

# **Valdosta State University**

## **Dewar College of Education & Human Services**

### **Diversity Plan**

The Dewar College of Education & Human Services (COEHS) is strongly committed to the creation of a diverse educational setting in which candidates, faculty, administration, and staff from all cultures, communities, and backgrounds work together to meet the opportunities and challenges of positively impacting the lives of P-12 students. The College's dedication to diversity is reflective of its Mission Statement:

The mission of the College of Education & Human Services is to prepare professionals for a variety of roles in educational settings and community agencies; foster a culture of reflective practice and inquiry within a diverse community of students, faculty and staff; provide leadership in the improvement of the education, health, and well-being of citizens in this region, the nation and the world; and develop effective, responsive scholars and practitioners who use theory and research to enhance their work in a global, diverse, and technological society.

In addition to its accordance with the College's mission, the COEHS Diversity Plan reflects the diversity understandings, competencies, and dispositions expressed through educator preparation best practices as endorsed by the Council for the Accreditation of Educator Preparation (CAEP) and the Council of Chief State School Officers' (2013) Interstate Teacher Assessment and Support Consortium (InTASC). The COEHS Diversity Plan is an integral component in the College's efforts to recruit and retain diverse candidates who understand, reflect, celebrate, and utilize the diversity of the students they teach to make the best decisions possible to improve academic achievement.

### **Definitions**

To better understand and operationalize the diversity plan, the College of Education and Human Services has adopted the following definition from the Council for the Accreditation of Educator Preparation (CAEP) and the InTASC (2013) Standards:

According to CAEP (2013), diversity encompasses (1) Individual differences (e.g., personality, interests, learning modalities, and life experiences), and (2) group differences (e.g., race, ethnicity, ability, gender identity, gender expression, sexual orientation, nationality, language, religion, political affiliation, and socioeconomic background)

Since the concepts of inclusion, community, and organizational accountability are key tenets of the COEHS Diversity Plan, the College has adopted the following definitions that address these ideas:

**Community** - A group of people having common goals, rights, and privileges – where no one is advantaged or disadvantaged because of who they are.

**Inclusion/Inclusiveness** – an environment where everyone contributes his/her skills and talents for the benefit of all. Inclusion is consistent with VSU's values and objectives. The goal is to create an organization in which individuals are involved, supported, respected, and connected.

**Accountability**- taking or being assigned responsibility for something that has been done or something that is supposed to be done. In the context of the COEHS Diversity Plan, the College of Education and Human Services is assuming the responsibility for recruiting candidates from diverse backgrounds to positively impact learning for the diverse P-12 students in schools. Additionally, this definition provides an ethical context for promoting diversity in educator program candidates as it is the right action for the COEHS to pursue in providing the best educational opportunities for diverse candidates and the students with whom they will work.

## **Diversity Plan Goal Summary**

The following goals reflect the diversity priorities for the Dewar College of Education and Human Services over a two-year period. While the majority of these goals correspond to the diversity goals of the larger institution, they also reflect the specific needs of the COEHS and its programs, particularly in terms of meeting accountability standards mandated by CAEP, the Georgia Professional Standards Committee, InTASC, and the Specialized Professional Associations affiliated with many of the COEHS educator preparation programs. The Plan will be reviewed regularly by the COEHS Diversity and Inclusion Committee, as well as by other appropriate COEHS personnel, and may be adjusted or revised based on progress toward the desired outcomes.

**Goal 1 Retention:** Increase the percentage of underrepresented and/or socioeconomically disadvantaged students who graduate from COEHS programs by .50 per year over the next five years.

**Goal 2 Climate Enhancement:** Monitor and enhance the institutional climate for inclusiveness for all segments of the campus community.

**Goal 3 Diversification of COEHS Personnel:** Increase diverse representation among COEHS faculty, staff, and administrators.

**Goal 4 Data Collection and Utilization:** Improve data collection, analysis, and utilization to improve feedback, assessment, and evaluation of diversity processes within the College of Education and Human Services.

## **Diversity Goals**

**Goal 1 Retention:** Increase the number of underrepresented and/or socioeconomically disadvantaged students who graduate from COEHS programs by .50% per year over the next five years.

**Strategy 1:** Identify disparities between graduation rates for underrepresented and socioeconomically disadvantaged COEHS and their counterparts.

**Tactic 1:** Develop report of disparities between underrepresented students and their counterparts.

**Partners:** Center for Program Assessment, Analytics, and Evaluation; Diversity and Inclusion Committee

**Measure:** Report outlining disparities between underrepresented student groups and their counterparts by Fall 2014.

**Tactic 2:** Identify barriers to persistence for underrepresented and socioeconomically disadvantaged student groups.

**Partners:** Center for Program Assessment, Analytics, and Evaluation; Diversity and Inclusion Committee; COEHS Executive Committee

**Measure:** Report outlining barriers to graduation for underrepresented student groups and their counterparts by Summer 2015.

**Strategy 2:** Develop programs to address barriers to graduation for underrepresented and socioeconomically disadvantaged students by Fall 2015.

**Tactic 1:** Develop programs to increase graduation rates of underrepresented and socioeconomically disadvantaged student groups.

**Partners:** COEHS Advisement Center, Diversity and Inclusion Committee, COEHS Executive Committee, Program Coordinators, COEHS Faculty

**Measure:** Creation and launch of program(s) to support graduation of underrepresented and socioeconomically disadvantaged students by Fall 2015.

**Goal 2 Climate Enhancement:** Monitor and enhance the institutional climate for inclusiveness for all segments of the campus community.

**Strategy 1:** Conduct a bi-annual online COEHS climate survey.

**Tactic 1:** Establish an online climate survey development committee by Fall 2014.

**Partners:** Center for Program Assessment, Analytics, and Evaluation (CPAAE); COEHS Executive Committee; COEHS Diversity and Inclusion Committee; Instructional Technology; Program Coordinators

**Measure:** Creation of an online climate survey development committee by Fall 2014.

**Measure:** Creation of an online climate survey.

**Tactic 2:** Establish a climate survey implementation committee by Spring 2015.

**Partners:** Center for Program Assessment, Analytics, and Evaluation (CPAAE); COEHS Executive Committee; COEHS Diversity and Inclusion Committee; Instructional Technology; Program Coordinators

**Measure:** Implementation of campus wide climate survey during Spring 2015.

**Strategy 2:** Develop climate enhancement strategies based on analysis of climate survey.

**Tactic 1:** Disseminate climate survey analysis to appropriate divisions/units.

**Partners:** CPAAE; COEHS Executive Committee; COEHS Diversity and Inclusion Committee;  
Program Coordinators

**Measures:** Climate survey analysis report distributed to COEHS administration and programs by  
Summer 2015.

**Tactic 2:** Obtain new climate enhancement strategies based on climate survey analysis report.

**Partners:** COEHS Executive Committee; COEHS Diversity and Inclusion Committee; Program  
Coordinators; COEHS Program Faculty

**Measure:** Development of climate enhancement strategies by Fall 2015.

**Strategy 3:** Develop faculty candidate mentoring program to support diverse candidates.

**Tactic 1:** Establish a committee to design faculty/candidate mentoring program.

**Partners:** Diversity and Inclusion Committee; COEHS Executive Committee; Program  
Coordinators; COEHS faculty

**Measure:** Establishment of a committee to design faculty/candidate mentoring program by Fall  
2014.

**Measure:** Creation of a design for a faculty/candidate mentoring program by Spring 2015.

**Tactic 2:** Implement faculty/candidate mentoring program to support diverse candidates.

**Partners:** Diversity and Inclusion Committee; COEHS Executive Committee; Program  
Coordinators; COEHS faculty; COEHS staff

**Measure:** Implementation of faculty/candidate mentoring program by Fall 2015.

**Strategy 4:** Develop and provide ongoing training on diverse populations and the importance of diversity to COEHS administration, faculty, and staff.

**Tactic 1:** Implement two diversity training sessions (including diversity training and safe space training) for faculty and staff per year.

**Partners:** Employee Development, COEHS Diversity and Inclusion Committee, Valdosta State University Office of Social Equity, COEHS Executive Committee

**Measure:** Implementation of two diversity training sessions per year, beginning Fall 2014.

**Tactic 2:** Obtain feedback on requests for other types of diversity training in Spring 2015.

**Partners:** Diversity and Inclusion Committee, COEHS Program Coordinators, COEHS Executive Committee

**Measure:** Obtain feedback on requests for other types of diversity training Spring 2015.

**Goal 3 Diversification of COEHS Personnel:** Increase diverse representation among COEHS faculty, staff, and administrators.

**Strategy 1:** Identify current best practices in recruiting underrepresented University personnel.

**Tactic 1:** Identify/adopt current best practices in recruitment strategies by Spring 2015.

**Partners:** Academic Affairs, Valdosta State University Office of Social Equity, Valdosta State University Human Resources, Diversity and Inclusion Committee, COEHS Executive Committee

**Measure:** Creation of a best practices recruitment report by Spring 2015.

**Tactic 2:** Diverse faculty recruitment plan developed by Summer 2015.

**Partners:** Academic Affairs, Valdosta State University Office of Social Equity, Valdosta State University Human Resources, Diversity and Inclusion Committee, COEHS Executive Committee, COEHS Administration

**Measure:** Diverse faculty recruitment plan created by Summer 2015.

**Strategy 2:** Identify cost effective publication methods for targeted populations to advertise vacancy announcements, including online and professional networking platforms (e.g., LinkedIn).

**Tactic 1:** Identify alternative advertising opportunities to target minority populations by Spring 2015.

**Partners:** Academic Affairs, Diversity and Inclusion Committee, Valdosta State University Office of Social Equity

**Measure:** Publication/dissemination of alternative advertising opportunities by Spring 2015.

**Strategy 3:** Identify non-traditional search committee members to increase minority representation on search committees.

**Tactic 1:** Identify and train selected staff and candidates to serve as search committee members by Fall 2015.

**Partners:** Program Coordinators, Diversity and Inclusion Committee, COEHS Executive Committee, COEHS Department Heads

**Measure:** List of trained alternate search committee members created by Fall 2015.

**Goal 4 Data Collection and Utilization:** Improve data collection, analysis, and utilization to improve feedback, assessment, and evaluation of diversity processes within the College of Education and Human Services.



**Strategy 1:** Centralize collection, analysis, and evaluation processes for data related to diversity in the COEHS.

**Tactic 1:** Establish protocols for the collection, analysis, and evaluation of diversity-related data in the COEHS Center for Program Assessment, Analytics, and Evaluation.

**Partners:** Center for Program Assessment, Analytics, and Evaluation; COEHS Executive Committee; Diversity and Inclusion Committee; Program Coordinators

**Measure:** Data collection and analysis is centralized in the Center for Program Assessment, Analytics, and Evaluation by Spring 2015.

**Strategy 2:** Hire 1-2 graduate assistants to assist in monitoring diversity plan activities and to assist in coordinating with diversity plan partners.

**Tactic 1:** Request funding to hire 1-2 graduate assistants to monitor diversity plan progress, assist in coordinating with diversity plan partners, and assist in climate survey implementation.

**Partners:** Center for Program Assessment Analytics, and Evaluation; COEHS Dean's Office; Diversity and Inclusion Committee

**Measure:** 1-2 graduate assistants are hired to monitor diversity plan progress, assist in coordinating with diversity plan partners, and assist in climate survey implementation by Fall 2015.

**Strategy 3:** Design and implement procedures to use data evaluation to advise the COEHS administration and program personnel on how to improve diversity programming in the COEHS.

**Tactic 1:** Establish a committee charged with evaluating diversity outcomes based on data collected by the COEHS and recommending appropriate actions based on such data.

**Partners:** Diversity and Inclusion Committee; Center for Program Assessment, Analytics, and Evaluation; Center for Accreditation and Curricular Innovation; COEHS Executive Committee; Program Coordinators

**Measure:** The evaluation and advisory committee is established by Fall 2015.

## References

Council for the Accreditation of Educator Preparation. (2014). *Diversity*. Retrieved from

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Council of Chief State School Officers. (2013). *INTASC: Model core teaching standards and learning progressions for teachers 1.0*. Retrieved from

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