

Standard 4. Diversity

4.1.b Experiences Working With Diverse Faculty

Summarize opportunities and experiences for candidates to work with diverse faculty; qualifications and expertise of faculty in supporting candidates in their development of expected proficiencies; and the unit's affirmation of the value and efforts to increase or maintain faculty diversity. [8,000 Character Limit]

University Commitment to Recruit Diverse Faculty

With great intentionality, Northwest leaders included a fifth Key Strategic Objective of "Diversity and Inclusion" as the plan was revised, summer 2015 (ex: 4.i.9 Human Resources Strategic Plan PPT). This revision, based on environmental scans, led to the development of key objectives providing the Professional Education Unit (PEU) access to resources for recruiting diverse faculty and students. Regarding recruiting diverse faculty, The Northwest Human Resources office assisted PEU leadership and recruitment teams by expanding the scope of our search efforts. Examples include: publicizing open positions in the Diversity Network of the Chronicle of Higher Education and the National Association of Multicultural Education (NAME) Job Bank (ex: 4.3.d.10 NAME Job Posting). Faculty members also contacted the AACTE Holmes Scholars Program, a top network for bringing more diversity to the academy. PEU leaders have engaged in targeted networking at professional meetings and conferences to recruit diverse faculty. In interviewing candidates, search committee members looked for evidence of candidate diversity experience (ex: 4.3.d.2 Faculty Position Information). Position openings are posted on list-serves sponsored by the Missouri Association of Colleges of Teacher Education (MACTE). Two Missouri historically black colleges and universities are MACTE members. The Office of Multicultural Student Success has also been working with the Human Resources office on recruiting and retaining diverse employees and students. These good-faith efforts to increase faculty diversity affirms Northwest's value of Diversity and Inclusion,

In the fall of 2014, the Council on Teacher Education (COTE) approved a proposal making 61-569 Multiculturalism in Education a degree requirement for all teacher candidates. In order to ensure all candidates interact with diverse faculty to gain insight from their unique perspectives regarding educational issues, the Multiculturalism in Education course was designed to be co-taught by a cadre of diverse faculty (ex: 4.3.i.12 Development Faculty for 61-569). Instructors work collaboratively to expose all candidates to interactions with each instructor. Currently sections of the course are being taught by Dr. David Kiene, faculty member residing on the Maryville campus, Dr. Anthony Moore, Assistant Superintendent for the Raytown School District, and Mr. Juan Rangel, Director of the Gateway to College program for at-risk high school students associated with Donnelly College. Each instructor represents a particular racial/ethnic population: Dr. Kiene is Caucasian, Dr. Moore is African-American, and Mr. Rangel is Hispanic. Working together, these instructors bring to life discussions on various issues related to working in diverse school settings and ensure all candidates are exposed to varying points of view.

Mr. Steve Bryant, Director of Multicultural Student Success, also works with the PEU to create a campus of diverse inclusion. Mr. Bryant serves on the PEU Diversity Committee and promotes

opportunities for candidates to interact with diverse professionals. For example, he delivered the program “Developing Intercultural Competence for Tomorrow’s Classrooms,” co-sponsored by the PEU and the Office of Intercultural & International Affairs. Through this program, candidates recognize and value the interconnectedness of all peoples (ex: 4.3.d.3 Developing Intercultural competence Lecture).

Faculty with Diverse Experiences

The Diversity of Professional Education Faculty Fall 2014 table outlines faculty demographics, indicating 92.5% of faculty in the institution are white, non-Hispanic with 52% being male and 48% being female. PEU faculty were 96% white, non-Hispanic with 35% male and 65% female. The unit included 21 tenured/tenure track, 20 tenure track and 30 non-tenure track faculty members (ex: 4.3.d.4a Diversity of PEU Faculty Fall 2014).

While the demographics of our on-campus faculty indicates little diversity, many of the unit’s faculty members have served as K-12 classroom teachers and/or administrators in schools with diverse student bodies. Candidates gain insights from discussions with these faculty members regarding working in diverse settings. Recently, the PEU has begun work with the Hardesty Project to serve diverse educational needs in Kansas City, MO. The populations here include immigrants from Somalia, Sudan and several Latin American nations. Our Northwest faculty and candidates will benefit from these experiences and interactions.

Northwest is also proud to host faculty who have a rich history in traveling abroad, thereby allowing them to share experiences from diverse culture (ex: 4.3.d.5a Faculty Diversity Travel Experiences Fall 2015; ex: 4.3.d.5b Faculty Diversity Travel Experiences Fall 2013). PEU faculty have made at least 94 trips to 35 countries; six have taught in at least six foreign countries; faculty have led 23 student groups to 15 countries; 8 faculty have taught internationally in 6 countries; and faculty have presented their research at least 17 times in at least 13 countries. Candidates’ understandings of diverse cultures is enhanced as faculty incorporate their experiences into the courses they teach.

In order to ensure all faculty have an understanding of diversity, intercultural competence, and a sensitivity to race, ethnicity and language issues inherent to working in educational settings, trainings in cultural competencies for faculty will be deployed through our Learning and Teaching Center. This will be a systemic approach to creating an appreciation for race, ethnicity and language differences and will ensure candidates work with faculty who are aware of diversity issues.

Diverse Experiences for Faculty and Candidates

PEU leaders are in contact with Missouri historically black institutions, Harris-Stowe in St. Louis and Lincoln University in Jefferson City. The Northwest and Harris-Stowe Deans have mutually pledged resources to support interactions across institutions. Activities to implement virtual co-teaching opportunities will be incorporated into coursework. This will allow candidates to interact with both diverse faculty and peers.

Resources were expended to take elementary candidates to Fairmount School in Independence, which has above-state and regional average percentage of students from Latino/Latina

communities. There is also a great diversity of spoken language represented at Fairmount (ex: 4.3.h.8 Fairmount Elementary School Demo.; ex: 4.3.h.9 Fairmount Elementary School ELL Data). Middle school candidates were transported to Eastgate Middle School in Kansas City. Candidates and faculty benefited from diversity experiences with students from linguistic, cultural, and ethnically diverse backgrounds (ex: 4.3.f.7 Demo of Eastgate Middle School; ex: 4.3.f.8 Eastgate Middle School ELL Data). A requirement of all secondary candidates during the Practicum II course is interactions with students within an ethnically, linguistically, or other culturally diverse school. Purposeful placements by the course instructor ensure this requirement is met. As a result of these activities, the Unit ensures all candidates have enriched experiences working with two or more ethnic and racial groups including English Language learners.

There are numerous other diversity experiences from which candidates benefit. While the activities listed are independently conducted, they are coordinated through our field experience office and Diversity Committee to ensure all candidates have a range of diverse experiences. Examples of these activities are as the Broward county, Florida Project; ELL Performance Based Task Construction Project; and the Reggio Emilia School Faculty-Led Trip (ex: 4.3.d.6 Student-Faculty Diverse Experiences). Attendance at the Ploghoft Diversity Lecture Series is also an approved activity (ex: 4.3.g.2 Ploghoft Lecture Series Flyers).