

**Diversity Plan
for Recruitment and Retention of
Faculty, Graduate Students and Undergraduate Students
College of Education
University of Florida**

The caliber of a college is first measured in the quality of its faculty and students. The College of Education is determined to attract and retain highly talented and productive individuals without regard to such categories as race, religion, disability, or sexual orientation. Talent and achievement are blind to these social classifications.

The College of Education strives to be an exemplary community of scholars united by our talents and intellectual values, strengthened by our diversified viewpoints and backgrounds, guided by democratic norms of civility and social justice, and measured by our individual and collective achievements.

This plan was developed to provide the College of Education with a direction in an effort to continue to diversify the college and make its programs representative of the populations in which it serves. Many of the actions in this document are already in process, however this document serves as a collective effort by the administration, faculty, staff and students of the College of Education to ensure that every student, faculty member and administrator thrives in a culture that is inclusive and nurturing.

To oversee and continue to recommend enhancements to the College of Education, a Diversity Team was developed as a result of a discussion during an annual College retreat in December 2002 and was approved by the Dean's Advisory Committee (DAC) in January 2003. This team, consisting of members of the COE faculty, administrative/professional staff and students and the University administration, will assist in ensuring that there is a culture of inclusiveness in the College of Education.

The Office of Recruitment, Retention & Multicultural Affairs in the College of Education will assist the Diversity Team in the implementation of programs and policies and create an accountability method to measure the success of the activities and programs in this plan.

The diversity plan will include active participation from the following people and groups:

- Dean and Administrative Staff
- Department Chairs and Administrative Staff
- Faculty and Staff
- University of Florida and College of Education Alumni and Friends
- University of Florida and College of Education Undergraduate and Graduate Students
- Diverse Educational Associations and Organizations

The recruitment and retention component of this plan is separated into three areas: faculty & professional/administrative staff, graduate students and undergraduate students.

College of Education's Supportive Environment

The College of Education at the University of Florida believes that the environment of the college should be one of learning and inclusion. This culture of inclusiveness provides people with the freedom to choose how they access, use and participate in all of the activities of the College. In addition, it gives everyone the opportunity to join in mainstream activities equally and independently.

To enhance and ensure that the environment in the College of Education is inclusive, a Diversity Team has been established. This team consists of twelve people representing the professional/administrative staff, faculty, and students. The areas that they will continue to address are (1) gender, (2) race and ethnicity, (3) disAbilities, (4) sexual orientation, (5) religion, and (6) the status of International students, faculty and staff. Although the first five areas are self-explanatory, the status of international students, faculty and staff was developed to ensure that the environment in the College is conducive to the teaching and learning of all.

Faculty & Professional/Administrative Staff

Recruitment Plan

The following plan has been developed to recruit qualified diverse faculty into the five departments of the College of Education:

1. Faculty and professional/administrative staff will attend National/International meetings to network and encourage diverse presenters and attendees to consider available faculty positions in the College of Education. Professional meetings shall be used as an opportunity to network with potential faculty and administrative/professional staff.
2. The College will advertise in magazines and organizational newsletters that are widely read by diverse professionals. The College will develop material (i.e. brochures, posters, advertisements) with diverse representation. All materials will demonstrate an environment of inclusiveness.

3. The College will provide campus visits that are excellent opportunities to showcase College programs, faculty, staff and students. Each semester, diverse faculty or doctoral students will be invited and asked to provide educational workshops in the college as part of the RRMA workshop series. These individuals will (1) be given an opportunity to meet with faculty and staff in the program(s) in which they may be potential faculty candidates, (2) take a tour of the University of Florida and (3) meet with several diverse administrative/professional staff, faculty members and students.
4. Announcements of position openings will be sent to highly qualified underrepresented individuals at various institutions to increase the pool of qualified applicants for those positions.

Retention Plan

One goal of the diversity plan is to retain professional/administrative staff and faculty by providing them with support and an environment that will aid in their success as employees in the College of Education. The College will provide a learning environment that supports faculty and professional development, collaboration, and productivity. The following items are suggested as programs to retain diverse faculty in the five departments of the College of Education.

Discussion Forums. Workshops will be provided by RRMA, which cover everything from grant writing to teacher certification. Faculty will be encouraged to present their studies at these workshops to the College of Education and University community.

Faculty & Staff Orientation. New faculty and administrative/professional staff will go through an orientation that will include the college structure, college and university policies, and a tour of Norman Hall and the University of Florida. The purpose of this orientation is to assist new faculty in their transition and to provide them with academic and personal resources.

Supportive Environment. The College of Education's Diversity Team, appointed by the Dean, will address efforts in the College to further develop and enhance this culture of inclusiveness. RRMA can provide additional opportunities on and off-campus that will assist each and every administrative/professional staff and faculty member in meeting their individual needs by posting campus events and activities as well as providing them with information on resources available throughout the campus and in the community.

Mentoring. Although selection of a mentor is a personal choice, new administrative/professional staff and faculty will be provided with a list of faculty and/or administrators in the College of Education and their areas of study. They will also be provided with a list of diverse faculty and staff on the University's campus. This will be done to provide new faculty with a list of potential mentors.

Assignments. In an effort by the College of Education to allow new faculty to adjust to their new environment and concentrate on their research studies, assignment of new

faculty as College committee members will be optional and will be determined in consultation with the academic department chair.

Graduate Students

Recruitment Plan

The following recruitment plan has been developed to recruit qualified diverse students into the five departments of the College of Education:

1. University of Florida and College of Education faculty, staff and graduate students will visit historically Black institutions, and institutions with large enrollments of Hispanic/Latino, Black/African-American, Native American/Alaskan Eskimo student populations to recruit students into its graduate degree programs.
2. COE faculty members shall be involved in the recruitment process via networking at National professional meetings and by communicating with potential graduate students about their studies. Faculty involvement is especially important to the graduate recruitment process. A personal touch from the faculty adds a more personal dimension to any decision that a potential student will make.
3. After initial contact, student follow-ups shall be made as follows:
 - a. Departments will share information from the student with the RRMA Director, Graduate Office, Program Coordinator and the University of Florida Office of Graduate Minority Programs,
 - b. The following groups or individuals will communicate with the potential student.
 - i. The RRMA Director shall communicate (preferably by phone) to the potential graduate student and provide her/him with information about the college, fellowships and other sources of funding and the UF and Gainesville atmosphere;
 - ii. A representative from the Department or Program (i.e. graduate coordinator) shall communicate by phone or electronic mail to the potential graduate student and provide them with information about the program and potential faculty advisors;
 - iii. The Graduate Office shall send a thank you card for her/his interest in a COE program and send information about the fellowship process and graduate school at the University of Florida;
 - iv. A graduate student in the COE program shall contact the potential graduate student and familiarize her/him with the program or a graduate student in the college (preferably representing the same diverse group and the same program) shall contact the potential graduate student and familiarize him/her with the College of Education and Gainesville; and

- v. The Dean of the College of Education shall communicate to encourage the student to consider a graduate program at the University of Florida.
4. Administrative support shall include communicating with potential students (see above), offering financial support for the recruitment process, coordinating funding opportunities for potential students (fellowships, assistantships, etc.), organizing campus visits and assisting faculty with travel to meetings to assist in the recruitment of diverse students.
5. The College of Education and the University of Florida has a partnership with the Institute for Recruitment of Teachers (IRT) at Phillips Academy in Andover, Massachusetts. Founded in 1990, IRT recruits outstanding African-American, Latino and Native American Students to pursue Master's and doctoral degrees in the arts and sciences, humanities, and social sciences. By doing so, they hope to increase the number of underrepresented faculty at educational levels from elementary schools through universities. IRT graduates have had remarkable success gaining entry to many of our country's top graduate programs, earning advanced degrees and securing jobs as teachers, administrators and professors. The University of Florida has and will continue to recruit IRT graduates.
6. The College will advertise in magazines and organizational newsletters to attract potential diverse graduate students.
7. In addition, materials (i.e. brochures, posters, advertisements) with diverse representation will be used for the recruitment process. Materials shall demonstrate an environment of inclusiveness. Below are strategies specific for advertising for graduate students:
 - a. School of Teaching & Learning. Information will be sent to elementary, middle and high schools with a large representation of diverse teachers.
 - b. Counselor Education. Information will be sent to elementary, middle and high schools with a large representation of diverse counselors. Information will also be sent to psychology and counseling programs at historically Black institutions, and institutions with large enrollments of Hispanic/Latino students.
 - c. Education Leadership, Policy & Foundation. Information will be sent to elementary, middle and high schools with a large representation of diverse teachers and administrators.
 - d. Educational Psychology. Information will be sent to psychology programs at historically Black institutions, and institutions with large enrollments of Hispanic/Latino and/or Native American/Alaskan Eskimo students.
 - e. Special Education. Information will be sent to elementary, middle and high schools with a large representation of diverse teachers.
8. The College will sponsor campus visits for potential graduate students. Campus visits by potential students are important before and after the department selects the students. An opportunity for potential graduate students to travel to Gainesville and meet with faculty, administrators and graduate students in the College of Education and at the University of Florida would aid in solidifying their decision to attend the University of Florida. In

addition, the potential student would be able to see and understand the resources and support that will become available to them if they choose to matriculate at the University of Florida.

9. A recruitment database will be created by the Office of Graduate Studies to track those who inquire and apply. This database will enable the College to assess our recruitment efforts.

Retention Plan

The goal of this plan is to retain greater than 95% of all COE diverse graduate students to complete their program of studies by providing them with support and an environment that will aid in their success as a graduate students in the College of Education at the University of Florida. The following items will be available in the College of Education to retain diverse graduate students in the five departments of the College of Education:

Student Orientation. An annual orientation will be held for all COE diverse graduate students in September of each year at the Institute of Black Culture (IBC), the Institution of Latino/Hispanic Cultures (La Casita), or at Norman Hall.

Scholarships. Minority Education Scholarships will be available to minority graduate (Masters and doctoral) students in the College of Education in need of financial assistance in order to further their studies. In addition, RRMA will aid diverse graduate students in identifying assistantships and fellowships in the College of Education and at the University of Florida.

Discussion Forums and Workshops. Forums and workshops will be provided by RRMA, which cover everything from grant writing to teacher certification. Graduate students will be encouraged to present their studies at these sessions to the College of Education and the University community.

Supportive Environment. The Diversity Team, appointed by the Dean, will address the College's efforts to further develop and enhance a culture of inclusiveness. RRMA can provide additional opportunities on and off-campus that will assist each and every student in meeting their individual needs by posting campus events and activities as well as providing students with information on resources available throughout the campus and in the community (healthcare, counseling, local libraries, etc.) The College will create a student recruitment list and initiate a college-wide graduate student organization and committee to represent graduate students.

Mentoring/Advising. RRMA serves as a mentoring and advising office. RRMA staff will meet with diverse graduate students at least once a semester to discuss their graduate program, the environment, and how the office can better serve the student. The office will also communicate regularly with the career development center and offers opportunities for career placement. In addition, RRMA has implemented the Marva Collins Mentoring Program to assist graduate students in the College of Education.

Travel Grants. Travel grants to attend and/or present at local, state and national conferences should be provided to enhance graduate study, increase professional knowledge, and provide networking opportunities for future employment prospects.

Undergraduate Students

Recruitment Plan

The following recruitment plan has been developed to recruit qualified underrepresented groups into the ProTeach programs of the College of Education:

1. University of Florida and College of Education staff will visit Florida high schools and community colleges with significant populations of diverse students and provide them with information on the College of Education at the University of Florida.
2. RRMA will work with students in Future Educators of America associations and Teaching Academies to aid in the recruitment of students into the College of Education. The College of Education administers the UF Alliance Program; RRMA will assist those institutions with their FEA and Teaching Academies and offer “Explorations in Teaching: The Alliance Experience” Summer Program for students from the Alliance schools.
3. After contact has been made, RRMA and the University of Florida’s Admissions Office will follow-up on potential students. If the student is attending a community college, RRMA will work with the Student Services Office in the College of Education to provide potential students with guidance on their coursework and fulfillment of the University’s requirements for admission. RRMA will also work with the transfer officer in the Admissions Office. The Admissions Office performs Campus Visits for potential students. Participation in organizational fairs and workshops for high school guidance counselors will assist in the recruitment of students into the College of Education.
4. Support shall include communicating with potential students, coordinating funding opportunities for potential students (scholarships), and organizing or participating in campus visits. Administrative support of the recruitment process is essential for success.
5. The College will advertise through the development of material (i.e. brochures, posters, advertisements) with diverse representation in the pictures. Materials shall demonstrate an environment of inclusiveness.
6. The College will participate in campus activities. In addition, visibility on the Turlington Plaza, will aid in recruiting freshmen and sophomores into the teacher education programs in the College of Education.
7. Coordination of activities with the Admissions Office will be the key to a successful recruitment season. The Admissions Office provides RRMA with a list of students that have selected education as a major. Constant communications and support will be necessary for the recruitment of the student into the University of Florida, in general, and the College of Education, specifically.

Retention Plan

The goal of this retention component is to retain 100% of our diverse undergraduate students by providing them with support that will aid in their success as students in the College of Education at the University of Florida. The following items exist in the College of Education and serve to retain diverse undergraduate students:

Student Orientation. An annual orientation will be held for all diverse students in conjunction with the Minority Student Education Guild in September of each year.

Scholarships. Minority Teacher Education Scholarships will be available to Minority students in the College of Education in need of financial assistance in order to further their studies.

Discussion Forums and Workshops. Forums and workshops will be provided by RRMA, which cover everything from grant-writing to teacher certification. Scholarship recipients must attend at least one per semester.

Supportive Environment. As with faculty, staff and graduate students, the College's Diversity Team will address efforts in the College to further develop and enhance a culture of inclusiveness. RRMA can provide additional opportunities on and off-campus that will assist each and every student in meeting their individual needs by posting campus events and activities as well as providing students with information on resources available throughout the campus and in the community (healthcare, counseling, local libraries, etc.).

Mentoring/Advising. RRMA serves as a mentoring and advising office. RRMA administrators meet with diverse students at least once a semester to discuss their program, the environment and how the office can better serve them. The office will also communicate regularly with the career development center and offers opportunities for career placement. In addition, RRMA has implemented the Marva Collins Mentoring Program to assist potential and current students in the College of Education.

Student Support. The Director of RRMA serves as the principle advisor to the Minority Student Education Guild (MSEG), a community service organization geared towards diverse students in the College of Education. MSEG is on the move to enhancing the quality of life for future educators at the University of Florida. MSEG provides a variety of programs for students attending the University and children and families in the community. The organization's biggest projects include volunteering at the Boggy Creek Gang Camp, offering weekly tutorial sessions, presenting a teacher certification workshop, and holding an annual Ed Fair. By advising MSEG, RRMA also serves as a source for leadership development and problem solving.