



Case Study: William Paterson University

AACTE Network Improvement Community Black and Hispanic/Latino Male Initiative

“A critical part of our story includes establishing a core NIC team of faculty and staff from across our campus. In addition to faculty and administrators from the College of Education, we included administrators of color from enrollment management, the Provost’s office, and associate deans from other colleges within the university. We reasoned that the broader the participation, the better the buy in.”

REASON FOR JOINING THE NIC

- In the years prior to and including (2010-14), William Paterson University saw a decline of 134 undergraduate males in the general male population enrolled in education and declines of 14 and 7 for Latino and African American males, respectively.

NEW INITIATIVES RESULTING FROM PARTICIPATION IN THE NIC

- We created sustainable structures and supports to connect our students of color to each other via peer-to-peer networking and faculty mentorship.
- The TIE scholars group was formed—Teach, Inspire, Educate—for males of color in education:
 - Support included targeted Praxis workshops, small scholarships to pay for required tests for certification and other costs not covered by scholarships and financial aid, and employment when necessary.
 - TIE scholars were invited to participate as members of college advisory boards. University College of Education students of color were invited by University’s Board of Trustees to present to its Educational Policy Committee.
- Admissions office staff returned to visiting local high schools to recruit students.
- University advisement staff strategized ways to help young men of color overcome obstacles such as minimum 3.0 GPA, passing scores on Praxis CORE, Praxis II, and edTPA.

- Individual faculty reached out to campus student clubs and fraternities that engaged men of color to mentor for academic success.
- Administrative staff in the College of Education offered tutoring services, emergency financial support, and employment opportunities.
- The College of Education built NIC initiatives into budget allocations to support attendance at AACTE's Annual Meeting and Holmes Summer Policy Institute.

DISCOVERIES

- The NIC team realized that recruitment of strong teacher candidates was paramount to diversifying the teaching workforce. To this end, William Paterson used its Professional Development School (PDS) network of over 50 schools, many in very diverse communities, to begin the recruitment process.

OUTCOMES

- The NIC team built a campus-wide support network for Black and Latino male students within the first year.
- The College of Education was selected as one of AACTE's inaugural institutions to establish a Holmes Honors (undergraduate) and a Holmes Master's (graduate) program.
- Through one of its PDS schools, the College of Education offered its Teaching as Profession course for college credit, co-taught by one of the faculty's Latino male faculty members.
- An all-male academy (The Young Men's Leadership Academy) was established in 2016 in Paterson, NJ and soon became a PDS with one of its male Latino faculty members as the Professor in Residence.
- College of Education NIC team members presented at the New Jersey Association of Colleges for Teacher Education (NJACTE) to share how the William Paterson College of Education was addressing the shortage of diverse males in education.
- The College of Education presented a poster at the 2017 Carnegie Summit depicting the journey of its NIC.