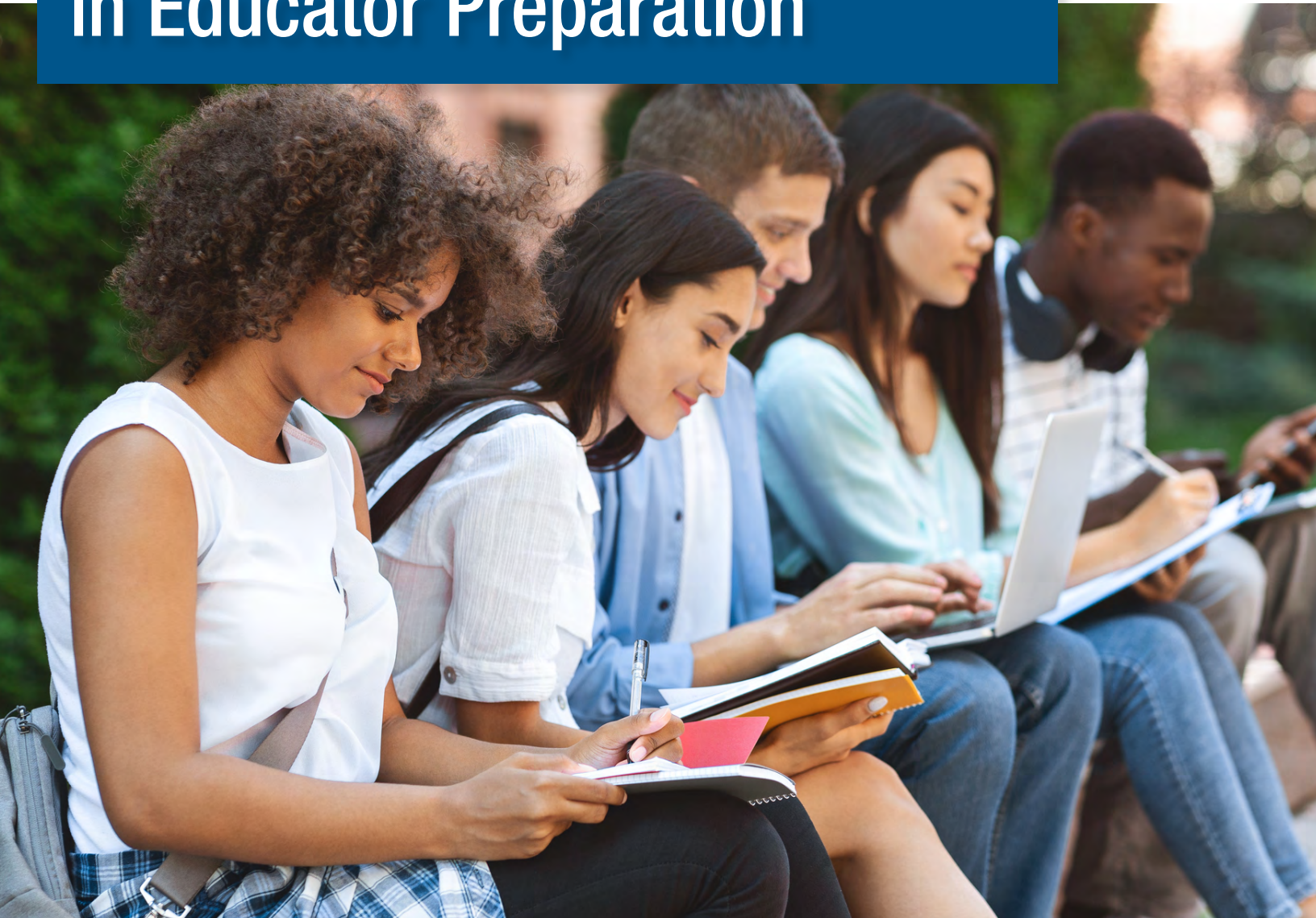


Strategies that Promote Diversity, Equity, and Inclusion in Educator Preparation



DIVERSITY

EQUITY

INCLUSION



AACTE's 16th Annual Washington Week
September 9-10 & 15-16, 2020

Table of Contents

About AACTE.....	3
Introduction	4
Welcome Letter	5
AACTE Diversity, Equity, and Inclusion Initiatives	6
<u>Strategies</u>	
California – <i>University of La Verne</i> (strategy A)	7
California – <i>University of La Verne</i> (strategy B)	9
Florida – <i>University of Florida</i>	11
Massachusetts – <i>Boston University</i> (strategy A)	13
Massachusetts – <i>Boston University</i> (strategy B)	14
New York – <i>Nazareth College</i>	15
North Carolina – <i>University of North Carolina at Charlotte</i> (strategy A).....	16
North Carolina – <i>University of North Carolina at Charlotte</i> (strategy B).....	18
Ohio – <i>Bowling Green State University</i>	20
Oregon – <i>Western Oregon University</i>	22
Texas – <i>University of Texas Rio Grande Valley</i>	24
Virginia – <i>Virginia Commonwealth University</i>	25
AACTE Member Institutions	26

About AACTE

Vision

AACTE, its members, and partners collaborate to revolutionize education for all learners.

Mission

AACTE elevates education and educator preparation through research, professional practice, advocacy, and collaboration.

Core Values



Strategic Priorities

- **Advocating for High-Quality Educator Preparation**
AACTE and its members advocate for policies that are dedicated to building and sustaining high quality preparation of teachers and other education professionals that ensure our graduates are profession-ready.
 - **Promoting Diversity, Equity, and Inclusion**
AACTE and its members value the diversity of students, their families, and educators; equity in access to high quality instructional environments; and the inclusion of all students, defined as access and opportunity, in PK-20 classrooms.
 - **Advancing Educator Preparation Policy, Practice, and Research**
Through cutting edge research, innovative practice, and advocacy, AACTE and its members advance the field of educator preparation.
-

Introduction

Across the nation, the education profession faces persistent teacher shortages coupled with a diversity gap between educators and their students. The effects of COVID-19 on the diversification of the profession has further exacerbated the financial divide that pre-dated the pandemic, but now threatens the financial supports that prospective and current education students of color rely on to complete their preparation programs. Although we are witnessing a national response to the racial injustices our communities of color experience for simply living their lives, educators agree that they must be prepared to address these injustices in their classrooms and within their communities. AACTE continues to lead its members as they respond to these challenges with innovative solutions that support the preparation and retention of the nation's educators, specifically investing in our educators of color.

Research increasingly shows that all students benefit from having a diverse educator. To ensure that every student can access the education that she, he, they need in order to thrive, and to have students learning from educators who look like them and share their lived experiences, AACTE members are embracing strategies to recruit and retain a racially and ethnically diverse educator candidate pool. While increasing the educator diversity in our schools is an imperative, creating successful diverse school communities necessitates faculty and staff professional development in the areas of culturally responsive and sustaining pedagogy and practices.

Select AACTE members featured within this Diversity, Equity, and Inclusion Handbook share their strategies to diversify the profession: Strand I strategies focus on faculty and staff professional development to increase cultural competency, while Strand II strategies describe initiatives to recruit and retain a diverse educator workforce. AACTE encourages policymakers' investment in the strategies described within this *Handbook* given the significant positive impact the strategies have on the education workforce and the education of our PK-12 students. Investing in strengthening and transforming university-based preparation and ongoing professional development for educators is crucial to enhancing academic success for the nation's learners.

Dear Colleague:

The American Association of Colleges for Teacher Education (AACTE) is a professional association with a national alliance of colleges of education dedicated to high-quality, evidence-based preparation that assures all educators are profession-ready as they enter the classroom. The over 700 member institutions include public and private colleges and universities in every state, the District of Columbia, the Virgin Islands, and Guam. AACTE elevates education and educator preparation through research, professional practice, advocacy, and collaboration.

A complex mix of factors leads to student success in the PK-12 classroom, but one element is consistent and undeniable: excellent teacher preparation. Educator Preparation Programs (EPPs) elevate the profession, attract and educate great teacher candidates, ensure that novice educators walk into the classroom prepared to teach and support all students, and help schools retain the best in the profession. Given that research shows that the quality of teachers, principals, and other school professionals is central to PK-12 student learning and achievement, AACTE member institutions are committed to high quality programs and continuous improvement. In partnership with our PK-12 colleagues and state and federal agencies, AACTE ensures that both novice and experienced educators meet the needs of America's schools for diverse, well-prepared teachers across a range of specialties and grade levels. AACTE and its members value the diversity of students, their families, and educators; equity in access to high quality instructional environments; and the inclusion of all students, defined as access and opportunity, in PK-20 classrooms (AACTE Strategic Plan, 2020-2023).

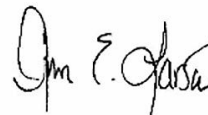
As AACTE looks to the future, we are pleased to share AACTE's Diversity, Equity and Inclusion handbook which documents significant innovations that AACTE member institutions are employing to address diversity, equity, and inclusion to prepare educator preparation professionals for increasingly diverse and complex educational environments. The handbook also highlights research, programs, and advocacy efforts that AACTE spearheads to collaborate with and strengthen EPPs, inform and engage stakeholders, strengthen and diversify the pipeline of new teachers, and, ultimately, improve educational outcomes for learners.

AACTE looks forward to working with you to revolutionize education for all students. Thank you for your time and energy in support of the profession and for contributing to our work to prepare profession-ready and dedicated educators for our nation's classrooms and schools.

Sincerely,



Lynn M. Gangone, Ed.D.
AACTE President and CEO



Ann E. Larson, Ph.D.
AACTE Board of Directors Chair



September 2020

Strategies that Promote Diversity,
Equity, and Inclusion in Educator
Preparation

AACTE Diversity, Equity, and Inclusion Initiatives

Holmes Program

The AACTE Holmes Program supports students who self-identify as racially and ethnically diverse and are pursuing graduate degrees in education at AACTE member institutions. Founded in 1991 for doctoral students, the Holmes Program now provides mentorship, peer support, and rich professional development opportunities. The program also aims to help AACTE member institutions develop an outstanding pool of diverse candidates for faculty and other leadership positions. Nearly 700 Scholars have benefitted from the program since its inception. Involvement in the Holmes Program is open to all AACTE member institutions. Participation in the program enhances students' retention and graduation rates, and institutions receive free distribution of faculty search announcements and are recognized in AACTE materials. Nearly 40 institutions currently participate in the Holmes Program.

<https://aacte.org/programs-and-services/holmes-program/>

Diversity, Equity, and Inclusion Video Series

AACTE has released its new video series on Diversity, Equity, and Inclusion in educator preparation. The videos address a wide variety of topics ranging from promising practices for recruiting and retaining teachers of color, to the importance of culturally relevant teaching for growing the special education teacher pipeline, and also promoting equal access to quality teachers. The video series exemplifies the Association's new strategic priority to promote diversity, equity, and inclusion. In the first video segment, "Identifying Barriers to Workforce Diversity in Education," AACTE members and leaders discuss ways to address systemic challenges in colleges of education across university campuses and within the educator preparation profession that prevent students of color in pursuing a teaching career. The full video series is available on AACTE's Video Wall.

<https://edprepmatters.net/2019/11/new-aacte-diversity-equity-and-inclusion-video-series-now-available/>

AACTE Diversity, Equity, and Inclusion Initiatives cont'd.

Black & Hispanic/Latino Male Networked Improvement Community (NIC)

The [Black and Hispanic/Latino Male Teachers Initiative Networked Improvement Community](https://aacte.org/programs-and-services/nic/) is AACTE's first Networked Improved Community, or NIC. NICs are learning communities that use improvement science to seek and test solutions within systems to address a shared problem of practice. Nearly 80% of PK-12 teachers are White, middle-class women. The PK-12 student population is much more diverse; about half of students are non-White. While there has been an increase in the number of minority male teachers in the workforce, the proportion of minority students increased more rapidly. This growth has also not been equally distributed across different types of schools. More than 40% of U.S. public schools have no teachers of color at all. As the profession moves to reorient itself more closely around the needs of the education workforce, there is significant need to develop programs' capacity to meet schools' needs. The NIC supports research and improvement to meet the demographic imperative of increasing the recruitment and retention of Black and Hispanic/Latino males for the teaching workforce. The NIC completed its improvement science cycles in December 2016 and released its [initial report](https://aacte.org/programs-and-services/nic/) in 2019. AACTE is currently developing a second phase of the paper to share participants' findings over time. <https://aacte.org/programs-and-services/nic/>

Advisory Committees Focused on Diversity, Equity, and Inclusion

AACTE currently has eight Programmatic Advisory Committees. Advisory committees are charged and work that align with the strategic priorities of the Association, including diversity equity and inclusion. The Advisory Committee on Educator Diversity advises the AACTE staff and Board of Directors on current trends, issues, and programming related to diversity in educator preparation program faculty and candidates. The Holmes Advisory Committee advises the AACTE staff and Board of Directors on the Holmes Program. The Committee on Global Diversity is charged with fostering the development of quality teaching and professional education practices that promote diversity, equity, and global perspectives that advance the preparation of world-class educators responsive to all learners. <https://aacte.org/about-aacte/programmatic-advisory-committees/>

AACTE Diversity, Equity, and Inclusion Initiatives cont'd.

Recruiting Special Education Teachers Networked Improvement Community (NIC)

Through the support of the CEEDAR Center, AACTE has launched the Reducing the Shortage of Special Education Teachers Networked Improvement Community. The NIC aims to address the problem of the shortage and lack of diversity of fully prepared and credentialed special education teachers in public schools across the nation by increasing the number of candidates of color and candidates with disabilities, as well as an overall increase of candidates in special education programs. The most significant impact of the special education teaching shortage is the resulting curtailed access to learning for students with disabilities. Multiple research studies indicate that fully prepared teachers in special education are more effective than those who are not fully prepared and are more likely to remain in teaching than those prepared in fast-track routes. Special education teachers with more extensive pedagogical preparation and practice are better prepared to handle teaching duties such as managing the classroom environment and using a variety of instructional methods. Twelve preparation programs in higher education have been selected to participate in this NIC and implement a range of strategies that will positively impact the special education teacher shortage by the Fall of 2022.

<https://aacte.org/programs-and-services/nic-reducing-shortage-set/>

AACTE Issue Briefs and Original Research Focused on Diversity, Equity, and Inclusion

AACTE invests in educator preparation research. Our members are the leading experts in their fields of inquiry, and we promote their research through the Journal of Teacher Education, the [EdPrepMatters newsletter](#), and collaboration on [original research](#). AACTE's cutting-edge research is grounded in the core values of inquiry and innovation; quality and impact; diversity, equity, and inclusion. The aim is to provide members and strategic partners with the information necessary to make informed decisions that will ensure all educators are profession-ready to meet the needs of all learners.

[Degree Trends in High-Demand Teaching Specialties: 2009-10 to 2016-17 \(2020\)](#)

[How Do Education Students Pay for College? \(2020\)](#)

[Institutions Offering Degrees in Education: 2009-10 to 2016-17 \(2020\)](#)

[Education Students and Diversity: A Review of New Evidence \(2019\)](#)

AACTE Diversity, Equity, and Inclusion Initiatives cont'd.

Thought Leadership

AACTE and its members are committed to addressing current challenges facing education and educator preparation. The Association strongly believes in instilling within students and learners the importance of making a difference in the world. The AACTE thought leadership series highlights critical societal issues that will affect education in our world today. AACTE promotes articles and resources that will help all educators find their voice and support their students' activism toward creating positive change. Many thought leadership articles center around AACTE's core values of diversity, equity, and inclusion. A sampling of these articles includes *Educators on the Front Lines of Social Justice*, *Disrupting Inequities: Educating for Change*, and *Equity and Women in Leadership*. Teacher educators must model social responsibility through embracing and advocating for societal changes that uplift all citizens.

<https://aacte.org/news-room/aacte-thought-leadership/>

Topical Action Groups

Topical Action Groups (TAGs) provide a forum for individuals drawn together by a common interest or purpose within the field of educator preparation. AACTE provides TAGs with operational funds, publicity, online meeting and administrative space, staff support, meeting space at the AACTE Annual Meeting, and the prestige of AACTE affiliation. TAGs are initiated, organized, and managed by participants, yet approved and overseen by the AACTE president/CEO. Any individual from a member institution is welcome to apply to join an existing TAG or to start a new TAG. Some of the TAGs include the Diversified Teaching Workforce: Recruitment and Retention, HBCU Teacher Education, Internationalization of Teacher Education, and LGBTQ Advocacy and Inclusion in Teacher Education.

<https://aacte.org/professional-development-events/topical-action-groups/>



University of La Verne

Strand I Strategy: *Neurodiversity and Inclusion Program*

Description

In early 2019, faculty at the University of La Verne were contacted by the San Bernardino County Unified School District. According to its website, the district has an enrollment of approximately 53,000 students and is the sixth largest school district in California. Over 88% of all students are considered socioeconomically disadvantaged.

The student population is as follows: 74% identify as Hispanic, 11.7% as African

American, 5.7% as White, 2.2% as Asian, and 6.4% as Other. Their primary concerns were:

1. High referral rates of African American students to special education placements
2. Lack of training for general educators to meet the needs of special education students placed in their classrooms
3. Lack of training for special educators in awareness of current research and instructional practices grounded in neurodiversity and educational neuroscience
4. Need for positive behavior support strategies grounded in mindfulness for both teachers and students

If not addressed, it was felt these issues would create the conditions that educational researchers refer to as the 'school-to-prison' pipeline. Based on the request of SBCUSD, the College of Education designed a year-long Neurodiversity and Inclusion certificate for general and special educators that launched in June 2019 with 36 teachers from SBCUSD. The certificate includes: attending a four-day Residential Mindfulness Immersion Retreat, joining in-person classes one Saturday per month, attending weekly online video classes, completing project-based assignments, working with like-minded colleagues to spark an educational revolution for learners with special needs, and developing mindfulness skills that enhance personal well-being and effectiveness as educators.

Outcomes

As a result of SBCUSD teachers learning educational neuroscience, mindfulness practices, and how culturally responsive teaching impacts the brain of students of color, further training opportunities were requested. In September 2019, the district committed to training all 200 site leaders in mindful leadership and educational neurobiology over the next 2 years. This work has sparked a significant culture shift in the district. Another outcome of training teachers and principals was a measured reduction in out of school suspensions and referrals for discipline. Teachers increased their capacity to adjust their practices and communication styles to create a greater sense of felt-safety for students and increase their emphasis on relationship building and utilization of brain-based instructional techniques that improve student engagement. The positive early outcomes of this program have demonstrated the value of investing in the social and emotional components of well-being of educators and school leaders as necessary pre-requisites of positive engagement with students of color. This partnership has sparked changes in the special education credential program, due to the fact that



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SBCUSD now plans to actively recruit graduates from La Verne's teacher training programs in order to ensure a continual supply of special education professionals who have been trained in educational neuroscience, mindfulness and inclusion strategies. Another outcome of this venture is that Adverse Childhood Experience (ACE) content has been added to coursework. A major part of any wellness agenda must include helping people understand how many students with special education labels, especially emotional disturbance, are children who have been exposed to higher rates of trauma, abuse, neglect, and adversity. The emerging research on ACEs shows that positive healing relationships with safe adults, coupled with mindfulness practices, have the potential to be the most effective strategies for helping reverse the damage caused by adversity. This critical piece is often omitted in most teacher credential programs, and it has a tremendous impact on unconscious bias in the classroom, which often leads to the overrepresentation of children of color in special education programs. Reducing African American student referrals to special education is a major priority for the district.

Implications

This partnership will continue throughout the 2020-2021 school year. The certificate program will double in size. In addition, the administrator training will continue for 2 additional school years. Our students are our most valuable resource and investment for the future. With the implementation of culturally responsive teaching (multiethnic cultural frames of reference) and healing centered engagement (asset driven approach aimed at the holistic restoration of young peoples' well-being), students can be provided with the best possible learning opportunities. Children of various colors and abilities deserve to receive empowerment from their educational experiences in order to showcase the opportunity that they can live successful and secure lives regardless of where they came from initially. The practice of mindfulness and the understanding of neuroscience is the critical combination of skills and dispositions that all school faculty members must instill into their professional toolkit in order to make a difference in the lives of students who have historically been underserved in education. The long-term goal of the LaFetra College of Education is to utilize both distance learning and the training of additional instructors to expand the certificate program to serve in-service teachers nationwide.



University of La Verne

Strand I Strategy: **WINEDOWN: Love in the time of COVID**

Description

This strategy emerged from a conversation between Black female scholars in the field of teacher education in May 2020 as the novel coronavirus continued to impact the delivery of education at all P-20 levels. During this time, Yolanda Sealey-Ruiz released a book of poetry, *Love from the Vortex & Other Poems*, and the Dean of the LaFetra College of Education, Kimberly White-Smith, was one of many scholars reading this book. Inspired by the healing dimensions of the text, Drs. White-Smith and Sealey-Ruiz imagined an online event sponsored by the Center for Educational Equity and Intercultural Research (CEEIR) that would bring together scholars of color, in the field of education, to discuss the book in a panel format. Too often, professional development focuses on cognitive or behavioral strategies, avoiding the affective and even spiritual domains in which we operate. The final name for the panel was “Winedown: Love in the time of COVID” to bring an informal frame to the event, allowing people to attend with expectations of relaxation, conversation, and restoration, grounded in the themes of self-care and love. The Black Lives Matter protests began just a few weeks before the event, which was held on Juneteenth, making the event all the more important as educators, scholars, and activists sought opportunities to heal from collective and individual traumas. Such healing is especially important for educators of color who rarely get the chance to engage in professional conversations about social justice, empowerment, and advocacy, but rooted in poetry, music, and care.

Outcomes

Over 200 people attended the CEEIR event on Juneteenth, which began with music from a playlist curated by Dr. Sealey-Ruiz. Participants were given a reflective prompt: “What does love mean to you? How does it show up in your work?” Panelists greeted participants in the chat box as they arrived and commented on their questions, which created a jovial feeling in spite of the virtual platform. People’s responses indicated a need for love to inform our practices, our research questions, and our ways of knowing the world. Many also openly expressed gratitude at the feeling of community that was already present at the start of the event. The panelists, which included five panelists from across the United States, as well as two moderators from La Verne, each read a poem from the book and explained how it related to themes of love, self-care, healing, and transformation. The group also addressed questions about how notions of critical or radical love, as described by Freire and hooks, are essential to the work we do as educators of color. Participants posed questions about how to engage this work with colleagues, in classrooms, and in other activist circles. More music was played during an intermission, in which participants did a mental health check-in via a polling feature. On the whole, the “Winedown” event was a powerful opportunity to provide social-emotional support at a time of uncertainty and tumult.



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SEPTEMBER 2020



Implications

Moving forward, CEEIR aims to continue providing professional development opportunities rooted in social-emotional support, especially in relation to the needs of scholars, teachers, and students of color struggling to adapt to the traumatic conditions of the present era. The isolation brought on by the COVID-19 quarantine continues to impact the 2020-2021 academic year, as the country grapples with ongoing racial inequities, and higher education institutions consider how their practices can be more culturally-sustaining. We believe that colleges of education must take a proactive approach, modeling such practices for others in ways that center self-care, healing, and love as we discuss complex social problems. Especially at Minority Serving Institutions, such as our own University of La Verne, teacher education programs must provide their constituents opportunities to see “servingness” (Garcia, 2019) manifest in ways that center the needs of people of color. We consider activities such as the “Winedown” decolonizing and liberatory practices that use the higher education domain as a place for uplift, humanization, and celebration of difference, while also encouraging self-reflection. In talking about Dr. Sealey-Ruiz’ book of poetry, centered on the experiences of women of color, our conversation was a different kind of critical pedagogy that reclaims emotions, spirit, and love as central to our work as educators.



University of Florida

Strand II Strategy: **Creating the Collective: A multi-pronged approach to addressing inequities at UF**

Description

The University of Florida hired its first Chief Diversity Officer in 2018 who established the Council of Diversity Liaisons. Seventy-five percent of UF's colleges instituted a diversity office or committee with representation on the Council to ensure alignment of university and college efforts. College of Education (COE) faculty and students have been engaging in a number of diversity-focused initiatives—formal and organic—without centralized coordination. These efforts include:

- Faculty Policy Council's standing Diversity and Inclusion Committee
- AACTE Holmes Scholars chapter
- Ad hoc committee on Inclusion, Diversity, Equity, & Access (IDEA)
- Race-related research brown bag lunches

With the support and leadership of the COE's Coordinator of Diversity Initiatives, UF began an asset-mapping process to identify additional efforts across centers and departments to leverage expertise and resources. Exemplars include department-wide town hall discussions and accountability groups, program redesign to center equity pedagogy, and race-based courses for undergraduate and graduate students. In addition to faculty-led efforts, students within the college voiced concerns about their experiences and desire to be prepared as agents of change, both within the COE and in their professions. Their call to action further underscored the need to have a coordinated focus on diversity and equity broadly, and anti-Black racism specifically. This spurred focused discussion among COE leadership, faculty, and students and led to the COE leadership team forming *The Collective for Black Lives & Black Student Advancement*.

Outcomes

The heightened awareness in the COE has encouraged sharper focus on inequities across all initiatives and units. *The Collective for Black Lives & Black Student Advancement* will be implemented through four sub-committees:

- Student Recruitment, Experiences, & Success
- Faculty Recruitment, Development, & Research
- Curricular Opportunities for Understanding Racism & Anti-Racism in Education
- Supporting IDEA Initiatives via Advancement

Through this multi-pronged approach, UF intends to offer more equitable experiences to all members of the COE community, particularly those most marginalized. Further, by intentionally initiating *The Collective* at the college level, these efforts will be institutionalized for the benefit of everyone who works or studies at UF.



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Implications

It is hoped that professionals will be prepared in and related to education as equity-minded change agents. Faculty, students, and staff should feel empowered to identify and call out inequities in order to affect change. To that end, all must all do the necessary and ongoing work to address individual and systemic oppression persistently affecting minoritized groups. Faculty and student diversity should *at least* reflect national demographics. In order to attract and retain Black and other scholars of Color, the environment must be conducive to their success. Potentially gatekeeping structures must be eliminated or altered to reflect varied ways of knowing and being. Similarly, curricula and learning opportunities must demonstrate culturally relevant/sustaining and critical perspectives. All of these efforts must be underwritten with financial and other resources to indicate commitment.



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Massachusetts



Boston University

Strand I Strategy: *Developing BU Wheelock Guide-star (Mission Statement)*

Description

In January 2020, Boston University Wheelock College of Education and Human Development adopted a guide-star that focuses the aspirations of the members of the community on transforming the systems that impact learning and human development for a thriving, sustainable, and just future in Boston and beyond. To reach the guide-star, BU Wheelock leadership, faculty and administrators will begin the work by transforming academic programs, including educator preparation programs, as well as areas of research and commitments to our community in ways that will radically shift not only who has access to its programs, but also how its programs aim to transform the systems to impact: education, health care, and youth justice to be more just and equitable.

Outcomes

As part of the BU Wheelock guide-star, faculty members and administrators will continue to foster and grow the relationship with the City of Boston in order to ally closely with the Boston Public Schools and to establish deep relationships with communities in Boston that have been historically underrepresented in not only higher education, but throughout the educational lifespan. Scholarship support for professionals of color to increase the number of teachers, counselors, and child life professionals that will benefit from high-quality professional preparation in order to continue to make significant impacts on the communities they serve is being created. And faculty are working with research partners from across the city and surrounding communities to identify and address challenging questions regarding equity and social justice.

Implications

BU Wheelock is operationalizing the guide-star through the new 2030 strategic plan, which emphasizes the College's commitment to dismantling systemic barriers and taking bold actions that make the life chances of everyone equitable and recognizes the historical, systemic, and ongoing marginalization within education and human development. It also focuses attention and energy on supporting marginalized communities and individuals in real, lasting and sustainable ways by listening to and learning from communities in order to advance intersecting causes, interests, values, and commitments. More specifically, within the Allyship, Activism and Advocacy pillar, the plan centers aspirations on: 1) crafting classroom content purposefully to center pedagogy and practice that is anti-oppression; 2) practicing continuing learning and professional development as teachers and life-long learners, with a focus on unpacking privilege, anti-oppression pedagogy and practice and the role faculty can play as advocates, allies, and activists; and 3) preparing graduates whose work improves social outcomes and causes, particularly with groups that have experienced historical, systemic, and ongoing marginalization within education and human development and amplify existing efforts around such advocacy.



Boston University

Strand I Strategy: *Syllabi Review Process Centering on Decolonizing and Social Justice*

Description

Faculty members at BU will be spending time reading, talking and working with each other on their syllabi, including theoretical grounding, the chosen content, books, articles, videos, voices, histories, and realities, and the reasons for those choices. They will critically engage in their assessments. Most importantly, they will be looking across programs to find ways to integrate theory, philosophy, and content so students will learn to be equipped to disrupt education systems that have historically and perpetually traumatized and marginalized too many communities. Some steps that have already been taken are: 1) Requiring programs to use part of their meeting time to talk through content that is specific to their areas of study; 2) Setting bi-monthly drop-in meetings for faculty to discuss areas of interest and growth around their classes; 3) Exploring how to include a social justice aspect in the department level merit and review process; 4) Encouraging the college to include a social justice question (or set of questions) on student evaluations; 5) Purchasing books and other resources for departments to use to increase knowledge and practice of social justice; 6) Asking scholars to visit meetings to assist with learning across areas of historic and current marginalization and oppression.

Outcomes

Pushback from the faculty who have never thought about or do not practice social justice in their classes or scholarship is to be expected. There is an expectation that there will be a change in the conversations with students around race, gender, sexuality, and disability oppression and other oppressive practices in education. Questions will be added to student evaluations that focus on how and if instruction included social justice.

Implications

The field of education has much work to be done. Faculty members at BU are responsible for teaching, training, and equipping teachers to do a better job for the students they have now and will have in their classrooms. They are responsible for changing education for the better. This agenda will be further pushed into alumni conversations. Additionally, faculty are looking for ways to share the process with other colleges - either in traditional through publication and conference routes or by more grassroots/social media outlets.



Nazareth College

Strand I Strategy: *Sustained Inquiry Examining Our Own Biases as Teacher Educators: Racial Equity Literature Circles*

Description

This strategy was designed as a multi-year PD series and sponsored by the School of Education's Frontier Center for Urban Education. Its central purpose was to provide opportunities to engage in shared and sustained efforts to examine the body of literature on racial equity with a particular focus on improving the lives of boys and men of color as a means for examining bias. Over the course of two academic years, faculty and staff volunteered to participate in a literature circle. Year 1, the group read *Black Minds Matter* (Wood, 2019), as well as viewed excerpts from Woods' (2017) webinar series. One key component of this work was to start and end each session in the same manner as Woods' weekly seminars. Participants were asked, "What have I done since we met/What can I do tomorrow from my positionality (e.g., faculty, staff, parent, researcher, advisor) to help demonstrate the value of Black minds?" This single question required all participants to move from contemplation to action. Year 2, the group read *We Want To Do More Than Survive* (Love, 2019). Again, a central question was posed routinely throughout the reading of the book in order to encourage change in practice(s). Participants were able to identify personal learnings and impacts, as well as ways they were re-envisioning course readings and learning experiences.

Outcomes

Two specific outcomes resulted from implementing this strategy. 1) Many faculty chose to revise their curriculum in order to include the same readings in their classes. These readings were a significant shift from the way they had addressed topics of critical pedagogy, equity and anti-bias and anti-racist education in the past. 2) Equally significant was how faculty and staff developed a new sense of community as change-makers within the School of Education with opportunities to engage in sustained, and sometimes challenging, dialogue that had not existed previously where they could learn from and with each other about new ways to envision how to prepare PK-12 teacher candidates.

Implications

Faculty and staff who have participated to date have indicated they want to continue this collaborative work with support from the Frontier Center. It is expected that they will participate again this year with a selection that can serve as a means to support anti-bias teaching and learning opportunities for faculty, staff and students. At the same time, in order to encourage additional opportunities for action, the Center will be offering opportunities for students, faculty, staff and alumni to prepare and present examples of anti-bias and anti-racist pedagogy which can be recorded and included in the Center's Lending Library. In addition, the group is focusing on ways to widen the circle of participants to ensure that this work transcends the entire School of Education and impacts all teacher candidates.



University of North Carolina at Charlotte

Strand I Strategy: *Comprehensive Efforts to Address Diversity, Equity, and Inclusion at the University of North Carolina Charlotte*

Description

The Cato College of Education (COED) at the University of North Carolina at Charlotte is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion. To this end, COED has organized and executed a comprehensive initiative aimed at fostering equity, diversity and anti-racism awareness and knowledge for COED faculty, staff, and students. The efforts were led and coordinated among several stakeholder groups, including the College's Diversity Committee, the COED Leadership Team, and faculty from various departments. At the college level, funds contributed by the Dean's Office created opportunities for the primary activities utilized in this work: the Diversity Workshop Series focused on helping faculty, staff, and students become change agents for diversity, inclusion, and equity. It included lectures, guided discussions, and small group sessions led by experts, including Dr. Eddie Moore, Dr. Paul Gorski, and Dr. Kathy O'Neil. Informal conversations facilitated by college faculty, staff, and students centered around the key areas in COED's Conceptual Framework: Equity, Excellence, and Engagement. During these events, participants engaged in informal conversations on various topics, including microaggressions, implicit bias, and creating safe spaces, among others. These college-level efforts enabled engagement within the departments, where faculty collaboratively developed and facilitated their own self-sustained growth opportunities. This included a group of faculty that meet bi-weekly to discuss issues related to race, gender, and equity, and to develop ways to integrate anti-racist and equitable practices into their classes.

Outcomes

In the past three years, more than 600 attendees representing faculty, staff, and students participated in the Diversity Workshop Series. Furthermore, nearly 550 people have engaged in dialogue on the topics presented. Data collected as part of these events and others facilitated by the Diversity Committee led to a systematic examination of the COED Diversity Statement, which was subsequently updated and approved by faculty vote. Furthermore, the ongoing scope of the work around diversity, equity, and inclusion led to the recommendation of the creation of a new position, Director of Diversity and Inclusion. Proposed duties of the position relative to initiatives around diversity, equity, and inclusion included: a) working with individual programs to review curricula through the lens of equity and/or bias; b) managing, coordinating, and leading diversity and inclusion efforts consistent with the College's Diversity statement; and c) working with stakeholders to cultivate the skills, knowledge, and dispositions needed to achieve and sustain a diverse, equitable, and inclusive learning and working environment. At the college- and department-levels, COED faculty, staff, and students have read numerous books together, including: *Is Everyone really Equal?* (Sensory & DiAngelo, 2012), *How to be an Anti-racist?* (Kendi, 2019), and *We Want to Do More Than*



AACTE WASHINGTON WEEK

Virtual Conference
SEPTEMBER 2020



Survive (Love, 2019). Concurrently, faculty expertise led to the development of two new programs: the M.Ed. in Urban Education and the Graduate Certificate in Anti-Racism in Urban Education. Finally, the College produced a statement on Racial Justice that will guide further efforts.

Implications

Acknowledging the current context, the College's statement on racial justice has explicitly articulated a number of commitments moving forward. Faculty and staff will seek to more deeply understand their positioning in structural anti-Blackness, anti-Indigeneity, and white-supremacy as a starting point for any systemic or individual change. To support this reflection and growth, the College will commit to funding continued professional development opportunities for faculty and staff (i.e., workshops, book talks, coursework, guest speakers) and will seek to achieve greater participation among all faculty and staff. The College will also provide faculty and staff leading these opportunities with the resources necessary to maximize impact. Pedagogically, faculty are committed to preparing candidates for their professions by giving them tools they need to interrupt racism, leverage their own privileges, and navigate challenging and necessary race conversations. This process includes examining program curricula for racial bias, promoting discourse on systemic racism and injustice, and implementing culturally sustaining pedagogies that challenge systems of oppression. Through engagement with these efforts, the Cato College of Education will maximize its internal capacity for building a diverse, equitable, and inclusive educational environment while increasing its reach and impact on disrupting racism beyond UNC Charlotte.



University of North Carolina at Charlotte

Strand II Strategy: *Diversification of the Profession: Strategies to Recruit and Retain Culturally and Racially Diverse Faculty and Candidates*

Description

The Cato College of Education (COED) at the University of North Carolina Charlotte (UNC Charlotte) is committed to diversification within the field of teacher education. To recruit and retain faculty of color, a number of steps have been taken within the college. For example, each year prior to beginning a faculty search, all search committee chairs and members complete a seminar on the recruitment of a diverse applicant pool for faculty searches. When faculty candidates interview on campus, they are provided with an opportunity to meet with members of COED's Diversity Committee to discuss issues related to equity, diversity, and social justice at UNC Charlotte. To diversify the teacher candidate pool, the College has created innovative programs and sought external funding. Examples of innovative programming include: a) the Charlotte Teacher Early College, a Grow Your Own program created in collaboration with Charlotte-Mecklenburg Schools, focused on recruiting high school students of color with an interest in teaching; b) redesigned graduate certification programs that feature a reduced credit hour requirement and now include a residency model, making them more accessible and affordable; and c) the TA to Teacher program, which is designed to provide an opportunity for paraprofessionals to potentially become certified to teach in two years. Furthering our efforts, the College recently received a Teacher Quality Partnership grant that is directed towards recruiting a diverse group of aspiring teachers to teach subjects where there is a critical shortage of qualified teachers (mathematics, science, English as a Second Language, foreign language).

Outcomes

Over the past three years, anecdotal data indicate all faculty candidates, but particularly candidates of color, appreciated the opportunity to learn more about the College's commitment to equity, diversity, and social justice and to ask sensitive questions that they otherwise could not ask. In 2020, candidates of color represented one-third of those hired within the College. Examining enrollment, the College saw increases in the number of candidates of color in its doctoral programs (5%) and graduate certificate programs (90%) from 2019 to 2020. The success of Charlotte Teacher Early College in recruiting future teachers of color is reflected in the demographics of the school, where students of color represent more than 70% of the school population. The TA to Teacher program has drawn extensive interest and currently has more than 100 potential applicants for the cohort beginning the program in Summer 2021. Within the TQP grant, of the 70 initial applicants to the program, more than half of 12 applicants accepted into the current cohort were candidates of color. Importantly, while the College has made progress, as measured by these outcomes, there is more to do and several of the strategies and initiatives mentioned have only recently been implemented, meaning there is a lack of comprehensive data to assess the full impact.



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Virtual Conference
SEPTEMBER 2020



Implications

While it is clear the College has successfully modified its practices and programs to recruit faculty and candidates of color, additional emphasis will be placed on retention moving forward. Strategies under consideration and development include: a) direct opportunities for mentorship, with attention to the promotion process for faculty of color; b) affinity groups for ongoing discussions and support for faculty and teacher education candidates; and c) academic support for teacher education candidates, with direct attention toward the licensure requirements necessary to enter the profession. Administrative teams will continue to regularly monitor various data points, including enrollment and pass rates for licensure requirements, to ensure timely adjustments in practices can be implemented, as necessary. The College recruiter will also work closely with the Director of Diversity and Inclusion to recruit aspiring teachers of color. The College already has a developing partnership with a local organization that is focused on increasing the number of male teachers of color, which represents a potential avenue for these efforts. As the Charlotte Teacher Early College enters its fifth year, the first group of students that entered as freshman will be eligible to formally enter a teacher education program, and the expectation is that COED will retain 75% of the students who started the program. These students will begin teaching within the next three years. Finally, the TQP will enter its second year and initial plans for recruiting the 2nd cohort have already commenced.



Bowling Green State University

Strand I Strategy: *Collaborative PD of Culturally Responsive Pedagogy*

Description

The partnership described here identified the most critical areas for educator professional development (PD) and learning. Although these districts are different from one another (e.g., one large urban, two suburban, one charter), they all identified a need for teachers to be ready to teach students from diverse backgrounds. Importantly, each district made clear that they need teachers who are ready to teach students who do not share the teachers' cultural backgrounds. Culturally Relevant Teaching (CRT) is a framework developed to empower students and further their learning through emphasis on three components: academic success, cultural competence, and sociopolitical consciousness (Ladson-Billings, 1995; 2014). To make professional learning about CRP meaningful to educators at all levels (preservice, in-service, teacher educators), this strategy focuses on leveraging the power of collaboration. A series of PD events was offered that focused on CRP strategies with a particular emphasis on recruiting teacher candidate (TC) and classroom mentor teacher (CMT) dyads for participation. By attending sessions together, dyads had opportunities to discuss how topics learned could be applied to their teaching context. Specific prompts were provided to evoke conversations that allowed educators to explore questions about supports and barriers to culturally responsive practices in their context and share how they could continue to move the work forward. As dyads who worked together daily, TCs and CMTs were able to continue the conversations begun in PD sessions as they approached lesson planning and the day-to-day work of teaching, translating theory to practice.

Outcomes

Preservice and in-service teachers learning about CRT together has potential to change how participants make sense of sometimes challenging content and what they come away from PD events understanding. Specifically, these dyads demonstrated that each participant brings unique strengths that can benefit the learning of both. Data suggest that the TCs are more likely to bring knowledge about sociopolitical consciousness into the learning experience and that the CMTs are more likely to bring practical suggestions for how they will enact their new learnings. Before and after the PD, participants completed the Culturally Responsive Teaching Self-Efficacy scale (CRTSE, Siwatu, 2007), a 40-item scale asking participants to rate their degree of confidence in their ability to perform specific CRT practices. The mean of participants' self-reported CRP self-efficacy was significantly higher after the PD than before ($M=37.93$, $SD=32.99$, $t(28)=6.191$, $p < .001$). Follow-up interviews with participants suggested deep gratitude for this opportunity to learn about CRP and the desire for more strategies they could use in everyday practice. Further, participating in PD experiences



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together allowed the CMTs to model the importance of ongoing professional learning about critical topics for the TCs from the beginning of their careers. However, it is important that PD facilitators are equipped to design learning experiences that do not send participants away with even more deeply entrenched beliefs that run counter to social justice.

Implications

By making the mentoring dyad central to learning about culturally responsive practice, it is believed that there is potential for more ongoing, sustainable change in beliefs and practices over time. Professional learning experiences will continue to be structured to maximize the benefits of collaboration especially between preservice teachers and the in-service teachers who will soon be their colleagues. Furthermore, it is suggested that PD for both pre-service and in-service teachers include opportunities to build social and emotional skills such as distress tolerance, listening, and appropriate attempts to relate to the experiences of others while avoiding micro-aggressions. Recognizing that the challenges of inequities in school are insurmountable for an individual educator, it is hoped that this strategy to enhance professional learning about culturally responsive practice will promote continued collaboration by building networks of teachers who are committed to learning and growing together.



Western Oregon University

Strand I Strategy: *The WOU JEDI Project*

Description

The educator preparation program (EPP) at Western Oregon University (WOU) established the WOU JEDI Project in the spring of 2019. A faculty chair was designated to guide the Justice, Equity, Diversity, and Inclusion initiatives (JEDI), which are grounded in the Education Colleges for Justice & Equity framework (EDJE Framework). During the 2019-2020 school year, key strategies were implemented aligned to the EDJE Framework with the goal of transforming the college toward racial justice and modeling social justice pedagogy. Categories of the framework attended to included governance and finance and teaching and learning. Shared language around such topics as coming to terms with racism and systemic racism was developed. This language was built through a series of JEDI racial literacy workshops for staff and faculty. For the teaching and learning category, a key reform of the EPP was implemented. During teacher candidates' first term in the program, they now learn how to create social justice problem-based learning lessons (SJ-PBL) which they are required to implement during their student teaching. SJ-PBL is a key outcome of teacher candidates' required diversity course where they also learn about criticality in teaching and learning and engage in introspective activities to examine Whiteness, and learn to develop equity literacy by conducting equity audits of cases studies in public education. Finally, the WOU JEDI project hosts an annual student-lead un-conference as a visible place for students to be seen and heard.

Outcomes

The assessment category of the EDJE framework guided the WOU JEDI Project toward asking how and to what extent key reforms impact: 1) teacher candidates' self-efficacy toward culturally responsive teaching, and 2) recruitment and retention of a representative teacher workforce. To address research question 1, data were collected from the Culturally Responsive Teaching Self-Efficacy (CRTSE) scale. This survey is given as a pre-post assessment to all undergraduate teacher candidates as they enter and exit the EPP. Outcomes from this survey are indicators of the impact of course reforms namely the intervention of learning to design and implement SJ-PBL lessons as part of the curriculum. In the first two cohorts (N=54), term 1 cohorts had a mean score of 2853.37 out of 4000 on the CRTSE (SD= 613.56); after term 3, these cohorts reported a mean score of 3341.63 (SD= 455.76). The effect size deviation was .903 signifying that 90% of the first-term teacher candidates scored below the mean of the students in the final term. These outcomes can be interpreted as the teacher candidates reporting confidence in their ability to execute the practices of culturally responsive teaching. Data are presently being collected and analyzed on the recruitment and retention practices for the purposes of accreditation in order to address research question 2. This second line of inquiry will be studied in an ongoing investigation of how the EDJE framework and the effects measured from the transformation of the program are implemented.



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SEPTEMBER 2020



Implications

Each year the WOU JEDI Project will engage in strategic planning with college leadership to select goals based on the EDJE framework for the upcoming year. In response to the positive outcomes reported by cohorts on the CRTSE survey, the requirement to implement SJ-PBL during student teaching will be formalized. The use of the CRTSE survey to include teacher candidates from the graduate, initial licensure program will also be expanded to increase the number of programs targeted for reform under the teaching and learning category of the EDJE framework. Second, continued work on governance and finance toward centering the WOU JEDI Project in the college strategic plans will take place. Namely, using the EDJI framework to mediate college strategic plans so that the mission, vision, and values are followed by measurable action steps toward transforming the college for racial justice. Prior to the COVID-19 pandemic, a movement toward formally funding the WOU JEDI Project to allocate resources and tools for implementing and measuring key reforms was underway. While financing is a major indicator of formalizing this work, without funding work can still occur to develop the strategic plan and continue to build shared language and racial literacy among staff and faculty. Finally, the chair of the WOU JEDI Project is working this year with the new director of accreditation to identify measurable objectives toward the recruitment and retention of a representative teacher workforce.



University of Texas Rio Grande Valley

Strand I Strategy: *What It Means to be a Hispanic Serving Institution*

Description

The University of Texas Rio Grande Valley, one of the largest Hispanic Serving Institutions (HSI) in the nation, is located in Deep South Texas along the northern bank of the Rio Grande. Enrollment in the College of Education and P-16 Integration is approximately 2800 students, 89% of whom identify as Latinx and are predominately from the region. Most graduates go on to teach in local schools that are also predominately Hispanic. In 2017, a Special Interest Research Group (SIRG) with the express goal of exploring what it means to be a Hispanic Serving College of Education (HSCOE) and what is needed to ensure student success was implemented. Teams of faculty, working collaboratively within and beyond the COE, submitted proposals that addressed these guiding questions. A variety of projects were undertaken.

Outcomes

That work revealed four principles central to preparing educators who will go on to teach in HSSDs: an ethic of care, community, agency, and inquiry. Each of these are integral to ensuring positive outcomes for preservice teachers and serve as a foundation for their practice as they enter the field of education. To date 18 projects have been undertaken, several of which spanned more than one year. The scholarship that resulted from this initiative has been shared through conference presentations, journal articles, and two books, thus informing the field at large as to how to ensure the success of Latinx students. The SIRG has informed practice in meaningful ways. It has shifted discussion from enrolling significant numbers of Latinx students to ensuring that practices are indeed serving students, including recognizing the diversity within Latinx populations, deconstructing deficit views towards diverse learners, utilizing students' linguistic repertoires and funds of knowledge to maximize learning, and engaging in ongoing critical self-reflection. Most importantly it has highlighted the need to build community as teacher educators and to work collaboratively to ensure all students receive a high-quality, equitable education.

Implications

The SIRG has become part of what is done as an HSCOE and is now entering its fifth cycle. Because of the initiative's positive contributions to the college climate and to student success, the goal is to continue supporting faculty who participated in previous cycles while also encouraging new faculty to submit proposals. Moving forward, more emphasis will be placed on what is done as a college to ensure the success of Latinx students. How can what has been learned through the work so far be used as a basis to transform curriculum, pedagogy, community engagement, and work with students? This includes integrating the four principles--care, community, agency, and inquiry--into everything. The results of this initiative have highlighted the need for teacher preparation programs to critically evaluate their work, purposefully interrogate and dismantle deficit perspectives towards Latinx students, and deliberately attend to the needs of their specific student population, particularly when that population has been historically underserved and/or excluded from higher education.



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Virginia



Virginia Commonwealth University

Strand II Strategy: *Minority Educator Recruitment, Retention, & Equity Center*

Description

To provide recruitment, supports, and retention interventions for preservice and in-service educators of color, VCU has developed a center aimed at serving as a safe hub for understanding the needs and implementing interventions specifically for these educators. The Center provides culturally responsive mentoring and induction supports, co-curricular and professional development supports, data collection supports, and financial supports for the sole purpose of recruiting, supporting, and retaining a diverse educator workforce. This Center was launched in November 2019. Mentoring and induction support involves a culturally competent peer support mentoring model. Co-curricular and professional development focuses on high-quality equity and culturally relevant contexts. Data collection is provided to school divisions interested in understanding experiences, and ways to recruit, support, and retain diverse educators in their districts. Financial supports include a menu of supports for educators of color.

Outcomes

Results of this equity and culturally-focused mentoring indicates retention of educators of color has improved. Thus, this service has been expanded based on calls to do so by pre-service and in-service teachers of color. Co-curricular and professional development has expanded based on the number of participants and the feedback of guests. Over \$25,000 in emergency funding assistance was provided that helped to recruit, support, and retain educators of color.

Implications

Professionals at the Center believe in a commitment to addressing the most pressing issues facing this region and nation and an investment in recruiting, supporting, and retaining diverse educators that will ensure long-term academic and social-emotional learning and culturally responsive learning supports for diverse students. Thus, the goal is to increase parity between diverse teachers and students regionally and nationally.

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Alabama State University
Athens State University
Auburn University
Birmingham Southern College
Huntingdon College
Jacksonville State University
Miles College
Samford University
Spring Hill College
Stillman College
Troy University
Tuskegee University
University of Alabama
University of Alabama Huntsville
University of Montevallo
University of North Alabama
University of South Alabama
University of West Alabama
Alaska
University of Alaska Fairbanks
University of Alaska Southeast
Arizona
Arizona State University
Grand Canyon University
Northern Arizona University
University of Arizona
Arkansas
Arkansas State University
Arkansas Tech University
Central Baptist College
Harding University
John Brown University
Lyon College
Ouachita Baptist University
University of Arkansas
University of Arkansas at Monticello
University of Arkansas at Pine Bluff
University of Arkansas Fort Smith
University of Central Arkansas
University of the Ozarks
California
Alliant International University
Azusa Pacific University
Brandman University

California Lutheran University
California Polytechnic State University
California State Polytechnic University Pomona
California State University Bakersfield
California State University Chico
California State University Dominguez Hills
California State University East Bay
California State University Fresno
California State University Fullerton
California State University Long Beach
California State University Los Angeles
California State University Monterey Bay
California State University Northridge
California State University Sacramento
California State University San Bernardino
California State University Stanislaus
Chapman University
Loyola Marymount University
National University
Pepperdine University
Colorado
Colorado Mesa University
Colorado State University
Fort Lewis College
Metropolitan State University of Denver
University of Colorado at Boulder
University of Colorado Springs
University of Colorado Denver
University of Denver
University of Northern Colorado
Connecticut
Albertus Magnus College
Central Connecticut State University
Eastern Connecticut State University
Southern Connecticut State University
University of Connecticut
University of Hartford
Western Connecticut State University
Delaware
Delaware State University
University of Delaware
Wilmington University
Florida
Flagler College
Florida A&M University
Florida Atlantic University
Florida Gulf Coast University
Florida International University

Florida State University
Rollins College
Saint Leo University
St. Petersburg College
University of Central Florida
University of Florida
University of Miami
University of North Florida
University of South Florida
University of Tampa
Georgia
Albany State University
Augusta University
Brenau University
Clark Atlanta University
Clayton State University
Columbus State University
Dalton State College
Fort Valley State University
Georgia College & State University
Georgia Gwinnett College
Georgia Southern University
Georgia Southwestern State University
Georgia State University
Kennesaw State University
Mercer University
Middle Georgia State University
Piedmont College
Spelman College
University of Georgia
University of North Georgia
Valdosta State University
Hawaii
Chaminade University
University of Hawaii at Manoa
University of Hawaii West Oahu
Idaho
Boise State University
Idaho State University
Lewis Clark State College
Illinois
American InterContinental University Online
Augustana College
Aurora University
Columbia College Chicago
Dominican University
Elmhurst College
Governors State University

Illinois State University
Loyola University Chicago
Millikin University
North Park University
Northeastern Illinois University
University of Illinois at Chicago
Wheaton College
Indiana
American College of Education
Anderson University
Ball State University
Butler University
Calumet College of St. Joseph
Franklin College
Grace College
Huntington University
Indiana State University
Indiana University Bloomington
Indiana University East
Indiana University Kokomo
Indiana University Northwest
Indiana University Purdue University Columbus
Indiana University Purdue University Indianapolis
Indiana University South Bend
Indiana University Southeast
Indiana Wesleyan University
Manchester University
Marian University
Oakland City University
Purdue University
Saint Mary of the Woods College
Saint Mary's College
Taylor University
Trine University
University of Evansville
University of Indianapolis
University of Notre Dame
University of Southern Indiana
Iowa
Central College
Clarke University
Graceland University
Iowa State University of Science and Technology
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Wartburg College
Kansas
Baker University
Emporia State University
Fort Hays State University
Haskell Indian Nations University
Kansas State University
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Ottawa University
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University of Kansas
Washburn University
Wichita State University
Kentucky
Alice Lloyd College
Asbury University
Bellarmino University
Berea College
Brescia University
Campbellsville University
Eastern Kentucky University
Georgetown College
Kentucky State University
Lindsey Wilson College
Morehead State University
Murray State University
Northern Kentucky University
Thomas More University
Transylvania University
Union College
University of Kentucky
University of Louisville
University of Pikeville
University of the Cumberlands
Western Kentucky University
Louisiana
Grambling State University
Northwestern State University
Southeastern Louisiana University
Southern University and A&M College at Baton Rouge
Southern University at New Orleans
University of Louisiana at Monroe
Xavier University of Louisiana
Maine
University of Maine
University of Maine at Farmington
University of Southern Maine

Maryland

Bowie State University
Coppin State University
Frostburg State University
Hood College
Morgan State University
Mount Saint Mary's University
Salisbury University
Stevenson University
Towson University
University of Maryland Baltimore County
University of Maryland College Park
University of Maryland Eastern Shore
University of Maryland Global Campus

Massachusetts

Boston College
Boston University
Bridgewater State University
Framingham State University
Lesley University
Stonehill College
University of Massachusetts Amherst
University of Massachusetts Dartmouth
University of Massachusetts Lowell
Worcester State University

Michigan

Albion College
Andrews University
Calvin College
Central Michigan University
Concordia University Ann Arbor
Eastern Michigan University
Grand Valley State University
Hope College
Michigan State University
Northern Michigan University
Oakland University
Saginaw Valley State University
Spring Arbor University
University of Michigan
Wayne State University
Western Michigan University

Minnesota

Augsburg University
Bemidji State University
Bethel University
College of Saint Benedict Saint John's University
College of Saint Scholastica

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Concordia University St Paul
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Nebraska
Doane University
Hastings College
Peru State College

Union College
University of Nebraska at Kearney
University of Nebraska at Omaha
University of Nebraska Lincoln
Wayne State College
York College
Nevada
Nevada State College
University of Nevada Las Vegas
University of Nevada Reno
New Hampshire
University of New Hampshire
New Jersey
Caldwell University
Drew University
Felician College
Georgian Court University
Kean University
Monmouth University
Montclair State University
New Jersey City University
Pillar College
Princeton University
Ramapo College of New Jersey
Rider University
Rowan University
Rutgers University New Brunswick
Rutgers University Newark
Seton Hall University
Stockton University
The College of New Jersey
William Paterson University of New Jersey
New Mexico
University of New Mexico
Western New Mexico University
New York
Adelphi University
Bank Street College of Education
Barnard College
Brooklyn College of City University of New York
College of Saint Rose
Columbia University
Concordia College
Fordham University Lincoln Center
Hofstra University
Hunter College of City University of New York
Ithaca College
Lehman College of City University of New York

Manhattanville College
Marist College
Metropolitan College of New York
Molloy College
Monroe College
Nazareth College
New York Institute of Technology
New York University
Niagara University
Queens College of City University of New York
Saint Bonaventure University
Saint John Fisher College
Saint Thomas Aquinas College
Siena College
Skidmore College
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State University of New York at Binghamton
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State University of New York at Oswego
State University of New York College at Brockport
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Corban University
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George Fox University
Lewis and Clark College
Pacific University
Portland State University
University of Oregon
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Western Oregon University
Pennsylvania
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Cabrini University
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King's College
Kutztown University
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Erskine College
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Morris College
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Tennessee
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Carson-Newman University
Christian Brothers University
East Tennessee State University
Freed-Hardeman University
Lee University
Lincoln Memorial University
Lipscomb University
Middle Tennessee State University
Milligan College
Rhodes College
South College
Southern Adventist University
Tennessee State University
Tennessee Technological University
Trevecca Nazarene University
University of Memphis

University of Tennessee at Chattanooga
University of Tennessee at Martin
University of Tennessee Knoxville
Vanderbilt University Peabody College
Texas
Baylor University
Lamar University
Our Lady of the Lake University
Prairie View A&M University
Sam Houston State University
Southern Methodist University
Southwestern University
Stephen F Austin State University
Tarleton State University
Texas A&M University Central Texas
Texas A&M University Kingsville
Texas A&M University San Antonio
Texas Christian University
Texas Southern University
Texas State University
Texas Tech University
Texas Woman's University
Trinity University
University of Houston
University of Houston
University of Houston Clear Lake
University of Texas of the Permian Basin
University of Texas Rio Grande Valley
Baylor University
Utah
Brigham Young University
Dixie State University
University of Utah
Western Governors University
Brigham Young University
Vermont
University of Vermont
Virgin Islands
University of the Virgin Islands
Virginia
Bridgewater College
College of William and Mary
Eastern Mennonite University
George Mason University
James Madison University
Longwood University
Mary Baldwin University

Norfolk State University
Old Dominion University
Radford University
Regent University
Roanoke College
University of Virginia
Virginia Commonwealth University
Virginia Polytechnic Institute and State University
Virginia State University
Virginia Union University
Washington
Central Washington University
Eastern Washington University
Gonzaga University
Heritage University
Highline College
Pacific Lutheran University
Pierce College
Saint Martin's University
Seattle Pacific University
University of Puget Sound
University of Washington Bothell
University of Washington Seattle
University of Washington Tacoma
Washington State University
Western Washington University
Whitworth University
Washington, D.C.
American University
Catholic University of America
Gallaudet University
George Washington University
Howard University
University of the District of Columbia
West Virginia
Bluefield State College
Concord University
Fairmont State University
West Liberty University
West Virginia State University
West Virginia University
West Virginia University at Parkersburg
Wisconsin
Alverno College
Marquette University
Mount Mary University
Ripon College
University of Wisconsin Eau Claire

University of Wisconsin Green Bay
University of Wisconsin La Crosse
University of Wisconsin Madison
University of Wisconsin Parkside
University of Wisconsin River Falls
University of Wisconsin Stevens Point
University of Wisconsin Stout
University of Wisconsin Whitewater
Wyoming
University of Wyoming




2020 Leadership Academy Series

Leading During Difficult Times

Session I: October 14
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