Summary of Selected Policies and Practices Designed to Facilitate Experiences with Diverse Faculty, Candidates, and P-12 Students

Introduction
As embodied in the University’s Mission and Undergraduate General Education Curriculum (Responsible Global Citizenship through Mindful Scholarship) and the Unit’s Conceptual Framework, creating diverse experiences for candidates is a critical component of all educator preparation programs at Eastern Illinois University. The University and the Unit make special efforts to ensure that candidates not only have knowledge of diversity issues but have the opportunity to experience diversity in their interaction with faculty, other candidates, and P-12 students. Efforts to ensure this generally take place through the policies/practices used to hire/recruit faculty and candidates, and through classroom and extracurricular policies/practices.

The following is a selected list of policies/practices that the University and Unit use to ensure that all candidates have the opportunity to interact with diverse faculty, candidates and P-12 students.

Facilitating Experiences with Diverse Faculty

Hiring Policies/Practices

- University Faculty Recruitment and Hiring Process – The University through its Office of Civil Rights and Diversity has established recruitment and hiring practices that support the hiring of individuals from underrepresented groups. These practices include: training for search committee members, oversight by the Office of Civil Rights and Diversity, and targeted advertising and recruitment of individuals from underrepresented groups. This process has been very successful with 25% of tenure/tenure track hires over past two reported years (FA08 and FA09) being from minority groups. Through increasing the number of faculty members from underrepresented groups in the classroom, we increase the opportunities for our candidates to interact with a diverse faculty. The faculty hiring guide, minority hiring data, and other information can be found through the Office of Civil Rights and Diversity (http://www.eiu.edu/~civil/home/index.php)

- Unit Plan for the Recruitment and Retention of Minority Faculty – The Minority Recruitment and Retention Committee establishes recommendations and guidelines for recruitment and retention of students and faculty from underrepresented populations. These recommendations and guidelines center around three objectives which include: 1) Enhance the Unit’s efforts in the recruitment of faculty members from underrepresented populations and 2) Enhance the Unit’s efforts in the retention of faculty from underrepresented groups. Practices to accomplish these objectives
include: targeted recruiting through publications with large minority audiences, personalize recruitment where possible using individuals from underrepresented groups at professional conferences and meetings, utilizing the web to expand the potential pool for available positions, personal letters/emails to Deans and Department Chairs at doctoral institutions enrolling large numbers of candidates from underrepresented groups, development of mentoring relationships between new and experienced faculty members of color, and working to develop a climate of openness and acceptance of all through the offering of cultural awareness activities. Through increasing the number of faculty members from underrepresented groups in the classroom we increase the opportunities for our candidates to interact with a diverse faculty.

Curricular and Extra/Co-curricular Policies/Practices

- Candidates interact with diverse faculty through the normal course of classroom instruction in general education, in the major, and in professional education.
- Candidates interact with diverse faculty through Registered Student Organizations (RSOs), and other professional meetings/organizations which our faculty advise/sponsor or promote. Faculty members of color are advisors/sponsors of numerous RSOs. Active involvement in one or more professional organizations is required of all candidates.
- Candidates interact with diverse faculty through attendance at unit sponsored conferences (ie. Diversity Conference, English Language Learners Conference). Active involvement in professional development activities is required of all candidates.
- Candidates interact with diverse faculty through volunteer activities such as Special Olympics, Panther Service Day, Panther Prowl Jump to Service. Faculty from diverse backgrounds are very active in volunteer and service activities in which students participate. Active involvement in volunteer service is required of all candidates.
- Candidates interact with diverse faculty through departmental and university events such as awards ceremonies, theatre and music events.
- The University has numerous efforts designed to bridge the gap between the formal academic and the out-of-classroom learning and developmental activities of students (primarily underclass students in the residence halls. These include: Faculty Fellows (faculty member assigned for year as mentor in a hall), House Calls (a program in which faculty spend time on a hall floor interacting with residents on a personal basis), and Charleston Chew (a program in which faculty dine with hall residents). Faculty with diverse backgrounds actively participated in all of these programs.
Facilitating Experiences with Diverse Candidates

Recruiting and Retention Policies/Practices

- The Office of Admissions, the Graduate School and the Office of Minority Affairs work together to recruit and retain candidates from diverse backgrounds. These efforts include visits to high schools and undergraduate institutions throughout the state with large minority populations, Access Granted (a special program to recruit students of color to EIU), and admissions/retention programs designed to recruit and retain candidates from diverse backgrounds such as Gateway (http://www.eiu.edu/~admissions/gateway.php) and TRIO (http://www.eiu.edu/~eiutrio/). Additional information on the recruitment and retention of students from diverse background can be found through the Office of Admissions (http://www.eiu.edu/admissions.php), Office of Minority Affairs (http://www.eiu.edu/~minoraff/) and the Center for Academic Support and Achievement (http://www.eiu.edu/~casa2000/). Through increasing the number of candidates from underrepresented groups on campus we increase the opportunities for our candidates to interact with other candidates from diverse backgrounds.

- The Minority Teacher Identification and Enrichment Program (MTIEP) has a long history at EIU and is designed to recruit young people (beginning as young as elementary school and continuing through high school) into the teaching profession and to Eastern Illinois University. MTIEP works with K-12 schools to encourage its students to work hard in school, begin to consider teaching as a profession, and to look to EIU as their school of choice. This is accomplished through such efforts as building relationships with school sponsors, visits to the schools by EIU students of color, an annual spring conference for K-12 students held on campus, and an annual summer camp bringing the K-12 students to campus for a summer academic enrichment program. Through increasing the number of candidates from underrepresented groups on campus we increase the opportunities for our candidates to interact with other candidates from diverse backgrounds. For more information on MTIEP visit their website at http://www.eiu.edu/~mtiep/.

- The Minority Teacher Education Association (MTEA) is a University Registered Student Organization and is the partner organization to MTIEP designed for EIU students (of all races) to support the ideals of diversity and to support and retain minority education candidates. This is accomplished through such efforts as regular meetings of the organization, hosting a diversity conference, offering test preparation and study skills activities, and volunteering in the public schools. Through efforts to retain our minority candidates we increase the opportunities for our candidates to interact with other candidates from diverse backgrounds. More information on MTEA can be found at http://www.eiu.edu/~mtiep/.
Curricular and Extra/Co-curricular Policies/Practices

- Candidates interact with other candidates from diverse backgrounds through the university classroom including working together on group projects, presentations and other assignments.
- Candidates interact with other candidates from diverse backgrounds through required assignments in professional education classes such as the Cultural Biography and Adopt a Nation Project in EDF 2555.
- Candidates interact with other candidates from diverse backgrounds through student organizations, professional organizations, professional conferences and volunteer activities all of which are required components of teacher education programs.
- Candidates interact with other candidates from diverse background through residence hall activities designed to create a culture of openness and acceptance. Resident Assistants are specifically trained to facilitate interaction among all residents regardless of race/ethnicity, culture, religion, socioeconomics, and sexual orientation.
- Candidates interact with other candidates from diverse background through cultural activities such as theatre, dance performances, festivals, etc. often as part of cultural awareness months.

Facilitating Experiences with Diverse Students (P-12)
Curricular Policies/Practices

- Field work, internships, practicum and student teaching – All educator preparation programs (Initial and Advanced) have required fieldwork components (current classroom experiences are used for the master’s level professional development programs in Elementary Education, Special Education, Secondary Education, Art Education, and Math Education) that must include experiences with students with diverse backgrounds (race/ethnicity, socioeconomic, and disabilities). At the initial level this is assured through the requirement that all students take either SED 4000 (ISEP Level III) or STG 4000 (Multicultural/Disabilities Practicum) where candidates must spend at least 25 hours in schools and classrooms with diverse learners and learners with exceptionalities.
- Short term study experiences – The unit currently offers short term study programs in Toronto, Andros Island Bahamas, Italy and El Paso, TX. These programs are all school based with a focus on working with P-12 students from diverse backgrounds. Planning is underway to offer additional short term programs in China, Japan, Germany and the United Kingdom. For more information go to http://www.eiu.edu/~edabroad/pdf/education.pdf
- Overseas student teaching – The unit is part of a consortium that allows a limited number of EIU students to student teach overseas. Through this experience candidates
are able to immerse themselves in a diverse culture working with P-12 student from diverse backgrounds. More information on the Consortium for Overseas Student Teaching (COST) can be found at http://www.eiu.edu/~edabroad/programs/cost.php

Extra/Co-curricular Policies/Practices

• All education candidates are required to be actively involved with youth both in the public schools and in the community. Through volunteer activities such as working with Special Olympics, Best Buddies, tutoring in after school programs, and serving as a Big Brother/Big Sister candidates interact with diverse P-12 students.