

**Statement of Position for Strategic Planning
and Strategic Actions**

submitted by:

The College of Education Task Force for Multicultural Education

November, 1999

At the beginning of the 21st century, Americans find themselves in a much more culturally, religiously, ethnically, and racially diverse society than they did at the turn of the 20th century. Today, the United States is one of the most diverse countries in the world and its technology and world prestige has made it a center of international and global influence. Despite the increasing amount of multiethnicity, multiculturalism, and international transference of culture among various groups in the United States, stereotypes and negative views remain prevalent among Americans of different racial, ethnic, cultural, and religious backgrounds. Most of these views, we believe, are a result of misconceptions and misinformation and are the remnants of a history in which the country has struggled to transcend differences of race, culture, ethnicity, language, gender, religion, sexual orientation, and class.

As one of the largest and most prestigious colleges of education in the United States, The University of Georgia College of Education plays a major role in helping provide accurate information and knowledge dealing with issues of diversity. We also intend to play a critical role in influencing the dialogue on race, ethnicity, gender, class, and other aspects of multiculturalism in order to help shape a more democratic society in the 21st Century. The College of Education has already taken a lead in these endeavors. In fact, in its official statement on multiculturalism, the college proposed that it “assist both students, staff and faculty in the development of knowledge and actions necessary to educate and counsel students from various cultural and socioeconomic backgrounds.” It also proposed to “institute a process of continuous reflection and evaluation to accomplish the mission of multicultural education for an equitable democratic society.” To facilitate these objectives, in 1998 the College of Education adopted a cultural diversity requirement for all students to ensure that graduates from UGA would acquire more understanding and respect for cultural differences within both domestic and global communities.

The Multicultural Task Force (MCTF) supports, in spirit, the College’s Strategic Plan. In this addendum, we focus explicitly on a few of the issues and problems

of equity and diversity within Georgia and the UGA community. At the moment, the student and faculty bodies at UGA do not equitably reflect the diversity of either Georgia or the nation. For example, while African Americans comprise a little over 30% of the Georgia population, they make up only 6.5 percent of the undergraduate student population and only 3.5 percent of the African American faculty at the University. Latino and Native American students are also underrepresented, making up about 1 and .14 percent of the student body respectively. In addition, Latinos and Native Americans make up less than 1 and .5 percent of the faculty respectively. These, among other problems pertaining to equity and diversity, need to be addressed aggressively in order for the College and University to make any significant progress with regard to equity and diversity on a regional, state, national, and global level.

In order to prepare teachers for the reality of an increasingly diverse society, the MCTF intends to continue to play an important role in assisting and informing the College of Education. Moreover, in order to promote greater equity and diversity in society, the MCTF's role also entails assisting and informing UGA about the need for proactive measures in making the student body and faculty more culturally diverse, and about the continued need for development of programs and policies related to multiculturalism and globalization.

The College of Education and the MCTF must continue to take the lead in bringing to the forefront important issues of equity and diversity as connected with UGA, the Athens community, regional and national locations in the United States, and other global areas. In doing so, we can facilitate change in the social and political climates, thus creating a critical mass that can enable the presentation of different perspectives in our society that will hopefully lead to greater equity and democracy among all. In the attached document, you will find evidence of links from the MCTF's themes and vision to the goals, objectives, and strategic actions as described by the College Plan. The MCTF believes that the College and University must be proactive in strategies of recruitment, retention, research, dissemination, program development, community outreach and support, and we look forward to working with our colleagues in securing our common objectives.

The College of Education: An Engaged Community of Scholars Addressing Society's Needs Today, Preparing Leaders for Tomorrow

The mission of the College of Education is to address society's educational and human development needs by preparing professionals for instruction, research, and leadership in increasingly diverse educational, health, community, and corporate contexts. To advance our mission in response to the challenges of today's society we envision an evolving role that will be characterized by a high

level of engagement with critical educational and human development needs in partnerships with our constituents in Georgia and beyond, an increased emphasis on the impact of our research to anticipate and address critical needs including those in schools and other educational settings, and leadership as a distinguishing characteristic of COE graduates.

- Goal I. Increase the Impact of our Research**
- Goal II. Improve the Quality of Teaching and Learning in All Settings in Which Education Occurs, Especially Public Schools**
- Goal III. Increase the COE's Active Engagement with Constituents**
- Goal IV. Promote Leadership Development in Undergraduate and Graduate Programs Objectives and Possible Strategic Actions**
- Goal V. Establish a Self-Renewing Process**

Goal I: Objective A. Promote college research efforts through organizational change and college-wide support.

Selected Items of COE Strategic Plan	MCTF Addendum
3. Double the number of graduate student research assistantships.	<ul style="list-style-type: none"> • Identify and seek scholarships, grants and other financial supports for prospective students from under-represented populations.
4. Implement a faculty research leave program.	<ul style="list-style-type: none"> • Foster faculty and staff exchanges with HBCUs and international institutions.
6. Expand the level of external support significantly over the next five years.	<ul style="list-style-type: none"> • Seek external funding for diversity related research.

Goal I: Objective B. Focus research in selected areas to enhance funding opportunities, visibility, and impact.

Selected Items of COE Strategic Plan	MCTF Addendum
2. Implement an enhanced system for identifying funding opportunities.	<ul style="list-style-type: none"> • Foster collaborations with HBCUs and international institutions.
3. Use grant overhead return funds to support infrastructure development and proposal development in selected areas of research.	<ul style="list-style-type: none"> • Seek external funding for diversity related research.
4. Conduct research in and disseminate findings related to major COE initiatives, e.g., Multicultural Education, Academic Community Learning, and Technology.	<ul style="list-style-type: none"> • Survey current and past students, faculty and staff from under-represented groups as to why they came and stayed or left. • Conduct surveys of current and past students, faculty and staff in relationship to multiculturalism, admissions, recruitment, retention, and other issues. • Study state, national and international policy and standards as related to issues such as admissions and support of students from under-represented groups. • Seek external funding for diversity related research.

Goal I: Objective C. Provide greater visibility for the research results.

Selected Items of COE Strategic Plan	MCTF Addendum
<p>1. Develop strategies and activities to showcase research efforts such as hosting an annual "Educational Research that Matters to Georgia Day," and invite the media, legislators, and representatives from government agencies, school systems, and others stakeholders.</p> <p>2. Generate press releases on research efforts and findings.</p> <p>3. Create and publicize a dynamic database of research findings and practical implications that is easily accessible by, and responsive to, the needs of local, national, and international constituents.</p> <p>4. Broaden the definition for publication to include outlets that are appropriate, timely, and relevant to a culturally diverse society.</p>	<ul style="list-style-type: none"> • Publish the results of research on diversity-related topics and issues. • Present diversity related research and results of related projects at regional, national and international conferences. • Hold an annual COE, regional or national conference on diversity research and related initiatives. • Enhance and expand the COE multicultural initiative website. • Publish a newsletter to COE, campus and the community on COE diversity initiatives. • Publish the results of research related to diversity. • Publish a newsletter to COE, campus and the community showcasing COE multicultural education database. • Expand database on COE multicultural initiative website. • Publish the results of research on diversity-related topics and issues. • Secure data to support beliefs and practices related to diversity. • Use research to open up and clarify issues of diversity and equity clouded by mis-information. • Use research to move diversity as an issue from the margins to the center.

Goal I: Objective D. Document and assess the impact of COE research.

<p style="text-align: center;">Selected Items of COE Strategic Plan</p>	<p style="text-align: center;">MCTF Addendum</p>
<p>1. Conduct biennial surveys of our graduates and client institutions (especially within our partnerships) as to their priorities, concerns, and application of COE research.</p> <p>3. Provide annual reports to the Dean's office that identify research impact, infrastructure needs, funding trends, and suggested directions for new research initiatives.</p>	<ul style="list-style-type: none"> • Conduct surveys of current and past students, faculty and staff in relationship to multiculturalism, admissions, recruitment, retention, and other issues affecting and related to diversity. • Conduct formative assessment of the COE multicultural education initiative.

Goal II. Objective A. Address specific teacher shortages through vigorous recruitment and retention efforts and through the development of alternative teacher preparation programs.

<p style="text-align: center;">Selected Items of COE Strategic Plan</p>	<p style="text-align: center;">MCTF Addendum</p>
<p>1. Initiate recruitment strategies (e.g., on-campus summer programs and institutes) among middle/high schools, feeder colleges, and historically black colleges and universities to encourage African Americans, Hispanics, and members of other under-represented groups to enter teacher preparation programs.</p>	<ul style="list-style-type: none"> • Attend conferences that showcase prospective recruits from under-represented groups. • Identify and seek scholarships, grants and other financial supports for prospective students from under-represented groups. • Hold Summer institutes for middle and secondary students from under-represented groups. • Recruit cohort groups of entering students from under-represented groups. • Hold Summer mentoring programs and institutes for prospective transfer and graduate students from under-represented groups. • Meet with HBCUs and other institutions that traditionally serve populations that are under-represented at UGA and the COE, 2 year colleges (transfers), 4 year colleges (for transfers and graduate students), Master and Doctoral level institutions (for faculty), in order to establish "pipelines" for recruitment. • Develop joint degree programs with HBCUs and other institutions that serve under-represented populations.

Goal II. Objective A continued. Address specific teacher shortages through vigorous recruitment and retention efforts and through the development of alternative teacher preparation programs.

<p style="text-align: center;">Selected Items of COE Strategic Plan</p>	<p style="text-align: center;">MCTF Addendum</p>
<p>2. Recruit and retain diverse faculty, staff, administrators, and students and actively build an inclusive college of education community that values diversity.</p>	<ul style="list-style-type: none"> • Attend conferences that showcase prospective recruits from under-represented groups. • Identify and seek scholarships, grants and other financial supports for prospective students from under-represented groups. • Meet with HBCUs and other institutions that traditionally serve populations that are under represented at UGA and the COE, 2 year colleges (transfers and staff), 4 year colleges (for transfers, staff and graduate students), Master and Doctoral level institutions (for staff and faculty), in order to establish "pipelines" for recruitment. • Recruit cohort groups of entering students from under-represented groups. • Develop mentor (student and faculty/staff mentors) programs for entering students and faculty from under represented groups. • Survey students, staff and faculty who were not retained as to why, and identify what supports may have made a difference. • Work with departments on continued development and refinement of their cultural diversity curriculum action plans. • Develop enrichment programs and interdisciplinary degrees that include

issues related to diversity.

- Work with departments on continuing professional development in multicultural education.

Goal II. Objective A continued. Address specific teacher shortages through vigorous recruitment and retention efforts and through the development of alternative teacher preparation programs.

<p style="text-align: center;">Selected Items of COE Strategic Plan</p>	<p style="text-align: center;">MCTF Addendum</p>
<p>3. Expand distance-education opportunities and partnerships with schools, other colleges and universities, and state agencies for mentoring of preservice and inservice teachers.</p> <p>4. Monitor supply and demand by field and develop strategies and incentives to encourage students to enter high-need fields.</p> <p>5. Explore alternative models of teacher preparation, e.g., BSED programs beyond 120 hours, post-baccalaureate programs, and cross-disciplinary courses and programs.</p> <p>6. Research and develop strategies to address teacher attrition issues including failure of newly certified teachers to enter</p>	<ul style="list-style-type: none"> • Hold Summer mentoring programs and institutes for preservice and inservice teachers, particularly from under-represented groups. • Meet with HBCUs and other institutions that traditionally serve populations that are under represented at UGA and the COE, 2 year colleges (transfers) , 4 year colleges (for transfers and graduate students), Master and Doctoral level institutions (for faculty), in order to establish "pipelines" for recruitment. • Develop joint degree programs with HBCUs and other institutions that serve under- represented populations. • Develop enrichment programs and interdisciplinary degrees that include course and field experiences related to diversity. • Develop joint degree programs with HBCUs and other institutions that serve under- represented populations. • Develop joint degree programs with HBCUs and other institutions that serve under- represented populations.

the field and the high drop-out rate during the first three years.

Goal II: Objective B. Enhance COE graduates' preparation to bring students from diverse backgrounds in a variety of demographic settings to high levels of achievement.

<p style="text-align: center;">Selected Items of COE Strategic Plan</p>	<p style="text-align: center;">MCTF Addendum</p>
<p>1. Increase our graduates' preparation to work in urban, rural, and low SES settings through focused campus courses, more varied field placements, and technological/distance education linkages.</p>	<ul style="list-style-type: none"> • Foster student exchanges with HBCUs and international institutions. • Provide students with diverse experiences in working with students and families from numerous populations and in a variety of settings, including inner city and rural settings, domestic and abroad, including developing countries. • Develop enrichment programs and interdisciplinary degrees that include diversity related issues.
<p>2. Incorporate second-language, cross-cultural, and international experiences in preparation programs for teachers, school administrators, teacher educators, and other education professionals.</p>	<ul style="list-style-type: none"> • Foster student exchanges with HBCUs and international institutions. • Study state, national and international policy and standards as related to issues such as admissions and support of students from under-represented groups. • Monitor and consult on inclusion in the curricula of issues related to diversity. Work with departments on continued development and refinement of their cultural diversity action plans.
<p>3. Develop, research, and teach strategies for learning about and addressing educational needs across cultural, socioeconomic, and linguistic communities.</p>	<ul style="list-style-type: none"> • Monitor and consult on inclusion in the curricula of issues related to diversity. • Work with departments on continued development and refinement of their

and linguistic communities.

cultural diversity action plans.

- Provide students with diverse experiences in working with students and families from numerous populations and in a variety of settings, including inner city and rural settings: domestically and abroad, including developing countries.
- Work with departments on developing professional development activities in multicultural education.

Goal II: Objective C. Prepare COE graduates to work collaboratively with families, school personnel, community leaders, health care professionals, and members of the mass media to address social issues affecting education.

Selected Items of COE Strategic Plan	MCTF Addendum
<p>1. Incorporate cross-disciplinary community approaches to better prepare graduates to address serious health risks facing learners (e.g., lack of physical activity, balanced nutrition, and sleep; use of cigarettes, alcohol, and illegal drugs; high-risk sexual activity; depressive disorders and suicide; and physical and emotional violence).</p>	<ul style="list-style-type: none"> • Establish a mentoring program consisting of COE student organizations working with students in the community. • Provide students with diverse experiences in working with students and families from numerous populations and in a variety of settings, including inner city and rural settings, domestic and abroad, including developing countries. • Work with local and state legislators in developing initiatives to increase access to education for all children and families. • Work with community organizations and churches on service learning projects that UGA students can develop and/or implement. • Work with student organizations in developing mentoring programs for children, adolescents and adults who are economically disadvantaged, or

have a disability.

Goal II: Objective C continued. Prepare COE graduates to work collaboratively with families, school personnel, community leaders, health care professionals, and members of the mass media to address social issues affecting education.

<p style="text-align: center;">Selected Items of COE Strategic Plan</p>	<p style="text-align: center;">MCTF Addendum</p>
<p>2. Expand COE graduates' preparation to engage with families in creating communication and learning bridges among home, school, and community settings.</p>	<ul style="list-style-type: none"> • Hold Summer institutes for middle and secondary students from under-represented groups. • Hold Summer mentoring programs and institutes for prospective preservice teachers. • Work with community organizations and churches on service learning projects that UGA students can develop and/or implement. • Establish a mentoring program consisting of COE student organizations working with students in the community. • Provide students with diverse experiences in working with students and families from numerous populations and in a variety of settings, including inner city and rural settings, domestic and abroad, including developing countries. • Work with local and state legislators in developing initiatives to increase access to education for all children and families.
<p>3. Increase COE graduates' preparation to design, implement, and utilize tutoring, mentoring, and counseling programs.</p>	<ul style="list-style-type: none"> • Hold Summer institutes for middle and secondary students from under-represented groups. • Hold Summer mentoring programs and institutes. • Establish a mentoring program consisting of COE student organizations working in the

community with students from under-represented groups.

- Provide students with diverse experiences in working with students and families from numerous populations and in a variety of settings, including inner city and rural settings, domestic and abroad, including developing countries.

Goal II: Objective C continued. Prepare COE graduates to work collaboratively with families, school personnel, community leaders, health care professionals, and members of the mass media to address social issues affecting education.

Selected Items of COE Strategic Plan	MCTF Addendum
<p>4. Prepare educational scholars to conduct original research in family/school/community contexts of education through new doctoral programs, such as a Ph.D. in cross-disciplinary programs with sociologists, psychologists, anthropologists, health professionals, social workers, and others.</p>	<ul style="list-style-type: none"> • Develop enrichment programs and interdisciplinary degrees that include issues related to diversity.

Goal III: Objective A. Develop a COE model of the Engaged College using the Kellogg commission report as a springboard.

<p>3. Increase influence on educational policy through targeted interactions with state and national legislative committees and other policy groups.</p>	<ul style="list-style-type: none"> • Identify domestic and international organizations that hold information on prospective students, faculty and staff from under-represented populations. • Form a consortium to study policy as related to admission requirements at all levels.
<p>4. Invigorate and expand alumni and development</p>	<ul style="list-style-type: none"> • Identify and seek scholarships, grants and other financial supports for

efforts.

prospective students from under-represented groups.

- Survey current and past students, faculty and staff as to why they came and stayed or left.
- Establish a mentoring program consisting of COE student organizations working in communities and the state with students from under-represented groups..

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Goal III: Objective B. Develop responsive partnerships with schools, community agencies, businesses, corporations, and other universities.

<p style="text-align: center;">Selected Items of COE Strategic Plan</p>	<p style="text-align: center;">MCTF Addendum</p>
<p>1. Establish ongoing channels of two-way communication with partner institutions to determine critical need areas.</p> <p>2. Demonstrate collaborative leadership in research and development strategies addressing critical issues in Georgia and beyond.</p> <p>3. Develop opportunities and support for integrating research, teaching, and outreach for faculty and students through engagement projects with partners.</p> <p>5. Increase support for research, outreach, and teaching opportunities with partners in multiple contexts, including international and domestic culturally diverse settings.</p> <p>6. Engage in collaborative action research with constituents, focusing on needs and priorities that are</p>	<ul style="list-style-type: none"> • Form partnerships with other domestic and international institutions. • Foster faculty and staff exchanges with HBCUs. • Form a consortium to study policy as related to admission requirements at all levels. Form partnerships with other domestic and international institutions. • Identify and seek scholarships, grants and other financial supports for prospective students from under-represented groups. • Work with community organizations and churches on service learning projects that UGA students could develop and/or implement. • Work with student organizations in developing mentoring programs for children, adolescents and adults who are economically disadvantaged or disabled. • Recruit faculty, staff and students to serve as mentors. • Form partnerships with other domestic and international institutions.

local in nature but national in relevance, to improve education practices through applications of information technology.

- Meet with HBCUs and other institutions that traditionally serve populations that are under represented at UGA and the COE, 2 year colleges, 4 year colleges, and, Master and Doctoral level institutions.
- Foster student exchanges with HBCUs and international institutions.

Goal III: Objective C. Support interdisciplinary research, teaching, and outreach.

<p style="text-align: center;">Selected Items of COE Strategic Plan</p>	<p style="text-align: center;">MCTF Addendum</p>
<p>1. Increase working relationships with counterpart faculty/staff, both within and outside the College, for cross-disciplinary teaching, research, and outreach.</p> <p>2. Establish interdisciplinary problem-focused teams addressing educational issues of state, national and global significance.</p>	<ul style="list-style-type: none"> • Meet with HBCUs and other institutions that traditionally serve populations that are under represented at UGA and the COE, 2 year colleges (transfers and staff), 4 year colleges (for transfers, staff and graduate students), Master and Doctoral level institutions (for staff and faculty), in order to establish "pipelines" for recruitment. • Work with the Office of Minority Services & Programs to provide academic and social support for students. • Work with the Office of International Students to provide academic and social support for entering international students. • Work with Disability Services and the Learning Disabilities Center to provide academic and social support for students with disabilities. • Hold Summer institutes for such teams. • Meet with HBCUs and other institutions that traditionally serve populations that are under represented at UGA and the COE.

Goal III: Objective D. Establish resources and a reward structure encouraging faculty and student participation in engagement efforts.

<p>1. Develop resource partnerships for creative funding of engagement</p>	<ul style="list-style-type: none"> • Seek external funding for diversity related research.
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<p>opportunities.</p> <p>3. Explore mechanisms for planning and funding centers that coordinate engagement efforts (e.g., Center for Research, Instruction, and Service-Learning Projects).</p> <p>4. Expand external funding from a variety of sources, including foundations and alumni.</p>	<ul style="list-style-type: none"> • Seek external funding for diversity related research. • Identify and seek scholarships, grants and other financial support, specifically for diversity related initiatives.
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Goal III: Objective E. Increase the number and variety of international activities of the college.

Selected Items of COE Strategic Plan	MCTF Addendum
<p>3. Identify sources of funds to increase number of students engaged in study abroad or student exchange programs.</p> <p>4. Identify sources of funds to increase number of international faculty exchanges and study leaves.</p>	<ul style="list-style-type: none"> • Develop and foster exchanges with international institutions. • Foster faculty exchanges with international institutions.

Goal IV: Objective A. Define leadership and identify experiences for becoming change agents.

6. (Proposed as a new number) Connect students and faculty with groups and organizations dedicated to issues of diversity.

Goal IV: Objective B. Provide all students with opportunities to lead.

<p>2. Include students as active collaborators in outreach/teaching/ research projects and partnerships, and recognize them as potential initiators of such "engaged" relationships.</p>	<ul style="list-style-type: none"> • Work with student organizations in developing mentoring programs for children, adolescents and adults who are economically disadvantaged or disabled.
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<p>3. Expand opportunities for students to develop leadership abilities that are effective with people from cultures other than their own and in diverse settings, both international and domestic.</p> <p>4. Expand opportunities for students to serve on COE committees and to provide input into other College and department matters.</p>	<ul style="list-style-type: none"> • Establish a mentoring program in the community consisting of COE student organizations working with students in the community. • Meet with HBCUs and other institutions that traditionally serve populations that are under represented at UGA and the COE, 2 year colleges (transfers and staff), 4 year colleges (for transfers, staff and graduate students), Master and Doctoral level institutions (for staff and faculty). • Provide UGA and COE students with opportunities to provide service internationally. Foster domestic and international student exchanges. • Continue and increase student participation on the COE Multicultural Education Task Force.
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Goal IV: Objective B continued. Provide all students with opportunities to lead.

<p style="text-align: center;">Selected Items of COE Strategic Plan</p>	<p style="text-align: center;">MCTF Addendum</p>
<p>5. Develop leadership skills by engaging students as leaders and collaborators in addressing issues of cultural diversity.</p>	<ul style="list-style-type: none"> • Establish a mentoring program consisting of COE student organizations working with students in the community. • Work with community organizations on service learning projects that UGA students could develop and/or implement. • Work with local and state legislators in developing initiatives to increase access to education for all children and families.

- Provide UGA and COE students with opportunities to provide service internationally.

Goal V: Objective A. Assess goals, priorities, and strategic actions in relation to human resources.

2. Evaluate effectiveness of current administrative structures in relation to strategic needs. Survey students admitted to UGA, but who did not matriculate, as to why.

- Form a consortium to study policy as related to admission requirements at all levels.

Goal V: ObjectiveB. Assess goals, priorities, and strategic actions in relation to financial resources.

1. Review the adequacy and diversity of the resource base for all existing college goals.

- Survey students admitted to UGA, but who did not matriculate, as to why.