The School of Education Diversity Recruitment Plan
Year One Review

March 11, 2016

Plan: Conduct a follow-up survey at the May Marathon to ascertain additional diversity activities occurring in 2015-2016.

Year 1: 2015-2016

- Host an annual “Dialogue on Diversity” conference for faculty, staff, students, and community members
  - November, 2015: Education Around the World (80 students attended)
  - February, 2016: Culturally Responsive Teaching (Partnered with the Center for Innovative Teaching and Learning; 85 students and faculty attended)
- 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”)
  - November, 2015: Tawannah Allen and James Davis repeatedly reached out to WSU and U of D to learn more about these programs. They received no response.
- Give presentations on SOE majors/minors to various diversity/affinity clubs and international student groups on campus
  - We reached out to the Pride Club, the International Club, and the Diversity Club and invited them to our second diversity dialogue. International students were the panelists for our first dialogue.
- Hold information sessions for students in other majors who may wish to pursue licensure in their area
  - Teresa Owens taught the Introduction to Education course to undecided majors
- 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
  - Will discuss at April, 2016 meeting
- Regularly host in a diverse body of speakers (e.g. speakers of color, male speakers, etc.) especially teachers, administrators, district officials, and scholars
  - Both of our dialogues on diversity featured speakers from diverse backgrounds
  - EDU 3260 hosted a guest speaker to lecture on schooling in the Hispanic world and took students to the launch of Say Yes to Education (where they learned more about socioeconomic differences and heard diverse speakers). This class also toured a charter school designed to serve low-income students of color and had a q&a session with the school’s African American principal.
- Send faculty/staff to conferences on the recruitment and retention of diverse student populations
- Increase the SOE’s social media presence
  - Done- Tammy Hines attended a workshop to learn strategies for increasing our social media presence and she has implemented them
• Regularly review the SOE’s promotional materials to ensure they feature students from diverse backgrounds
  
  o Our graduate assistant, Sarah Mohlin, has been assigned this task (March, 2016)
• Develop additional graduate assistantships in the SOE to potentially increase the socioeconomic diversity of graduate students
  
  o We added an additional graduate assistant in the 2015-2016 school year
• 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)
  
  o Launching in March, 2016 (James Davis and Jane Bowser are developing the protocols for this)
• 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.”
  
  o Spec. Ed position was advertised widely (Chronicle and Council for Exceptional Children Teacher Education Division)
• 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
  
  o Nature of the Learner and Seminar in Teaching both place students in low-income schools
  
  o EDU 4200: Diversity Experiences (3) and Cultural Clinical (18 hours)
  
  o We are intentionally trying to place our students in more diverse schools for their student teaching
• Require all students take a course in multicultural education
  
  o Done: EDU 4200
• 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
  
  o Created two active lists that we reviewed and shared with SOE faculty and students
• Hold information sessions at least once per semester about the employability of teachers willing/able to work in high-need schools or specialty fields
  
  o Teresa Owens worked at the Guilford County’s Summer Institute for EC employees to recruit teacher assistants and get our name out
  
  o CEC, our student organization for Special Ed, was at the activities fair at beginning of year to recruit members.
  
  o Shirley Disseler worked STEM Day in Winston Salem to recruit high school students into STEM
• Send faculty to conferences on how to promote careers in high-need schools and specialty fields
  
  o Teresa Owens and Sarah Vess travelled to a conference in the Spring 2015 to learn about recruiting students into special education
Additional diversity-related activities

- We started a new licensure area in Adapted Curriculum and have seen an increase in special education enrollment, particularly males and international students.
High Point University School of Education
Three, Five, and Seven-Year Minority Recruitment Targets

Currently, the HPU School of Education racial/ethnic minority student populations are as follows (2015-2016):

- Ed.D. Program: 42% minority
- MA/MEd Programs: 25% minority
- Undergraduate Program: 7% minority

The HPU 2014-2015 undergraduate population: 19% minority

Using these statistics as well as data from the American Association for Colleges of Teacher Education (AACTE) (2013), the HPU SOE Diversity subcommittee developed the following goals for recruiting racial/ethnic minority students into the SOE:

- Maintain and/or increase the percentage of minority students enrolled in the EdD, MA, MEd programs over the next seven years
- By 2018, at least 10% of undergraduate students enrolled in SOE programs will be racial/ethnic minorities.
- By 2020, at least 14% of undergraduate students enrolled in SOE programs will be racial/ethnic minorities.
- By 2022, at least 18% of undergraduate students enrolled in SOE programs will be racial/ethnic minorities.
- By 2018, appoint a task force to explore the feasibility of developing a TESOL program.

Additional strategies/goals added to our initial three-year plan:

- Support the university’s diversity initiatives by:
  - Ensuring the SOE is well-represented at all “town-hall” diversity discussions
  - Support the university’s student/staff minority recruitment programs, particularly the expansion of the Bonner Leaders Program and identification of Say Yes to Education/First Generation Scholarship recipients. Make an effort to connect with these students and invite them to our diversity dialogues. Educate all pre-service teachers on the services Say Yes to Education provides to Guilford County Students.
- Develop additional opportunities for partnership with the Center for Innovative Teaching and Learning to develop faculty capacity for engaging diverse students and diversity-related topics.
- Use social media to promote the usage of and educate students on culturally responsive teaching.

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1 American Association for Colleges of Teacher Education. (2013). *The changing teacher preparation profession.* Washington, DC.
2 We arrived at 18% as our target percentage of minority undergraduate students because AACTE (2013) reported that nationally, 18% of undergraduate students awarded bachelor’s degrees in education are minority students. That percentage also approximates HPU’s undergraduate minority enrollment.