

Proposal for the Establishment of Diversity Action Teams
College of Education
January 2007
Approved, February, 2007

During Fall semester, 2006, Dean Castenell hosted a series of focused luncheon conversations with College faculty and staff about our work in diversity. Among the purposes of these conversations was:

- seeking input about diversity issues before the college,
- seeking input about models and strategies that we might adopt to further promote our diversity work,
- reviewing and reestablishing priorities for our diversity work,
- examining how to enhance and maximize faculty, staff and student engagement in diversity work,
- examining the implications of our ideas and needs related to diversity for the kinds of structures and leadership the college would need to put in place to support the diversity work envisioned.

These sessions were rather well attended and by a diverse representation of our college.

Among the outcomes of these meetings are:

- a call for continuing to have periodic meetings and conversations with the Dean to discuss the COE's work in diversity,
- getting administrative support for increasing the representation and participation on the Dean's Council on Diversity from each department, and
- establishing a routine communication flow from the Dean's Council on Diversity with the Administrative Cabinet through participation in Academic Cabinet meetings by delivering committee report on the AC agenda; explore the possibility of identifying Department Head liaisons between the 2 bodies.

The most energetic outcome of these focused conversations is the recommendation that we:

- establish **Action Teams** -- the goal being to use the College's Multicultural Education Mission statement as a guiding and filtering document, and topic areas identified at the focused luncheons meetings that reflected priorities for the COE's work in diversity, and establish Action Teams to identify (and build on) specific strategies and action and the leadership needed in order to put forward the priorities identified.

Therefore, proposed is the establishment of Diversity Action Teams in the following areas:

1. Professional Renewal and Learning
2. Curriculum
3. Recruitment and Retention
4. Partnerships and Community
5. International

Leadership was a primary discussion topic throughout the series of meetings. It was determined that rather than naming leadership as a separate Action Team, *leadership and advocacy for diversity* should be presented *as the framework to encompass the entire Diversity Action Teams effort within the College*. Key ideas and issues that were discussed within the leadership and advocacy for diversity area were:

- The Dean's Office sets the tone for diversity as a priority
- Tie the priority and focus on diversity into expectations of department leadership
- Someone needs to have the big picture for diversity. Consider making diversity a focused effort of a current associate dean - or create a dedicated position to serve as a bridge to informal and formal leadership structure in order to enable a unified effort at the college level.
- Leadership for diversity needs to be at multiple levels of commitment and accountability: faculty, program, department, college
- Caution against splintering into interest groups (GLTB, African-American, Hispanic, etc.); therefore, leadership to support unity across these areas is needed.
- Prioritize importance of having an assessment of what are our existing or promising relationships currently and establishing a repository and dissemination source/model for this information.

Recommended Action Teams:

Professional Renewal /Learning Action Team

The role of this Action Team would be to further establish the rationale regarding the importance and impact professional renewal and learning in diversity is to a community and to the productivity and impact of that community related to diversity. In addition this Action Team might assess the kinds of professional development, renewal and learning currently in place, and the needs identified across the college, and make recommendations about specific activities to initiate, continue, reframe and/or refocus.

Among the key ideas discussed in the series of focused conversations related to the work that can inform the work of this Action Team are:

- ◇ Encourage faculty to seek diverse experiences, e.g. continue funding for and promotion of Fulbright's for faculty
- ◇ Provide periodic COE-MEMO emails identifying COE faculty teaching, research, and service connected to diversity
- ◇ Develop a speaker/expertise list - make available to faculty names of speakers with expertise on particular aspect of diversity. Speakers could address student groups, teacher/mentor groups, or faculty groups
- ◇ Request a pool of money for faculty travel to conferences addressing diversity issues – recommend a team approach, so conference/workshop experiences can be discussed and presented back to faculty groups.
- ◇ Request a diversity component to Promotion and Tenure and Post-tenure review dossiers, e.g. participation in diversity meetings, events, training,

scholarship. Identify evidence faculty members can offer to document their participation with diversity.

- ◇ Sponsor an annual diversity conference
- ◇ Recommit monies for mini-grants to support diversity research
- ◇ Departmental link to Dean's Council of Diversity – make time on Council agenda for individual departments to report out what dept faculty are doing to address diversity, as well as time on departmental agenda for reporting on opportunities from Council.

Curriculum Action Team

The role of this Action Team could include a recommendation for a process (or processes) for examining how the college and its programs can continually reexamine our curriculum for inclusion of diverse perspectives, make our placements and field experiences more collaborative, and examine and establish accountability measures for our inclusion of diversity in our curriculum.

Among the key ideas discussed in the series of focused conversations related to the work that can inform the work of this Action Team are:

- Follow our strong mission statement to guide teaching for diversity in the COE and UGA's cultural diversity requirement
- Establish a process for each program to examine and document how they are preparing people for working, living, and contributing in a diverse society
- Talk across programs to coordinate diversity curriculum so that it is comprehensive, not redundant
- Ensure that students have the opportunity to apply what they are learning in field settings, with supported discussion and feedback, intentional placement and reflection
- Design field experiences in collaboration with mentors in the field who can join in planning learning experiences and in discussions of diversity issues (e.g., programs such as PRIME and UgaNets)
- Build in meaningful accountability at the college level, through the curriculum committee or some other college-wide group, for diversity curriculum (e.g., expectations are stated, offered, monitored, and evaluated)
- Explore alternative structures that provide better diversity preparation (e.g., a 5 year teacher preparation program with required courses in language and culture, teaching English Language Learners, cross-cultural counseling, etc.)
- Collaborate with Dean's Office in collecting assessment data related to diversity in school, clinical and other field based experiences across all programs.
- Establish a Diversity Certificate Program option in the COE.

Recruitment and Retention Action Team

A role of this Action Team would include an examination of current recruitment and hiring practices in the College as well as retention efforts to establish documentation and information on successful practices and procedures, as well as weaknesses in our approaches. Strategic recommendations for improvement and resources to support improvement in this area would be among the outcomes of this Action Team.

Among the key ideas discussed in the series of focused conversations related to the work that can inform the work of this Action Team are:

- Seek to set up partnerships with HBCUs in Georgia and other southeastern states in order to establish partnerships in degree and non-degree programs as well as faculty, student, and staff exchange,
- Assessment of what are our existing or promising relationships currently and establish a repository and dissemination source/model for this information
- Encourage (or require) each department and programs to develop a set of recruitment materials designed to illustrate the department's commitment to diversity (for department, college and Office of Institutional Diversity use)
- Develop a plan to more actively recruit staff from diverse groups
- Develop a plan to more actively recruit faculty from diverse groups
- Develop a plan to retain staff from diverse groups
- Develop a plan to retain faculty from diverse groups

Partnerships and Community Action Team

As we strive to fulfill our commitment to being an engaged university, there are various foci for this Action Team. Roles might include efforts to identify the multiple and diverse facets within our community and how we may share common agendas, especially as our work relates to diversity; examine better ways to communicate with our community; and, work to establish criteria by which we establish authentic partnerships.

Among the key ideas discussed in the series of focused conversations related to the work that can inform the work of this Action Team are:

- ✓ Add community representation on the Dean's Council on Diversity (Elderly, non-students of color, community leaders)
- ✓ Evaluate/Examine the service component of our work
 - How do we define service?
 - Lack of service results from lack of time or funds
 - Land grant schools are required to provide service for the state
 - Suggestion 1: Negotiate faculty portfolios where service is honored
 - Suggestion 2: Swap out – faculty into public school classroom/community agency, graduate student in college classroom-
- ✓ Establish a College of Education Outreach Center – providing programming, grant

- writing, curriculum development and training for UGA students and local
- ✓ Intentional recruitment of locals into college of education programs – service to public by providing more certification programs and not just degree programs
- ✓ Establish more partnership with UGA (e.g. Louis Stokes Alliance)
- ✓ Establish more partnerships with other COE departments
- ✓ Establish partnerships with other system schools
- ✓ Critique our relationship with the community at large – service agencies, adult services, PPA, service learning, citizenship engagement, etc. and document those relationships for the collective value we each contribute

International Action Team

The role of this Action Team would be to better articulate the role of internationalism in the mainstream diversity conversation, and to help identify ways and promote promotion of how the international work has linkages to other diversity work, the dean's office and various programs. Among the components of the international piece are: study abroad programs, faculty research (both international faculty at UGA and American faculty who work abroad), faculty teaching -- courses with international elements, and faculty travel (for research, teaching, service/outreach, etc.)

Among the key ideas discussed in the series of focused conversations related to the work that can inform the work of this Action Team are:

- Promote and publicize what Internationalism is in the college and in the larger university/state arena
- Develop a COE faculty resources data bank or website, so that people with an interest or question in a particular area or country can have contact information for COE faculty
 - Link this COE database/resource with the UGA international faculty database
- Identify ways to reduce isolation and loneliness, to create a better support network in COE for international students in COE (including immigrant and refugee students) :
 - create a link between COE and UGA international student organizations
- Create mechanisms to connect addressing of immigrant, migrant, and refugee issues in CLASE, Social Foundations and other programs, and other programs/components in COE
- Identify and expand COE/UGA & USG linkages: the Board of Regents, Office of International Education through having additional COE faculty participate in the international regional councils (Africa Council, Europe Council, Americas Council, Asia Council, and Middle East Council) and the system wide committees (on faculty and curriculum, study abroad, international students and scholars, and finance).
 - Pursue funding support for collaborations and internationalization programs such as USG Glossary Project.