

MEMORANDUM

TO: School of Education Policy Council
Ginette Delandshere, Chair
FROM: Russ Skiba, Chair, Diversity Committee
SUBJECT: Annual Committee Report to Policy Council: Diversity Committee
DATE: April 21, 2005

The Diversity Committee considered this academic year, 2004-2005, a re-organization and consolidation year for the Committee. A number of issues were engaged, such as support for Nita Levison's position in the face of possible cuts in her hours, and the nominations of five individuals from the School of Education for the MLK Bridges to Excellence Award. In addition, the Committee monitored the efforts of local diversity activities such as the Monroe County Commission on the Status of Black Males. Above all, we were deeply saddened by the tragic loss of our colleague, Kipchoge Kirkland.

The majority of our activities this year were devoted to the study of minority recruitment and retention in the School of Education. In recent years, a number of student committees have become active in the School and are taking responsibility for diversity-related activities. As a result, the Committee felt that our role should begin to shift from one of recommending and conducting activities, to an ongoing consideration of the climate of diversity in the School of Education. Thus, the committee resolved to begin an assessment of the "status of diversity" in the School of Education.

Initially, we began by reviewing Goal 5 of the School of Education Strategic Plan, *Promote Diversity*. The Tasks associated with this goal are:

- 5.1 Continue to foster a climate and culture that promote diversity.
- 5.2 Develop curricula, teaching strategies, and resources that foster diversity.
- 5.3 Recruit and retain underrepresented undergraduate students.
- 5.4 Recruit and retain underrepresented graduate students.
- 5.5 Recruit and retain underrepresented faculty.
- 5.6 Recruit and retain underrepresented staff.

The Committee's original plan for the year was to consider each of these topics in turn over the course of successive meetings. It became apparent after the first meeting, however, that the task we had set for ourselves was simply too broad. Rather the committee felt it important to specialize on one task. The decision was made to focus on Goals 5.3 and 5.4, the recruitment and retention of underrepresented undergraduate and graduate students. We elected to review available data on recruitment and retention with the goal of making a report on the School of Education's progress and current status in the recruitment and retention of minority students.

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>). As these data tend not to be organized in a way that enables easy reporting and interpretation, the Committee members called upon the services of Larry Campbell of ETS, and Glenn Simonelli, graciously loaned to the committee by Pete Kloosterman, to help us put the data into a usable format.

In collaboration with the Skiba and Levison, Campbell and Simonelli worked with the data and made a series of progressively more fine-tuned presentations to the entire Committee on recruitment and retention. The work of Campbell and Simonelli was exceptional, and helped the Committee immensely in understanding the issues.

In addition, Committee members gained further insight from a presentation made by three graduate SoE students, Ghangis Carter, Carla Morelon and Ted Ingram, who have been conducting qualitative research on minority recruitment at Indiana University. Their presentation helped bring a richness to the statistics we had been considering during the year.

The goal of this work done by the Committee was to gather data in order to offer a presentation to the Policy Council on the status of minority recruitment and retention in the School of Education. It is our hope to present that data to the Policy Council for its second meeting of the 2005-06 year, in October.

Preliminary Findings

As noted below, analyses of these data are ongoing. Several important preliminary findings emerged, however, from the data presented to the Diversity Committee during the year:

- Both graduate and undergraduate programs appear to have shown improvement in overall diversity since the early 1990's. Unfortunately, since data from earlier years are still being input into the current data system, it is impossible to tell whether this apparent increase in numbers of minority students is simply the result of incomplete data for years prior to 1997.
- Looking only at the data that have been completely integrated into the system (e.g. 1997 on), there appears to be a steady increase in enrollments of Hispanic students, but no increase in African-American enrollments.
- Rates of African American enrollment in the School of Education is low compared to their proportion of representation in the population of the state. This discrepancy appears to be larger at the undergraduate than at the graduate level. The enrollment of Latino students appears to be more proportionate with respect to Indiana's demographics.
- Retention of minority students also appears to be a problem at Indiana University. At the undergraduate level, there appears to a loss of African American students

beginning in the second year. (Note: Our retention and graduation data analyses are based on University-wide statistics. We have not yet brought this analysis down to the School of Education level)

- At the undergraduate level, rates of graduation of both African American and Hispanic students are substantially below graduation rates for white students.
- Qualitative data suggests a number of factors that predict successful recruitment of minority students, including proximity to family, and the idea of service or repaying one's community with one's education. A more complete understanding of these factors may allow the School of Education to capitalize on these issues to help overcome problems of location that may hamper minority recruiting here.

These analyses are still incomplete. As noted, we need to replicate the analyses of minority retention from the University to the School level, and wish to complete further comparisons of graduate and undergraduate recruitment and retention rates. A subcommittee of the overall committee consisting of the Russ Skiba, Nita Levison, and Genny Williamson have agreed to work with Larry Campbell over the course of the summer to refine these analyses and put them into a format suitable for presentation to the Policy Council.

Recommendations

For the 2005-2006 academic year, the Diversity Committee recommends:

1. That presentation of the data on minority recruitment and retention for the School of Education be made to the Policy Council at its second meeting of the year, and that such reports be developed annually to provide a way of monitoring SOE progress in this area.
2. That the Policy Council consider the implications of such data for policy and practice in the School of Education.
3. That the Diversity Committee continue to explore the status of the climate of diversity in the School of Education. In particular, the committee will expand its exploration of minority recruitment and retention, with the goal of recommending actions that could help ensure that the School of Education meets its diversity goals as stated in the Strategic Plan.

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