EASTERN OREGON
UNIVERSITY

College of Education
Educator Equity Plan Update 2018

Oregon's Educator Equity Act (ORS 342.433 to 342.449) declares the state educator equity goal as "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 educator preparation programs in the 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). Eastern Oregon University, as one of the six colleges/schools of education submitted an institutional plan for 2016-18 that was approved in Spring of 2016. This year, those plans are required to be updated and revised for the 2018-2020 biennium. The law requires the HECC to "*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. The Higher Education Coordinating Commission formally approved Eastern Oregon University's College of Business and Education "Educator Equity Act (HB 3375) Proposal" on June 9, 2016. Ongoing efforts at Eastern Oregon University around recruiting a more diverse workforce are truly encouraging. Other public educator preparation programs and the HECC Commissioners recognize the innovative and sincere commitment to key aligned initiatives to support diversity. The commitment, and the pledge of EOU's institutional Governing Board to supporting the plan has been and will continue to be instrumental for meaningful and transformational progress over the next several years.

Highlights of EOU's Equity Plan include the Oregon Teacher Pathway program, the Center for Culturally Responsive Practice, and the English Speakers of Other Languages (ESOL) endorsement for all elementary teaching candidates.

The Oregon Teacher Pathway (OTP)

The Oregon Teacher Pathway Program is a significant part of Eastern Oregon University's commitment to preparing a strong and diverse teacher workforce for eastern Oregon and the Northwest region.

Culturally and linguistically-diverse students make up a third of the student population in Oregon public schools. However, the majority of Oregon public school teachers are predominantly white females. The goals of the Oregon Teacher Pathway program (OTP) are to 1) diversify teacher education by increasing the number of quality diverse teachers in Oregon and 2) produce quality teachers trained in culturally responsive practice. To reach theses, the program focuses on recruiting, educating, and retaining pre-service teachers of color and pre-service teachers interested in becoming culturally responsive teachers.

OTP is based on research, which shows that students of color achieve higher academic success when exposed to teachers of color and teachers trained in culturally responsive practices.

OTP is centered on student success by partnering with local schools and community organizations, developing mentors at the high school and college level, and recruiting, retaining, supporting, and graduating quality teacher candidates.

Currently, EOU has a working relationship with seven schools in eastern Oregon where the OTP program has been implemented. In Fall 2018 an additional severn schools are planned to add – three of those as a result of a regional promise grant from ODE. In 2016 the goal was to expand the number of schools at a rate of two per year over the next five years. By next Fall we will have already added beyond that goal. Also in 2016 the plan was at least 10 students of culturally and linguistic diverse backgrounds entering EOU each year and preparing for careers as educators.

Our current data identifies that we have 27 former OTP participants currently enrolled at EOU. Twenty two (22) percent are culturally and linguistically diverse. There are 82 high school students participating in OTP in 2017-18. Of those there are 42 culturally and linguistically diverse. Our goal is to have 30% culturally and linguistically diverse OTP enrollees at EOU in 2018-19.

OTP Principles:

1. Identity and Achievement:

Culturally responsive teachers transform education from traditional to responsive. Accordingly, educational transformation occurs through respecting and adopting multiple cultures and experiences, recognizing strengths and accomplishments, and making academic success mandatory and an accessible goal for all students. Developing critical social consciousness and confronting traditional education liberates students from “having” to learn and transforms them into “wanting” to learn and succeed.

2. Equity and Excellence

Culturally responsive teachers respond to student needs, support and facilitate learning opportunities, provide individual attention and encouragement, engage in cooperative learning, are fluid and equitable, foster and celebrate success, enable and empower learning, and cultivate cultural sustainability and life-long learning.

3. Developmental Appropriateness

Culturally responsive teachers engage in multiple teaching and learning styles; integrate multifaceted communication styles; include a multitude of subjects and pathways to access content; facilitate preferred learning settings; organize varied learning spaces that reflect student preferences; integrate multiple sensory modalities; foster interpersonal relationships; and ensure that students are rewarded and recognized for their work.Culturally responsive teachers are mindful of the language and communication styles of their students. They consider the forms and functions, context, and knowledge that the students and themselves are trying to prevail and manage their discourse styles to reflect the needs of everyone

4. Teaching the Whole Child

Culturally responsive teachers extend learning beyond the confines of a mandated textbook and integrate and explore sources that more accurately reflect the students in their classrooms. They are teachers who scaffold and connect meaningful learning between the student's home and school and integrate sociocultural relationships. Teachers in culturally responsive classrooms validate student cultures and approach teaching and learning through a cultural lens. Culturally responsive teachers are active members of the community, participating in community functions, service and education. In this sense, learning in culturally responsive classrooms is not confined to a state standards and curriculum, but includes the development of active and engaged citizenship.

5. Student Teacher Relationships

Culturally responsive teachers are not only concerned with the well-being of the child in the school, but one that helps students to work and achieve success in the outside world as well. Students who are empowered to learn are excited about learning, encourage one another, can solve real life problems, and acquire expressive academic and social skills. In essence, a caring teacher is a responsive teacher who attends to the whole learner and responds to their needs both culturally and academically through clear communication of knowledge.

OREGON TEACHER pathway
EASTERN OREGON UNIVERSITY

OTP began in the Fall of 2014 with two high school partners. One additional school was added at the semester. This year, 2017, we

currently have 6 active partner high schools. The total number of high school students who have completed the high school program since 2015 is 106 (with 3 repeaters). Of those 103, 27 have matriculated to EOU and have become mentors in the OTP program. On average 26% of the students who complete the high school OTP program come to EOU (see breakdown on the final page of this document). The following is an overview of our enrollments overtime represented by year (most recent first) and then breakdowns by each school.

2017-18: High Schools

	Student #s	M/F/Z	Race/Ethnicity	Yr @ EOU
OVERALL #s	84 [of which 42 (50%) are from underrepresented pops]	[redacted]/72[redacted] 12% M 86% F 2% Z	36 Latino (43%) [redacted] American Indian (5%) [redacted] Pacific Islander (1%) [redacted] Multi Ethnic (1%) 42 White (50%)	66 Seniors (79%) 18 Juniors (21%)

	Student #s	M/F/Z	Race/Ethnicity	Yr in HS
HERMISTON	23	5/18/0	12 Latino [redacted]American Indian [redacted]White	14 Seniors [redacted] Juniors
MAC-HI	12	[redacted]	[redacted] Latino [redacted] American Indian [redacted] Multi Ethnic [redacted]White	[redacted] Seniors [redacted] Juniors
ONTARIO	13	1/12/0	[redacted] Latino [redacted]White	11 Seniors 2 Juniors
PENDLETON	12	3/9/0	[redacted]American Indian [redacted] White	11 Seniors 1 Juniors
UMATILLA	17	0/17/0	[redacted] Latino [redacted] White	14 Seniors 3 Juniors

VALE	6	0/6/0	[redacted]White [redacted]Pacific Islander	7 Seniors 4 Juniors

2017-18: EOU OTP Mentors – currently EOU Education Majors

	Student #s	**M/F/Z**	**Race/Ethnicity**	**Yr @ EOU**	**HS of Origin**
OVERALL STUDENT MENTORS	27 [of which 8 (30%) are from underrepresented pops/	6/21/0 22% M 78% F	[redacted]Latino (19%) [redacted] Portuguese (4%) [redacted] Multi Ethnic (7%) 19 White (70%)	5 Juniors (19%) 10 Soph (37%) 12 Freshmen (44%)	2 Hermiston (7%) 6 Milton Free (22%) 14 Pendleton (52%) 1 Umatilla (4%) 4 Vale (15%)

2016-17: High Schools

	Student #s	**M/F/Z**	**Race/Ethnicity**	**Yr @ EOU**
OVERALL #s	52 [of which 21 (40%) are from underrepresented populations]	[redacted]/37[redacted] 27% M 71% F 2% D	17 Latino (33%) [redacted] American Indian (2%) [redacted] Asian (2%) [redacted]-Alaska Native (2%) [redacted] African American (2%) 31 White (60%)	36 Seniors (69%) 16 Juniors (31%)

	Student #s	**M/F/Z**	**Race/Ethnicity**	**Yr in HS**
HERMISTON	9	1/8/0	[redacted] Latino [redacted] Asian [redacted] White	8 Seniors 1 Juniors
MAC-HI	6	[redacted]	[redacted]Latino [redacted] White	5 Seniors 1 Juniors

PENDLETON	15	4/11/0	[redacted]Latino [redacted]-American Indian [redacted] Alaska Native 11 White	10 Seniors 5 Juniors
UMATILLA	14	3/11/0	[redacted]Latino [redacted] African American [redacted] White	8 Seniors 6 Juniors

VALE	8	4/4/0	[redacted]-Latino [redacted] White	5 Seniors 3 Juniors

2016-17: EOU OTP Mentors

	Student #s	M/F/Z	Race/Ethnicity	Yr @ EOU	HS of Origin
OVERALL STUDENT MENTORS	15 [of which 6 (40%) are from underrepresented populations]	4/11/0 27% M 73% F	[redacted] Latino (27%) [redacted] Portuguese (7%) [redacted] Multi Ethnic (7%) [redacted] White (60%)	4 Sophomore (27% 11 Freshmen (73%)	3 Milton Free (20%) 9 Pendleton (60%) 1 Umatilla (7%) 2 Vale (13%)

2015-16: High Schools

	Student #s	M/F/Z	Race/Ethnicity	Yr @ EOU
OVERALL #s	41 [of which 15 (37%) are from underrepresented populations)	11/30/0 27% M 73% F	13 Latino (32%) [redacted]American Indian (2%) [redacted] Portuguese (2%) 26-White (63%)	17 Seniors (42%) 24 Juniors (58%)

	Student #s	M/F/Z	Race/Ethnicity	Yr in HS
MAC-HI	11	3/8/0	[redacted] Latino [redacted]-Portuguese [redacted] White	5 Seniors 6 Juniors

PENDLETON	14	4/10/0	[redacted]-Latino [redacted] American Indian 12 White	13 Seniors 1 Juniors
UMATILLA	10	3/7/0	[redacted] Latino [redacted] White	5 Seniors 5 Juniors
VALE	6	1/5/0	[redacted]- Latino [redacted]- White	4 Seniors 2 Juniors

2015-16: EOU OTP Mentors

	Student #s	M/F/Z	Race/Ethnicity	Yr @ EOU	HS of Origin
OVERALL STUDENT	5 [of which 3 (60%) are from underrepresented populations)	0/5/0 100% f	[redacted]Latino (40%) [redacted] Multi Ethnic (20%) [redacted] White (40%_	1 Senior (20%) 4 Freshmen (80%)	3 Pendleton (60%) 1 Umatilla (20%) 1 Vale (20%)

2014-15: High Schools

Note due to multiple data collection points data from this year data is based only on program completers

	Student #s	M/F/Z	Race/Ethnicity	Yr @ EOU
OVERALL #s	39 [of which 18 (46%) are from underrepresented populations]	7/32/0 18% m 82% f	13 Latino ((33%) [redacted] American Indian (8%) [redacted] African American (5%) 21 White (54%)	28 Seniors (72%) 11 Juniors (28%)

	Student #s	M/F/Z	Race/Ethnicity	Yr in HS
MAC-HI	16	2/14/0	[redacted] Latino [redacted] American Indian [redacted] African American [redacted] White	9 Seniors 3 Juniors

PENDLETON	9	1/8/0	[redacted]-White	7 Seniors 2 Juniors
UMATILLA	14	4/10/0	[redacted] Latino [redacted] African American [redacted] American Indian [redacted] White	9 Seniors 5 Juniors

HS Program to EOU

2014-15 high school grads: 1 Umatilla, 3 Pendleton, 1 Vale 13%
2015-16 high school grads: 2 Vale, 6 Pendleton, 4 Milton Freewater 31%
2016-17 high school grads: 5 Pendleton, 2 Vale, 2 Hermiston, 2 Milton Freewater 21%
2017-18: CURRENT YEAR

As a part of the regional promise program through ODE, EOU in conjunction with the Intermountain Educational Service District (IMESD) and Blue Mountain Community College (BMCC) received a regional promise grant that expands the number of schools that will offer the OTP in 2018-19 – Grant Union High School, Baker High School and La Grande High School. In addition we have commitments from five other schools to begin OTP in 2018, or 2019.

#2 Center for Culturally Responsive Practices

The demand for teachers with cultural competency is ever increasing. Many communities in eastern Oregon are experiencing an increase in ethnic and language minorities; however, there is not a correlating increase in ethnic and language minority teachers. By making culturally responsive pedagogy available to teachers, schools can better create classrooms in which student language, culture, and backgrounds will be responded to and infused within every aspect of education and curriculum.

The Center for Culturally Responsive Practices is grounded in the belief that everyone has the ability to learn and achieve an education and has the right to be provided optimal learning environments that are responsive to their cultural and linguistic needs. By providing teachers with a framework for creating a culturally responsive atmosphere, we can create a strong continuity between home and school and increase student success in the classroom.

The Center for Culturally Responsive Practice is a program that was shared across the state as a model best practice for reaching both potential and current teachers with critical training around cultural responsive practices and how to implement them;

By tying Culturally Responsive Practices with the EOU Oregon Teacher Pathway we will develop a pipeline of ethnically diverse and culturally sensitive recruits for our Teacher Educator programs at EOU.

The CCRP was initiated in 2014 through a grant from the Oregon Department of Education. That grant has expired, but the need to continue this highly effective practice is essential for EOU's Colleges of Business and Education to meet the new requirements.

The goal of the CCRP is to be a resource and research center for school district faculty and administrators, university faculty and administrators, and pre-service teachers to explore and integrate culturally responsive pedagogy and practices in P-20 educational settings. The center provides:

- Access to current research in culturally responsive pedagogy and practices.
- Resources that identify how culturally responsive practices can be used to promote equity and engaged learning across the curriculum.
- Access to tools on how culturally responsive practices can be used to reach educational learning outcomes and standards.
- Engagement in a collegial, safe environment to explore and discuss the difficulties and perceptions of learning and development of culturally responsive teaching.
- Opportunities to collect data, perform research, and promote the scholarship of culturally responsive practices.
- A support for continuing assessment, research and implementation of strategies to improve teaching and learning based research.
- Participation in forums to share research and teaching strategies with colleagues and in the surrounding community.

#3 English for Speakers of Other Languages Program

Beginning in Fall 2018, all undergraduate elementary education majors complete an ESOL endorsement as part of their preparation program. This complements the above programs and results in a comprehensive strategy to improve the capacity of the teacher workforce in Eastern Oregon now and long into the future.

Oregon's economic and social resilience depends on the capacity of our education system to provide the highest quality education to the diverse children in our state. Eastern Oregon University is contributing such essential training and best practices for Oregon. The plans offers an inspiring vision and legacy for which Eastern Oregon University has been and continues to be recognized.

Institution	Goals	Strategy	Success Indicator /Dates
EOU	**Increase teacher**	**Allocate**	**A 30% increase each**

	candidates who are culturally and linguistically (C&L) diverse through participation in OTP	**additional resources for fee remission (OTP students at EOU pay $45 per credit)**	**year in C&L students entering EOU and the Education program. In 2017-18 there are 27 high school graduate OTP enrolled at EOU with 82 enrolled in the high schools. Objective for 2018-19 is a 30% increase to 35 at EOU and 106 in the high schools.**
	Continued and new educator participation in CCRP (Center for Culturally Responsive Practices)	Grow participation in events and trainings by tying CCRP together with OTP events.	20% increase reported for 2016-17. Goal is an annual increase in participation by 20%
	Development of ESOL – now a required part of the undergraduate elementary education major.	Dedicate resources to **faculty release time** and add new position	This objective is tied to increases in the OTP students. When EOU enrollment of OTP students reaches 50, a new position will be sought in 2019-20

In the Fall term of 2019 we anticipate hiring a new faculty member from a position becoming available due to a retirement. This new position will bring additional support to our OTP program.

House Bill 3375 Educator Equity Plan

BACKGROUND

The Oregon Educators Equity Act passed by the Oregon Legislature in 2015 requires that each public teacher education program in the state prepare a plan for the recruitment, admission, retention, and graduation of diverse[1] educators to accomplish the goal described in the original act. 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). Further, the Higher Education Coordinating Commission (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.

Per guidance from HECC, OSU's College of Education must prepare a plan with goals for increasing the diversity of the teacher candidate pool. Goals should be specific, and the plan must identify and describe strategies to progress toward the identified goals. The plan should also summarize the timeline along which the strategies will be implemented, the progress expected, the impact measured, and the review cycle.

In order to use common metrics across the state for tracking the number of enrollees and program completers from teacher and administrator programs, institutions are requested to work from data provided via the annual Oregon Educator Equity Report. According to this report, the five-year graduation cohort in Oregon in 2015-2016 included 32 percent racially diverse students. Of the 2,290 candidates enrolled in a preliminary teacher licensure program, 578 (25 percent) were racially diverse, an increase over the previous year and building on a 3-year positive trend.

STATUS OF OSU'S EDUCATOR EQUITY PLAN AND PROGRESS TOWARD GOALS

OSU's proposed Educator Equity Plan for 2018-2020 includes summary narratives of progress and issues identified since the original 2016-2018 Educator Equity Plan was reviewed by the Board of Trustees and approved by the HECC. Additionally, the plan summarizes the metrics identified in the 2016-2018 plan and operationalizes plans for 2018-2020. Faculty from the College of Education (College) have participated in providing summary narratives of activities and programs that have been implemented in support of the 2016-2018 goals. In addition, faculty have provided input in programs and activities that will support the College's 2018-2020 Educator Equity Plan goals. This plan and the work being undertaken is fully aligned with OSU's Strategic Plan 3.0 and with the College's strategic plan.

For the 2018-2020 Educator Equity Plan, the College proposes maintaining the two foundational goals established in the 2016-2018 plan and adding one additional goal (Goal 3).

[1] "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.

Since the first Educator Equity Plan for OSU was approved in March 2016, the College has successfully undertaken several specific activities and has invested in programs that have been instrumental in helping the College meet the goals outlined in the 2016-2018 plan. We highlight five of these areas of investment next.

EQUITY INITIATIVE HIGHLIGHTS 2015 TO PRESENT

New Bicultural Recruiter/Advisor

The College seeks teacher candidates from across the state and beyond. In order to recruit the most highly qualified and diverse candidate pool, in June 2017 the College hired a new bicultural Academic Advisor and Outreach Specialist, Fabiola Sandoval-Morado. Fabiola believes that "Education is one of the biggest catalysts for social justice" and that it "brings out the best in a generation and creates what America is supposed to be." Her goal for the College is to increase the recruitment and retention support for underrepresented students in the College to match that of the University.
http://blogs.oregonstate.edu/collegeofeducation/showing-strength-success-bilingualism-biculturalism/

Clinically-based Master of Arts in Teaching (MAT)

Throughout the nation, Educator Preparation Programs (EPPs) and school districts are struggling to recruit and retain teacher candidates in a teacher-shortage environment. Research indicates that lengthier internships yield better retention. The College has partnered with the Beaverton School District to address these needs with a model that includes an extensive *paid* internship. Beginning in the fall of 2016, the College enrolled its first teacher candidate cohort in partnership with the Beaverton School District.
http://blogs.oregonstate.edu/collegeofeducation/trained-teachers-like-train-doctors/

TEAMS

Teachers Educating All Multilingual Students, known as TEAMS, is the new Oregon State University program that will train 80 teachers in the Beaverton, Bend-La Pine, Springfield, Greater Albany and Corvallis school districts to better understand the languages, families, and community cultures of their students. Our faculty, with support from a U.S. Department of Education grant, will help more Oregon teachers earn their English to/for Speakers of Other Languages (ESOL) endorsement without having to pay the $10,000 tuition. The grant also provides support to enable these teachers to work with community resources to build bridges with families of emergent bilingual students.
http://blogs.oregonstate.edu/collegeofeducation/multilingual-classrooms-need-multifaceted-approach-number-k-12-students-oregon-dont-speak-english-proficiently-grown-dramatically-last-20-year/

FIESTAS

The Families Involved in Education: Sociocultural Teaching and STEM (FIESTAS) research project builds on community partnerships to engage preservice teachers in an after school program to develop culturally responsive STEM learning. Over the course of six years, FIESTAS has impacted five education courses, approximately 300 preservice teachers, and 500 underserved children. Twenty-three nearby businesses served as local sites of learning where children interacted with bakeries, food venues, auto shops, gyms, and retailers to see that STEM "happens right here in their neighborhood."
http://blogs.oregonstate.edu/collegeofeducation/fiestas-celebrating-community-learning-research-diversity-laundromats-bakeries-gyms-tire-shops/

AVID Training
All undergraduate Double Degree teacher candidates now participate in Advancement Via Individual Determination (AVID) training. AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society. AVID has been adopted by the vast majority of school districts in the Northwest. The preparation enhances the work our faculty and students are doing to infuse English Language Learner competencies across the curriculum and schools. http://www.avid.org/about.ashx

REPORT STRUCTURE

There are numerous activities and programs within the College that have been initiated or will be deployed in the coming biennium to allow OSU to be part of the state's solution to increase the diversity of teachers in Oregon. For the 2018-2020 Educator Equity Plan, we have proposed a third goal to specifically target support for licensed current teachers, who should also be given the opportunity to further develop their skills and knowledge so that they can be successful in culturally and linguistically diverse classrooms. In this plan, we have highlighted existing and planned programs that will move us to meet the goals we have established. The remainder of this report conforms to the guidance provided by the HECC and the Chief Education Office, dated July 17, 2017. For each of our three goals we have summarized the current state; identified and described strategies that have been undertaken or will be undertaken in 2018-2020 by the College to ensure continued progress; provided time frames for new programs, which are being developed and implemented; and integrated historical data for Goals 1 and 2 to provide a baseline so that progress toward goals can be more fully understood.

2018-2020 EDUCATOR EQUITY PLAN GOALS

The College will develop and sustain programs in support of three goals:

1. Support efforts to increase annual recruitment of underrepresented minorities (URM) in professional teacher education (undergraduate and graduate) programs;
2. Maintain the completion rate to equal or exceed 85 percent for all students;
3. Increase the College's capacity to infuse all licensure programs (pre-service and in-service) with English Language Learner (ELL) and Dual Language (DL) competencies to advance Oregon teacher cultural literacy and advocacy.

GOAL 1: Support efforts to increase annual recruitment of underrepresented minorities (URM) in professional teacher education (undergraduate and graduate) programs

OSU's graduate, undergraduate, and Ecampus programs offer four pathways to licensure. Providing multiple pathways to earning a degree and teaching license maximizes potential for diverse students to find a program that works for them.

- Graduate-level licensure in math and science (MS): Students in the graduate-level MS pathway for licensure in math and science teaching have a bachelor's degree in the subject area in which they will teach. This licensure program is completed in ten months.
- Graduate-level Master of Arts in Teaching (MAT): Students in the one or two-year MAT teacher preparation programs show evidence of relevant coursework (subject mastery) prior to beginning their graduate studies.
- Undergraduate-level Double Degree: Students in the Double Degree undergraduate pathway for elementary and secondary teaching complete a primary degree in their

subject area and a 40-credit second degree in Education, leading to professional licensure in Oregon.

- Undergraduate-level Elementary Education Degree: Students in the proposed Elementary Education undergraduate degree (OSU-Cascades) will earn a BS in elementary education, leading to professional licensure in Oregon. A Category I proposal has been submitted for this new licensure pathway and is currently under review at OSU.

Table 1 summarizes the race/ethnicity of students completing the various pathways for teacher licensure at OSU, including Corvallis and OSU-Cascades campuses. In Academic Year (AY) 2017, we graduated 162 teachers that included 20 (12 percent) racially/ethnically diverse teachers. The diversity of students has increased by 5 percentage points since 2014 (7 percent in 2014 to 12 percent in 2017). We will continue to invest in two significant areas (recruitment activities and expanding our MAT) to make additional progress toward increasing the attractiveness of our programs to diverse populations, as well as to increase the cultural and linguistic diversity of our teacher candidates and ultimately of our graduates.

Table 1: AY14-AY17 Completion of OSU Licensure Program by Race/Ethnicity

Ethnicity	**AY14**	**AY15**	**AY16**	**AY17**
White	116	114	140	138
American Indian Alaskan	*	0	0	0
Asian	*	0	*	*
Black African American	0	0	*	0
Hispanic Latin@	*	*	12	*
Native Hawaiian	*	0	0	*
Two or More	*	*	*	*
Not Specified	*	*	*	*

* Actual number > 0 and < 10, so redacted for privacy

Total Licensed Teachers	127	132	173	162
% Culturally and/or Linguistically Diverse	**7%**	**11%**	**14%**	**12%**

The College has invested in recruiting efforts as one mechanism to increase the cultural and linguistic diversity of our teacher license candidates. In July 2017, we hired a new bicultural recruiter/advisor. This hire has allowed the College to expand its recruiting reach and to develop relationships with community colleges, campus cultural centers, and high schools that are much more extensive than previous recruiting efforts. In AY18, our recruiter/advisor has increased the number of contacts and estimates that over 25 percent of these contacts are with culturally and linguistically diverse students. Overall, we expect to increase the number of teacher candidates in the Double Degree program from 79 (AY18) to 112 (AY19). While we will not know the specific demographics of these students until they matriculate, pre-education enrollments in the Double Degree program provide early evidence of success in recruiting an increasingly diverse cohort of students. On the Corvallis campus, 21 percent of students currently enrolled in our education undergraduate programs are culturally or linguistically diverse. Concurrently, OSU-Cascades faculty have been partnering directly with advisors at Central Oregon Community College to develop a more efficient pipeline of undergraduate students coming to OSU-Cascades interested in teaching. This will be a critical pipeline for the proposed BS in elementary education.

The College has also invested in an innovative program to provide a pathway to teacher

licensure embedded within communities. We are now enrolling our third cohort in the two-year MAT program launched in the Beaverton School District. This program began as a partnership between the Beaverton School District and the College to (a) increase the diversity of teachers in Beaverton, (b) focus on high-need area teachers in bilingual education and STEM, and (c) perfect a research-based clinical model of teacher education that can be duplicated in other regions across the state. The program is a deliberate effort to establish a presence in the Portland metropolitan area and will provide greater access to a culturally and linguistically diverse population interested in teaching.

We have just begun efforts to expand the clinically-based MAT through a new partnership between the College of Education and Portland Public Schools (PPS). PPS is a PK-12 urban school district in Portland. With more than 49,000 students in 78 schools, it is one of the largest and most diverse school districts in the Pacific Northwest. Beginning summer term 2018, PPS has selected OSU as their partner for preparing candidates in their K-5 Dual Language Teacher Fellows program. The Dual Language Teacher Fellows program is a teacher licensure pathway to support the preparation of teachers for the nearly 30 schools in PPS that are Dual Language Immersion programs. We anticipate approximately 20 teacher fellows in our first cohort. Nearly the entire cohort of teacher fellows come from underserved and underrepresented groups and all are culturally and linguistically diverse. Our hybrid degree delivery model (Ecampus and face-to-face contact in the district where the teacher candidates are living), along with our faculty's expertise in dual language and English for Speakers of Other Languages (ESOL) were key decision points for PPS. Students in both our Beaverton-based and Portland-based MAT programs are non-traditional and more diverse than in previous years.

The College's five-year goal is to produce 212 licensed teachers in AY22 across all licensure programs in the College. Our recruitment work in the Double Degree, along with our continued investment in our clinically-based MAT will be significant in ensuring that more culturally and linguistically diverse students become licensed.

GOAL 2: Maintain the completion rate to equal or exceed 85 percent for all students

Table 2 summarizes the completion percentages for AY15, AY16, and AY17. Overall, the College has maintained consistently high completion percentages even as our enrollments have increased. Completion percentages vary by degree type (undergraduate vs. graduate programs) and by year. In some cohorts, students who identify as racially/ethnically diverse appear to complete at lower percentages. It should be noted that 2017 completion percentages will increase as we have students who are still working to complete the requirements of their degrees. For example, the number of active, but likely to complete, racially/ethnically diverse graduate students currently identified in the AY17 cohort is six. When these six students complete (likely in AY18), this completion percentage will increase to over 80 percent. While we have met the goal of overall completion rates that equal or exceed 85 percent, we will continue to closely monitor completion rates for subgroups of students and identify necessary actions if we find differences do exist by degree program or based on the other student demographics.

Table 2: Student Completion Percentage

Undergraduate	Total Student Completion Percentage	White Student Completion Percentage	Racially/Ethnically Diverse* Student Completions Percentage
AY15	100%	100%	100%
AY16	94%	96%	88%
AY17	87%	88%	86%
Graduate			
AY15	92%	92%	92%
AY16	99%	99%	100%
AY17	89%	92%	71%
All Undergraduate + Graduate			
AY15	93%	93%	93%
AY16	97%	98%	94%
AY17	88%	90%	79%

* (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

We are confident that we can maintain these high completion percentages as a result of investments made to the structure of the Double Degree, as well as other program-level work and activities. The Double Degree has fully transitioned to a single cohort of students, replacing the previous rolling admission model. The cohort model has been shown to have significant positive impact on student completions rates for all students. In addition, by enforcing prerequisites for all courses, we are able to ensure that students in the Double Degree have the knowledge and skills necessary to successfully navigate their program of study. Beyond these programmatic changes, preservice teachers at OSU are provided with a multitude of opportunities to interact with K-12 students both in and outside of the classroom, supported in projects and programs led by educational researchers and instructors.

As noted in the executive summary, programs such as FIESTAS have enabled approximately 300 teacher candidates to help students see the relevancy of STEM in their own communities. In the elementary education program, we have continued a partnership with the Department of Mathematics to make the elementary math course sequence more compelling for our teacher candidates, resulting in improved retention and completion rates of teacher candidates. The Common Core State Standards in Math emphasize the importance of classroom discussion, mathematical explanation, and conjecturing. This emphasis on language and classroom discourse has benefited from our bilingual teachers, who are well-prepared in the language of mathematics.

In addition to efforts directed specifically at our own teacher candidates, faculty in the College are engaged in efforts that impact teachers across the state to improve the success of all students in STEM classrooms. One such program is OSU's Ambitious Math and Science Summer (AMS) Institute, a collaborative learning environment for math and science teachers, teacher leaders, STEM education faculty, and scientists. Ambitious teaching aims to support all students—across ethnicity, race, class, and gender identity—to develop the deep conceptual understanding necessary to solve authentic problems. The 2017 Institute featured STEM learning innovations including mathematical modeling, virtual reality, and drone technology. Educators explored classroom modeling opportunities across various OSU facilities, including the Wave Research Laboratory, Dairy Barn, Nutrigenomics Research Lab, Radiation Center, and Propulsion Laboratory. The AMS Institute helps K-12 educators provides approaches and strategies to develop students' confidence and abilities in mathematics and science. The Ambitious Math and Science Network provide professional development available regionally to groups of math and science teachers. This work seeks to strengthen the mathematics classroom experiences by integrating authentic opportunities for students to engage in modeling.

Finally, OSU-Cascades is currently developing youth camps focused on math and science for ESOL students. The MAT faculty from OSU-Cascades will facilitate this program and have MAT student teachers serve as instructors during the camp.

GOAL 3: Increase the College's capacity to infuse all licensure programs (pre-service and in-service) with English Language Learner (ELL) and Dual Language (DL) competencies to advance Oregon teacher cultural literacy and advocacy

English language learners (ELLs) compose about 10 percent of all Oregon K-12 students with another 7-10 percent classified as former ELLs. Diversity in the teaching workforce also means preparing teachers to address the learning needs of these children. Approximately 77 percent of ELLs speak Spanish. The College is building the capacity of graduates through the new bilingual, dual-language specialization program. Recruitment for this program will draw heavily from the Latino/Latina population in Oregon. Faculty are working closely with the Oregon Department of Education (ODE) and have secured external funding from the U.S. Department of Education and the Spencer Foundation in support of OSU's Oregon English Learner Alliance. All licensure programs now require that students take at least one ESOL course that inculcates the state-adopted core competencies for teaching ELL students. This has established a baseline for all teacher candidates to be able to work with second language learners.

We have taken this a step further, and a Dual Language Specialization program has been approved by the Teacher Standards and Practices Commission (TSPC) for enrollment beginning in fall 2018. Three recent (2016-17) faculty hires will support the Dual Language Specialization.

In fall 2017, OSU was awarded a National Professional Development grant from the U.S. Department of Education Office of English Language Acquisition. This five-year, $2.5 million grant provides funding for 80 teachers to complete OSU coursework leading to an English for Speakers of Other Languages endorsement or a Dual Language specialization. We refer to this initiative as Teachers Educating All Multilingual Students (TEAMS), and we have partnered with five districts in this work: Beaverton, Bend-La Pine, Corvallis, Greater Albany, and Springfield. We anticipate that the first cohort of 38 participants will complete their ESOL endorsement in fall 2018, with all tuition covered by grant funds. The second cohort will begin in summer 2019, and for this cohort we will focus on recruiting bilingual teachers interested in pursuing a Dual

Language specialization.

ESOL/DL faculty will once again have an exhibitor table at the State English Learner Alliance Conference this spring, with new flyers for our ESOL endorsement, Dual Language specialization, and the Language, Equity, and Education Policy option within our PhD program. This effort will help make in-service teachers aware of these innovative programs.

Our ESOL endorsement, along with our recently approved Dual Language Specialization, are critical to Goal 3 in two ways. First, this endorsement and specialization provide critical knowledge and skills to all of the College's current teacher candidates. Second, these two programs are available through the OSU's Ecampus, making the endorsement and specialization particularly attractive to culturally and linguistically diverse students and teachers who may disproportionally experience barriers to traditional campus-based college courses.

Finally, all undergraduate Double Degree teacher candidates now participate in AVID training. AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society. AVID has been adopted by the vast majority of school districts in the Northwest, and this preparation enhances the work our faculty and students are doing to infuse English Language Learner competencies across the curriculum in our programs and in schools.

TRACKING AND IMPLEMENTION

We will continue to require program chairs and program leads to complete annual analyses to track progress toward these goals both quantitatively and qualitatively. In addition, these goals and progress toward goals are shared with faculty across all programs through annual reports, faculty meetings, the Dean's council, and in communications from the Dean. The College's Director of Licensure and Associate Dean of Academics are responsible for determining if additional data or analyses are required and for working with faculty and staff to implement new programs or changes to processes. This oversight will ensure that we are actively working toward making progress in this important work, which is not only mandated by the State, but also fully aligned with our values and strategic goals.

WEEKS-EARP Erin

From: Colbert, Debbie <Debbie.Colbert@oregonstate.edu>
Sent: Sunday, April 08, 2018 11:44 AM
To: WEEKS-EARP Erin
Cc: ROSSELLI Hilda - CEdO; Doolen, Toni L; Bell, Randy Lee; OMalley, Nell W; Feser, Edward
Subject: OSU Board of Trustees approval of 2018-20 Educator Equity Plan
Attachments: TAB_L_OSU_Educator_Equity_Plan.pdf

Follow Up Flag: Follow up
Flag Status: Flagged

Dear Erin,
I am writing to notify you that on April 6 the OSU Board of Trustees unanimously approved the OSU 2018-2020 Educator Equity Plan. I am attaching the plan materials for your convenience.
Please do not hesitate to contact me if you have any questions or need additional documentation.
Best,
Debbie

Debbie Colbert | Secretary of the Board | Office of the Board of Trustees
526 Kerr Administration Bldg. |Corvallis, OR 97331
Ph: 541-737-8115 | cell: 541-619-0189 | Email: debbie.colbert@oregonstate.edu

Pathway to Teaching

Southern Oregon University
Educator Equity Plan

2018

Southern OREGON UNIVERSITY

Recruiting and Developing Diverse Educators in Southern Oregon

Oregon's Educator Equity Act (ORS 342.433 to 342.449) declares the state educator equity goal as "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 educator preparation 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 law requires the HECC to "*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.*"

The Southern Oregon Pathway to Teaching

The Southern Oregon University Educator Equity Plan was reviewed and approved by the SOU Institutional Governing Board on April 15, 2016 and by the HECC on June 9, 2016. Goals identified in that plan include:

1) Increasing the number of teachers from culturally and linguistically diverse backgrounds within schools throughout Southern Oregon;
2) Increasing university enrollment by expanding the pipeline of culturally and linguistically diverse students from within the Rogue Valley who are actively encouraged and academically prepared to enter and succeed in higher education.

Core strategies for achieving these goals include:

1) Starting early: linking with existing minority outreach efforts which begin in the 8th grade and employ a whole family approach.
2) Articulated career pathway including dual credit: providing tuition assistance for students to earn 15 credits of college coursework while still in high school.
3) Bridging systems to support post-secondary and career aspirations: working with students and families as they navigate the transition from k-12 to higher education and into the workforce.
4) Incentivizing participation for culturally and linguistically diverse students: participating students receive an intent to interview letter upon graduating from high school, along with tuition remissions and paid internships during the final year of their teacher preparation program.
5) Leveraging community partnerships around common priorities and shared commitments: programing and financial contributions from Southern Oregon University, the Medford and Phoenix-Talent School Districts, and the Southern Oregon Educational Services District.

2018 Status Report

Supporting Success

With the first Pirates to Raiders cohort graduating the Phoenix-Talent school district in 2016, a total of 37 students from two cohorts are now participating in higher education. This 78.7% college participation rate is more than double the 38.5% statewide average for Latino youth (Oregonlearns.org). Tables 1 and 2 below depict program outcomes for the two cohorts now having completed high school and reveal substantial improvements in graduation and college participation rates in comparison to statewide averages.

Table 1: Pirates to Raiders Cohort One (2015-16)

Outcomes	HS Graduation	College Attendance	4 Year College Attendance
P2R Cohort 1 (24 students)	19	19	[redacted]
P2R %[1]	79.2%	79.2%	29.2%
Statewide average[2]	69.4%	38.5%	10.8%
Improvement over statewide average	14%	205%	270%

[1] P2R graduation rate reflects students who began program in 8th grade and graduated from the Phoenix-Talent district within 5 years.

[2] Statewide average for HS graduation rate based upon 4 year cohort rate published by Oregon Department of Education. Average for college participation and 4 year college participation rates are based upon Latino Students Education Pathway published by Oregonlearns.org

Table 2: Pirates to Raiders Cohort Two (2016-17)

Outcomes	HS Graduation	College Attendance	4 Year College Attendance
P2R Cohort 2 (23 students)	23	18	12
P2R %[1]	100%	78.2%	52.2%
Statewide average	available 1/25/18	38.5%	10.8%
Improvement over statewide average		203%	483%

Beyond these direct indicators of academic success, the 2016 plan included commitments to support dual credit activity and begin tracking non-cognitive metrics associated with promoting students' success in school and later life. To date, the program has supported 236 credits of Advanced Southern credit, launching students on a path towards college and saving students and families over $36,000. The non-cognitive metrics and assessment instruments selected in collaboration with partnering districts are identified in Appendix A.

Expanding our Pipeline

Extending the program in partnership with the Medford School District, the inaugural Bulldogs to Raiders cohort launched at McLoughlin Middle School in fall 2015 with the first two cohorts having now progressed to South and North Medford high schools. In fall 2017, the inaugural Hornets to Raiders cohort launched at Hedrick Middle School. As depicted in Table 3, these programs are currently supporting 234 students across six schools and two districts.

Table 3: Expanding our Pipeline

level	Pirates to Raiders	Bulldogs to Raiders	Hornets to Raiders
Higher Ed	37	n/a	n/a
High School	75	74	n/a
Middle School	23	46	16

For the subset of program graduates pursuing a career in teaching, five are declared Elementary Education majors at Southern Oregon University, with an additional eight pursuing other majors at SOU and eligible to apply to the Master of Arts of Teaching program upon completion of their undergraduate degree. All 13 students are members of an ongoing cohort with a designated advisor and quarterly meetings focused on providing continuing support and connection to the teacher preparation program.

Table 4: Pathway Eligible Students at SOU

	Elementary Education	Secondary Education
Pathway eligible students entering in 2017	[redacted]	[redacted]
Pathway eligible students entering in 2016	[redacted]	[redacted]
Historical annual average prior to the Pathway[3]	0.1	0.3

[3] Culturally and linguistically diverse students completing the SOU teacher licensure program after graduating from Phoenix-Talent or Medford school district in the prior ten year period.

Extending the Pipeline from Recruitment to Retention

As with recruitment, both program completion rates for candidates of color enrolled in teacher preparation programs and retention rates for teachers of color lag behind overall statewide averages (2016 Oregon Educator Equity Report). Thus, the ultimate success of the Pathway to Teaching in helping meet statewide equity goals requires that attention also be given to the experience of these students after they reach the university and the profession. For students at Southern Oregon University, all Pirates to Raiders and Medford biliteracy seal graduates receive ongoing support as members of a cohort with a designated advisor and quarterly meetings that provide continuing connection to the teacher preparation program and community of diverse educators within the Rogue Valley.

To support teachers already in practice, the School of Education has partnered with the Southern Oregon Educational Services District and the Oregon Mentoring Project to co-sponsor affinity group meetings for educators of color to begin in March 2018. With the support of community partners such as the Oregon Shakespeare Festival, this K-20 approach is designed to provide a regular venue for diverse educators throughout our region to meet and provide collegial support, discuss barriers and the efficacy of institutional supports, and advocate around issues of diversity and inclusion.

Other collaboration efforts to support diverse educator recruitment and retention include: embedding implicit bias and cultural agility training within the SOU educator preparation programs (EPP) and Southern Oregon Mentoring Program (SOMP) training to improve administrators, supervisors and mentors' ability to recognize and support the needs of CLD

teachers; developing a consistent observational protocol for assessing and supporting culturally responsive pedagogy across both SOU EPP and SOMP; and collaborating with the ESD Migrant Education Office to recruit and incentivize out-of-region CLD candidates participating in the Southern Oregon Teacher Job Fair.

Next Steps: Broadening Access

Southern Oregon University's 2016 Educator Equity Plan indicated the potential for future expansion to additional districts and to Native American student populations. Given the core strategies of linking with existing minority outreach efforts and leveraging community partnerships with local school districts, the 2016 plan built upon the foundation of the Pirates and Bulldogs to Raiders programs to focus support for Latino students in the Phoenix-Talent and Medford school districts. While the labor intensive nature of the academic supports associated with the Pirates and Bulldogs to Raiders program are difficult to sustainably replicate or expand upon given present resources, other elements of the Pathway are more readily transferrable to other locales and populations. Specifically, Pre-College Youth Programs and Minority Outreach Programs are exploring a joint partnership with the OSU Juntos Program to support extending post-secondary planning and family engagement programing to additional districts within the Rogue Valley. Meanwhile, burgeoning collaboration with the Native American Studies department and SOU Foundation provides an opportunity to incentivize entry into the SOU teacher preparation program for Native American students.

As depicted in Appendix B, Southern Oregon University is continuing to deepen alignment of programmatic supports and success metrics associated with recruiting and retaining underrepresented populations.

Appendix A: SOU Pipeline Programs: How we Promote and Measure Student Success

Grade	8th	9th	10th	11th	12th
Goal #1: Increase Academic Achievement					
What it means	Increasing grades, attendance, graduation and college participation				
Assessment Tools	• Semester gpa • Weekly attendance	• Semester gpa • Weekly attendance	• Semester gpa • Weekly attendance	• Semester gpa • Weekly attendance • Dual credits earned	• Semester gpa • Weekly attendance • Dual credits earned • HS graduation • College admissions (National Clearinghouse)
Curricula/Activities	• After school tutoring • Attendance outreach	• After school tutoring • Attendance outreach • WOOP Method	• After school tutoring • Attendance outreach	• After school tutoring • Attendance outreach • Dual credit tuition vouchers	• After school tutoring • Attendance outreach • Dual credit tuition vouchers
Goal #2: Support Post-Secondary Aspirations and Planning					
What it means	Helping students define their goals for after high school and develop plans to achieve them				
Assessment Tools	• College Planning Questionnaire		• College Planning Questionnaire		• College Planning Questionnaire
Curricula/Activities	• Berkley Curriculum: *What Does Success Mean to Me?* • Berkley Curriculum: *The Benefits of College*	• Latino Family Days	• Latino Family Days • Berkley Curriculum: *What Types of Students Do Colleges Want?*	• Latino Family Days • SAT prep • ASC tuition remission	• Latino Family Days • Senior Seminar • ASC tuition remission

Goal #3: Foster Growth Mindset					
What it means	Believing that success results from effort rather than innate ability				
Assessment Tools		• Mindset Quiz		• Mindset Quiz	
Curricula/Activities		• TED Talk: *The Power of Belief—Mindset and Success*			
Goal #4: Promote Academic Resilience					
What it means	Adopting an incremental approach when facing difficult tasks and challenges				
Assessment Tools		• Grit Scale Quiz		• Grit Scale Quiz	
Curricula/Activities	• Berkley Curriculum: *Navigating the Road to My Future* • Berkley Curriculum: *Preparing for High School & Beyond*			• WOOP Method	
Goal #5: Enhance Student and Family Engagement					
What it means	Feeling welcomed and taking an active interest in school				
Assessment Tools	• *Youth Truth Survey*		• *Youth Truth Survey*		
Curricula/Activities	• Parent kick-off night • Cultural enrichment fieldtrip • Academia Latina	• Academia Latina • Caesar Chavez Leadership Conference	• Academia Latina • Caesar Chavez Leadership Conference	• Academia Latina • Caesar Chavez Leadership Conference	• Academia Latina • Caesar Chavez Leadership Conference

Appendix B: Building an Integrated Pipeline of Support

Academic Outcomes

⇒ College Completion

⇒ College Participation

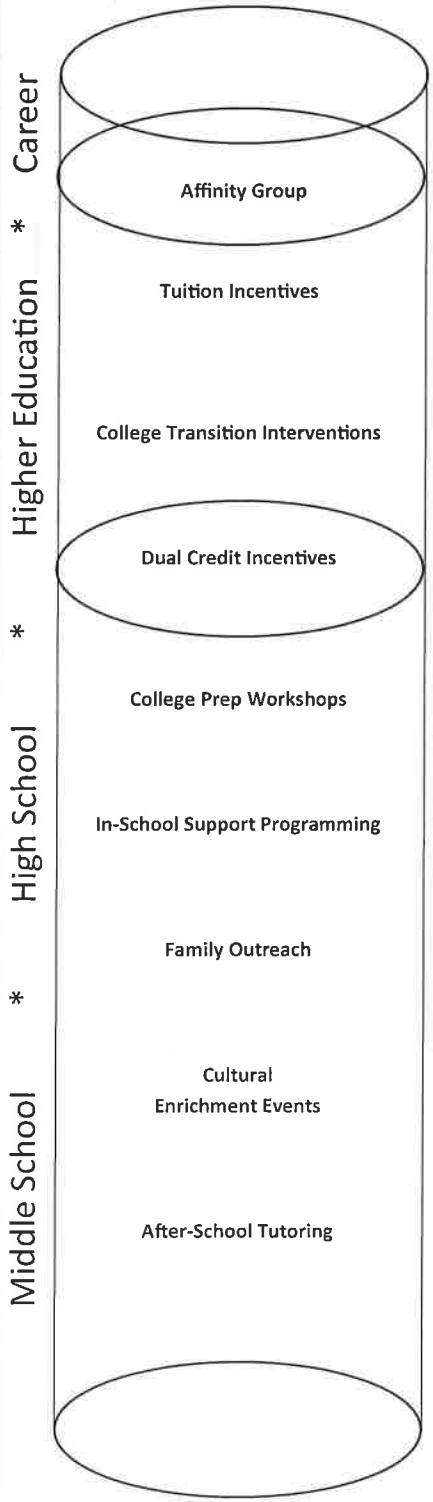
⇒ High School Graduation

⇒ Dual Credits Earned

⇒ GPA

⇒ Attendance

Programmatic Supports



Non-Cognitive Outcomes

⇒ Belonging

⇒ Resilience

⇒ Post-Secondary Aspirations

⇒ Growth Mindset

⇒ Student and Family Engagement

Date: February 14, 2018

To: Dr. John King
SOU Division Director, Education, Health and Leadership

From: Sabrina Prud'homme
University Board Secretary

Re: **Board Review of Educator Equity Plan**

On January 18, 2018, in the regularly scheduled meeting of the Academic and Student Affairs Committee of SOU's board, the committee reviewed, "Pathway to Teaching: Southern Oregon University's Diverse Educator Equity Plan." The committee found the plan to be adequate and feasible as presented, and unanimously recommended that SOU Board of Trustees also review the plan.

On January 19, 2018, the Board of Trustees of Southern Oregon University conducted a thorough review of the plan for adequacy and feasibility. Following this review, the board unanimously approved its submission to the HECC.

Attached as exhibits "A" is the motion the SOU Board of Trustees approved regarding this agenda item.

If there is anything further we can do to assist you, please let me know.

Thank you, and good luck!

SJP

Encl.: Exhibits A

Churchill Hall, Room 107 • 1250 Siskiyou Boulevard • Ashland, Oregon 97520-5015

(541) 552-8055 • governance.sou.edu • trustees@sou.edu

"EXHIBIT A"

SOU Board of Trustees
Friday, January 19, 2018

Motion for Agenda Item:
5.2 Review of SOU Educator Equity Plan

"Based on the recommendation of the Academic and Student Affairs Committee, and the board's own review of the Southern Oregon University Educator Equity Plan, I move that the board acknowledge the plan to be 'adequate and feasible' and approve its submission to the Higher Education Coordinating Commission."

Portland State University
Graduate School of Education

Diversity Plan 2018-2020

Graduate School
of Education
PORTLAND STATE UNIVERSITY

Marvin Lynn, Dean
Tina Anctil, Associate Dean for Academic Affairs
Jennifer Anderson, Director,
Recruitment, Outreach, and Student Services

1900 SW 4th Avenue
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Portland, OR 97207-0751
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Graduate School of Education Vision *1*

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Introduction

To promote a just and democratic society, all people must be provided with an education that will enable them to contribute to the common good and maximize their potential. Every society includes individuals with differing support systems and opportunities. Education is the best means toward equalizing opportunities and, thus, creating a more just society in which democracy can thrive and the standard of living can improve.

The Graduate School of Education (GSE) seeks to help create a more just and democratic society by preparing a diverse population of educators and counselors who are able to address the educational and therapeutic needs of the wide variety of students and clients they will encounter in their professional careers. Toward this end, we have developed (1) strategies and pipeline programs to recruit and admit diverse candidates; (2) guidelines to recruit and retain diverse faculty and staff who support diverse candidates' preparation, experiences, and retention; (3) curriculum and assessment practices to retain and advance candidates who are well prepared to work with diverse students and community members; and (4) a summary of GSE resources dedicated to diversity. For this Diversity Plan, the term diversity refers to the culturally or linguistically diverse characteristics of people, primarily underrepresented minorities (URM).

The GSE Diversity Plan briefly summarizes the GSE efforts and presents goals, accomplishments, and future plans. This report includes the 2016-18 Diversity Plan Outcomes. See Appendix A

Graduate School of Education Mission

To prepare students to advance life-long learning in diverse learning environments including schools, post-secondary institutions, community organizations, and social service and health agencies.

Graduate School of Education Vision

In the next five years, we will be nationally recognized for working collaboratively with the surrounding communities, Tribal Nations, and our students to advance equity and excellence in education and counseling through our engaged research activities, and our community centered and culturally responsive professional preparation programs with innovative models for preparing diverse professionals who are critically engaged global citizens.

GSE Guiding Principles

- We create and sustain educational environments that serve all students and address diverse needs.
- We encourage and model exemplary programs and practices across the lifespan.
- We build our programs on the human and cultural richness of the University's urban setting.
- We challenge assumptions about our practice and accept the risks inherent in following our convictions.
- We model professionalism and develop collaborative efforts that foster our mission.
- We develop our programs to promote social justice, especially for groups who have been historically disenfranchised.
- We strive to understand the relationships among culture, curriculum, and practice and the long-term implications for ecological sustainability.
- We model thoughtful inquiry as a basis for sound decision making.

GSE Priorities

- Engage in individual and program assessment that leads to continuous program improvement.
- Ensure that GSE programs, policies, and practices advance and promote equity, diversity, and inclusion.

- Significantly increase and strengthen faculty research productivity while advancing diverse methods, approaches, and tools for faculty to be engaged in collaborative research that has a transformative impact on our global, state, and local community.
- Maximize the effective use of technology to promote equity in instruction, recruitment, assessment, retention, and scholarship.
- Develop partnerships that support high-quality practical experiences and professional development for GSE candidates, faculty, and cooperating professionals.
- Maximize the effectiveness, efficiency, and productivity of GSE operations.

GSE Equity, Diversity, and Inclusion Goals

The GSE Equity, Diversity and Inclusion Goals ensure that GSE programs, policies, and practices advance and promote equity, diversity, and inclusion. The GSE definition of "diversity" is consistent with PSU's which includes: race, gender, ethnicity, culture, age, sexual orientation, religion, political viewpoint, military background, national origin, marital status, or disability. The following goals are adopted in the Fall of 2017.

1. Develop specific goals across all academic programs within the GSE, that align with state and university equity goals, to increase and retain student diversity across all programs.

    - Objective 1: Provide departments with student demographic data by program and create admission/enrollment goals in each area related to increasing the number of admitted students into the program for AY '17-'20.
    - Objective 2: Provide departments with student retention data by program, identify retention issues that may exist and develop interventions to increase/enhance student retention as needed.
    - Objective 3: Departments and program coordinators work with existing GSE diversity pipeline programs (BTP, PTP, AITP) to facilitate interest in GSE programs and support pre-application and admission activities for identified students.
    - Objective 4: Create an operational definition of "culturally responsive curriculum and practices" and, using these practices, implement specific measurable goals for enhancing student support and retention.

2. Develop specific goals across all units, that align with state and university equity and diversity goals, to increase and retain the diversity of full-time and part-time faculty and staff in the GSE.

    - Objective 1: Actively promote open positions beyond the PSU website to diverse community partners and networks.
    - Objective 2: Create an operational definition of "culturally responsive pedagogy" and implement specific, measurable, culturally responsive goals for retaining the diversity of GSE faculty and staff.

3. Continue to engage faculty, staff, and students in discussions about our role in the perpetuation and dismantling of racism and oppression in our own classrooms and across the GSE.

    - Objective 1: Provide specific support and professional development on areas such as collaboration, bullying, and interpersonal relationships.

4. Draw on the PSU Equity Lens Assessment Tool to engage in a systematic examination of the GSE's curriculum, policies, and practices, and develop and enact a set of strategic actions designed to remedy inconsistencies. This will occur in the following areas: hiring processes with respect to part-time and full-time

faculty and staff; faculty and staff support and retention; admissions and matriculation processes; student support and retention; curriculum; research practices; and partnerships.

- Objective 1: Develop a repository of information on transformative and culturally responsive practice in higher education.

5. Draw on the research-based practices in the field to significantly enhance candidate preparation to teach, lead, and counsel in diverse contexts.

6. Significantly increase support for implementing diversity, equity, and social justice in the GSE by adding a diversity professional to the GSE leadership team in 2017 who will oversee all aspects of the equity agenda.

   - Objective 1: Create a GSE Equity Plan.
   - Objective 2: Identify resources and begin to implement strategies for ongoing, sustainable professional development in the areas of equity, diversity, and inclusion.

Current Enrollment in Initial Teacher, Administrator, and School Counselor Programs

Table 1 shows the diversity of matriculated students in Initial Teacher Preparation programs, Initial Administrator program and the School Counseling program. A main goal in the 2017 Oregon Educator Equity Report states, "If education preparation programs were able to graduate candidates who mirrored the demographics of Oregon's graduating high school students, the pool of traditional age candidates entering teacher education programs should be over 32 percent racially diverse to reflect the 2015-16 five year graduating cohort". The Graduate of School has made progress across all three program areas (Initial Teacher, Initial Administrator and School Counseling) in the last two years and has exceeded the Oregon Educator Equity Report's measurement of 32 percent in two of the three programs. The IAL program did not meet the benchmark in 2017-18, but did surpass it in 2016-17(32.5%).

Table 1. GSE Summary of Programs Matriculation Numbers

Program	URM Student %	Time frame
Initial Teacher Preparation Programs	33.7%	Three year average (2015/16 to 2017/18)**
Initial Administrator Program (IAL)	22.7%	2017-18
School Counseling Program	42.9%	2017-18

** A three year average was used to include programs which admit students every other year.

Table 2 shows the diversity of matriculated students for the Initial Teacher Preparation programs within the GSE. These data show that the number of URM enrolled in the GSE educational programs grew over the last two years, with a three-year average of 33.7 percent. This is an increase of 7.5 percentage points when compared to the three year average of 26.2% for 2013/14 to 2015/16 reported in the 2016 GSE Diversity Plan. The GSE's latest three year average (33.7%) of URM students slightly exceeded the Oregon Educator Equity Report's diversity benchmark of racially diverse high school graduates (32%).

Of the programs listed in Table 2, the Bilingual Teacher Pathway (BTP) program has the highest three-year average of URM matriculation, at 77%; the program is specifically designed to fill critical shortages of elementary bilingual teachers in the Portland metropolitan area.

Table 2. Initial Teacher Preparation Programs Matriculation Numbers*

		2013-14	2014-15	2015-16	2016-17	2017-18	Three year total (13/14 to 15/16)	Three year total (15/16 to 17/18)
BTP	Students	20	18	22	38	18	60	78
	URM	11	13	18	31	11	42	60
	% URM	55.0%	72.2%	81.8%	81.6%	61.1%	70.0%	76.9%
EI/ECSE	Students		14		13		21	13
	URM							
	% URM	14.3%	7.1%		23.1%		9.5%	23.1%
GTEP	Students	104	150	145	212	192	399	549
	URM	20	29	41	71	62	90	174
	% URM	19.2%	19.3%	28.3%	33.5%	32.3%	22.6%	31.7%
IE2P	Students	23		21		16	44	37
	URM						10	12
	% URM	17.4%		28.6%		37.5%	22.7%	32.4%
SDEP	Students	19		19		16	38	35
	URM						10	
	% URM	31.6%		15.8%		6.3%	26.3%	11.4%
SPED	Students	25	25	33	47	34	83	114
	URM				12	10	16	30
	% URM	16.0%	16.0%	24.2%	25.5%	29.4%	19.3%	26.3%
VIL	Students				19			22
	URM			0				
	% URM		40.0%	0.0%	15.8%		25.0%	13.6%
Total	Students	197	212	243	329	276	653	848
	URM	46	49	76	120	90	171	286
	% URM	23.3%	23.1%	31.3%	36.5%	32.6%	26.2%	33.7%

*The numbers in this table represent the number of newly admitted students who matriculated

Figure 1 shows the diversity of students admitted to initial teacher preparation programs from 2013–14 to 2017-18.

Figure 1. **Initial Teacher Preparation Admits (Matriculated)**

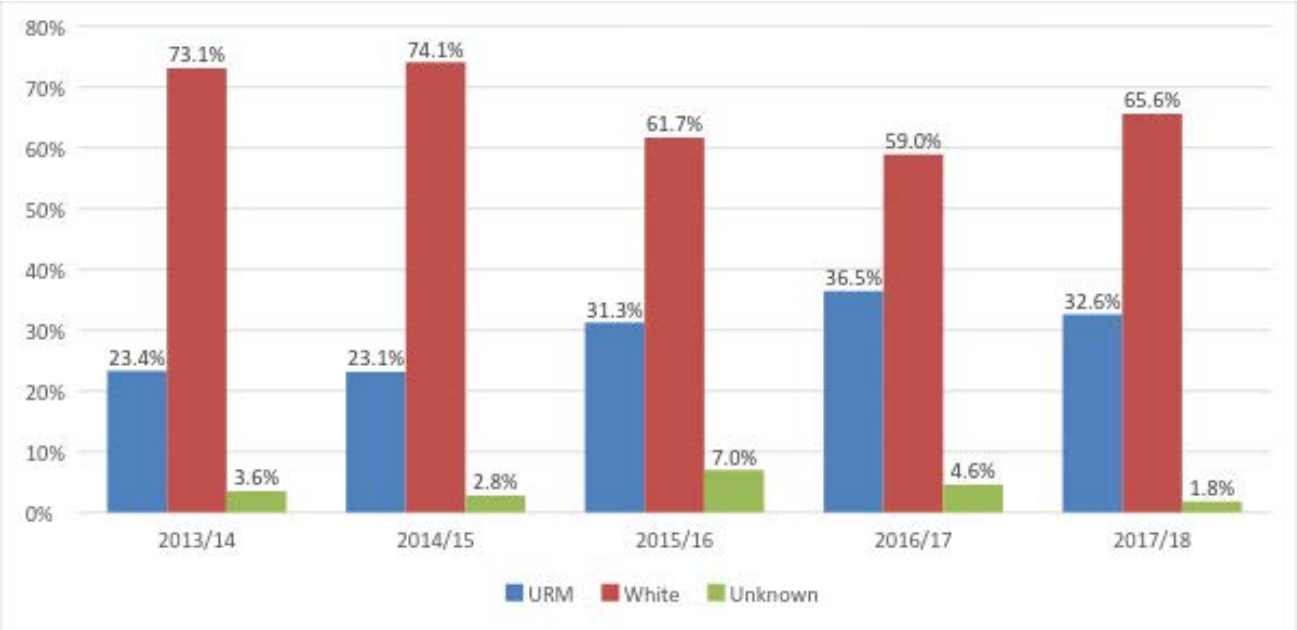


Table 3 shows the diversity of enrolled students within the administrator preparation programs. The data reveal that the matriculation of URM has fluctuated, with a three-year average of 22.7%. The Continuing Administrator License (CAL) program is showing great variation in URM matriculation from year to year, with a three year average of 13.5%. URM matriculation for the Initial Administrator License (IAL) over the past three years has increased from 11.7% to 32.5% and then decreased to 25.6% with a three year average of 22.7%.

Table 3. Administrator Preparation Matriculation Numbers*

		2013-14	2014-15	2015-16	2016-17	2017-18	Latest Three Total
CAL	Students	39	42	33	21	**	96
	URM	▮	▮	▮	▮	**	13
	% URM	23.1%	7.1%	24.2%	9.5%	**	13.5%
IAL	Students	65	63	77	77	39	193
	URM	12	▮	▮	25	10	44
	% URM	18.5%	14.3%	11.7%	32.5%	25.6%	22.7%
Total	Students	104	105	110	98	**	313
	URM	21	12	17	27	**	56
	% URM	20.2%	11.4%	15.5%	27.6%	**	17.9%

* The numbers represent the number of newly admitted students who matriculated.
** Totals for 2017-18 are not available for CAL. Students are admitted throughout the year.

Table 4 shows the diversity of matriculated students within the school counselor preparation program. The data reveal that the matriculation percentage of URM students remained steady from 2013-14 to 2016-17 with a large increase in 2017-18 to 42.9%.; the three-year average of URM students reported in the 2016 GSE Diversity report was 15.4% and has increased substantially when compared with the latest three year average of 24.4%.

Table 4. School Counselor Matriculation Numbers*

		2013-14	2014-15	2015-16	2016-17	2017-18	Three year total (13/14 to 15/16)	Three year total (15/16 to 17/18)
School Counselor	Students	13	13	13	14	14	39	41
	URM	▮	▮	▮	▮	▮	▮	10
	% URM	15.4%	15.4%	15.4%	14.3%	42.9%	15.4%	24.4%

*The numbers represent the number of newly admitted students who matriculated

Recruitment, Outreach, and Student Services

The Office of Recruitment, Outreach, and Student Services (ROSS) is responsible for developing and implementing recruitment and student support activities for new and current students within the GSE. In collaboration with program faculty and department chairs, ROSS team members seek to engage prospective students through direct relationship building, outreach, and targeted marketing activities in an effort to increase interest and potential for enrolling new students into the GSE initial teacher preparation programs and administrator preparation program. ROSS team members also work in conjunction with faculty coordinators, advisers, and department chairs to support current students. Specific effort is placed on attracting and retaining prospective students from culturally and racially diverse backgrounds for initial teaching programs.

Strategies and Programs to Recruit and Admit Diverse Candidates

As part of our goals to recruit diverse educators, goals have to be established to increase URM enrollment in Initial Teacher Preparation programs and the Initial Administrator program in 2018-20. See Figure 2 and Figure 4.

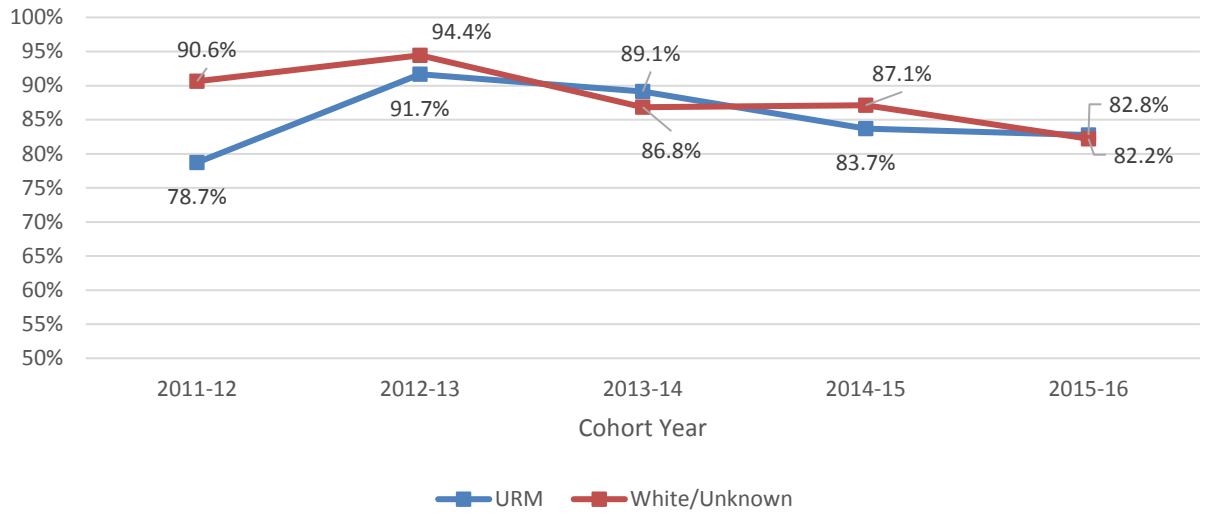
Figure 2. **Goals, strategies, and success indicators for the recruitment and retention of diverse teacher candidates**

Goal	Strategy	Success Indicator and Date
1) Expand recruitment and marketing efforts to increase the number of highly qualified applicants from culturally and racially diverse backgrounds into the GSE initial teacher preparation programs	• In conjunction with department chairs, set recruitment goals to increase the number of qualified applicants from culturally and racially diverse backgrounds for each of the GSE initial teacher preparation programs • Coordinate with partners (community groups, community colleges, and advisors) to promote the teaching profession to students from culturally and racially diverse backgrounds and assist them with successfully submitting their application for GSE initial teacher preparation programs • Continue to grow, support, and build existing teacher interest pipeline programs, including PTP, BTP, and AITP.	• Continue to meet or exceed the percentage of diverse students as compared to the Oregon Educator Equity Report's diversity benchmark, in 2018-19 and 2019-20 • Partner with faculty teaching prerequisite courses to provide connection opportunities with current educators in 2018-20 • Meet identified recruitment and enrollment goals for each of the existing teacher interest pipeline programs, including PTP, BTP, and AITP in 2018–20
2) Continue to meet or exceed the percentage of diverse students who enroll in the GSE initial teacher preparation programs (as compared to Oregon high school data) in 2016-18.	• In conjunction with department chairs, set goals to increase the number of students enrolled from culturally and racially diverse backgrounds for each of the GSE initial teacher preparation programs • Evaluate program admission criteria to ensure that applicants have the opportunities to demonstrate how their unique perspectives will be beneficial in teaching a diverse student body	• Continue to meet or exceed the percentage of diverse students as compared to the Oregon Educator Equity Report's diversity benchmark, in 2018-19 and 2019-20

3) Expand current retention efforts designed to support the academic success of all students with specific attention on efforts designed to meet the needs of culturally and racially diverse and underrepresented students	• Conduct a climate survey to learn about environmental and experiential barriers that may be impacting student success • Create academic support resources and programs for conditionally admitted students, including personalized advising, graduate level writing tutoring, and the formation of an early alert committee • Provide departments with student retention data by program, identify retention issues that may exist and develop interventions to increase/enhance student retention as needed	• Continue to implement annual or bi-annual climate survey to all current students and faculty in initial teacher licensure programs and identify themes and follow up on needs for the following year • Continue to provide writing support, with established processes and procedures for tutoring referrals and sessions in 2018-20 • Utilize the established early alert committee to develop and communicate key processes and procedures for struggling students in 2018–20 • Create retention report by 2018-19 to identify issues that may exist for diverse students and develop strategies to increase retention as needed
4) Continue to grow, foster, and nurture an inclusive and welcoming environment for all students, faculty, and staff in the GSE	• Establish pathways for faculty, students, and staff to acknowledge and use conflict management tools to address cultural bias and conflict in the educational setting in a productive and affirming manner • Engage current faculty and students to provide support and mentorship for students from culturally and racially diverse and underrepresented background • Establish review process to review and address assessment data in regards to equity.	• Clearly identify and communicate mentorship opportunities to the GSE community in 2018-20 • Analyze and review GSE outcome data including Exit and Alumni surveys, Field experience surveys and edTPA results to understand our candidates' needs and strengths, and program gaps in support

Figure 3 shows the percentage of diverse and white/unknown students completing an Initial Teacher Preparation program for the 2011-12 to 2015-16 cohorts.

Figure 3. **Initial Teacher Preparation Completion Rate**



Pipeline Programs to Recruit Diverse Initial Teacher Candidates

The GSE is already engaged in a number of initiatives to recruit and retain underserved and racially diverse students. The following summary highlights four existing pipeline and support programs that focus on the intentional recruitment of diverse candidates through dedicated funds and identified coordinators. The following paragraphs provide a summary and matriculation data for each program along with the Teachers Pathway program which ended in 2017.

Portland Teacher Program

The PTP is a partnership among Portland Public Schools (PPS), Portland Community College (PCC), Portland State University (PSU), and Beaverton School District (BSD). PTP focuses on the recruitment and preparation of diverse teachers from historically underrepresented groups. It is a nationally recognized program committed to diversity, equity, excellence, and collaboration, which supports the development of a multicultural, educational workforce. To date, PTP has prepared more than 300 teachers. The numbers in the Table 5 represent those who are admitted to the GSE and do not include future candidates who may be in the PTP pipeline as undergraduates.

Table 5. Portland Teacher Program

Year	Ethnicity	Applied	Enrolled	Active	Completed
2013–14	Black or African American	▮	▮	-	▮
	Hispanic	▮	▮	-	▮
	Total	12	12	-	11
2014-15	Black or African American	▮	▮	-	▮
	Hispanic	▮	▮	-	▮
	Total	▮	▮	▮	▮
2015-16	Black or African American	▮	▮	▮	▮
	Hispanic	▮	▮	▮	▮
	Pacific Islander	▮	▮	▮	▮
	Total	11	11	-	10
2016-17	Hispanic	▮	▮	▮	▮
	Pacific Islander	▮	▮	▮	▮
	Total	▮	▮	▮	▮
2017-18	Black or African American	▮	▮	▮	
	Hispanic	▮	▮	▮	
	Pacific Islander	▮	▮	▮	
	Total	13	13	13	
Total		51	51	14	34

Bilingual Teacher Pathway Program

The BTP is a specialized Initial Teacher Preparation program that focuses on the recruitment and preparation of bilingual and bicultural teachers. It is designed to fill critical shortages of bilingual teachers in the Portland metropolitan area. To date, BTP has prepared more than 300 teachers. The numbers in the Table 6 represent all BTP candidates, including both undergraduate and graduate candidates.

Table 6. Bilingual Teacher Pathway Program

Year	Ethnicity	Applied	Enrolled	Active	Completed
2013–14	Hispanic	27	11	-	11
	Asian	▮	0	-	0
	White/Unknown	14	▮	▮	▮
	Total	34	20	▮	17
	Black or African American	▮	▮	-	▮
2014-15	Hispanic	23	12	▮	▮
	Asian	▮	-	-	0
	American Indian/Alaskan Native	▮	-	-	0
	White/Unknown	▮	▮	▮	▮
	Total	38	18	▮	12
	Black or African American	▮	▮	▮	▮
2015-16	Asian	▮	▮	▮	▮
	American Indian/Alaskan Native	▮	▮	-	▮
	Hispanic	24	11	▮	▮
	Multi-Race	▮	▮	▮	-
	White/Unknown	▮	▮	▮	▮
	Total	40	22	▮	12
	Black or African American	▮	▮	▮	-
2016-17	Asian	▮	▮	▮	-
	Hispanic	34	24	22	-
	Multi-Race	▮	▮	▮	-
	White/Unknown	▮	▮	▮	-
	Total	52	38	36	
	Black or African American	▮	▮	▮	-
2017-18	Asian	▮	▮	▮	-
	Hispanic	12	▮	▮	-
	White/Unknown	▮	▮	▮	-
	Total	25	17	17	-

American Indian Teacher Program

The AITP is dedicated to the recruitment and preparation of American Indian/Alaska Native teachers. AITP is funded as a consortium of the GSE and the Confederated Tribes of the Siletz Indians and the Confederated Tribes of the Umatilla Indian Reservation although all of the 9 Oregon tribes have asked to be included as a partner in the effort. Since 2010 the program has graduated 24 educators with funding provided by the Office of Indian Education within the US Department of Education. It has received three OIE grants and expects to have added 36 Native teachers to the field by 2019. The program provides 1) personalized, individualized support, and 2) monthly seminars emphasizing traditional values and Indigenous ways of learning in teacher identity exploration. Through cohorts inducted into a culture-based community of practice, teacher candidates are returned to an urban community of American Indians and tribal representatives in an honoring ceremony that recognizes children and youth, and elders alike as teachers. The graduates' bond as an Indigenous cohort ties them closely to one another and as alumni they share their teaching experiences with new cohorts. Students enrolled as participants in the AITP program receive payment of all tuition and fees for a teaching license and master's degree, health insurance, annual parking pass, dependent care and a monthly living stipend. The initial four year grant started in 2010 and in fall 2014, the AITP received a second award for 2014 through 2018 from the Office of Indian Education to recruit and prepare an additional 15 Native teachers. In 2016, AITP received an additional grant for 1.2 million for 2016 through 2020 to recruit and prepare 15 Native Teachers. AITP plans to apply for another grant when the 2014-18 grant runs out in 2018.

Table 7. American Indian Teacher Program

Year Admitted	Enrolled	Active	Completed
2010-11	▮	▮	▮
2011-12	▮	-	▮
2012-13	▮	-	▮
2013–14	▮	-	▮
2014–15*	-	-	-
2015–16	▮	-	▮
2016-17	▮	-	▮
2017-18	▮	▮	-

*No funding for AITP in 2014-15

Teacher Pathways Program

Initiated in 2014, the Pathways program was created to provide clear education and career pathways for culturally diverse students interested in becoming teachers in the Portland metropolitan area. With funding from the Chalkboard, Teach Oregon grant, the goal of the program was to help recruit and support students from traditionally underserved and underrepresented communities from multiple paths including PSU undergraduates, community college students, paraprofessionals (e.g., instructional assistants), and career changers. To date, the Pathways program has served and provided intensive advising and programming to over 100 students in the future teacher pipeline. In 2017 the Pathways grant sunsetted and the goal of the program has now shifted from a stand-alone program to an embedded model with the Recruitment Outreach and Student Services department. Our goal

is continue working together and aligning our efforts and resources to reach more prospective students and continue supporting culturally diverse students that are applying to GSE programs

Diverse Special Educator program

The DiSE project is a grant-funded initiative for 2016-2020 that will prepare 35 special educators from underrepresented groups who will use person-centered planning as well as evidence-based and culturally responsive practices to promote self-determination and achievement for students with severe learning and behavioral problems in general education classrooms.

Program to Recruit Diverse Administrators

The Educational Administration faculty members seek to increase the diversity of the faculty members and students and to improve cultural competence on the part of both faculty and students. The faculty members are also strongly interested in retaining students, and to assist with these efforts, faculty members have actively engaged in differentiated, culturally responsive teaching, coaching, and mentoring services throughout the program, resulting in a 100 percent completion rate. Recruitment efforts to build a pipeline of diverse administrators have included collaboration with the Oregon Association of Latino Administrators (OALA) and the Oregon Leadership Network (OLN). The program has also contracted with Solid Ground Consulting to help deepen partnerships with Oregon districts to (a) increase district support of teachers from diverse backgrounds; (b) increase admission of diverse students into the IAL program; (c) align the program with district initiatives; and (d) develop a Superintendent's Pipeline strategy that will provide mentoring and support for executive leaders from diverse backgrounds.

Figure 4 represents the three major equity-related goals of the Educational Administration programs.

Figure 4. **Goals, strategies, and success indicators for the recruitment and retention of diverse administrators**

Goal	Strategy	Success Indicator and Date
1) Implement a PSU-District Partnership Plan	• Partner with the Chalkboard Project (an independent education transformation organization) to develop a leadership for equity aspiring administrator program	• Start a leadership for equity program by spring 2018
2) Increase the number of students admitted and enrolled in the IAL program from culturally diverse and underrepresented backgrounds	• Prepare a culturally responsive IAL recruitment plan to increase admission of diverse IAL students by building on the existing successful GSE pipeline programs, such as BTP, PTP, and AITP at PSU	• Increase the number of enrolled students from culturally diverse and underrepresented backgrounds by 5% by 2019-20

3) Increase the diversity of faculty at PSU	• Recruit candidates at conferences focusing on culturally responsive pedagogy to fill the one open tenure-line position • Employ a culturally responsive (CR) application process	• Hire four adjuncts in 2018-20 who reflect the diversity of P–12 high school graduates as identified in the Oregon Minority Teacher Act • Include at least one person of color in the finalists for any tenure-line position in 2018-20

Guidelines to Recruit and Retain Diverse Faculty and Staff that Support Diverse Candidates' Preparation, Experiences, and Retention

Faculty and Staff Recruitment

While 26 percent of the GSE's tenure-line faculty members come from diverse populations, the percentages among adjunct and non-tenure track faculty (NTTF) members is lower at 12.1% and 15.0% respectively. The higher percentage among tenure-line faculty members is due to the careful and extensive national searches conducted. In all of the tenure-line searches, the GSE made every effort to recruit a diverse pool of candidates through advertising, connections at conferences, and calls to contacts throughout the nation. To diversify the adjunct and NTTF faculty, the GSE continues to be similarly careful and deliberate in conducting searches or creating pools from which to draw candidates. This is evident in the increase of diverse NTTF staff from 9.1% to 15% in 2017 and a similar increase for Adjuncts from 8.3% to 12.15 in 2017. Table 8 shows the mix of various populations of instructors in the GSE.

Table 8. **GSE Percentage of Diverse Staff**

Staff Type	2015	2016	2017
Tenured/Tenure Track	24.4%	26.1%	26.0%
NTTF	9.1%	12.5%	15.0%
Adjunct	8.3%	10.5%	12.1%

The GSE has set the goals, strategies, and success indicators for the recruitment and retention of diverse faculty and partner personnel. These are listed in Figure 5.

Figure 5. **Goals, strategies, and success indicators for the recruitment and retention of diverse faculty and staff**

Goal	Strategy	Success Indicator and Date
1) Increase diversity of tenure- line faculty	• The GSE will search for at least two tenure track faculty positions in the next two years. In every search, the GSE will identify a diverse pool of candidates from which to interview.	• Strive to have a pool of at least 50% diverse applicants for all tenure track faculty positions.
2) Increase the diversity of adjunct faculty	• The GSE works with Human Resources to advertise for adjunct faculty and to create a diverse pool from which to draw instructors for the following year	• Strive to have a pool of at least 50% diverse applicants for all adjunct faculty positions.
3) Increase the diversity of NTTF	• Conduct regional or national searches for 1.5-four non-tenure track positions to be filled in 2018-20.	• Strive to have a pool of at least 50% diverse applicants for all NTTF faculty positions.
4) Retain diverse faculty and staff.	• Compare and identify retention differences of white faculty and staff to diverse faculty and staff. • Continue to offer affinity groups for faculty and staff to foster cultural awareness and humility and advocacy in the GSE workplace. • Offer professional development in the areas of: microagressions, conflict resolution, and inclusive pedagogy to GSE faculty.	• Retain faculty and staff of color at the same rate (or better) as white faculty and staff. • Meet with diverse tenure track and NTTF faculty who leave their position and administer an "exit" survey to identify any existing issues within the GSE workplace.

Curriculum and Assessment Practices to Retain and Advance Candidates Who Are Well Prepared to Work with Diverse Students and Community Members

GSE Curricula

GSE program curricula help candidates to understand issues of equity and culture in education, work with diverse students and clients, and learn about their own culture and the culture of others. All GSE programs map their curriculum to the GSE Conceptual Framework, GSE Dispositions, and state-adopted professional standards regarding preparation to work with diverse learners. Specifically, the eight Initial Teacher Preparation programs align their curricula with the Interstate Teacher Assessment and Support Consortium (InTASC) standards that support candidates to teach all students.

In February 2015, the GSE completed and submitted a Self-Study Report to the Council for the Accreditation of Educator Preparation (CAEP), which included evidence regarding the GSE's programs' diversity curriculum. The Diversity Curriculum Overview is a matrix of program curricula that addresses the state-adopted professional standards regarding diversity. This overview document is used to identify curricular areas for development related to preparation to work with diverse learners.

Figure 6 shows the diversity curricula goals and strategies set by the GSE.

Figure 6. **GSE goals, strategies, and success indicators for curriculum**

Goal	Strategy	Success Indicator and Date
1) Draw on the PSU Equity Lens Assessment Tool to engage in a systematic examination of the GSE's curriculum, policies, and practices, and develop and enact a set of strategic actions designed to remedy inconsistencies.	• Leadership will facilitate the development of a repository of information on transformative and culturally responsive pedagogical practices in higher education	• Implement a shared repository of curricular and pedagogical resources that support inclusive teaching and learning in GSE programs by 2018-20
2) Develop curricula that address the diversity, including the English language learner and the dyslexia standards	• Identify, revise, and/or design curricula that centers on candidates' ability to work with diverse learners, including English language learners and those with dyslexia	• Implement the diversity-related curricula that improves candidates' ability to meet the diversity and the English language learner and dyslexia standards in 2017–18

Summary of GSE Resources Dedicated to Diversity

Diversity efforts cut across every activity of the GSE, so much of the resources put into diversity work are embedded in the budget. However, the GSE has expenses specifically dedicated to diversity. Figure 7 provides a list with notes about future needs.

Figure 7. **GSE budget dedicated to diversity including purpose, explanation, and future needs**

Annual Budget	Purpose	Explanation	Future Needs
$94,272 FY18	A position of "Coordinator for Equity, Diversity, and Inclusion" was created in 2017	This position was created to provide significant leadership to advance the GSE's equity work - mainly focusing on professional development for faculty and staff and helping to advance our vision for increasing student diversity	GSE has a commitment to continue the funding for this position.
$163,044 FY18	Salary to staff the BTP program	In 2008, federal funding ran out for the BTP, but PSU decided to fund a faculty position to sustain the program. Subsequent federal funds received were used largely to support students. PSU is currently funding one position in the BTP program. An additional bilingual faculty in the C&I department is being hired for 2018/19 and will work part time with the BTP program	GSE is considering options to continue funding 2 FTE positions for the BTP program.
$389,107*	BTP STEM grant	The BTP STEM grant began funding in 2013 and will end in 2017 unless an additional grant is received. BTP applied for the grant again in 2017 but was unsuccessful in obtaining the grant.	Currently there are no plans to apply in 2018.
$373,489 FY17 $234,360 FY18 budget	PTP tuition remissions	This is the amount spent in FY17 and the amount budgeted in FY18 to provide full tuition remissions for PTP students at PSU at the undergraduate and graduate levels.	The GSE needs to grow this resource to stay up with inflation or provide support for students for tuition remissions.
$72,450 FY18	Scholarships to diversify the teaching force	This is the amount provided through six different scholarship funds that focus on providing support for deserving teacher candidates from diverse backgrounds.	Need for scholarships far outweighs these funds, In addition, there are far more students who could benefit from scholarships than those who currently receive them.
$600,000 FY 18	Federal grant funds for the AITP program	Two AITP grants are currently operating. The first grant is funded from 2014 to 2018 and the second grant is funded from 2016 to 2020.	Another application will be submitted for the 2018-2022 grant cycle.
$95,188 FY18 Note: Amount varies per year as new hires are made	Start-up packages for new faculty	All new faculty receive start-up support from the GSE for their scholarly work. Faculty from diverse backgrounds may be eligible for additional support from the campus. The total	The GSE is considering options for long term sustainability of these funds.

		start-up obligations funded in Fy18 for GSE personnel total $95,188.	
$10,000 FY18	edTPA support	Financial support for diverse candidates to allay the edTPA cost for teacher candidates who have financial need. Additionally, the GSE provides financial support for bilingual students who are in a dual-immersion placement to translate their edTPA videos that are required for state licensure.	The GSE is considering options for a long term sustainability of these funds.
$249,989 FY18	DiSE program	This funding began in 2015 and will end in 2020 unless an additional grant is received	The Special Education department will apply for other grants to replace these funds when the DiSE ends in 2020.

The GSE has prioritized scholarship fundraising efforts; the goal is to grow the size and number of scholarships available to teacher, counselor, and administrator candidates, especially focused on increasing the overall diversity of these populations.

The GSE is committed to augmenting the support available for students who (a) are first-generation college graduates; (b) have personal experience related to multiculturalism; (c) are committed to equity and access in education; (d) are prepared and want to teach in diverse and bilingual communities; and (e) otherwise represent traditionally underserved groups in higher education. Offering greater scholarship and stipend support to these students helps to make the education field a possibility and will increase the population of educators who are prepared to teach in nearby communities' diverse classrooms.

One of the biggest needs diverse students have is covering living expenses during their full-time, year-long programs of study. Having resources to provide stipends or paid internships could eliminate a barrier for potential students.

Appendix A: 2016-18 Diversity Plan Outcomes

Figure 1. **2016-2018 Goals, strategies, success indicators and outcomes for the recruitment and retention of diverse teacher candidates**

Goal	Strategy	Success Indicator and Date	Outcomes
1) Expand recruitment and marketing efforts to increase the number of applicants from culturally and racially diverse backgrounds into the GSE initial teacher preparation programs	• In conjunction with department chairs, set recruitment goals to increase the number of applicants from culturally and racially diverse backgrounds for each of the GSE initial teacher preparation programs • Coordinate with community groups, community colleges, and advisors at all levels to promote the teaching profession to students from culturally and racially diverse backgrounds and assist them with successfully submitting their application for GSE initial teacher preparation programs • Continue to grow, support, and build existing teacher interest pipeline programs, including PTP, BTP, AITP, and Pathways	Increase the number of applicants from culturally and racially diverse backgrounds by 3% for each of the initial teacher programs in 2016–17	Note: the diversity for applicants was not available for 2015-16 to use as a benchmark; data collection began after implementation of new admission software platform 2016. The number of applicants from culturally and racially diverse backgrounds was 141(32.9%) in 2016-17 and 127(30.4%) in 2017-18. The 2016-17 percentage (32.9%) exceeded the Oregon Educator Equity Report's diversity benchmark average of 32%, while the percentage from 2017-18 was slightly under the benchmark.
		Partner with faculty teaching prerequisite courses to provide connection opportunities with current educators in 2016–17	We host two annual events designed to help prospective students learn more about the field of education and to specifically connect with teachers in the field. One is the Volunteer/Experience Fair where we invite community agencies to come to campus and talk with our prospective students about opportunities where they can get experience working with youth. The other is the GSE Talks event where we bring in alumni from our teacher preparation programs and have them give a Ted-like talk about their teaching experience. Both of these events are designed to connect prospective students and faculty with current educators. Our recruiters visit the prerequisite courses each term to speak with the class about the program options in the teaching field and promote these events during these visits.
		Meet identified recruitment and enrollment goals for each of the existing teacher interest pipeline programs, including PTP, BTP, AITP, and Pathways in 2016–17	Each of these programs is self-contained and their enrollment has been consistent and have met grant requirements where appropriate. A bilingual recruitment advisor is employed by the BTP program to assist in recruitment of bilingual students.

2) Increase the number of students from culturally and racially diverse backgrounds who enroll in the GSE initial teacher preparation programs	• In conjunction with department chairs, set goals to increase the number of students enrolled from culturally and racially diverse backgrounds for each of the GSE initial teacher preparation programs • Evaluate program admission criteria to ensure that applicants have the opportunities to demonstrate how their unique perspectives will be beneficial in teaching a diverse student body	Increase the number of students who enroll from culturally diverse and underrepresented backgrounds by 3% for academic year 2016–17	The percentage of URM students in Initial Teacher Preparation programs increased from 31.3% in 2015/16 to 36.5% in 2016/17 and 32.6% in 2017/18. The number of URM students increased dramatically from 76 students in 2015/16 to 120 in 2016/17 and dropped to 90 students in 2017/18. The GSE three year average of URM students reported in the 2016 GSE Diversity plan was 26.2% and the latest three year average is 33.7% for an increase of 7.5 percentage points. The latest three year average (33.7%) of URM students for 2015/16 to 2017/18 exceeded the Oregon Educator Equity Report's benchmark of 32 percent. A three year average was used to include programs which admit students every other year.
3) Expand current retention efforts designed to support the academic success of all students with specific attention on efforts designed to meet the needs of culturally and racially diverse and underrepresented students	• Implement a climate survey to learn about environmental and experiential barriers that may be impacting student success • Create academic support resources and programs for conditionally admitted students, including personalized advising, graduate level writing tutoring, and the formation of an early alert committee	Send out a climate survey to all current students and faculty in initial teacher licensure programs and identify themes and follow up on needs in 2016–17	A climate survey was sent out in 2016. As a result of the climate survey findings, professional development funds were allocated for 2016-2017 and 2017-2018 to help faculty and staff better understand and address issues of equity and inclusion, implicit bias in our practice. "Climate" questions were added to the course evaluations and program Exit Surveys for continuous climate assessment. We have improved our instrument and will administer the Student Climate Survey again in winter 2018. For professional development, using an equity lens, we will look at recruitment and retention practices for students of color and work towards improving or culturally responsive curriculum. A new role of "GSE Coordinator for Equity, Diversity, and Inclusion" was created in 2017 and this person serves on the GSE Leadership Team. And, to address environmental barriers to inclusion, a gender neutral bathroom was opened in the GSE building in spring 2017.

		Hire a writing tutor and establish processes and procedures for tutoring referrals and sessions in 2016–17	A writing support tutor position was created in the fall of 2015 and Dr. Jacinta Galeai was hired on a part time bases to assist students with improving their writing skills including topic organization, sentence structure, grammar rules, and proof reading. The referral process was created with notifications going out to all GSE faculty via email each term indicating that Jacinta is available as a resource for student support. Faculty notify students that they are being referred for writing support and provide the referral information through a Google form. Once the referral is made, Jacinta reaches out to the identified student and creates an appointment for a time that is mutually agreeable for them to meet. Jacinta meets with the student on an ongoing basis as needed. In the first year, 28 students across 13 programs were referred for writing tutoring. We believe that Jacinta's assistance helped retain students that could have otherwise failed their coursework. The program continued into AY '16-'17 and as of July 2017, 44 students had been referred for writing support and services were expanded to allow students to self-refer for writing support as well as receive assistance with EdTPA preparation.
		Establish an early alert committee to develop and communicate key processes and procedures in 2016–17	The creation of a school wide early alert committee was explored with the departmental chairs but it was determined that a one size fits all committee would not work for various programs. Instead, the Curriculum and Instruction department added a Student Affairs committee with the goal of identifying students, at an early stage, that were struggling academically and providing support to both the student and the faculty involved. The SPED department has a long-standing Student Affairs committee that also serves this purpose. This year the SPED committee added a student advocate to their committee to provide additional student centered support for students in crisis.

4) Continue to grow, foster, and nurture an inclusive and welcoming environment for all students, faculty, and staff in the GSE	• Establish pathways for faculty, students, and staff to acknowledge and use conflict management tools to address cultural bias and conflict in the educational setting in a productive and affirming manner • Engage current faculty and students to provide support and mentorship for students from culturally and racially diverse and underrepresented background	Sharing of visible and consistent messages to reinforce that students and faculty from culturally and racially diverse backgrounds are included and welcome in 2016-17	The Equity, Diversity and Inclusion director conducted group and individual meetings with faculty and staff to learn more about the experiences of our faculty and students of color. A brief survey was also sent out to faculty and staff to better understand and address issues of equity and inclusion and implicit bias in our practice. Based on findings, professional development recommendations were made to the Dean and we created a professional development series focused on equity and reducing implicit bias. Our professional development speakers included Dr Caprice Hollins from Cultures Connecting, staff from the PSU Queer Resource Center, and John Lensson and Hector Roche from John Lensson and Associates. PSU has implemented a public service campaign called “U Belong to PSU” which includes a comprehensive set of events, workshops, lectures and programs that embrace diversity and inclusion and encourage dialogue among people of different viewpoints on a variety of national, local and campus issues.
		Clearly identify and communicate mentorship opportunities to the GSE community in 2016-17	Our School Partnership director works closely with faculty and cohort coordinators to make sure students have access to quality practicum placements. Additionally, he continues to encourage partner school districts to connect future teachers and teacher candidates with teachers for mentoring in the field.

Figure 2. **2016-2018 Goals, strategies, success indicators and outcomes for the recruitment and retention of diverse administrators**

Goal	Strategy	Success Indicator and Date	Outcomes
1) Implement a PSU-District Partnership Plan	• Partner with the Chalkboard Project (an independent education transformation organization) to develop a leadership for equity aspiring administrator program	Start a Leadership for Equity program by Spring 2017.	The 2016-17 Leading for Learning Chalkboard Project cohort program provided equity leadership for sixteen culturally and linguistically diverse interns. Graduation rate for the sixteen interns was 100%, and all students either were selected to be in an administrative role or assumed a position of increased leadership responsibility for the school beginning fall 2017. PSU was selected to partner with the Chalkboard Project for a second cohort, 2017-18, that will begin in summer 2018.
2) Increase the number of students admitted and enrolled in the IAL program from culturally diverse and underrepresented backgrounds	• Prepare a culturally responsive IAL recruitment plan to increase admission of diverse IAL students by building on the existing successful GSE pipeline programs, such as BTP, PTP, and AITP at PSU	Increase the number of enrolled students from culturally diverse and underrepresented backgrounds by 3% in 2016-17	The number of diverse IAL students increased from 9 students in 2015-16 to 25 in 2016-17 and then dropped to 10 in 2017-18 with the percentage of URM being 11.7%, 32.5%, and 25.6% respectively. A partnership with the University Council of Educational Administrators (UCEA) in 2016-17 identified a problem of practice: the diversity of IAL interns does not reflect the diversity of students in PK-20 schools." Goals established are: 1) increase partnerships with Oregon districts and organizations that support underrepresented populations, and 2) increase financial supports for PK20 team to support recruitment efforts. This is an ongoing effort.
3) Increase the diversity of faculty at PSU	• Recruit candidates at conferences focusing on culturally responsive pedagogy to fill the one open tenure-line position	Hire four adjuncts in 2016–17 who reflect the diversity of P–12 students as identified in the Oregon Minority Teacher Act	Four adjunct professors who reflected the diversity of P-12 students provided curriculum and instruction focused on equity leadership for the 2016-17 cohorts. Interviews for the Leading for Learning cohort were conducted face-to-face, using a protocol designed to align with the CR application process.

	• Employ a culturally responsive (CR) application process	Include at least one person of color in the finalists for the tenure-line position in 2016–17	Two candidates of color were among the finalists for the 2016-17 tenure-track position.
4) Improve the cultural competence of GSE faculty and staff	• Participate in the Carnegie Project on the Education Doctorate (CPED) with a focus on equity, social justice, and ethics • Host CPED Convening with focus on equity • Select one article/book/term to discuss as a team	Conduct at least two professional presentations at national conferences and publish at least one article in a professional journal in 2016–17 related to cultural competence of GSE faculty and staff.	**Professional Presentations at National Conferences:** Peterson, D. S., Carlile, S. (November 2017). Preparing School Leaders to Include Student Voice: Improvement Science, Accepted for presentation at the University Council of Educational Administrators Annual Conference, Denver, Colorado. Peterson, D. S., Carlile, S., Hitz R. (April 2018). Improvement Science in the Principal Preparation Program: Leadership for Equity, Accepted for presentation to the Carnegie Summit, San Francisco, CA. **Articles published in professional journals:** Peterson, D.S. (2016). "Preparing scholarly practitioners: Transitioning to a CPED-influenced Ed.D." CPED White Paper Project. Retrieved from http://www.cpedinitiative.org/files/Peterson_Preparing%20Scholarly%20Practitioners.pdf Peterson, D. S. & Vergara, V. (2016). Thriving in school leadership: Latina/o leaders speak out. [Special Issue]. National Forum of Educational Administration and Supervision Journal, 34(4): 2-15.
		Host the CPED Convening in June 2016	The CPED Convening was successfully held in Portland, Oregon in June 2016.

Figure 3. **2016-2018 Goals, strategies, and success indicators for the recruitment and retention of diverse faculty and staff**

Goal	Strategy	Success Indicator and Date	Outcomes
1) Increase diversity of tenure-line faculty	• The GSE will fill six faculty positions in 2016. In every search, the GSE will identify a diverse pool of candidates from which to select	Include at least one person of color in the finalists for tenure-line faculty positions in 2016–17	GSE hired three tenure-line faculty of color in 2016-17.
2) Increase the diversity of adjunct faculty	• The GSE is working with Human Resources to advertise for adjunct faculty and to create a pool from which to draw instructors for the following year	Increase the diversity of adjunct faculty by 2% in 2016–17	The diversity of adjunct faculty went from 8.3% in 2015-16 to 10.5% in 2016-17 to 12.1% in 2017-18.
3) Increase the diversity of NTTF	• Conduct regional or national searches for three non-tenure track positions to be filled in 2016	Fill at least one of the NTTF positions with a person from a diverse background in 2016–17	GSE hired two NTTF faculty of color in 2016-17.
4) Increase the diversity of cooperating teachers	• Begin to gather data on diversity of cooperating teachers and develop a plan to maximize diversity • Cooperating teachers are not technically PSU faculty, but they play a major role in the preparation of teachers. The GSE will ensure that this important population is as diverse as possible	Have a plan in place for 2016–17 to increase diversity of cooperating teachers	We do not currently collect data on race/ethnicity of cooperating teachers. Principals in our partner schools request that we place candidates of color at their schools in order to diversify their mostly white faculties. For many years, the PTP director helped us place PTP students with PTP alumni (all teachers of color), but many of them needed a break from mentoring candidates. In 2017-18, most PTP students are placed with white teachers who we believe support our vision for equity in the schools. Future strategies for increasing participation of cooperating teachers of color are being assessed including utilizing alumni who have become experienced teachers.

Figure 4. **2016-2018 GSE goals, strategies, success indicators and outcomes for curricula**

Goal	Strategy	Success Indicator and Date	Outcomes
1) Use Diversity Curriculum Overview of programs to identify areas for development of diversity-related curricula	• Review the Diversity Curriculum Overview, with support from the dean's office and leadership of program coordinators, to identify areas needing additional development in programs	Develop a plan to enhance and/or expand the diversity-related curriculum, including the English language learners' standards, in each initial teacher and administrator preparation program in 2016–17	TSPC initial programs were required to incorporate new ELL (and for some, Dyslexia) standards into curriculum and assessments throughout 2016-17. The following programs have updated their curriculum and assessment map to reflect inclusion of ELL (and dyslexia) curriculum and assessment: BTP, GTEP Elem, GTEP Sec, EI, IEEP, SDEP, SPED. The IAL program is in the process of updating curriculum to include the ELL standards.
2) Develop curricula that address the diversity and the English language learner standards	• Identify, revise, and/or design curricula that centers on candidates' ability to work with diverse learners, including English language learners	Implement the diversity-related curricula that improves candidates' ability to meet the diversity and the English language learner standards in 2017–18	

Figure 5. **2016-2018 GSE goals, strategies, success indicators for assessment**

Goal	Strategy	Success Indicator and Date	Outcomes
1) Engage in a GSE-wide bias review process for all key assessments in all programs	• Coordinate GSE efforts to develop a bias review process for key assessments • Identify how to embed a bias review process into the three-year cycle of key assessment review	Develop a bias review process in 2015–16	A bias review process was developed by PSU faculty and EdNorthwest during the 2016-17 academic year. These efforts are to reduce bias, examine data with an equity lens, and support all candidates support the overall diversity initiatives in the GSE.
		Integrate a bias review process as part of programs' three-year cycle of key assessment review by 2016–17	The GSE Assessment committee is determining how to support programs to conduct Bias Review of key learning assessments. If implemented, it will be rolled out in 2018-19.
2) Implement a new or revised key assessment to measure candidates' ability to impact P–12 student learning equitably in initial teacher preparation programs	• Collaborate across programs to develop a key assessment that measures candidates' ability to impact P–12 equitable student learning • Coordinate a plan to pilot a key assessment that measures candidates' ability to impact P–12 equitable student learning	1)Develop a key assessment to measure candidates' ability to impact P–12 equitable student learning in 2015–16 2)Pilot a key assessment to measure candidates' ability to impact P–12 equitable student learning in 2016–17	Most initial teacher licensure programs developed and piloted new key learning assessments to assess candidate equitable impact on student learning. GTEP Elem and GTEP Sec collected data in tk20 and are reviewing it for program assessment. BTP, SPED, IEEP, SDEP and VIL did not collect the data in tk20. EI is still developing a plan to assess equitable student learning.

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Portland State
UNIVERSITY

February 23, 2018

SENT VIA EMAIL: mlynn@pdx.edu

Dean Marvin Lynn
PSU / Graduate School of Education
PO BOX 751
Portland, OR 97207

Re: Diversity Plan for Teacher Education 2018-2020

Dear Dean Marvin Lynn:

This is to let you know that the Graduate School of Education's Diversity Plan for Teacher Education 2018-2020 was unanimously approved by the Board of Trustees at the February 1, 2018 meeting. I have attached the copy that was approved by the Board.

Sincerely,

David C. Reese
Secretary to the Board of Trustees
& General Counsel

Enclosures

UNIVERSITY OF OREGON | College of Education

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
February 16, 2018

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. [1, 2] We 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.

To build responsive educational social systems for all, we must begin with promoting equity, diversity, and inclusion in our College and nurturing the next generation of exceptional educators. 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.[3-5] Creating a College environment that is welcoming, diverse, and inclusive is the responsibility of our entire College community. Scholars from numerous disciplines have documented the benefits of institutional diversity[6-7], 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.[8-10]

This plan outlines strategies that we will use to optimize our institutional capacity to recruit, retain, and graduate more educator preparation students from culturally and linguistically diverse backgrounds and 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 state's goal, "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 diverse cultural and linguistic backgrounds, therefore, will be directed toward two objectives: 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 and is a living document that is the result of 18 months of research, data gathering, and conversations. The dean and associate dean for academic affairs and equity convened meetings and individual conversations with College 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 has been on identifying our 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 [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 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 plan.

Key Objectives and Goals

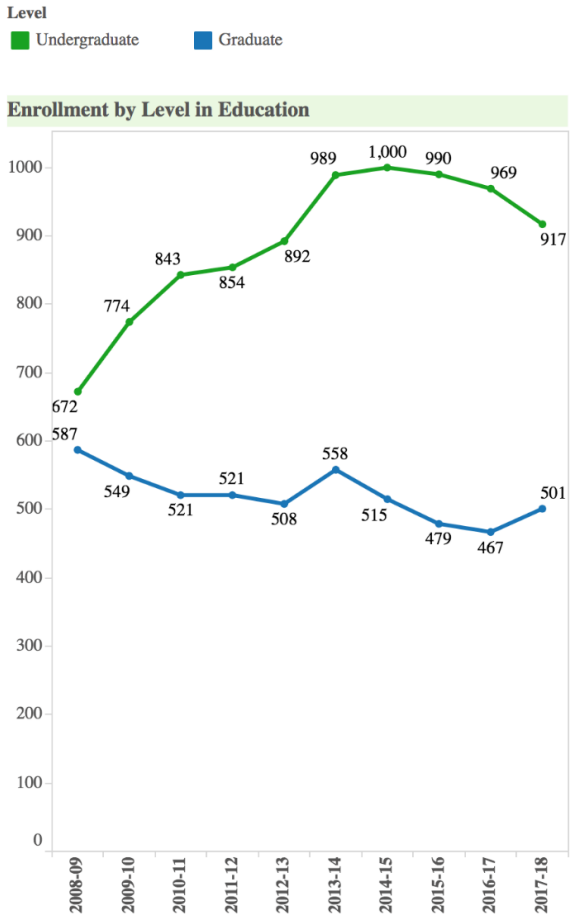
The overarching aim of this plan, as stated in OR House Bill 3375, is to increase the number of students who identify as Black, Hispanic, Pacific Islander, and American Indian or Alaskan Native, and students for whom English is not a first language, who graduate from our educator preparation programs. Moreover, we want our graduates to excel as educational leaders who transform our schools, communities, and discipline.

To achieve this overarching aim, we will pursue two key objectives: to increase educational access and opportunities for our students and provide an inclusive and welcoming learning environment. This plan details the goals and strategies that we will pursue to achieve these key objectives and the metrics, personnel resources, and timelines that we will use to evaluate our progress.

Current Student Enrollment in the College

This section provides a broad overview of our College community along the dimensions of diversity that are the focus of OR House Bill 3375. We are honored that our efforts to recruit more graduate students of color have been recognized and rewarded institutionally. Our graduate program faculty will continue to recruit the most exceptional educator preparation students from culturally and linguistically diverse backgrounds.

Figure 1. Trends in College enrollment from fall 2008 to fall 2017.



Figures 2–5 show trends in College student enrollment by race, ethnicity, and international student status from fall 2008 to fall 2017. These data show that we have more recently improved our efforts to matriculate graduate students of color. These data also show that we must direct greater attention to becoming a global leader in educator training and reverse the downward trend in international student enrollment.

Figure 2. College enrollment trends by race from fall 2008 to fall 2017.

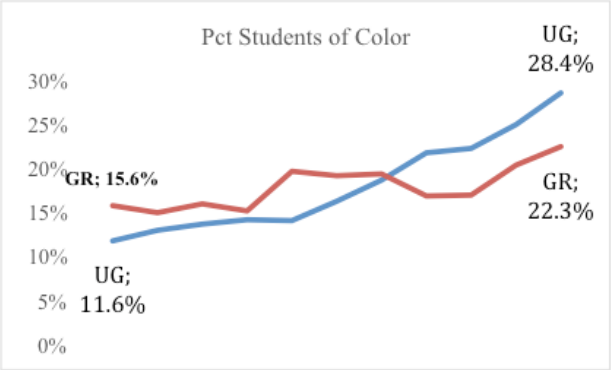


Figure 3. College enrollment trends by international student status from fall 2008 to fall 2017.

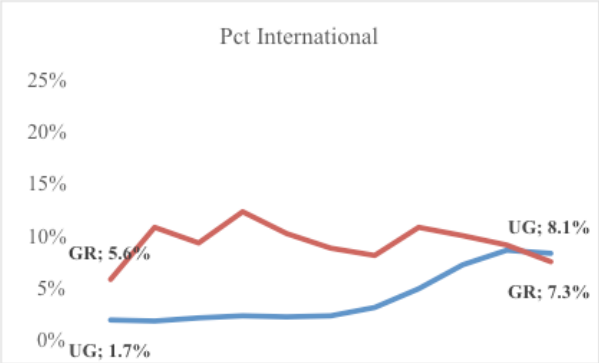


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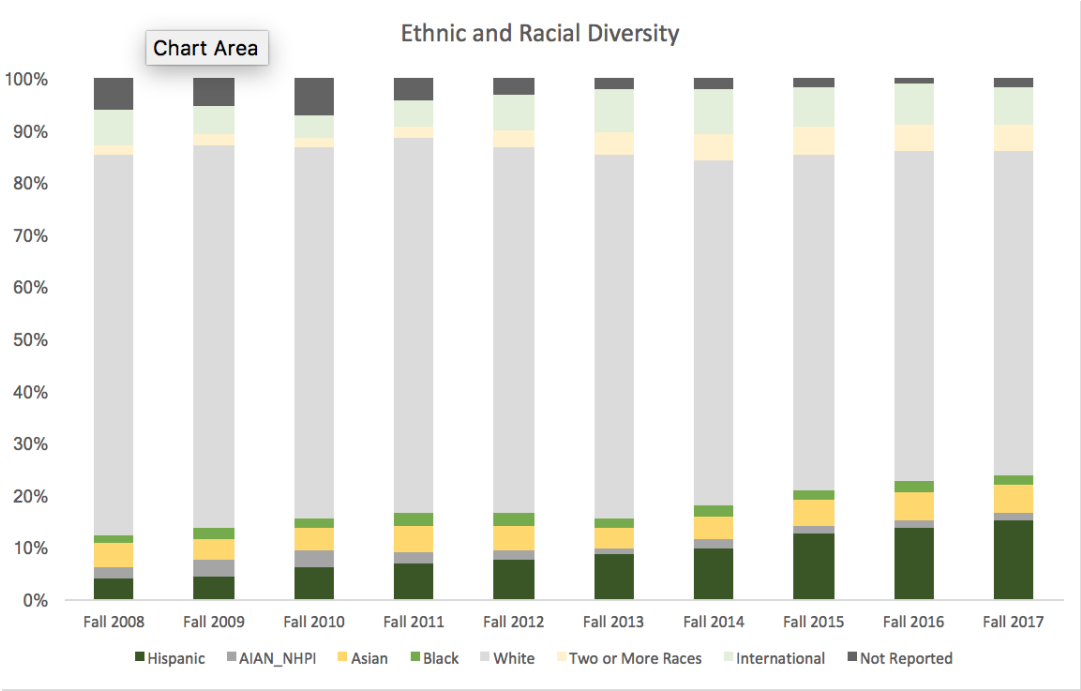
Figure 4. Total College enrollment by race, ethnicity, and international student status from fall 2008 to fall 2017.



Objective 1: **Increase educational access and opportunities for culturally and linguistically diverse students**

To increase educational access and opportunities for culturally and linguistically diverse students we will increase student funding, expand students' access to degree programs, and increase curricular offerings. We expect that new courses and degree programs as well as diversification of the modalities, times, and locations of our courses will improve students' access to our curriculum, and help us build a more diverse College community. We provide a case in point. Oregon State Board of Education research[10] shows that a notable percentage of culturally and linguistically diverse school staff work as educational assistants, and those assistants are looking for pathways to become licensed educators. To increase the accessibility of our curriculum, for example, we must offer on-line or hybrid courses that educational assistants from outside of Eugene can access, at hours when they are not working, and that include content that is relevant to the students and families with whom they work. We will pay particular attention to offering degree options that do not extend students' academic timelines and increase financial burden. Our overall metric is a continual increase in the proportion of students from culturally and linguistically diverse backgrounds who are enrolled in our educator preparation programs over the next five years.

Goal	Strategy	Metrics and Timeline	Lead Stakeholder
1) Increase funding for educator preparation students from culturally and linguistically diverse backgrounds	• Procure funding designated for educator preparation students, with particular focus on students matriculating from programs like the minority teacher Pathways in Education Lane County • Facilitate AI/AN students' participation in the UO Future Stewards Program; a joint effort between the UO and federally recognized tribes of Oregon to fund AI/AN students	• Annual reporting of development and stewardship activities and awards given	Dean, Director of Development
2) Offer multiple program admissions deadlines	• Structure programs to offer multiple or rolling admissions deadlines	• Annual reporting of application and enrollment numbers • Applicant pool diversity	Associate Dean for Academic Affairs and Equity, Assistant Dean for Assessment and Accreditation

Goal	Strategy	Metrics and Timeline	Lead Stakeholder
3) Offer more courses that use different modalities (e.g., hybrid, on-line)	• Build academic partnerships to Develop new courses and degree programs that feature hybrid and on-line options	• Annual reporting of number of new programs, courses, and modalities offered	Associate Dean for Academic Affairs and Equity
4) Expand curricular offerings that prepare graduates to serve culturally and linguistically diverse communities	• Create partnerships with Oregon Research Schools Network (ORSN) high schools to offer college preparatory classes that serve culturally and linguistically diverse K-12 schools • Prioritize dedication of resources to grow the Sapsik'wałá Teacher Education program and urban, international, and Spanish-language educator preparation • Create more courses, field placements, and programs focused on preparing graduates to serve these diverse communities	• Annual reporting of number of courses, field placements, and academic programs focused on the identified areas of preparation	Associate Dean for Academic Affairs and Equity

Objective 2: **Provide a welcoming and inclusive learning environment for all students**

To provide a welcoming and inclusive learning environment for our students we will hire, retain, and advance more faculty and staff from culturally and linguistically diverse groups, and bolster our student academic services. The responsibility of training and graduating educators from culturally and linguistically diverse backgrounds does not belong solely to our underrepresented minority faculty and staff. Building a community of faculty and staff from culturally and linguistically diverse backgrounds, however, who can serve as mentors, advisors, supervisors, and instructors is essential to recruiting and graduating more diverse and exceptional educators. 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 accountability metrics are the retention, graduation, and satisfaction of our students over the next five years.

Goal	Strategy	Metrics and Timeline	Lead Stakeholder
1) Enhance College staff members' use of culturally responsive and inclusive practices in their instructional, advising, mentoring and supervision activities.	• Evaluate core curricula and institutional operations for practices that promote culturally responsive and inclusive learning environments • Facilitate College staff members' engagement in professional development efforts focused on diversity, equity and inclusion	• Annual reporting of the following metrics: • Student satisfaction and climate ratings Staff participation in focused professional development efforts • Funds awarded for focused professional development	Associate Dean for Academic Affairs and Equity
2) Hire, retain, and advance more faculty and staff from culturally and linguistically diverse backgrounds	• Create best practice toolkits for faculty and staff hiring and advancement • Expand recruitment and outreach efforts of faculty and staff positions • Increase number of faculty and staff from culturally and linguistically diverse backgrounds who are promoted	Annual reporting of the following metrics: • Racial, ethnic, and linguistic diversity of faculty and staff • Size and diversity of applicant pools • Number of faculty awarded tenure and promotion • Number of staff recognitions	Dean, Associate Dean for Research and Faculty Development, Associate Dean for Academic Affairs and Equity
3) Provide a more welcoming and inclusive physical environment for students	• Increase quality and utility of student support spaces • Increase the number of installations and performances housed in College spaces that reflect the diversity of our community • More centrally coordinate student academic advising, tutoring, and career development services	Annual reporting of the following metrics: • Student satisfaction and climate ratings • Number and quality of designated student space • Number of installations and performances in College space	Associate Dean for Academic Affairs and Equity, Assistant Dean for Accreditation and Assessment, Complex Manager

Current Efforts

We have engaged in the following efforts in pursuit of our key objectives and goals. We hope over time that these efforts result, ultimately, in an increase in the number of culturally and linguistically diverse educators that we graduate.

• We are better tracking our faculty and student recruitment and retention efforts owing to the creation of two positions: the Associate Dean for Academic Affairs and Equity and the Assistant Dean for Assessment and Accreditation. The Assistant Dean, for example, tracks hiring and enrollment decisions to ensure that we do not engage in selection bias and fail to advance students and faculty from culturally and linguistically diverse backgrounds.

- Since AY 2014-15, the College hired 20 new tenure-track faculty. Of those 20 faculty, 17 identify as women, 7 identify as members of racial/ethnic minority groups, and 6 conduct their research in languages other than English and with culturally and linguistically diverse families and communities.
- Since AY 2014-15, the College awarded 8 faculty endowed chair or professorship positions. Of those 8 faculty awardees, 7 identify as women and 2 identify as members of racial/ethnic minority groups.
- Since AY 2014-15, the College promoted 6 women to College leadership positions, including but not limited to, the Associate Dean for Academic Affairs and Equity, Director of Development, and Assistant Dean for Accreditation and Assessment. Of those 6 women, 2 identify as members of racial and ethnic minority groups.

• The College continues to host the UOTeachOUT—a series of anti-oppressive teacher education outreach events, forums, and activities that take place annually. College faculty, staff, and community partners implement UOTeachOUT. Financial assistance is provided by UO, Lane County, and state partners (e.g., the ASUO Women's Center, Lane County school districts, OR Department of Education).

• The College sponsored or co-sponsored three professional development presentations during AY16-17 focused on advising and mentoring students who identify as racial/ethnic minorities, with two workshops focused specifically on advising and mentoring Black/African American students.

• The College started the *Our Space* initiative to bring into our physical space art and performance that reflects the diversity of the College and the children and families we serve. To date, more than 10 different installations and events have been held and have focused on celebrating our community diversity and on inclusion and equity in education.

• Our Educational Methodology, Leadership, and Policy Department offers an Equity Leadership Fellows Program, which awards scholarship money to students who want to study disparities in outcomes for culturally and linguistically diverse populations of students, schools, and communities.

• College Development and the Associate Dean for Academic Affairs and Equity revised the scholarship application and selection process last year with promising results. A total of 15 more scholarship packages also were created for educator preparation students. And, the number of scholarship applicants increased by 30% from AY16-17 to AY17-18, of which 62% identified with a racial/ethnic minority group.

• Faculty member Christopher Murray, PhD, was awarded a US Department of Education grant to provide doctoral training to scholars who will be prepared to respond to the needs of NA/AI students with disabilities.

• We have a growing Spanish language certification option, housed with the Counseling Psychology program, which allows Spanish-speaking students to receive additional clinical training and supervision with Spanish-speaking clients and students.

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UNIVERSITY OF OREGON

March 18, 2018

Dr. Randy Kamphaus – Dean, College of Education
Dr. Krista Chronister – Assoc. Dean, College of Education
170 Lokey Education Building
Eugene, OR 97403-1215

Dean Kamphaus and Associate Dean Chronister:

Thank you for your time at the March 1, 2018, meeting of the Board of Trustees' Academic and Student Affairs Committee (ASAC). ASAC was proud to review the College of Education's (COE) "Educator Equity in Teacher Preparation: Institutional Plan", a plan and report required by 2015 legislation.

The Committee found your report and presentation thoughtful, insightful, and filled with opportunity for the COE, the UO, and the state as a whole. As a result, trustees endorsed the plan for submission to the Higher Education Coordinating Commission as a next step. Please accept this communication – sent on behalf of Board Chair Lillis and ASAC Chair Mary Wilcox – as official notice of such endorsement.

Please let my office know if you have any questions, and I look forward to following your progress on this important issue.

Sincerely,

Angela Wilhelms
University Secretary

CC: Chuck Lillis, Chair
Mary Wilcox, ASAC Chair
Jayanth Banavar, Chair

Western Oregon UNIVERSITY

April 30, 2018

Ben Cannon
Executive Director
Higher Education Coordinating Commission
225 Capitol Street NE, Third Floor
Salem OR 97301

RE: Oregon Diverse Educator Plan

Mr. Cannon:

Pursuant to ORS 342.447, Oregon's public university education schools are required to prepare biennial plans that detail the recruitment, selection, retention, and graduation of diverse educators. On October 5, 2017, you asked if the Western Oregon University Board of Trustees could review WOU's plan for adequacy and feasibility. At its April 18, 2018 meeting, the WOU Board of Trustees reviewed the plan, as presented by Dr. Mark Girod, the Dean for the WOU College of Education. The meeting materials are at page 197 of the April 2018 board docket, which may be viewed here: http://www.wou.edu/board/files/2018/04/Docket-Mtg-No-23-APR-18-2018-180406.pdf.

As Vice President, General Counsel, and Secretary to the Board, I can confirm that the WOU Board reviewed the proposed amendments to the ORS 342.447 diverse educator plan and approved the report unanimously. Prior to the adoption of official meeting minutes, my office prepares a draft meeting summary that is intended to capture the actions and highlights of each Board meeting quickly. You may view that Board summary here: http://www.wou.edu/board/files/2018/04/Meeting-Summary-Mtg-No-23-APR-18-2018-180418.pdf. It includes the approval of the diverse educator plan at page 12.

Thank you for your time and consideration. Please let me know if you have any questions.

Regards,

RYAN JAMES HAGEMANN
Vice President, General Counsel & Secretary to the Board

C: Dr. Rex Fuller, President
Dr. Mark Girod, Dean, College of Education

Western Oregon
UNIVERSITY

Western Oregon University
College of Education

Educator Equity in Teacher Preparation Institutional Plan In accordance with HB 3375

April 1, 2016

(Approved by WOU Board of Trustees, April 27, 2016)

Introduction and context

Western Oregon University has a 150-year history and tradition of excellence in educator preparation. Known previously as Oregon Normal School and Oregon College of Education, our identity is tied directly to educator preparation. Western's College of Education (COE) is consistently one of the largest producers of teachers in the state, has earned numerous accolades and recognitions for this excellence, and has held national accreditation, continuously, since 1954. Throughout this time, we have valued the diversification of the educator workforce and the preparation of teachers able to help all children learn and grow. Western is pleased to submit this plan, pursuant to HB 3375, as a record of our commitments in these areas.

Note: HB 3375 includes efforts to increase the diversity of both the educator workforce and the administrator workforce. As Western Oregon University does not prepare administrators, our plan is focused on teachers.

"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).

According to Oregon Teacher Standards and Practices Commission, the following portrait of linguistically and culturally diverse completers at WOU is as follows (2015-2016 values are estimates). Data reflect that the proportion of white completers ranges from a high of 92% in 2013-2014 to 86% in 2015-2016 – confirming our early efforts to diversify our student pool appears to be moving in the desired direction.

	White	American Indian/ AK Native	Asian	Black/ African American	Hispanic/ Latino	Native Hawaiian Pacific Islander	Two or More Races	Other or Not Specified	% Non-White
2011-2012	155	[redacted]		0	[redacted]			[redacted]	11.1%
2012-2013	142			0				13	9.3%
2013-2014	124			0				[redacted]	6.0%
2014-2015	85			0					9.3%
2015-2016	102			0					9.7%

Diversity of current students at WOU

The table below shows the percentage of non-white students enrolled in various stages of educator programs as well as for all of WOU. As of now, it is fairly uncommon for international students to be enrolled in educator programs because of the significant licensure test requirements that are only offered in English. The all WOU numbers include international students (who account for approximately 5% of university enrollment) but, in all cases, there are considerably more non-white students studying in other programs at Western than in educator programs. More troubling, there is a significant decrease in each year between the percentages of non-white students in pre-education courses than in initial licensure courses. This suggests that WOU may not have an enrollment problem in educator programs but rather a retention problem. 2014-2015 and 2015-2016 analyses must be added to this table before significant conclusions can be drawn. (All student data pulled from WOU Institutional Research data sources.)

Percentage non-white students

	09-10	10-11	11-12	12-13	13-14	14-15	15-16
Students in pre-education	19.5	19.1	17.8	17.2	19.5	16.9	22.0
Students in initial licensure	14.2	15.5	12.5	9.7	14.3	8.9	13.6
Students in advanced programs	13.6	13.8	17.6	14.5	20.6	20.0	23.6
All WOU students	26.4	26.5	27.1	28.2	29.3	26.4	29.6

Diversity of current faculty at WOU

One factor that may be related to our ability to recruit, retain, and graduate linguistically and culturally diverse education students is the degree to which our faculty are also diverse. The most recent analysis available can be found below (Data, WOU Office of Human Resources). The table shows both tenure track and non-tenure track data in educator preparation as well as comparison information for Western Oregon University in total. Examination shows that while the percentage of non-white faculty at Western Oregon University has hovered at 14%, the percentages of non-white faculty in educator preparation have moved from slightly above to slightly below this with a higher of nearly 20% for non-tenure track faculty members in 2013-2014 to a low of 5% for tenure track faculty members in 2011-2012. Recent data from 2014-2015 and 2015-2016 must be added before strong conclusions can be reached. Although since 2011 the university faculty has become diverse we recognize that if we intend to increase the percentage of linguistically and culturally diverse education students at Western, we should also seek to more dramatically diversify the faculty. Recent collective bargaining efforts to redirect more of the total funding available for faculty compensation to starting assistant professor salaries, will improve WOU's ability to compete for recruitment of diverse faculty.

	Teacher Prep Tenure Track n = x (%)						Teacher Prep Non-Tenure Track n = x (%)					
	2013-14		2012-13		2011-12		2013-14		2012-13		2011-12	
Hispanic or Latino	2	9.1%	1	5.6%	1	5.0%	3	6.5%	2	3.8%	2	4.0%
American Indian or Alaskan	0	0.0%	0	0.0%	0	0.0%	1	2.2%	1	1.9%	0	0.0%
Asian	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Black or African American	1	4.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	2.0%
Native HA or Pacific Island	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	19	86.4%	17	94.4%	19	95.0%	37	80.4%	45	86.5%	45	90.0%
Two or more races	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Race/ethnicity unknown	0	0.0%	0	0.0%	0	0.0%	5	10.9%	4	7.7%	2	4.0%
Total	22	100.0%	18	100.0%	20	100.0%	46	100.0%	52	100.0%	50	100.0%
male	5	22.7%	13	72.2%	8	40.0%	17	37.0%	21	40.4%	19	38.0%
female	17	77.3%	5	27.8%	12	60.0%	29	63.0%	31	59.6%	31	62.0%
Total	22	100.0%	18	100.0%	20	100.0%	46	100.0%	52	100.0%	50	100.0%

	All COE Faculty n = x (%)						All WOU Faculty n = x (%)					
	2013-14		2012-13		2011-12		2013-14		2012-13		2011-12	
Hispanic or Latino	6	4.7%	8	6.0%	5	4.5%	22	4.4%	21	4.4%	17	3.6%
American Indian or Alaskan	1	0.8%	1	0.8%	1	0.9%	2	0.4%	2	0.4%	3	0.6%
Asian	2	1.6%	1	0.8%	0	0.0%	11	2.2%	10	2.1%	11	2.3%
Black or African American	2	1.6%	2	1.5%	2	1.8%	8	1.6%	6	1.3%	7	1.5%
Native HA or Pacific Island	0	0.0%	0	0.0%	0	0.0%	1	0.2%	1	0.2%	1	0.2%
White	110	85.9%	112	84.2%	98	88.3%	431	86.0%	412	86.4%	407	86.4%
Two or more races	0	0.0%	2	1.5%	2	1.8%	2	0.4%	2	0.4%	2	0.4%
Race/ethnicity unknown	7	5.5%	7	5.3%	3	2.7%	24	4.8%	23	4.8%	23	4.9%
Total	128	100.0%	133	100.0%	111	100.0%	501	100.0%	477	100.0%	471	100.0%
male	32	25.0%	42	31.6%	37	33.3%	226	45.1%	218	45.7%	223	47.3%
female	96	75.0%	91	68.4%	74	66.7%	275	54.9%	259	54.3%	248	52.7%
Total	128	100.0%	133	100.0%	111	100.0%	501	100.0%	477	100.0%	471	100.0%

Aligned initiatives at WOU

Relative to educator preparation, faculty in the College of Education have invested significantly in building a culture supportive of diversity and therefore aligned to the goals of HB3375.

COE Diversity Committee and the COE Diversity Action Plan. During the 2014-2015 academic year, the College of Education re-initiated an inactive Diversity Committee. This group meets quarterly to guide diversity related initiatives across academic programs within the College, seeks to interface effectively with the University Diversity Committee, and develops, implements, and assesses a professional development plan relative to faculty, staff, and students around diversity and inclusivity outcomes. One of the major tasks of this group has been to develop a comprehensive COE Diversity Action Plan that exists, at this time, in draft. This group will move forward in its work further articulating and enacting this plan.

COE Faculty Professional Development Relative to Required ELL Standards. Teachers Standards and Practices Commission voted to include a rigorous set of standards relative to English Language Learners into all initial licensure programs in 2013-2014. These standards must also be met, through professional development, by faculty working in educator preparation programs. The College of Education submitted its plan for professional development relative to these ELL standards to Teacher Standards and Practices Commission in late December 2015 and is in the process of implementing plans now.

TeachOregon and the work of the Salem-Keizer Collaborative. During 2009-2010, faculty from Willamette University, Corban University and Western Oregon University began systematic and strategic collaborations with Salem-Keizer School District on the quality of educator preparation and PK-12 student learning. During the 2013-2014 year, the Chalkboard Project funded the SK Collaborative through a TeachOregon grant. This grant has many foci including recruiting, retaining, and graduating a more diverse educator workforce. Through this work, several innovations have been initiated and will be used strategically in implementation of this plan. These innovations include the Bilingual Teacher Scholars program and the Cadet Teacher program – each described below.

Bilingual Teacher Scholars program. During winter 2016, Western admitted the second cohort of Bilingual Teacher Scholars in collaboration with several partner school districts and Chemeketa Community College. This "grow your own" model braids resources from WOU (remission and scholarships) with resources from sponsoring school districts (in the form of after school program wages) to help culturally and linguistically diverse education majors earn teacher licensure. This program will be a major mechanism by which target pre-education majors are recruited and retained at Western.

Cadet Teacher Program in Salem-Keizer School District. As a part of the TeachOregon work previously mentioned, we will continue to collaborate with teachers and students in the Cadet Teacher Program as a means to recruit additional linguistically and culturally diverse high school students into pre-education majors.

Chemeketa Community College collaboration. During summer 2016, the Division of Teacher Education re-purposed existing resources in collaboration with the COE Dean's Office to hire two, full-time academic advisors specific to pre-education. One of these academic advisors is bilingual and will be crucial to quality advising and recruitment at community and family events. These advisors have also taken the lead on updating and extending materials to support the articulation agreement between Chemeketa Community College and Western for pre-education majors.

Part I: Identification of specific, measureable goals

In recognition of current efforts, current status, and best predictions, Western Oregon University adopts the following major goal:

MAJOR GOAL: Beginning in 2016-2017, demonstrate a 5% point increase in the graduation of culturally and linguistically diverse educators, each year, until 2021-2022 when 35% point is achieved.

Many minor goals are identified in Part II: Identification and description of strategies to impact progress toward goals. We will use these minor goals to monitor progress but all are in service of the major goal identified above.

Baseline Years

2014-2015 Recruit 30 culturally and linguistically diverse education majors to WOU.

2015-2016 Recruit 40 culturally and linguistically diverse education majors to WOU.
Retain 80% (2015-2016 class) freshmen to sophomore.

Target Years

2016-2017 Recruit 50 culturally and linguistically diverse education majors to WOU.
Retain 80% (2016-2017 class) freshmen to sophomore.
Retain 70% (2015-2016 class) freshmen to junior.
Target graduation = 10% culturally and linguistically diverse educators.
Target graduation = 150 initial licensure, at least 15 culturally and linguistically diverse.

2017-2018 Recruit 60 culturally and linguistically diverse education majors to WOU.
Retain 80% (2017-2018 class) freshmen to sophomore.
Retain 70% (2016-2017 class) freshmen to junior.
Admit 60% (2015-2016 class) to educator preparation program.
Target graduation = 15% culturally and linguistically diverse educators.
Target graduation = 150 initial licensure, at least 23 culturally and linguistically diverse.

2018-2019 Recruit 70 culturally and linguistically diverse education majors to WOU.
Retain 80% (2018-2019 class) freshmen to sophomore.
Retain 70% (2017-2018 class) freshmen to junior.
Admit 60% (2016-2017 class) to educator preparation program.
Graduate 50% (2015-2016 class, 4-year graduation rate)
NOTE: Current 4-year completion = 12.15%
Target graduation = 20% culturally and linguistically diverse educators.
Target graduation = 150 initial licensure, at least 30 culturally and linguistically diverse.

2019-2020 Recruit 75 culturally and linguistically diverse education majors to WOU.
Retain 80% (2019-2020 class) freshmen to sophomore.
Retain 70% (2018-2019 class) freshmen to junior.
Admit 60% (2017-2018 class) to educator preparation program.
Graduate 50% (2016-2017 class, 4-year graduate rate).
Target graduation = 25% culturally and linguistically diverse educators.
Target graduation = 160 initial licensure, at least 40 culturally and linguistically diverse.

2020-2021 Recruit 75 culturally and linguistically diverse education majors to WOU.
Retain 80% (2019-2020 class) freshmen to sophomore.
Retain 70% (2018-2019 class) freshmen to junior.
Admit 60% (2017-2018 class) to educator preparation program.
Graduate 60% (2016-2017 class (4-year graduation rate).
Graduate 80% of 2015-2016 class (6-year graduation rate).
NOTE: Current 6-year completion = 44.31%
Target graduation = 30% culturally and linguistically diverse educators.
Target graduation = 160 initial licensure, at least 48 culturally and linguistically diverse.

2021-2022 Recruit 75 culturally and linguistically diverse education majors to WOU.
Retain 80% (2019-2020 class) freshmen to sophomore.
Retain 70% (2018-2019 class) freshmen to junior.
Admit 60% (2017-2018 class) to educator preparation program.
Graduate 50% (2016-2017 class, 4-year graduation rate).
Graduate 80% of 2016-2017 class (6-year graduation rate).
Target graduation = 35% culturally and linguistically diverse educators.
Target graduation = 160 initial licensure, at least 56 culturally and linguistically diverse.

Repeat indefinitely while maintaining at least 35% culturally and linguistically diverse educators. These are ambitious goals and will require close cooperation with our feeder school districts and community

colleges and will also depend upon adequate state funding to permit tuition/fee remission grants to this financially more in need population.

Part 2: Identification and description of strategies to progress toward major goal

To accomplish this goal, Western Oregon University will continue to invest – as funding permits – in several promising strategies that will align with strategic priorities of our school district partners including:

MAJOR GOAL: Beginning in 2016-2017, demonstrate a 5% point increase in the graduation of culturally and linguistically diverse educators, each year, until 2021-2022 when 35% of all initial licensure candidates will be culturally and/or linguistically diverse.

Goal #1: Recruit increasing numbers of culturally and linguistically diverse education majors.

Task #1: Continue the Bilingual Teacher Scholars program in partnership with Salem-Keizer SD, Hillsboro SD, Central SD, Corvallis SD, Chemeketa Community College, and other interested partners.

- Recruit, select, and admit annual cohorts of Bilingual Teacher Scholars in accordance with the plans and agreements as developed and reviewed annually by the BTS Steering Committee.
- Assure fiscal stability of the program (at full capacity).
- Seek to expand the Bilingual Teacher Scholars program with interested school districts using a "pay to play" model.

Task #2: Partner with the Salem-Keizer Cadet Teacher Program as a pipeline of freshmen education majors.

- Weekly participation of Division of Teacher Education faculty in Salem-Keizer Cadet Program.
- Organize and execute annual campus visits for Cadet teachers to visit educator preparation program at Western.
- Develop materials that partner teachers can distribute to recruit future teachers.

Task #3: Collaborate with Chemeketa Community College and other major feeder programs to recruit education transfer students.

- Create, maintain, and distribute articulation agreements for pre-education majors.
- Provide quarterly advising sessions at Chemeketa for potential pre-education transfer students.
- Invite Chemeketa students to all student professional development events just as though they are WOU students.
- Increase presence on-site at Chemeketa in collaboration with WOU academic advising, financial aid counseling, and admissions.
- Expand as necessary to include other major feeder community colleges.

Task #4: Develop recruiting materials that highlight successful culturally and linguistically diverse educators.

- Develop 2-minute video vignettes highlighting successful diverse graduates and current students.
- Develop full-color, bilingual brochure describing the Bilingual Teacher Scholars program

Task #5: More publicly and consistently demonstrate our institutional commitments to diversity via web, print, and practices.

- Develop a marketing plan that disseminates our institutional values around diversity and inclusivity.
- Produce more marketing materials in multiple languages.
- Invest/support expansion of Latino Advisory Board model to other communities.

Goal #2: <u>Retain</u> culturally and linguistically diverse education majors.

Task #1: Enroll all Bilingual Teacher Scholars in 4-year On-track program.

- Enroll all BTS in 4-year On-track program.
- Connect DTE Academic Advising with On-track program to assure current advising.

Task #2: Develop a strong professional community of Bilingual Teacher Scholars.

- Hold quarterly community building events.
- Provide supplemental advising and academic support.
- Communicate weekly through email alerting students to professional development opportunities.

Task #3: Develop increasing numbers of bilingual courses both in COE and LAS targeting required courses for elementary education majors.

- Develop bilingual math sequence (MTH 211, 212, and 213).
- Develop bilingual history sequence (HST 201, 202, and 203).
- Develop bilingual introductory education core (ED 200).
- Develop other bilingual classes as appropriate.
- Collaborate with LAS faculty members to develop and promote stronger multi-cultural cross-programming opportunities.

Task #4: Improve the quality of academic advising for pre-education majors in the Division of Teacher Education.

- Provide excellence in academic advising.
- Develop outstanding advising materials.
- Provide professional development for DTE faculty.
- Partner with Academic Advising and Learning Center as necessary.
- Partner with the Joint Committee on Educator Preparation as necessary.
- Train all DTE faculty members on Wolf Connection System.

Task #5: Continue to develop the Educator Preparation small grants program to meet the emergency financial needs of students.

- Seek additional donors to this fund.
- Allow use of these funds to pay for educator tests.
- Develop a "service integration" model that matches needs to resources.

Task #6: Continue to explore flexibly delivered preparation programs to accommodate working adults and those in need of a longer transition into teaching.

- Consider options and recommend one or more flexible delivery methods.

Task #7: Develop a faculty and staff workforce that is at least 35% culturally and linguistically diverse.

- Highlight a COE and WOU commitment to the diversification of our employees.
- Develop a strategic plan relative to this goal and pursue it doggedly over many years.
- Partner with strong doctoral programs at minority-serving institutions, with a focus on Hispanic Serving Institutions, in particular.
- Insist bilingual and bicultural staff serve in all units that intersect with students and the public.

Task #8: Continue to increase the cultural competence of faculty and staff through regular, strategic, compulsory professional development.

- Develop and execute a professional development calendar and manage resources accordingly.
- Using the Center for Academic Innovation, improve the capacities of faculty in teaching and learning for an increasing diverse student population.

Goal #3: Admit increasing numbers of culturally and linguistically diverse education majors into initial licensure programs.

Task #1: Reduce required educator assessments as the major barrier to admission to initial licensure programs for culturally and linguistically diverse candidates.

- Provide regular, ongoing, comprehensive educator test prep, one-on-one coaching, tutoring, and error analysis.
- Develop comprehensive resource library.
- Develop peer-tutoring program.

Goal #4: Ensure graduation of increasing numbers of culturally and linguistically diverse education majors across all initial licensure programs.

Task #1: Provide an efficacious educator preparation program focused on success in an increasingly diverse school system.

- Identify clear outcomes used to monitor efficacy of educator preparation relative to issues of diversity and inclusivity.

Progress Monitoring

This plan will be monitored annually by the College of Education Consortium and quarterly by the College of Education Licensure and Clinical Experiences Council. Individual components of the plan will be monitored on the timeline and according to the outcomes identified in the work scope.

Areas of concern

During summer 2015, the educator community worked with Teacher Standards and Practices Commission to eliminate the required Basic Skills tests for educators. There was no evidence that this test had any predictive value for estimated teacher effectiveness upon licensure and there was an ongoing concern it represented a needless barrier to the diversification of the work force. As Oregon ramps up adoption of the nationally normed, teacher performance assessment known as edTPA, TSPC will be required to set an

acceptable cut score prior to the 2017-2018 academic year. Nationally, edTPA has been shown to be as culturally biased as other exams used widely in this country and so TSPC must be mindful to not set scores that inadvertently work against the goals of HB3375.

Similarly, as all Educator Preparation Programs (EPPs) in Oregon will be required to become CAEP accredited by the year 2021, it will become increasingly necessary for EPPs to be able to track graduates to various places of employment and to have access to statewide student performance data (and other teacher performance data) necessary to monitor the effectiveness of graduates in facilitating PK-12 student learning. The state must provide assistance to assure a system for tracking educators and linking their performance data back to EPPs. Without a statewide tracking system and the sharing of employment data with EPPs, programs will have few systematic ways to track preparation efficacy, including that of culturally and linguistically diverse educators and the learning of culturally and linguistically diverse children. This is essential to success of HB 3375 and meeting the goals of the Educator Equity Act.

Acronym Glossary:

BTS – Bilingual Teacher Scholars (WOU education majors)
CAEP – Council for the Accreditation of Educator Programs
COE – WOU College of Education
DTE – WOU Division of Teacher Education
edTPA – Nationally normed teacher performance assessment tool
ELL – English Language Learners
EPP – Educator Preparation Programs
LAS – WOU College of Liberal Arts and Sciences
TSPC – State of Oregon Teachers Standards and Practices Commission

Educator Equity in Teacher Preparation
In Accordance with HB 3375
Biennial Institutional Report
Western Oregon University
April 2018

In accordance with HB 3375 (2016), Western Oregon University submits the following summary, evaluation of progress made, and modifications to the institutional plan to recruit, retain, and graduate increasing numbers of culturally and linguistically diverse educators. The original institutional plan was developed in 2016 and this biennial report can be viewed as an addendum to that report. Progress is relevant to the targets and tasks outlined in the 2016 report.

The following benchmarks for Western Oregon University and educator preparation can be viewed as context within which the diversification of the workforce efforts reside. These contextual factors are updated from the 2016 report.

Table 1: Contextual Factors Affecting Diversification Efforts

Factor	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
% Non-white WOU faculty	13.6	13.6	14.0	--	--	17.5	--
% Non-white WOU educator faculty	8.6	11.4	17.7	12.2	12.3	10.3	6.1
% Non-white WOU students	27.1	28.2	29.3	26.4	29.6	34.8	--
% Non-white educator students	16.0	13.8	18.1	15.3	19.7	20.2	22.2
% Non-white educator completers	11.1	9.3	6.0	8.3	8.9	7.6	12.7

Table 1 provides important context about Western Oregon University. Missing information in the table highlights the challenge of finding reliable data. New capacity in Institutional Research will assist, going forward. Data suggests that Western Oregon University is likely trending toward a more diverse WOU faculty. Hopefully, this trend will continue as, like HB 3375 seeks to develop a workforce that matches the demographics of Oregon students, Western Oregon University should seek to develop a faculty workforce that similarly matches the diversity of its student population. Unfortunately, we are currently trending in the wrong direction relative to the percentage of non-white educator faculty. Because of the reasonably small numbers of educator faculty, these changes in percentages reflect relative small changes in the actual number of diverse educator faculty. Relative to the overall WOU student population, we are surprisingly diverse. These numbers reflect 300 non-resident alien students (international students) very few of whom are likely to prepare as Oregon educators due to the state required educator exams offered only in English. The number of non-white educator students and completers are trending in the right direction but are clearly lagging behind HB 3375 goals. The Bilingual Teacher Scholars program, and the first cohort of recruited students, have not yet hit the point at which they are prepared to graduate. These numbers will begin to shift in 2018-2019.

Table 2. Showing Recruitment, Retention, and Graduation of Diverse Educators According to Targets

Year	# Recruited	Target #	% Retained	Target %	% Graduated	Target %
2014-2015	--	30	--	--	8.3	--
2015-2016	40	40	72	80	8.9	--
2016-2017	31	50	78	80	7.6	10
2017-2018	26	60	80	80	12.7	15
2018-2019	37	70	--	80	≈16	20

Table 2 shows progress toward the goal identified in HB 3375 of graduating an educator workforce that is 35% diverse. Though the bill includes both culturally and linguistically diverse educator graduates as successful indicators, we do not currently have a reliable mechanism for reporting numbers of linguistically diverse candidates. We rely on interpersonal knowledge of candidates and this isn't always a reliable metric. As a result, at this time, we are only able to reliably report numbers of culturally diverse educators (in this case, defined as non-white). Table 2 shows that over time, we are failing to recruit target numbers of diverse candidates and are employing additional strategies to broaden the entry points into the Bilingual Teacher Scholars program (as our major avenue for diversification of the student pool). Our retention targets are close to being met and our graduation targets are trending in the right direction but not currently being met. Our ability to meet graduation targets is likely closely related to our ability to attract larger candidate pools.

Update on Local Goals and Tasks to Accomplish Overall Diversification Efforts of HB 3375

The major of the 2016 report describes goals and tasks designed to meet the overall expectation of graduating an educator workforce that is 35% culturally and linguistically diverse. This is designed to match the percentage of culturally and linguistically diverse students in Oregon schools. This number gives public universities a clear target but also very high expectations for success.

The following sections describe each of the goals identified by HB 3375 and Western Oregon Universities local goals and tasks designed to accomplish them.

Goal #1: Recruit increasing numbers of culturally and linguistically diverse education majors.

Bilingual Teacher Scholars. The Bilingual Teacher Scholars (BTS) program serves as the primary recruitment mechanism for meeting HB 3375 goals. Since 2016, the BTS program has expanded to include as district partners Eugene SD, Hood River SD, Tigard-Tualatin SD, and Beaverton SD in addition to the original partner districts of Salem-Keizer, Hillsboro, Central, Woodburn, and Corvallis. A strong pathway through Chemeketa Community College has emerged and we are spreading the community college model across Oregon.

Challenges to meeting recruitment goals. Meeting HB 3375 recruitment goals requires that Western Oregon University expand points of entry into the BTS program to include all Oregon community colleges, a mid-point admission model for students "flowing into" undergraduate educator pathways, and pathway for students entering preliminary licensure programs at the graduate level (i.e. MAT and Special Educator programs). Our major challenge in recruitment has been overcoming the "challenging" status of educator professions and then having enough scholarship and remission dollars to effectively recruit students into what is increasing perceived as a "troubled" profession.

Goal #2: Retain culturally and linguistically diverse education majors.

Financial issues remain the biggest retention challenge. To date, retention in the BTS program matches (almost exactly) retention patterns for the general population of undergraduate students at Western Oregon University. We seek to connect with all students that leave the program and find that two challenges are commonly cited as barriers to retention including (a) challenges to be successful academically and (b) challenges to pay the bills. Western Oregon University has a strong and demonstrated record of success in helping non-white students and student's otherwise "at-risk" to find academic success. Yet, BTS students continue to struggle in mathematics, in particular. Nationally, mathematics is a common challenge for at-risk college students. The BTS program is re-doubling

efforts to build a robust, trusting, and productive professional community employing regular social and academic functions, consideration of a peer-to-peer mentoring program, and tutoring specific to the program. About 12% of our BTS students are also DACA and are unable to benefit from federal financial aid. We are in our 2nd year of partnership with the Mexican Consulate to back-fill lost aid for DACA students through the IME-Becas program for Mexican citizens (or DACA) living abroad (in the United States) and seeking higher education.

Challenges to meeting retention goals. Relative to admission of the 2018-2019 cohort of BTS students, our goals were explicitly to find and admit the most highly qualified students we could independent of their home district or community college. We believe that through admission of a more well-qualified cohort, we will struggle less with retention due to academic factors. However, we will continue to struggle with retention due to paying the bills.

Goal #3: Admit increasing numbers of culturally and linguistically diverse education majors into initial licensure programs.

Bilingual educator coursework. Initiated in 2016, we are working to deliver more and more educator coursework in both Spanish and English. Ultimately, the goal is for a much higher percentage of our educator students to take courses that seek to help them develop academic content in both Spanish and English. To date, ED 200 Introduction to Education, is taught in this way and students are encouraged to write, speak, and read materials in either Spanish or English. The instructor for these courses switches between both languages in ways that are aligned to research-based, best practices for dual language coursework. Spring 2018, Dr. John Rector will teach HST 203 in this same dual language method and many of our ESOL endorsement coursework in the College of Education are now delivered similarly. It is our strong belief that offering more courses in this manner will increase the likelihood that increasing numbers of culturally and linguistically diverse educator students will gain admission to the educator preparation programs. As of yet, the required educator assessments have not proven a barrier to admission. We will continue to monitor the status of this potential retention challenge.

Challenges to meeting admission goals. Other than the required educator tests, we do not see large admission barriers for expanding numbers of culturally and linguistically diverse students. We have a strong system of test-prep that appears to be effective but we will monitor over time as our large cohorts of BTS students reach the stage of taking these required tests. To date, retention has been a much larger challenge than admission to educator programs.

Goal #4: Ensure graduation of increasing numbers of culturally and linguistically diverse education majors across all initial licensure programs.

To date, we don't know much about how successful our efforts to graduate increasing numbers of culturally and linguistically diverse educators will be. Our cohorts of BTS students are moving toward their final year and we hope to see our numbers increase dramatically. But, at this time, we can only speculate on the success of our systematic efforts via the Bilingual Teacher Scholars program.

Areas of Concern

Western Oregon University set aggressive targets in alignment with the goals of HB 3375. To date, we are not meeting these goals despite strategic and sweeping efforts to do so. Two major challenges remain. First, Western faces limits on the amount of remission support that can be reasonably placed

into this program. It is clear through the partnership efforts we have made that we could double and possibly triple the number of students in this program if appropriate remission dollars were also included. Seeking investment from the Oregon business community to back-fill remission dollars for this program is critical to realize HB 3375 goals. Second, Western must continue to diversity the faculty and staff workforce to build a culture and climate that is comfortable operating in both Spanish and English. Despite these challenges, Western has a demonstrated record of success in helping diverse students succeed. The Bilingual Teacher Scholars program and the goals of HB 3375 are furthered by Western's mission for success in this area.