

COLLEGE OF EDUCATION

The College of Education is committed to the development of an educator and human services workforce that reflects the demographics of our region and that values human diversity in all its forms. This report provides information about the diversity of our graduate and undergraduate students, describes college programs aimed at attracting diverse students, and list contributions of faculty.

College of Education Student Demographics

The College of Education graduate and undergraduate programs continue to attract students from diverse backgrounds in growing proportion, as shown in the following table.

Graduate and Undergraduate Enrollment¹

Year	Undergraduate		Graduate	
	Total (N)	% Students of Color	Total (N)	% Students of Color
2011	1038	23%	631	20%
2012	1100	24%	556	22%
2013	1054	27%	469	27%
2014	1073	29%	487	25%
2015	1130	32%	501	28%
2016	1158	32%	534	30%

¹Data obtained from OBI Dashboard (Fall 2016 Census Enrollment Report)

Undergraduate majors in the College of Education include teacher licensure programs in secondary education and the Integrated Elementary Teaching Program (which includes elementary coursework plus additional licensure/endorsement coursework in early childhood, special education, or English Language Acquisition and Development). The third undergraduate program is a major in Human Development and Family Studies (HDFS) that does not lead to teacher licensure. The following table presents trend data for undergraduate teacher licensure programs.

Undergraduate Enrollment in Teacher Licensure Programs (Majors & Pre-Majors)

Year	Total (N)	% Students of Color
2014	834	14.6%
2015	765	29.0%
2016	802	29.9%

Undergraduate Enrollment in Human Development & Family Studies (Majors)

Year	Total (N)	% Students of Color
2014	308	34.0%
2015	372	37.6%
2016	352	35.2%

The following table presents the breakdown of current graduate students' race/ethnicity by full-time vs. part-time status. These data are for students in graduate level educator preparation programs only.

Race/Ethnicity of Students in Graduate Teacher Education Programs (Fall 2016)

Race/Ethnicity	Full-Time	Part-Time
Hispanic/Latino	34	53
Black or African American	7	11
White, non-Hispanic/Latino	151	221
American Indian or Alaska Native	2	1
Asian	3	10
Native Hawaiian or other Pacific Islander	1	1
Two or more races	11	13
Total	218	322

Overall, the percentage of students from underrepresented groups is increasing or remaining steady in the College of Education. **Our attempts at increasing the diversity of students enrolled in our teacher preparation programs are clearly paying off, with an increase of 15.3 percentage points in diverse student enrollment from 2014 to 2016.** Traditionally, the HDFS program has included the highest percentage of students of color in the College of Education. However, that trend is beginning to shift as we see greater numbers of students of color entering our teacher preparation programs.

In total, the college's data are an indication of the growing number of students from traditionally underrepresented groups nationally and in the local school system, and may also reflect the University's increased attention to serving students in such programs as the COE Dean's Future Scholars program; campus-wide recruiting and retention activities targeting students with diverse backgrounds; student organizations for various cultural, national, or ethnic groups; and faculty/staff training programs for dealing with special issues encountered by students from underrepresented groups. The COE Advisement Center staff members are particularly aware of such issues, and have participated in trainings made available on campus to decrease bias and increase sensitivity to serving diverse students. These activities assist students to navigate the system and receive the support helpful to achieve their college degree.

Graduation Data Trends

The following table includes data on the number of graduates in the College of Education by year, career (undergraduate vs. graduate), and percentage of students of color. Trends indicate an increase in diversity of graduates at the undergraduate level, with diverse candidates comprising slightly over a third of the population of graduates, and a slight decrease at the graduate level from the previous year, with 21% of graduates from Master's and Doctoral programs coming from traditionally underrepresented groups.

College of Education Graduation Data, 2011-12 to 2015-16

Year	Undergraduate		Graduate	
	Total (N)	% Students of Color	Total (N)	% Students of Color
11-12	170	21%	174	21%
12-13	228	20%	191	21%
13-14	211	25%	149	24%
14-15	216	24%	150	26%
15-16	261	34%	183	21%

Curriculum and Diversity

The **Integrated Elementary Teaching Program** enables students to earn teaching licensure/endorsement in two areas, elementary education and one of the following: Special education, early childhood education, or English Language Acquisition and Development. All students in IETP have at least three courses that specifically address aspects of diversity, including:

- EDUC 413 Education for a Changing World (capstone course)
- EDU 203 Introduction to Special Education
- EDRL 472 Elementary Methods in ESL

Secondary education majors also take courses designed to address issues of diversity that affect adolescents:

- EDUC 413 Education for a Changing World (capstone course)
- EDSP 411 The Learner with Disabilities in the General Education Classroom
- EDRL 473 Adolescent/Adult Methods in ESL

All students in teacher education programs are placed in schools with diverse K-12 students during field experiences and/or during the culminating semester-long supervised internship.

The college offers several undergraduate courses that address diversity themes specifically. These classes include:

- HDFS 232: Diversity in Children
- HDFS 202: Introduction to Families. Class has a strong focus on diverse family systems
- HDFS 204: Child Guidance and Parenting. Class allows students to examine cultural influences on families
- HDFS 438 Children and Families in a Multiethnic Society (Silver Core Diversity & Equity course)

The Master's program in Equity and Diversity in Education offers an emphasis for professionals in a variety of fields who wish to focus on research and practices on diversity themes. The College of Education Ph.D. program includes three areas of emphasis oriented toward diversity: Equity and Diversity in Education, English Language Learners/Emergent Bilinguals, and Special Education and Disability Studies. The Equity and Diversity emphasis has attracted a number of underrepresented student candidates to date.

Graduate Courses in diversity-related issues are part of all graduate programs in the

college and include:

- A wide variety of courses in special education and disability studies
- Courses in Teaching English to Speakers of Other Languages
- CEP 751 Multicultural Counseling
- EDUC 680 Multicultural Concerns in Diverse Educational Settings
- EDUC 740 Social Class and Schooling
- CTL 620 Sociocultural Concerns in Education
- EDUC 776 Multicultural Seminar in Education
- EDUC 761 Gender Issues in Education
- EDUC 741 Issues in Teaching in Diverse Educational Settings

College Programs for Recruitment and Retention of Diverse Students

Undergraduate recruitment activities in the college are largely coordinated through the College of Education Advisement Center (AC). Center staff members participate in campus-wide recruitment and welcoming activities for freshmen. In addition, Center staff members are involved with specific outreach that differentially affects students from underrepresented groups. Outreach activities include the following:

- The AC completed a survey of new freshmen in the College of Education in Fall of 2016, revealing that:
 - **48% of students were first generation college students.** This contrasts with only 34% of students identifying as first generation in the previous Fall semester
 - **10% of students identified English as their second language;**
- The AC Manager collaborates with the Diversity Scholarship Committee of Washoe County School District, which recruits teacher preparation students from diverse backgrounds and awards scholarships to assist completion of licensure programs by these students;
- The AC Manager and advisors visit both high schools and local community colleges and speaks in classes to meet with prospective transfer students;
- In the Fall of 2016, two sections of EDU 110 were offered on site for dual credit at 2 local high schools serving a large population of students from traditionally underrepresented groups. It is expected that these courses will result in an increase in applicants to teacher preparation programs, especially from students of color;
- The AC staff collaborate with the University of Nevada Education Association (U of NEA), a student group that provides social connection and professional development for education majors and prospective majors;
- AC staff members make connections with the Dean's Future Scholars (DFS) to encourage consideration of education and working the children as a career (see DFS information below);
- Extensive recruitment of students interested in special education and ELAD has increased the number of future teachers adding these endorsements to their licensure program;
- The HDFFS program continues to maintain contact with thousands of Nevada individuals and families, many from underrepresented groups, through its Nevada Cooperative Extension programs. HDFFS Extension faculty members have developed and maintain nationally award-winning programs such as the Family Storyteller,

Project Magic, and the Little Lives newsletters. Some of these programs are specifically designed for groups such Hispanic and Native American families and teen parents;

- Over the last several years, advisors in the HDFS undergraduate program have worked to develop strong connections with athletic advisors, administrators, and student athletes to encourage and promote athletes and student athletes from diverse backgrounds to seek a major in HDFS or teacher education;
- Programs have been active in trying to recruit McNair Scholars and international students.

The College of Education recruitment plan is a priority for the 2016-2017 academic year. Goals for the plan include:

1. Create a college culture supportive of student academic success that promotes student achievement.
2. Develop outcomes measures of student success, including indices of subsequent student performance upon completion of their programs at the college.
3. Analyze outcomes measures and implement the results in planning and program evaluation.
4. Maintain and enhance specific retention strategies that assist all students as well as specific targeted groups of at-risk students.
5. Increase number of degrees and certificates awarded.

Action steps toward meeting these goals include “enhance the experience and interactions with diverse populations of students and improve the quality of the educational experience for all students. Use a sustained, ongoing and authentic engagement with diversity as an integral part of our programs.”

In Fall of 2015, the College of Education made a “Commitment to Action” in response to the White House Initiative on Educational Excellence for Hispanics to create a career ladder program for bilingual Hispanic paraprofessionals to become teachers. In the Commitment, the College pledged to apply for \$3 million in grant funding to increase the number of bilingual teachers. According to the White House Initiative, “These high impact, long-term Commitments to Action will make a meaningful and quantifiable contribution to increase and support educational outcomes for Latinos cradle-to-career.” Although a large federal grant has yet to be obtained, progress has been made toward the goals of this Commitment. Specifically, in mid 2016, a partnership was developed among UNR, TMCC, and WCSD to create a program called PARALLELS. The Paraprofessional to ARL Ladder with English Language Supports (PARALLELS) is devoted to establishing a language-based program of support for paraprofessionals and community members who hold a bachelor's degree from an accredited institution and are Spanish-English bilingual, with the desire to become a licensed teacher in WCSD.

- 1) As part of this collaboration, TMCC is finalizing the material for the upcoming Bridge to ARL course- an 8-week course to help prospective Spanish-English bilingual ARL candidates learn the language of teaching in WCSD, before they attempt the application and bootcamp process with WCSD. It is scheduled for late in the Spring of 2017.
- 2) Also as part of this collaboration, TMCC Workforce Development and Community

Education has completed one section of a Praxis preparation course- the **mathematics** section! They will hold a pilot workshop in February of 2017. This course is open to **anyone** interested in and/or having difficulty with taking the Praxis test, which is required for teacher licensure.

We have advertised these opportunities for language and test preparation support to students in our University-based teacher education programs as well.

COE Diverse Faculty Recruitment & Retention Plan

In 2016, a College plan was developed to both (1) underscore our commitment to hiring and retaining diverse faculty and (2) to consider specific strategies in order to fulfill this commitment. Specific strategies developed as part of this plan include the following:

- Intentional recruitment of diverse applicants for open positions through targeted advertising (e.g., using the AACTE Holmes Scholars tools for posting open positions)
- Use of special hiring strategies when qualified diverse faculty are identified (e.g., cluster hiring practices, promotion into tenure-track positions, and creating opportunities for qualified spouses)
- Promoting accurate knowledge and challenging myths related to hiring of diverse faculty (e.g., by assuring that all search committee members engage in training and conversations related to diversity during the search process, and keeping in mind the benefits of diversity in each search)
- Inclusion of a faculty statement on diversity as part of the application packet required of candidates for open searches

Holmes Scholars Partner Institution

In 2016, the COE applied for and became a member of the Holmes Scholars program as part of the American Association of Colleges for Teacher Education. As noted in the Holmes Scholars materials:

The AACTE Holmes Scholars Program provides mentorship, peer support, and rich professional development opportunities to doctoral students from traditionally underrepresented backgrounds who are pursuing careers in education. The program also aims to help AACTE member institutions develop an outstanding pool of diverse candidates for faculty an

During the fall semester of 2016, we recruited our first Holmes Scholar from our doctoral program. This student will be provided with several mentoring and professional development opportunities this year, including attendance of the AACTE national conference and Holmes preconference day, and the AACTE Summer Policy Institute in Washington, DC. These activities are fully funded by the College of Education and will be continued each year.

Project GEAR-UP

Drs. Janet Usinger and Jafeth Sanchez of the Educational Leadership program have been involved with the development, implementation, and evaluation of Nevada State GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs). Dr. Usinger has served as an internal evaluator for Nevada State GEAR UP projects since 2001. The third

Nevada State GEAR UP project was awarded, so the implementation of the project began during the 2012-2013 and has a 7-year duration. This federally funded grant provides academic and financial support for first generation college students from across the state. The current project involves working in conjunction with eight school districts, the Nevada Department of Education, and the seven campuses of the Nevada System of Higher Education (NSHE). There are four goals within the project: a) to significantly increase the number of low income students who are prepared to enter and succeed in postsecondary education; b) to significantly increase GEAR UP students' and families' knowledge of postsecondary education, options, preparation and financing; c) to increase recruitment and enrollment of GEAR UP students in postsecondary education; and d) to raise the expectations of GEAR UP middle school personnel so as to create a college-going culture that provides all students with the tools necessary to apply for and succeed in postsecondary education and future careers. The second cohort was the graduating class of 2012, and 298 GEAR UP students enrolled at UNR during Fall 2012; 226 (76%) persisted to Fall 2013. Analyses of the students demonstrated they were just as likely to perform and persist with their peers who were non-GEAR UP students. Of the 298 students who initially enrolled at UNR, 115 were Caucasian; 92 were Latinos; 32 were Asian/Pacific Islander; 31 indicated two or more races; 26 were African American, and 2 were Native American. Each GEAR UP student received a \$2,500 annual scholarship for up to six years at UNR.

Girls Math and Technology Project

The Northern Nevada Girls Math & Technology Program began in 1998 under Program Director Lynda Wiest, a professor of elementary math education who continues to direct the program. The program's purpose is to increase girls' knowledge, skills, and confidence in mathematics and technology in order to enhance mathematical and technological competence in girls' personal, academic, and occupational lives. The program consists of a five-day, residential summer camp held on the UNR campus and year-round web site information and opportunities. Northern Nevada girls of all academic abilities and backgrounds may apply to the program in the spring before they will enter grade 7 or 8 the following fall. Approximately 60 girls, 30 from each grade level, are selected randomly from applicants solicited by school mailings to public, private, charter, and Native American schools.

Faculty Efforts Related to Student Diversity

College of Education Diversity Committee

Mission: This committee will promote and support an inclusive and equitable climate in the College of Education for faculty, staff, and students.

Objectives:

- Identify areas of need through structured and ongoing inquiries
- Make recommendations about policy/practice, as they relate to the creation of an equitable and inclusive climate
- Provide venues that address identified needs
- Serve as a resource for students and faculty

A sub-committee of the College of Education Diversity Committee, comprised of 4 faculty members, a field-based faculty member, and a graduate student, completed a mixed-method climate study in the college. A survey was completed and focus groups were held starting in Fall 2015. 213 students responded to the survey, while 36 students participated in focus groups. This research resulted in a final report which was submitted to the Dean's Office in late Fall of 2016. Highlights of the report indicate the following:

- The majority (76%) of survey respondents indicated that the College offers a supportive environment, and most respondents agreed that curriculum materials, instructional methods, and interactions with others were inclusive and respectful.
- Open-ended comments on the survey included both positive and negative statements, with the most common "negative" theme being that faculty did not reflect a diverse population. Feelings of belonging were prominent in open-ended comments. However, some students indicated a sense of disconnection and the prominence of White cultural frameworks in materials and interactions.
- Results from the focus groups echoed many of the themes discovered in the quantitative survey, with some students sharing very positive experiences and others feeling excluded or marginalized.
- The subcommittee's recommendations as a result of this research are as follows:
 - Recruitment/retention of diverse faculty and students and students should remain a priority for the college
 - Curricula at the COE should be carefully scrutinized to ensure that a dominant framework is diffused and that all material is inclusive of diverse viewpoints and experiences
 - Teaching practices should be examined to ensure that diverse students' needs are identified, especially in relation to grouping dynamics in the classroom and beyond
 - Assumptions about students' background knowledge and experiences should be questioned
 - Ongoing emphasis should be devoted on the ways in which students develop relationships with one another and the faculty
 - Creation of out-of-class structures for enhanced communication/connections among diverse groups of students (i.e. mentoring, support groups, lounge, etc.)
- The COE Leadership Team plans to review these findings and recommendations in detail during 2017, to disseminate the findings to college faculty, and to develop an action plan to follow through on the most salient themes during the spring semester of 2017.

In addition to completing the Climate Survey and Report, the COE Diversity Committee strengthened its partnership with the school district in 2016 by sponsoring panels in the Family Access Day and co-sponsoring the Multiethnic Senior Recognition event on campus.

Individual Faculty Contributions

Faculty members throughout the College participate in a number of University and community efforts related to diversity. Some examples appear below:

- Dr. Melissa Burnham, Associate Dean, and Dr. Bill Sparkman, Professor in Educational Leadership, both serves on Washoe County School District's Equity Task Force.
- Dr. George Hill and Dr. Ginny Knowles established an award to support the professional development of teachers and administrators. The award is given annually to a Hispanic/minority graduate student pursuing a master's degree in administration in Educational Leadership. Recipients must have been a teacher or administrator in the Washoe County School District for at least three years. The award provides \$1,500 during the fall, spring and summer semesters, up to \$4,500 per year.
- Dr. Margaret M. Ferrara serves on the executive council for Family Engagement for Washoe County School District as the University of Nevada, College of Education representative. She also is on the statewide parent involvement committee as an advisory member. She works closely with a group of parent involvement facilitators in WCSD to help students and their families to have a stronger affiliation with school; this program is especially geared for ninth grade students, largely Hispanic males, who are considered high risk of dropping out of school. In addition, she helps coordinate systematic community service opportunities for pre-service teachers to support students who are considered first-generation graduates from high school, namely in programs such as AVID, Gear UP, Boys and Girls Club, Big Brothers and Big Sisters, and the local homeless shelters.

International Activities of Faculty and Students

IREX TEA Exchange Program for International Teachers. Dr. Jennifer Mahon serves as the director of an international teacher exchange program and has done so for several years. The College of Education hosts 20-25 international Teaching Fellows for a six-week professional development program through a Teaching Excellence Achievement (TEA) grant program of the Bureau of Education and Cultural Affairs of the United States Department of State, and implemented by IREX. The Fellows are experienced secondary English and math teachers representing countries such as Argentina, Armenia, Bangladesh, Bulgaria, Costa Rica, Ecuador, India, Jordan, Kazakhstan, Morocco, Nepal, Nicaragua, Panama, Poland, Romania, Turkmenistan, the Ukraine and Uzbekistan. They partner with Washoe County School District secondary teachers from 14 different middle and high schools for two days, while also attending advanced professional development seminars on campus with various faculty. While in the community they have the chance to meet state and local government and education officials, volunteer at community agencies, and attend functions such as school board meetings. This rich cultural exchange enables our graduate students and the visitors to enhance knowledge of different educational approaches and differing cultures.

Consortium for Overseas Student Teaching (COST). UNR's College of Education became one of 15 institutions of higher education in the United States who collaborate to offer overseas student teaching experiences to teacher preparation students. This January, four education students will gain a once-in-a-lifetime opportunity to student teach abroad thanks to the

University's new membership in the Consortium for Overseas Student Teaching. COST is an invite-only collaboration of 15 U.S. colleges and universities that sends students overseas to teach for 6-15 weeks in one of 16 countries across Europe, Africa, Asia/Oceania, and Latin America. Students gain firsthand international experiences and perspectives, which the program hopes will deepen their confidence, open-mindedness, and self-efficacy as educators. "I've been working in international education for a while, and we were lucky enough to get an invitation to join COST," Jennifer Mahon, associate professor of sociocultural education and program coordinator of Secondary Education, said. "Internationalization of education is a priority for the College of Education."

The "Research in Romania" program (RIR) is an annual study abroad opportunity developed at UNR in 2006, and run by Dr. Bob Ives and Dr. Kathryn Obenchain. For four weeks, students study and conduct research in Romanian schools and NGOs. Over 50 students have participated in RIR to date. RIR is a collaborative project with Dr. Obenchain, now at Purdue University, and Universitatea Babes-Bolyai (UBB) in Cluj-Napoca, Romania.