

April 6, 2016

TO: The Board of Trustees of the University of Oregon

FR: Angela Wilhelms, Secretary

RE: Notice of Academic and Student Affairs Committee Meeting

The Academic and Student Affairs Committee of the Board of Trustees of the University of Oregon will hold a meeting on the date and at the location set forth below. The topic of this meeting will be a report from the College of Education regarding the institutional plan for recruitment, selection, retention and graduation of diverse educators, pursuant to ORS 342.447.

The meeting will occur as follows:

Wednesday, April 13, 2016 at 2:30 pm
HEDCO Education Building, Room 240*

The HEDCO Education Building is located at 1655 Alder Street, Eugene, Oregon. If special accommodations are required, please contact Amanda Hatch at (541) 346-3013 at least 72 hours in advance.

**This is a telephonic meeting of the Board. The physical location is available for members of the public to listen to the proceedings.*

BOARD OF TRUSTEES

6227 University of Oregon, Eugene OR 97403-1266 T (541) 346-3166 trustees.uoregon.edu

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2:30 PM PST

PUBLIC MEETING – HEDCO EDUCATION BUILDING, ROOM 240*

– Roll call and verification of a quorum

- 1. Report: Educator Equity in Teacher Preparation: Institutional Plan**, *College of Education Dean Randy Kamphaus, Assistant Dean Krista Chronister, and Director of Institutional Assessment (College of Education) Julie Wren*

Adjournment

**This is a telephonic meeting of the Board. The physical location is available for members of the public to listen to the proceedings.*

In 2015, the Oregon Legislature passed House Bill 3375 which established that “the goal of the state is that the percentage of diverse educators employed by a school district or an education service district reflects the percentage of diverse students in the public schools of this state or the percentage of diverse students in the district.”¹

Further, the bill amended ORS 342.447(1), stipulating that the “Higher Education Coordinating Commission [HECC] shall require each public teacher education program in [Oregon] to prepare a plan with specific goals, strategies and deadlines for the recruitment, admission, retention and graduation of diverse educators to accomplish the goal described in 342.437.” (Emphasis added.)²

The University of Oregon has a public teacher education program and is thus subject to this requirement. The College of Education (COE) has developed the University of Oregon’s institutional plan as required. It is attached for your review prior to the meeting.

Part of the process for developing and submitting these plans is a review by the governing board for “adequacy and feasibility”, per ORS 342.447. The HECC has requested that this review take place prior to submission. The Academic and Student Affairs Committee is the proper committee to conduct such a review on behalf of the Board of Trustees.

At this meeting—which is of course open to all members of the governing board and to the public—Randy Kamphaus, dean of the College of Education, will walk trustees through the COE’s report and institutional plan so that trustees can review and assess the plan’s adequacy and feasibility.

Joining Dean Kamphaus will be Krista Chronister, associate professor and assistant dean for equity and inclusion, and Julie Wren, director of institutional assessment.

¹ This language is codified in ORS 342.437(1).

² Pursuant to ORS 342.447(3), the HECC provided guidance to institutions, which can be found in the attached Exhibit A. Accompanying that guidance was a letter from the HECC to the University, attached as Exhibit B.

EXHIBIT A

Educator Equity in Teacher Preparation: Institutional Plans 2015-2016

Introduction and Background

HB 3375 Section 6 amends ORS 342.447 to read:

1. **The Higher Education Coordinating Commission shall require** each public teacher education program in this state to prepare a plan with specific goals, strategies, deadlines for the recruitment, admission, retention and graduation of diverse educators to accomplish the goal described in ORS 342.437.

“The goal of the state is that the percentage of diverse educators employed by a school district or an education service district should reflect the percentage of diverse students in the public schools of this state or the percentage of diverse students in the district” (ORS 342.437 as amended by HB 3375, Section 3, 2015).

2. **The commission shall review** the plans for adequacy and feasibility with the governing board of each public university with a teacher education program and, after necessary revisions are made, shall adopt the plans.
3. **The commission shall provide** guidance on:
 - a. The contents of the plans
 - b. The initial and biennial review process, including timetables for revising plans; and
 - c. The other matters necessary for carrying out the provisions of ORS 342.433 to 342.449 and 351.077.

Guidance on Content of the Plans

The plans should include the following 3 major areas, but are expected to differ in scope and nature as the six participating institutions differ and will develop the plans based on faculty and campus inputs and ideas that make sense locally.

Part 1. Identify specific measurable goals for increasing the preparation and retention of diverse educators. Goals should be specific and relate to the overall goal that the diversity in the educator population reflect the diversity in the student population. These may be and are not limited to:

- **Pre-college and recruitment of potential candidates** (e.g. connections with community based organizations, cadet programs, grow your own partnerships, paid internships, etc.)
- **Application processes and supports**, (e.g. examination of policies for bias, culturally responsive interview protocols, use of navigators, seminars, advising sessions, etc.)
- **Selection criteria and admission yields** (e.g. examination of selection criteria incentives, scholarships, personal relationships, work study, etc.)
- **Retention efforts** (e.g. examination of year to year retention data, advising and academic supports, early response systems, peer tutors/mentors, completion incentives, etc.)

- **Financial supports** (e.g. fellowships, work study, summer internships, school/university scholarships, promotion of Loan Forgiveness and TEACH grants)
- **Curriculum and clinical experiences** (e.g. culturally responsive curriculum enhancements, language immersion experiences, district partnerships or designated clinical sites, placements in highly diverse schools, paid internships, support for attendance at workshops or sponsored events such as Teaching with Purpose, equity workshops)
- **Networking opportunities** (e.g. resume workshops, school district interview guarantees, first right for job offerings, job fairs, mentorships, etc.)
- **Staff and faculty recruitment, retention, and engagement** (e.g. professional development, recruitment of more culturally and linguistically diverse faculty)
- **Procedures for implementing, monitoring, and evaluating plan**

The expression of these components as goals should include both qualitative and quantitative data and information so that progress can be measured in the annual educator equity reports.

Part 2. Identify and describe strategies to impact progress towards the goals described in part 1. Specifically it is recommended that the description include:

- Who is responsible for the implantation of each area? May include responsibilities for individuals or offices external to the education school such as Financial Aid, Advising Office, Student Diversity Clubs, Provost's Office, Advancement Office, etc.).
- Are there dedicated funds and sources of money for the efforts described in part 1?
- Identify barriers, root causes, reflections and proposed solutions.
- Draw connections with other campus wide and/or regional or statewide initiatives that overlap or are connected to the desired outcomes.
- How was your plan developed and how will that process contribute to the successful implementation of the strategies?

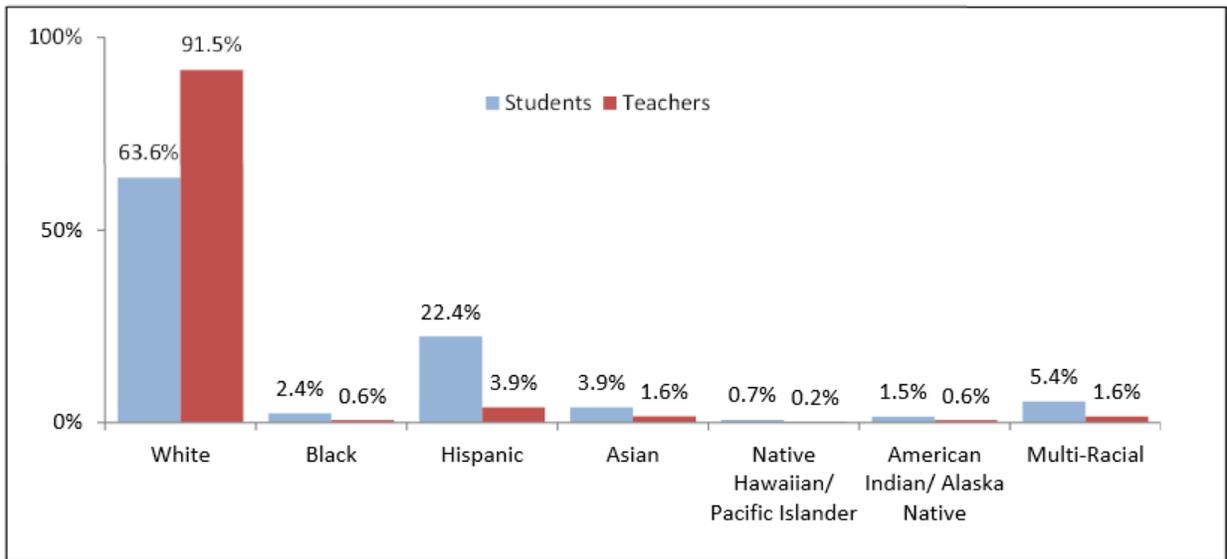
Part 3. Reference deadlines and summarize the timeline along which the strategies will be implemented, the progress expected, the impact measured, and the plans reviewed and improved continuously.

Talk about long term and short term outcomes, sequences, and places where the impact will be able to be seen.

If certain areas are prioritized in your plan, and other areas not so much, explain how those priorities were developed. The plans should encompass all educator preparation programs offered by the university. Describe if some areas of educator preparation are prioritized over others.

In order to use common metrics across the state for tracking the number of enrollees and programs completers from teacher and administrator programs, institutions are requested to work from data provided annual via the Oregon Educator Equity Report. Starting in 2016, enrollees will be calculated via an annual March snapshot of LiveScan, the new TSPC system required by TSPC for all enrolled candidates in teacher and administrator programs. C2 data from TSPC are used to report program completers.

Figure 2: Race and Ethnicity of Students and Teachers, 2014-15



Source: Fall Membership and Staff Position Collections. Note: Multi-Racial does not include students or staff who reported Hispanic Ethnicity – they are all reported under Hispanic. See <http://www.ode.state.or.us/news/announcements/announcement.aspx?=4630> for more information.

The teacher education programs in our state are a critical link in achieving this goal over time.

Definitions

“Diverse” means culturally or linguistically diverse characteristics of a person, including:

- (a) Origins in any of the black racial groups of Africa but is not Hispanic;
- (b) Hispanic culture or origin, regardless of race;
- (c) Origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands;
- (d) Origins in any of the original peoples of North America, including American Indians or Alaskan Natives; or
- (e) A first language that is not English.

“Educator” means a teacher, *school counselor*, or an administrator (includes principal, assistant principal, superintendent, and assistant superintendent).

Table 9: 2010/11 – 2013/14 Oregon Public Teacher Program Completers by Ethnicity

| | | White | American Indian/AK Native | Asian | Black African American | Hispanic/Latino | Native Hawaiian Pacific Islander | Two or More Races | Other or Not Specified | % Minority (Non-White) |
|----------------------------|---------|-------|---------------------------|-------|------------------------|-----------------|----------------------------------|-------------------|------------------------|------------------------|
| Eastern Oregon University | 2011/12 | 81 | 0 | 0 | 0 | 3 | 1 | 3 | 5 | 7.5% |
| | 2012/13 | 73 | 1 | 0 | 1 | 5 | 0 | 0 | 12 | 7.6% |
| | 2013/14 | 82 | 0 | 0 | 0 | 3 | 0 | 4 | 4 | 7.5% |
| Oregon State University | 2011/12 | 111 | 2 | 3 | 0 | 3 | 2 | 1 | 3 | 8.8% |
| | 2012/13 | 102 | 1 | 2 | 0 | 5 | 0 | 4 | 4 | 10.2% |
| | 2013-14 | 116 | 1 | 2 | 0 | 3 | 2 | 1 | 2 | 7.1% |
| Portland State University | 2011/12 | 170 | 2 | 12 | 6 | 9 | 0 | 3 | 11 | 15% |
| | 2012/13 | 167 | 3 | 10 | 6 | 19 | 1 | 18 | 11 | 24.2% |
| | 2013/14 | 126 | 2 | 11 | 3 | 11 | 1 | 3 | 12 | 18.3% |
| Southern Oregon University | 2011/12 | 78 | 0 | 1 | 0 | 5 | 0 | 4 | 7 | 10.5% |
| | 2012/13 | 95 | 1 | 2 | 0 | 2 | 2 | 1 | 5 | 7.4% |
| | 2013/14 | 73 | 0 | 4 | 1 | 3 | 0 | 1 | 5 | 10.3% |
| University of Oregon | 2011/12 | 87 | 3 | 8 | 0 | 5 | 1 | 7 | 9 | 20% |
| | 2012/13 | 86 | 2 | 8 | 0 | 5 | 0 | 5 | 5 | 18% |
| | 2013/14 | 108 | 5 | 8 | 2 | 3 | 0 | 4 | 11 | 15.6% |
| Western Oregon University | 2011/12 | 155 | 2 | 6 | 0 | 9 | 0 | 3 | 3 | 11.1% |
| | 2012/13 | 142 | 2 | 1 | 0 | 9 | 0 | 4 | 13 | 9.3% |
| | 2013/14 | 124 | 0 | 1 | 0 | 4 | 1 | 2 | 3 | 6.0% |

Source: Compiled by Oregon Teacher Standards and Practices Commission staff June 2015 using C2 data.

Note: Candidates who failed to specify their racial identity or who marked "Other" are reported separately and not included in tally of non-white candidates even though some may have been racially diverse

Table 11: 2010/11 – 2013/14 Oregon Public Administrator Program Completers by Ethnicity

| | | White | American Indian/ AK Native | Asian | Black African American | Hispanic Latino | Native Hawaiian/ Pacific Islander | Multi-Ethnic | Other or Not Specified | % Minority (Non-White) |
|----------------------------|---------|-------|----------------------------|-------|------------------------|-----------------|-----------------------------------|--------------|------------------------|------------------------|
| Portland State University | 2011/12 | 64 | 0 | 2 | 3 | 2 | 0 | 1 | 2 | 10.8% |
| | 2012/13 | 43 | 2 | 3 | 3 | 2 | 0 | 1 | 2 | 19.6% |
| | 2013/14 | 61 | 1 | 1 | 3 | 7 | 0 | 2 | 4 | 18.6% |
| Southern Oregon University | 2011/12 | 14 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 6.2% |
| | 2012/13 | 19 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 9.5% |
| | 2013/14 | 14 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 12.5% |
| University of Oregon | 2011/12 | 37 | 0 | 1 | 1 | 2 | 0 | 1 | 1 | 11.6% |
| | 2012/13 | 25 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 4% |
| | 2013/14 | 36 | 0 | 0 | 1 | 4 | 0 | 0 | 3 | 12.1% |

Source: Compiled by the Oregon Teacher Standards and Practices Commission June 2015.

Note: The percentage of minority or non-white candidates is calculated on the total number of candidates that includes those who declined to self-identify.

Deadlines: The initial plans are to be developed during the 2015 – 2016 academic year, between September and February. In March and April the plans will be approved by institutional boards, in April and May, by the Higher education Coordinating Commission Sub-Committee for Student Success and Institutional Collaboration. The Full HECC commission will review and adopt the final plans at the meeting on June 9, 2016.

Staff Contacts

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October 30, 2015

Michael Schill
President
University of Oregon
1226 University of Oregon
Eugene, OR 97403

Re: HB 3375 (2015) and Preparation of Diverse Educators

Dear President Schill,

Oregon's recently-revised Educator Equity Act (ORS 342.433 to 342.449) declares that "the goal of the state is that the percentage of diverse educators employed by a school district or an education service district should reflect the percentage of diverse students in the public schools of this state or the percentage of diverse students in the district" (ORS 342.437 as amended by HB 3375, Section 3, 2015). The teacher education programs in our state are a critical link in achieving this goal.

Pursuant to ORS 342.447, Oregon's six public education schools and colleges are required on a biennial basis to prepare written plans that detail the recruitment, selection, retention, and graduation of diverse educators (HB 3375, Section 6, 2015). The six institutions providing plans are: Eastern Oregon University, Oregon State University, Portland State University, Southern Oregon University, University of Oregon, and Western Oregon University. The HECC shall "review the plans for adequacy and feasibility with the governing board of each public university with a teacher education program and, after necessary revisions are made, shall adopt the plans."

In addition, ORS 342.437 requires the HECC to provide guidance to universities on the process for institutional and HECC review, revision, and approval of the plans. To that end, we request that during the 2015-2016 academic year you arrange for your institutional governing Board to conduct a review of the draft plan for "adequacy and feasibility." Following that initial review by your board, the plan should be submitted to the HECC for review and approval or requests for revision.

We appreciate your taking the time for a thoughtful review and, where needed, engaging in meaningful dialogue with your school of education around the paramount issue of educator equity.

Sincerely,

Ben Cannon
Executive Director

cc: Randy Kamphaus, Dean, College of Education, UO

Dr. Randy Kamphaus, Dean



Professor Randy Kamphaus, Dean of the College of Education at the University of Oregon, is a leading researcher on clinical test development, child psychodiagnostics, and classification methods. He is co-author of the Behavioral Assessment System for Children (BASC; with Professor Cecil Reynolds from Texas A & M University), Behavioral and Emotional Screening System (BESS; also with Professor Reynolds), BASC Intervention Guide (with Professors Reynolds, and Kimberly Vannest also of Texas A & M), among several other measures, methods, software, and other tools that are intended to enhance the work of special educators, educational and school psychologists, clinical psychologists, and developmental pediatricians, among other practitioners. Before coming to the University of Oregon, Dean Kamphaus spent most of his career on the faculty of the University of Georgia, having served as a distinguished research professor, department head, clinic director and an academic program coordinator, among other roles. He subsequently served as dean of the College of Education at Georgia State University in Atlanta. During his almost two-year tenure at the University of Oregon, Randy has implemented a variety of new college-level programming to promote the university's renewed agenda of excellence. In 2015, the college created the college's Office of Equity and Inclusion, headed by Assistant Dean for Equity and Inclusion, Krista Chronister, to provide real-time, responsive support for the specific needs of underrepresented students in the college. In addition, the dean has spearheaded the recruitment and hiring of 10 new tenure-track faculty in critical STEM areas such as Science, Mathematics, as well as dual Language Learning to invigorate the scholarly research opportunities for faculty and students in the college.

Dr. Krista Chronister



Dr. Krista Chronister has been a faculty member in the University of Oregon Counseling Psychology doctoral program since 2003. Krista has been working with adult survivors of partner violence and their families since 1996. Over the course of her career in the field, Krista has retained a consistent focus on issues related to educational access, vocational development, partner violence prevention, and equity and inclusion in higher education. Based on these interests, Krista has devoted a significant amount of her career to identifying how counseling psychologists can meet the needs of those communities most at risk for violence and foster their well-being. Krista's current line of scholarship has been the examination of the impact of intimate partner violence on the health and vocational development of girls and women, and the development of community-based preventive interventions to address that impact. Among other tools, Krista is co-

developer of ACCESS [www.access-dv.org], a selected preventive intervention designed to address women's mental health, trauma healing, and vocational needs simultaneously in an effort to lower rates of violence revictimization and increase vocational persistence and economic stability over time.

Julie Wren

Julie Wren is the Director of Institutional Assessment (DIA) in the College of Education. As the DIA, Julie manages the college-level data and reporting efforts. Additionally, she oversees the data collection efforts related to the college's accreditation efforts. She is completing her doctorate degree in Research Methodology with a Quantitative Emphasis at Loyola University Chicago. Prior to joining the College of Education at the University of Oregon, Julie was the Associate Director of Institutional Research at the University of Illinois at Chicago.

Educator Equity in Teacher Preparation: Institutional Plan

A Plan to Recruit, Retain, and Graduate Minority Educators

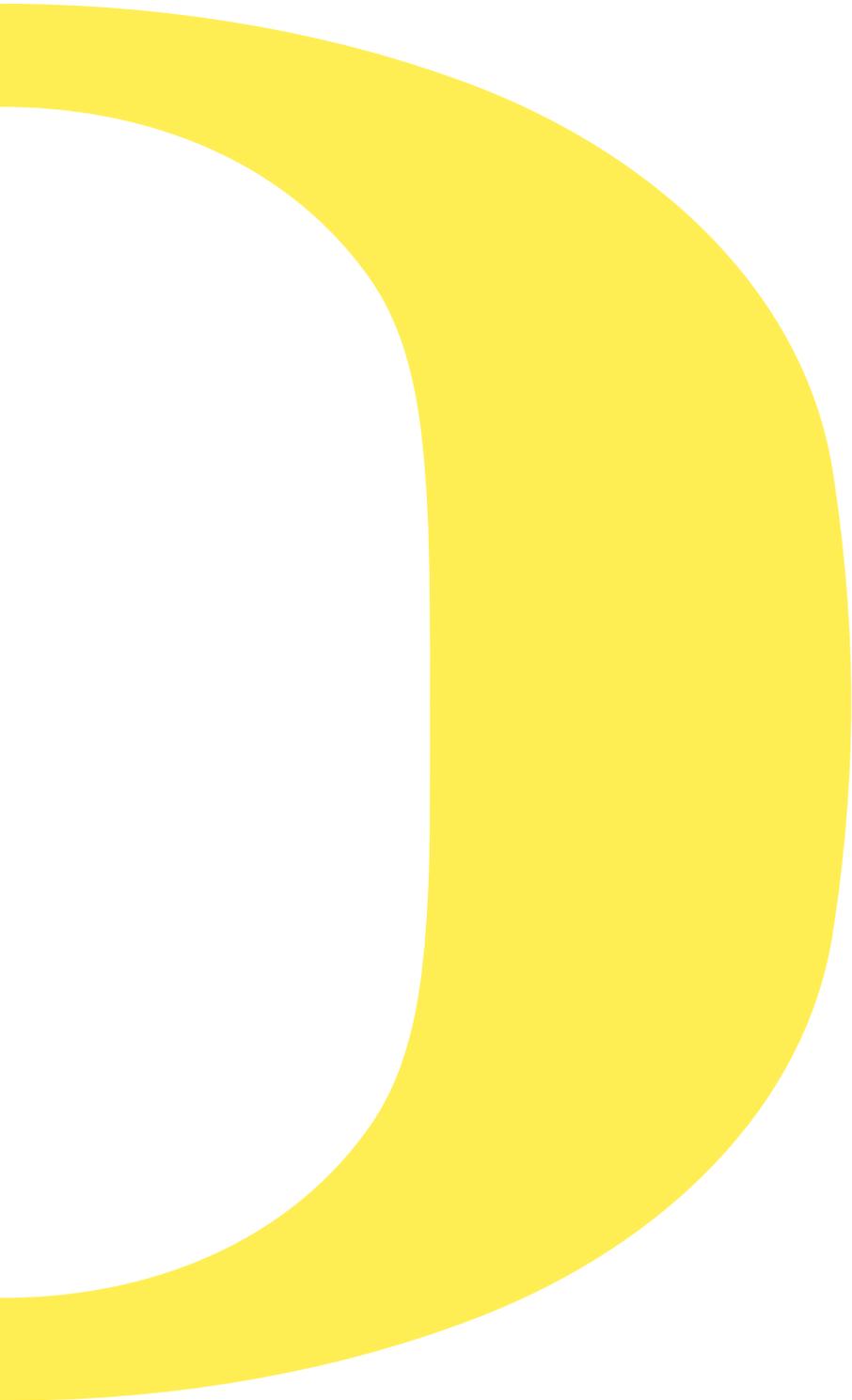
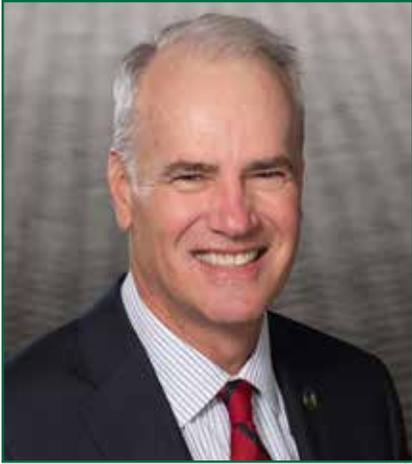


Table of Contents

| | |
|--|----|
| Introduction | 1 |
| Institutional Commitment | 2 |
| Planning Process | 2 |
| Key Objectives | 2 |
| Current Student Enrollment in the COE | 3 |
| Objective 1 | 6 |
| Objective 2 | 8 |
| Objective 3 | 9 |
| Objective 4 | 10 |
| Objective 5 | 11 |
| Objective 6 | 13 |
| Objective 7 | 15 |
| Objective 8 | 16 |
| Objective 9 | 18 |
| COE Resources Committed to Diversity, Equity and Inclusion Efforts | 19 |
| References | 21 |





Randy Kamphaus
Dean, College of Education

Introduction

The College of Education (COE) is united in its mission, “Making educational and social systems work for all.” We are a community of intellectual leaders that generates new knowledge and innovative practices that inspire our students to help their communities resolve pernicious social problems. One of the most robust solutions to many of our social problems is insuring that all children have access to the highest quality education and are nurtured to achieve their full potential and work for the greater good.^{1,2} We are eager to accept the responsibility as intellectual leaders to build educational and social systems that respond to, and maximize, the diverse knowledge, skills, and potential of all students and that promote positive, enduring, and empirically verified change in the lives of all children and our state, national, and global communities.

The diverse representation of exceptional educators in our K-12 schools, who are culturally responsive, is essential to promoting equity and access of opportunity for all children via education.^{3,4} Educators from underrepresented groups are uniquely positioned to promote structural, curricular, and interactional diversity, equity, and inclusion within our K-12 schools and institutions of higher education. Scholars from numerous disciplines have documented the benefits of institutional diversity,^{6,7} and education is no exception. Enhanced diversity improves all students’ intellectual and academic skill development; academic and cognitive performance; intellectual flexibility, engagement, and motivation; retention and graduation rates; and cross-cultural understanding, engagement, and competence.⁸⁻¹⁰

Based on the promise of the existing data and our shared value as a community for increasing the representation of ethnic, racial, and linguistic minority educators in our K-12 schools, this institutional plan outlines strategies that we will use to not only increase the recruitment, retention, and graduation of underrepresented educator preparation students, but also produce research that identifies the factors and mechanisms that optimize our institutional capacity to train exemplary educational leaders.

Institutional Commitment

In 2015, University of Oregon President Michael Schill announced three institutional priorities: build our tenure-related faculty and promote academic research; ensure affordable and accessible education; and offer a rich and high-caliber educational experience. Diversity, equity, and inclusion are woven into each of these priorities. These University of Oregon institutional priorities are aligned with the state's commitment to equality for the diverse peoples of Oregon and the goal of the state, "that the percentage of diverse educators employed by a school district or an education service district reflects the percentage of diverse students in the public schools of this state or the percentage of diverse students in the district" (ORS 342.437 as amended by HB 3375, Section 3, 2015). Our institutional efforts to increase our recruitment, retention, and graduation of the most excellent educators from underrepresented backgrounds, therefore, will be directed to building our faculty and staff excellence; improving educational access; and augmenting students' educational experiences during their tenure in the COE.

Planning Process

Our work to create this institutional plan began in September 2015. The plan is a living document that is the result of seven months of research, data gathering, conversations, and meetings. The Dean and Assistant Dean for Equity and Inclusion convened meetings and individual conversations with COE administrators, faculty, staff, students, and governance committees including, but not limited to, the dean's leadership team, the dean's faculty advisory committee, college department heads, college consortium, the dean's student advisory board, and the college student diversity affairs committee. In addition, local and state school district administrators and teachers assisted with the development of this plan. The focus of these ongoing discussions was on identifying our current institutional strengths, resources, weaknesses, and missed opportunities in educator preparation; creating institutional objectives and strategies to optimize our capital and reduce our deficits; identifying responsible stakeholders and feasible timelines; and developing an assessment strategy and research agenda to measure pertinent processes and outcomes that we will use to increase the ethnic, racial, and linguistic representation of our educator preparation student population.

During the institutional planning process, we also used state reports on the status of educator training in Oregon^{11,12}; research on key national trends in post-secondary enrollment and diversity in higher education^{6-10,13}; student, staff, and faculty data collected by the University of Oregon Institutional Research; and student survey data collected by the University of Oregon Graduate School and our COE. All of these data sources informed the development of the key objectives and strategies that comprise this institutional plan.

Key Objectives

The overarching aim of this institutional plan is to increase the number of racial/ethnic minority students, and students for whom English is not a first language, who are admitted, enroll, and graduate from our COE educator preparation programs and serve as educational leaders who make a significant impact in our schools, communities, and discipline. To achieve this aim, we will pursue nine key objectives:

1. Develop innovative assessments and conduct original research to elucidate the contextual factors and mechanisms that advance the recruitment, graduation, and educational impact of educator preparation students from underrepresented cultural and linguistic groups
2. Increase and expand our educator degree options and courses
3. Improve students' transition into and graduation from our degree programs
4. Increase the number of college preparatory classes we offer in Oregon high schools with predominantly African American, Latino, and Native American/American Indian students
5. Hire, retain, and advance more faculty and staff from underrepresented groups
6. Enhance faculty and Graduate Teaching Fellow instruction
7. Enhance language diversity educator preparation
8. Enrich students' engagement in our academic community
9. Strengthen our Native American/American Indian educator preparation training

Current Student Enrollment in the COE

We are honored that our efforts to recruit more graduate students of color and first generation college students have been recognized and rewarded institutionally. There are 22 PhD programs at the UO ranked in the top 20 in the US according to Academic Analytics data, six of which are housed in the COE. The UO Graduate School also awarded nine doctoral fellowships to three of our educator preparation graduate programs to recruit our top graduate candidates from underrepresented backgrounds. These UO Graduate School fellowships are awarded annually based on assessment of graduate programs on the following metrics: degree completion rate, time-to-degree, admission selectivity, percentage of students enrolled, demographic diversity of program, GRE scores, and program quality. Our educator preparation graduate programs will continue to improve along each of these metrics to recruit the most exceptional educator preparation students from underrepresented backgrounds.

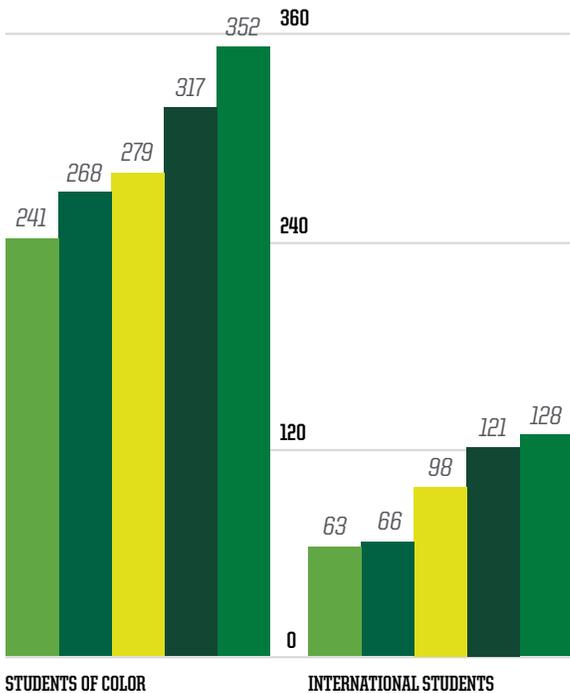
STUDENT ENROLLMENT STATISTICS ACADEMIC YEARS 2010-2011 THROUGH 2014-2015



Source: UO Office of Institutional Research—fall term fourth-week data.

ir.uoregon.edu/detailenroll

DIVERSITY



CLASS LEVEL

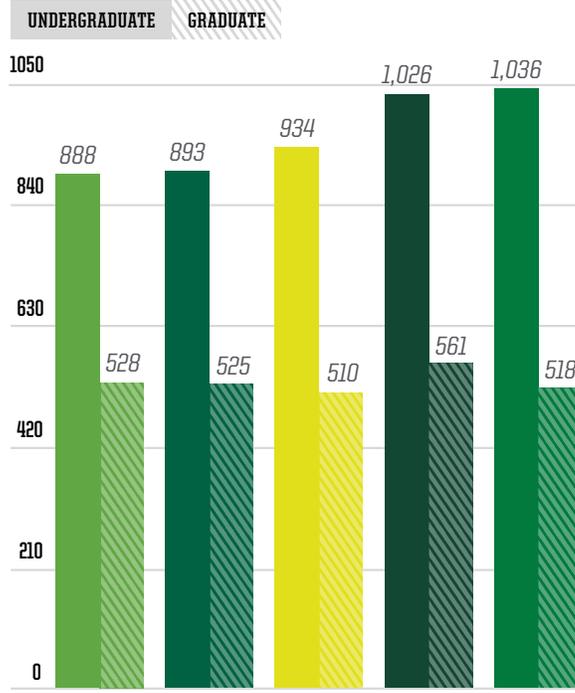


Figure 1 shows our COE undergraduate and graduate enrollment trends from 2005-2015. These data show that we need to redouble our efforts to increase student enrollment in our educator preparation graduate programs, including increasing our enrollment capacities and conversion of our undergraduate majors to our graduate programs.

Figure 1. Trends in COE enrollment

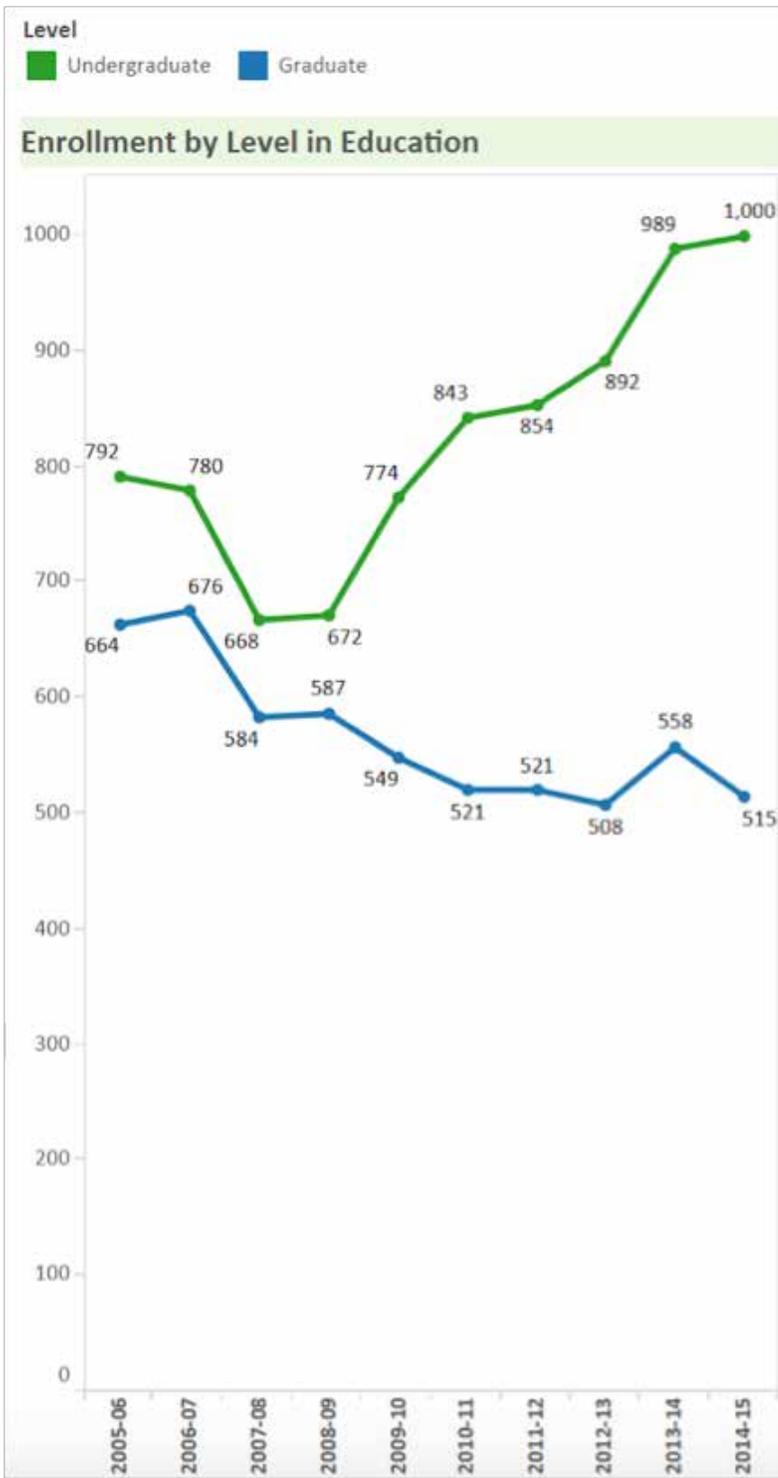


Figure 2 shows trends in COE student enrollment by race from fall 2005 to fall 2015. **Figure 3** details student enrollment by international student status. **Figure 4** shows trends in COE student enrollment by Pell Grant eligibility. These data show that the COE has consistently improved during the past 10 years at enrolling more undergraduate students of color, and more recently we have improved our efforts to matriculate graduate students of color. These data also show that we have made more consistent improvements in admitting students who are eligible for Pell Grants and that we must direct greater attention to becoming a global leader in educator training, and reversing the downward trend in enrollment of international students is an essential step toward such leadership.

Figure 2. COE enrollment trends by race from fall 2005 to fall 2015.

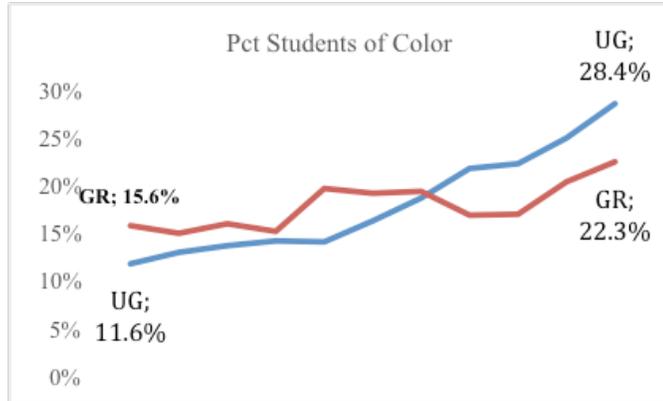


Figure 3 COE enrollment trends by international student status from fall 2005 to fall 2015

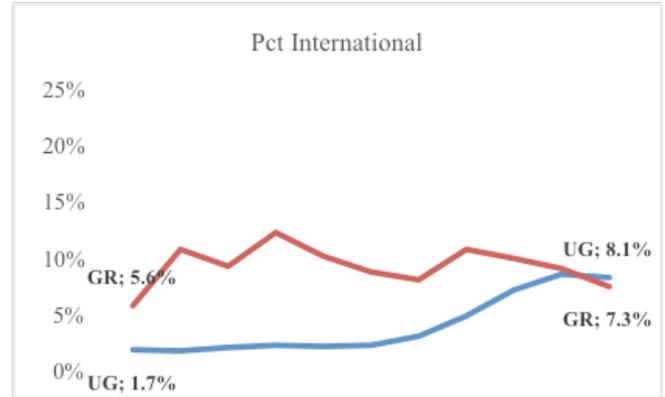


Figure 4. COE enrollment by race from Fall 2005 to Fall 2014.

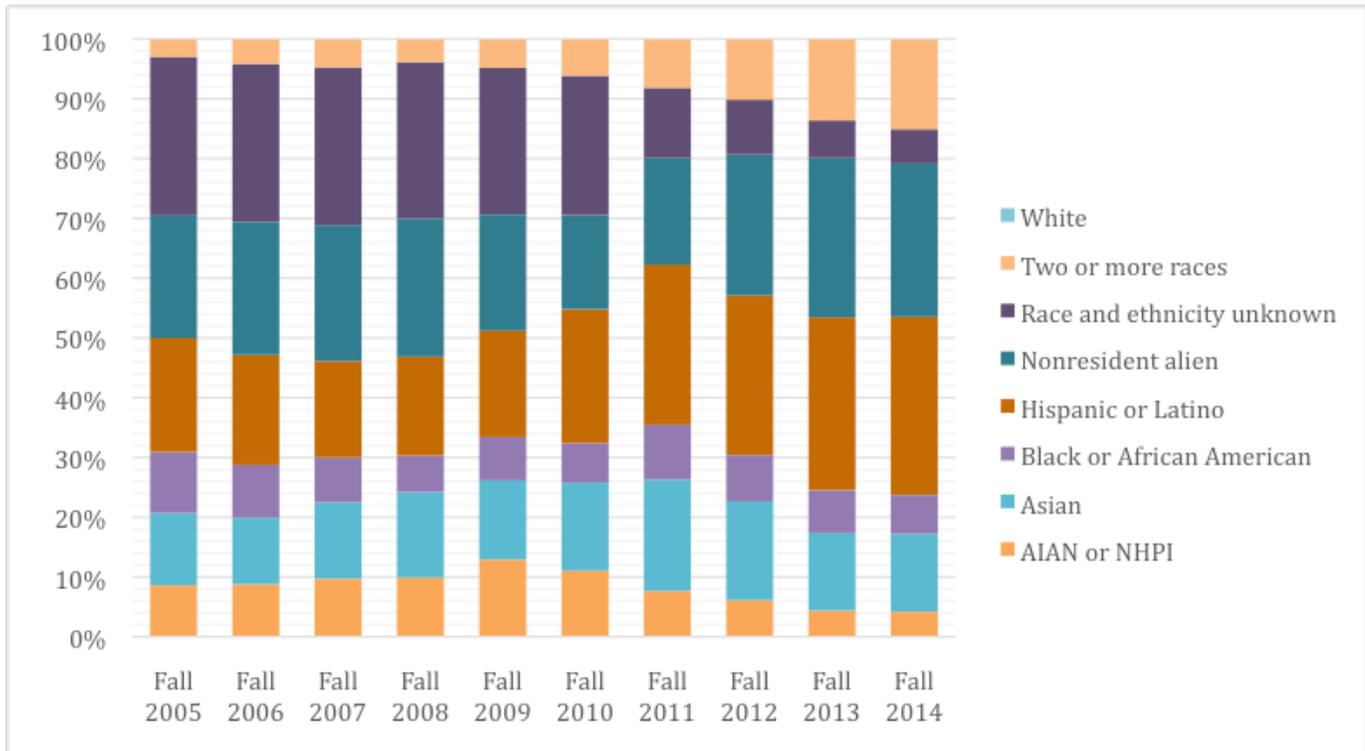
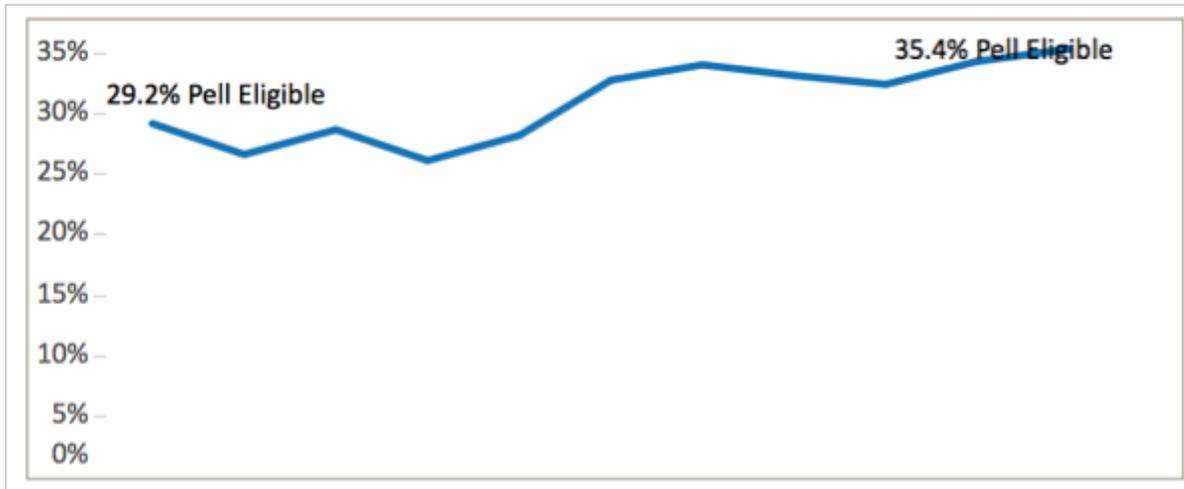


Figure 5. COE enrollment trends by student Pell Grant eligibility from fall 2005 to fall 2015.



Objective 1: Develop innovative assessments and conduct original research to identify the contextual factors and mechanisms that advance the recruitment, graduation, and educational impact of educator preparation students from underrepresented cultural and linguistic groups

Scholars from across numerous disciplines, to date, have focused their scientific inquiry on three primary dimensions of institutional diversity; structural, curricular, and interactional.⁷ Structural diversity is most often defined as the representation of minority individuals in the institution and/or students’ contact with minority individuals. Although structural diversity is not sufficient to increase students’ academic performance and persistence, it is considered by most scholars as a necessary factor.⁸⁻¹⁰ A second dimension of institutional diversity is curricular diversity, a particular focus in educator preparation. Curricular diversity includes curricula and academic programming that students can access and that aid in their learning about diverse cultures and cultural approaches to education (e.g., culturally responsive pedagogy⁴). The third diversity dimension is interactional diversity, which captures the quantity and quality of encounters that students have with diverse groups and individuals in their educational context.

The majority of institutional efforts to increase student diversity, to date, have focused on identifying effective recruitment and retention practices. Substantially less education research has been published more recently to provide an analysis of what institutional conditions and practices—implemented at which time points, and with which students—are effective for improving the recruitment, retention, and graduation of students from underrepresented backgrounds. Our objective is to use our institutional growth and focus on minority educator student recruitment and graduation to address some of these scientific gaps.

| STRATEGY | IMPACT EVALUATION AND TIMELINE | RESPONSIBLE STAKEHOLDERS |
|---|--|--|
| <p>1. Identify individual and institutional factors and processes/mechanisms that promote and hinder students’ enrollment (yield rates), academic progress, graduation, and impact.</p> | <ul style="list-style-type: none"> • Complete analyses of the past 10 years of institutional procedures and student retention/ progression/ graduation (RPG) data in 2016-17 to identify targets of change to improve RPG rates. • Produce two research manuscripts detailing the knowledge we gain and the effectiveness of our efforts to improve RPG rates. | <ul style="list-style-type: none"> • Dean, Director of Institutional Assessment, Institutional Research, dean’s leadership team |

STRATEGY

2. Coordinate with relevant university units to streamline and improve our current assessments of course quality and student performance, satisfaction, and educational experiences.
3. Review all key program assessments of student learning and performance for bias.
4. Create an assessment of students' perceptions of structural, curricular, and interactional diversity in the College of Education.
5. Assess the monetary and non-monetary returns to students, our COE, and our local and regional communities as progress toward the identified institutional objectives is made.
6. Develop a system to track all completed student assessments over time and to facilitate streamlined analysis of individual student growth and program cohort trends.
7. Launch a new, comprehensive assessment of graduates' educational and career development and outcomes as well as professional impact.

IMPACT EVALUATION AND TIMELINE

- Reduce redundancies and gaps in current institutional assessments and make targeted changes as recommended by representatives from the COE, Graduate School, and Institutional Research in 2016-17.
- All key program assessments will have been reviewed and improvements made in 2016-17.
- Develop and pilot in 2016-17 an assessment of students' perceptions of structural, curricular, and interactional diversity in the COE.
- Produce two scholarly manuscripts regarding assessment construction and empirical findings on the relationships between students' diversity perceptions, educational experiences, learning, and academic performance.
- Produce an extensive list of monetary and non-monetary returns and reliable methods for tracking these returns starting in 2016-17.
- Maximize current assessment software and digital learning programming to track and analyze key student learning and performance outcomes over time.
- Collaborate across programs and university units to identify key graduate outcomes and impact indices to measure over time.

RESPONSIBLE STAKEHOLDERS

- College Director of Institutional Assessment, Graduate School, Institutional Research
- Dean, Assistant Dean for Equity and Inclusion, Director of Institutional Assessment
- Dean, Assistant Dean for Equity and Inclusion, Director of Institutional Assessment, Institutional Research
- Dean, college development staff, department heads, program directors
- Director of Institutional Assessment, Institutional Research, ObaVerse
- Director of Institutional Assessment, Graduate School, program directors, Career Center

Objective 2: Increase and expand our educator degree options and courses

We expect that by increasing and expanding our degree program options and course content as well as the modalities, times, and locations of courses, we will increase educational access for students and the quality of their educational experience. We will pay particular attention to offering degree options that do not extend students' academic timelines and financial burden significantly, if at all.

STRATEGY

1. Pursue funding to advance large cohorts of underrepresented students through our educator preparation degree programs.
2. Increase curricular collaborations among COE academic units to provide comprehensive, culturally responsive educator training.
3. Develop partnerships with other University of Oregon academic units (e.g., Law School, Business School, Disability Studies) to offer new, and expand current, undergraduate and graduate conjoint academic programs (i.e., degrees, specializations, certifications, concentrations) and courses.
4. Offer new degree programs, courses, and professional development opportunities in Portland to enhance current students' training and provide alumni with professional development units.
5. Develop new course modalities and offer more course times (i.e., online, hybrid).
6. Offer multiple admissions deadlines for educator degree programs to meet and expand enrollment capacity.
7. Reduce current degree program course loads to provide students with flexibility to complete conjoint academic programs and choose elective courses that augment their training and educational experience.

IMPACT EVALUATION AND TIMELINE

- Increase procured funding designated for large cohorts of underrepresented educator preparation students by 10% in 2016-17.
- Increase COE scholarship money procured for educator preparation students from underrepresented groups by 5% in 2016-17.
- Redesign three existing courses to include more interdisciplinary instruction and content in 2016-17.
- Offer three new, interdisciplinary courses (e.g., co-designed, co-taught) in 2016-17.
- Offer one new conjoint academic program in 2016-17.
- Offer three new, interdisciplinary courses (e.g., co-designed, co-taught) in 2016-17.
- Offer three new professional development opportunities in Portland during 2016-17.
- Offer one new course in Portland during 2016-17.
- Develop one new degree program offered in Portland starting in 2107-18.
- Offer three new courses that are administered on-line or as hybrid courses.
- Expand time offerings for identified courses in 2016-17.
- Add rolling admissions deadlines for two existing academic programs in 2016-17.
- Program directors will propose credit course reductions to the department head council and Associate Dean for Curriculum in 2016-17.
- Course credit loads for four academic programs will be reduced in 2016-17.

RESPONSIBLE STAKEHOLDERS

- Dean, development staff, Associate Dean for Research and Outreach, Assistant Dean for Equity and Inclusion
- Associate Dean for Curriculum and college curriculum committee
- Associate Dean of Curriculum, college curriculum committee, Graduate School
- Associate Dean for Curriculum, Associate Dean for Research and Outreach, college curriculum committee, department heads, program directors, ObaVerse
- Associate Dean for Curriculum, ObaVerse staff, curriculum committee, department heads, program directors
- Associate Dean for Curriculum, department heads, program directors
- Associate Dean for Curriculum, program directors, college curriculum committee, department heads

Objective 3: : Improve students' transition into and graduation from our degree programs

STRATEGY

1. Pilot test an academic risk platform that alerts academic advisors of students who are at risk academically. The goal is to identify academically at-risk students early and to provide academic support that is adapted to each student's needs.
2. Conduct an analysis of what factors contribute to the retention of pre-major education students and successful transition of those pre-majors to educator preparation degree programs.
3. Enhance our minority teacher Pathways in Education Lane County collaboration to increase the number of employed educational assistants who enroll in educator preparation programs and are provided scholarships to do so.
4. Coordinate with other university units to improve the accessibility, quality, and centralization of student academic advising, tutoring, and career development services.

IMPACT EVALUATION AND TIMELINE

- Complete a pilot test of the academic risk platform in 2016-17.
- Analysis is completed and targets for enrollment intervention are identified in 2016-17.
- Increase the number of pre-majors who transition successfully to education majors by 5% in 2017-18.
- Increase the number of employed educational assistants funded by Pathways in Education of Lane County who enroll in our COE by 5% in 2016-17.
- Eliminate student service redundancies and identify innovative service collaborations with the Career Center, Graduate School, and Academic Learning Services in 2016-17.
- Pilot test one new student service collaboration in 2016-17 and assess the quality of the service collaboration and impact on student learning, engagement, and performance.

RESPONSIBLE STAKEHOLDERS

- COE leadership team, department heads, program directors, academic advisors
- COE leadership team, department heads, program directors
- Dean, consortium, Assistant Dean for Equity and Inclusion, Associate Dean for Research and Outreach, department heads
- Assistant Dean for Equity and Inclusion, Associate Dean for Curriculum, Director of Institutional Assessment, academic advisors, the UO Career Center, Graduate School



Objective 4: Increase the number of college preparatory classes we offer in Oregon high schools comprising predominantly African American, Latino, and Native American/American Indian students

Providing college preparatory classes in K-12 schools with predominantly African American, Latino, and Native American/American Indian students is vital to advancing the impact of our graduates, promoting educational access, and developing our pipeline efforts. Research shows that students who receive exposure to post-secondary education during high school are more likely to pursue post-secondary education, perform well academically, and persist to graduation.¹⁵

STRATEGY

1. Strengthen our connections with COE alumni working in Oregon high schools.
2. Coordinate efforts between COE alumni and faculty to develop new college preparatory coursework for identified high schools.
3. Procure funding to pay alumni who will teach COE prep courses and required curricular technology and other materials .

IMPACT EVALUATION AND TIMELINE

- Identify three Portland high schools with predominantly African American, Latino and Native American students in which our doctoral program alumni are working and with whom to pilot college preparatory course .
- Hire three alumni educators in each of the identified high schools to develop and/or teach college preparatory courses in 2016-17.
- New college preparatory courses are offered in the identified high schools during 2016-17.
- Procure 100% of funding needed to pilot test this college preparatory effort in 2016-17.

RESPONSIBLE STAKEHOLDERS

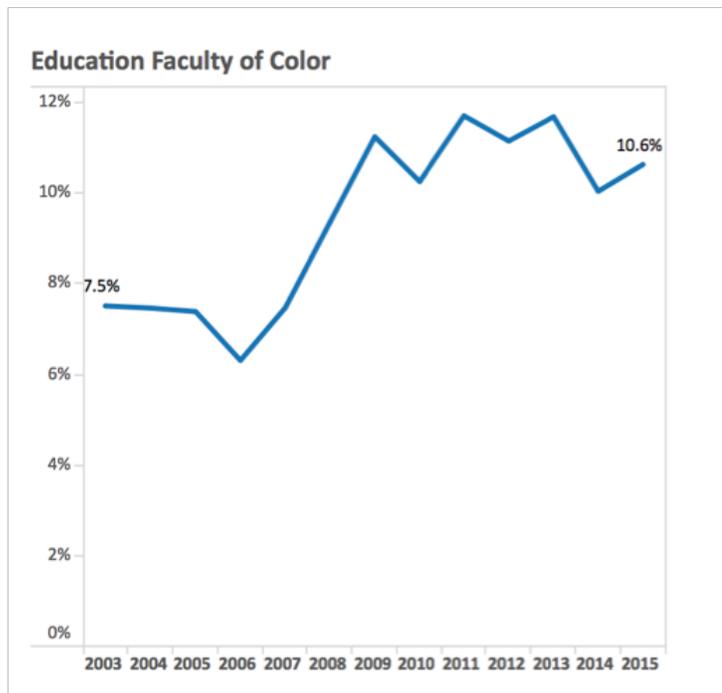
- Dean, dean’s leadership team, COE faculty
- Dean, dean’s leadership team, department heads, human resources
- Dean, development office staff



Objective 5: Hire, retain, and advance more faculty and staff from underrepresented groups

Increasing the number of faculty and staff from underrepresented groups who are part of our COE community is inextricably linked to our institutional priorities; excellence, access, and experience. The responsibility of training and graduating educators from underrepresented groups does not belong solely to our ethnic minority faculty and staff. Building a community of faculty and staff from underrepresented groups, however, who can serve as culturally responsive mentors, advisors, supervisors, and instructors is essential to recruiting and graduating exceptional educators from underrepresented groups.

Figure 5. Percentages of COE faculty from underrepresented groups from 2003-2015



STRATEGY

1. Review all search procedures and paperwork (e.g., position descriptions, candidate evaluation criteria, interview questions, etc.) for bias.
2. Finalize a Best Practices in Faculty and Staff Hiring toolkit that guides COE search committees in inclusive and equitable hiring practices.

IMPACT EVALUATION AND TIMELINE

- All search procedures and paperwork will be reviewed by COE human resources and the Assistant Dean for Equity and Inclusion.
- Produce a Best Practices in Faculty and Staff Hiring toolkit in 2016-17 that is easily accessible to all search committee members.
- Increase the number of underrepresented faculty and staff applicants by 5% in 2016-17.
- Increase the number of underrepresented faculty and staff hired by 5% in 2016-17.

RESPONSIBLE STAKEHOLDERS

- Dean, Assistant Dean for Equity and Inclusion. Consultation sought from Academic Affairs, United Academics, and UO Division of Equity and Inclusion
- Assistant Dean for Equity and Inclusion, UO Center on Diversity and Community, UO Division of Equity and Inclusion, UO Academic Affairs, UO Director of Talent Acquisition, and United Academics

STRATEGY

3. Designate a resource team to guide search committees in best hiring practices and provide ongoing consultation.
4. Require all search committee members to complete University sanctioned implicit bias training prior to commencement of search activities.
5. Expand and diversify faculty search recruitment and outreach efforts.
6. Assess supports and barriers to staff and faculty retention and advancement.
7. Increase COE faculty participation in the UO Faculty Fellows programs that the COE co-sponsors with UO Academic Affairs and United Academics.

IMPACT EVALUATION AND TIMELINE

- Appoint search committee resource team in 2016-17.
- Record that all members of search committees during 2016-17 have completed the designated training.
- Increase the amount of UO Academic Affairs active faculty recruitment funds that are designated to COE searches by 5% in 2016-17.
- Increase the amount of money devoted to job search advertisement and outreach by 5% in 2016-17.
- Increase the number and diversity of outlets in which job ads are featured in 2016-17.
- Administer a climate survey to all staff and faculty in 2016-17.
- Conduct focus groups to identify institutional factors and processes that foster faculty and staff retention and advancement in 2016-17.
- Increase the number of underrepresented staff who are retained.
- Increase the number of faculty from underrepresented groups who are retained and achieve tenure and promotion.
- Maintain 100% participation of eligible faculty in the fellows programs in 2016-17.

RESPONSIBLE STAKEHOLDERS

- Dean, Director of Human Resources, Assistant Dean for Equity and Inclusion
- UO Law School, Academic Affairs, Division of Equity and Inclusion
- Dean, Office of the Vice President for Research and Innovation, Division of Equity and Inclusion, Academic Affairs, Assistant Dean for Equity and Inclusion
- Assistant Dean for Equity and Inclusion. Collaborative partners include Academic Affairs, United Academics
- Assistant Dean for Equity and Inclusion, Academic Affairs, and United Academics

Current Efforts

We are engaged in several efforts currently to enhance our faculty excellence and increase the representation of faculty of color in our COE. These efforts include, for example:

- The dean created the first Assistant Dean for Equity and Inclusion position on our campus. The charge of this position is to help the COE instantiate equitable and inclusive practices across our instructional, training, service, and research activities.
- Related to this work, we are better tracking our recruitment and retention efforts owing to the presence of our new Director of Institutional Assessment who tracks faculty hiring and admission decisions, for example, to ensure that we are not engaging in systematic, although unintentional bias.
- We have a COE student, staff, and faculty representative to our UO Diversity Committee, which works directly with the Vice President for Equity and Inclusion and the UO Division of Equity and Inclusion to ensure equitable access to opportunities, benefits, and resources for all faculty, administrators, students, and extended UO community members.
- Faculty search committees now include at least one student and one staff member as full participants in the search process.

Objective 6: Enhance faculty and Graduate Teaching Fellow (GTF) instruction

Our COE student survey data indicate that students want faculty and GTF instructors to address in a more integrated and sophisticated manner issues of educational inequity and cultural diversity as well as teach more evidence-based, culturally responsive teaching strategies that maximize learning for all K-12 students. We expect that by improving our efforts to support the instructional development of faculty and GTFs, we will be able to create classroom environments and other educational experiences that improve educator preparation student recruitment, learning, and performance.

STRATEGY

1. Form an Education Curriculum Collaborative to provide faculty and GTFs with support for developing curricula and adopting pedagogy that is culturally responsive. Collaborative will include students, GTF instructors, and faculty.
2. Incentivize faculty use of the Teaching Effectiveness Program (TEP) to advance their teaching.
3. Require appointed GTF instructors to complete the Teaching Effectiveness Program Graduate Teaching Initiative (TEP-GTI).
4. Coordinate GTF orientation, training, and supervision efforts with the UO Graduate School to provide comprehensive and innovative GTF instructor training.
5. Implement a mid-term course feedback loop for COE course instructors to assess students' learning experiences and to make instructional adjustments.
6. Create a Best Practices in GTF Hiring and Training toolkit that guides departments in inclusive and equitable GTF hiring practices and ways to train and support GTF instructors with curriculum development and instruction.

IMPACT EVALUATION AND TIMELINE

- Collaborative is formed and begins coordinating curricular and instructional development opportunities for COE instructors and academic programs in 2016-17.
- Engage in discussions with the faculty union, United Academics, to incentivize faculty use of TEP.
- Increase the number of faculty accessing TEP services by 5% in 2016-17.
- For those faculty engaged in curricular and instructional development activities, increase final course teaching evaluation ratings.*
- All appointed GTF instructors are enrolled in the TEP-GTI and making progress toward certificate completion within one year of GTF appointment..
- All appointed GTF instructors attend the Graduate School GTF orientation and 50% of GTFs participate in at least one collaborative training activity in 2016-17.
- 50% of COE instructors use a mid-term course evaluation in 2016-17.*
- Finalize all GTF orientation, training, and supervision policies in 2016-17.
- Produce a Best Practices in GTF Hiring, Training, and Support toolkit in 2016-17.

RESPONSIBLE STAKEHOLDERS

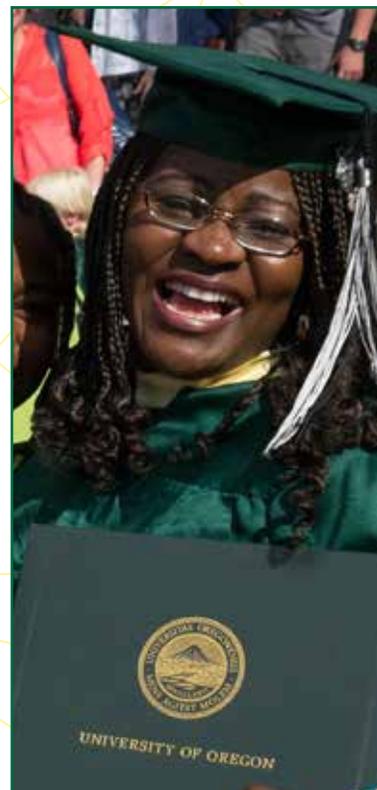
- COE leadership team, department heads, Consortium, program directors. Collaborative partners include Academic Affairs, Teaching Effectiveness Program, Division on Equity and Inclusion; GTF and faculty unions.
- UO Academic Affairs, United Academics, TEP
- Teaching Effectiveness Program, College Human Resources, department heads, GTF supervisors
- Dean, Associate Dean for Curriculum, Assistant Dean for Equity and Inclusion, TEP, Graduate School, GTF union (GTFF)
- Associate Dean for Curriculum, Assistant Dean for Equity and Inclusion, Director of Institutional Assessment, TEP
- Human Resources, Assistant Dean for Equity and Inclusion, GTFF, Graduate School

***Note.** Unique characteristics of the course content, instructor, and student enrollment that have been linked empirically to poorer student course and instructor evaluations will be considered in the development and administration of course evaluations and use of the evaluation data collected. ¹⁴

Current Efforts

Improving students' educational experience via faculty and GTF professional development has been a primary focus for our COE these past two years. We have engaged in several efforts to augment course and instructor quality by co-sponsoring professional development activities, including, but not limited to:

- Instructional Design and Managing Hot Moments in the Classroom; provided by Joan Middendorf, PhD, co-director of faculty learning community and, associate director of campus Instructional Consulting (CIC) at Indiana University Bloomington (offered in collaboration with the UO Division on Equity and Inclusion)
- The Work-Life Balance and Faculty Productivity; provided by Tanya Golash-Boza, PhD, associate professor of sociology, University of California at Merced (offered in collaboration with United Academics)



Objective 7: Enhance language diversity educator preparation

The State of Oregon is in dire need of teachers and administrators who are prepared to educate students for whom English is not a first language. We will increase enrollment of students for whom English is not a first language and prepare educators who are knowledgeable and competent in the use of the most relevant, evidence-based practices in language diversity instruction.

STRATEGY

1. Hire new tenure-track faculty who specialize in language diversity educator preparation.
2. Expand program and curricular offerings that prepare graduates to serve multilingual students and their families.
3. Grow our ESOL endorsement educator program and broaden efforts to promote the endorsement.
4. Provide more information about the Bilingual Specialization and resources that encourages graduates to add the Bilingual Specialization when seeking licensure.
5. Increase research and training funding procured for language diversity educator preparation.
6. Develop a Native American Language revitalization program

IMPACT EVALUATION AND TIMELINE

- Hire 2 new tenure-track faculty who specialize in language diversity educator preparation.
- Expand enrollment in our Spanish Language Certification program by 5% in 2016-17
- Form a collaborative among COE faculty who specialize in language diversity instruction with the goal of developing innovative academic programming.
- Increase the number of students with an ESOL endorsement by 10% in 2016-17.
- Increase the number of graduates who add the bilingual specialization to their teaching license by 10% in 2016-17.
- Increase donor, federal grant, and private foundation money procured to enhance language diversity educator preparation by 5% in 2016-17.
- Build a Native American Language revitalization program in 2016-17 with enrollment beginning in 2017-18.

RESPONSIBLE STAKEHOLDERS

- Dean's leadership team, department heads, and program directors. Collaborative partners will include school districts, UO Spanish Language Heritage program, Linguistics Department, Northwest Indian Language Institute, Center for Latin@ American Studies, the Oregon Association of Latino Administrators.
- Associate Dean for Curriculum, College Curriculum committee, UO Spanish Language Heritage program, Linguistics Department, Center for Latin@ American Studies
- Dean, Associate Dean for Curriculum, College Consortium, Director of Administration
- Dean, Associate Dean for Curriculum, Director of Administration, College Consortium
- Dean, Associate Dean for Research and Outreach, College Development Staff, College Research and Outreach Council
- Elder Council of the Confederated Tribes of Oregon, Native American Studies Department, Associate Dean for Curriculum, Curriculum committee, Northwest Indian Language Institute, Sapsik'w'atá Teacher Education project faculty and staff

Current Efforts

Our COE is well-positioned to advance our language diversity educator preparation training. Our faculty are conducting federally funded training and research with a strong national and international impact. Some exemplars of our intellectual leadership in this area include:

- We have six tenure-track faculty whose nationally and internationally recognized scholarly expertise includes promoting the educational attainment of Spanish-speaking and other diverse language learners in K-12 and beyond.
- The Center for Equity and Promotion (CEQP) comprises COE faculty who conduct research to support the positive development of children and families, particularly those who are underserved by education, health, and social service systems. CEQP's research scientists have been recognized nationally and internationally for their evidence- and family-based interventions designed to promote the academic success and behavioral outcomes of Latin@ students and their work in the area of prevention science.
- We have a growing Spanish language certification option that allows Spanish-speaking students to receive additional training and supervision of their social service field work with Spanish-speaking clients/students.



Objective 8: Enrich students' engagement in our academic community

Our COE student survey data document that a primary concern for our students, and for underrepresented students, in particular, is a lack of connection and engagement in our COE. Student academic engagement is a key predictor of academic persistence and success and is essential to increase student retention, academic performance, and graduation rates as well as the overall quality of students' education experience.

STRATEGY

1. Assess student academic engagement and educational experience quality.
2. Increase funding to the Dean's Student Advisory Board (DSAB) and Student Diversity Affairs Committee (SDAC).

IMPACT EVALUATION AND TIMELINE

- Administer a student survey of academic engagement and educational experience quality in 2016-17.
- Increase scores on student engagement and educational experience quality by 5% on quantitative survey ratings over the next four years.
- Document increased funding and student engagement in COE governance in 2016-17.

RESPONSIBLE STAKEHOLDERS

- Dean, COE leadership team, department heads, and program directors.
- Dean, Assistant Dean for Equity and Inclusion

STRATEGY

3. Call for all faculty to teach a minimum of one course annually and to feature more prominently in their course(s) their research and career trajectory. Students come to the COE to work with and learn from prominent scholars' instruction and mentorship.
4. Increase undergraduate and master's students' participation in COE and university research internships and professional development programs.
5. Implement listening forums that give students the opportunity to share their academic experiences and concerns with faculty and staff.

IMPACT EVALUATION AND TIMELINE

- All tenure-track faculty teach a minimum of one course in 2016-17.
 - All non-tenure track faculty teach a minimum of one course by 2017-18.
 - Increase the number of undergraduate and masters students who participate in COE and University research internships by 5% in 2016-17.
 - Increase funding procured for students to participate in minority educators professional development programs by 10%.
- Hold a minimum of two listening forums for students each year.

RESPONSIBLE STAKEHOLDERS

- Dean, Associate Dean for Curriculum, Associate Dean for Research and Outreach, Research and Outreach Council, Faculty Advisory Committee, department heads, program directors
- Dean, Associate Dean for Research and Outreach, Research and Outreach Council, COE development staff
- Dean, dean's leadership team

Current Efforts

Creating the highest quality educational experience for our students is a COE and institutional priority. We have engaged in several new initiatives this year to improve all students', with particular focus on underrepresented students, engagement in our academic community. Example efforts include:

- College faculty have received numerous federally funded grants to study school engagement and academic persistence in K-12 schools and beyond. Their scholarship will inform our institutional efforts.
- Because of the commitment and generosity of our dedicated donors, 60% of student applicants received scholarship funding in 2015-16 as compared to 50% of student applicants the prior year.
- The College's UOTeachOUT continues to be a grand success with engaging our students with our academic and larger education community. UOTeachOUT is a series of anti-oppressive teacher education outreach events, forums, and activities that take place annually during the month of May. This series of public pedagogy faculty and student projects is designed and enacted by Department of Education Studies seniors and graduate students enrolled in a seminar course. Some projects are linked to regional middle and high school Gay Straight Alliance and Queer Alliance clubs. Other projects are linked to statewide educational leaders, and still others are linked to national research on relevant topics annually.
- We built stronger partnerships with the NAACP of Lane County, Blacks in Government, and other community and UO affinity groups to co-sponsor and co-host more than 10 new professional development and equity and inclusion events for students, staff and faculty.
- We started the Our Space art initiative. The purpose of Our Space is to bring into our COE learning spaces artwork and performance that reflects the diversity of our COE student community and the diversity of the children and families our graduates will serve.
- Our Educational Methodology, Leadership, and Policy Department offers an Equity Leadership Fellows Program. The goal of this program is to provide funding for educator preparation students to excel in their academic pursuits to understand and address how individual differences and structural inequities create disparities in outcomes for culturally and linguistically diverse populations of students, schools, and communities.

Objective 9: Strengthen our Native American/American Indian educator preparation training

The University of Oregon has seen a significant decline in Native American/American Indian (NA/AI) student enrollment during the past 10 years (50%). Much work is needed to create a welcoming and inclusive environment for NA/AI students to study at the university and College. It is our commitment to strengthen our relationships with the nine confederated tribes of Oregon and to build our capacity to train and graduate NA/AI educators.

STRATEGY

1. Grow the Sapsikʷaʷa Teacher Education project and expand it to a vibrant educator preparation program for NA/AI students.
2. Hire tenure track faculty who specialize in Indigenous Studies in Education and/or Human Services.
3. Grow enrollment of NA/AI COE students who are part of the Future Stewards Program; a joint effort between the University of Oregon and the nine federally recognized tribes in Oregon to fund NA/AI students' education.
4. Offer an Indigenous Languages Revitalization program for educator preparation students.

IMPACT EVALUATION AND TIMELINE

- Increase procured funding for the Sapsikʷaʷa Teacher Education project by 10% in 2016-17.
- Increase student participation in the Sapsikʷaʷa Teacher Education project by 10% over the next two years.
- Increase enrollment of NA/AI students in the College by 10% over the next two years.
- Hire two, tenure-track scholars who specialize in Indigenous Studies to affiliate with the Sapsikʷaʷa Teacher Education project and to contribute to the development of the academic program.
- Hire two-tenure-track scholars who specialize in Indigenous Studies.
- Increase the number of NA/AI students who enroll in the COE and who are funded by the Future Stewards Program by 10% over the next two years.
- Begin enrolling students into a new Indigenous Languages Revitalization program in 2017-18.

RESPONSIBLE STAKEHOLDERS

- COE leadership team, department heads, program directors. Collaborative partners will include the nine confederated tribes, the Native American and Ethnic Studies Departments, the Northwest Indian Language Institute
- Dean, dean's Leadership team, department heads, human resources
- Nine confederated tribes of Oregon, Dean, department heads, program directors, academic advisors, University Native American student recruitment and retention office, Alumni Association
- Dean, Associate Dean for Curriculum, department heads, faculty

Current Efforts

Our COE is eager to improve what educational opportunities we can offer the children of the nine Confederated Tribes of Oregon and to build our capacity to excel in the training of Native American/American Indian (NA/AI) educators. We are encouraged by our most recent efforts:

- The COE has enrolled the first NA/AI student to participate in the UO Future Stewards Program.
- COE faculty member, Christopher Murray, PhD, was awarded a US Department of Education grant that will provide doctoral training to six scholars who will be prepared to respond to the needs of NA/AI students with disabilities. Training begins 2016-17.

COE Resources Committed to Diversity, Equity and Inclusion Efforts

| ANNUAL BUDGET | PURPOSE | JUSTIFICATION | FUTURE NEEDS |
|---------------|---|--|--|
| \$179,450 | 10-month salary and benefits for 1.0FTE Assistant Dean for Equity and Inclusion position. | The Assistant Dean position was created in 2015 to advance the intellectual and civic excellence of our students, faculty, and staff by insuring equitable and inclusive practices across our instructional, training, service, and research activities. It is the only position of its kind on our campus. This position is funded by the COE General Fund and Counseling Psychology and Human Services Department. | Sustain this position long term. |
| \$67,977 | 12-month salary and benefits for .50 FTE Director of Institutional Assessment position. | The Director of Institutional Assessment was created in 2015 to lead the COE's assessment and accreditation processes and support our data infrastructure to help facilitate enrollment and curricular decision making and to identify systematic bias in our hiring and admissions decisions. This position is funded by the COE General Fund. | Sustain this position long term. |
| \$73,717 | 12-month salary and benefits for .50 FTE Director of Administration and Teacher of Clinical Practice and Performance Assessment position. | The Director of Administration and Teacher of Clinical Practice and Performance Assessment leads all COE project management efforts and tracks educator licensure policies and priorities. This position is funded by the COE General Fund. | Sustain this position long term. |
| \$82,064 | Sapsik'wala'á Teacher Education project. | This Native American/American Indian educator preparation program was funded originally by a US Department of Education grant and was a vibrant program with 25+ NA/AI educator preparation students. Grant funding was lost in 2015 and the COE has provided funding to continue the project at a smaller scale. | Want to grow the Sapsik'wala'á Teacher Education project into a vibrant, large educator preparation program again for NA/AI students. More funds are needed to increase tenure-track faculty to deliver the program, scholarships to fund large cohorts of students, and to provide program staff support. |

ANNUAL BUDGET

\$91,824 (startup)
\$158,645 (salary & benefits)

PURPOSE

Average cost in 2014-15 per new faculty hire. A total of 8 new faculty were hired in 2014-15.

JUSTIFICATION

The COE provides all new faculty with start-up support. Faculty from underrepresented backgrounds are eligible for additional support from the Underrepresented Minority Recruitment Program.

FUTURE NEEDS

Need to increase funds to meet growth of our tenure-track faculty and to compete nationally and internationally for the best scholars. An institutional priority is to increase the number of tenure-track faculty we hire in the COE, with emphasis on hiring faculty from underrepresented groups. We anticipate over the next two years hiring 10 additional tenure-track faculty members.

\$490,000 (FTE)
\$324,129 (technology)

ObaVerse

ObaVerse is a digital learning management system/platform that our COE uses to administer on-line and hybrid courses, professional development units, and track student academic and licensure data, and evaluate the impact of course activities on student learning outcomes. Costs include 12-month salary and benefits for two ObaVerse programming staff (1.0 FTE each) and technology costs.

Need to procure funds to maintain and grow ObaVerse to meet institutional objectives.

\$593,455

COE student scholarships.

Scholarship money distributed to 101 COE students in 2015-16.

Need to increase funds to match increased student enrollment goals identified in this institutional plan. Current scholarship amounts range from \$500-\$5000 and cover less than 20% of graduate tuition and fees for one year.

\$10,000

Professional organization and affinity group memberships.

These monies are used to pay for our COE memberships with important affinity groups and professional organizations that serve the needs of underrepresented educators.

Need to increase these funds to broaden and strengthen our connections to organizations and affinity groups that enhance our educator preparation training and ability to recruit, retain, and support educator preparation students from underrepresented backgrounds.

ANNUAL BUDGET

\$20,000

PURPOSE

Sponsorship or co-sponsorship of faculty, staff, and student professional development and equity and inclusion activities

JUSTIFICATION

Funds were used this year to sponsor more than 10 new professional development and equity and inclusion events for our COE community.

FUTURE NEEDS

Need to increase funds to continue professional development that enhances our faculty excellence and students' experiences; two primary institutional priorities.

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