

College of Education Diversity Committee

3/16/18

AGENDA

Zoom link: <https://zoom.us/j/182352739>

In attendance: Hani Zainuddin, Dilys Schoorman, Carol Tessel, Joe Waters, Angela Rhone, Patty Kirsch, Jennifer Percival.

1. Welcome
2. Selected Improvement Plan (SIP)

Patty Kirsch informed the committee that the Mid-Term Student Progress Report goes to Chairs on Monday with data on students who have dropped classes (credits), and mid-term grades that have been posted. Members of the committee can discuss the most effective intervention strategies that this information can elicit (e.g. phone calls, emails, meetings, etc.). Dilys expressed the concern that mid-term grades may not be accurate enough to act upon formally. It may be better for individual faculty to reach out informally first, particularly with students with disabilities.

Recommendation: Promote greater connection between faculty and their students.

3. Student Writing Project

John summarized the outcome of a meeting with the Provost and VP Michele Hawkins, who expressed interest and shared the committee's concern regarding the difficulties in succeeding that students face who aren't competent in writing skills. The Provost welcomed the submission of a proposal designed to provide writing support to students who are failing in this area, though he could not guarantee that funds would be available. The College of Education is also faced with a lack of resources that will make it difficult to count on support either from the university or the college for a student writing project.

The implications of this information is that any support system will need either to seek funding from external grants, or be run internally with existing resources. The committee's feeling is that neither offer a satisfactory solution.

From the ensuing discussion, it became clear that there is need to identify the types of writing difficulties students, three of which are:

- Technical writing in preparation of Language Arts teachers who have not had formal training in language structure (grammar, syntax)
- Non-first language speakers who may have strong command of language in their own language, including academic writing skills, but may not be proficient in basic English language skills.
- Improving academic writing.

Strategies currently in place are being provided in the following classes:

- i. EDF 2085 Introduction to Diversity for Educators (going up for WAC certification);
 - ii. EDF 3210 Applied Learning Theory.
- Carol is on the WAC committee, and has reviewed a number of syllabi in Arts & Letters that require writing to the order of 6,000 words.
 - Question:
 - Does the Writing Center provide tutoring for second language learners? Does the center have

bilingual tutors? Do ENC 1101 or 02 target second-language learners?

- Could we incorporate intensive writing components in upper division classes to support transfer students?

Action: John will reach out to Jeff Galin at the writing center to find out if the center provides specific tutoring for second-language learners. He will also enquire about the number of bilingual tutors.

4. COE Faculty Recruitment and Retention

John provided some background on diverse faculty recruitment and retention going back to NCATE and the Diversity Plan that was prepared in 2006, which was shelved due to the recession. We need to be more proactive about identifying the potential of diverse faculty, and each department should define what this could look like, including faculty's research interests.

The committee highlighted the importance of the College of Education revisiting its mission and vision, particularly considering the anticipated change in leadership over the course of the next two years. Faculty should be advocates who provide students the tools to become independent and succeed.

Potential Action items: Culture building, recruitment, curriculum, brown bag discussions, renowned guest speakers.

Student voice is not heard sufficiently. Students have suffered challenges related to diversity issues (things are said in classrooms or email by faculty). A survey of students on diversity issues could help identify issues to be addressed Jennifer Percival will prepare a draft survey. The SAC could develop this.

5. FAU Diversity Platform Council update – nothing of note this month.

6. [AACTE Best Practice Award in Support of Multicultural Education and Diversity](#)

John shared the award described through this link to show how another university has been recognized for its commitment to diversity. An example that serves to highlight some of the areas of the college that could be worked on (vision and mission, curriculum content, recruitment of diverse students, faculty and staff, etc.)

7. Ongoing – The diversity website has been updated. If you have any corrections or comments, please email these to John at whardma1@fau.edu

- Website <http://www.coe.fau.edu/facultystaff/committees/diversity.php>

8. Other – N/A

9. Next meeting: Friday, April 20, 10:00 AM.

Diversity Committee Membership

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| Traci Baxley | CCEI |
| Dilys Schoorman | CCEI |
| Hanizah Zainuddin | CCEI |
| Joe Waters | OASS |
| Angela Rhone | TL |
| Carol Tessel | CSD |
| Melissa Mariani | CE |
| Amanda Propst Cuevas | ELRM |
| John Hardman | ELRM |
| Jennifer Percival | Graduate Student |

Ex Officio

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|-------------------|---|
| Valerie Bristor | Dean, COE |
| Robert Shockley | Chair, ELRM |
| Barbara Ridener | Chair, TL |
| Patty Kirsch | Assist. Dean, Assessment & Evaluation, & Northern Campuses |
| Elijah Watlington | Associate Provost, Northern Campuses |

