

MEMORANDUM

TO: School of Education Policy Council
Heidi Ross, Chair
FROM: Russ Skiba, Chair, Diversity Committee
SUBJECT: Annual Committee Report to Policy Council: Diversity Committee
DATE: April 24, 2006

The Diversity Committee met five times this year, including one working session in February to work on our report on the status of diversity in the IUB Undergraduate Teacher Education Program. We are planning one more meeting this year, during finals week, to consider feedback on the report from the Dean's Office, Office of Teacher Education, and the Policy Council.

While the Diversity Committee continued to support and publicize important events pertaining to diversity both locally and campuswide, the majority of the issues discussed and activities undertaken by the committee were focused on the preparation of a report to the School on the status of diversity in the Undergraduate Teacher Education program. Throughout the course of the year, we continued the process, begun last year, of refining our mission. As of the end of last year, we had narrowed our focus to two of the subgoals associated with Goal 5 of the School of Education Strategic Plan, *Promote Diversity*:

- 5.3 Recruit and retain underrepresented undergraduate students.
- 5.4 Recruit and retain underrepresented graduate students.

As the Committee considered the data, we eventually elected to focus on undergraduate rather than graduate programs in our final report, for two reasons. First, the resources of the committee made it necessary to prioritize. Second, given the need to prioritize, it became apparent that the issues of minority under-representation are much greater at the undergraduate level.

Procedures

Data on recruitment and retention are available from the School of Education and from the University Research and Reporting Office (<http://www.indiana.edu/~urr/index.shtml>). At each of our meetings this year, we attempted to take progressively more detailed looks at data on minority applications, acceptance rates, enrollment, and graduation at progressively. We were assisted in our task by input from Mary McMullen, Tim Niggle, and Genevieve Williams, acting director of Teacher Education in the first semester. We are especially indebted to Larry Campbell of ETS, and Choong-Geun Chung of the Center for Evaluation and Education Policy, for assisting us in the preparation and analysis of the data.

The data were formatted into a series of charts and tables, then into a report to be presented to the Dean's Office and the Policy Council.

Findings

The report, "What Color is Your Teaching Force? The Status of Diversity in the IUB Undergraduate Teacher Education Program" was completed in the spring semester. Preliminary discussions have been held with the Dean's Office and the Office of Teacher Education regarding the report and the report will be presented to the Policy Council at its final meeting this year. The general conclusions of the report are that:

- *The diversity of graduating teachers in the Undergraduate Teacher Education Program is not keeping pace with the diversity of the student population in Indiana.* While almost one in five students in the state of Indiana is non-White, only one in twenty of the students graduating from our teacher training program is non-White
- Concerns continue to be most acute for African American students and to a lesser extent for Latino students. *Analysis of trends over time do not indicate any substantial changes in the last five years.*
- *Underrepresentation of African American and Latino students starts at application.* While African Americans represent around 12% of the state's K-12 population, they represent only around 2% of those who apply to the Teacher Education program. Similarly, Latino students represent 4.5% of the state's K-12 population, but only 1.5% of those applying for admission to the Teacher Education program.
- *A focus on recruitment does not mean there are no other areas in need of attention in terms of recruitment and retention.* For example, the percentage of students denied admission was almost three times higher for Black than for White students.
- *The situation is further complicated by the adoption by the Bloomington Faculty Council last fall of new admission standards both in terms of coursework and in terms of increases in the minimum acceptable SAT score.* These new standards could dramatically change our admissions profile, and will necessitate even more intense attention to issues of minority recruitment and admission.

The report concludes that, without a significant new commitment of personal and financial resources, the School of Education will continue to fall short of its goals in the area of minority recruitment and retention in the Undergraduate Teacher Education Program. The Committee offered suggestions in the following areas:

- **Prioritize Recruiting.** Increased resources must be devoted to recruiting minority students.
- **Consider Creative Approaches to Recruiting.** In order to impact recruitment, it may be necessary to consider broader structural issues that impact recruitment, and to think creatively about incentives to enter the teaching profession.

- **School-to-Teaching Pipeline.** We would recommend increasing our recruiting efforts in what Kozol describes as “high poverty, high segregation” schools, focusing on the importance of the teaching profession in giving back to one’s community. The goal of such efforts would be to turn the “school to prison pipeline” into a “school to teaching pipeline.”
- **Further Study of Admissions Policies and Practices.** Further study is needed of the causes for lower proportions of admissions for African American students, in particular a study of PRAXIS.
- **Support and Institutionalize Project TEAM.** Project TEAM has been among the most successful initiatives in the School of Education, and needs further support.
- **Attend to General Issues of Retention and Climate.** We recommend that a study be commissioned to interview undergraduate students of color about their experiences with admissions and the climate in the school.
- **Examine Issues in the Recruitment and Retention of Faculty of Color.** We are aware that the Cabinet has been exploring issues concerning the recruitment and retention of faculty of color. Attention to these issues is critical in providing mentoring support to students of color in the School of Education.
- **Reach Out beyond the SOE.** To the extent possible, any changes should be made in conjunction with other Indiana University departments, other IHE’s, and with state policymakers.

Issues and Activities Pending/To Be Addressed Next Year

It is our hope that our report will engender a serious discussion of the extent to which the School of Education is meeting its strategic goals in the area of diversity with respect to the preparation of teachers for the State of Indiana. While we are not asking for any specific actions to be taken at this time with respect to the report, we hope that the Diversity Committee will be charged with the task of producing specific recommendations to address the important disparities identified in the report. While we hope to broaden our analyses to also address these issues at the graduate level as well, we expect that our agenda next year will be to assist the School and units within the school in formulating a specific action agenda, and evaluation strategies for that agenda, to address the serious concerns that have been raised by these analyses.

Respectfully submitted to the Policy Council by Russell Skiba for the Diversity Committee.