

# IU Board of Trustees Campus Diversity Committee Annual Report

Chancellor: Stuart Green  
Campus: Indiana University Kokomo  
Date: July 2009

Indiana state law (IC 21-27-4-4) requires the Trustees of Indiana University to create a diversity committee on each campus to issue an annual report to the Trustees regarding findings, conclusions, and recommendations relating to each of the statutorily defined areas below. This template was created to facilitate development of a consistent and concise report to the Trustees, which may also be shared with the Indiana Commission for Higher Education and interested members of the Indiana General Assembly. Please submit a completed report by **August 3, 2009** to the Office of the Vice President for Diversity, Equity, and Multicultural Affairs.

## Diversity

Indiana University Kokomo is committed to diversity and evidences this through its mission statement, its hiring practices and its curriculum. While support for ethnic diversity is a top campus goal, IU Kokomo also expands its commitment to diversity to include other aspects such as age, gender, socioeconomic class, preparation, and background. Campus members understand that a university cannot claim to be “comprehensive” without working through issues of diversity in its teaching, research and service. Respect for diversity is therefore embedded in its curriculum, campus policies and campus structure.

For the purpose of this report, the committee chooses to address diversity as it relates to race and ethnicity. When minorities are referred to in this report the five protected ethnic groups (American Indian or Alaskan Native; Asian; Black/African American; Hispanic or Latina and Native Hawaiian or Pacific Islander) are referenced.

For the past year the campus has participated in activities that promote diversity and minority hiring and continues to work towards diversity as evident in the campus strategic plan and diversity plan.

Based on our 2007 Diversity Plan the campus has completed the following:

- Established a Campus Diversity Committee
- A Task Force has reviewed and proposed a plan for faculty salaries to meet the 80% mark of their peer institutions and staff salaries to meet the minimum of their

classification family by levels. Minority faculty and staff salaries were reviewed with this process.

- The Chancellor's Diversity Excellence Award was established by the Diversity Committee. This Award is to honor a campus faculty member, dean, chair, senior administrator, or staff who has contributed in a significant way to achieving the goals of the Strategic Plan for diversity at Indiana University Kokomo. The first recipient of this award will be acknowledged August 2009 at the campus Fall Convocation. The recipient will receive a plaque and \$1,000.00 award.
- A campus wide diversity workshop was held October 2008. Eric Love was the facilitator for this workshop.
- General Education requirements for all students were reviewed and a multicultural component was incorporated in each school and department on campus. The new requirements are effective Fall 2009 (See attachment A).
- A workshop was offered for faculty members to assist them in transforming their courses to incorporate multicultural perspectives. *Let's Talk Teaching – Integrating Multiculturalism in the Classroom* was conducted by Natasha Flowers in February 2009. The workshop was sponsored by the Center for Teaching, Learning, and Assessment. (CTLA).
- The members of the Diversity Committee sponsored a forum on the Barack Obama election in February 2009.
- The Affirmative Action Officer held a meeting with the four vice chancellors to discuss the Affirmative Action Plan and what initiatives may be taken by the administration to eliminate the disparity regarding representation on campus for faculty and staff. Discussion topics and the recommendations are attached (Attachment B).
- Campus supported Indiana Black Expo by purchasing a table at the local IBE luncheon, participating in the State IBE Corporate luncheon, supporting the I AM IU at the state level (The campus had 17 students and 2 parents from the Kokomo area to attend the I AM IU sponsored event. Staff and students manned the IU booth on Sunday.
- One black female and one white female were promoted to the assistant vice chancellor level.
- One black male received tenure as associate professor in the School of Arts and Sciences.
- The campus continues to have minority student mentors in the local elementary and middle schools working with minority students on reading skills.
- Faculty members wrote a grant on diversity programs and the campus received funds (\$76,000) from the IU President's Initiative on Diversity and held two diversity programs on campus in June and July of 2009. These programs will also be held the summer of 2010. (Please see Attachment C)
- The campus co-sponsored the city wide celebration of Martin Luther King Jr. in January 2009 with the local chapter of Alpha Kappa Alpha Sorority.
- The campus funded a faculty proposal (IU KAN) for an Allies Program for campus (see attached).

**The Campus Diversity Committee consists of the following members:**

Gerry Stroman	Affirmative Action Officer	Chair
	Assistant Vice Chancellor for Academic Affairs	
Catherine Barnes	Academic Advisor	
Leslie Blackamore	Student	
Mary Bourke	Nursing Faculty	
Robert Dibie	SPEA Dean	
Donna McLean	Humanities Faculty	
Masato Ogawa	Education Faculty	
JR Pico	Humanities Faculty	
Kathy Ross	Center for Teaching, Learning, and Assessment	
Kareem Shabana	Business Faculty	

**Review and recommend faculty employment policies concerning diversity issues.**

- The Affirmative Action Officer and the Faculty Liaison continue to review the applicant pools for faculty positions. The campus continues to allocate funds so if additional candidates are recommended to the pool for interview, they may be added without deleted others from the original interview list. The committee recommends we continue this practice.
- The committee recommends we continue to request a written statement from the appropriate Dean, to why a pool yields no diverse candidates.
- The committee recommends that we continue to assign faculty mentors to minority hires, so that a positive mentoring relationship/environment is obtained through the tenure process for retention efforts.

**Review faculty and administration personnel complaints concerning diversity issues.**

- Review the current reclassification process.
- Minority and female representation needs to be reviewed/added to the reclassification committee.
- The climate of the campus needs to be assessed (will be done Fall 2009).
- Need to review professional staff hiring practices (too much hiring within – Minorities are not being hired in professional and or/staff positions).
- Inconsistencies in the tenure process
- Lack of sensitivity for certain diverse groups i.e. sexual orientation and transgender

**Make recommendations to promote and maintain cultural diversity among faculty members.**

- Continue Chancellor's Diversity Award.
- Continue the brown bag/diversity series to discuss diversity issues.

- Continue to hold Deans accountable for the lack of diverse faculty in their schools.
- Continue to offer workshops through the Center for Teaching and Learning on multiculturalism in the classroom.

**Make recommendations to promote recruitment and retention of minority students.**

Continue the recommendations made last year. See below:

- Assign an Admissions staff person specifically responsible for minority recruitment on campus relative to academic, financial, and climate needs, and evaluate yearly effectiveness of this assignment.
  - Have special recruitment days to emphasize special interest groups (Hispanics, African Americans, Asians, American Indian) for recruitment.
- Establish a relationship between admissions staff and area high school counselors to discuss the minority representation and recruitment in their specific schools.
- Conduct special mailings to minority students in the seven counties we serve to promote IU Kokomo.
- Increase the present image of inclusiveness in marketing and advertising. The message needs to speak to a minority audience. Brochures, catalogs, bill boards and bulletins need to have increased pictures and promotional messages relevant to minority and diverse groups.
- Hold an orientation for new minority students on campus.
- Offer faculty/staff/student mentor relationships to minority students on campus for retention purposes. Develop the mentoring skills among campus constituents who will serve as mentors to minority students.

## General Education Requirements (Effective Fall 2009)

**Note: Total hours will typically be 41 or 42. With the exception of courses jointly listed under Sections I and II, no course can be used twice to satisfy multiple requirements. Courses with prerequisites will be appropriately identified.**

<p><b>I. <u>Communication Skills</u></b>  <b>Requirement – Three required courses (total of 9 hours)</b></p> <ol style="list-style-type: none"> <li>1. Students will read critically</li> <li>2. Students will write effectively</li> <li>3. Students will listen effectively</li> <li>4. Students will speak effectively</li> <li>5. Students will use technology appropriately to support communication</li> </ol>	<p>ENG-W131(not required if student places into ENG-W132)  ENG-W132  SPCH-S121</p>
<p><b>II. <u>Information Literacy</u></b>  <b>No incremental requirement</b></p> <ol style="list-style-type: none"> <li>1. Students will determine the nature and extent of information needed</li> <li>2. Students will access the needed information effectively and efficiently</li> <li>3. Students will evaluate information and its sources critically</li> <li>4. Students will identify ethical, economic, legal, and social issues surrounding the access and use of information</li> <li>5. Students will use information effectively to accomplish a specific purpose</li> </ol>	<p>Satisfied by ENG-W131, ENG-W132, SPCH-S121 above</p>
<p><b>III. <u>Quantitative Literacy</u></b>  <b>Requirement – Choose from one of three options (total of 3 – 4 hours at the core level)</b></p> <ol style="list-style-type: none"> <li>1. Students will draw inferences from mathematical models</li> <li>2. Students will interpret empirical results</li> <li>3. Students will represent mathematical information symbolically</li> <li>4. Students will represent mathematical information graphically</li> <li>5. Students will use algebraic methods to solve problems, using technology when appropriate</li> <li>6. Students will use graphical methods to solve problems, using technology when appropriate</li> <li>7. Students will use fundamental statistical information</li> </ol>	<p><b><u>Option 1</u></b>  MATH-M118 or MATH-M119 or MATH-M215  <u>and</u> a statistics course at the major level (ECON-E270, MATH-M366, MATH-K310, PSY-K300, EDUC-M440, NURS-H365)</p> <p><b><u>Option 2</u></b>  A new course in applied mathematics developed by the math faculty in consultation with the Educational Policy Committee to be first delivered in the spring of 2010. This course will have M117 as a prerequisite and will have statistics content.</p> <p><b><u>Option 3</u></b>  Students pursuing the B.A. in Mathematics will satisfy the statistics requirement through MATH M366 or through an independent study project that will be assessed on the General Examination that is required to earn the degree.</p>
<p><b>IV. <u>Critical Thinking</u></b>  <b>Requirement – One course from the list (total of 3 hours)</b></p> <ol style="list-style-type: none"> <li>1. Students will recognize issues that have alternative interpretations</li> <li>2. Students will compare the perspectives of others to their own</li> <li>3. Students will assess the quality of supporting evidence</li> <li>4. Students will assess the implications and consequences that result from proposed conclusions</li> </ol>	<p>PSY-P211  COAS-S400  PHIL-P150  ENG-L202  SPCH-S336  SOC-S340  BUS-J401  SPEA-V379, SPEA-J201  NURS-S470  NMCM-N315  INFO-I303  EDUC-P250, EDUC-P251, EDUC-P255, EDUC-P249</p>

<p><b>V. Cultural Diversity</b>  <b>Requirement – One course from the list – courses are required to satisfy at least two of the three learning requirements (total of 3 hours)</b></p> <ol style="list-style-type: none"> <li>1. Students will demonstrate knowledge about diverse cultures and societies</li> <li>2. Students will analyze cultural patterns in terms of ethnicity, class, gender, age, or religion</li> <li>3. Students will analyze the interconnectedness of global and local concerns</li> </ol>	<p>SOC-S100  SOAS-I100* , SOAS-F200*  SPCH-S302 , SPCH-S427  EDUC-M300  BUS-D301  SPEA-V130, SPEA- J355  Any 200-level or above foreign language course  NURS-S485  INFO I202</p>
<p><b>VI. Ethics and Civic Engagement</b>  <b>Requirement – One course from the list – courses are required to satisfy at least two of the three learning requirements (total of 3 hours)</b></p> <ol style="list-style-type: none"> <li>1. Students will identify the key elements and approaches to ethical situations and issues</li> <li>2. Students will identify the benefits of making informed judgments with regard to individual and group conduct</li> <li>3. Students will identify the benefits of civic engagement</li> </ol>	<p>SPCH-S223, SPCH-S233  PHIL-P100, PHIL-P140, PHIL-P242, PHIL-P342  EDUC-H340  BUS-L201  SPEA-V170, SPEA-J101  NURS-S472</p>
<p><b>VII. Social and Behavioral Science</b>  <b>Requirement – One 3 credit hour course from each of the two areas (total of 6 hours)</b></p> <ol style="list-style-type: none"> <li>1. Students will explain the methods of inquiry used by social or behavioral scientists</li> <li>2. Students will explain how political or historical processes shape civilizations</li> <li>3. Students will explain behavior using social or behavioral science concepts</li> <li>4. Students will explain the factors that influence how different societies organize themselves</li> </ol>	<p><b>Sociology and Psychology</b></p> <p>SOC-S100, SOC-S101,  PSY-P103, PSY-P216  COAS-E104*</p>
	<p><b>Political Science, History, and Economics</b></p> <p>POLS-Y103, POLS-Y217, POLS-Y219  HIST-H105, HIST-H106, HIST-H113, HIST-H114  ECON-E175, ECON-E200, ECON-E201, ECON-E202  COAS-E104*</p>
<p><b>VIII. Humanities and Arts</b>  <b>Requirement – One 3 credit hour course from each of the two areas (total of 6 hours)</b></p> <ol style="list-style-type: none"> <li>1. Students will articulate how intellectual traditions have helped shape present cultures</li> <li>2. Students will evaluate various literary, philosophical, or historical works and approaches</li> <li>3. Students will demonstrate aesthetic appreciation through the experience of fine or performing arts</li> </ol>	<p><b>Fine, Performing, and Communication Arts</b></p> <p>FINA-A101, FINA-A102, FINA-A108, FINA-F100, FINA-S200  HUMA-U101, HUMA-U102, HUMA-U103, HUMA-U305,  MUS- M174, MUS-Z201, MUS-X001, MUS-X040, MUS-U320  THTR-T120  ENG-W203  COAS-E103*</p>
	<p><b>Literature and Philosophy</b></p> <p>Any PHIL course except PHIL-P150  Any ENG-L course or ENG-E course  COAS-E103*</p>

<p><b>IX. Physical and Life Sciences</b>  <b>Requirement – One 5 credit hour course with a lab and one 3 credit hour course from a different area (total of 8 hours)</b></p> <ol style="list-style-type: none"> <li>1. Students will apply the methods natural scientists use to explore natural phenomena</li> <li>2. Students will distinguish between scientific facts and other information</li> <li>3. Students will demonstrate understanding of the basic scientific principles in the biological or physical sciences</li> <li>4. Students will recognize the interaction of humans and the natural environment</li> </ol>	<p><b>Biology</b> (credit hours in parenthesis)</p> <p>BIOL-L100 (5), BIOL-L105 (5), BIOL-L270 (3), BIOL-L370 (3)  ANAT-A215 (5)  PHSL-P215(5)  MICR-J200 (3)  PLSC-B2035), PLSC-B364(5)  COAS-E105*</p>
	<p><b>Physics</b> (credit hours in parenthesis)</p> <p>PHYS-P100 (5), PHYS-P201(5)  COAS-E105*</p>
	<p><b>Chemistry</b> (credit hours in parenthesis)</p> <p>CHEM-C390 (3), CHEM-C100/C120 (5),  CHEM-C101/ C121(5), CHEM-C105/C125 (5)  COAS-E105*</p>
	<p><b>Geology</b> (credit hours in parenthesis)</p> <p>GEOG-G315(3), GEOG-G107 (3)  GEOL-G100 (5), GEOL-G133 (5), GEOL-G400 (3),  GEOL-T312 (3)  COAS-E105*</p>

\* To facilitate the graduation checklist process, records will need to be kept at the registrar level or the advisor level indicating the goal satisfied in any given semester (if any).

## Meeting with the Vice Chancellors on April 2 on a Diversity Plan to Hire Minorities for the Campus

Numerical goals need to be established each year for the campus.

Data needs to be kept on the clerical and physical plant applicants that apply for positions (Applicants not monitored by the Affirmative Action Office)

Campus needs to consider hiring Opportunity Hires (Funding is an issue for this)

Campus needs to establish relationships/connections with HBCUs ( Review the ones that are already in place with BL, IUPUI and South Bend campuses)

Departments need to plan for anticipated openings through retirements and other known anticipated openings

Campus administrators need to establish a network in counties that have a large percentage of minorities that we might get applicants to apply for positions.

When minorities apply for positions on campus, we need to market an area other than Kokomo that they might consider to live.

Campus needs conduct career and search fairs and keep applications on file for a specific period of time.

The Affirmative Action Officer needs to share data of the AAP with the members of Administrative Council

Campus needs to conduct workshops for hiring officials on diversity and discuss the data from the AA Plan and the campus goals regarding diversity each year.

Do not eliminate candidates from the pool based on factors (salary, positions, location) other than the qualifications listed in the ads.

Submitted by Gerry G. Stroman

**Purpose Statement:**

Please give a short overview of how you plan to use the funding and what you expect to accomplish with the funds. What are the overall goals for your project?

The overall goals of this project are: to create “safe spaces” for students. Students may approach faculty or staff who have received diversity training and who have designated their office as a “safe space” for students to avoid harassment or to learn how to proceed with complaints of conduct inconsistent with Indiana University’s nondiscrimination statement.

Second, this project is designed to enhance diversity training for faculty, staff, and students at Indiana University Kokomo.

**Detailed Plan:**

Goal: Improve campus climate by establishing “safe spaces” for students who wish to respond to behaviors inconsistent with the IU nondiscrimination statement and through a program to enhance diversity training for faculty and staff				
Measurable Objective	Key Action Steps/Activities	Expected Outcome	Budget Resources Required	Timeline for Completion
Improve diversity awareness	Annual diversity training for faculty and staff	50% campus participation;  Individuals participating in workshops will show decreases in scores on self-report measures of prejudicial attitudes towards racial and sexual minorities, after diversity training	\$1,000.00 per year for a one day workshop presentation:  Total: \$3,000.00  Assessment fees: \$450.00	3 years
Creation of “safe spaces”	Solicit volunteers; post signage designating safe spaces		Purchase “safe space” signs:  \$500.00	
	Post signs throughout campus and include feature article in campus newspaper to publicize safe spaces			

**Sustainability:**

Please specify how your unit/campus will sustain the proposed initiative(s) after the project award period.

- The annual diversity training available to faculty and staff will be sponsored by the staff of the Center for Teaching, Learning, and Assessment
- The “safe space” signs and posters will be added to the campus climate budget
- The campus will include “safe spaces” locations on campus maps and in orientation literature
- Annual diversity session will be included in the Freshman Learning Community courses to inform students of IU policies, to improve self-evaluation of prejudicial attitudes, and announce the “safe space” program.

**Detailed Budget Narrative:**

Please provide a detailed narrative justifying the anticipated use of the requested funds for each year of the project period.

Diversity Workshop stipend - \$1,000.00 per year for three years – total: \$3,000.00

Safe Space signage - \$500.00 for the production of 100 signs

Assessment fees: \$450.00

Total: 3,950.00

This proposal strives to enhance diversity training for faculty and staff at Indiana University Kokomo, while at the same time launching a new initiative for students. IU Kokomo currently does not offer systematic diversity training for faculty and staff to affirm and reinforce Indiana University's nondiscrimination policy. With a small increase in funding, IU Kokomo will be able to launch the program. The campus will be able to sustain the program because the Center for Teaching, Learning, and Assessment will be partners in the program and after they are involved in the training they will become the trainers and provide faculty and staff diversity training in subsequent years.

First, the grant will fund an annual diversity training session for all interested faculty and staff each year for the three year period. The training will address an overview of the educational and institutional benefits of diversity; federal and state statutory provisions concerning discrimination and hate crimes directed at protected classes; overview of the processes and procedures for reporting discrimination and hate crimes on campus; and a case study of diversity management issues in higher education.

The implementation of these programs will be initiated with annual diversity training for all faculty and staff on campus. Programs will be administered by the Center for Teaching, Learning, and Assessment. Faculty and staff who have completed diversity training will be invited to establish their office as a "safe space" on campus. "Safe spaces" will be advertised with designated signage, and will be posted on campus maps. Any member of the campus community who feels targeted by inappropriate behavior may seek out a safe space to learn more about how to respond appropriately to conduct inconsistent with the IU nondiscrimination statement. Primarily, improved diversity training will foster an improved campus climate. Additionally, faculty who participate in diversity training may be better equipped to introduce curricula that reflect a broader range of experiences and beliefs than they were before they engaged in training. By the end of the three-year period, we hope to have 50% of all faculty and staff (full-time and part-time) participate in the diversity training.

### **Measureable objectives**

To assess the value and effectiveness of the diversity training in particular, we will conduct a longitudinal study of prejudiced attitudes towards racial, ethnic, and sexual minorities on the IU Kokomo campus. With the approval of our local Institutional Review Board, we will administer an anonymous survey to students, faculty, and staff which will measure "color-blind" racial attitudes (that is, the degree to which participants believe that race is an insignificant factor in individual experience) and homonegativity (negative attitudes about sexual minority group members). These aspects of multiculturalism are in our opinion those that need the most attention at this time on our campus. The attitudes in question will be measured with previously-validated, peer-reviewed instruments available for public use. Included in this anonymous survey will also be a few items addressing cross-cultural social contact (e.g., "How many friends of yours are of a racial/ethnic group different from your own?"; "How many of your friends identify themselves as gay, lesbian, bisexual, transgendered, or of another sexual minority?") and a brief set of demographic questions (where participants will identify their own racial group and sexual orientation). The initial administration of the survey will take place across campus and set a baseline measure for these attitudes at IU Kokomo. Then at 1 and 12 weeks after each

diversity training, workshop participants and a comparison group of workshop nonparticipants will fill out these same survey measures again. These post-workshop surveys will include two additional items, regarding whether the participant attended that year's diversity training, and whether that participant had been at all involved in the "safe space" initiative. These survey measurements will allow an examination of whether participating in the workshop corresponds to any lasting change in attitudes towards various minorities. In order to maximize our recruitment for these studies, we are seeking funding to provide compensation to participants (as well as duplicating costs for surveys). The most efficient use of such funds would be to conduct random drawings for gift certificates (e.g., to the IU Kokomo Barnes and Noble Bookstore) in the amount of \$50 at each stage of the study. To ensure participation of students, faculty, and staff, a separate prize would be awarded to members of each group. Therefore, given that the diversity trainings will be annual, 3 drawings of 3 prizes each will be held each year (one at baseline several weeks before the workshop, 1 at 1 week post-workshop, and 1 at 12 weeks post-workshop). Each drawing will be fully publicized so that all members of the IU Kokomo community will be eligible for ongoing participation in the study.

Ideally, we also hope to partner with IU East (which is the regional campus most similar to ours in terms of size and demographic enrollment profile) to administer these same measures on their campus. This expansion of the study would allow us to compare the initial attitudes regarding multiculturalism for the two campuses, as well as whether either campus shows more or less of a change in these attitudes over time. If we were to find a greater overall change in attitudes on IU Kokomo's campus compared to IU East, it would be an indication that this initiative might be having a positive impact on our overall community.

## **Summer Diversity Program at: INDIANA UNIVERSITY KOKOMO**

Science Camp for Middle School Students

### **SCIENCE ROCKS!**

#### **Important Information**

**Camp Dates:** June 8–12, June 15–19,  
June 23 and 24 • 1–4:30 p.m.

**Location:** Hunt Hall at IU Kokomo

**Campers:** Middle School Students  
(a maximum of 15 campers will be  
accepted).

**What you will do:** Exciting projects in  
biology, chemistry, and physics taught  
by IU Kokomo science faculty and a student teaching assistant.

**Cost:** FREE!



This science summer camp is funded by the IU President's University Diversity Initiative. Enrollment is restricted to a maximum of 15 middle school students. Students must meet one of the diversity selection criteria for under-represented groups. Please contact Dr. Christian Charet, chairperson, for more information.

Interested students must submit a registration form, which includes a teacher's recommendation form, and a consent for medical treatment of a minor by Friday, May 1 to:

Dr. Christian Charet, Chairperson  
Department of Natural, Information, and Mathematical Sciences  
Indiana University Kokomo, 2300 S. Washington St., P.O. Box 9003, Kokomo, IN  
46904-9003  
Phone: (765) 455-9371 • Fax: (765) 455-9310  
E-mail (for more information): [ccharet@iuk.edu](mailto:ccharet@iuk.edu)

Students who apply for this program will be notified by May 15 whether or not they will be admitted to the program.

## **Summer Diversity Program for High School Students at: INDIANA UNIVERSITY KOKOMO**

### **THE RIGHT FIT!**

**Camp Dates:** July 6–10, July 13–17  
1–4 p.m.

**Location:** IU Kokomo Campus

**Participants:** High School Students  
(a maximum of 30 students will be accepted).

**What you will do:** Explore activities in the areas of nursing, education, business, and public and environmental affairs. Students will be immersed in the culture of higher education and learn what it takes to be a successful college student.

**Cost:** Free!



This summer diversity program is funded by the IU President's University Diversity Initiative. Enrollment is restricted to a maximum of 30 high school students. Students must meet one of the diversity selection criteria for under-represented groups. Please contact Dr. Masato Ogawa, director, for more information.

Interested students must submit a registration form and a counselor/teacher recommendation form by **Friday, May 15**. Additional forms will be required for selected participants.

Dr. Masato Ogawa, director of the Summer Diversity Program

Indiana University Kokomo

Division of Education

2300 South Washington St., P.O. Box 9003, Kokomo, IN 46904-9003

Phone: (765) 455-9448

Fax: (765) 455-9503

E-mail (for more information): [mogawa@iuk.edu](mailto:mogawa@iuk.edu)

Students who apply for this program will be notified by May 29, 2009, whether or not they will be admitted to the program.