Recruiting African American Males into Urban Teacher Preparation Programs from University Athletic Departments from PWIs

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Available at: https://works.bepress.com/fred_bonner/21/
The National Journal of Urban Education & Practice
Urban Students and Educators
VOLUME 1, NUMBER 3, WINTER 2008

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The College of Education at Texas Southern University is the region's leading source of informed thought regarding matters of urban education as well as the foremost producer of exemplary professionals who are prepared to provide effective service in urban schools, agencies and other entities.
Recruiting African American Males into Urban Teacher Preparation Programs from University Athletic Departments at Predominately White Institutions

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ABSTRACT

Unfortunately, African American males as classroom teachers or as students enrolled in teacher preparation programs are sights rarely seen in the United States. Colleges and universities have not had widespread success in their efforts to recruit African American males to teacher education programs; however, their counterparts across campus in many athletic divisions have had monumental gains in recruiting members from this cohort. Sadly, few, if any, of these African American males ever matriculate into teacher education programs on these same university campuses. As a result, the researchers provide findings from three “high-profile” teacher preparation programs at three Doctoral/Research Extensive Universities who are part of the Bowl Championship Conferences (BCS) to understand the representation of the African American male in their teacher preparation programs in comparison with their representation in the “high-profile” sports program at these same universities. As a result of the findings, recommendations are provided to teacher education programs to successfully recruit more African American males into the teaching profession.
INTRODUCTION

Over 50 years since the historic Brown v. Board of Education of Topeka, Kansas (1954) U.S. Supreme court decision, a plethora of journal articles, books, monographs, policy briefs, dissertations and other publications have documented the need for greater equity in the field of education, specifically in the field of teacher education. Unfortunately, one issue in the equity discussion that has received little attention, by only a few interested scholars (Lewis, Garrison-Wade, Scott, Douglas & Middleton, 2004; Lewis, 2006; Lynn, 2006; Milner, 2003; Milner & Howard, 2004), is the dismal representation of African American male teachers in teacher preparation programs and in the K-12 teaching profession. Even more disturbing is the fact we are in an age of the National Council for the Accreditation of Teacher Education (NCATE) diversity standards and greater strides at Predominately White Institutions (PWIs) to racially diversify their respective campuses. Yet, very few constituents in the educational community seem to be greatly concerned by the lack of African American males in teacher preparation programs. This is evident by the lack of scholarship that has been published in peer-reviewed journals to inform the educational community about this crisis in education. Further, the limited scholarship that has been published has only documented that a shortage of minority teachers exists in this country; however, very few of these publications have provided realistic models and recruitment strategies for alleviating this dilemma.

As a result, we, the authors of this chapter pose pointed questions to the education community: Why haven’t colleges of education taken a more aggressive role in recruiting African American males into teacher preparation programs especially at PWIs? What type of models or strategies do we even have for recruiting African American males or any other students of color into teacher preparation programs? Why haven’t more funding agencies provided dollars to support this initiative and increase the knowledge base for Schools, Colleges and Departments of Education (SCDEs)? How is it that our counterparts in university athletic departments have been successful in recruiting African American males to PWIs to play sports and teacher preparation programs cannot get this same population into our academic departments? What can teacher preparation programs do to partner with our colleagues in athletics to allow these student-athletes to select a major in our education programs? The previous questions are posed to begin the discussion around an equity issue in education that only a few internal and external constituents in the field of education seem to be ready to discuss. Further, these questions are posed to alleviate the rhetoric around diversity and push teacher preparation programs, particularly urban teacher programs to aggressively recruit students of color, particularly African American male teacher candidates.

This pointed call for teacher preparation programs to seriously consider ways to increase their recruitment of African American males is shrouded by the fact that an African American as a student in a teacher preparation program, or as a classroom teacher, is a sight rarely seen in the United States (Gordon, 2000). For example, the research literature reports that African American males comprise approximately 2% of those enrolled in the 1,300 teacher preparation programs across the country (American Association for Colleges of Teacher Education [AACTE], 1999; Lewis, 2006) and 1% of the United States K-12 teaching force (Kunjufu, 2004; Lewis, Garrison-Wade, Scott, Douglas & Middleton, 2004; National Center for Education Statistics, 2003). However, when we take a trip to the other side of the campus at these same universities that prepare teachers to enter the workforce, we find the African American male student-athlete represents more than 50% of the student-athlete population in the “high-profile” sports of football and basketball (Alesia, 2005; Lapchick, 2005). Also, at many PWIs, African American male student-athletes represent one out of every four African American males on campus (Alesia, 2005). These numbers are startling, given that only a handful of African American males are even represented on (PWIs) college campuses (Bonner & Bailey, 2006). As a result of this trend in higher education, the fundamental question...
then becomes: How can we get African American male undergraduates, a significant number who are student-athletes, to enroll in urban teacher preparation programs? An even more fundamental question is: What can teacher preparation programs do to get a larger percentage of African American males enrolled in teacher preparation programs that will lead to teacher certification?

**REVIEW OF RELATED LITERATURE**

Over the past decade, myriad research has predicted the impact of declining numbers of individuals pursuing careers in the field of education: a key prediction has been that in the new millennium the field of education would be in a state of crisis, unable to attract and retain quality teachers to fill the projected teacher shortages (The Urban Institute, 2000). However, the predictions have to date only proven to be partially true. On a national level, the numerical shortage of teachers has not yet become a reality due to the current supply of qualified teachers exceeding stated demands (Boe & Gilford, 1991; National Center for Education Statistics, 2002; Rollefson, 1992). When focusing on supply and demand, disaggregated data illustrates that the shortages of teachers are in certain areas, such as poor, urban, and high minority enrollment schools (Ingersoll & Bobbitt, 1995; Eubanks, 1996; Landsman & Lewis, 2006). Reasons for these shortages have ranged from high turnover rates to the reluctance of teachers to take jobs in poor, city schools (Adams & Dial, 1993; Jones & Sandidge, 1997; Ingersoll, 1999).

Another major issue that has emerged in this discussion is the demographic composition of pre-service and in-service teachers that has remained relatively stagnant over the 30 years. Currently, an overwhelming majority of teachers are White, female and from the lower middle class socioeconomic strata, while their students in many urban educational settings have become more racially and ethnically diverse from the lower socioeconomic strata (Hill-Jackson & Lewis, 2008; Landsman & Lewis, 2006; Zimpher, 1999). According to the U.S. Commerce Department (1996), by 2035, students of color will constitute a numerical majority of all students. While the major debate continues to be made regarding whether teacher background and demographic profile impacts the academic achievement levels of students of color (Ehrenberg & Brewer, 1995; Ehrenberg, Goldhaler & Brewer, 1995), advocates of diversifying the teaching force continue to advance compelling arguments in favor of increasing the number of male teachers, specifically male teachers of color (Lewis, 2006; Clewell & Villegas, 1998). As a result, the literature reports that teachers of color are more likely to be willing to work in urban school settings and remain in urban schools than their White counterparts (Adams & Dial, 1993; Howey & Zimpher, 1996; Natriello & Zumwalt, 1993; Stoddart, 1993).

The Need for the African American Teacher

The African American teacher in the U.S. educational system has served a unique purpose. According to the research literature, “many African American teachers were hired primarily to teach African American students (Obidah, Buenavista, Gilersevlee, Kim & Marsh, 2007). As a result, teaching in the African American community has traditionally been viewed as a noble profession. In the 1950s and 1960s, African American pre-service teachers enrolled in teacher preparation programs at Historically Black Colleges and Universities (HBCUs) in record numbers because of the lack of opportunity in other fields (Clem, 1986). In 1954, the year of the U.S. Supreme Court’s decision in *Brown v. Board of Education of Topeka, Kansas*, approximately 82,000 African American teachers were responsible for the education of the nation’s two million African American public school students (Hawkins, 1994). After graduation, many African American teacher education graduates returned to their communities to serve and provide for both the educational and social needs of the next generation of African American students. Kunjufu (2001) noted that during the 1950s and 1960s, many of the best African American minds were denied opportunities of becoming engineers,
accountants, computer programmers and other professionals. This racism allowed African American students the opportunity to be educated by the best minds in the African American community. However, a decade after Brown, over 38,000 African American teachers and administrators had lost their teaching positions in 17 southern and border states (Ethridge, 1979; Holmes, 1990).

Mirroring history, many African American teachers are employed in school districts where they serve a large number of African American students (Obidiah et al., 2007). According to the National Center for Education Statistics (2002), only 214,000 of the nation’s 2.7 million teachers are African American. Obidiah et al. (2007) notes, “while this is an extremely small percentage of the nation’s teaching force, the majority of these teachers are teaching in urban communities with high numbers of African American students” (p. 37). An even more disturbing statistic is that while the majority of these African American teachers are found in urban communities, many of them are female. The research literature reports that African American males comprise a scant 1% of the teaching population (Kunjufu, 2005; Lewis, 2006). Unfortunately, this statistic verifies that only 27,000 teachers in this country are African American males (National Center for Education Statistics, 2007). This is an equity issue that needs greater attention by the education community.

Why Recruit African American Males?
The slowly expanding literature base on issues surrounding the recruitment and retention of African American males as pre-service and in-service teachers has clearly explained that teacher preparation programs and school districts should place this issue as a key priority (Lewis, 2006). This issue has become so prevalent that the majority of students, particularly African American students in public elementary and secondary schools can matriculate their entire K-12 careers without seeing an African American male teacher (Gordon, 2000). To place this dilemma in context, former U.S. Secretary of Education, Richard Riley (1998) noted:

Our teaching force should be excellent, but excellence alone is not enough. If we are to be responsive to the special demands and great opportunities of our nation’s pluralistic makeup, we should develop a teaching force that is diverse, as well….children need role models—they need to see themselves in the faces of their teachers. We need teachers who can relate to the lives of diverse students, and who can connect those students to larger worlds and greater possibilities. This sharing enriches and empowers the entire profession and students from all backgrounds. (p. 19)

This powerful message lies at the heart of one of the most central issues facing education, producing a high quality diverse teaching force. As a service profession, this issue calls all constituents (researchers, policy makers, school district personnel, etc.) to do everything in their power to ensure that all students are able to see themselves reflected in the teaching force of the United States.

The most notable program to increase the presence of the African American male teacher is the “Call Me Mister” program at Clemson University (Owens & Rutherford, 2003). This program at Clemson University is a collaborative effort with Benedict College, Claflin College, Morris College and Voorhees College that actively recruits, trains, certifies and places African American male teachers in public school classrooms. These South Carolina institutions have been the first in the nation to specifically target African American males for teacher preparation programs. This effort has produced substantial dividends in the state of South Carolina, particularly with the changing student demographics, aging teacher workforce, gender inequity and high teacher turnover rates (Owens & Rutherford, 2003).

As this article seeks to raise awareness about the inequities found to currently exist in teacher preparation programs, policy makers, teacher educators, and internal and external constituents should understand the benefits in recruiting more African American male teachers. Potential
benefits as a result of these efforts include: (a) increase in the number of role models for students of color; (b) provide opportunities for all teachers to learn about ethnic, racial and cultural diversity; (c) enrich students’ learning because of shared racial, ethnic and cultural identities; and (d) serve as cultural brokers, able not only to assist students, but also increase the involvement of other teachers and their students’ parents (National Collaborative on Diversity in the Teaching Force, 2004, p. 6).

THE TEACHER RECRUITMENT PROCESS AT COLLEGES AND UNIVERSITIES

The recruitment process in colleges of education, specifically teacher preparation programs have at best been non-aggressive in recruiting African American males. This is shown by the fact that currently African American males are only 2% of those enrolled in the 1,300 teacher preparation programs in the country (AACTE, 1999). However, the research literature highlights that there are four general sources for schools to hire new teachers: (1) newly prepared teachers – first time teachers who go straight from college into teaching; (2) delayed entrants – other first time teachers who engage in other activities between graduating from college and assuming their first teaching job; (3) transfers – teachers who transfer from other schools, districts, states or sectors (public or private); and (4) reentrants – former teachers reentering teaching after leaving the profession (Rollefson & Broughman, 1995). (5) Alternatively Certified Professional (ACP) – teachers who have non-education degrees and positions but enter the profession to become alternately certified. Unfortunately, space limitations within this article will prevent the authors from discussing the impact of each of these four areas in-depth; however, the authors will discuss how colleges and universities in their teacher preparation programs go about the recruitment process.

In many of the 1,300 teacher preparation programs across the U.S., the notion of recruitment of teacher candidates is by far merely rhetoric (AACTE, 1999; National Education Association, 2001). Oftentimes, as a whole, many teacher preparation programs across the country, with no concerted effort usually just sit back and wait to see who will apply. While a few universities send recruiters to urban high schools to try to recruit students of color, these recruitment initiatives are underfunded, not comprehensive and often not valued. Unfortunately, after many teacher preparation programs try this non-aggressive type of recruitment, many representatives of these programs often say, “we tried to recruit students of color but we can’t find any at all.” Oftentimes, the most aggressive form of recruitment by many teacher preparation programs consists of sending several copies of brochures to high school counselors—many times to minority serving schools in an effort to attract a racially diverse student population. Thus, it becomes readily apparent that university teacher preparation programs have done little to diversify the teacher pipeline, especially for African American males. These actions are a travesty and this non-aggressive type of recruitment continues to hamper the pursuit of equity for future African American male teacher candidates.

RECRUITMENT PROCEDURES BY ATHLETIC DEPARTMENTS

One of the most successful models that has provided African American males entrance into many PWIs is the model of recruitment used by athletic departments. The recruitment process is dictated by the National Collegiate Athletic Association (NCAA) and includes six steps: (1) the dissemination of recruitment materials; (2) telephone calls; (3) off-campus contact; (4) evaluation; (5) unofficial visits; and (6) official visits. This successful model provides entrance to student-athletes who currently comprise one out of every four African American males at PWIs. In their groundbreaking research, Lewis, Mumford and Singer (in Press) have documented a new framework for recruiting African American males into teacher preparation programs using the NCAA model. This framework calls for teacher preparation programs to become more aggressive at every stage of their framework to bring more
African American males into teacher preparation programs.

As teacher preparation programs have tried various strategies to recruit teacher candidates of color such as: (a) alternative certification; (b) teacher cadet programs; (c) mid-career recruitment programs; (d) pathways to teaching; and (e) a host of other innovative strategies within each particular state (The Urban Institute, 2000). In examining these particular recruitment strategies, none have proved significantly effective in increasing the number of African American males in teacher preparation programs. However, one strategy that teacher education programs have neglected to pursue is to partner with university athletic programs (i.e., football and basketball) where over 50% of the student-athletes are African American males (Hodge, Kozub, Dixon, Moore, & Kampon, in press).

Teacher preparation programs, by partnering with university athletic departments will have a larger pool of potential of teacher education candidates who represent diverse backgrounds. In an effort to make these partnerships a reality, teacher education programs should collaborate with the coaches and academic coordinators within athletic departments at several key junctures in their recruitment of African American male student-athletes; namely, they should: (1) schedule a time to meet with coaches and academic coordinators to discuss the benefit of these African American male student-athletes pursuing a career in teacher education (as many student-athletes and other college students have no idea of what they want to major in when they get to college); (2) work with coaches and academic coordinators to schedule a time to make a formal presentation to African American male student-athletes (at this time they can discuss future career options for students, especially if they do not make it to the professional leagues); (3) bring recruitment materials from the teacher education programs for student-athletes to have after the presentation; (4) schedule a time for African American male student-athletes to tour the education building where the teacher preparation program is housed (oftentimes students do not enter a building where they do not normally have classes); (5) allow student-athletes to meet with faculty and administrators of the teacher preparation program both formally and informally; and (6) have one designated official to serve as a contact person for these student-athletes.

The steps outlined above are the first to be reported in the literature of how teacher preparation programs can achieve greater equity, especially for African American males. The next section of this chapter will document the racial makeup of several highly ranked teacher preparation programs to document the need for increasing the effort to recruit more African American males. Also, the authors will document the racial makeup of the football and basketball programs at these same universities to assist the reader to understand why teacher preparation programs should make an effort to initiate critical dialogue about the numerous opportunities for collaboration to increase the recruitment of these potential African American teacher education candidates.

**METHODOLOGY**

To assist teacher preparation programs in understanding the dire need to recruit more African American males into teacher preparation programs, the researchers sought to provide a descriptive analysis of several high-profile teacher education programs in one of the Bowl Championship Series (BCS) conferences. The BCS conferences are the six major National Collegiate Athletic Association (NCAA) Division I-A football conferences whose champions receive an automatic bid into the Bowl Championship Series every year. The six conferences are: (1) Atlantic Coast Conference; (2) Big 12 Conference; (3) Big East Conference; (4) Big Ten Conference; (5) Pacific Ten Conference; and the (6) Southeastern Conference (BCS Conferences, 2007).

Each of these schools currently has a student body that exceeds 23,000 students. Also, each of these schools are classified as Doctoral Research/Extensive Universities (formerly referred to as...
Research One (R-1) Institutions) under the Carnegie classification system. The football and basketball programs at these institutions are often highly regarded across the nation and are usually competing for high-stakes and high-profile national championships each year. As a result of these criteria, the researchers sought to examine trend data on the demographic makeup of their teacher preparation programs specifically highlighting the representation of African American males in these programs. Next, the researchers examine the racial makeup of the football and basketball programs at these same universities. Based on the findings, the researchers will discuss how forging relationships with university athletic departments can be a fertile ground to recruit African American males into the teaching profession.

**FINDINGS**

As previously mentioned, the researchers sought to examine trend data for three “high-profile” teacher preparation programs in the Bowl Championship Conference (BCS) to understand the representation inside of African American males in these programs at PWIs. To do so, the researchers solicited demographic trend data from the 2002-2003 school years through the 2006-2007 school years by race and ethnicity in these respective programs. For anonymity purposes, these three schools will be referred to as: BCS University Teacher Preparation Program #1, BCS University Teacher Preparation Program #2, and BCS University Teacher Preparation Program #3.

In reviewing the data from BCS University Teacher Preparation Program #1, we find that in the trend data from 2002-2003 thru 2006-2007 that African American males had very little representation inside of this teacher preparation program. For example, during the 2002-2003

<table>
<thead>
<tr>
<th>Enrollment Year</th>
<th>Gender</th>
<th>African American Enrollment</th>
<th>Hispanic Enrollment</th>
<th>White Enrollment</th>
<th>Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-2003</td>
<td>Male</td>
<td>3</td>
<td>1</td>
<td>97</td>
<td>105</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>7</td>
<td>10</td>
<td>261</td>
<td>291</td>
</tr>
<tr>
<td>2003-2004</td>
<td>Male</td>
<td>2</td>
<td>3</td>
<td>88</td>
<td>97</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>6</td>
<td>12</td>
<td>264</td>
<td>293</td>
</tr>
<tr>
<td>2004-2005</td>
<td>Male</td>
<td>2</td>
<td>5</td>
<td>106</td>
<td>116</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>5</td>
<td>8</td>
<td>278</td>
<td>306</td>
</tr>
<tr>
<td>2005-2006</td>
<td>Male</td>
<td>2</td>
<td>4</td>
<td>110</td>
<td>118</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>5</td>
<td>5</td>
<td>277</td>
<td>304</td>
</tr>
<tr>
<td>2006-2007</td>
<td>Male</td>
<td>2</td>
<td>4</td>
<td>113</td>
<td>124</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>6</td>
<td>2</td>
<td>293</td>
<td>318</td>
</tr>
</tbody>
</table>

**Note:** Data provided by university teacher education department representatives
Data illustrates total enrollment in teacher preparation program for the specified school year
academic school year, there were only three African American males enrolled in the teacher preparation program during this year. In the 2003-2004, 2004-2005, 2005-2006, and the 2006-2007 academic school years, this university reported that only two African American males were enrolled at this time. This is a decrease in the representation of African American males from the 2002-2003 school year. Unfortunately, African American males in this “high-profile, highly ranked” teacher preparation program only have two African American males that represent only (0.004%) of all students (442) enrolled in this program during the 2006-2007 school year. Also, it is interesting to note that this university has a total student enrollment of over 29,000 students.

As we examine the data from BCS University Teacher Preparation Program #2, we find that this university is nearly double the size of BCS University #1 with a student population of over 44,000 students. However, we still find that males, particularly African American males are not greatly represented in this teacher preparation program. While this teacher preparation program is much larger with 1,829 students in the teacher preparation program in 2006-2007 only seven (0.004%) were African American males. Further, we see from the data, during the 2002-2003 academic school year, there were only three African American males enrolled in the teacher preparation program during this year. During the 2003-2004, 2004-2005, 2005-2006, and the 2006-2007 academic school years, the African American male representation went from a low of three African American male students to a high of seven African American students in 2006-2007. As a result of these staggering numbers, to see an African American pre-service teacher in a teacher education course at this institution is a rarity.

Focusing on the data from BCS University Teacher Preparation Program #3, we find that in the trend data from 2002-2003 thru 2006-2007
TABLE 3: BCS University Teacher Preparation Program #2 Enrollment Data for 2002-2003 through 2006-2007 by Race/Ethnicity

<table>
<thead>
<tr>
<th>Enrollment Year</th>
<th>Gender</th>
<th>African American Enrollment</th>
<th>Hispanic Enrollment</th>
<th>White Enrollment</th>
<th>Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-2003</td>
<td>Male</td>
<td>15</td>
<td>14</td>
<td>509</td>
<td>568</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>24</td>
<td>39</td>
<td>1336</td>
<td>1445</td>
</tr>
<tr>
<td>2003-2004</td>
<td>Male</td>
<td>12</td>
<td>18</td>
<td>458</td>
<td>519</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>27</td>
<td>41</td>
<td>1333</td>
<td>1461</td>
</tr>
<tr>
<td>2004-2005</td>
<td>Male</td>
<td>16</td>
<td>17</td>
<td>447</td>
<td>1390</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>23</td>
<td>46</td>
<td>1259</td>
<td>504</td>
</tr>
<tr>
<td>2005-2006</td>
<td>Male</td>
<td>14</td>
<td>22</td>
<td>418</td>
<td>483</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>26</td>
<td>66</td>
<td>1177</td>
<td>1319</td>
</tr>
<tr>
<td>2006-2007</td>
<td>Male</td>
<td>8</td>
<td>20</td>
<td>418</td>
<td>475</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>29</td>
<td>59</td>
<td>1177</td>
<td>1310</td>
</tr>
</tbody>
</table>

Note: Data provided by university teacher education department representatives. Data illustrates total enrollment in teacher preparation program for the specified school year.

that African American males had very little representation within this teacher preparation program. While still a very low African American male presence, this teacher preparation program had nearly four times the number of African American male students than the other institutions in this study. For example, during the 2002-2003 academic school year, there were only 15 African American males enrolled in the teacher preparation program during this year. In the 2003-2004, 2004-2005, 2005-2006, and the 2006-2007 academic school years, this university reported that a low of 8 African American males (2006-2007) and a high of 16 in 2004-2005. Unfortunately, the number of African American males did not increase from 2002-2003 to 2006-2007. In 2006-2007, the data reported that there were eight African American males in the teacher preparation program which was the lowest number reported in the five-year time span. Given that African American males in this “high-profile, highly ranked” teacher preparation program only have eight African American males that represent only (0.004%) of all students (1,785) enrolled in this program during the 2006-2007 academic school year. Also, it is interesting to note that this university has a total student enrollment of over 23,000 students.

African American Representation in “High-Revenue” Programs

To dispel the myth that African American males are not on campus and thus are not available to be considered for university teacher preparation programs, the researchers sought to examine the number of African American males in “high-revenue” producing sports on these same university campuses. As a result, the researchers provided the latest data reported by the NCAA on the demographic representation of African American males in university athletic programs at the same institutions. Given the findings, teacher
TABLE 4: BCS University #1 Basketball and Football Programs by Race and Ethnicity during the 2003-2004 academic school year

<table>
<thead>
<tr>
<th>Basketball</th>
<th>N</th>
<th>Football</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>10</td>
<td>African American</td>
<td>35</td>
</tr>
<tr>
<td>White</td>
<td>0</td>
<td>White</td>
<td>32</td>
</tr>
<tr>
<td>Hispanic</td>
<td>0</td>
<td>Hispanic</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>Other</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>Total</td>
<td>74</td>
</tr>
</tbody>
</table>

Source: NCAA
Note: Numbers only illustrate only those students receiving scholarships/financial assistance from the athletic department

preparation programs can begin to see a potential pool of African American males that can be recruited to become teachers since they are already on the university campus.

According to Table 4, we find that African American males are 10 (77%) of the 13 players on the basketball team during the 2003-2004 school years at this particular university. Given this overwhelming percentage, we found that the basketball team has been very successful in bringing African American males on campus. It is interesting to note that the total number of African American males on the basketball team at this university during the 2003-2004 academic school years was higher than the representation of African American males in the teacher preparation program during a five-year time span (see Table 1). Focusing on the football program at this university, we find that African American males were 35 (47%) of the 74 student-athletes in 2003-2004. This representation also illustrates that African American males were greatly represented in the football program as well. When we focus back on the African American male representation in the teacher education program, we find that the representation of African American males has never reached double-digits.

As we examine Table 5, we find that African American males are six (43%) of the 14 players on the basketball team during the 2003-2004 school year at this particular university. This university has also been effective in recruiting a large

TABLE 5: BCS University #2 Basketball and Football Programs by Race and Ethnicity during the 2003-2004 academic school year

<table>
<thead>
<tr>
<th>Basketball</th>
<th>N</th>
<th>Football</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>6</td>
<td>African American</td>
<td>54</td>
</tr>
<tr>
<td>White</td>
<td>3</td>
<td>White</td>
<td>36</td>
</tr>
<tr>
<td>Hispanic</td>
<td>0</td>
<td>Hispanic</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>5</td>
<td>Other</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>14</td>
<td>Total</td>
<td>91</td>
</tr>
</tbody>
</table>

Source: NCAA
Note: Numbers only illustrate only those students receiving scholarships/financial assistance from the athletic department

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TABLE 6: BCS University #3 Basketball and Football Programs by Race and Ethnicity during the 2003-2004 academic school year

<table>
<thead>
<tr>
<th>Basketball</th>
<th>N</th>
<th>Football</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>6</td>
<td>African American</td>
<td>46</td>
</tr>
<tr>
<td>White</td>
<td>3</td>
<td>White</td>
<td>34</td>
</tr>
<tr>
<td>Hispanic</td>
<td>0</td>
<td>Hispanic</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>Other</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>Total</td>
<td>92</td>
</tr>
</tbody>
</table>

Source: NCAA
Note: Numbers only illustrate only those students receiving scholarships/financial assistance from the athletic department

The majority of African American student-athletes to the team. As was the case with BCS University #1, it is interesting to note that the total number of African American males on the basketball team at this university during the 2003-2004 academic school year was higher than the representation of African American males in the teacher preparation program during a five-year time span except for 2006-2007 (see Table 2) where the teacher preparation program had one more African American male than the basketball team. Focusing on the football program at this university, we find that African American males were 54 (59%) of the 91 student-athletes in 2003-2004. This representation also illustrates that African American males were greatly represented in the football program as well. When we focus back on the African American male representation in the teacher education program, we find that the representation of African American males has never reached double-digits at this university as well.

Finally in Table 6, we find that African American males are six (60%) of the 10 players on the basketball team during the 2003-2004 school year at this particular university. Given this overwhelming percentage, we found that the coaches at this university have been successful in recruiting African American males for the basketball team. In an examination of the data for the football program at this university, we find that African American males were 46 (50%) of the 92 student-athletes in 2003-2004. This representation also illustrates that African American males were greatly represented in the football program as well. When we focus back on the African American male representation in the teacher education program, we find that in a five-year time span, the representation of African American males has never reached over 16 students (see Table 3).

DISCUSSION
A number of critical questions were posed at the beginning of this article—complex questions that defied answers of a singular nature. First an initial query regarding the role or lack thereof that colleges and universities have taken in their attempts at addressing the paucity of African American males in teacher education programs. Secondly, the concluding question focusing on the plausibility of connecting athletic programs with Schools, Colleges and Departments of Education (SCDEs) as a means of identifying more of this cohort for careers in teaching.

Findings from this study revealed that across the three institutions (BCS University Teacher Preparation Program #1, BCS University Teacher Preparation Program #2, and BCS University Program #3) under investigation, the average number of African American males who participated in teacher preparation programs were (0.004%), (0.004%) and (0.004%) respectively. Figures were reported based on total student
enrollment at each of these institutions, represented as 29,000, 44,000, and 23,000. Across these BCS schools, sadly the single highest figure for African American males enrolled in a teacher preparation program was 16 (.01%) students, a figure compared to a total enrollment of 1,390 male students including African American, Hispanic, and White male populations.

As a means of generating critical dialogue and offering practical solutions to this ever-increasing problem of African American male under-representation in teacher preparation programs, a model based on the research of Lewis, Mumford, and Singer (in Press) is presented. What this model proposes is that teacher preparation programs utilize the same recruitment framework that “high revenue” athletic programs are implementing in their efforts. The most efficacious aspects about the athletic recruitment model are its ability to attract significant numbers of African American males. Clearly, the juxtaposition of the dismal numbers of African American males cited above who are enrolled in teacher preparation program with the stellar numbers and percentages (as high as 60% in basketball at BCS University #3) who are currently participating in “high revenue” collegiate athletic programs, readily indicates the success that can be accrued from the utilization of this recruitment framework.

The problems this article uncovers are not new nor are they insurmountable. What the authors suggest as solutions aligns with previous research, and aligns with some of the thinking and writings of several scholars in the field of higher education who have taken an interest in this topic. According to one of these scholars, although speaking about the lack of African American males who are found among the general ranks of the higher education populace, Hughes (2005) asserts that, “Faculty and administrators need to take some pointers from college coaches who are able to find the mythical Black male in such a shallow pool. But perhaps they are better researchers than folks in higher education” (p. 1).

LIMITATIONS

After completing this study, the findings are limited in a variety of ways. The limitations are as follows:

1. This study was restricted by examining data from three large Doctoral/Research Extensive Universities who are a part of one of the major Bowl Championship Conferences who have “high-profile” teacher education programs and “high-profile” athletic programs; therefore, caution should be taken in generalizing the results to other university teacher preparation programs.

2. At the time of the writing of this study, the university teacher education programs did not have an official published document of their teacher education candidates by gender and ethnicity. As a result, the researchers relied on data provided by the selected university teacher education program representatives.

RECOMMENDATIONS

In addition to recruiting potential African American male pre-service teachers within university athletic departments, a comprehensive and effective recruitment model must be developed by all teacher education programs across the country, similar to the Call Me Mister program (Owens & Rutherford, 2003). As has been discussed, PWIs have been successful in recruiting African American males into higher education via aggressive athletic recruitment and it stands to reason that teacher education programs can learn from these athletic recruitment models. This model should possess several key components: (a) early identification of academically successful African American males by schools and communities; (b) contact with student and parents using campus visits as early and often as possible; (c) continuous correspondence from college deans and faculty; (d) financial support using new and existing financial aid sources; and (e) use current African American male students to recruit prospective undergraduate students.

High school athletes who are recruited by college athletic programs are identified and contacted early in their high school career. Initial
identification of these students is made through contact with high school coaches and through web-based recruitment services. Teacher education programs can use this same process by asking high school principals, counselors and teachers to continuously identify promising African American males who have the potential to become excellent teachers. Teacher education programs can also identify students by purchasing prospective student lists from the College Board and other services. The earlier these candidates can be identified, the more time institutions will have to recruit these individuals to not only enroll in their program, but also consider teaching as a career. All contact made by colleges and universities should lead to a campus visit with the student, but also the parents or guardians.

Contact with the student should not just be limited to advisors or academic recruiters. Deans and faculty of the teacher education programs must become involved in the process. Potential students want to become familiar and comfortable with their academic surroundings before making their college decisions. Through involvement and correspondence with key personnel, teacher education programs can provide continuous encouragement and support to increase the matriculation yield of admitted students of color. This contact will lead to mentoring and collaborative undergraduate research opportunities and will ultimately improve student retention.

Along with the academic support, programs must seek out funding for undergraduate financial support. Scholarship and financial aid opportunities must be provided to entice qualified students to consider teaching as a career. Promising African American students are pursuing professions other than education because they have expanded career options and teaching is not as attractive (Wilder, 2000). To compete with other academic majors, programs must use existing financial support such as Federal Stafford Loan Forgiveness and continue to search for new funds to encourage African American males to become teachers.

Finally, teacher education programs must use their current students to recruit others into the teaching profession. Students can be used to not only serve as hosts for prospective candidates, but also serve as a focus group to learn what recruitment techniques they found to be effective and to improve existing programs (Cunningham & Watson, 2002).

CONCLUSIONS
The lack of African American males becoming teachers has become a crisis faced by all teacher education programs in the United States. Although there have been successful recruitment gains through initiatives such as the Call Me Mister program, these models have not been widely implemented to provide a significant increase in African American male pre-service teachers. Teacher education programs must look towards major college athletic programs as a source for a steady supply of African American male students, but also for ideas on how to successfully recruit for greater teacher diversity.

A high quality diverse teaching force is absolutely necessary for the development of a student population that can grow to compete on the world stage. Teacher education programs cannot take a wait and see approach with teacher recruitment. These programs must develop more aggressive methods to attracting African American males for the teaching profession both from existing populations such as athletic departments and from prospective student pools such as high schools and community colleges. What this article has attempted to offer is hope and promise for addressing one of the most significant challenges in K-12 education.

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