
**College of Education
Diversity & Inclusion Committee
2019-2020
Strategic Plan**

2019-2020 Members:

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College of Education Diversity & Inclusion Committee

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The COE Diversity and Inclusion Committee functions under the UNO Strategic plan's Value #3 **Inclusion**: creating an environment that is welcoming, open, and diverse; committing to the accessibility of our campus and academic programs; and ensuring a respectful and safe campus environment.

Our goals align with the following UNO goals and strategies:

UNO Goal 1: Student-centeredness — *The success of our students, while enrolled at our campus and later as graduates and global citizens, is critical to our mission. We are committed to ensuring a supportive and invigorating environment in which all of our students can thrive and grow.*

UNO Strategies:

- 1.1 Recruit, develop, retain, and graduate a diverse student body reflecting a dynamic metropolitan community.*
- 1.2 Prepare students for academic success, careers, and professional responsibilities in an increasingly complex world.*
- 1.3 Prepare student for global citizenship*
- 1.4 Develop resources that reduce financial barriers to increase student access and success and minimize debt.*
- 1.5 Create a supportive, inclusive culture that enhances students' experiences and success.*

UNO Goal 3: Community Engagement — *We are committed to preparing our students to be engaged citizens and community leaders in a diverse and evolving society. We embrace our role as an anchor in our community, bringing our teaching, research, and service resources to bear in sustainable and reciprocal community partnerships.*

Strategies:

- 3.1 Build new and strengthen existing connections with a broad range of community partners.*
- 3.2 Prepare students to be engaged citizens and community leaders in a diverse and evolving society.*
- 3.3 Promote, recognize, and incentivize engaged scholarship.*

UNO Goal 4: Institutional Quality — *We recognize the great value of the human, informational, financial, and physical assets entrusted to us and are committed to the highest levels of efficiency, effectiveness, and ethics in their deployment.*

Strategies:

- 4.1 Recruit, retain, and reward outstanding faculty and staff.*
- 4.2 Provide a safe, sustainable, and welcoming environment.*
- 4.3 Create a vibrant and inclusive environment and culture for students, faculty, and staff.*

Mission

The mission of the UNO College of Education Diversity and Inclusion Committee is to work collaboratively to advocate and support diversity in our college community, to encourage opportunities for students, staff, and faculty to grow in their own understanding of diversity, and to promote equality of opportunity for all. With the support of college leadership, the Committee recommends practice and professional development to bring awareness to issues related to diversity consistent with the college's "Equity Statement"

Vision and Equity Statement

We value the contribution and inclusion of diverse individuals and encourage multiple perspectives in fostering a global community dedicated to teaching, learning, and scholarly activity. The College of Education ensures that all individuals have access to the resources, support, and opportunities to succeed in their professional careers. Through its faculty, staff, community partners, strategic plan, and curricular offerings, the College is committed to preparing graduates to engage in an equitable manner with all persons regardless of race, ethnicity, cultural beliefs, socioeconomic status, geographical perspective, gender, age, religion, sexual orientation, or disability.

Fundamental Beliefs

The College of Education at the University of Nebraska at Omaha holds these beliefs:

1. As Dedicated Practitioners we:
 - value a critical understanding of the social, historical, and political contexts in which we serve.
 - respect culturally competent leadership in our prospective fields.
 - know that meeting the needs of diverse students requires knowledge of culture and context and a wide array of pedagogical skills for teaching-learning opportunities.
 - understand the importance of creating caring communities that support learning and social development.
 - appreciate that since all humans learn differently, assessment and evaluation processes must reflect these differences.
 - promote social justice and create caring classrooms, learning environments, and communities.
 - exhibit professional dispositions that are learner-centered; ethical, socially, and culturally respectful; responsible; and optimistic.
2. As Reflective Scholars we:
 - appreciate inquiry, analysis, and reflection as we strive to become effective professionals and educators.
 - are committed to scholarship, inquiry, and research skills nurtured in an atmosphere of rich historical and theoretical bases so that we continually question and examine our learning, convictions, and environment.
 - see ourselves as part of an evolving community of practitioners that engages in problem-solving with courage and creativity.
 - demonstrate the dispositions of cultural proficiency, ethical consideration, and professional empathy.
3. As Responsible Citizens we:
 - actively participate as positive change agents in schools, organizations, and communities.
 - embrace the historical and fundamental ideal that education is an appropriate and critical venue in which we advocate for social improvement.
 - value active and collaborative engagement with individuals, families, cultural groups, and organizations which enables us to fully experience the power of freedom within a democratic society.

Goals

1. The faculty and staff will be culturally and ethnically diverse in its membership.
2. The student body will be culturally and ethnically diverse in its membership.
3. The curricula of the various programs will infuse culture-specific information and experiences into a core of common knowledge.
4. The instructional approaches employed will reflect a knowledge of and sensitivity to the range of learning needs found in a diverse student body.
5. The College of Education will provide such support services to all students, faculty, and staff so that the climate reflects the desire to reach out and nurture each individual.
6. The Diversity and Inclusion Committee will continue to review these goals.

2019 – 2020 Strategic Priorities and Activities

1. Priority: The student body will be culturally and ethnically diverse in its membership.:

This objective is important because it supports and ensures the college's ability to provide a diverse workforce.

Activities to achieve this priority:

- Review current recruitment strategies
- Implement ideas from the university's Completion Imperative, where appropriate, within COE's units and programs.
- Review COE student enrollment trends

2. Priority: Create a supportive, inclusive culture that enhances students' experiences and success.

This objective is important because it provides students experiential learning opportunities to increase their diversity dispositions in a non-threatening and safe environment.

Activities to achieve this priority:

- Invite TEDO representatives to attend COE D&I meetings and D&I Brown Bag Seminars
- Invite TEDO members to host a D&I Brown Bag session (November 2019)

3. Priority: The curricula of the various programs will infuse culture-specific information and experiences into a core of common knowledge.

This objective is important because it provides students experiential learning opportunities and exposure to diverse communities consistently and early in their programs of study.

Activities to achieve this priority:

- Culture Walks
- Teacher Diversity Student Organization sponsorship

4. The College of Education will provide such support services to all students, faculty, and staff so that the climate reflects the desire to reach out and nurture each individual.

This objective is important as it provides a collaborative resource related to diversity, equity, and inclusion for COE members.

Activities to achieve this priority:

- Creation of D&I resource Canvas module available to COE
- D&I Bring Your Lunch and Learn series
- Review and enhancement of “Our Lens” publication

5. Priority: The Diversity and Inclusion Committee will continue to review these goals.”

This priority is important because it ensures that the committee’s goals and strategies are achieved and remain in alignment with those of the college and university in meetings the needs of our students, faculty, staff, and stakeholders.

Activities to achieve this priority:

- The committee will review priority goals and strategies in the October and April meetings annually
Increase the number of cultural training opportunities made available to the community
- Priority goals and strategies will be shared with the COE Dean and made available to the college annually.

Appendix A - Annual Priority Tasks

Strategic Priority: Pride in a safe and secure community.

Activity: Decrease the number of the First Nation’s children removed from the community by increasing the capacity for the First Nation’s foster care.

Examples of possible annual goals	Activities required to achieve the goal	Lead staff responsible for the activities	Others to contribute	Financial resources required
The student body will be culturally and ethnically diverse in its membership	<ol style="list-style-type: none"> 1. Review current recruitment strategies 2. Implement ideas from the university’s Completion Imperative, where appropriate, within COE’s units and programs. 3. Review COE student enrollment trends 	<ol style="list-style-type: none"> 1, 2. M. Cast – Brede M. Maher 3. All 	G Huber to provide trend data	NA
Create a supportive, inclusive culture that enhances students’ experiences and success.	<ol style="list-style-type: none"> 1. Invite TEDO representatives to attend COE D&I meetings and D&I Brown Bag Seminars 2. Invite TEDO members to host a D&I Brown Bag session (November 2019) 	<ol style="list-style-type: none"> 1. F. Pearson, G. Huber 	All	NA
The curricula of the various programs will infuse culture-specific information and experiences into a core of common knowledge.	<ol style="list-style-type: none"> 1. Culture Walks 2. Teacher Diversity Student Organization sponsorship 	<ol style="list-style-type: none"> 1. B. Homawoo 2. F. Pearson, G. Huber, B. Homawoo 		NA

Past COE and committee activities implemented to address the college's goals.

GOALS

- The faculty and staff will be culturally and ethnically diverse in its membership.
 - Faculty development
 - Mentorship
- The student body will be culturally and ethnically diverse in its membership.
 - Dual Enrollment
 - Ed Rising participation
 - Revised EPP admissions processes
- The curricula of the various programs will infuse culture-specific information and experiences into a core of common knowledge.
 - Experiential Learning opportunities through field and practicum work
 - Development of global experiences incorporated into program courses
 - Encouraging research and scholarly development for faculty, staff, and students
- The instructional approaches employed will reflect a knowledge of and sensitivity to the range of learning needs found in a diverse student body.
 - Culturally responsive teaching practices
 - Student-centered learning encouraged
- The College of Education will provide such support services to all students, faculty, and staff so that the climate reflects the desire to reach out and nurture each individual.
 - Our Lens publication
 - Living Book Library
 - Community Showcase
 - Social Justice Forum
 - From Diversity & Inclusion to Equity & Social Justice events
 - Revision of committee title to include "Inclusion"
- 6. The Diversity and Inclusion Committee will continue to review these goals.
 - Monthly meetings of the committee
 - Meetings with Dean of college
 - Opportunity to share committee report at COE faculty/staff meetings.