Advanced Program Policies and Practices for Recruiting and Retaining Diverse Candidates

The Teachers College

3D.02 Equity (from The Teachers College Policies and Procedures Handbook)
The Teachers College is fully committed to the goal of human equity. For over forty years Emporia State University has been a leader in serving the needs of students with disabilities and assertively recruits and effectively works with students from minority cultures. Faculty members in The Teachers College are aware of the shortage of teachers of color and the special challenges associated with the teaching of PK-12 students of color. It is expected that faculty give close attention to multicultural education and help rectify cultural discrepancies wherever they are found.

Adaptive Special Education
First, ESU has scholarships specifically meant to recruit and retain diverse candidates. Program faculty ensure that candidates learn of these scholarships. Second, with all program courses offered online, the program is accessible for any potential candidate regardless of geographic region.

Advanced Business
This program recruits students nationwide and that helps to insure a diverse group of individuals apply for admission. Since the program is totally online and the program director and faculty members who teach in this program do not receive any information related to an individual candidate’s diverse status, all candidates are treated equally and fairly. All candidates who meet the minimum requirements of the program are retained.

Advanced Music
Program candidates are recruited from music teachers actively involved in music instructor and from recent graduates holding a music teaching license. Candidates are generally from Kansas and surrounding states. However, one current candidate is a graduate of a strong music program in China. Approximately 40% of the course work is available online facilitating a wider array of candidates currently teaching in the field.

Advanced Physical Education
The Department of Health, Physical Education, and Recreation advertises its programs in various publications, as well as online sources. These publications target populations throughout the US. These efforts have been successful in that students from around the US and internationally are enrolled in the HPER program.

Building Leadership
Programs have been put online and offered in the KC metro area to reach and be available to a more diverse group of candidates. That the program is online diminishes the chance of gender, ethnic and/or cultural bias; candidates cannot be prejudged on external factors in an online environment.
In addition, persons of color have been used as special guest speakers within various classes. Many of the candidates are women. Finally, the department has employed several persons of color, that is, African American and Chinese.

**Curriculum & Instruction**
Programs have been put online and offered in the KC metro area to reach and be available to a more diverse group of candidates. That the program is online diminishes the chance of gender, ethnic and/or cultural bias; candidates cannot be prejudged on external factors in an online environment.

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**District Leadership**
Programs have been put online and offered in the KC metro area to reach and be available to a more diverse group of candidates. That the program is online diminishes the chance of gender, ethnic and/or cultural bias; candidates cannot be prejudged on external factors in an online environment.

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**Early Childhood Unified B-Grade 8**
The program has remained viable by word of mouth. Likewise, most of the candidates from diverse backgrounds have applied through word of mouth. By offering individual advising and being online, the program attracts several candidates from diverse backgrounds from the Liberal and Dodge City area of the state. The data show that about 10% of candidates come from diverse backgrounds. There are no formal policies or efforts to recruit or retain diverse candidates.

**English for Speakers of Other Languages**
To recruit and retain diverse candidates, the Teaching of English to Speakers of Other Languages (TESOL) program reaches out to diverse populations in rural, urban, and suburban communities where linguistically and culturally diverse learners are located. This is accomplished through the program website, emails, telephone, and print material (e.g. brochures and handouts). Program director and faculty members also recruit diverse candidates through face-to-face communication during conferences.

**Gifted**
Gifted program policies encourage the recruitment and retention of diverse candidates in written admission policies and coursework syllabi statements. Professional affiliation with professional organizations and annual attendance at state, national and international conference attendance increases gifted program faculty network experiences to recruit diverse candidates. Program
faculty policies encourage admission of international students and faculty interaction with on-campus diverse undergraduate students groups and programs encourages program applicants.

Gifted program faculty practices and procedures to retain diverse candidates include culturally sensitive assessments and evaluations appropriately adjusted for exceptionalities. The gifted program faculty maintains regular contact with diverse candidates during practica field experiences through phone, email and on-site consultations to monitor and evaluate progress of diverse candidates. Retention practices include professional development experiences through conference attendance at state, national, regional and international conferences. The gifted program faculty co-present with candidates from diverse ethnic, racial, cultural, SES, sexual orientation, language and geographic locations at these conferences on a regular basis. Gifted program faculty assists candidates with employment opportunities with advisement, referrals, and recommendations. The Great Plains Center for Gifted Studies houses materials to increase candidate understanding of diverse gifted learners and the online availability with 10 years of professional conference recorded sessions includes special population network strands readily available to all program candidates.

Gifted program faculty write and submit grant proposals, attend career fairs and information meetings in urban areas, conduct on-site school visits in diverse geographic locations and collaborate with professionals in the field to recruit and retain diverse candidates.

Instructional Design and Technology
Department secures Academic Enhancement Grant funding each year to assist candidates (typically international) with attending the Association of Educational Communications and Technology International Convention. Department regularly hosts recruitment information table at the annual conventions of the Mid-America Association for Computers in Education and the Summer Institute on Distance Learning and Instructional Technology. Department is currently developing a dual-degree program with China. Department hosts a potluck luncheon for on-campus international candidates at the start of each semester.

Reading Specialist
The location for each candidate is noted in order to monitor where the enrollees in ESU’s Reading Specialist program live throughout Kansas and outside of the state. Cohort groups are encouraged. Several cohort groups have completed the Reading Specialist program by distance technology in Southwest Kansas. Given the large population of minorities in Southwest Kansas, all candidates benefit from the sharing of assignments and discussions.

School Counselor
Increase number of online courses within school counseling concentration (e.g., SC700XA, SXC705XA, & SC860XA) to provide flexibility for diverse candidates in terms of scheduling/travel. Increase opportunities to provide in-service and continuing education credit on ‘special topics’ to teachers and counselors via online courses (e.g., Counseling Boys & Men). Continue to “market” potential diverse candidates both through traditional mailing and emailing in both the Topeka and Kansas City area.
Pursue the creation of a joint on-site “partnership” with a large school district (e.g., Topeka #501) to recruit and train diverse teachers interested in pursuing either graduate program or graduate credit in school counseling. Identify school counselors/principals to serve as professional “scouts” to recruit diverse teachers/staff members who would make excellent school counselors. Identify retired faculty and diverse graduates to serve as “liaisons” or “advocates” for each of the major recruiting areas. These individuals serve as local contact persons and attend local career day/fair, college night functions to promote ESU and the School Counseling Program. Continue to work with Distance Learning to create new ways to market the School Counseling Program (e.g., posters, radio, Facebook, Twitter, etc.). Attend ESU Career Fairs to promote the School Counseling Program for diverse candidates seeking an advanced degree.

*School Library Media Specialist*

In 2007, the School of Library and Information Management received a major grant from the Institute of Museum and Library Services (IMLS) to fund the Emporia Diversity Initiative. This grant, which runs through July 2011, has been used to recruit and fund the training of minority students through the Master of Library Science program, including students taking the School Library Media certification as part of their MLS degree. Two separate cohorts, the first of 17 and the second of 18 students, have received tuition in the MLS program, book stipends, conference/workshop stipends, and 80-hour paid internships for those who are not already employed by a library/information agency.

In addition, the second cohort students have the opportunity to enhance their education by participating in a week-long seminar that includes visits to a variety of ethnic legacy museums and libraries in Washington, D.C. The seminar will be jointly conducted by Randy Silverman, SLIM National Faculty and Preservation Librarian, University of Utah Marriott Library, and Eileen Hallet Stone, Writer and Oral Historian.

This seminar will introduce the EDI scholars to the importance of maintaining the legacy of culturally diverse people within their community by supporting efforts to record oral histories and protect material culture. By encouraging appreciation of cultural diversity it is possible to advocate for preservation of ethnic and cultural differences, and thereby encourage positive community-based outreach through library service. Preservation of oral histories, photographs, letters and family artifacts helps make people’s stories real and build roots. Advocating public preservation can provide leadership skills for making connections across diverse social and cultural barriers, as everyone honors their past. This seminar combines techniques for preserving material culture and oral histories with tours of sophisticated collecting organizations to gain pragmatic insights about instituting successful public outreach programs.

The first cohort of EDI scholars will participate in a three-day ESU/Rutgers Diversity Leadership Institute led by Dr. Mark Winston. SLIM is partnering with Rutgers, which has a level of racial, ethnic, county of origin, and religious diversity that is notable, to acquaint Emporia Diversity Initiative scholars with how to manage diversity. The ESU/Rutgers Diversity Leadership Institute program will include visits to a number of libraries, museums, and archives in the area with collections that reflect diversity. Potential speakers include the Rutgers Chancellor, the Vice Chancellor for Student Affairs and Community Engagement, and the University Librarian,
who is a past president of ACRL. A program on China by the Associate Director (and past president) of the Chinese American Library Association is also a possibility.