Case Study: Boston University
AACTE Network Improvement Community Black and Hispanic/Latino Male Initiative

“We learned that the largest percentage of URM candidates were entering our Masters in Teaching programs through our partnerships with alternative licensure programs and with area charter schools. Across NIC institutions, establishing new and re-examining existing external and internal partnerships was quickly identified as a promising practice.”

REASON FOR JOINING THE NIC

- A desire to increase the enrollment of Black and Hispanic/Latino males in teacher preparation programs at Boston University
  - During 2013-14, only 4% of newly enrolled graduate students were Black or Hispanic/Latino males
- Concerned about lack of diversity in the field
  - Aligned specifically with Boston Public School initiatives to diversify its workforce
    - 86% of Boston Public School students are underrepresented minorities (URM), while only 37% of Boston teachers identify as URM.
- While the Boston University School of Education has both graduate and undergraduate programs, our NIC efforts focused on enrollment in our graduate programs.

KEY FINDINGS

- Establishment of the Equity, Diversity and Inclusion Committee as part of the Faculty and Staff Assemblies and involving the committee in all faculty searches
- Requiring faculty and staff searches to have a URM candidate in the final pool
- Explicitly adding the role of Senior Diversity Officer as part of the Associate Dean of Student Affairs duties and diversity officer in graduate and undergraduate student services
- The setting aside of a portion of the School of Education’s master’s and CAGS mer-
it scholarship funding for applicants whose backgrounds would add diversity to the School of Education community

- Adding a required Equity and Inclusion Statement to the graduate application
- Removing the GRE or Miller Analogies as an application requirement for Master in Teaching programs (it is still a requirement for Masters in Counseling)
- Establishment of AACTE Holmes Scholars program for doctoral students

DISCOVERIES

- In tracking the enrollment of Black and Hispanic/Latino males into our Masters in Teaching programs, we learned that the most significant percentage of URM candidates were entering through our partnerships with alternative licensure programs and with area charter schools.
- When the NIC members first convened face-to-face in February 2015, partnerships were quickly identified as a promising practice across NIC institutions.

OUTCOMES

- In Fall 2016, 4% of newly enrolled graduate students were Black or Hispanic/Latino males (for context, enrollment of all males was down by 6% for this cohort despite enrolling an overall class that was 10% larger than 2013-14)
- 12% URM faculty 2016-17
  - 6% of current faculty are Black
  - 6% of current faculty are Hispanic/Latino
- The School of Education has improved its ranking in US News & World Reports from 51 in 2013 to 45 in 2016 and to 36 in 2017
- Boston University has looked to the School of Education as a leader in diversity efforts
  - Questrom School of Business is creating an Equity, Diversity and Inclusion Committee as a result of their shadowing the School of Education’s committee