



College of Education
Office of the Dean

College of Education Report on Diversity

Summary:

This report provides a summary of the extent to which diversity is currently integrated into the academic programs of the College of Education. The report demonstrates that diversity is included in important College documents and is at the forefront of College priorities. Diversity is clearly incorporated in the coursework and field experiences of undergraduate and graduate students. The report also describes how efforts are being made to recruit and retain minority faculty and to enhance to the cultural competence of the entire College. Progress in addressing issues relevant to diversity is measured against the National Council for Accreditation of Teacher Education (NCATE) diversity standard and all of its elements.

Statement on Diversity

The commitment of the College of Education to diversity is manifest in several ways.

The College has included beliefs and affirmations about diversity in important documents including the mission statement and the conceptual framework.

College of Education Mission Statement

As the premiere education institution in the state of Colorado, the College of Education contributes to the betterment of society through research, professional service, and the preparation of a diverse and comprehensive array of education professionals who are life-long learners, skilled in pedagogy and content, knowledgeable of standards and assessment, and capable of working effectively with all populations in a changing global environment.

College of Education Conceptual Framework

The conceptual framework posits education as a transformational enterprise. As part of this enterprise, successful professional

educators and related service providers respect and respond to multiple representations of diversity. We affirm a commitment to strengthening the social fabric that results from supporting and celebrating the diversity of humankind.

Faculty, staff, and students reflect critically on how personal and cultural experiences affect our worldview and our interactions with others.

Further, the College of Education transmits the commitment to diversity into action through a standing College Diversity Committee and through adherence to the National Council for Accreditation of Teacher Education (NCATE) diversity standard and all of its elements.

College Diversity Committee

This committee has the charge to prioritize diversity issues across the College, including supporting the recruitment and retention of diverse faculty, staff, and students; advocating for the infusion of diversity into the curriculum; and providing professional development for the College on diversity. The work of this important committee is described throughout this report.

NCATE Diversity Standard

“The unit (College) designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in p-12 schools.” (NCATE Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education, 2002)

[In the most recent review, December 2002, the College was judged as meeting the NCATE diversity standard.]

Diversity in the Teacher Preparation Programs

The College of Education is committed to the inclusion of diversity into teacher preparation programs. It is critical for teacher candidates to have knowledge and understanding of issues pertinent to diversity. We also strive to provide our teacher candidates with experiences working with diverse students in P-12 schools.

In preparation for the joint Colorado Commission on Higher Education (CCHE) and NCATE authorization visit in December 2002, the Professional Education Unit (all teacher education programs) developed an extensive report. Part of this report addressed

the NCATE standard on diversity. This response to the diversity standard contains information on curriculum and experiences provided to teacher candidates along with experiences working with diverse faculty, diverse teacher candidates, and diverse P-12 students. An examination of the NCATE report reveals not only our commitment to diversity, but also how that commitment is implemented.

One important component of that implementation is the fact that the UNC faculty chose to add a diversity standard to the Performance-Based Standards for Colorado Teachers. This standard and its elements reads as follows:

“The teacher candidate creates an inclusive environment for all students by drawing upon representations from students’ experiences, knowledge, and beliefs.

9.1 Candidates recognize and understand how students differ from one another

9.2 Candidates create a classroom setting that supports diversity by providing learning opportunities for individuals with diverse backgrounds, experiences, abilities, values, and perspectives

9.3 Candidates develop and select curriculum and resources which enhance learning to meet the needs of all learners.”

This diversity standard is met through coursework and through field experiences. Faculty members in elementary, secondary, and K-12 teacher preparation programs have developed matrices and rubrics that assess student progress toward and attainment of the elements of this standard.

The following sections describe and provide examples of courses related to diversity and how diversity is embedded in the curriculum and field experiences.

Coursework

All teacher candidates at UNC must complete a general education program. This program requires students to take two courses from a category titled: Interdisciplinary and International Studies (one course) and Multicultural Studies (one course). These courses cover a variety of topics including Latin American, Mexican, Hispanic, African, Africana, Asian, and Native American culture, history, and literature.

Other general education coursework popular with teacher candidates incorporates topics and issues pertinent to diversity. For example, several History courses cover topics dealing with interactions between ethnic groups, slavery and its consequences, social class, and understanding the diversity of peoples. The Psychology course Human Growth and Development contains material including the influences of culture and poverty on physical, cognitive, and social development. Similarly, courses from many other disciplines including, but not limited to, Anthropology, Biology, Geography, and Sociology have embedded in them topics on diversity. The selection of courses currently offered in general education can be found on pages 62-65 of the 2004-2005 University catalogue.

Many of the approved majors for teacher candidates include coursework that focuses specifically on diversity. English, Geography, History, Interdisciplinary Studies Liberal Arts (IDLA), and Social Science, for example, include coursework that focuses on ethnic and cultural diversity. The IDLA degree permits elementary teacher candidates to select from 18 concentration areas, three of which focus on diversity: Bilingual/Bicultural, ESL, and Ethnic and Gender Studies.

In the Professional Teacher Education Programs (PTEP) the topic of diversity is threaded through the following courses that are required for all teacher candidates (syllabi for these and other courses mentioned in this report are available on request):

EDF 366 Conceptions of Schooling—coverage of school and society and teaching in a multicultural/diverse context.

EDSE 430 Exceptional Student in the Elementary Classroom; EDSE 360 Adaptation, Modification, and Integration of Curriculum for the Secondary Exceptional Learner; and EDSE 433 Exceptional Students in the Regular Classroom—courses focus on working with students with special needs.

EDRD 460 Integrated Methods I: Reading, Language Arts, Science and Health and EDRD 340 Developing Language and Literacy in the Content Areas—topics include stages of second language acquisition as well as learning and implementing strategies for assisting English Language Learners (ELL) in the development of background knowledge, vocabulary, and comprehension.

EPSY 347 Educational Psychology for Elementary Teachers and EPSY 349 Educational Psychology for Secondary Teachers—coverage of individual differences in learning; group differences by ethnicity and SES; diversity and equity issues in testing.

The secondary program affords teacher candidates the opportunity to attend a series of specialty seminars. These seminars address topics relevant to diversity (e.g., ESL, differential instruction, teaching at-risk students, and special education).

Field Experiences

UNC PTEP candidates are provided with opportunities to engage students and families who represent considerable ethnic diversity across our partner schools. Given the demographics of these schools, candidates' field experiences often take place in schools with over 40% of the students classified as non-White. The largest minority population in Weld County is Hispanic (approximately 38%) with 14% classified as ELL. Special education students total nearly 11% of the student population. Almost 70% of the students in the county are in the free and reduced lunch program. Also, the rural nature of the county gives candidates the experience of working with rural populations, with their unique needs and culture.

All candidates in the program for elementary school teachers must participate in an early field-based service learning project (EDEL 360) that takes place in a richly diverse partner school. During this project, candidates are required to provide approximately 40 hours of literacy tutoring to an elementary student experiencing difficulty with reading and writing. Working under the guidance of a partner school Teacher on Special Assignment, the candidates gain valuable experience assisting the individual literacy and learning needs of children from linguistically, culturally, and economically diverse families.

In the secondary program, teacher candidates demonstrate their ability to address the diversity standard in the classroom via the teacher work sample and portfolio. Rubrics that assess student teaching include measurements of progress toward attainment of the diversity standard.

The UNC Rural Education Access Program (REAP) in eastern Colorado and The Center for Urban Education in Denver create opportunities for candidates to be involved in licensure programs in remote communities in Colorado and in or near the inner city neighborhoods of Denver respectively. Not only does The Center for Urban Education provide opportunities for diverse field experiences, but the program recruits a diverse candidate population: among the candidates in the first two cohorts, for example, 47.5% were ethnic minorities.

Diversity in the Graduate Programs

Similar to the undergraduate teacher preparation programs, graduate programs in the College of Education are committed to the inclusion of diversity into coursework and field experiences. Graduate students preparing for careers in education are prepared through coursework and field experiences to work in a diverse and changing world.

Many graduate programs that prepare professional educators have courses that deal explicitly with the topic of diversity in its many forms. For example, students in programs in Professional Psychology take courses titled Psychology of Prejudice (PPSY 565) and Psychology of Women (PPSY 568). Those in graduate teacher preparation programs take Pluralism in Education (EDEL 619).

Topics pertinent to diversity are systematically included in many other graduate courses across the College. For example, in Special Education classes faculty members and graduate students address the diversity of individuals with exceptional learning needs. In addition, special educators must understand how cultural and linguistic differences interact with exceptionalities and learning.

Research methods courses, taught in the Department of Applied Statistics and Research Methods, frequently address questions regarding the identification of differences across groups: methodological issues related to working with non-majority populations; discussions of reliability and validity issues across populations; population characteristics such as language, culture, and educational background in the design and implementation

of surveys; and the respect and flexibility researchers need to develop to be able to work with a diverse array of human participants.

Prejudice and discrimination are addressed in Advanced Social Psychology (PSY664), taught by the Department of Psychology. The Division of Educational Leadership and Policy Studies includes among its belief statements that “diversity strengthens organizations,” and incorporates extensive coverage of diversity topics across the curriculum. In Educational Psychology, students study such topics as the achievement gap and cultural and gender influences on learning and development.

Graduate programs also strive to ensure that students are placed for their field experiences in schools and other facilities where the students interact with diverse populations.

The majority of programs in the College are accredited by outside professional organizations and societies. Almost all of these organizations require both instruction and evaluation in the area of diversity. These include accreditations from the National Association for the Education of Young Children, the Council for Exceptional Children, the Association for Educational Communications and Technology, Educational Leadership Constituent Consortium, the National Association of School Psychologists, the American Psychological Association, the Council for Accreditation of Counseling and Related Education Programs, the Association for Childhood Education International, and the National Middle School Association.

Summary

This report demonstrates the commitment of programs in the College to the meaningful infusion of topics pertinent to diversity both across the curriculum and across the student teaching experience. Teacher candidates are required to take a multicultural course as part of the general education program. Other components of the general education program include anthropological, historical, psychological, and sociological perspectives on diversity. In the PTEP, diversity is systematically incorporated into both coursework and experiences with students in P-12 schools. Similarly, graduate programs include coursework and field experiences designed to prepare culturally competent students. The performance of students in many programs designed is measured against a diversity standard.

Student Population and Support

The Fall 2003 UNC Fact Book reveals that approximately 13% of UNC’s total student population is classified as minority. Given that there is no reason to assume major differences exist between the Colleges, this figure means that approximately 13% of the students in education programs are minority. The College and University need to work to increase the number of minority students entering education professions. Successful programs, such as the Center for Urban Education, could be expanded. Currently, the Director of the CUMBRES program makes recruiting trips to high schools. The Dean of

the College makes recruiting phone calls to all minority students with high index scores who express an interest in teaching as a career. The Dean also works with the UNC Foundation to increase the amount of scholarship dollars available to students. In the coming year the University and the College will examine recruitment efforts and results in order to attract more minority students to the University and to the education professions.

Support to minority students is provided in several ways: the CUMBRES program (which provides mentoring and assistance to teacher candidates interested in English as a Second Language); scholarships for minority and low-income students who enter teacher education programs; and activities sponsored by the cultural centers. The College of Education also invites students to lectures and other events.

Faculty Hiring and Retention

The College of Education is committed to hiring and retaining a cadre of diverse faculty. By doing so we can provide our students with access to faculty members representative of our diverse world.

The ethnic and gender breakdown of the College of Education (and Behavioral Sciences) is provided in the following table. Of 88 faculty members 7 (8%) self-report as minority. Clearly, there is room for improvement in this area.

Minority Faculty College of Education

Minorities	Professor	Associate	Assistant	Total
Native American	1	1		2
African American	0			0
Asian American	1		1	2
Hispanic	3	0	0	3

Gender	Male	Female
Male	44	44
Female		
Total	44	44

Hiring

In order to increase the likelihood of attracting and hiring minority faculty members, the College of Education proposes the following steps be taken during the search and screening process.

Position Description:

- position descriptions should be as open as possible. The position description should be written so as to attract a large and diverse applicant pool. For

example, assistant professor positions should be open to “all but dissertation” candidates

- position descriptions should focus less on required applicant attributes and more on preferred or desirable attributes
- where appropriate, position descriptions should list “experience working with diverse populations” as a preferred applicant attribute.

Advertising and Recruiting:

- vacancies will be advertised widely—minimally The Chronicle of Higher Education and at least one minority publication
- units will be encouraged to actively recruit minority applicants by directly contacting other universities.

Screening Process:

- potential finalists will not be ranked. Rather, the search committee will forward the top candidates to the School Director and the Dean unranked with a list of strengths and weaknesses. The Director and Dean will make recommendations on the finalists to be brought to campus for interview.
- the Dean’s office will fully fund interviews with minority candidates
- after interviews have been conducted, the search committee will again forward strengths and weaknesses of the finalists to the Director and the Dean. The Director, in conjunction with the Dean, will make the hiring recommendation.

The College Diversity Committee has identified two important issues as impediments to our ability to hire minority faculty members. First, salaries at UNC are lower than at comparable institutions. This puts the University at a disadvantage when competing for high demand faculty members. Continued efforts to improve salaries would help alleviate this problem, as would providing applicants with data on the Greeley cost of living index. Second, term positions are less attractive to minority (and indeed all) candidates than are tenure-track positions. Having flexibility to change the status of a position from term to tenure track would assist with recruiting minority applicants.

Retention

Retention efforts have primarily focused on the development of a welcoming and collaborative climate and on professional development. The Statement on Diversity and the College Diversity Committee are examples of efforts at developing a welcoming climate.

The College Diversity Committee each semester brings guest speakers to Campus to provide professional development to faculty in the area of diversity. Recent speakers have included Dr. Steve Del Castillo, Dr. Eugene Garcia, and Dr. Erskin Dottin. Additionally, several UNC faculty members have presented their work in the area of diversity at meetings organized by the Center for Collaborative Research in Education.

Further, new faculty members are provided with mentoring into the College and the academy through regular meetings with the Dean during their first two years. Some units have developed mentoring systems whereby new faculty members are provided a senior faculty member as a mentor.

The Diversity Committee is currently negotiating with Dr. Vivian Elliot of the National Coalition for Equity in Education to provide a series of workshops for faculty and staff in the College. These workshops, conducted over a two or three-semester period will serve to heighten awareness about diversity issues, train faculty and staff to be more culturally aware, and enhance cultural competence across the College.

Evaluation

The College of Education is fortunate to have external accreditation organizations that place an emphasis on diversity. In order to evaluate the effectiveness of efforts in the area of diversity we will use the NCATE diversity standard and its elements. The standard was provided earlier in this report and is repeated here:

“The unit (College) designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in p-12 schools.” (NCATE Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education, 2002).

The elements of this standard are:

- Design, implementation, and evaluation of curriculum and experiences
- Experiences working with diverse faculty
- Experiences working with diverse candidates
- Experiences working with diverse students in p-12 schools.

Further, as part of our on-going assessment efforts, graduates of programs from the College will be surveyed about program quality and the degree to which the program prepared them for their current employment. Employers will also be assessed for their perceptions on quality and level of preparation of our graduates. Preparation for and ability to work in diverse settings and with diverse learners will be important components of these surveys.

The College Diversity Committee will annually write a report that addresses the effectiveness of the College in meeting the elements of the NCATE standard and in preparing graduates to work “effectively with all populations in a changing global environment” (College Mission Statement).

