

## Diversity Overview



Recruitment of a significantly large number of minority candidates for teacher education programs is a challenge, not only for small public universities in the upper Midwest, but also for teacher preparation programs throughout the country. In 2012, the National Center for Education Statistics reported that while students of color made up more than 45% of the PK-12 population, teachers of color made up only 17.5% of the educator workforce (AACTE, 2013). National averages for teacher education candidates enrolled in baccalaureate programs were reported as: White (82%); Black (6%); Hispanic (4.2%); Unknown (4.2%); Asian (.6%); American Indian (.9%); and candidates from outside the United States (.9%). In addition, the study found that 75% of teacher candidates were female.

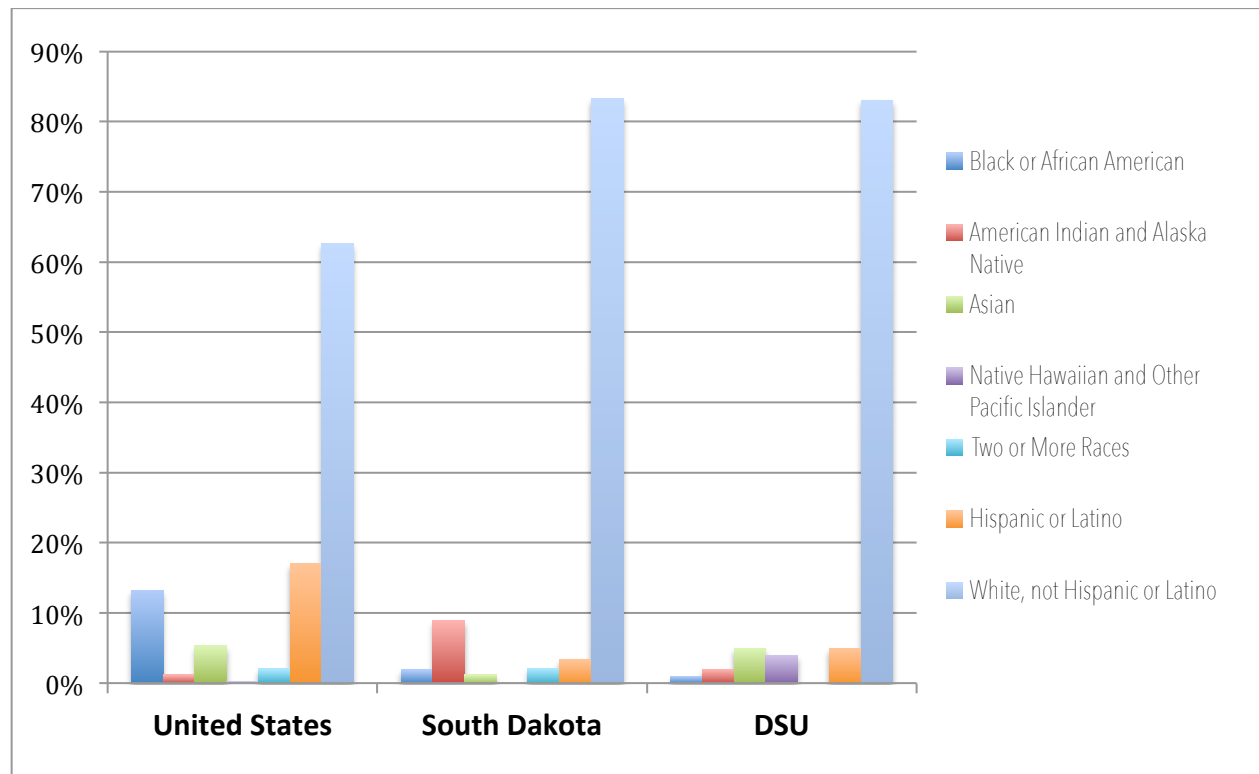
Dakota State University (DSU), and the state of South Dakota in its entirety reflect similar racial characteristics. According to the United States Census Bureau, 83.3% of South Dakota residents are White. The student population at DSU is slightly more diverse, with 83% of students identified as White. Census data for Lake county, the county in which DSU is located, reports a population that is 95.7% White. The largest city in the state, Sioux Falls, might be expected to be more diverse, yet census data suggests that the population is 86.8% White. Recruiting a diverse student body to a small institution where 85% of the student population comes from a 150-mile radius around the institution is a challenge. There are no standard metropolitan statistical areas with large percentages of ethnically diverse students within the service radius, thus further limiting recruitment of a diverse student body.



Data from the Office of Admissions further suggests that approximately 35% of all incoming freshman come from the 'Lake+6 Area' (the counties of Lake, Brookings, Kingsbury, McCook, Miner, and Moody).

	Lake County	McCook County	Miner County	Moody County	Brookings County	Kingsbury County
American Indian and Alaska Native	0.9%	0.6%	0.4%	13.5%	1.3%	0.7%
Asian	0.9%	0.3%	0.4%	1.2%	2.8%	0.4%
Black or African American	1.1%	0.5%	0.5%	0.1%	1.5%	0.4%
Hispanic or Latino	2.3%	1.8%	2.3%	2.7%	2.4%	2.0%
Native Hawaiian/ Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%
Two or More Races or unknown	1.4%	0.8%	1.1%	2.7%	1.3%	1.2%
White alone, not Hispanic or Latino	93.8%	94.9%	95.5%	79.7%	91.1%	95.5%

The figure below further illustrates the general racial characteristics of persons residing in the country and state, as well as those enrolled at Dakota State University.



Despite the obstacles of geography and demographics that inhibit attracting a larger percentage of non-White students to DSU, efforts to develop an appreciation for diversity and to prepare program

completers to work with P-12 students with “*Individual differences (e.g., personality, interests, learning modalities, and life experiences), and (2) group differences (e.g., race, ethnicity, ability, gender identity, gender expression, sexual orientation, nationality, language, religion, political affiliation, and socio-economic background) (InTASC Model Core Teaching Standards, p. 21)*” (as referenced the CAEP Accreditation Manual, Draft Version 2.0, page 122) backgrounds is emphasized. The ability to work with *all students* is a critical outcome of all teacher preparation programs at DSU.

The following evidence is provided in support of this effort:

- Specific coursework (SPED 100) required of all teacher candidates that acquaints them with a variety of ‘exceptionalities’ and of the legal and ethical responsibilities of schools to address the needs of all children.
- Pedagogical courses that include strategies to address diverse students and diverse student needs, interests and abilities.
- A variety of fieldwork placements.
- The annual DSU College of Education Diversity and Technology Conference
- Guest speakers
- Support from the DSU Office of Diversity Services in providing resources (guest speakers, financial assistance, etc.)
- Other opportunities for interactions with students, peers, faculty and others from diverse backgrounds.

While the recruitment of a diverse cadre of teacher candidates and faculty members remains a challenge, the faculty, staff and administration of the College of Education is cognizant of, and committed to, continued efforts to recruit and retain a diverse student body and a faculty that recognizes the need to prepare teachers that can effectively teach *all students*.

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AACTE (2013). The changing teacher preparation profession: A report from AACTE’s professional education data system (PEDS) pp. 19. Washington DC: American Association of Colleges for Teacher Education.

CAEP (2015). CAEP accreditation manual, draft version 2.0. Washington DC: The Council for the Accreditation of Educator Preparation.