

CAEP Diversity Workgroup Recommendations to Dean McCoy and Teacher Education Council
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Upon conclusion of the committees work during the 21-22 school year, we submit the following recommendations for improvements to the educator preparation program regarding diversity, equity and inclusion:

Recommendation to the Dean:

Include the role of this workgroup moving forward as a regularly established leadership team for the College of Education called College of Education Diversity Leadership Team, using the following charge, mission and vision statement. The team's role will be to provide guidance and ongoing support to the unit for potential concrete/actionable items and recommendations.

Charge: The College of Education Diversity Leadership team consists of faculty appointed by the dean from within the college and across programs to guide and advise on continuous quality improvement efforts related to diversity, equity, and inclusion in teacher preparation. The team will report to the dean.

Mission/Vision Notes:

- Given that our student population often lacks background knowledge and experience with populations different demographically from themselves...
- Diversity should be addressed early and often throughout the academic career.
- Curriculum should be developmentally appropriate--scaffolding learning experiences to support students' capacity to examine held assumptions and to explore new habits of mind/perspectives.
- One strategy to ensure that diversity remains a focus is to encourage faculty to use the diversity SLOs in their syllabi to verify that their curriculum addresses these learning experiences.

Potential concrete/actionable items/recommendations:

- Field experiences, reflection, and representation are all key components.
- Likewise, faculty should be engaged in professional development around best practices in culturally responsive education--both for their own practice and to inform their students' curriculum and classroom experiences. The work with Trauma Informed Care is one model for this.
- Effort must be made to support inclusive and respectful practices at the college and university level. This commitment could be in collaboration with the President's Commission on Diversity, Equity and Inclusion. (We acknowledge that while our College has made incredible commitments to recruitment and creating a sense of belongingness among our students, there is still area for targeted growth at the macro level.)

Recommendations to TEC:

1. **Recommendation to adopt the following definition of diversity for the College of Education:**

- a. *UCM College of Education professional candidates, as well as the PK-12 learners in partner districts and clients in clinical settings, are diverse, individually (e.g. personality, interests, learning modalities, and life experiences) and as members of groups (e.g., race, ethnicity, ability, gender identity, gender expression, sexual orientation, nationality,*

language, religion, political affiliation, and socio-economic background). The unit encourages acceptance and respect of individuals with differing values, ideas, beliefs, abilities and life experiences. The college promotes good citizenship, a sense of civic responsibility, global awareness and an appreciation for human diversity at all levels.

2. Recommendations for unit-wide improvements:

- a. **Recommendation for increasing data quality in unit assessment:** In order to assess candidates' development of dispositions and teaching strategies for teaching diverse learners in diverse settings (i.e., cultural competency and culturally responsive pedagogy), the committee recommends the adoptions of the Culturally Responsive Teaching Self Efficacy Scale and Culturally Responsive Outcome Expectancy Scale (Siwatu, 2011), at entry point, mid point and exit point of the degree program. This unit-wide data will provide increased reliable and robust data for understanding the development of our candidates' capacities for teaching within our global society.
- b. **Recommendation for increasing unit-wide experiences related to coursework:** Consider that we have a lead faculty member for the Diversity and Social Justice class, and that programs consider adopting this course as one of the required general education courses in the program plan of study; moving to this would increase the use of this course and potentially help it foster an additional unit-wide course and assessment evidence.
- c. **Recommendations for professional development opportunities faculty and students:**
 - i. Meet with the newly formed Professional Development Committee about the following
 1. Facilitating diversity professional development for the unit
 2. Submitting data to the College of Education Diversity Leadership Team regarding professional development.
 - a. Needs survey for diversity professional development
 - b. Evaluation of diversity professional development sessions

3. Recommendations for Program improvements:

- a. Recommend to TEC that they make a recommendation to programs that they review SLOs of pertinent coursework, such as practicums, to ensure experiences and SLO's are aligned, and that where possible SLO's include learning relative to diversity

Scope of Diversity Topics Across EPP Courses by Unit and Program

		Diversity Topic							
		Culture	Disabilities as identified under federal laws	Gender	Language	Ethnicity, nationality, race	Regionalism, relocation	Socio-economic status	Student home life
Unit-Wide Courses	EDFL 2240	I	NA	I	I	I	NA	I	NA
	EDFL 2250	M	I	I	M	D	D	D	M
	EDFL 2100								
	EDSP 2100								
	FLDX 2150								
Program-Specific Courses	ART 3911	I	I	I	I	I	I	I	I
	ART 3915	D	D	D	D	D	D	D	D
	CTE 4160	D M	D M	D M	D M	D M	NA	D M	D M
	CTE 4973	NA	I	NA	I	NA	NA	D	D
	ECEL 2830	I	NA	NA	I	I	NA	I	I
	ECEL 2850	D	D	NA	D	D	D	D	D
	ECEL 3225	I	I	NA	M	NA	NA	M	M
	ECEL 3830	D	D	I	D	D	D	D	D
	ECEL 4140	D	D	NA	M	NA	NA	D	M
	EDFL 3230	I D	I	I	I D	I D	I D	I D	I D
	EDFL 3240	D	D	D	D	D	D	D	D
	EDFL 4230	D	D	I	D M	D M	D	D M	D M

EDFL 4235
EDFL 4240

M	D	M	I	D	M	D	M	I	D	M	D	M
M	M	M	I	M	M	D	M	D	M	M	M	M

Program-Specific Courses Continued		Culture	Disabilities as identified under federal laws	Gender	Language	Ethnicity, nationality, race	Regionalism, relocation	Socio-economic status	Student home life
	EDFL 4970	D	D	D	I	D	I	D	D
	EDFL 5208	NA	I	NA	I D	NA	NA	NA	NA
	EDFL 5209	I	I D	NA	I D	NA	NA	NA	NA
	EDFL 5330	I	D	D	I	I	NA	I	I
	EDSP 4210	D	M	NA	M	M	NA	M	M
	EDSP 4422	D	M	NA	D	D	D	M	M
	EDSP 4700	D	M	I	D	D	D	M	M
	ENGL 2830	D	D	D	D	D	D	D	D
	ENGL 4840	D	D	D	D	D	I	D	D
	ENGL 4890	D	D	D	D	D	D	D	D
	ENGL 4972	D	D	D	D	D	NA	D M	D M
	FCSE 3710	I	I D	I	I	I	NA	I/D	I/D
	FLDX 3000	I	D	I	D	D	I	D	I
	FLDX 4970	I	I	NA	I	I	NA	I	NA
	LIS 5700	I	NA	I	I	I	I	NA	I
	MATH 2824	NA	I	NA	D	NA	NA	NA	NA
	MATH 2825	NA	I	NA	D	NA	NA	NA	NA
MATH 3890	D	M	NA	D	NA	NA	NA	NA	

