Diversity Committee Meeting Minutes

September 16, 2016, 10 am.
College of Education - Melby Center

In attendance:

- John Hardman - Educational Leadership & Research Methodology
- Dilys Schoorman - Curriculum, Culture, and Educational Inquiry
- Hanizah Zainuddin - Curriculum, Culture, and Educational Inquiry
- Andres Leon - Technology Services
- Melissa Mariani - Counselor Education
- Rina Bousalis - Teaching and Learning
- Carol Tessel - Communication Sciences and Disorders
- Amanda Cuevas - Educational Leadership & Research Methodology - Appreciative Advising
- Michael Zourdos - Exercise Science & Health Promotion
- Joe Waters - Office for Academic & Student Services

Dr. Hardman called meeting to order at 10:06 am.

Networked Improvement Community (NIC)

Ten-university initiative nationwide to recruit and retain African-American and Hispanic males into teaching. Dr. Hardman indicated that Dr. Bristor is leading the recruitment driver, while Traci Baxley is doing the same with the retention driver.

COE Selected Improvement Plan (SIP)

Dr. Hardman provide explanation of the SIP database system. Andres Leon explained that a Graduate student database is now possible and data will begin being gathered in short order. Dr. Schoorman wants to clarify what the Diversity Committee does and what the SIP committee does (purposes) – mission statement? Mission for this year?

Dr. Hardman indicated that there is no standing SIP committee. Diversity committee may expand beyond its original intention and objective as it was created for NCATE and now CAEP accreditation.

Committee Goals 2016 – 17

Diversity is beyond race and must include special needs and language.

Dr. Zainuddin pointed out that 21% of Hispanic students belong to the COE. What do we do with students how belong our college? How can we help them? Faculty needs to be aware of their needs (social, language, etc) to meet their academic needs.

Dr. Schoorman: EDF 2085 – Undergraduate Multicultural Education is no longer a required course.

Dr. Hardman: Staff cannot provide multicultural education. We do not know the issues students have until after they have 60 credits or join the COE. Dr. Zainuddin: Many students have difficulty with

academic writing. Their results may be good enough for High School but not College. Must identify flags to detect these students.

Joe Waters: Tests do not always represent academic achievements. There are many resources available to students with academic and communication deficiencies (tutoring center, writing center, math center, undergraduate advising, reading center, etc)

Dr. Schoorman: there is no curriculum that addresses these issues. How do we let people know that all these resources exist?

Joe Waters: we cannot force students to use these services.

Amanda Cuevas: How can we identify the students that need and should receive these services?

Dr. Hardman: This is a college committee and not a university-wide committee. We need to limit our scope to the COE.

Joe Waters: more data to identify these incoming students is available from Undergraduate Advising (Joe Murray)

Dr. Hardman: OASS can help with non-academic issues.

Dr. Tessel: Chinese students come to accent reduction classes and truly enjoy it and get a lot out of it.

Dr. Zainuddin: most Hispanics are U.S. born so their accent will not be an issue. However, their literacy is below standard.

Dr. Schoorman: is it possible to look at the data provided by Joe Murray (Undergraduate Advising) to determine the level of literacy of incoming students?

Dr. Zourdos: are there ways to assess early on? Identify these students? Can we create assessments on the first required courses? We need to narrow our focus and concentrate on trying to solve one issue first. What is our most prevalent concern? Let's take on that and focus on it first.

Dr. Hardman: Language is key to success. All other aspects can be detected when language is clarified.

Andres Leon: we can look at the academic history of students once they have been flagged.

Joe Waters: students who fail the GK still get assistance from OASS.
The Gordon Rule has morphed but still applies as Writing Across the Curriculum (WAC).

Amanda Cuevas: What systems are in place (to detect or flag these students) before they get to the COE?

Dr. Hardman: How to identify when they are in COE? How are people with disabilities or special needs identified?

Dr. Zourdos: we need to focus on one thing that has already been identified such as language deficiency and use the processes in place to flag these issues.

From students flagged by SIP, take 25% randomly selected students and check their scores in various courses such as ENC 1101. If grades are C or lower or having to take the class more than once, then we can identify them as having literacy and linguistic challenges.

Dr. Schoorman: Can we get a report from Laura (Snellgrove) from the SIP system of the students she has contacted and they have reported academic issues?
EDF 2085 courses will begin identifying students with literacy issues. About 75% of all COE students need to take this class.

Dr. Hardman: Goal for the year is to focus on literacy? Is this for COE students only? Identify students with literacy challenges within the COE using our existing data systems:

   a. Data from the SIP flag system and Laura's contact with these students.
   b. Faculty finding students with these issues and reporting them in some way.

LAE 4353 (Language Arts) is another class many COE students need to take and can be used to identify students with literacy challenges.

From these identified students, find where they were born.

Dr. Zourdos: get a percentage of the students who were flagged and see their ENC 1101 scores.

Obtain more information from the Mentoring Project as it has an assessment system for first year students.

Motion on Committee Goal 2016 - 17

Dr. Hardman made a motion for new statement of focus:

To identify and support students in the College of Education whose learning is challenged by linguistic difficulties.

Approved by committee.

Dr. Schoorman: this statement may be moot if we get no data from Laura or Faculty. And what is our commitment to diversity? What are our actions that support diversity?

Dr. Hardman: Does the Literacy project support diversity?

Dr. Baxley: many minority students are not passing the GK.

Dr. Baxley reported on the NIC (Networked Improvement Community) White Paper.

Meeting adjourned at 12:05

Next meeting: Melby Center, October 14th, 10:00 am.