

January 30, 2006

Dr. Martha Wisbey
Assistant Director for Programs & Services
Office of Institutional Diversity
119 Holmes/Hunter Building
UGA, Campus

Dear Martha,

Thank you for your initiative in gathering this important information about diversity efforts on our campus. The College of Education supports the notion of having a centralized repository for information about programming and strategic direction and appreciates your efforts in pulling this information together. We also look forward to the dissemination of this information as it will surely inform our efforts.

As you know, the College of Education has a long history with regard to working in the area of multicultural education. Our initiative formally began in 1993-1994 as one of our college's three primary agendas for the year, and has been a constant in our college since. This work has become institutionalized into many aspects of our daily college life and is now a part of the culture of our college – we hope! It is often difficult to point just to efforts, programs, decisions and practice that have their foundation in our multicultural education work, as our goal has been to be seamless in our efforts to promote diversity. Therefore, it seems most relevant that our response to your inquiry begin with setting the historical context for our work, and then listing some of the most prominent examples of how this work is proceeding.

If you have any questions please do not hesitate to contact me or Dean Castenell. Diversity is one of our favorite topics to talk about!

Best regards,

Jenny Penney Oliver, Ph.D.
Director, Academic Initiatives

cc: Dean Louis Castenell

UGA College of Education – Multicultural Education Initiative

The College of Education at the University of Georgia takes very seriously the fact that events associated with schooling are among the most powerful in shaping people's lives. And insomuch as the University of Georgia's mission calls for its College's to provide Georgia students with educational opportunities consistent with their future careers and personal lives (UGA Strategic Plan), the College of Education (COE) entered a period of self examination with regard to its attention to issues of diversity. Following the College's self examination with regard to diversity and prompted by faculty consensus, the College administration designated multicultural education as a formal initiative of the College of Education, effective academic year, 1993-94. Specifically, the multicultural education agenda was described in a handbook written by Dean Alphonse Buccino, and distributed to all COE faculty, in this way:

“Multicultural Education: This effort will address the issues of infusing appropriate multicultural perspectives into academic programs. The aim is to respond within each program to the saliency of cultural factors and diversity for the achievement and well being of our students in relation to the university context and to the context in which they will be working following graduation”

(COE 1993-94 Agenda handbook; p. 2).

This designation launched what has now become a focused, productive and integral function within the COE -- a *signature*, if you will, of the college. Clearly efforts toward infusion and inclusion of multicultural perspectives were already in place in many departments and programs within the COE. However, the establishment of multicultural education as an agenda and “Initiative” signaled the first designation of this as an issue that would be addressed college-wide.

A formal multicultural education mission statement (attached) was adopted by the Faculty Senate in 1993 and specified how the College's instruction, research, service and administration all share a role in fulfilling the goals of diversity in this College. In the COE, multicultural education is regarded as a process that will *facilitate* the development of educational policies and practices that recognize, accept and affirm differences and similarities among people; and, challenge inequities that exist in society in general, and in educational settings, in particular. The college is committed to the development of programs and practices that assist both students, staff and faculty in the development of knowledge and actions necessary to lead productive lives in this increasingly pluralistic society, and to effectively educate and counsel students from various cultural and socioeconomic backgrounds.

Early on in the initiative, a college-wide Task Force for Multicultural Education (MCTF) with diverse faculty, staff and student representation was established and a part-time faculty facilitator hired to provide both leadership and assistance with clarifying the issues through a self study. As a result, sub-committees were formed specifically in the areas of recruitment and retention of

faculty, staff and students of color; faculty and staff development in multicultural education; research in multicultural education; multicultural resources development; and, review and revision of curriculum for inclusion of diverse perspectives. This organizational framework was put in place to help more fully facilitate the incorporation of multicultural education into the life of the college.

The major activities associated with the college's multicultural education initiative have largely been based on the list of 32 recommendations identified from a college climate and issues clarification study and were grouped around topics such as leadership, curriculum, and faculty and staff development, for example. These recommendations became the thematic foundation for the sub-committee structure that was originally put in place, and based on a recent clarification study, continues to provide a practical framework from which to continue to organize the work of the initiative. Significant progress has been made in several areas, specifically in the area of curriculum, recruitment and retention of faculty of color, and faculty and staff development.

Highlights of the COE Multicultural Initiative

Mission/Policies/Administration

- In addition to the COE Mission Statement, the College has a formal, college-wide endorsed Multicultural Education Mission Statement which is unique to UGA.
- The COE's conceptual framework, which represents the shared academic philosophy and mission with regard to educator preparation, speaks directly to diversity. A statement about the College's commitment to diversity within this conceptual framework is attached and on the college's web site (attached).

Conceptual Framework: The College of Education prepares exemplary, reflective professionals to serve a diverse, global community; it achieves that end through teaching, scholarship, outreach, and partnerships at local, national, and international levels.

- The Dean's Council on Diversity, a standing committee of the COE with faculty, staff and student representation, has representation on the COE Administrative Council and is a liaison to the COE Curriculum Committee and Faculty Senate, and serves in an advisory capacity to the Dean.
- College-wide, recruitment for faculty positions includes targeted and focused advertisements in a variety of venues to attract diverse candidates, such as *Hispanic Outlook* and *Black Issues in Higher Education*.

- A Goizuetta Chair of Excellence for Hispanic Education has been established in the COE and a national search on ongoing.
- The COE houses the Center for Latino Achievement and Success in Education (CLASE).
- Percentage time of a COE administrator, and staff support, is designated to facilitate the work of the Dean's Council on Diversity.
- The COE Office of Student Services has prioritized several events aimed at attracting under-represented populations. COE Student Services sponsors an event at each Dawg Day weekend and participate in Project GRAD, Georgia DAZE, Future Educators Annual Conference, targeted college fairs, and FEA Day at UGA. In addition, the Office of Student Services sponsors Dawg Tag, an outreach program to 8th graders at targeted feeder schools to capture their interest in teaching and in attending UGA. Planned are summer enrichment programs for 9th and 10th graders.

Strategic Plan: The COE's strategic plan address issues of diversity in a variety of ways.

- *Vision:* The College of Education at UGA will promote equity and full participation in a diverse global economy by continually assessing our programs, generating research, and developing policy to revitalize education, well being and learning.
- *Goals:* (one of the 4 COE Strategic Goals speaks directly to diversity)
Goal 4: The COE will provide leadership in promoting equity and social justice through teaching and service.
- Other areas diversity is specified in the COE Strategic Plan:

Program priorities:

D. Develop and strengthen cross-college centers promoting diversity and social justice, and that house affiliated faculty who teach social foundations courses and research related issues

Objectives:

- a. Increase the percent of underrepresented students in all programs
- b. Increase the percent of underrepresented faculty
- c. Conduct an annual survey of the climate for diversity
- d. Increase the percent of students_ working with under-represented student populations (low SES, ESOL, special needs, students of color) through more diverse field placements.

- Cultural Diversity Requirement (CDR) – The College’s CDR specifies the “knowledge of application” and the “conceptual knowledge” students are expected to demonstrate. Rather than specifying experiences or common courses across the unit, individual departments determined how the requirement would be fulfilled; therefore, the commitment to diversity is also reflected in how the requirement is met. Each department created diversity plans in 1999 to show how the departmental programs would satisfy the diversity requirement. After review, critique, and revision, the plans were sent forward to the university level curriculum committee, university council, and approved. The plans, implementation and regular reviews of these requirements represent an innovative and forward-thinking initiative in the college.
- There is a Cultural Diversity Requirement for undergraduate and graduate students of the COE. Meeting a CDR is a university requirement for every undergraduate; however, the COE is unique in its expectation of graduate students.
- Each academic program has a diversity curriculum action plan.
- Increasingly, and consistent with the goals of our CDR’s, the COE has created Study Abroad experiences. These enhance faculty research opportunities and student diversity experiences.
- The COE is an active participant in the Consortium for Overseas Student Teaching Program (COST) which offers teacher education candidates the chance to student teach abroad.
- A focus on service learning as a pedagogical tool and a way to engage students in community projects in diverse settings is growing rapidly in the college. The College’s League of Professional Schools is a state-wide leader in how to use service learning to promote democratic education and social justice.
- The COE has an ESOL (English Speakers of Other Languages) endorsement.
- The COE has a Teachers for English Language Learners (TELL) Program that awards loan forgiveness scholarships to bilingual individuals interested in becoming teachers.
- The COE offers Special Education Training on the Web (SETWEB) which is specifically aimed at recruiting under-represented populations across the state into special education certification courses.

Grants: The COE is the recipient of and maintains a variety of grants related to diversity. Among those are:

- Jerome Morris: African-American Adolescents in a Black Suburb in the U.S. South: A Social Study of Schooling, Identity, and Achievement, Spencer Grant
http://www.coe.uga.edu/coenews/2005/morris_spencer_grant.htm
- Ron Butchart: Historical Study of Education of Freed People, Spencer Grant,
http://www.coe.uga.edu/coenews/2005/buchart_spencergrant.htm

- Derrick Alridge: Footsoldiers for Equal Justice Project
http://www.coe.uga.edu/coenews/2005/Alridge_BIHE.htm
- Deryl Bailey: Gentlemen on the Move
<http://www.coe.uga.edu/chds/news/people/bailey/index.html>
- Janette Hill, Jenny Penney Oliver, Kecia Thomas, Talmadge Guy & Bob Fecho: The Intersection of Diversity and Learning, National Science Foundation.
http://www.coe.uga.edu/coenews/2005/nsf_diversity_conference.htm
- Goizueta Foundation grant to improve Hispanic education in Georgia
<<http://www.goizuetafoundation.org/>,
<http://www.coe.uga.edu/coenews/2002/GoizuetaGrant.htm>>. The college is currently conducting a national search for the Goizueta Chair of Excellence.
- Betsy Rhymes: Teachers for English Language Learners <http://www.coe.uga.edu/tell/>
- Pam Paisley, Paul Matthews and Ed Delgado-Romero: School Counselors as Educational Leaders for Georgia Latino/a K-12 Students.
<http://www.coe.uga.edu/coenews/2005/segue_ideas_grants.htm
- Lew Allen and Kathy Thompson, UGA Poverty and the Economy Faculty Research Grants Program to work with a public school in Griffin, GA.
<http://georgiafaces.caes.uga.edu/storypage.cfm?storyid=2695>

Partnerships: Examples of some of the most comprehensive and effective partnerships are:

- *Gentlemen on the Move* (GOTM) and *Young Women's Scholars* (YWS).
http://www.coe.uga.edu/coenews/2004/GOTM_GANAME_Award.htm
- *Partnership for Community Learning Centers*: CCSD-UGA-ACC Community Partnership – a comprehensive school and community reform partnership with Chase Street and Gaines Elementary Schools.
- Clarke Central High School – College of Education Diversity Dialogues – A professional learning partnership centered around shared book/article readings and then discussion with the author.
- Project R.E.A.D.Y. (Reaching Academics Daily) – a high school drop-out prevention initiative focusing on leadership and career development. A partnership with Clarke Central HS, Leadership Athens Alumni Association, COE, and the UGA Optimist Club
- Proposed UGA Center for the Study of Equity and Diversity – a partnership between the COE and the College of Arts and Sciences to establish a center with 4 divisions: Pk-12; workplace; community; higher education.
- Partnership with Arts & Sciences to support an invited conference, The Intersection of Diversity and Learning.
- COE's Consortium for Better Teaching & Learning partnership with the Classic City High School Performance Learning Center, a pre-collegiate partnership.
- Center for Latino Success and Achievement in Education (CLASE) has vast partnerships with teams of teachers within the public schools in GA. These

partnerships are all directed toward increasing academic success of Latino/a students.

- COE and CLASE partnership with the Archway Project, a comprehensive community partnership with Colquitt County.

Professional Development : Historically, professional development and learning has been one of the strongest aspects of the COE multicultural initiative. For the first 8 years of the initiative the COE sponsored an all day diversity working conference each which was attended by the majority of the college's faculty and staff. These conferences were themed around a topic area of interest or reform we were undertaking in the college (e.g. curriculum transformation; recruitment and retention of under-represented faculty) and were facilitated by an external consultant, usually a well know scholar in the field of multicultural education. Examples of some of the current professional learning in the college:

- *Fall Fling: Focus on Diversity*: an annual event, this resource fair and celebration showcases departments and program within the COE and UGA that focus on diversity.
- Diversity Seminar Series (see attached): Twice monthly seminars typically featuring a COE or UGA faculty or graduate student, focusing on an area of diversity. This is the 9th year of this series.
- Diversity Dialogues: Partnership with a local high school that engages our faculty and staff in a common reading on diversity and then concludes with an interactive session with the author(s). One per semester.
- Diversity Focus Groups: Initiated in spring, 2005, these ongoing "focused conversations" occur with representatives from the Dean's Council on Diversity and the Dean with 6-9 faculty/staff per session. A set of guided questions are used to gather information and perceptions on, among other topics, the diversity climate in the COE. Six sessions were held in spring, 2006. Summary data from these sessions has been shared with the COE at large and the Dean's Council on Diversity is charged with following up on some of the recommendations and suggestions.
- COE Black Issues in Higher Education (BIHE) conference: The first annual COE-sponsored BIHE is scheduled for 2/3/06.
http://www.coe.uga.edu/coenews/2006/bihe_conference.htm
- Our Center for Latino Achievement and Success in Education provides professional development for school and community groups/organizations in Athens and GA.
- The COE was a co-sponsor of the National Association for Multicultural Education's (NAME) 2005 international conference and sponsored faculty and staff attendance. The COE is an annual sponsor of the GA NAME conference.
- The COE routinely sponsors visiting professors and scholars in the field of multicultural education and seminars, lectures, and other professional learning opportunities are always planned in conjunction with those visits.

Outreach/Committee Involvement: Faculty and staff are actively engaged in outreach and committee work geared toward the advancement of diversity, campus and community wide.

- Recruitment & Retention Committee – An administrator serves on this committee in the Graduate School and serves as the liaison and primary contact for recruitment contacts that are made during outreach visits and college fairs.
- Several COE faculty were active participants on the Diversity Design Team for the Office of Institutional Diversity.
- Two COE faculty served as co-conveners with an Athens Clarke County Community representative to launch the Clarke County School District Multicultural Education Task Force.

Future

The multicultural initiative is intertwined within the fabric of the College. This is both a philosophical as well as practical statement, as characterized by the initiative's impact on strategic planning and the daily operations of the college. A goal for our multicultural education initiative has been to practice multicultural education as we fulfill the teaching, research and outreach mission of our college. In order to accomplish this goal we have taken a diverse and engaging approach across the different areas that make up our >traditional= academic environment, e.g. curriculum, staffing practices, professional development, research, etc. While we can clearly point to many positive and substantive changes that have occurred in our college within the framework of our multicultural mission, we have not met all of our diversity goals yet. We are, however, actively grappling with issues that influence and affect our maturation by continuing to confront traditional and long-standing practices. We are on the path that will continue to move this college further in our role as leaders in this compelling conversation, and toward integration and excellence in the whole mission.

