

Alabama A&M University
School of Education
Diversity Plan, 2003

Knowledge, Skills, and Dispositions Essential for Candidates

Knowledge

1. Knowledge of own and other cultures and/or history
2. Knowledge of research on diversity, including gender, social class, ethnicity, race, language, religion, and exceptionalities
3. Knowledge of children's literature and teaching resources that impart multicultural awareness, acceptance, and appreciation
4. Knowledge of teaching strategies for, and learning styles of, a diverse population, to include language and family/community values and conditions
5. Knowledge of assessment issues in order to identify strategies for evaluating achievement in a diverse population
6. Knowledge of areas of exceptionality in learning and indicators of the need for special education services, as well as policies and procedures to be followed in referring students for special education services and/or to community agencies for assistance

Skills

1. Skill to develop and maintain a classroom climate that values diversity
2. Skill to develop and teach lesson plans that incorporate diversity
3. Skill to use children's literature and other teaching resources that impart multiculturalism
4. Skill to implement developmentally appropriate strategies to teach a diverse classroom population
5. Skill to assess achievement in a diverse population
6. Skill to employ strategies to teach tolerance and appreciation of differences
7. Skill to communicate and work cooperatively with the families of a diverse student population
8. Skill to provide equal educational opportunities to students who are diverse by virtue of gender, social class, ethnicity, race, language, religion, exceptionality, or other cultural identity
9. Skill to access school, community, state, and other resources and referral services

Dispositions

1. Belief that *all* students can learn
2. Valuing of diversity

Faculty/Staff Diversity Awareness Training

This plan stems from a needs assessment instrument periodically given to faculty and staff. The diversity training is based upon the results of these assessments. The primary aspect of the training plan involves formal faculty and staff experiences once per semester (Fall and Spring as feasible). These experiences are led by School of Education (SOE) faculty members who have had specific experiences with diversity training, and guests as indicated. These experiences include planning, structuring, implementing, and evaluating specific training aspects.

The diversity trainers may draw from the work of James Banks, Christine Bennett, B'nai B'rith, or the National Training Laboratories. Each experience integrates the disparate diversity elements within the overall Plan. Formative and summative evaluations continue to guide the diversity training.

Announcements will be made on the SOE web site, and every program in the School of Education as well as each Dean's office in the other Schools will receive a flyer in advance of each experience. The School of Education will schedule time for staff members to attend these activities. The particulars of content, presenters, length, and location will be decided and arranged by the SOE Diversity Committee, and the Diversity Committee will develop and administer and interpret the needs assessment.

Recruitment and Retention of Minority Faculty and Candidates

Our faculty-, candidate-, and student demographic data are continually monitored. Note the following chart which compares SOE faculty at two points in time:

	African-American	Caucasian	Female	Male
FA01*	56%	40%	55%	45%
FA03**	60%	34%	46%	54%

**Prior to implementation of the SOE Diversity Plan*

***Based on preliminary data*

We currently have one Hispanic faculty member who was recruited after the SOE Diversity Plan was initiated. We recommend continuing efforts to recruit faculty from racially- and ethnically-underrepresented segments of the population.

The following table compares SOE graduate students at two points in time:

	African-American	Caucasian	Hispanic	Unknown (e.g., non-resident aliens)
FA01	62%	27%	4%	6%
SP03	58%	39%	0%	2%

The next table compares SOE undergraduate students at those same two points.

	African-American	Caucasian	Hispanic	Unknown (e.g., non-resident aliens)
FA01	92%	5%	0%	6%
SP03	93%	5%	0%	2%

In order to increase the number of racially- and ethnically-underrepresented undergraduate candidates in the School of Education, we ensure that candidates from various races are seen in our recruitment literature and that they speak when on recruiting trips. The School of Education has a recruiter assigned through the Office of Admissions, and we also send two staff members from the Teacher Service Center to recruit candidates periodically, with emphasis on minority students.

In order to increase diversity awareness among our candidates, we recommend that all candidates in the School of Education will have taken a foreign language or ESL course equivalent to three semester hours prior to acceptance, or during their first year in a teacher preparation program.

Assessment and Improvement of the Plan

Plan for Assessing Diversity

1. Use the Diversity Evaluation Form to make an annual assessment of the Diversity Plan.
2. Procedure for evaluating components of the Diversity Plan:
 - a. Examine the published documents such as catalogs, student handbooks, course syllabi, and recruitment materials to determine the extent to which diversity information is included.
 - b. Review A&M Library resources (books, tapes, etc.) and SOE resources in light of our targeted diversity knowledge, skills, and dispositions.
 - c. Request demographic data from the Office of Institutional Research on the diversity makeup of the faculty and teacher candidates.
 - d. Design and administer an evaluation form to be filled out by each participant in the diversity awareness training workshops. The evaluation should include their assessment of the value of the information provided.
 - e. Maintain a log of conversations, memos, and other actions to obtain incentives to recruit and retain a diverse faculty.

Method for Using Data from Assessment to Improve the Diversity Plan

1. Submit the completed Diversity Evaluation form to the Committee on Assessment for review, approval, and comment.
2. With the cooperation of the relevant parties, modify aspects of the Plan as suggested on the Diversity Evaluation Form.
3. Develop and submit an annual report to the Dean of Education with an updated Plan as a result of the annual review. File the report and updated Plan in the SOE Diversity Committee Notebook in the NCATE room.

Revised October 2003

Signature of the Dean of Education