

Subp. 5 Standards for Teacher Educators

Standard 22.

The unit must implement effective strategies to recruit, retain, and increase the percentage of teacher educators who are of color or indigenous in proportion to either regional or state K-12 student demographic ratios.

Evidence

At Fond du Lac Tribal & Community College (FDLTCC), the recruitment, retention, and support of Indigenous teacher educators and teacher educators of color are embedded in unit operations and aligned with the college's mission as a Tribal and Community College. The Elementary Education Unit intentionally centers cultural responsibility, Indigenous knowledge systems, and community partnership as foundational components of its work. These practices reflect sustained, unit-level strategies rather than isolated initiatives and are supported through documented hiring practices, faculty supports, and continuous improvement processes [Evidence: [2023-2024 FDLTCC Elementary Education Field Experience and Student Teaching Handbook](#) pg. 5 (conceptual framework) pg. 6 (mission and vision) pg 7 Cultural Standards Woven Together With Professional Outcomes)]

Because the region served by FDLTCC includes a significant population of Indigenous students and students of color, the unit prioritizes increasing the representation of teacher educators whose identities and lived experiences reflect those communities. The unit monitors the number and percentage of Indigenous teacher educators and teacher educators of color on an annual basis and compares this data to regional and state PK–12 student demographic ratios. (Evidence: [EDU Fact Sheet 2025-2026 , 2025 Supply and Demand Report](#)).

To recruit teacher educators of color and Indigenous educators, the unit uses intentional, targeted strategies designed to reach diverse applicant pools. Faculty positions are posted on tribal nation job boards, through tribal colleges and minority-serving institutions (MSIs), and within Indigenous education networks and regional educator groups. Position descriptions explicitly emphasize FDLTCC's identity as a Tribal and Community College and invite applicants with Indigenous knowledge, cultural expertise, and community-based experience. The unit also maintains relationships with local school districts and tribal education programs that serve as connections for adjunct instructors and future full-time faculty (Evidence: [Work For Us - Fond du Lac Tribal & Community College , DistrictPartnershipInformationMOU's](#)).

Recruitment messaging consistently reinforces the college's mission, the value placed on Indigenous epistemologies, and the role of culturally sustaining pedagogy within the teacher preparation program. This messaging is reflected in job announcements, interview protocols, and hiring committee materials to ensure alignment between recruitment practices and institutional values (Evidence: [Internal Posting Elementary Education Instructor.pdf](#), HR procedures: [HR Onboarding Process Checklist-New Hire \(2\).pdf](#)).

Retention of teacher educators of color and Indigenous faculty is a central focus of the unit's work. The Elementary Education Unit fosters a culturally affirming workplace by embedding Indigenous perspectives, local tribal knowledge, and community partnerships into curriculum development and program decision-making. Faculty are supported through culturally sustaining onboarding practices that affirm Indigenous ways of knowing and honor the cultural expertise faculty bring to their roles (Evidence: onboarding materials; [HR Onboarding Process Checklist-New Hire \(2\).pdf.](#), FDLTCC EDU AMIN 2300 Culturally Responsive Education Sp 2024., [Duty Day Agenda Fall 2025 August 20-22.](#))

The unit provides structural supports that promote faculty wellbeing and long-term retention. These supports include clear workload expectations, flexibility in scheduling to accommodate community and cultural responsibilities, and opportunities for faculty to teach courses centered on Indigenous knowledge, tribal history, and culturally responsive pedagogy. These practices contribute to a positive climate where Indigenous and diverse faculty experience belonging and professional respect (Evidence: [FDLTCC Deans Meeting Minutes 10-22-25](#), [Leadership 12-17-25 Mtg Mts.](#))

Mentorship and leadership development are key components of FDLTCC's retention strategy. New faculty are paired with experienced Indigenous or equity-focused mentors, and teacher educators of color are encouraged to take on leadership roles within curriculum committees, advisory councils, and assessment planning teams. The unit also provides funding and support for attendance at Indigenous education conferences and DEI-focused professional learning opportunities (Evidence: [HR Onboarding Process Checklist-New Hire \(2\).pdf](#) , professional development records: [Professional Development for Education](#) .

FDLTCC further distinguishes its retention efforts by recognizing cultural engagement as integral to academic excellence. Teacher educators are encouraged and supported in participating in community gatherings, ceremonies, cultural events, and tribal education initiatives. The unit acknowledges that these activities strengthen faculty wellbeing, deepen curricular relevance, and enhance the preparation of culturally responsive teachers (Evidence: [Indigenous peoples day Morning Schedule 2025](#), [Ed Fest Flyer 2026](#))

To monitor the effectiveness of recruitment and retention strategies, the unit conducts regular reviews of faculty demographics, application pools, hiring outcomes, and retention patterns. Feedback from Indigenous faculty and faculty of color—gathered through check-ins, surveys, and informal consultation—directly informs adjustments to mentoring structures, professional development offerings, and recruitment outreach. These data-informed improvements are documented annually and guide continuous improvement efforts (Evidence: [Recruitment plan](#)).

All recruitment, retention, and monitoring efforts are aligned with FDLTCC's institutional diversity plan and statewide educator workforce initiatives. This alignment ensures coherence across the college and positions the Elementary Education Unit as an active contributor to broader efforts to strengthen the diversity of Minnesota's educator workforce (Evidence: institutional diversity plan crosswalks; alignment documentation with state initiatives).

Together, these intentional, data-driven, and culturally grounded strategies demonstrate that the Elementary Education Unit effectively recruits, retains, and supports teacher educators of color and Indigenous teacher educators in proportion to the communities served. Through sustained implementation, ongoing monitoring, and continuous improvement, the unit fully meets the expectations of PELSB Standard 22.