

**STANDARD 4. Diversity**

*The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty; candidates; and students in P-12 schools.*

SCSU has a deep commitment to the diversity of all aspects of our campus community. This commitment is reflected in the mission, vision and learning commitments of the institution, but also in the everyday experiences of our students and colleagues. SCSU is one of only two Minnesota institutions to receive the 2013 Higher Education Excellence in Diversity (HEED) Award (Exhibit 4.4.j.1).

In his 2008 convocation speech, President Earl H. Potter III called for the creation of a Diversity Task Force to develop a comprehensive diversity plan, “starting with the examination of every aspect of our (SCSU) culture and character to find better ways of making ours a welcoming, safe community that values our diversity.” The task force spent three years studying, visioning and developing the comprehensive plan, which was released in early 2012 (Exhibit 4.4.j.2). The resulting recommendations included: campus climate; student recruitment, retention and success; scholarship, teaching and learning; out-of-classroom learning; workforce development and composition; and building community relationships.

**Design, implementation and evaluation of curriculum and experiences**

SCSU requires all undergraduate students to complete at least three diversity courses in their liberal education curriculum, which must include at least one racial issues course (Exhibit 4.4.b.3). Learning outcomes for racial issues courses focus on understanding, education, awareness and student growth (Exhibit 4.4.j.3). Candidates for teacher licensure are required to take HURL 497/597, Human Relations for Teachers (Exhibit 4.4.b.4). Many programs also required the companion course, Human Relations for Teachers II, (HURL 498/598). Both courses provide a strong foundation for candidates to understand, recognize and analyze individual and institutional racism, sexism, immigration issues, and other forms of oppression in the school environment, and the impact of oppression on teaching and learning. These courses provide a strong focus on inclusive classroom pedagogy and curriculum development. The unit is committed to ensuring that our candidates are able to teach so that **all** students learn and create safe and respectful learning environments in which P-12 learners not only value, but **thrive** on diversity.

The diversity proficiencies assessed for teacher candidates seeking initial licensure are derived from the Minnesota Standards of Effective Practices and are aligned with our conceptual framework (Exhibit 4.4.a.1). They are rooted in professional standards, embedded in the curriculum and evaluated through key assessments including course-based measures, performance based assessments, follow up studies and cooperating teacher surveys (Exhibit 4.4.b.1-2). Employer surveys are designed to assess diversity proficiencies as well, but due to low response rates provide data that cannot be generalized. Data from the *initial licensure* programs demonstrates that the unit has made gains in candidate ratings on diversity measures from 2011-2014 (Exhibit 4.4.a.2). In looking at specific questions that have been added to the Exit Survey with our common metrics

initiative, however, it appears that SCSU candidates may lack confidence in their ability to differentiate instruction for various diverse student populations (Exhibit 4.4.c.3). This data is new for us, and will be studied and analyzed in the coming academic year.

At the *advanced level*, diversity proficiencies are embedded in the curriculum and aligned with course outcomes as well. Our Teaching English as a Second Language program requires candidates to take ENGL 463 (ESL and Culture), which prepares them for the multicultural experience of the ESL classroom, and ED 457 (Issues in Bilingual/Bicultural Education), which examines current issues that affect the bilingual/bicultural student. Advanced level diversity data (Exhibit 4.4.a.3) demonstrates that our candidates have the knowledge, skills and dispositions to teach all students and create learning environments that respect, support and nurture students from diverse backgrounds.

Diversity proficiencies for other school professionals come from CACREP standards and MN Competencies for School Administrators. These proficiencies encompass the knowledge, skills and dispositions necessary to meet the academic, social and emotional needs of all learners and have been purposefully aligned and embedded within specific courses in each program, to ensure that candidates gain the diversity competencies necessary for success in today's educational settings (Exhibit 4.4.a.3).

#### **Experiences working with Diverse Faculty**

Attention to hiring practices that reflect the institutional commitment to social justice, diversity and inclusion have been an administrative priority at SCSU. We have been purposeful in the recruitment of diverse faculty in order to provide the best possible candidate pool for every search. These efforts are monitored and upheld through system-level (MnSCU) board policy and the SCSU Equity and Affirmative Action Office (EAAO). The EAAO recruitment plan aims to create diverse and vibrant applicant pools by routinely advertising open positions on appropriate websites and in professional publications (Exhibits 4.4.g.2-3).

As of October 31, 2012, 22% of all faculty employed at SCSU were people of color and 45% were female (Exhibit 4.4.g.1). Currently, 15% of professional education faculty are people of color and 57% are female (Exhibit 4.4.d.1). This is below the institutional average, but compares favorably to the demographics of our cooperating teachers, who in the past three years were 5% people of color and 77% female.

The faculty in the teacher education unit share their expertise in social justice, diversity and inclusion internationally, nationally, regionally and locally. During the past academic year, teacher education faculty members made over a dozen presentations on diversity-related topics (Exhibit 4.4.g.4).

#### **Experiences working with Diverse Candidates**

Increasing the diversity of the student body is a goal at both the institutional and unit level. The Fall 2013 institutional "Quick Reference" report indicates that 20% of students enrolled at St. Cloud State University are students of color, and 52% are female (Exhibit 4.4.e.5). There are nearly 1,000 international students on our campus, adding to the richness of the experiences we can offer our candidates (Exhibit 4.4.e.2). Despite overall declines in enrollment, the current enrollment of

students of color in teacher preparation programs is 11% at the undergraduate level and 20.5% at the graduate level (Exhibits 4.4.e.1&3).

Through TPI, a team was created with the specific charge of making recommendations for the recruitment of diverse candidates, including teachers of color and men in the early years. The resulting report and recommendations outline current outreach efforts and strategies for improving our recruiting efforts as a unit and an institution (Exhibit 4.4.h.1).

Teacher candidates are encouraged to participate in a variety of opportunities on and off campus to develop intercultural competence in order to better serve P-12 students. Our candidates have many opportunities to study abroad, student teach in out-of-state and international settings and collaborate locally with international students (Exhibit 4.4.j.11).

- Supervision of candidates along with curricular and instructional support to both the Spanish and Chinese **immersion programs** in the St. Cloud and Minnetonka, MN school districts (Exhibit 4.4.i.1). Partnerships with the Universidad de Concepcion (Chile) and Beijing Normal University (China) help support these efforts.
- Faculty exchange and short-term study abroad for special educators with the Gyeongin National University of Education in **South Korea**.
- Short term exchange program between SCSU, Temple University and Universidad Federal de Bahía in **Salvador, Brazil** through a FIPSE (Fund for the Improvement of Postsecondary Education) grant.
- Study Abroad at **Alnwick Castle** in Northumberland, UK, focusing on children's and young adult literature.
- Student teaching in **Beijing, China** through an institutional partnership with Beijing Normal University.
- Student teaching in **South Africa** through a partnership with Nelson Mandela Metropolitan University.
- Student teaching in the **Aldine, TX** school district

### **Experiences Working with Diverse Students in P-12 Schools**

It is a priority for the teacher education unit to place all candidates in at least one diverse setting during the course of their program. The Office of Clinical Experiences developed a comprehensive database to track candidate placements in order to ensure diversity in field experiences. As part of that work a committee was convened in 2009 to establish a means by which to track the type of sites our candidates were experiencing. Diversity criteria were developed to help monitor placements. The diversity criteria are updated every three years and currently are as follows: Free or Reduced Lunch  $\geq 40\%$ ; Students of Color  $\geq 26\%$ ; Limited English Proficiency  $\geq 8\%$ ; Special Education  $\geq 15\%$ . Each site is evaluated against these criteria and given a diversity rating. Ratings are as follows. 1=Low diversity: The population of students in this site is below the state average in all diversity domains; 2=Diverse: The site is above or equal to the state average in one defined domain; 3=Highly diverse: The site is above or equal to the state average in two or more diversity domains (Exhibit 4.4.f.1).

During the 2012-2013 academic year, 76% of the students placed were in a setting with a rating of 2 or 3. In 2014, that number went up to 80%, with the majority of those in the low diversity category

being parent and family educators (Exhibit 4.4.f.2&3). As we transition to full implementation of Tk20, placement and diversity data will be easily accessible to key stakeholders.

#### **STANDARD 4: Continuous Improvement**

St. Cloud State University has engaged in purposeful activities to enhance the diversity of students attending this campus and faculty teaching here. We have focused on globalization at the institutional level as well as in the School of Education.

- The School of Education's **Global Education Committee** has worked to keep global opportunities and perspectives in the forefront.
  - **Vision:** The aim of the School of Education's Global Education Committee is to cultivate an environment in which students, faculty, and staff are able to attain the international perspectives and global competencies (coping, resiliency, resolving conflict, critical thinking, self-awareness, sensitivity, valuing multiple perspectives, being comfortable with ambiguity) needed for success in teaching, leading, service, and research.
  - **Mission:** The Global Education Committee provides a forum for dialogue, preparation for international understanding and global competencies, and a portal for disseminating the knowledge, research, and activities of the School of Education community.

Through a survey conducted in 2012, the Global Education committee determined that while a number of faculty engaged in international partnerships and research, there was a significant lack of dissemination with and between colleagues. To remedy this, the committee began sponsoring an international potluck each semester, which would feature global cuisine (prepared and provided by faculty and staff) and brief faculty presentations describing personal or professional international experiences. These potlucks aid in building a sense of community and disseminating scholarly work. In addition, the global education committee plans activities and events for International Education week, including a number of informative presentations by visiting scholars, students and/or faculty, and webinars focusing on global education.

- The Teacher Preparation Initiative team focused on Recruiting, Retaining, Graduating and Supporting Teachers of Color with Diverse Cultural Backgrounds has suggested that the **recruitment of teachers of color** should be a top priority for the unit. The proposal developed by this committee weaves together the need to reallocate specific resources for recruiting and retaining underrepresented teacher candidates, further exploring and developing alternative delivery systems, and the establishment of personal relationships between representatives of SCSU and communities of color in central Minnesota (Exhibit 4.4.h.1). The work of this committee will continue in Fall 2014 with the development of an implementation plan.

- As the period for edTPA adoption unfolded in the education unit, several faculty members expressed concern about equity issues associated with the instrument. While no assumptions were made about ethnic and racial disparities associated with the edTPA scores, we, as a unit, felt compelled to call for a **conversation about this equity issue**. Members of the assessment team gathered information about the performance of the edTPA in terms of (a) differential performance by groups of educators, and (b) reliability and validity issues and disseminated the findings (Exhibit 4.4.j.4). Following dissemination, a 1.5 hour unit-wide discussion was held on December 2, 2013, that was attended by approximately 30 faculty members, and included a preliminary presentation to foster discussion (Exhibit 4.4.j.5). A summary of the meeting was recorded by a representative of the assessment and accreditation committee (Exhibit 4.4.j.6). As a result of the rich and passionate conversation, members of the assessment committee delivered a draft of suggested language to the dean, for letters to our state organization (Minnesota Association for Colleges of Teacher Education, or MACTE) (Exhibit 4.4.j.7) and to the Minnesota Board of Teaching (Exhibit 4.4.j.8).
- The **Greater St. Cloud Area Thrive Initiative** is funded by the Initiative Foundation and co-founded by our Child and Family Studies Department and the Sauk Rapids-Rice Early Childhood programs. Thrive is a collaboration of organizations and community groups who are focused on improving early childhood mental health, healthy child development and family-focused service delivery systems. Included in this effort was the embedding of early childhood mental health research, theory and practice into coursework at SCSU, and developing an infant mental health special collection in the SCSU Curriculum and Technology Center. The Thrive initiative recently sponsored a training program for students in CFS 633, pertaining to home visiting for immigrant families, led by professionals who emigrated from African and Latin American countries.

Thrive has also done extensive work reaching out to our immigrant community. As part of a diversity initiative, the Greater St. Cloud Area Leadership Team conducted a cultural forum with the St. Cloud Area Somali Women's Association. As a result, a grant was written to and awarded by the Blue Cross Blue Shield of Minnesota Foundation which focused on supporting the four immigrant/refugee groups who had the most representation in the St. Cloud Area school district: Somali, Sudanese, Vietnamese and Latino/a. Goals of the grant include: increasing the number of diverse licensed early childhood professionals, expanding access and cultural sensitivity in early intervention and expanding intercultural sensitivity and competence of interpreters in the early childhood field (Exhibit 4.4.j.9).

- The St. Cloud State University School of Education and Temple University have collaborated to develop an initiative funded jointly by the United States Department of Education (Fund for the Improvement of Postsecondary Education (**FIPSE**) and the Brazilian Ministry of Education's Agency for the Support and Evaluation of Graduate Education (CAPES). St. Cloud State received three scholarships for students to travel to Salvador, Brazil, with a special education faculty member, joining a similar group from Temple University. The primary goal of this project is to promote international awareness and understanding of the significant contributions people with disabilities make to work environments. Students participating in

this program engage in multi-cultural activities to gain knowledge and awareness about the social consideration and technological solutions that raise employment opportunities for people with disabilities.

- St. Cloud State recently created a **Confucius Institute**, made possible through a partnership with the Jilin Province Department of Education in Changchun, China, in collaboration with the Minnesota Department of Education and the Ministry of Education in China. Our Confucius Institute is located in the School of Education and will focus on building cross-cultural understanding and partnerships in the community and supporting the Chinese immersion/second language programs in the region. Seven full Chinese immersion programs are in existence in the state of Minnesota, the oldest being the Yinghua Academy in Minneapolis. Additional programs are located in Minnetonka (2 sites), Forest Lake, St. Cloud, St. Paul and Hopkins (Exhibit 4.4.j.10).
- The current **academic exchange program** with Gyeongin National University of Education (GINUE) in South Korea has been a success in terms of special educators. The program is now in the planning phase of expanding to include STEM educators from both nations.
- One of the recent findings from our Exit Survey is that SCSU candidates lack confidence in their ability to create lessons and meet the **academic needs** of diverse student groups, including, but not limited to gifted and talented, English Language Learners, students with disabilities, and those with mental health needs. This will be reviewed further during the 2014-2015 academic year as we search for meaningful ways to better develop these skills in our candidates.
- The **Center for Access and Opportunity** is a collaborative effort between SCSU, the St. Cloud Technical and Community College and the St. Cloud school district. This program addresses academic underachievement, high school graduation rates and college participation for underrepresented students. The project includes academic advising, teacher consultants and academic support and enrichment services. The project has been very successful to date, and has worked in close collaboration with the School of Education.
- Every year, St. Cloud State hosts a **Power in Diversity Leadership Conference** for students of color and other underrepresented students from across the Minnesota State Colleges and Universities (MnSCU) system. This conference offers opportunities for personal growth and leadership development through keynote addresses, networking opportunities and a variety of breakout sessions.
- Also at the Institutional level, the **Multicultural Student Services Office** provides academic support, advising and multicultural programming to students from all programs on our campus. This office works with student organizations to plan a variety of social and co-curricular programs. All students are welcome to participate and have a wide variety of student organizations to choose from, including the All Tribes Council, African Student Association, Asian Students in Action, Council of African American Students, Hmong Student Organization, Movimiento Estudiantil Chican@ de Aztlán, Somali Student Association, the

Organization for Prevention of AIDS in Africa, Today's Women, and the Vietnamese Student Organization.

**STANDARD 4: Areas for Improvement**

St. Cloud State University had no areas for improvement cited in this standard during the last review.