute, Brookings Mountain West, Urban 21, the Office of Community Engagement, the Nonprofit, Community, and Leadership Initiative (NCLI), Southern Nevada Ready for Life Collaborative, as well as many of UNLV's other centers and institutes as previously noted), as well as with related national and international ones (e.g. the Tomás Rivera Policy Institute (<http://trpi.org>), the Equity Project (<http://www.indiana.edu/~equity/>), the Center for the Study of Race and Democracy (<http://as.tufts.edu/csrd/>), the Family Leadership Design Collaborative (FLDC) (<http://familydesigncollab.org>), among many others). Adapting another idea from an aspirational institutional peer, the University of California, Berkeley Graduate School of Education, the CME will re-establish a journal configured as both a student mentoring opportunity and an inducement for promoting student research at all academic levels. Modeled after the *Berkeley Review of Education (BRE)*, *Journal of Critical Multicultural Education (JCME): Teaching at the Intersections of Resistance, Restorative Justice, and Revolutionary Change* will be an open-access, peer-reviewed journal edited by IGES, CSIEME, and other students, with guidance from CRiTS, IGES, CSIEME, and other faculty and staff.

Of particular note, the State of Nevada has struggled to address budget issues for the last ten years, concomitantly attempting to maintain essential services such as education and healthcare. In times of economic downturn, it is low income and historically underrepresented racial and ethnic minority populations that suffer the most. In the effort to mitigate the disproportionate adverse impact of state-level budgetary decisions on these already vulnerable groups, legislators and policy-makers need ready access to comprehensive statewide data upon which to base their fiscal decisions. Despite the past and continuing hard work of campus and community researchers (including those mentioned above), the data currently available in this regard varies widely in its depth and breadth from county to county, as well as from one demographic group to the next. As a result, even Nevada's most senior decision makers operate

without an accurate, comprehensive statistical picture of what is happening in our state and to whom, especially among those who are the most vulnerable. A renewed CME will provide both short and long term solutions to this problem, bringing together additional leading scholars across academic and professional fields to systematically surface the information needed to recover from past financial challenges, simultaneously forging a healthy economic future. In this way, the CME will become one of the State's and country's premier information clearinghouses, examining issues that are essential to the wellbeing and overall health and prosperity of the State of Nevada. In so doing, CME will help state leaders in all sectors of the economy distinguish conditions of urban inequality and inequity in order to capitalize on the potential for effective reform for the benefit of all. This vision for the renewed CME is closely aligned with Provost Chase's *Urban Education Innovation Collaborative (UEIC)* focus on "continual improvement of educational, social, emotional, and physical well-being of children and young adults throughout Southern Nevada in support of educational attainment and social and economic well-being for our citizens" (p. 1, para. 1).

Through its core affiliation with CRiTS, IGES, and CSIEME faculty, the CME will further facilitate highly interdisciplinary research on the challenges faced by members of traditionally underserved and underrepresented economic and racial minority groups, among others, not only in the state of Nevada, but also across the country and around the world. It is precisely this kind of research that will enable the development effective strategies to resolve these challenges and improve the quality of life for all peoples.

Bridging the CME's research and practice mission, the research-practice program coordinator and the intergroup dialogue program coordinator will work collaboratively within CSIEME to establish and build a campus-wide intergroup dialogue program.^{1**} CSIEME has already created a graduate level dialogue

^{**}Intergroup dialogue brings together diverse groups of participants from across various stakeholder communities—typically where there has been a history of tension or conflict between groups—to engage them in discussion of issues related to their diversity, broadly conceptualized.

The purpose of intergroup dialogue is to enable its participants to develop comfort with, and skill for, discourse on difficult topics toward the end of fostering positive, meaningful, and sustained cross-group relationships. Further, intergroup dialogue is a collaboratively structured form of group conversation characterized by participants' willingness to "listen for understanding." It is different from discussion, where participants generally engage in serial monologuing—each offering their perspective on a given topic, as well as from debate, where participants typically learn to "listen to gain advantage"—each seeking to trump the perspectives offered by others on a given topic. The goal of intergroup dialogue is for participants in it to build increased intra- and cross-group awareness, knowledge, and understanding leading to collective engagement in action for social justice, especially organized to interrupt and/or eradicate the history of tension or conflict between the groups brought together in the dialogue.

Focus-group interviews with undergraduate students at highly diverse public research universities regarding their experiences of diversity and, more specifically, diversity programming on campus illustrated significant differences in the perspectives of Students of Color (Black, Latina/o, Native American, and Asian) and White students.

Students of color generally indicated feeling that their university was not doing enough to promote the comprehensive integration of diversity in all aspects of campus life—focusing primarily on "one-shot, all glitz and no substance" events, posters, and slogans, instead of more substantive initiatives like recruitment and retention of faculty of color, curricula diversification, and long-range multicultural programming. Students of color also expressed feeling particularly unsafe on their campus because of their sense that the administration had been largely unresponsive to their race-specific, security-related concerns and needs. Most expressed feeling the need to frequently "bite their tongues," or refrain from speaking freely and openly about controversial aspects of diversity from their perspectives and experiences. Moreover, when they did speak out, most perceived being either penalized, largely ignored, or dismissed by white peers, faculty, staff, or administrators. Despite these feelings, most students of color wanted to develop relationships with students from other racial groups—including white students—but expressed not knowing how to go about doing this.

On the other hand, white students interviewed saw increases in the enrollment of students of color as evidence that "things are equal now." Resultantly, many perceived scholarship opportunities based on race as disadvantaging white students. Most also perceived students of color to "stick to themselves," but failed to recognize this same behavior among white students. Few had any understanding of their privilege based on race, nor how such privilege translated into the social construction of institutional norms regarding behavior. For example, campus spaces not expressly identified as the purview of students of color were not understood to be white student spaces even though they

course (CIG 778) to train graduate students to co-facilitate undergraduate intergroup dialogues. Undergraduate level dialogue courses will be initially established as required, optional, or extra single-credit “lab” experiences for students enrolled in three-credit lecture-style classes in CSIEME and IGES.

Once established, these undergraduate intergroup dialogue courses can be offered in a variety of other formats, for example, as non-credit, one-credit, or two-credit experiences. Students who opt to take non-credit courses must complete the same course requirements as students who take single-credit courses. One-credit courses typically (on other campuses) meet once a week for two hours for eight consecutive weeks; students typically (again, on other campuses) may take up to three one-credit dialogues in a semester, and up to six total as a part of their undergraduate elective credits. The two-credit dialogues meet once a week for fourteen consecutive weeks. As non-, one-, and two-credit ventures, these courses cannot qualify as multicultural and/or international General Education courses at UNLV. While they could be expanded into three-credit experiences in order to meet one or both of these qualifications (which has been done on other campuses), they are more popular with students as one and two credit options—enabling students to use them as “fillers” to either meet their specific credit minimums, or not exceed their credit maximums.

These one- and two-credit courses will, through the intergroup dialogue program coordinator, be “marketed” to faculty outside of CSIEME and IGES as “complements” to their three-credit multicultural and/or international General Education courses and/or other courses with multicultural/international themes.

In somewhat parallel fashion, existing graduate level courses in several colleges/departments that seek to prepare graduate students for teaching in the academy can be leveraged as feeder courses for CIG 778, through which graduate students across the curriculum can learn about intergroup dialogue as a form of pedagogy and how to employ it with comfort with and skill to better engage undergraduate students in “difficult conversations” in discipline-specific manners. To build on the goal of preparing graduate students for teaching in higher education settings, CIG 778 has been designed to satisfy the requirements for the joint Council of Graduate Schools’ and Association of American Colleges and Universities’ (AAC&U) Preparing Future Faculty (PFF) initiative. Thus, graduate students who enroll in CIG 778 courses will derive multiple benefits.

Housing this program in within CSIEME, within the Department of Teaching and Learning, within the College of Education, and through the collaborative efforts of the research-practice program coordinator and the intergroup dialogue program coordinator, will provide fertile ground for research within the CME on:

- 1) the relationship between adapting intergroup dialogue-based pedagogy to classroom teaching across disciplines/subject areas, academic levels, and educational contexts and increases in student motivation, interest in learning, and academic achievement;

functioned in exactly, and often exclusively, that way.¹ Most white students expressed valuing diversity, but felt that the university was doing too much to promote its comprehensive integration into all aspects of campus life—for example, by over-promoting diversity through events, posters, and brochures. Despite these feelings, like their student of color counterparts, most wanted to develop relationships with students from other racial groups, but expressed not knowing how to go about doing this.

So, while students of color and white students had different experiences of diversity efforts on campus, neither students of color nor white students were satisfied with these efforts. Further, both students of color and white students expressed the need for diversity efforts to facilitate meaningful and sustained cross-group interaction, dialogue, and relationship building, rather than to simply present an academic perspective on diversity via a didactic lecture, or a social context for the expression of diversity through food or entertainment.

- 2) intergroup dialogue and intergroup dialogue co-facilitator training courses' curricular design factors that improve student-learning outcomes; and,
- 3) the educational benefits of diversity (making local connections to extensive national body of social science research in this area nationally).

There are several prestigious foundations that have funding portfolios that include foci related to these areas of inquiry and that have well-established track records of providing funding for dialogue initiatives.

Building on existing collaborations between CSIEME, IGES, and the Division of Student Affairs, the intergroup dialogue program coordinator will work to build a bridge between Student Affairs' Leadership and Civic Engagement (LCE) undergraduate minor (currently housed in the Greenspun College of Urban Affairs/Public Administration, but largely managed by student affairs staff) and the graduate certificate in SJS as a way of providing undergraduate students with an interest in social justice education-related coursework with an avenue for pursuing both baccalaureate and post-baccalaureate/advanced study in that content area (the LCE minor is a separate program from the Public Administration (PUA) major and LCE courses do not count towards the PUA major). As previously noted, IGES houses six (6) B.A. degrees, as well as six (6) undergraduate minors and two (2) certificate programs, through which students in the LCE undergraduate minor could pursue undergraduate certificates and/or majors in related content areas. A three-credit introductory course and a three-credit capstone course to bookend stand-alone or core undergraduate intergroup dialogue courses situated within an IGES undergraduate minor or, eventually, major in intergroup dialogue would be a natural next step. These three-credit "framing" courses could also meet a multicultural and/or international general education requirements as well as relevant University Undergraduate Learning Outcomes (UULOs).

Also with the purposeful engagement of the CRiTS, IGES, and CSIEME faculty and staff, the education/training arm of the CME will develop multicultural educational curricula and related instructional material for PK-12 and higher education faculty across content areas, and provide a range of education/training consulting services (in a revenue generating manner, but on sliding scale) on campus, in the community, as well as nationally and internationally. In a parallel fashion, the CME will also develop multicultural organizational development curricula and related instructional material for PK-12 and higher education administrators, as well as community-based agencies, small business, as well as corporate enterprises.

Key services of the CME will include faculty development institutes (e.g. scholarship of multicultural teaching and learning), in-service offerings for Clark County School District's (CCSD) teachers, staff, and administrators (e.g., culturally relevant and responsive teaching and leadership), and campus-wide climate assessments and diversity plan development. In these regards, the CME will serve as a Center for Teaching Excellence on the UNLV campus (in a manner similar to the American Cultures Center at the University of California, Berkeley (<http://americancultures.berkeley.edu/about-ac-overview>)). It is of note that UNLV students have repeatedly called for the university to improve the quality of teaching, especially faculty cultural competency, responsiveness, and relevancy, including in discipline-specific manners. This call was reiterated most recently during the student protests surrounding the UNLV mascot and related Student Demands/Black Lives Matter movements in December of 2015, in part inspiring CSIEME students and others to establish the community-based non-profit, Teachers for Social Justice Las Vegas (TFSJLV).

Additionally, the CME will build strategic collaborations with CCSD's Equity and Diversity Education Department (<http://ccsd.net/departments/equity-diversity-education-department/>) and Family and Child Engagement Services (FACES) (<http://faces.ccsd.net>).

Further, through the newly established graduate certificate in Chief Diversity Officers in Higher Education (CDOHE), aligned with the National Association for Diversity Officers in Higher Education's (NADOHE) Standards for Professional Practice for CDOs (<http://www.nadohe.org/standards-of-professional-practice-for-chief-diversity-officers>), and jointly coordinated by the Higher Education program in the Department of Educational Psychology and Higher Education (EPHE) and the CSIEME program, the CME will build additional services and strategic collaborations to extend the certificate's offerings to support the development of CDOs for work in an array of non-profit, governmental and non-governmental, as well as business arenas. Market research projects a rise in CDO positions of 11% between 2012-2022 with average salary of \$178,400 (http://educationportal.com/articles/Chief_Diversity_Officer_Job_Duties_Career_Outlook_and_Salary.html). Through an established relationship with the emeritus CDO for Caesars Entertainment Corporation, and an emerging relationship with the Dean of Lee Business School, Higher Education, and CSIEME are already exploring the development of an 18-credit graduate certificate in Chief Diversity Officers in Business Arenas (CDOBA).

Linking the Department of Teaching and Learning's Ed.D. in Curriculum and Instruction to the CME, local and national demands will be met to improve the kind of training that "educators" receive, especially those who understand teaching, as well as administration, in school and community-based educational settings, as a form of "leadership," and in low income, high minority (i.e., underserved) schools and communities, as "urban educational leadership."

Currently, the Ed.D. in C&I is an underutilized degree offering because it was never meaningfully differentiated from the Ph.D. degree offering in the same area. While some universities that continue to offer only the Ed.D. have recast the degree as a "research track" Ed.D., other institutions have discontinued their Ed.D. programs in favor of Ph.D. ones. UNLV is unique in that it has both degrees. In 2014, the Department of Teaching and Learning undertook a redesign of its Ph.D. program. The timing is particularly ripe now for a redesign of its Ed.D. one.

CCSD's proposed reorganization (AB394) and new "growth" plan (including its micro-credential component) point to the need to better prepare school- and community-based educators to improve the quality of education for all youth, but especially those most underserved. Research undertaken by the Southern Nevada Ready for Life Collaborative reveals that if Las Vegas does not meaningfully engage its youth in education and/or employment (high school completion, college/post-secondary/technical education, career transition) by the time they are 24 years of age, it will lose them for good to the social service and/or criminal justice systems.

At the same time, Southern Nevada faces an educator shortage and one of the largest, unaddressed educator-student demographic gaps in the country. These are challenges that also point to the need to not only improve educator preparation, but to attract more and more diverse people to education as a career. Unfortunately, education suffers from the perception that it is "women's work," and, further, the reality that it is work performed, in large measure, by white, middle class women (as teachers) and white middle class men (as educational leaders) who, in fact, have never been meaningfully prepared to work effectively with children, youth, and families who are racially, ethnically, religiously, and otherwise different from them.

Through another strategic linkage between the CME and the UNLV COE and Department of Teaching and Learning's Multicultural Educational Services Alliance (MESA) core project, Abriendo Caminos/Opening Pathways for Students of Color into the Teaching Profession: Giving Back to the Community through Teaching (funded (\$335,000) through the Nevada Department of Education (NDE) Great Teaching and Leading Fund (GTLF) from August 2016-2017), the Ed.D. program will be

redesigned to become uniquely responsive to these local educational leadership needs.

The University of California, Los Angeles' IMPACT or Inspiring Minds through a Professional Alliance of Community Teachers Urban Teacher Residency program, run through their Center X: Transforming Public Schools initiative (<https://centerx.gseis.ucla.edu/teacher-education/masters-and-credential-programs/impact>), and the Rhode Island Department of Education's Principal Residency Network (PRN) program, coordinated through the Center for Leadership and Educational Equity (<http://leadershipandequity.org/becoming-an-equity-oriented-school-leader/>), are two exemplary examples of advanced educational training programs that will be used by the CME to further conceptualize the Ed.D. redesign. Key elements of a newly redesigned Ed.D. program will include:

1. A definition of leader as a "*leaner*," whether in a school classroom, in another school role, or in a community-based setting.
2. A focus on schools and communities (especially families) and educational partners.
3. Use of evidence-based "praxis," a scholarship of practice based on a habit of reflection (i.e., reciprocal and reflexive engagement of experience, reflection, research, reflection, action, reflection, etc.).
4. On-going adaptation of educational programming through interpretive data driven decision making dedicated to the achievement of "*excellence through diversity*."
5. The use of local, national, and international school and community "residency" sites determined through competitive application (see the Center for Collaborative Education model (<http://cce.org>).
6. An intentional program cohort with embedded mentoring/coaching.
7. Paid release time from non-essential educational job responsibilities for the duration of the program.
8. A "menu" of timely (adaptable/changeable over time) academic specialization tracks that are consistent with the CRiTS three main areas of research-practice focus, as well as with the comprehensive program evaluation of the Principal Residency Network program (and endorsed by the National Council of Professors of Educational Administration (NCPEA) as making a significant contribution to the scholarship and practice of school administration and K-12 education (<http://leadershipandequity.org/wp-content/uploads/2010/09/Transforming-Equity-Oriented-Leaders.-PRN-Program-Eval.-Braun-et-al.pdf>)) that will include:
 - a) policy and advocacy;
 - b) equity and school reform;
 - c) grassroots organizing and change;
 - d) participatory research and change;
 - e) non-formal and popular education;
 - f) curricular and pedagogical interpretation;
 - g) human geography and schooling; and,
 - h) restorative educational justice.

Through both arms, the CME will apply for and secure a range of external funding, especially from private foundations and donors. Further, given the explosion of attention being given to the recruitment and retention of women and racial/ethnic minorities into STEM fields, affiliated faculty and students of the CME will also provide consultation to faculty in the STEM-education and STEM fields seeking federal diversity-related STEM grants. CSIEME has already, through student interest, built a relationship with the Department of Chemistry and Biochemistry, and with the School of Architecture, through their Chemistry Education Ph.D. program and M. Arch. emphasis in Education Facilities Research and Design program, respectively. CSIEME faculty have also already partnered with STEM education and STEM faculty on a National Science Foundation (NSF) Broadening Participation in Engineering (BPE) grant

(\$1,038,515, funding notification pending) grant proposal, and an NSF Scholarships in STEM or S-STEM Computer and Information Sciences grant proposal (\$650,000-\$1,000,000, to be determined).

In all these ways, and more to come over time, the proposed CRiTS cluster hire will revitalize inactive, bolster existing, and grow anew projects, initiatives, programs, departments, collaborations and partnerships within UNLV, Southern Nevada, statewide, across the country, and around the world.

3. Proposed Cluster Hire Further Fit with the UNLV President's Strategic Plan and Provost's Urban Education Innovation Collaborative (UEIC)

The proposed CRiTS cluster hire is consistent the university's strategic plan. In discussing UNLV's strategic plan with the Nevada System of Higher Education (NSHE) Board of Regents, UNLV President Jessup articulated that "UNLV's diverse faculty, students, staff, and alumni promote community well-being and individual achievement through education, research, scholarship, creative activities and clinical services" that "stimulate economic development and diversification, foster a climate of innovation, promote health, and enrich the cultural vitality of the communities that we serve" (<https://www.unlv.edu/news-story/jessup-updates-unlv-s-strategic-plan>, para. 8).

The proposed CRiTS cluster hire will add to the university's demographic and disciplinary diversity, especially the racial and ethnic diversity of its faculty, by prioritizing hires in disciplinary areas in which particularly faculty of color are well-represented. Further the research and practice activities that the hired CRiTS faculty will engage will further promote, stimulate, and foster all the enterprises noted, as mentioned previously, including UNLV's newly forming Office of Community Engagement, which now serves as "a one-stop entry point for individuals and organizations seeking to partner with UNLV" (para. 6).

In his discussion of the university's strategic plan, President Jessup also articulated that "By 2025, UNLV will be recognized as a Top Tier public university in research, education and community impact" by becoming "a first-choice school for students and parents" (paras. 2, 4).

In this regard, the proposed CRiTS cluster hire will: 1) broaden disciplinary study and diversify faculty mentorship options for IGES undergraduate students, and CSIEME Master's and doctoral students, as well as the additional 1000 undergraduate student campus-wide served by IGES faculty every semester; 2) increase undergraduate and graduate, especially doctoral level, student enrollments, especially of students from historically underrepresented groups, by expanding course offerings and research opportunities that affirm these students' experiences and interests, and serve their communities of origin; 3) strengthen local campus-school-community collaborations and, thus, relationship building, through research-practice partnerships with members of racially, ethnically, linguistically, and socioeconomically diverse communities, further increasing student enrollments through family engagement; and, 4) expand infrastructure to enable additional grant-making opportunities that will increase scholarly productivity, external dollars generated for research, and scholarships for doctoral student research and teaching assistantships and post-doctoral fellowships.

UNLV's recent achievement of, and pride in, its MSI, HSI, and AANAPISI designations has improved its profile with college-going students of color. On this point, President Jessup has stressed the need for UNLV "to maintain a welcoming atmosphere for underrepresented faculty, students and staff, as well as [to identify and address] barriers this specific group experiences" (para. 6). The proposed CRiTS cluster hire, will expand and formalize the IGES and CSIEME faculty cohort, already well known by students for its unusually supportive advisement culture, aggressive commitment to ensuring student progression and

completion, and high rates of student retention and graduation. In so doing it will also expand and formalize opportunities for IGES and CSIEME students to garner the kinds of teaching, research, and service opportunities that will prepare them to become future faculty in a manner consistent with the joint Council of Graduate Schools' and Association of American Colleges and Universities' (AAC&U) Preparing Future Faculty (PFF) program (<http://www.preparing-faculty.org>). More specifically, through the proposed CRiTS cluster hire, IGES and CSIEME students will:

- 1) develop higher educational instructional experience in the IGES and CSIEME content areas, in both face-to-face and online courses;
- 2) develop and disseminate original academic work—especially through CME initiatives and presentation at IGES- and CSIEME-focused local, regional, national, and international conferences, attract funding for their work—especially through private foundations, and publish their work—especially in relevant key journals and texts; and,
- 3) establish academic networks through which they can continue to build prominence, including through national and international service in relevant professional organizations, as well as through employment in prestigious and diversified positions, including outside of academia.

In 2008, the International Labour Conference (ILC) “adopted a landmark Declaration designed to strengthen the ILO’s capacity to promote its Decent Work Agenda and forge an effective response to the growing challenges of globalization. The ILO Declaration on Social Justice for a Fair Globalization (the Social Justice Declaration) confirmed the equal importance of each of the ILO’s four strategic objectives in that effort: employment, social protection, labour standards and social dialogue. At the same time, it stressed an integrated approach by recognizing that these objectives were ‘inseparable, interrelated and mutually supportive.’” (http://www.ilo.org/wcmsp5/groups/public/---ed_norm/---relconf/documents/meetingdocument/wcms_126682.pdf, p.1).

Perhaps not surprisingly, market trend data suggests that among the “top ten” trends for employers in the last five years are: 1) a focus on corporate responsibility, and social and ethical performance; 2) an emphasis on the economic, environmental (sustainable), and social benefits on employer mission, membership, and product/service delivery; and, 3) attention to Human Rights, especially in international/global dealings (<http://www.forbes.com/sites/forbesleadershipforum/2012/01/18/the-top-10-trends-in-csr-for-2012/>).

Coursework and degrees programs in the CRiTS, IGES, and CSIEME areas are focused on supporting student development of the core knowledge bases and skill sets necessary for employment in a variety of arenas, broadly defined with “diversity” foci. These arenas might include:

- 1) higher education faculty in all the disciplines represented and supported by CRiTS, IGES, and CSIEME faculty;
- 2) various positions in higher education student affairs divisions (in residential life, LBGT resource centers, faith-based support centers, diversity offices, women's centers, counseling centers);
- 3) various positions in higher education academic affairs divisions (as faculty development specialists, as curriculum coordinators, in centers for teaching excellence/preparing future faculty);
- 4) various positions in higher education administrative affairs divisions (in disability services, as employee trainers, as mediation and conflict resolution specialists, in human resources, as EEO/AA

officers, as Title IX coordinators);

- 5) a range of campus-wide equity and diversity positions (in multicultural affairs, as Chief Diversity Officers);
- 6) various positions in PK-12 education (as curriculum specialists, in equity and diversity offices, in parent involvement centers, in bilingual education departments);
- 7) various positions in community-based settings (in local and state, advocacy organizations, in national education policy-focused organizations, in national research centers);
- 8) various positions in private non-profit/non-governmental organizations (as policy analysts, as researchers);
- 9) various positions in various private sector entities; and,
- 10) work as independent social justice-related consultants.

Accordingly, the proposed CRiTS cluster hire is aligned with Provost Chase's *Urban Education Innovation Collaborative (UEIC)* relative to workforce trends regarding "hiring a more educated workforce" with "the skills needed...to move beyond academic or technical mastery with increasing emphasis on non-cognitive or soft skills such as persuasion, emotional intelligence, and the ability to teach others" (p. 1, para. 3). Advanced cultural competency and responsiveness are already central learning outcomes for students who have pursued coursework and degrees programs in the IGES and CSIEME areas, these learning outcomes will be amplified through the CRiTS cluster.

Through the proposed CRiTS cluster hire, UNLV will not only keep pace with aspirational peers in terms of what it offers students and prepares students for moving forward, it will also set a new standard for what is possible for Top Tier research universities to accomplish in terms of achieving unparalleled academic excellence while maintaining and growing unprecedented human diversity through lived commitments to educational and economic justice and community health and well-being.

IV. Relevant Cluster Hires at Aspirational Institutions

As previously noted, the proposed CRiTS cluster hire is in line with similar hiring trends at an array of other higher education institutions. Accordingly, it will not only put UNLV on par with similar such hires at other institutions, including many of our aspirational peer "Top Tier" research universities, it will—given our MSI, HSI, and AANAPISI statuses—set us well ahead of them in being able to walk-our-talk of having not only a highly diverse student body, but also a highly diverse faculty and curriculum that equitably supports the intellectual and social development of all students, but especially those traditionally underserved, even by majority minority institutions. In this way, the proposed CRiTS cluster hire is both normative (in line with, keeping pace with) and innovative (cutting edge, future oriented).

According to a report by the Coalition for Urban Serving Universities (USU), the Association of Public and Land-grant Universities (APLU), the Association of American Medical Colleges (AAMC), and the National Institute of Health's (NIH) National Institute on Minority Health and Health Disparities (NIMHD), cluster hiring "is a powerful way to build both institutional excellence and faculty diversity" (<https://www.insidehighered.com/news/2015/05/01/new-report-says-cluster-hiring-can-lead-increased-faculty-diversity>, para. 2). Though cluster hiring is typically pursued to promote interdisciplinary research, it also positively impacts "faculty diversity and components of institutional climate, including the learning environment, collaboration, community engagement and success of faculty from all

backgrounds” and “have the potential to improve institutional excellence over all by breaking down silos, reallocating resources to benefit the whole institution and attracting innovative, nontraditional scholars” (http://urbanuniversitiesforhealth.org/media/documents/Faculty_Cluster_Hiring_Report.pdf, p. 4).

A representative (not exhaustive) listing of cluster hires/cluster hiring-related initiatives of relevance to the proposed CRiTS one are iterated below. Of particular note is the **University of California, Riverside’s** cluster hire of 300 new faculty.

Case Western Reserve University: <https://www.case.edu/president/opir/pdf/socjustinstitute0709precis.pdf>

Colorado State University: <http://source.colostate.edu/new-faculty-csu-school-education-studying-equity-diversity/>

Ohio State University:

<https://geography.osu.edu/sites/geography.osu.edu/files/SBS%20Cluster%20Hire%20Flyer%20092816%20FINAL.pdf>

Portland State University: <https://www.pdx.edu/clas/faculty-job-openings>

Purdue University: <https://www.cla.purdue.edu/research/clusterhire/index.html>

University of California, Berkeley: <http://catalystsforchange.berkeley.edu/sites/default/files/ucberkeley-program-haasinstitute.pdf>

University of California, Merced: <https://aprecruit.ucmerced.edu/apply/JPF00389>

University of California, Riverside: <https://provost.ucr.edu/cluster-hiring/activesearches.html>

University of Cincinnati: <http://www.uc.edu/news/NR.aspx?id=22605>

University of Illinois at Chicago (UIC): <https://news.uic.edu/cluster-hires-boost-diversity>

University of Southern California: <https://priceschool.usc.edu/about/initiative-diversity-social-justice-inclusion/>

University of Wisconsin, Madison: <http://www.irp.wisc.edu/index.htm>

V. Signatures

Signature of Program Co-Coordinator, Cultural Studies, International Education, and Multicultural Education (CSIEME), Norma Marrun

Date

Signature of Program Co-Coordinator, Cultural Studies, International Education, and Multicultural Education (CSIEME), Christine Clark

Date

Signature of Department Chair, Department of Teaching and Learning, Emily Lin

Date

Signature of Dean, College of Education, Kim Metcalf

Date

Signature of Department Director, Interdisciplinary, Gender,

Date

and Ethnic Studies Department (IGES), Anita Revilla

Signature of Dean, College of Liberal Arts, Chris Heavey

Date

Final Draft