Educator Equity in Teacher Preparation: Institutional Plan
A Plan to Recruit, Retain, and Graduate Minority Educators

Prepared by the Office of the Dean,
College of Education, University of Oregon
Submitted to the Higher Education
Coordinating Commission
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Introduction

The 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 ensuring that all children have access to the highest quality education and are nurtured to achieve their full potential and work for the greater good. We are eager to accept the responsibility as intellectual leaders to build educational and social systems that respond to, and capitalize on, 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. Educators from underrepresented groups are uniquely positioned to promote 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, and education is no exception. Enhanced diversity improves 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. This institutional plan, therefore, outlines strategies that we will use to optimize our institutional capacity to recruit, retain, and graduate more educator preparation students from underrepresented backgrounds and to train exemplary educational leaders.
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 increasing educational access and opportunities and providing inclusive learning environments for our students.

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 and creating institutional objectives and strategies to optimize our capacities and reduce our deficits.

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

Key Objectives and Goals

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 two key objectives: to increase educational access and opportunities and provide an inclusive learning environment. This document details the goals and strategies that we will pursue to achieve these objectives and the metrics and timelines that we will use to evaluate our progress.
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. Four graduate programs within the COE itself ranked in the top 20 or top 20 percent in 2016. The UO Graduate School also awarded nine doctoral fellowships to three of our educator preparation graduate programs to recruit top graduate candidates from underrepresented groups. These 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 groups.

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 transitioning our undergraduate majors into our graduate programs.

Figure 1. Trends in COE enrollment.
Figures 2–5 show trends in COE student enrollment by race, international student status, and Pell Grant eligibility from fall 2005 to fall 2015. These data show that the COE has consistently improved during the past ten 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 enrolling students who are eligible for Pell Grants. In contrast, we must direct greater attention to becoming a global leader in educator training and reverse the downward trend in international student enrollment.

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. Total college 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.

Figure 6. COE faculty from underrepresented groups from 2003–2015.
Objective 1: Increase educational access and opportunities

To increase educational access and opportunities for underrepresented students we will focus on increasing student funding, expanding student access to degree programs, and increasing curricular offerings. We expect that new courses and degree programs as well as diversification of the modalities, times, and locations of our courses will reduce institutional barriers to access and increase curricular opportunities. We will pay particular attention to offering degree options that do not extend students’ academic timelines and increase financial burden. Our overall accountability metric is a continual increase in the proportion of students from underrepresented groups enrolled in our educator preparation programs over the next five years.

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<th>STRATEGY</th>
<th>METRICS AND TIMELINE</th>
<th>LEAD STAKEHOLDER</th>
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| 1) Increase funding for educator preparation students from underrepresented groups | • Procure funding designated for educator preparation, with funds earmarked for students from underrepresented groups or matriculating from programs like the minority teacher Pathways in Education Lane County  
• Facilitate NA/AI COE students’ participation in the Future Stewards Program; a joint effort between the UO and federally recognized Oregon tribes to fund NA/AI students’ education | Advancement efforts have already begun and will continue over the next five years.  
• Quarterly reporting of advancement activities  
• Annual reporting of new scholarships, grants, or other relevant funds  
• Annual participant tracking of the Future Stewards Program | Dean, Director of Development |
| 2) Expand students’ access to degree programs | • Offer multiple admissions program deadlines to increase applicant pools and expand enrollment capacity  
• Offer more courses that use different modalities (e.g., on-line, hybrid) to meet the needs of an increasingly diverse student body  
• Deliver programs and courses in targeted geographic regions to increase educational access to underrepresented groups | Planning efforts are already underway with anticipated roll-outs for 2017-2018.  
• Term reporting of the percentage of courses taught by modality type  
• Annual tracking of the number of new program sites | Associate Dean for Academic Affairs |
| 3) Expand curricular offerings | • Develop new courses and degree programs with other UO academic units  
• Provide opportunities for faculty to feature their disciplinary expertise in areas of diversity, equity, and inclusion  
• Expand program and curricular offerings that prepare graduates to serve culturally and linguistically diverse communities  
• Create partnerships with Oregon high schools to offer college preparatory classes that serve our communities and strengthen our post-secondary pipeline | Planning efforts are already underway with anticipated roll-outs for 2017-2018.  
• Prioritize hiring of faculty in Indigenous Studies and Spanish-language educator preparation  
• Annual reporting of enrollment in the Sapsik’wäl Teacher Education program, ESOL, and other linguistic/cultural programs  
• Annual tracking of the number of new high school partnerships with course offerings | Associate Dean for Academic Affairs, Assistant Dean for Equity and Inclusion |
Current Efforts

We are engaged in several efforts currently to increase educational access and opportunities for our students. 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 incorporate equitable and inclusive practices across our instructional, training, service, and research activities.
- Because of the commitment and generosity of our dedicated donors, 60% of student applicants received scholarship funding during 2015-16 as compared to 50% of student applicants the prior year.
- Faculty member Christopher Murray, PhD, was awarded a US Department of Education grant that will provide doctoral training to scholars who will be prepared to respond to the needs of NA/AI students with disabilities. Training begins 2016-17.
- We have a growing Spanish language certification option that allows Spanish-speaking students to receive additional training and supervision with Spanish-speaking clients/students.
Objective 2: Provide an inclusive learning environment

To provide an inclusive learning environment for our students we will hire, retain, and advance more faculty and staff from underrepresented groups; enhance faculty and GTF instruction; and improve our student academic resources. 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 mentors, advisors, supervisors, and instructors is essential to recruiting and graduating exceptional educators from underrepresented groups. We expect that by having a more representative faculty and staff, providing exceptional instruction and engaging student experiences, and increasing academic support, we will improve students’ academic persistence and performance. Our overall accountability metrics are the retention, graduation, and satisfaction of our students. Over the next five years, we want to increase these metrics among our underrepresented students so that they are on parity with students well represented in our student population.

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| 1) Hire, retain, and advance more faculty and staff from underrepresented groups | • Create best practice toolkits for faculty and staff hiring and advancement to guide inclusive and equitable practices  
• Facilitate COE faculty and staff participation in professional development and advancement programming (e.g., UO Faculty Fellows retention and advancement program; employee resource group programs)  
• Expand recruitment/advertisement efforts of faculty and staff positions | Efforts have already begun to develop resource materials for roll-out in 2017-2018.  
• Annual reporting of racial/ethnic/linguistic diversity of faculty and staff  
• Participant tracking in targeted professional development efforts  
• Annual reporting of the diversity of applicant pools | Dean, Associate Dean for Research and Faculty Development, Assistant Dean for Equity and Inclusion |
| 2) Enhance faculty and Graduate Teaching Fellows’ (GTFs) instruction | • Implement a review of core curricula for pedagogical practices and curricular content that promote culturally responsive instruction and inclusive learning environments  
• Facilitate faculty and GTF use of the UO Teaching Effectiveness Program (TEP) to develop their pedagogy and course content  
• Create GTF orientation, training, and supervision efforts with relevant campus units to advance GTF instructor competencies | Efforts are underway and will continue over the next five years  
• Term reports of findings from the bias review process  
• Annual review of course evaluations  
• Annual review of COE and graduate school exit survey data  
• Implement survey review process for GTF training | Associate Dean for Academic Affairs, Assistant Dean for Equity and Inclusion |
| 3) Improve student academic support resources | • Implement a review of key student learning and performance assessments for bias  
• Coordinate with other UO units to improve the accessibility, quality, and centralization of student academic advising, tutoring, and career development services  
• Insure accessibility and availability of academic resources (i.e., program information, funding opportunities)  
• Provide learning environments that are inclusive and connect students with peers and faculty  
• Develop global partnerships that allow students to study in different languages and cultures | Efforts are underway and will continue over the next five years  
• Annual report of bias findings from assessment review  
• Utilization reports of the student success platform  
• Annual review of the COE and graduate school exit surveys  
• Biannual review of the COE Student Experience Survey  
• Annual tracking of high impact student experiences | Assistant Dean for Equity and Inclusion, Director of Institutional Assessment |
Current Efforts

Our COE community is engaged in several efforts to provide inclusive learning environments for students:

- We are better tracking our faculty and staff 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.

- The college’s UOTeachOUT continues to be a grand success—a series of anti-oppressive teacher education outreach events, forums, and activities that take place annually. 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 continue to build strong partnerships with the NAACP of Lane County, Blacks in Government, and other community and UO affinity groups to co-sponsor and co-host professional development and equity and inclusion events for students, staff and faculty.

- We started the Our Space art initiative 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. It will reward excellent students who wish 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.
### ANNUAL BUDGET

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<th>Amount</th>
<th>Purpose</th>
<th>Justification</th>
<th>Future Needs</th>
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<td>$71,780</td>
<td>10-month salary and benefits for .40FTE assistant dean for equity and inclusion position</td>
<td>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.</td>
<td>Sustain this position long term.</td>
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ANNUAL BUDGET
$593,455

$20,000

PURPOSE
COE student scholarships

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

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

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

FUTURE NEEDS
Need to increase funds to match increased student enrollment goals identified in this institutional plan. Current scholarship amounts range from $500-$5,000 and cover less than 20% of graduate tuition and fees for one year.

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

References


