Analyzing an Urban University's Diversity Dilemma

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Lack of diversity in the teaching force is proving to be a grievous problem for our country. Across the nation the percentage of teachers of color in our schools remains stagnant as the percentage of students of color increases (Gay, Dingus & Jackson, 2003; Gordon, 2000; Gursky, 1999). Councils have been convened and conferences held to confront the issue (National Collaborative on Diversity in the Teaching Force, 2004). This disparity between the supply and demand for a diverse teaching force not only violates our standards of equity, it also appears to have a deleterious effect on achievement of students, particularly those of color (Gay, Dingus & Jackson, 2003; Hurtado, 1996). Growing awareness of this problem is strengthening the resolve of many educators to find ways to recruit persons of color to the teaching force in their region or community. The problem proves to be more complex than meets the

eye, however. The causes are deeply rooted, requiring careful analysis of the cultural character of each specific community (Gordon, 2000). An additional complication stems from the fact that the majority of the United States teachers and administrators are of European descent, and may have little insight into the reasons young people of color don't select teaching as a career. Without that understanding, it is difficult for them to create successful programs to recruit people of color.

This article examines the efforts of a team of educators in a mid-western urban university in Omaha, Nebraska, to understand why so few persons of color enter the teaching profession and to identify actions that can be taken to attract them. The questions that were posed included the following:

1. What does past research tell us about recruiting teachers of color?

2. What is known about various students of color and their career selections?

3. What information can we gain from mid-west demographic and school enrollment data?

4. What are the perceptions of local educators concerning the lack of teachers of color?

5. What types of programs have been successful in increasing the number of teachers of color?

6. What recommendations do we make based on these investigations?

It is hoped that this study will provide some guideposts for other teacher education programs who are also faced with low enrollment of persons of color.

What Past Research Shows

June Gordon, in *The Color of Teaching* (2000), offers considerable help for understanding the complexity of the gap between students and teachers of color. She reveals some of the reasons persons of color do not choose to enter the teaching profession. While there is a common perception that people of color don't go into teaching because of low pay and other employment opportunities, Gordon discloses that the reasons are more complex. In fact, low pay does not appear to be the most salient detractor. Rather, students' images of the teaching profession are very important. Often, Gordon states, students of color resist teaching because of negative experiences they had in school. Furthermore, teachers of color tend not to encourage youth to enter teaching as a profession. The complexity is compounded because the reasons for rejecting teaching as their profession of choice are different for each population of color, which we examine below.

African Americans
Given the history of African Americans in this country, it should not come as a

surprise that social networks and community-shared values are especially important to young African- American students. They see high school as a "social wasteland" and are not attracted to a profession that reminds them of classroom experiences that are less than desirable (Gordon, 2000; Meacham, 2000). Furthermore, the image of *teacher* may not be positive in their value system: the casual attire and obvious lack of wealth is not seen as prestigious as other professions. There may be an underlying fear of failure in this community often *because* of school experiences, and teaching offers neither the status nor the material rewards that appeal to the aspirations of most academically successful young African Americans. For those who show an interest in teaching, college mathematics and the Pre-professional Skills Test (PPST) required for entrance into teachers' colleges can also prove to be daunting barriers.

Reasons young African Americans tend not to choose teaching include:

· College-bound youth have many choices; teaching doesn't pay well;

· Negative perceptions of teaching (dress, control, respect, etc.);

· Lack of support in colleges and universities (struggle for sense of self, must deny/subvert family language);

· Negative experiences in P-12 schools (tracking, unfair treatment, discipline referrals, non-inclusive curriculum, low expectations, lack of role models);

· Little support from teachers to choose teaching as a career; and

· Reluctance to take college math and the PPST (Gordon, 2000; Meacham, 2000; Wilder, 2000).

Hispanic Americans

The issues for Hispanics are similar to those that have historically plagued new immigrant groups. Many parents of young Hispanics are undereducated and steer their children to a trade rather than a profession that can be seen as a threat to strong family ties and common culture. A lack of understanding of the U.S. education system along with the presence of a traditional class system are other barriers. The lack of education in their country of origin and limited skills in English of most new immigrants also prove to be difficult hurdles to leap. This problem is compounded by a rigid, traditional approach to bilingual education present in most American schools rather than a more integrated, systemic approach. The respect that most Hispanics have for teachers and their view of education as a privilege rather than a right, however, provide a positive base on which to build.

Reasons why Hispanics tend not to choose teaching include:

· Cultural inheritance makes most inclined to select trades over professions;

· Educational demands of the profession may be seen as a threat to the family;

· Many come to country at an educational disadvantage;

· Difficulties with English;

· Lack of understanding of American education system; and

· An unresponsive educational system (Gordon, 2000; Orfield et al., 1996; Valencia, 2002).

Native Americans/Indians

Indian people in the United States have a shared history of "soul wounds" or "historical trauma response" (Bergstrom, Cleary, Peacock, 2003, p. 156) that occurred at the hands of White government leaders. In the mid-1800s, Indian children were taken from their homes, often unwillingly, and sent to boarding schools thousands of miles from home where they were forbidden to speak their language. Their hair was cut, and they were dressed in White man's clothing. Many became ill, and a significant number died from diseases and exposure during attempts to escape. These stories are part of the memory associated with education and White culture, remembered from oral history and from tribal elders who had boarding school experiences. Many children who survived and were educated lived with a foot in each world—White and Indian, often with difficulty adjusting to both (Cooper, 1999; Deloria, 1999; Cleary & Peacock, 1998; Skinner, 1999).

Each Indian tribe is unique with its own customs and culture, making it difficult for non-Indian educators who may assume Indians have a single culture. The oppressive history, distrust of Euro-Americans in general, and the use of teaching techniques that may run counter to tribal values and student needs, alienate many Indian students rather than attracting them to the profession of education. In addition, many Indian children on reservations and in urban areas are raised in poverty, and have the lowest academic achievement of all people of color.

Reasons Indians tend not to consider teaching include:

· Soul wounds remembered through oral history in the tribe;

· Feelings of distrust of schools and educators from Euro-American culture;

· Limited opportunities for access to education because of poverty and low academic achievement;

· Teachers/professors ignorant of tribal cultures and customs;

· Lack of understanding of teaching methods in traditional Indian cultures; and

· School systems that fail to bridge the gap between Indian culture and dominant culture (Bergstrom, Cleary & Peacock, 2003; Cleary & Peacock, 1998; Deloria, 1999; Gordon, 2000; Skinner, 1999; Swisher & Hoisch, 1992).

Asian Americans

Many Asian American students tend to differ from other immigrants of color in their intense determination to be successful in school, so they may find themselves in a position to choose among professions. Their focus on knowledge and performance on examinations, however, may limit their choices regarding careers. Despite a high regard for the teaching profession, the brightest share the perception with other people of color that teaching neither pays as well nor offers the status and dignity of other professions. The value that many Asian Americans place on compliance, discipline, and reticence often makes "in your face" attitudes of other cultures a daunting prospect. Most Asian American parents are aware of discrimination and encourage their children to enter more autonomous professions where there may be a better chance of success. As with other people of color, the lack of role models is also a factor.

Reasons why Asian Americans tend not to choose teaching include:

· Behavioral codes call for discipline often lacking in U. S. students;

· More introspective, autonomous careers are more consistent with valued characteristics; and

· When choosing among careers, education doesn't offer dignity or comparative financial promise (Bracey, 2001; Chinn & Wong, 1992; Leung, Conolely & Scheel, 1994).

Cross-Cultural Similarities

The choice of a profession for most young people of color is made long before college, and many have trouble transcending what they perceive as the negative experiences they had in school (Gordon, 2000). Much of this has to do with collective ethnic group cultures and attitudes that accrue over many years. Few children of working class families are exposed to images of teachers in their own community so the dearth of teachers of color also adds to the vicious cycle of rejection. There are, however, obstacles that appear common to all persons of color:

· Parental expectations;

· Oppression of cultures of people of color;

· Negative experiences in their own school background;

· Unresponsive educational system in U.S.;

· Lack of preparation of their former teachers for meeting specific needs of diverse cultural groups;

· Diversity seen as problem rather than advantage;

· Lack of inclusion of accurate historical/cultural information in the curriculum;

· High stress, low self esteem due to prejudice; and

· Little exposure to role models.

The depth of these issues is troubling to all who attempt to deal with the lack of diversity in the teaching ranks because so many issues are the result of historical societal problems.

In order to more fully understand what was at work in Omaha, Nebraska, our University of Nebraska at Omaha (UNO) team studied data from local resources. Our investigation has stretched over five years and has been conducted by members of a self-motivated committee interested in understanding why there has been a decline in people of color in the teaching program at UNO. This article synthesizes the information derived from our research and proposes some alternative courses of action for metropolitan higher education institutions facing a declining enrollment by peoples of color.

Demographic Data

Gay, Dingus, and Jackson (2003) offer some specific insights into the demographics of the color gap for teachers in different settings. Their data reveal that teachers of color come closest to having proportional representation in large urban school districts. Further, most teachers of color are employed in school districts that enroll 30% or more students of color. Our project team was curious to see how the statistics for persons, students, and teachers of color compared in Omaha, Nebraska.

Like many urban communities, Omaha has experienced a drastic increase in the percentage of people of color in the last decade. The 2000 census data for Douglas County indicate a net gain of persons of color (15.1% to 21.8%) compared to the previous census (Metropolitan Area Planning Agency, 2001). The changes in the numbers of students of color enrolled in the Omaha Public Schools also reflect the national picture. As Table 1 shows, the Omaha Public Schools' minority population doubled between the 1975-76 and the 2005-2006 school years, jumping from 24% to 56%. Most dramatic were African American enrollments which gained 11.5 %, and Hispanic enrollments which gained a full 20%.

Just as in the national picture, these population and school enrollment gains were not matched by a similar rise in the number of teachers of color. While only the data from 2003 to 2006 were available to our research team, it is clear that the gap between the percentage of students of color and teachers of color in the Omaha Public Schools district is especially dramatic, shown in Table 2.

These numbers make a powerful statement. The percentage of students of color in the Omaha Public Schools has risen to 56% while the percentage of teachers of color is a paltry 8%. The gravity of this situation is emphasized by the findings of the Gay, Dingus, and Jackson (2003) study, in which urban communities with student enrollments of 30% or more students of color should have a better chance

of employing a teaching workforce of color that more closely approximates its student population. This is clearly not the case in this particular community.

Our research team then turned our attention to the data for the largest teacher education college in the community, which resides in the University of Nebraska at Omaha. The percentages of persons of color newly enrolled in the entire university between 2001 and 2004 dropped for African Americans (-4.05%) and Asian Americans (-19.8%) but rose for Hispanic Americans (+2.3%) and American Indians (+69.2%). In this same time span, total new enrollments rose +1.8% (University of Nebraska, 2004).

UNO's College of Education enrollment of African-American students declined between 2000 and 2005 (4.2% to 3.48%), remained steady for Asian Americans (1%), and increased for both Native Americans (0% to 1%) and Hispanic Americans (2% to 3%). This occurred while these percentages for the University at large remained steady except for a slight decline in Native American student enrollment (1% to a fraction of 1%) (University of Nebraska at Omaha, 2000; University of Nebraska at Omaha, 2005). It should be noted that the total percentage of teacher candidates of color at the University of Nebraska at Omaha and the total percentage of teachers of color in the Omaha Public Schools both hover around 9%. This persists despite the larger percentage of students of color in the Omaha Public

Table 1.

Omaha Public Schools Changes in Racial Composition and Total Enrollment 1975 to 2005.

	1975-76	1985-86	1995-96	2005-06
African American	20.9%	26.9%	29.7%	31.5%
Asian American	.5%	1.1%	1.2%	1.7%
Hispanic American	2%	2.8%	6.6%	21.2%
Native American	.7%	1.2%	1.5%	1.5%
Total Minority	24.1%	32%	39.1%	55.9%
Caucasian American	75.9%	68%	60.9%	44.1%
Numerical Totals	57,843	41,632	44,247	46,685

Table 2.

Omaha Public Schools Percentage of Enrollment by Students of Color.

	2003-04	2004-05	2005-06
Asian	.4%	.42%	.53%
African American	5.8%	6.89%	5.22%
Hispanic	1.82%	1.83%	2.12%
Native American	.14%	.2%	.13%
Total Minority	8.16%	9.34%	8%
White	91.84%	90.63%	91.91%

Schools (56%) and the larger percentage of persons of color in the community at large (more than 21%). This raises a question about the interaction between the two institutions on this dynamic.

Of the 29 students of color who applied for admittance to the UNO College of Education in 2000-2003 and who discontinued their teaching career plans, as Table 3 shows, all cited one or more of the following as the reasons for rejection: the Pre-Professional Skills Test (PPST), college math, or their grade point average (GPA).

It is important to gather information not only from demographic data and published resources but from community resources as well. This was especially important in this case because those seeking to uncover the causes and potential solutions for low enrollment by persons of color were themselves White.

Interview and Survey Data

Our team at UNO gathered information through interviews and surveys, described below. Our researchers conducted interviews with a total of 25 individuals and consulted with area organizations run by and for people of color. Our team interviewed a guidance counselor from Omaha Public Schools (OPS), a recruiter of students for OPS, a recruiter of students for UNO, and faculty and staff working for UNO campus programs supporting low-income students. We also met with staff of the following groups: the Omaha Chicano Awareness Center, the Omaha Public Schools African American Achievement Council, Omaha Indian College (now dissolved) and the Winnebago Public Schools. The questions posed to the 25 interviewees included the following:

1. From your point of view, do students of color want to enter the teaching profession?

2. What are the reasons, from your point of view, that students of color do or do not enter the teaching profession?

3. What is being done to encourage young people of color to enter the teaching profession?

Table 3.

Reasons Students Gave for Admission Refusal
to UNO College of Education - 2000-2003.

Reason(s) cited	Number
PPST & Intro to Math course	11
PPST	10
PPST math section & Intro to Math course	4
PPST and GPA	2
PPST, Intro to Math course and GPA	1
GPA	1

4. What are the barriers you perceive for students of color becoming teachers?

5. What are the incentives you perceive for students of color becoming teachers?

Insights gleaned from these conversations include the following:

1. African Americans from the highest achievement levels and highest socio-economic status are drawn to historically Black colleges and do not show much interest in local public institutions of higher education.

2. Most teachers in the field don't encourage students to go into teaching.

3. The future teacher clubs in secondary schools suffer from lack of interest by students and lack of commitment from faculty.

4. In Benson High, a school with a high ratio of students of color, 10% expressed interest in teaching but only 25% of those who expressed interest actually pursued the profession.

5. Mathematics classes and the Pre-Professional Skills Test (PPST) prove to be insurmountable barriers to many who expressed interest in teaching.

6. Recruitment by the College of Education was more effective at attracting students to teaching than recruitment activities conducted by the University at large.

The interviewees also indicated that K-12 students lack mentors or models who are teachers in K-12 schools or who are faculty from post-secondary institutions. They recommended recruiting teachers as though they were athletes, targeting paraprofessionals of color, working through churches for persons of color, and providing scholarships for students of color. Another step that was perceived as helpful was the formation of an advisory council consisting of persons of color to work with the Dean of the College of Education to boost interest and support in teaching among students of color.

We also pulled data from a variety of other interviews previously conducted. Approximately 150 teachers in the field were interviewed by UNO students in an introduction to education class, and 55 teachers attending graduate classes at UNO were surveyed about their attitudes toward people of color. Both of these surveys supported the notions that teachers are sometimes reluctant to encourage students to enter the profession. However, 55 in-service teachers' answers revealed that they did not perceive themselves as discriminatory toward students of color in any way.

A questionnaire was administered to 38 mostly Latino and Black students attending a Diversity Day event designed to recruit them to attend UNO. The attendees gave the following reasons for their interest in teaching:

1. Family members are teachers and role models;

2. Past teachers and other teacher role models inspired them;

3. The students have a desire to help others;

4. The students are motivated to have a positive impact on children's lives; and

5. The students had enthusiastic support from a committed teacher-sponsor of a school's future teacher organization.

When analyzing the data from students who attended Diversity Day, our research team came across ten students of color from one high school who attended out of an interest in teaching, when the average for other schools was two or three. These students' comments about teaching were especially positive and several indicated the same teacher had inspired their interest in teaching. Apparently, one teacher advocate can make big difference in whether or not a young person is interested in a particular profession!

The UNO's College of Education has recently engaged in activities with community organizations to build more relationships with persons of color. A partnership was established between UNO's teacher education program and faculty from Metropolitan Community College (MCC) to enable MCC to offer general education courses so that their students could move right into the upper level education courses at UNO. This collaboration went very smoothly considering the number and variety of faculty involved from both institutions. The courses have become a part of MCC's permanent offerings and collaboration continues. It was hoped that this collaboration would bring more teacher candidates of color to the UNO teacher education program, but this has not happened, unfortunately.

Faculty from UNO also worked with the Chicano Awareness Center to apply for federal grant funds to supplement their advisory program in Omaha high schools. Some specific dilemmas encountered during this collaboration included resentment from the staff for administrator-initiated partnership with university faculty, difficulty working with staff to define specific goals and objectives that were linked to action plans and evaluation, and disagreement among staff members concerning the effectiveness of the current program. This project was abandoned when the grant was not funded and the Center changed leadership. Though these efforts did not reap the benefits expected, the relationships built may prove helpful in the future.

Summary of Results

The scope and variety of the information gathered through this investigation is difficult to condense to a few guideposts. Our team did, however, identify some

recurring issues that could serve to direct future efforts to increase diversity in teacher programs:

1. Many attitudinal barriers that were defined in the literature as culture-based exist in the metro-Omaha community including a lack of encouragement to teach from family, community members and teachers.

2. In Omaha, interest in teaching is indeed very low in schools with high percentages of students of color.

3. The disparity between the percentages of persons of color in the metro-Omaha area and those who seek teaching degrees may be even greater than in other urban centers.

4. Students of color in the Omaha area, like their counterparts across the nation, lack mentors and role models who are teachers.

5. The PPST professional exam, mathematics and a low grade point average are barriers for many who want to become teachers.

6. Recruitment by the College of Education at UNO reaped more diverse enrollments than recruitment by the central university recruitment office.

7. While an array of smaller efforts toward recruitment exist, they are not resulting in the increase in diversity hoped for across the University.

One interesting discrepancy occurred between the literature and survey data. The literature cited teachers' lack of awareness of cultural differences and teacher attitudes toward students of color as one of the barriers students encounter. In each of the surveys given to teachers, there was practically no acknowledgement that they were part of any discouragement or discrimination directed toward students of color. Whether it was due to lack of self-awareness or whether such prejudice is rare isn't clear. It was obvious, however, that using teacher self-report questionnaires would not shed light on this issue.

When all of the data are considered, one dynamic appears central: the secret to recruit teachers of color may reside in building relationships, particularly between school and university personnel (often White) and individuals of color, especially those who are potential leaders in their communities and organizations. These relationships must be built on real trust and a common commitment to embracing all people, regardless of differences. In the words of one of this project's interviewees, "We must recruit teachers of color like they were athletes."

Model Programs

Across the country, various programs to attract people of color into the teaching profession exist. They vary in size and type, yet share the common goal of

diversifying the field of teachers. We gathered information about a variety of programs that report success in recruiting students of color to the teaching profession. Below, we categorized the programs into types or approaches, and give one or more example programs for each approach.

1. National multiservice, nonprofit organizations: Recruiting New Teachers, Inc. (RNT) (National Teacher Recruitment Clearinghouse, ND).

2. Recruitment of Middle and High School Students: Florida Teacher Education for America's Minorities (TEAM) Consortium (Thomas et. al, 1995); the Teacher Education Advocacy Center (TEAC) in Northern New Jersey (Robinson, Paccione & Rodriguez, 2003); and the King/Chavez/Parks at Central Michigan University (Newby, Swift & Newby, 2000).

3. Recruitment of Adults Changing Careers: The Center for Educator Recruitment, Retention, and Advancement and the Latino and Language Minority Teachers Projects (L2mtp) at the University of Southern California (Genzuk, 2005).

4. Financial Support: The Florida TEAM (see above).

5. Social, Administrative and Academic Support: The Dynamic Learning Teaching Program at Arizona State University (Jaap, 1999).

6. Seminars and Workshops: the King/Chavez/Parks at Central Michigan University; The Latino and Language Minority Teachers Projects; and the Florida TEAM (see above).

7. Field Experience: Dynamic Learning; Florida TEAM (see above).

8. Articulation between Community Colleges and Colleges of Education: Florida TEAM; Dynamic Learning; and RNT (see above).

9. Professional Support: Dynamic Learning; TEAC; and Florida TEAM (see above).

10. Legislation: Arkansas, Oklahoma, Virginia, Wisconsin, Missouri, Oregon and Tennessee (Education Commission of the States, 2000).

UNO has also established some support programs for persons of color that benefit teacher candidates of color. It has a robust Project Achieve program that supports students who will be the first in their family to earn a college degree. UNO's College of Education has a Minority Internship Program that places teacher candidates of color in a school setting earlier than most so that they can gain more experience in schools that may be quite different than their own.

Recruitment activities aimed at attracting diverse students to UNO have a history that bears recounting. In the mid-1990s the College of Education began

conducting on-site recruiting activities at some of the high schools. These activities appeared to result in somewhat higher numbers of students of color. In the late 1990s the University's central recruiting program asked that these activities be consolidated and conducted by that office. While the College of Education has participated in one of the resulting centralized activities, Diversity Day, results for the College of Education have declined. For this institution, then, it seems the efforts of the College, independent of the central administrative office, may be more effective. In any case, the scope of the projects described in the programs above makes it clear that much more can and should be done to attract young people of color to the teaching program at UNO.

Recommendations

It is evident that our team of faculty at the University of Nebraska at Omaha working to make sense of the shortage of teachers of color has learned a great deal about the complex interactions involved in this dilemma. The following recommendations are based on results of their inquiry into specific actions for the University of Nebraska at Omaha.

Take Advantage of National Models

It is apparent from the various programs discussed above that many institutions are struggling to find ways to entice persons of color to teach. It is hoped that national leadership will emerge in the form of publications, conferences and grant funds to help programs collaborate to solve this problem. The University of Nebraska at Omaha must commit to learning more and engaging in partnerships to benefit from the successes of others across the nation.

Expand Community Collaboration

Only by increased participation in community organizations of color and unflagging recruitment of faculty of color can we hope to bridge the gulf between the university and communities of color. This participation and recruitment will probably need to be widespread throughout the University to make an impact. Attendance at local activities sponsored by organizations for diverse cultures, visitations to local museums, meetings with leaders from various cultural communities and invitations to campus for each cultural group are a few of the initiatives that must be pursued.

We have learned that there are difficult differences in points of view that will require considerable compromise on the part of each group to meet in the middle. For example, university faculty will need to continue to struggle to differentiate between being responsive to cultural differences and compromising standards. This can only happen in concert with representatives from the diverse communities; a group of white faculty sitting in a room on campus will not know how proceed.

Rethink Recruitment Activities and Structure

Our study showed that, for the purposes of recruiting young people of color to *teaching*, recruitment activities by the College of Education appear to be more effective than those conducted by the centralized University recruitment office. Current staff load in the College of Education, however, is not sufficient to provide enough time for effective recruitment. Funds must be sought from federal, state, and local sources to supplement current budget levels. This does not excuse the University, however, from its responsibility to shift funding that is already available and demand real results from personnel.

Continue and Expand Campus Programs and Activities

While UNO has a respectable number of multicultural activities, there is little communication, coordination or collaboration among those working to increase and support diverse students' needs. Faculty and staff of the College of Education need to broaden the scope of partners by attending more of the current multicultural activities and training sessions. They need to engage with faculty from Black Studies, Latino Studies, Native American Studies and International Studies, and search for partner programs that bring young persons of color to campus.

The ongoing training programs that seek to raise awareness of diverse learning needs should continue; however, more should be done to integrate awareness and training into other ongoing programs, meetings and activities. Ideally, every group on campus would have multicultural awareness as an integral part of its charter and program.

Expand College of Education Recruitment and Support

It will take a great deal of effort and investment to reverse the trend of declining enrollment in the College of Education at UNO. It is important to strengthen the existing Minority Recruitment Program, the Multicultural Task Force and the recruitment and multicultural activities sponsored by the College. It will be necessary, however, to spend a great deal more time gathering more data, analyzing the unique needs of each community of color in the Omaha area and tailoring recruitment and retention programs to each. This study has illuminated some possibilities but more will become apparent through an expanded effort by many of the staff and faculty. A study of students of color who do not select teaching as a career may yield more valuable results than a study of those who do.

One of the first actions should be to provide more support for the students of color who are already in the program. This could be begun by establishing support groups for these students, either a separate group for each ethnicity, one group for students of color as a whole, or a group for all who may need support, depending on the needs of students now attending the College. Mentorships between juniors/ seniors and those just beginning the program should be explored. Opportunities for financial and academic support should be visible and easily accessed. To address

the PPST, math and other academic struggles of students of color, online resources have been created but workshops and study sessions must be available so that those who wish to become teachers are not rejected right out of the gate.

Partnerships with the middle schools and high schools that have large percentages of students of color are essential to enhance career awareness activities and remain connected to their motives and needs. Invitations to special events on-campus, visitations by students of color to college classes, and collaborative projects where secondary students of color work alongside college students and faculty to solve a problem may be effective recruitment tools as well. The model programs described above should be examined carefully to find creative incentives for diverse students to come to campus and enroll in college programs.

Though our research team has learned a great deal from the data, people and programs encountered over the past four years, the message that has become clear is that this problem will not be solved in a couple of years or even a few years nor will it be accomplished by a dedicated few. The problems that cause the discrepancy between the teachers of color that we need and those that we have emanate from the center of the society itself. The effort and change that is required to recruit persons of color can only be addressed by building cross-cultural trust and ongoing working relationships community by community.

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