

# **Discussions Regarding Strategies to Expand Diversity in the Board of Institutional Review August 2020**

## **Overview**

This item introduces the topic of diversity within the membership of the Board of Institutional Review.

## **Staff Recommendation**

Staff recommends that the information presented in this item be discussed and that the Committee on Accreditation (COA) offer its guidance and recommendations to staff.

## **Background**

During the June 2020 meeting of the Commission on Teacher Credentialing (Commission) there was a discussion among Commissioners concerning the ways in which the Commission can be more proactive on issues of social justice. As part of that discussion, questions were raised about what steps the Commission is taking to ensure that there is diversity within the membership of the Board of Institutional Reviewers (BIR). Commissioners would like to have a better understanding of the diversity of the current BIR membership and based on that information, take action to promote and improve diversity among BIR members.

## **Information about the BIR**

Commission staff maintains information on individuals in the Board of Institutional Review (BIR). The information is currently housed in a database and includes, among other things, basic profile information such as employer, job title, and area(s) of expertise related to credentialing. There are currently 570 individuals identified as active BIR members in the Commission's database. This number is not reflective of actual participating BIR member, however. Staff is in the process of contacting any individual who has not participated in accreditation activities since before the 2016-17 year to ask if they are still interested in participating. Those who are no longer interested will be identified as such. The 570 also does not include the 21 members who are on hiatus and hope to return after a designated break (typically a sabbatical or medical absence). Individuals identified as "On Hiatus" were recently contacted and their status updates, as appropriate.

Of the 570 individuals currently identified as active, representation by segment comes largely from approved Local Education Agencies (LEAs), followed closely by the private postsecondary institutions of higher education and the California State University system, respectively. There are also a fair number of members who identify as TK-12 practitioners (not formally affiliated with specific approved educator preparation program), and from the University of California system. Tables A and B below provide information on how the membership in the BIR correlates with impact of the segment the member represents.

Table A contains information on the number of BIR members by segment, those identified as TK-12 practitioners, Other, and Unspecified (those for which the Commission has no segment information), the number of approved institutions within each segment, and the number of active programs within each segment. Table B provides the same information in terms of percentage of representation per segment of BIR members.

**Table A**

<b>Segment</b>	<b># BIR Members from the Segment</b>	<b># Institutions offering Educator Preparation in the Segment</b>	<b># Active Programs offered by the Segment</b>
CSU	125	23	274
UC	22	9	50
Private Postsecondary	153	62	274
Approved LEA*	164	182	282
Community College	2	**	**
TK-12 Practitioner	79	**	**
Other	15	**	**
Unspecified	10	**	**
<b>Totals</b>	<b>570</b>	<b>276</b>	<b>880</b>

\*Includes Association of California School Administrators (ACSA)

\*\*These individuals are not affiliated with or working within an approved program.

**Table B**

<b>Segment</b>	<b>Percent of Total BIR Members from the Segment</b>	<b>Percent of Institutions per Segment</b>	<b>Percent of Active Programs per Segment</b>
CSU	21.9%	8.3%	31.1%
UC	3.8%	3.3%	5.7%
Private Postsecondary	26.8%	22.5%	31.1%
Approved LEA*	28.7%	65.9%	32.0%
Community College	0.4%	**	**
TK-12 Practitioner	13.8%	**	**
Other	2.6%	**	**
Unspecified	1.7%	**	**

\*Includes Association of California School Administrators (ACSA)

\*\*These individuals are not affiliated with or working within an approved program.

The database also houses information on the credential area(s) of expertise for each BIR member. Many BIR members have two or more areas of expertise. As illustrated in Table C below, Multiple Subject and Single Subject have the greatest representation within the BIR. These are followed closely by Administrative Services, Teacher Induction, and Education Specialist Mild/Moderate (Mild/Mod) and Moderate/Severe (Mod/Severe) Disabilities. There are 60 active BIR members with one or more areas of Pupil Personnel Services (PPS) expertise.

School Counseling expertise is the greatest; about half have School Psychology expertise and fewer have School Social Work. All other subject areas are represented but in much smaller numbers.

**Table C**

<b>Credential Area</b>	<b># BIR Members with Expertise</b>	<b>% of BIR Members with Expertise</b>	<b># Approved Programs</b>
Multiple Subject	276	48.4%	91
Single Subject	227	38.8%	87
Administrative Services	186	32.6%	86
Teacher Induction	178	31.2%	173
Ed Sp: Mild/Mod	131	22.9%	68
Ed Sp: Mod/Severe	88	15.4%	46
Pupil Personnel Services	60	10.5%	41

Information on BIR membership by region cannot easily be analyzed using the current database but in general, the regional representation in the BIR tracks closely with the state’s own population density. The greatest number of BIR members are from Southern California and the Central Valley and then Northern California.

The Commission does not currently request or maintain gender or ethnicity information from BIR applicants or members. As such, there is currently no valid method of assessing how well BIR membership represents the gender, racial, and ethnic diversity of California’s population. Staff plans to begin collecting this information from current and future BIR members.

**Improving Participation of Diverse Educators in the Work of Accreditation**

At the Commission’s June 2020 meeting Commissioners expressed strong interest in ensuring that it is placing appropriate emphasis on improving inclusion of under-represented individuals in its work. To support this, staff is planning to send a voluntary survey to all active BIR members to request information on their gender identification, sexual orientation, and ethnicity. This will provide the information needed to better understand the diversity of the current BIR.

Even without a full understanding of the current diversity of the BIR, improvements could be made to the method by which BIR members are recruited. Since the implementation of the “strengthened and streamlined” accreditation system in 2016, recruitment of potential BIR members has occurred in large part by means of the annual survey that goes out in late spring/early summer to capture individuals who are interested in participating as reviewers of Program Review submissions each fall. As a strategy for strengthening the system, participation in Program Review is now considered the first step in becoming a fully trained BIR member; the second step is participation in a two-day training session. At no time during this process has recruitment been targeted toward any demographic segment. Suggestions from the Committee

on Accreditation (COA) would help to guide the work to ensure that the Commission has a large and diverse BIR pool from which to staff accreditation activities.

**Staff Recommendation**

That the COA discuss the issue of diversity within the BIR and offer suggestions for strategies to increase participation of underrepresented groups in the BIR.

**Next Steps**

After COA discussion, staff can follow up on any strategies that members have offered to increase the diversity of the BIR. Staff would return with a future item to discuss the result of these actions, any findings and/or seek feedback on additional solutions.