High Point University considers a strong commitment to diversity, equity, and inclusion as a core component of our mission and an essential ingredient to a holistic education in the liberal arts tradition. A liberal arts education forms critical thinkers, moving students from a fixed-mindset to a growth-mindset. This approach to learning prepares students for reflective action in an interdependent and diverse world. We not only understand and respect the unique talents and perspectives of all individuals but we also embrace and utilize their contributions. Our breadth of inclusiveness creates a path by which all individuals can achieve their highest potential in an increasingly complex and pluralistic society.

We strive toward the recruitment and retention of a diverse population of students, faculty, and staff who reflect an intersectional range of races, ethnicities, religions, genders, sexual orientations, sexual identity and gender expression, abilities, classes, ages, and political ideas. We recognize that diversity also includes a range of geographic locations, communication styles, family makeup, educational background, military service, and other unique life experiences. To encourage diversity and inclusion we endorse dynamic curricula and research agendas—through the university’s core education as well as all fields of study, programming, and community engagement—that include a multiplicity of views and perspectives.

Diversity, equity, and inclusion are not merely moral imperatives or societal goals, they are a competitive advantage. Our continued success as a university rests in our collective ability to embrace a multitude of opinions, ideas, and beliefs so that we can effectively educate the next generation of leaders who are culturally responsive, knowledgeable, and globally engaged. Our commitment to diversity, equity, and inclusion cultivates students’ desire for citizenship in complex global communities.

HPU School of Education (SOE) Diversity Vision Statement

In conjunction with High Point University’s Commitment to Diversity, Equity, and Inclusion and the School of Education’s Conceptual Framework, the School of Education envisions an inclusive community that reflects the diversity of America’s public schools. This vision for diversity encompasses three goals.

**First**, the School of Education aims to recruit and retain a diverse population of students, faculty, and staff. (thin/needs to be expanded……revise to add information that will help align the statement with the HPU statement)

**Second**, the School of Education’s Conceptual Framework maintains that part of preparing teachers for 21st century classrooms includes ensuring teacher candidates can recognize the “developmental, emotional, and cultural aspects of each learner.” Thus, the School of Education strives to impart in its students the knowledge and skills that will enable them to recognize and meet the needs of the learners in their schools. (No further discussion on this area)
Third, the School of Education acknowledges the national demands for teachers in high-need schools and specialty fields, like STEM, special education, and English language instruction. Therefore, it seeks to help meet those demands through promoting high-need schools and specialty fields among its teacher candidates and graduate students. (No further discussion on this area)

**Comments from TEC meeting 3/20/15**

- Statement approved with the understanding that it will need to be amended to include the suggestion above as well as any other areas that may appear in the University’s statement once approved.

- TEC also approved the development of a Diversity Subcommittee as outlined. Dr. Tillery will reach out in the near future to members of TEC that could serve.…

**The School of Education Diversity Strategic Plan**

The School of Education’s Teacher Education Council will form a diversity subcommittee consisting of several faculty/staff from School of Education, at least one HPU faculty/staff person from outside of the School of Education, one representative from Guilford County Schools, as well as one undergraduate and one graduate student representative. The Committee will oversee the implementation of the strategies listed below. It will assign a committee member to serve as a liaison between it and HPU’s Diversity Committee and will, when appropriate, partner with the University’s committee on diversity initiatives and programs. It will also be the responsibility of SOE Diversity Committee members to annually assess progress made toward the achievement of the SOE’s diversity goals and revise the School of Education’s Diversity Strategic Plan as needed.

**Goal 1: The recruitment and retention of a diverse faculty staff and student body**

**Undergraduate students**

- Give presentations on SOE majors/minors to various diversity/affinity clubs and international student groups on campus
- Give presentations on the benefits of becoming a teacher, including financial incentives, to high school students attending highly diverse area schools
- Hold information sessions for students in other majors who may wish to pursue licensure in their area
- Offer information sessions about SOE degree programs at local community colleges
- Annually seek the perspectives of students of color (via surveys or focus groups)
- Create a mentoring program for students of color
- Bring in speakers of color and male speakers, especially teachers, administrators, district officials, and scholars
• Send faculty/staff to conferences on the recruitment and retention of students of color
• Increase the SOE’s social media presence
• Regularly review the SOE’s promotional materials to ensure they feature students from diverse backgrounds
• Develop a recruitment video to show at open houses and information sessions, to link to the website, and to distribute to area contacts (good…this was mentioned as a needed area)
• Conduct an interest inventory among sophomores and juniors enrolled in SOE programs to determine how best to recruit and retain students

Graduate students
• Hold information sessions about SOE graduate programs for undergraduates at area HBCUs (e.g. NC A&T, Winston Salem State, etc.)
• Annually seek the perspectives of students of color (via surveys or focus groups)
• Create a mentoring program for students of color
• Bring in speakers of color and male speakers, especially teachers, administrators, district officials, and scholars
• Develop additional graduate assistantships in the SOE
• Expand the SOE’s graduate student recruitment area to include school districts within 75 miles of HPU

Faculty
• Reach out to the American Educational Research Association’s Scholars of Color in Education Committee and other like associations and committees (e.g. National Association for Multicultural Education) whenever there is an open faculty position in the SOE
• Advertise positions widely (e.g. Chronicle of Higher Education) and include the following statement: “Minorities and men are especially encouraged to apply”
• Send faculty/staff to conferences on the recruitment and retention of faculty of color

Goal 2: Preparing students to meet the “developmental, emotional, and cultural” needs of each learner
• Ensure that courses offered in the SOE model Culturally Relevant Pedagogy
• Provide teacher candidates professional opportunities (e.g. student teaching, internships, etc.) working with diverse teachers, administrators, and students
• Require all students take a course in multicultural education
• Make sure the SOE library has up-to-date resources on meeting the needs of diverse learners, as well as culturally relevant texts for young readers
• Foster an awareness of the diverse range of students and schools in the U.S. through annually showing an education documentary as part of the HPU faculty film series
Goal 3: The Promotion of high-need schools and specialty fields

- Invite speakers (school administrators, teacher leaders, and district officials) to talk to teacher candidates about current needs and the rewards of teaching in high-need schools or specialty fields
- Hold information sessions at least once per semester about the employability of teachers willing/able to work in high-need schools or specialty fields
- Send faculty to conferences on the promotion of high-need schools and specialty fields
- Develop a “para-educators to teacher” cohort consisting of students from surrounding school districts

Feedback from TEC meeting 3/20/15

- Check to make sure that areas relevant to culture/gender/socioeconomic are embedded in the statement/activities in addition to references to color: In the plan it has been indicated in red areas that might need to be reviewed for this addition/revision.

- Reference to the SOE’s strategic plan should be included: The strategic plan is included as seen above….

This feedback was received via email during the meeting:

One aspect that we do attend to is socioeconomic needs... Especially with service learning courses....

We make a strong effort to make certain HPU students work in diverse settings especially in the junior year.

We also need to be very clear that all faculty in all courses attend to cultural responsive teaching in all courses. How are faculty addressing culturally responsive teaching in their courses? This could be a point for CAEP...that this is an area that could be up for annual review.

Members of the University Diversity Committee suggested that Dr. Tillery email Dr. Carroll to find out the status of the final Diversity Statement for HPU.
MINUTES
Teacher Education Council Meeting, March 20, 2015

Members Present: Tillery (Dean, presiding), Leonard (Assoc. Dean), Albritton (Sec'y), Tarara, Bowser, Davis, Albert, McCabe (student), Mendelson (student), Parker, Ward (guest), Van Winkle, Johnson, Cavendish, Disseler, Summey, Allen, Vess, Overstreet, Ringel, Hughes, Vernon, Graham-Squire. Not present ("rsvp’d"): Bell, Martin, Mallory.

Tillery starts the meeting. Reminds the Council of the upcoming visit from Sean McComb, National Teacher of the Year. Leonard comments on event details. March 31, 2015, 7-8 pm, Pauline Theatre, Hayworth Fine Arts Center. Reception, 5:30-6:30 pm. 1:30-2:30, meet with Teacher Ed Faculty; lunch with students.

Tillery comments about CAEP preparation, specifically in the area of “selection of students.” This criterion brings up the issue of diversity, which “is a challenge.” It is important to build on the SOE Strategic Plan and the university’s mission to continue to explore strategies that will enable the recruitment of students and faculty representing cultural diversity, even if current conditions do not reflect significant diversity. Drs. Allison Blosser (background and dissertation on strategies for schools to increase diversity), Ms. Owens (Department of Specialized Curriculum and former program administrator for Exceptional Children in Guilford County Schools) and Dr. Barbara Leonard (Associate Dean) have worked to use the 2012 Strategic Plan and develop a more targeted recruitment plan aimed at improving the diversity of students, faculty and preparation for high-need teaching areas.

Dr. Leonard reviews details of that plan for the Council’s consideration. We will form a “diversity subcommittee,” for annually assessing progress, revising the strategy as needed, and serving as a liaison to the HPU Diversity Committee. The committee would comprise SOE faculty, outside faculty, public school faculty, and students. Leonard comments on the plan’s goals for enhancing diversity. Council discussion includes recognizing the importance of defining diversity so as to reach beyond race and/or color to include socio-economic, nationality, gender, etc. Need to pay closer attention to including details about how to achieve diversity, not just what denotes diversity. Motion made to approve the establishment of the Diversity Subcommittee, seconded, approved unanimously. Motion made to approve diversity vision statement as presented (see handout), pending alignment with University’s diversity statement (when that statement is approved). Cavendish offers a motion amendment to approve our statement as it currently exists, with stipulation that we may revise our statement in the future, as needed, to meet the criteria of the University’s diversity statement (still in development). Motion seconded, and approved unanimously.

So, in summary, the motion to create the SOE Diversity Subcommittee was approved, and the motion to approve our current vision statement (with the stipulation to revisit that statement to assure alignment with the University’s Diversity policy) was also approved. Three main goals have been identified. All TEC members have received copies of the plan with opportunities to provide feedback and additional ideas.
Tillery invites anyone with a special interest in this issue to volunteer to serve on this committee (preferably not Hughes, since Hughes is serving on the University's Diversity Committee). Tillery adds that one of the goals in the SOE strategic plan is “Diversity,” so that should be mentioned in the developing Diversity plan so as to highlight its alignment with our larger SOE policy.

Tillery tables until next meeting (August) the issue of revamping the freshman course (EDU 1200) to make that course more meaningful, and to make it so that students are better prepared for visiting the schools that the class has them visiting.

Tillery offers updates: 1) re: Tripod surveys (of how P-12 students rate our student teachers) are being delivered this week, and will be collected next week; we will get the results/data over the summer; 2) re: full approval for B.A. to M.Ed. program for Special Education program in intellectual disabilities, joined to the undergraduate BA program in adaptive curriculum; 3) re: CAEP preparation is still underway (report is due July 22); 4) re: goals for next year (besides CAEP) include adding concentrations to our doctoral program in Educational Leadership—to our current programs in Administration, adding Curriculum and Instruction (particularly in STEM; we have recently hired a second faculty person to teach in STEM areas), and Education Studies (a non-licensure area of academic study).

Students are excused as the Council moves into Executive Session to consider student issues:

Leonard presents lists of recent program applicants for consideration. Three lists: one fully ready for admission; one ready except for completing current 2000-level courses; and a third needing to complete current courses, and passing PRAXIS scores. Motion is made to approve the three lists together, pending completion of noted exceptions. Motion seconded. Discussion. All three lists of students are approved (given noted exceptions for completing pending work) unanimously.

Extra note: some students are missing class to take the PRAXIS. Do we need a policy concerning that practice? Freshman coaches will be notified about this matter.

With no further business, the meeting was adjourned.

Respectfully submitted,

Thomas Albritton, Secretary
High Point University’s Commitment to Diversity, Equity, & Inclusion
Final Summary, May 2015

High Point University considers a strong commitment to diversity, equity, and inclusion as a core component of our mission and an essential ingredient to a holistic education in the liberal arts tradition. A liberal arts education forms critical thinkers, moving students from a fixed-mindset to a growth-mindset. This approach to learning prepares students for reflective action in an interdependent and diverse world. We not only understand and respect the unique talents and perspectives of all individuals but we also embrace and utilize their contributions. Our breadth of inclusiveness creates a path by which all individuals can achieve their highest potential in an increasingly complex and pluralistic society.

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In conjunction with High Point University’s Commitment to Diversity, Equity, and Inclusion and the School of Education’s Conceptual Framework, the School of Education envisions an inclusive community that reflects the diversity of America’s public schools. This vision for diversity encompasses three goals. First, in keeping with the university’s perspective that inclusivity “creates a path by which all individuals can achieve their highest potential” and recognition that U.S. students benefit from having a diverse body of educators, the School of Education aims to recruit and retain a diverse population of students, faculty, and staff. Second, the School of Education’s Conceptual Framework maintains that part of preparing teachers for 21st century classrooms includes ensuring teacher candidates can recognize the “developmental, emotional, and cultural aspects of each learner.” Thus, the School of Education strives to impart in its students the knowledge and skills that will enable them to advocate for and recognize and meet the needs of the learners in their schools. Third, the School of Education acknowledges the national demands for teachers in high-need schools and specialty fields, like STEM, special education, and English language instruction. Therefore, it seeks to help meet
those demands through promoting careers in high-need schools and specialty fields among its teacher candidates and graduate students.

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**Diversity Subcommittee:**

*(Vita on File)*

Dr. Allison Blosser (chair)  ablosser@highpoint.edu
Dr. James Davis, Elementary Education/Educational Leadership  jdavis@highpoint.edu
Ms. Teresa Owens, Instructor, Special Education,  towens@highpoint.edu
Dr. Tawannah Allen, Ed.D. Graduate Faculty,  tawannahallen@gmail.com
Dr. Paul Ringel (TEC Member, CAS, History/Social Studies),  pringel@highpoint.edu
Dr. Melissa Nixon (Public School Representative, Director of Title I, GCS),  mnixon@highpoint.edu
Dr. Marjorie Church, HPU Director for International Students

**General Strategies to Promote Diversity within the SOE**

- Host an annual “Dialogue on Diversity” conference for faculty, staff, students, and community members
- Regularly host in a diverse body of speakers (e.g. speakers of color, male speakers, etc.) especially teachers, administrators, district officials, and scholars
- Foster an awareness of the diverse range of students and schools in the U.S. through annually showing an education documentary as part of the HPU faculty film series
- Ensure that courses offered in the SOE model Culturally Relevant Pedagogy
Strategies to Achieve Goal 1: The recruitment and retention of a diverse faculty, staff, and student body

*General strategies for recruiting diverse students to the SOE*

- Use the following benchmark data as starting point to monitor the effectiveness of strategies noted below:

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<th>Race/Ethnicity</th>
<th>2013 - 2014 Undergraduate Enrollment</th>
<th>2013 - 2014 Graduate Enrollment</th>
</tr>
</thead>
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<tr>
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<td>Institutional</td>
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<td>Part-Time</td>
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<td>Female</td>
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<td>Hispanic/Latino of any race</td>
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<td>0</td>
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<tr>
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</tbody>
</table>

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</tr>
<tr>
<td>White</td>
<td>8</td>
</tr>
</tbody>
</table>
Follow up with all students, but particularly minority students, who attend SOE graduate or undergraduate information sessions/open houses

Create a mentoring program for a diverse group of students (including ethnic minority students, male students, etc.)

Annually seek the perspectives of a diverse group of students (including ethnic minority students, religious minority students, male students, etc.) via surveys or focus groups

Send faculty/staff to conferences on the recruitment and retention of diverse students

Increase the SOE’s social media presence

Regularly review and update the SOE’s promotional materials to ensure they feature students from diverse backgrounds

Develop a recruitment video to show at open houses and information sessions, to link to the website, and to distribute to area contacts

**Strategies for the recruitment of diverse undergraduate students**

- Give presentations on SOE majors/minors to various diversity/affinity clubs and international student groups on campus
- Give presentations on the benefits of becoming a teacher, including financial incentives, to high school students attending highly diverse area schools
- Hold information sessions for students in other majors who may wish to pursue licensure in their area
- Offer information sessions about SOE degree programs at local community colleges
- Conduct an interest inventory among sophomores and juniors enrolled in SOE programs to determine how best to recruit and retain students
- Send members of the TCE Diversity Subcommittee to other universities to learn more about their minority teacher recruitment programs (e.g. U of Delaware’s ASPIRE Program, Washington State U’s “Future Teachers of Color” Conference, and Cal State U’s “Future Teacher Institute”)

**Strategies for the recruitment of diverse graduate students**

- Hold information sessions about SOE graduate programs for undergraduates at area HBCUs (e.g. NC A&T, Winston Salem State, etc.)
- Develop additional graduate assistantships in the SOE to potentially increase the socioeconomic diversity of graduate students
- Expand the SOE’s graduate student recruitment area to include school districts within 75 miles of HPU

**Strategies for the recruitment of a diverse faculty**
• Reach out to the American Educational Research Association’s Scholars of Color in Education Committee and other like associations and committees (e.g. National Association for Multicultural Education) whenever there is an open faculty position in the SOE
• Advertise positions widely (e.g. Chronicle of Higher Education) and include the following statement: “Minorities and men are especially encouraged to apply”
• Send faculty/staff to conferences on the recruitment and retention of diverse faculty

**Strategies to Achieve Goal 2: Impart in students the knowledge and skills that will enable them to advocate for and recognize and meet the needs of the learners in their schools**

• Provide teacher candidates professional opportunities (e.g. student teaching, internships, etc.) working with socioeconomically, ethnically, religiously, etc. diverse teachers, administrators, and students
• Require all students take a course in multicultural education
• Assure the SOE library has up-to-date resources on meeting the needs of diverse learners, as well as culturally relevant texts for young readers
• Promote and develop more service learning courses in the SOE in order to provide additional opportunities for working with diverse groups

**Strategies to Achieve Goal 3: The promotion of careers in high-need schools and specialty fields**

• Invite speakers (school administrators, teacher leaders, and district officials) to talk to teacher candidates about current needs and the rewards of teaching in high-need schools or specialty fields
• Hold information sessions at least once per semester about the employability of teachers willing/able to work in high-need schools or specialty fields
• Send faculty to conferences on how to promote careers in high-need schools and specialty fields
• Develop a “para-educators to teacher” cohort consisting of students from surrounding school districts
School of Education  
May Marathon  
May 12th and 13th, 2015

Review of goals:

- Receive permanent approval from DPI to deliver the superintendent’s license through the Ed.D program. **Completed**
- Restructure the M.Ed. Program in Special Education (5th Year/Adaptive License UG). **Completed**
- To begin the process of preparing for CAEP 2016 Visit. **Completed**
- To write the CAE Self-Study Report due 7/22/16. **In Progress**
- Complete two Faculty Searches. **Completed** (Dr. Allen from Fayetville State University, working with Don and Barbara) (Second STEM elementary position, Dr. Tess Hegedus, joining Shirley teaching undergrad/grad classes)

Course evaluations

- Dr. Tillery will review and then give evaluations to Department Chairs. Questions/Concerns can be directed to Dr. Tillery
- In the new tenure process there will be peer observations completed in class

Office Moves

- Approval for renovation of 113 (Seminar Room) to be converted into Shirley’s office in the back and STEM lab in the front. All lego materials will be moved downstairs making the methods room upstairs more accessible.
- Dr. Allen will be housed with other doctoral faculty
- Any other moves will be addressed individually by Dr. Tillery

CAEP

- UPDATE Vita before leaving and send to Dr. Bowser. Update to include any accomplishments for the current academic year.
- Critical that EACH faculty reads the CAEP self study; all Faculty should know the five standards for CAEP: submission available on the website http://www.highpoint.edu/caep
- In spring ’16 the CAEP reviewers will want to see actual products. In ’15 Fall Faculty should collect samples of actual student products that support the descriptions that have been submitted. (2-3 examples of each)
- The product doesn’t have to come from the year of record
- Also need MAT products
- In the fall, plan logistically for the spring visit: SOE will convene groups of Stakeholders that they will interview and question (Faculty and Students, student teachers, principals)
- Pay attention to your syllabi: make sure all the components are included
- Turn in Faculty Assignments for CAEP...**answer the 5 questions**
NCTQ Review (National Council of Teacher Quality)

- Due in October 2015
- Mostly Handbooks and Syllabi
- This organization is getting the information for submission anyway so HPU will provide necessary information. Give current information (See handout)
- Special Ed department received very high rankings but was based on outdated information
- http://www.nctq.org/siteHome.do

CAEP Standard 3

- Candidate Quality, Recruitment, Selectivity 3.2 Admission Standards
- Assessment Gateway #1: Admission to EPP
- GPA (now 3.0)
- SAT/ACT
- Core Academic Skills (Math Reading, Writing)
- Disposition
- Application/Recommendation and Essay
- Why are we asking students to write it, who reads them and what is done with the product. Should we at least rate it and get data?
- Drs. Cavendish and Albritton: Rubric was developed; essays were scored Emerging/Developing, Proficient, Accomplished. Rubric was found to be a reliable method of measurement

Plan/Follow Up for Essay

- Students in 2015-16 will be given the rubric and two words “Grammar Counts” will be emphasized
- Through the Praxis I tests score and Emerging/Developing scores on the rubric, students will be “flagged”
- Flagged student has to keep/submit a portfolio of successfully edited coursework that would demonstrate mastery of grammatical conventions as part of a junior year review
- The results from 15-16 will be compared to the scores/essays gathered in 14-15

Doctoral Research Study: Cohort 1, Don Martin and Dustin Johnson

- Do our gateways produce high-quality candidates during the final phase of the program? (Midterm Student Teaching Eval)
- Do our gateways produce high-quality teachers once they are employed? (Principals)
- Do our gateways produce candidates who have an impact on the P-12 learners (TRIPOD Survey Results)
- Sixty-three students
- Six independent variables used in the study
• As the literature suggests, it is hard to quantify the behaviors and skills that are required to train an effective teacher
• GPA in the fall of the senior year is the most highly correlated of the six independent variables with the mid-term student teacher rubric. The assessments of the course work from many HPU professors contribute to the cumulative fall senior year GPA. Clearly the performance of student teachers in their courses is a predictor of student teaching success, and cohort 1 found that affirming for the HPU teacher education program
• Found that 6 variables that were looked at accounted for 22% of the variance. Two most significant are EE3 and senior GPA.
• EE3 is a good predictor of how the student teachers perform in student teaching
• Follow up: Follow the students involved in the study. Good data to respond to NCTQ. What is the data telling us about the quality of our students. There are many ways that this initial study could be used/built upon.

CAEP Standard 3

• Talks about “recruitment...” Tillery comments about the need to create ways of recruiting a diverse student body.
• Allie Blosser, Barbara Leonard, and Teresa Owens present about recent developments in the area of recruitment and diversity.
• Task of the group: to incorporate any faculty feedback, to develop a timeline for implementation of the plan, and to survey faculty for revisions.
• Owens and Blosser comment on the university’s diversity statement vis a vis the SOE vision and CAEP standards.
• Three goals: recruitment, preparing teachers for 21st century classroom diversity, and promoting fields that are in high demand.

• Feedback received from TEC is incorporated into the current plan draft. Owens requests any further suggestions to be submitted by the SOE faculty
• Diversity subcommittee has been formed. Those names are presented. Tillery comments on the role/fit of each member. The only member not yet identified is the public school representative. This member will most likely be a current public school member of the Teacher Education Council. (Dr. Melissa Nixon?)
• Owens and Blosser comment on “Task 2,” developing a timeline for plan completion. Hosting a themed dialogue related to local diversity, collaborating with Service Learning classes and members of the local community.
• Suggested topic, “The Effect of Poverty on Students.” Guest speakers, and including SOE faculty as focus group leaders/facilitators. Tarara notes that the program would fit in well with the Common Read theme, Just Communities. This would be a good program for FYS/ENG 1103 classes to participate in.
• Further discussion about the logistics of coordinating this program with Common Theme programming.
• Mallory mentions another potentially helpful speaker. She will send Owens contact information. “So, are you all okay with this theme for this year?” Blosser asks. Consensus, yes.
• Blosser identifies four other universities with strong diversity-focused Teacher Education programs.
• Proposes that members of our SOE visit those programs to gather information and meet with people on those campuses.
• Further discussion of gathering information from other institutions. Blosser comments about diversity in our current graduate programs.

• Tillery returns topic to “visiting schools.” Faculty monitoring those visits would need to be members of the diversity subcommittee who are in the SOE.
• Owens asks if there is any other feedback on the proposal, then comments on the SOE faculty survey. The results of the survey will be used for further plan revisions. Blosser comments on the nature and uses of the survey.
• SOE Faculty complete the online survey
The School of Education Diversity Recruitment Plan

Suggested Timeline

May Marathon 2015:

- SOE Faculty are presented with the revised Diversity Strategic Plan and Statement which includes suggestions received at the Teacher Education Council meeting in March 2015. COMPLETED
- Members of the Diversity Subcommittee are announced COMPLETED
- Suggested Timeline for SOE Diversity/Recruitment Plan is reviewed COMPLETED
- SOE Faculty complete a survey indicating which strategies outlined in the draft School of Education Diversity Strategic Plan are currently being implemented. SOE Staff will also be asked to rate the importance of strategies. (rankings within each category) COMPLETED
- “Dialogue on Diversity” will be held in October 2015 (date to be determined). The suggested topic is The Effect of Poverty on Students. Possible speakers to include Director of Title I for Guilford County Schools, Liaison for Services to Homeless Students in Guilford County Schools, Executive Director of Exceptional Children in Guilford County Schools…..other suggestions/ideas encouraged. TENTATIVE DATE: FEBRUARY 2016: Keynote Speaker: Dr. Tammy Pawloski, Ph.D. (The Center of Excellence to Prepare Teachers of Children of Poverty was honored with the 2014 Dick and Tunky Riley WhatWorksSC Award for Excellence).
- Propose that members of the Diversity Sub-committee visit and gather information on future teacher programs that are in place at other universities across the country. (Indiana University of Pennsylvania, Minority Student Recruitment Council; University of Delaware, ASPIRE (Academic Support Program Inspiring Renaissance Educators) Washington State U’s “Future Teachers of Color” Conference, and Cal State U’s “Future Teacher Institute”

Year 1: 2015-2016

- Host an annual “Dialogue on Diversity” conference for faculty, staff, students, and community members (October 2015: SOE faculty would lead the focus groups; members of the diversity committee would record how the groups responded to the issues….)
- Send members of the TEC Diversity Subcommittee to other universities to learn more about their minority teacher recruitment programs (e.g. U of Delaware’s ASPIRE Program, Washington State U’s “Future Teachers of Color” Conference, and Cal State U’s “Future Teacher Institute”)
- Give presentations on SOE majors/minors to various diversity affinity clubs international student groups on campus
- Hold information sessions for students in other majors who may wish to pursue licensure in their area
- Annually seek the perspectives of a diverse group of students (including ethnic minority students, religious minority students, male students, etc.) via surveys or focus groups
- Regularly host in a diverse body of speakers (e.g. speakers of color, male speakers, etc.) especially teachers, administrators, district officials, and scholars
- Send faculty/staff to conferences on the recruitment and retention of diverse student populations
- Increase the SOE’s social media presence (We propose that this responsibility be given to a graduate assistant. The expectation would be daily attention to the SOEs facebook page, increasing Twitter following etc)
- Regularly review the SOE’s promotional materials to ensure they feature students from diverse backgrounds
- Develop additional graduate assistantships in the SOE to potentially increase the socioeconomic diversity of graduate students
- Follow up with all students, but particularly minority students, who attend SOE graduate or undergraduate information sessions/open houses (Develop a “SOE email response” to follow up with prospective students spoken with at Open House events; create a form to gather prospective students’ contact information)
- Reach out to the American Educational Research Association’s Scholars of Color in Education Committee and other like associations and committees (e.g. National Association for Multicultural Education) whenever there is an open faculty position in the SOE
- Advertise positions widely (e.g. Chronicle of Higher Education) and include the following statement: “Minorities and men are especially encouraged to apply”
- Ensure that courses offered in the SOE model Culturally Relevant Pedagogy
- Provide teacher candidates professional opportunities (e.g. student teaching, internships, etc.) working with diverse teachers, administrators, and students
- Require all students take a course in multicultural education
- Assure the SOE library has up-to-date resources on meeting the needs of diverse learners, as well as culturally relevant texts for young readers
- Hold information sessions at least once per semester about the employability of teachers willing/able to work in high-need schools or specialty fields
- Send faculty to conferences on how to promote careers in high-need schools and specialty fields

**Year 2: 2016-2017**

- Give presentations on the benefits of becoming a teacher, including financial incentives, to high school students attending highly diverse area schools
- Offer information sessions about SOE degree programs at local community colleges
- Develop a recruitment video to show at open houses and information sessions, to link to the website, and to distribute to area contacts
- Conduct an interest inventory among sophomores and juniors enrolled in SOE programs to determine how best to recruit and retain students
- Hold information sessions about SOE graduate programs for undergraduates at area HBCUs (e.g. NC A&T, Winston Salem State, etc.)
- Promote and develop more service learning courses in the SOE in order to provide additional opportunities for working with diverse groups
- Foster an awareness of the diverse range of students and schools in the U.S. through annually showing an education documentary as part of the HPU faculty film series
• Invite speakers (school administrators, teacher leaders, and district officials) to talk to teacher candidates about current needs and the rewards of teaching in high-need schools or specialty fields
• Send faculty/staff to conferences on the recruitment and retention of diverse faculty

Year 3: 2017-2018

• Create a mentoring program for a diverse group of students (including ethnic minority students, male students, etc.)
• Expand the SOE’s graduate student recruitment area to include school districts within 75 miles of HPU
• Develop a “para-educators to teacher” cohort consisting of students from surrounding school districts