
Docket Item: Educator Equity Plans 2020-2022

Summary:

In support of the state goal for school districts and education service districts, teacher preparation programs at public universities will plan to increase the diversity of the teacher candidate pool through recruitment, retention, and graduation efforts. The Educator Equity Report, published each year and accompanying presentations have come to represent a strident call to action and an annual benchmark for the state related to each stage of talent development in the educator pathway to more closely mirror the demographics of our Pre-K-12 student population. The goal for the university Educator Equity Plans is that the teacher candidate pool will reflect the linguistic and ethnic diversity of the high school graduating class from which they are recruited. In the latest Educator Equity Report (2019) the percentage of ethnically diverse high school graduates was 34% (five year cohort in 2017-2018, p.25) and the percentage of ethnically diverse candidates in educator preparation programs (public and private) was 26%.

Per HB 3375 (2015) section 6, the commission “shall review the plans for adequacy and feasibility with the governing board of each public university with a teacher education program and, after necessary revisions are made, shall adopt the plans.”

The current plans were developed during the 2019-2020 academic year, per guidance issued by the HECC together with Educator Advancement Council (EAC) in December 2019. Drafts were prepared on each campus, and a strategic focus on diverse candidate retention in educator preparation programs was identified as a shared priority for the 2020-2022 period. Retention strategies are highlighted in these plans in regards to potential investments and in cultivating a coordinated community of practice among the six public educator preparation colleges. Plans were revised, adopted by Boards, and shared with EAC and HECC staff in March/April 2020.

The focus on retention means leveraging campus wide systems of support for student retention and attention to diverse student candidates in particular. Several significant retention activities that are prevalent in the plans are:

1. Strategic advisory group that guides programs, including student voice in the development of goals and monitoring of progress
2. Integrated teacher recruitment, retention, and placement that includes design features such as grow your own, cohorts, paid practicums
3. Review of curriculum and assessment practices for cultural relevance and bias

Materials:

See attached Educator Equity Plans:

- OSU: House Bill 3375 Educator Equity Plan
- SOU: The Southern Oregon Pathway to Teaching - Educator Equity Plan
- UO: Educator Equity in Teacher Preparation: Institutional Plan 2020
- WOU: Diversifying the Educator Workforce – Biennial Report in accordance with HB 3375

Note: The Educator Equity Plans for EOU and PSU will be shared at the June 2020 Commission meeting.

Staff Recommendation:

ACTION ITEM Adopt 2020-2022 Educator Equity Plans submitted per HB 3375 for OSU, SOU, UO, and WOU; all four plans have been reviewed **and approved by each institutions' Governing Board.**

House Bill 3375 Educator Equity Plan

BACKGROUND

The Oregon Educator 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 educators. The state's definition of "diverse," which is used throughout this report, is "(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" (see the full statutory language in Appendix A). The Higher Education Coordinating Commission (HECC) reviews 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, adopts the plans.

OSU's College of Education has prepared the 2020-22 plan consistent with the January 2020 HECC guidance. The plan is focused on increasing and retaining the diversity of the teacher candidate pool, through recruitment, as well as retention efforts. It was noted in the guidance provided by the HECC and the Educator Advancement Council that, "The expression of retention efforts as goals should include both qualitative and quantitative data and information so that progress can be measured in the educator equity reports published annually by the Educator Advancement Council." Per the guidance received, plans are to address three major areas:

- (1) Identify specific measurable goals for increasing the preparation and retention of diverse educators enrolled in preliminary licensure programs¹;
- (2) Identify and describe strategies to impact progress towards the goals;
- (3) Reference the timeline along which the strategies will be implemented, the progress expected, the impact measured, and the plans reviewed and improved continuously.

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 to work from data provided in the annual Oregon Educator Equity Report. Each year, the Oregon Educator Equity Report documents teacher and administrator preliminary licensure enrollment and completion data compiled from the Teacher Standards and Practices Commission (TSPC). According to the report, the five-year graduation cohort in Oregon in 2017-2018 included 34% racially diverse students. In order to use a common data point, the HECC has asked institutions to reference their progress relative to this statewide graduation measure (34%). Between public and private

¹ OSU does not set specific, differential or numeric goals for recruitment or admission of diverse students. The goals and strategies undertaken by OSU support our efforts to recruit and retain diverse teacher candidates.

programs, 567 (26%) of the total 2,190 enrolled teacher candidates in 2017-2018 were diverse teacher candidates.

OSU's Educator Equity Plan for 2020-22 provided in Appendix B includes summary narratives of progress and issues identified since the original 2016-18 Educator Equity Plan was reviewed by the Board and approved by the HECC. Additionally, the plan summarizes the metrics identified in the 2018-2020 plan and operationalizes plans for 2020-2022. Faculty from the College of Education have participated in providing summary narratives of activities and programs that have been implemented in support of the goals established in the 2018-2020 plan. In addition, faculty have provided input on programs and activities that will support the College of Education's 2020-2022 Educator Equity Plan goals. This plan and the work being undertaken is fully aligned with OSU's Strategic Plan 4.0 (SP4.0) and with the College of Education's strategic plan. Diversifying Oregon's educator workforce is in direct support of OSU's overall commitment to offer excellent education for all learners and to be leaders in the delivery of education, while welcoming and fostering a sense of belonging and success for all. Goals II and IV of SP4.0 are directly aligned with the work of the College of Education in support of HB3375. OSU is working to use our many locations and online learning platform to deliver distinctive and affordable pathways to teacher licensure. Additionally, OSU is committed to building a culture founded on the values of inclusion so that people from every background are welcomed and thrive.

There are numerous activities and programs within the College of Education that have been maintained, initiated, and/or deployed since the 2018-2020 plan was approved. The plan identifies the activities that will be maintained or deployed in the coming biennium to allow OSU to continue to be part of the state's solution to increase the diversity of teachers in Oregon. As OSU's teacher preparation expands across multiple programs within the College of Education and in affiliated colleges at OSU, program chairs and leads are responsible for tracking progress using both quantitative and qualitative measures. In addition, progress toward goals has been shared with faculty across all programs in multiple ways. Information is shared, for example, in annual internal and external reports, during faculty meetings, during the Dean's Council (one of the governance structures within the College of Education), as well as through communications from the dean. The College of Education's director of licensure and associate dean of academics are jointly responsible for determining when additional data or analyses are required and for working with faculty and staff to implement new programs or changes to processes in support of the goals that have been developed to diversify the university's student body in professional teacher education programs. Having multiple stakeholders involved in oversight ensures that this important work is fully aligned with college and university values and strategic goals.

RECOMMENDATION

Staff recommend that the Board approve OSU's Educator Equity Plan for 2020-22.

Definitions from ORS 342.433

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

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

“Educator” means a teacher or an administrator.

Note: Administrator is assumed to be principal, assistant principal, superintendent, and assistant superintendent. Persons being counted as diverse who have a first language other than English are not included in the measures of diversity when we count university students. They also may or may not be counted in the other categories a-d.

Oregon State University Educator Equity Plan for 2020-22

PART 1: 2020-2022 GOALS

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

1. Support the recruitment of culturally and linguistically diverse students into 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 of Education's completion rate of (pre-service and in-service) English Language Learner (ELL) and Dual Language (DL) infused coursework that addresses competencies to advance Oregon teacher cultural literacy and advocacy.

GOAL 1: Support the recruitment of culturally and linguistically diverse students into professional teacher education (undergraduate and graduate) programs.

In order to meet Oregon's increased need for teachers, the College of Education has doubled the number of initial licensure pathways since HB 3375 was passed in 2015. OSU's graduate and undergraduate programs currently offer five distinctive pathways to licensure (two undergraduate and three graduate), and a sixth undergraduate pathway is under development. In addition, OSU offers multiple pathways to an English Speakers of Other Languages (ESOL) endorsement and DL specialization. Providing multiple pathways to earning a degree and obtaining preliminary licensure and providing support for continuing education of licensed teachers maximizes the opportunity for diverse students to enroll in programs that align with their own personal circumstances and educational goals. These pathways are delineated next to provide the necessary context for understanding the various ways in which the College of Education is working to more effectively support culturally and linguistically diverse students.

Undergraduate

- The Education Double Degree (2002) is offered at the Corvallis campus. Students pursuing this pathway for both elementary and secondary teaching complete a primary degree in their subject area and a second 40-credit bachelor's degree in Education, leading to initial licensure in Oregon.
- The Bachelor of Science in Teaching (2019) is offered at OSU-Cascades. Students in this new undergraduate degree earn a BS in elementary education, leading to initial licensure in Oregon.
- A new hybrid pathway to an elementary education degree (pending) is currently under development in partnership with Columbia Gorge Community College and supported by a Myer Memorial Trust grant. This program supports a pathway for community college students and was created to help address shortages of highly qualified teachers in Oregon's rural communities. This pathway has been aligned to the recently developed Major Transfer Map (MTM), and graduates will earn a BS, leading to initial licensure in Oregon with a Multiple Subjects (elementary) endorsement.

April 3, 2020 Board of Trustees Meetings

Graduate

- The clinically-based Master of Arts in Teaching (CB-MAT) (2016) is a full-time program, where students complete 51 credit-hours over two years in a combination of online and hybrid courses. Students complete extensive field placements throughout both years.
- The Master of Arts in Teaching (MAT) at OSU-Cascades (2005) is a full-time, face-to-face, one-year teacher preparation program that requires evidence of subject mastery prior to entering the program.
- The Education MS (pre-2000) is currently a full-time, face-to-face Corvallis-based program. Work is underway to transition this program into a hybrid program. This is a graduate-level licensure pathway preparing candidates for secondary teaching in math and science. Students must have a bachelor’s degree in the subject area in which they will teach. The program is completed in ten months. The shift to a hybrid mode of delivery is being undertaken to increase program access.

Table 1 summarizes the diversity of students completing OSU’s current pathways for teacher licensure. In Academic Year (AY) 2019, the college graduated 142 teachers from all initial licensure programs, including 28 (20%) diverse teachers. The diversity of teacher candidates has increased by 13% since 2014 (7% in 2014 to 20% in 2019). The College of Education’s five-year goal is to produce 212 newly licensed teachers in AY2022 across all initial licensure programs. The strategies outlined in Part 2 provide for further increases in the percentage of diverse completers in both initial and continuing licensure programs.

Table 1²: AY2014-AY2019 Total Licensed for OSU Licensure Programs by Race/Ethnicity

Ethnicity	AY2014	AY2015	AY2016	AY2017	AY2018	AY2019
White	116	114	140	138	122	112
Asian	2	0	4	4	8	7
Black African	0	0	1	0	0	2
Hispanic/Latinx	3	9	12	8	11	14
Native American	3	0	0	1	3	3
Two or More	1	5	8	7	4	2
Not Specified	2	4	8	4	3	2
Total Licensed	127	132	173	162	151	142
Total Diverse (%)	9 (7%)	14 (11%)	24 (14%)	20 (12%)	26 (17%)	28 (20%)

² Some students do not apply for their teaching license at the completion of the program and *post bac* students do not complete a program but may apply for licensure. Thus, corresponding numbers in Tables 1 and 2 are not always equal.

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

This goal, established in 2016 and of continued focus in the most recent biennium, speaks directly to the HECC’s request for universities to focus on retention efforts in the 2020-2022 plans. Table 2 summarizes completion percentages from AY2015 through AY2019.

Table 2: Student Completions² for AY2015-AY2019 (Note: Numbers in the Total Student Completions columns are not always the sum of the White and Diverse Student Completion columns due to including “declined to respond” in the total column.)

Year	Total Student Completions*	White Student Completions	Diverse Student Completions
AY2015	132 (93%)	114 (93%)	14 (93%)
AY2016	173 (97%)	140 (98%)	21 (94%)
AY2017	162 (88%)	140 (90%)	20 (79%)
AY 2018	153 (91%)	125 (93%)	28 (85%)
AY 2019	152 (84%)	118 (83%)	34 (89%)

Overall, the College of Education has retained high percentages of students through graduation across existing pathways. This has resulted in relatively high completion rates compared to those of the university at large, which currently reports 6-year completion rates of 68.5% for white undergraduate students and 56.3% for diverse undergraduate students.

Comparing the two most recent years, the total number of applications to OSU’s teacher licensure programs increased from 224 to 234 (Table 3). Diverse applicants constituted 21% of the total in AY2018 and 20% in AY2019. A small disparity existed for admissions in AY2018, with white applicants being admitted at about a 7% higher rate than diverse applicants. This difference was less than 2% in AY2019. Matriculation across the two academic years was within 2% for the two groups, indicating little difference in students’ choice to enroll. While completion rates were higher for white students in AY2018, in AY2019 diverse students completed at a nearly 7% higher rate than white students. Looking across the admission-to-graduation pathway, the differences are not substantial and may be explained by small fluctuations having relatively large impact on percentages given relatively small numbers.

² All data in this report are based on the most recent OSU enrollment and completion data. The summary data provided in the *Oregon Educator Equity Report* do not accurately capture enrollments and completions at OSU.

Table 3: Aggregate Admission, Matriculation, and Completion Rates for OSU Teacher Licensure Programs.

Status	AY2018		AY2019	
	White Students	Diverse Students	White Students	Diverse Students
Applied	178	46	187	47
Admitted	160 (90.0%)	38 (82.6%)	165 (93.2%)	43 (91.5%)
Matriculated	135 (84.4%)	33 (86.8%)	143 (86.7%)	38 (88.4%)
Completed	125 (92.6%)	28 (84.8%)	118 (82.5%)	34 (89.5%)

Individual Program Highlights

This section presents summaries of the teacher licensure programs housed in the College of Education. For application, admission, matriculation and completion data for all OSU teacher licensure programs (including licensure programs in cognate colleges) see Appendix C.

Double Degree. In the current undergraduate program (only the Double Degree has completers in the years reported), degree completions were similar for all students in the most recent academic year (Table 4). While a moderate decrease is noted in completion rates in the Double Degree in AY2019 compared to the previous year, exit interview data collected by the College of Education indicate that non-completers were students who realized that teaching was not the career they wished to pursue and who self-selected out of the program. Several other students needed to transition to part-time and will complete this year. College leaders are confident in the ability to maintain high completion percentages as a result of investments made to the structure of the Double Degree. 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 completion rates for all students. In addition, enforcing prerequisites for all courses ensure that students in the Double Degree have the knowledge and skills necessary to successfully navigate their program of study and meet state standards.

Note that diverse student admission and matriculation rates are lower than those for white students in AY2019. This is the case for some of the college’s other licensure programs, as well (as indicated in Tables 5, 6, and 7), and may reflect a national trend, where accreditation agencies are requiring educator preparation programs to increase admission requirements, some of which (e.g. SAT and ACT scores) are known to include bias against students from diverse backgrounds. For this reason, TSPC has recently introduced “multiple measures” pathways that honor diverse experiences in admissions criteria. Refer to Strategy 4 on page 19 of this report for further discussion on how the College of Education plans to utilize these new multiple measures to mitigate potential unintentional bias in admissions criteria.

Table 4: Double Degree Program Admission, Matriculation and Completion Rates

Status	AY2018		AY2019	
	White Students	Diverse Students	White Students	Diverse Students
Applied	73	18	79	18
Admitted	66 (90.0%)	16 (88.9%)	76 (96.2%)	16 (88.9%)
Matriculated	61 (92.4%)	16 (100.0%)	73 (96.1%)	14 (77.8%)
Completed	57 (93.4%)	15 (93.8%)	63 (86.3%)	12 (85.7%)

Education MS. The Education MS program features a cohort model that is meant to build a strong social support network for students with one aim of increasing retention and program completion. The program also features school-based field experiences each term of the program, where students work with both a mentor teacher and a university supervisor in a supportive triad. The variation in completion rates in the MS is magnified by the relatively small size of the cohorts in the program, as well as a cohort size that has fluctuated significantly from year to year (Table 5). Students who have not completed the program in recent years have indicated that they learned in their practica that teaching was not the career path they wished to follow. This realization typically comes during the intensive field practicum work in schools when students get a clear picture of the daily life of a middle or high school science or mathematics teacher. While the desire is always to retain 100% of students, faculty are also aware that it is appropriate for students to revise their career goals based on their preparation experiences. It has been noted that students who enter the program with less recent experience in secondary school classrooms are somewhat more likely to be non-completers than students who have more ample current experience in secondary schools. Thus, in the most recent cohort faculty have given more attention during admission screening to applicants' K-12 experiences beyond the admission minimum.

Table 5: Education MS Program Admission, Matriculation and Completion Rates

Status	AY2018		AY2019	
	White Students	Diverse Students	White Students	Diverse Students
Applied	17	7	10	1
Admitted	15 (88.2%)	7 (100.0%)	8 (80.0%)	1 (100.0%)
Matriculated	13 (86.7%)	4 (57.1%)	7 (87.5%)	0 (0.0%)
Completed	12 (92.3%)	3 (75.0%)	7 (100.0%)	0 (0.0%)

Clinically Based MAT. The recently launched clinically-based Master of Arts in Teaching (CB-MAT) features both a cohort model and intensive coordination with district partners and mentor teachers to support the academic and professional success and retention of teacher candidates in the program. The CB-MAT program had small graduating cohorts in 2018 (8 students) and 2019 (10 students). In each of the 2018 and 2019 cohorts, one of the four students who identified as diverse did not complete the program after matriculating (Table 6). These students were given a wide range of supports and the decision to withdraw was fully vetted by both the

district and program faculty. Overall, these data fluctuations are small and still reflect completion rates at or above those of the university for all students and for ethnically/racially diverse students.

Table 6: Clinically-based MAT Program Admission, Matriculation and Completion Rates

Status	AY2018		AY2019	
	White Students	Diverse Students	White Students	Diverse Students
Applied	16	7	24	6
Admitted	13 (81.2%)	5 (71.4%)	12 (50.0%)	4 (66.7%)
Matriculated	8 (61.5%)	4 (80.0%)	7 (58.3%)	4 (100.0%)
Completed	5 (62.5%)	3 (75.0%)	7 (100.0%)	3 (75.0%)

The CB-MAT program is continually working with university, district, and community partners to reduce the barriers to success for historically underrepresented students, including to ensure equitable access to university resources for students. Specific strategies to support the recruitment and retention of diverse students include: ongoing examination of application processes for unintentional bias, cultural responsiveness, and advising; negotiation of prerequisites for program admission which benefit all students but lessen barriers for underrepresented groups; advising that includes study groups and test preparation; district partner collaboration to reduce program costs and provide targeted recruitment for paid summer teaching opportunities; ongoing university curriculum development and university instructor development to support cultural responsiveness and preparation of culturally responsive teachers; placements in ethnically/racially diverse schools, in particular dual language immersion programs; networking and hiring opportunities through district partnerships.

OSU-Cascades MAT. The OSU-Cascades MAT program offers licensure in the following endorsements: elementary multiple subjects, advanced mathematics, integrated science; biology; physics; chemistry; social studies and language arts. Any teacher candidate may also add the ESOL endorsement by taking additional coursework, taking an entrance exam, and completing 60 hours of ESOL student teaching. Students who elect to pursue the added ESOL endorsement must extend their program and often move into a 2-year track, thus impacting the “completion” numbers provided in the Table 7. Each year sees approximately 3-5 students elect this track.

Table 7: OSU-Cascades MAT Program Admission, Matriculation and Completion Rates

Status	AY2018		AY2019	
	White Students	Diverse Students	White Students	Diverse Students
Applied	48	9	55	13
Admitted	44 (91.7%)	6 (66.7%)	51 (92.7%)	13 (100.0%)
Matriculated	37 (84.1%)	5 (83.3%)	40 (78.4%)	12 (92.3%)
Completed	35 (94.6%)	4 (80.0%)	27 (67.5%)	12 (100.0%)

Offered in a cohort model that works closely with the six Central Oregon school districts through Partners in Education (PIE) schools (developed through the Teach Oregon grant), the OSU-Cascades MAT program closely monitors the success and retention of its teacher candidates throughout the four-term program. The OSU-Cascades MAT program’s strategic partnership with local school districts ensures that academic and clinical faculty are in close and continual communication with principals and cooperating teachers. In addition, OSU-Cascades has, over the last years, begun to embed methods courses as well as professional development for the licensed teachers within host public schools, which has strengthened overall candidate learning and skill development, as well as provided stronger support for candidates in the classroom. As a result, principals and cooperating teachers do not hesitate to reach out to program faculty when a teacher candidate is not performing to a high standard. Support is put into place, but occasionally teacher candidates are counseled out of the program due to academic or performance issues. Annually, this generally accounts for one student not completing the program.

Financing is a major barrier to program completion for OSU-Cascades MAT students, who must take additional loans to support themselves, and often their families, as they teach each day in the school and return to campus for courses in the afternoons and evenings, leaving little time for paid work. To mitigate the loss of teacher candidates due to financial struggles, the MAT/licensure program faculty work actively to secure scholarship and grant money to support all students, which helps in recruiting and supporting a diverse teacher candidate pool. OSU-Cascades faculty have been successful in obtaining grant and scholarship money. Still, the total amount of funding has declined in the last three years, resulting in financial stress for students that impacts completion rates. Students must extend their one-year program into two- or three-year tracks or leave the program altogether.

The College of Education met the goal of having overall completion rates that equal or exceed 85% from 2015-2018. While the 2019 completion rate is 84%, it is fully anticipated that this overall rate will grow as students who had to move to part time and/or have chosen to complete ESOL endorsements complete their degrees in 2020 or 2021. As noted, the college has not met the 85% goal in every program or for all groups of students within programs (Appendix C). Thus, the college must continue to monitor completion rates for groups of students and identify necessary actions when differences are found. This is part of the college’s ongoing work in

program improvement. To increase impact, faculty have expanded modalities and pathways, which has increased student diversity. However, due to the recent introduction of these programs, there is not yet data necessary to systematically identify common causes for students leaving programs. Nonetheless, during the past year the College of Education has expanded services for test completion (peer tutoring), fee reimbursement (a dedicated scholarship), and increased advising. It will take additional cohort completion data to determine if additional programmatic support is needed for students within each of the unique programs.

GOAL 3: Increase the College of Education’s completion rate of (pre-service and in-service) English Language Learner (ELL) and DL infused coursework that addresses competencies to advance Oregon teacher cultural literacy and advocacy.

Three initiatives implemented in the last two biennia have focused on increasing teacher candidate efficacy in meeting the needs of all learners in Oregon by developing knowledge and skills that improve academic and socio-emotional learning for students whose first language is not English.

Initiative 1: Expand ESOL/DL coursework enrollments

English language learners make up about ten percent of all Oregon K-12 students, with roughly another ten percent classified as former ELLs. Thus, effective teacher preparation entails preparing teachers to work with multilingual students. All OSU initial licensure programs require that students take at least one ESOL course that addresses the state-adopted core competencies for teaching ELL students. In addition, students in all pre-service licensure programs can earn a full 18-credit ESOL endorsement. The College of Education offers the ESOL endorsement for in-service teachers, as well, via online courses.

Over the past seven years, the college has dramatically expanded the number of students taking ESOL and DL courses, the number of total ESOL/DL courses taken by students, the number of student credit hours in ESOL/DL courses, and the number of students completing an ESOL endorsement or DL specialization, as shown in Table 8. For example, the number of students taking any ESOL/DL course rose from 134 in AY 2013 to 393 in AY 2019. This represents nearly a three-fold increase. In addition, the number of students completing the ESOL endorsement or DL specialization has nearly doubled, rising from 47 students in 2012-13 to 84 students in 2018-19.

Table 8: ESOL/DL Enrollment and Completion Data (Note: OSU’s DL specialization program was approved by TSPC in 2018, and new DL courses were first offered in winter 2019. Therefore, through AY2019, no students had completed all DL specialization requirements. The first students are scheduled to complete the DL specialization in spring 2020.)

Academic Year	Number of students completing any ESOL/DL course	Total number of ESOL/DL courses completed by students	Number of students completing ESOL Endorsement and/or Dual Language Specialization
2013	134	281	47
2014	125	228	38
2015	220	373	33
2016	307	515	32
2017	369	612	61
2018	427	765	52
2019	393	560	84

These increases were driven by two primary factors. First, in accordance with OAR 584-420-0010 English Language Learner (ELL): Program Standards, OSU began requiring that students in all teacher licensure programs successfully complete at minimum one ESOL course, Foundations in ESOL Education. Second, starting in 2016, the College of Education began partnering with districts across the state to enable cohorts of licensed teachers to earn their ESOL endorsements through the college’s online courses, as described in more detail next.

Through AY2019, the ESOL endorsement and DL specialization were not stand-alone degree programs, and most students who take individual ESOL/DL courses do not plan to complete the full course sequence. Therefore, since completion is not the goal for most students, completion rates are not calculated. However, for students who have completed the full ESOL endorsement (and, moving forward, the DL specialization), it is possible to analyze student race/ethnicity. As Table 9 illustrates, the percentage of diverse students completing the ESOL endorsement in AY2019 (21%) is consistent with the percentage of diverse students completing degree-bearing licensure programs in the College of Education overall (20%, as reported in Table 1).

Table 9: ESOL Endorsement Completions by Race/Ethnicity

Ethnicity	AY2016	AY2017	AY2018	AY2019
White	29	46	43	63
American Indian/Alaskan Native	0	0	1	0
Asian	0	6	3	0
Black African American	0	0	0	1
Hispanic/Latinx	2	7	3	8
Native Hawaiian	0	0	0	0
Two or More	0	0	0	0
Not Specified	1	2	2	8
Total Licensed Teachers	32	61	52	80
% Diverse	9%	17%	25%	21%

To further support efforts to expand the number of in-service teachers in Oregon with an ESOL endorsement, the college has increased partnerships with districts. In the fall of 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 ESOL endorsement or a DL specialization. This initiative is referred to as Teachers Educating All Multilingual Students (TEAMS), and it includes partnerships with five districts in this work: Beaverton, Bend-La Pine, Corvallis, Greater Albany, and Springfield. The first cohort of 39 participants completed their ESOL endorsement in AY2019, with all tuition covered by grant funds. The second cohort of 44 teachers began in summer 2019 and are on track to earn their ESOL endorsement or DL specialization fall term 2021. In addition, grant funds are supporting 12 pre-service teachers, who will earn their ESOL endorsement or DL specialization.

Education Northwest serves as an external evaluator for the TEAMS grant. Their 2019 annual report, summarizing outcomes for the first cohort of participants, found that 90% of program completers rated the program as effective in preparing them to serve ELLs. In addition, 93% of instructional leaders for program completers also rated the program as effective in preparing their teachers to serve ELLs. A comparison of pre- and post-survey data revealed a variety of other important changes in participants' knowledge and skills for effectively educating ELLs. For example, participants felt significantly more confident in applying Oregon standards for

educators of English learner students after completing their ESOL endorsement through OSU. Additionally, on the pre-survey, 25% of participants were confident or very confident in using ESOL instructional practices and strategies in their classroom or practice, while on the post-survey, 92% were confident or very confident. Similarly, the percentage of participants reporting feeling confident or very confident in their ability to provide culturally and linguistically relevant instruction to emergent bilingual students increased from 24% on the pre-survey to 89% on the post-survey.

In addition to the opportunities afforded by the TEAMS grant, faculty have established partnerships with other Oregon districts to increase the number of teachers in the state with the knowledge and skills to effectively serve multilingual students. For example, beginning in fall 2019, the college partnered with Portland Public Schools to support district middle school English language arts teachers in earning their ESOL endorsement, thereby enhancing their abilities to deepen their students' content and language learning.

The College of Education is also building the capacity of graduates through the DL specialization program, which includes two courses taught bilingually in Spanish and English. Recruitment for this program draws heavily from the Latinx population in Oregon. The DL specialization program was approved by TSPC in 2018, with students beginning coursework in winter 2019. Currently, 14 students are enrolled.

Initiative II: Support culturally sensitive practices in STEM teaching

In addition to efforts directed specifically at the College of Education's own teacher candidates, faculty are engaged in a variety of initiatives that impact teachers across the state to improve the success of all students in STEM-specific classrooms. For the past three years, OSU has sponsored, in partnership with Oregon's Department of Education and with funding from the National Science Foundation (NSF), the Ambitious Math and Science Summer (AMS) Institute, a collaborative learning environment for math and science teachers, teacher leaders, and STEM teacher education faculty. 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. This effort directly impacts OSU math and science graduates who attend the AMS each year with support via the National Science Foundation. AMS supports Advancement Via Individual Determination (AVID) training for participants (see Initiative III), attention to equitable teaching practices that are content-specific, and growth of the next generation of math and science teacher leaders. Across the three years, national leaders have worked with Oregon math and science teachers and leaders to develop knowledge and skill with modeling, knowledge of teaching emergent bilingual students, and attention to supporting equitable educational system level changes. For 2020, the college is collaborating with the state to connect and integrate with larger state initiatives so that the institute can be sustained and reach a broader state-wide audience.

Initiative III: Support AVID participation

All undergraduate Double Degree teacher candidates 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 a vast majority of school districts in the Northwest, and this preparation enhances the work faculty and students are doing to infuse English Language Learner competencies across the curriculum in our programs and in schools.

PART 2: STRATEGIES

Strategies for Goal 1: Support the recruitment of culturally and linguistically diverse students into professional teacher education (undergraduate and graduate) programs. The College of Education committed to six strategies in support of Goal 1:

Strategy I: Recruit an increasingly diverse population of students into the Double Degree Program

The College of Education has invested in recruiting efforts as one mechanism to increase the diversity of teacher license candidates. In July 2017, the college hired its first bicultural recruiter/advisor. This hire has allowed the College of Education to expand its recruiting capacity and to develop relationships with community colleges, cultural centers, and high schools in ways that are more extensive than previous recruiting efforts. Additionally, the college has established cross-campus program partnerships with academic programs that have historically served underrepresented students and communities at OSU, including Ethnic Studies; Human Development and Family Sciences; Liberal Studies; Women, Gender, and Sexuality Studies; Peace Studies; and Anthropology. Beginning AY2021 the college will further expand its reach with a focus on new recruitment efforts to surrounding underserved communities including, but not limited to Salem, Woodburn, the Confederated Tribes of Grand Ronde, and the Confederated Tribes of Siletz Indians.

Strategy II: Expand CB-MAT partnerships, including new satellite partner school districts/communities with diverse populations

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 in-service teacher retention. The college has partnered with the Beaverton School District, Portland Public Schools, and multiple smaller districts to address these needs with a clinically based model of teacher preparation. The model includes extensive time in K-5 classrooms (including paid positions), expert mentoring, and university coursework developed and taught in collaboration with district partners ([Clinically Based Model discussion](#)). The College of Education graduated its second, clinically-based teacher candidate cohort in spring 2019.

April 3, 2020 Board of Trustees Meetings

The college has enrolled the fourth cohort in the two-year CB-MAT program with Beaverton School District's Teach 4 Beaverton Program, Portland Public Schools' Dual Language Teacher Residency Program, and satellite partnerships with Lincoln County and Canby School Districts. Beaverton and Portland are among the largest and most diverse school districts in the Pacific Northwest. Nearly the entire cohort of Portland Public Schools' teacher residents come from underserved and underrepresented ethnic/racial groups and all are culturally and linguistically diverse.

This program began as a partnership between the Beaverton School District and the College of Education 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 also began as a deliberate effort to provide access to a culturally and linguistically diverse population interested in teaching and has expanded into the Portland Public School District. The college is currently working on MOUs with at least two more districts for the fall of 2020.

The CB-MAT hybrid degree delivery model (Ecampus and face-to-face contact in the district where the teacher candidates are living), along with faculty expertise in dual language and ESOL are highly attractive in recruiting additional districts for this partnership, and the college anticipates continued growth and diversity in the student population. This program is currently partnering with the OSU Office of Institutional Diversity to support recruitment efforts. On-campus recruitment has also engaged with the Cultural Resource Centers, the Juntos program through OSU extension, and OSU Department of Ethnic Studies. Finally, community- and district-based initiatives have focused on engaging with K-12 instructional assistants, who represent a highly diverse and particularly skilled pool of potential applicants.

Strategy III: Create and grow the new undergraduate BS Program at OSU-Cascades

Approved in spring of 2019, the new undergraduate teaching major at OSU-Cascades aims to license new elementary multi-subject teachers with concentrations in ESOL, STEM, or SPED. Implementing the undergraduate elementary teaching program at OSU-Cascades increases access to teaching licensure for all students and addresses the increasing financial barrier to licensure, as undergraduate financial aid and scholarships are more readily available than in the MAT program. 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 has involved creating an articulated transfer into OSU-Cascades teaching/licensure program at the junior year. Both Central Oregon Community College and OSU-Cascades undergraduate admissions staff are actively recruiting new first-year students from diverse populations and geographic regions. Teaching faculty and professional staff regularly attend recruiting events.

Strategy IV: Change the modality of the MS in Education

The College of Education is transitioning the MS in Education, which prepares candidates to be secondary science and mathematics teachers, to a hybrid online format. The college is responding to a national trend toward “grow-your-own” teacher preparation programs in regions where it is hard to attract and retain teachers. This shift is being made to better reach potential teachers in rural and remote parts of the state, including in communities with more cultural and linguistic diversity than is found in the mid-Valley region from where MS students have been drawn in the past. This will allow us to recruit a pool of prospective teachers who are more representative of the state’s shifting demographics.

Strategy V: Develop community college partnerships within the new clinically based BS degree program

Since 2017, OSU’s College of Education has been working with colleagues at Columbia Gorge Community College to develop a hybrid online licensure pathway that includes two years of community college coursework and two years of hybrid online education content and practicum courses. The goal of the collaboration is to provide a K-5 licensure pathway for students who start with community college coursework and to recruit teacher candidates who may not want or be able to leave their communities to pursue their goal of becoming a teacher. This is another model of a “grow-your-own” teacher program where community members can complete teacher residency requirements in local schools and potentially work part-time while completing their teaching degree and licensure requirements in or near their home. One target audience for this program is educational assistants (EAs). With their classroom experience, EAs are excellent teacher licensure candidates. The percentage of EAs as part of total instructional staff (teachers plus EAs) for the college’s partner school districts ranges from 18-30%. The 2018 Oregon Educator Equity Report reports a total of 15,201 EAs statewide with 2,844 counted as ethnically diverse.

In support of the clinically-based BS degree program, the College of Education’s Liaison for Clinical Partnerships participated in the development of the Major Transfer Map (MTM) for Elementary Education. The MTM initiative provides a clear and concise course pathway for community college students to ensure that while in community college they complete only courses that are required for specific university degrees. For example, the MTM for Elementary Education prescribes coursework that will satisfy all content and most Baccalaureate Core courses such that MTM completers will enroll as juniors when they enroll at OSU. This carefully articulated pathway seeks to decrease the cost and time that community college students will spend prior to enrolling in a baccalaureate degree granting institution. OSU is currently working most closely with Columbia Gorge Community College where 23% of the student population identifies as Hispanic or Latinx, the third highest in Oregon.

Strategy VI: Increase access to internal and external scholarships

Within the College of Education, the scholarship application process has been improved by making it more accessible and by launching a Teacher Licensure Support Fund to specifically offset the cost of fees to students with financial need who are enrolled in teacher licensure programs. Students in a teacher licensure program in Oregon are responsible for fees totaling more than \$1,000 beyond program tuition. Fees are required for the state-mandated edTPA portfolio assessment, subject matter and pedagogy tests, background checks, and initial license application fees. OSU's recent introduction of "Scholar Dollars," an online scholarship search and application system, has further reduced barriers for students needing financial support to complete their programs. By requiring just one application, Scholar Dollars allows students to be considered for over 1,600 campus-based scholarship opportunities available only to OSU students. The College of Education has also worked to support the application of several students for Oregon Teacher Scholarship Program funds, which offers scholarships of \$5,000 for racially or linguistically diverse teacher candidates.

Strategies for Goal 2: Maintain the completion rate to equal or exceed 85% for all students.

While the overall completion rates for college teacher licensure programs have exceeded the 85% goal, not all individual programs have met the goal. Some variability in completions can be understood by disproportionate impacts of minor fluctuations in completions in our lower enrollment programs. However, there are pivot points in the process of completing teacher licensure degrees that clearly influence retention: academic preparedness, tuition, fees, and/or workload before and during practicum courses. Each of these points may be especially challenging for diverse students, whom research shows often experience disproportionate impacts from external stressors. The college is committed to four strategies in support of Goal 2.

Strategy I: Provide supports for students to mitigate social, emotional, and financial challenges

The College of Education has created a series of wraparound services and programs dedicated to supporting student teachers within each of its licensure programs. The expectations are to ensure student teachers have access to internal and external support services, which promote emotional wellbeing, financial stability, community belonging, and culturally supportive spaces. These collective support services will promote student retention throughout all licensure programs and create a cultural of inclusion, *belonging* and professional development for students. Some of the key services developed or under development include:

- Establishing advising/counseling practices that focus on the unique and specific cultural needs of underrepresented students within our program.
- Expanding advising hours outside of traditional time slots, allowing more students who do not have traditional schedules the ability to access advising.
- Establishing a student peer-advising team that reflects the diversity and unique experiences of our students, faculty, and community members.

- Establishing tutoring support services, which include peer-tutoring for the Civil Rights and Subject Area exam for state licensure.
- Creating an in-house resource library of testing study guides for required exams in addition to books required for foundational Education courses required through the program.
- Hosting monthly film screenings that are culturally relevant to the social justice issues underrepresented students and their communities face. This has become a popular event for community building with the college.
- Holding monthly coffee table discussions related to themes and areas of interest within the field of Education. This event is one of our most important community building events.
- Facilitating a focus group for underrepresented students to assess and develop strategies to address the unique challenges they face during their time in the program and during student teaching.

Strategy II: Infuse STEM curriculum in undergraduate and graduate teacher programs with culturally sensitive practices

Language, Culture, and Knowledge-building through Science (LaCuKnoS) is a new research and outreach initiative in the College of Education in conjunction with OSU's Science & Math Investigative Learning Experiences (SMILE) pre-college program for increasing underrepresented students' access to and success in STEM education and careers. LaCuKnoS will introduce practicing science teachers from around Oregon to a new model for supporting multilingual science meaning making. The initiative will utilize the existing SMILE network of schools in multilingual rural and remote areas in Oregon, including both newcomer and Native American communities, to inform teachers about opportunities to become involved in the LaCuKnoS project. The project goals include recruiting prospective teachers from these communities while providing professional development to current teachers who wish to learn new approaches to working with diverse learners to support their skills and aspirations to pursue and succeed in STEM academic and occupational pathways. Dr. Cory Buxton, professor of science education in the College of Education is responsible for the LaCuKnoS project, working in collaboration with the director of the Office of Precollege Programs. The work will also connect the College of Education more closely to a range of school districts across the state. This portion of the plan was developed through collaborative conversations with the Office of Precollege Programs and their existing network of school district partners as we considered our convergent interests in both supporting current science teachers around the state and recruiting potential future science teachers to OSU.

Strategy III: Increase access to internal and external scholarships to support retention

The Teacher Licensure Support Fund for all teacher licensure candidates is now in its second year. This scholarship fund was launched by an anonymous donor to provide financial support to cover the costs of the various state-required tests and other fees related to obtaining a

teaching license in Oregon. This fund provided up to \$600 in scholarships for licensure costs for eligible students. Recipients have shared that having access to this scholarship helped them persevere. The college will continue to seek out funding to maintain this support for students. Additionally, two recent gifts from a private donor and a foundation will allow the college to award up to \$65,000 from the Teacher Licensure Support Fund in AY2020. This fund was also highlighted on OSU's Day of Giving in 2019 and will be a priority area of giving for the 2020 Day of Giving campaign.

In 2015, OSU's College of Education and College of Science were jointly awarded the Robert Noyce Fellowship grant to support 16 math and science teacher candidates and early career professionals for five years. Through this grant, OSU faculty meet three times a year with the fellows, provided professional development support responsive to their needs as new professionals working in high needs schools, and support OSU fellows to connect with a national network of STEM professionals. With eight fellows in their third year of teaching and eight fellows in the second year of teaching, all have attended national and regional professional development opportunities via grant funding and are beginning to play leadership roles in their schools and districts. In addition, fellows are provided tuition and a fellowship stipend to complete their master's degree and a \$10,000 stipend each year for five years.

Strategy IV: Implement a multiple measures framework

The College of Education faculty are drafting a plan to support Oregon Teacher Standards and Practices Commission's implementation of a [multiple measures framework \(2020\)](#) permitting teacher candidates to demonstrate their competency through multiple performance measures less likely to generate racial and linguistic disparities. This new regulation will allow teacher licensure programs to develop individualized pathways to licensure that maintain rigor while increasing retention. Moving into the accreditation cycle in AY2021, the college will carefully document adaptations to meet multiple measures while taking advantage of this rule, allowing adaptation to the needs of our multilingual teacher candidates.

Strategies for Goal 3: Increase the College of Education's completion rate of (pre-service and in-service) English Language Learner (ELL) and DL infused coursework that addresses competencies to advance Oregon teacher cultural literacy and advocacy.

The college is committed to two strategies in support of Goal 3.

Strategy I: Provide supports for in-service teachers for professional development in ESOL and/or DL instruction.

The TEAMS effort will continue into this biennium. The 80+ in-service teachers in Beaverton, Bend-La Pine, Springfield, Greater Albany, and Corvallis school districts will earn their ESOL endorsement or DL specialization via online OSU courses. Participating teachers also partner with community-based organizations in their area to co-design and co-lead education-focused

community events, deepening their knowledge and skills for meaningfully engaging multilingual families. The college's grant coordinator is leading recruitment efforts, in collaboration with the ESOL/DL chair, and ESOL/DL Lead and OSU's Ecampus marketing team to develop recruitment materials, which will be distributed to all schools in Oregon with bilingual programs. Faculty are also sharing information about this opportunity at statewide conferences, including the Oregon Association of Bilingual Education conference and the Oregon English Learner Alliance conference.

The college will continue efforts to strategically partner with interested Oregon districts to support cohorts of teachers interested in adding an ESOL endorsement or DL specialization. In these efforts, the college will continue to engage with the five districts with whom there have partnerships as part of our National Professional Development grant to explore possible future partnerships: Beaverton, Bend-La Pine, Corvallis, Greater Albany, and Springfield. In addition, in AY2020, the college began partnerships with Portland Public Schools and Canby School District, who are supporting teachers to complete online OSU coursework to earn an ESOL endorsement or DL specialization, and the college anticipates expanding these partnerships in the next biennium. We continue to hold exploratory conversations with additional districts about potential partnerships, as well.

The College of Education has created a Graduate Certificate in ESOL and another Graduate Certificate in Dual Language Education. These Graduate Certificates will enable the college to leverage the expansive and nuanced marketing/promotional tools available through Ecampus to increase recruitment of in-service teachers. In collaboration with the Graduate School, the college is exploring ways to identify and reduce barriers in the application process for prospective students who earned their undergraduate degree outside the U.S., which has the potential to increase our enrollment of culturally and linguistically diverse students.

Strategy II: Provide supports for pre-service teachers for professional development in ESOL and/or DL instruction

Because dual language programs are a key strategy for improving outcomes for multilingual students, increasing the number of bilingual teachers in the state is a crucial need. The Teacher Practices and Standards Commission (TSPC) approved OSU's DL specialization program in January 2018. Faculty developed two new courses for the specialization that are offered bilingually in Spanish and English.

The college will increase coordination between ESOL/DL faculty and other licensure faculty for recruitment and advising. For example, ESOL/DL faculty will attend and present at informational meetings for other licensure programs. During these meetings, we will collect information on bilingual students and schedule follow-up advising appointments. The ESOL/DL Lead is collaborating with the Double Degree/MS Lead and MAT Lead on these efforts.

The college will create course sequence documents with other licensure programs that specify the terms during which students in each program can take each ESOL/DL course to complete both their initial licensure program and an ESOL endorsement or Dual Language specialization during their time at OSU. Again, the ESOL/DL Lead is collaborating with other the Double Degree/MS Lead and MAT Lead on these efforts, as well as with faculty in other Colleges who coordinate licensure programs in Physical Education, Agricultural Education, and Music.

The strategies for infusing ESOL and DL strategies across all licensure programs dovetail with efforts at the state level to improve outcomes for emergent bilingual students. Our ESOL/DL Chair is part of the statewide Emergent Bilingual Visioning task force, co-led by the Oregon Department of Education and the Confederation of Oregon School Administrators. Two of the three priorities identified by the task force focus directly on improving the knowledge and skills of educators for effectively serving emergent bilingual students, and we look forward to continuing to link our efforts to state priorities.

PART 3: PROGRESS, TIMELINE AND IMPACT

Note that strategies reported here were developed in partnership with multiple stakeholders and are reviewed and improved through data-based decision making on a regular basis.

Goal/Strategy	Progress to Date and Expected Progress	Timeline	Impact
<p><i>Goal 1/Strategy I</i> <i>Recruit an increasingly diverse population of students into the Double Degree Program</i></p>	<p>To support our efforts to recruit the most highly qualified and diverse candidate pool, the College hired a bicultural Head Academic Advisor, Jason Tena-Encarnacion (Tohono O’odham) in October 2018. Jason has added an in-depth focus in our outreach and retention efforts by using his training in Ethnic Studies, social justice and community building to provide more effective recruiting and retention practices.</p> <p>Establish cross-campus program partnerships with other academic programs that have historically served underrepresented students and communities including Ethnic Studies, Human Development and Family Sciences, Liberal Studies, Women, Gender, and Sexuality Studies, Peace Studies, and Anthropology.</p> <p>Expand our recruitment efforts to surrounding underserved communities including, but limited to Salem, Woodburn, Grand Ronde Reservation, and the Siletz Reservation.</p>	<p>AY2018 AY2019</p> <p>AY2020</p> <p>AY2021</p>	<p>Increased Double Degree enrollment from 77 (AY 2018) to 87 (AY 2019). Enrollment target is 100 students by AY 2022</p> <p>Recruiting networks established for all six academic program partners.</p> <p>Recruitment contacts established and meetings held in multiple underserved communities, resulting in increased enrollment of diverse students.</p>
<p><i>Goal 1/Strategy II</i> <i>Expand our CB-MAT partnerships, including school</i></p>	<p>Partner with the Beaverton School District to implement a teacher preparation model that includes extensive time in K-5 classrooms (including paid positions), expert mentoring, and university coursework developed and taught in collaboration with district partners.</p>	<p>AY2016 AY2017 AY2018</p>	<p>Program begins with enrollment of 12 students, 26% diverse reporting as diverse.</p>

April 3, 2020 Board of Trustees Meetings

Goal/Strategy	Progress to Date and Expected Progress	Timeline	Impact
<i>districts/communities with diverse populations.</i>	<p>Add Portland Public Schools to the partnership.</p> <p>Add satellite partner districts to the partnership.</p>	<p>AY2019</p> <p>Ongoing</p>	<p>AY 2019 enrollment is 48 students with 43% reporting as diverse.</p> <p>Development and completion of MOUs with rural districts through a Satellite Partnership model.</p>
<p><i>Goal 1/Strategy III</i></p> <p><i>Create and grow the new undergraduate BS Program at OSU Cascades</i></p>	<p>Develop articulated transfer agreement from Central Oregon Community College to OSU Cascades BS.</p> <p>Approval of BS program at OSU Cascades for preparation of elementary multi-subjects teachers with concentrations in ESOL, STEM, or SPED.</p> <p>First cohort admitted.</p>	<p>AY2019</p> <p>AY2020</p> <p>Spring 2020</p>	<p>Enrollment target is 25 students per cohort by AY 2022</p>
<p><i>Goal 1/Strategy IV</i></p> <p><i>Change the modality of the MS in Education</i></p>	<p>Transition the MS in Secondary Science & Mathematics Teaching to Ecampus hybrid format.</p> <p>Enroll first cohort of students in the MS hybrid program.</p>	<p>AY2020-21</p> <p>Summer 2021</p>	<p>Enrollment target is 30 students per cohort by AY 2022</p>
<p><i>Goal 1/Strategy V</i></p> <p><i>Develop community college partnerships within our new</i></p>	<p>Develop undergraduate, hybrid online BS degree in elementary education.</p> <p>Develop Major Transfer Map to articulate pathway from community colleges to OSU's BS elementary education degree program.</p>	<p>AY2020-21</p> <p>AY2020</p>	

Goal/Strategy	Progress to Date and Expected Progress	Timeline	Impact
<i>clinically based BS degree program</i>	<p>First cohort of completes program at Columbia Gorge Community College.</p> <p>Enroll first cohort from CGCC into BS elementary degree program</p> <p>Recruit additional community college partners</p>	<p>AY2021</p> <p>Fall 2021</p> <p>AY2022</p>	<p>First cohort includes 19 students, with 25% identifying as diverse.</p>
<i>Goal 1/Strategy VI Increase access to internal and external scholarships</i>	<p>Provide Licensure Support Fund to offset costs of edTPA portfolio assessment, required testing, and license fees.</p> <p>Implementation of Scholar Dollars, OSU's online scholarship management system.</p> <p>Promote Oregon Teacher Scholarship Program through program advisors and faculty.</p>	<p>AY2019</p> <p>AY2020</p> <p>Ongoing</p>	<p>\$12,000 awarded to 40 students.</p> <p>\$31,500 awarded to 105 students.</p> <p>Students are now able to submit a single application for the nearly \$50 million in campus-based scholarships.</p> <p>OTSP offers scholarships of \$5,000 for diverse teacher candidates.</p>

Goal/Strategy	Progress to Date and Expected Progress	Timeline	Impact
<p><i>Goal 2/Strategy III</i> <i>Increase access to internal and external scholarships to support retention</i></p>	<p>Private donations to the Teacher Licensure Support Fund to offset costs of edTPA portfolio assessment, required testing, and license fees.</p> <p>Robert Noyce Fellowship for math and science teacher candidates.</p>	<p>AY2019 AY2020 AY2021 AY2022</p> <p>AY2015-2020</p>	<p>Up to \$600 for eligible students</p> <p>Tuition + \$10,000 stipend for each of 5 years for 16 students</p>
<p><i>Goal 2/Strategy IV</i> <i>Implement multiple measures framework</i></p>	<p>OSTPC development of Multiple Measure Framework</p> <p>OSU College of Education Implementation of Multiple Measures Framework</p>	<p>AY2020</p> <p>AY2021</p>	<p>Adoption of this framework should increase retention by allowing for more choice in teacher candidate assessments.</p>
<p><i>Goal 3/Strategy I</i> <i>Provide supports for in-service teachers for professional development in ESOL and/or Dual Language instruction</i></p>	<p>Teachers Educating All Multilingual Students, known as TEAMS, is a federally funded Oregon State University program provides support for teachers to earn their ESOL endorsement or DL specialization via online OSU courses.</p> <p>First cohort of 39 TEAMS teachers complete their ESOL endorsement.</p> <p>Second cohort of 44 TEAMS teachers complete their ESOL endorsement.</p> <p>TEAMS funding will also support teachers from across Oregon to earn a DL specialization.</p>	<p>AY2019</p> <p>AY2021</p> <p>AY2021</p>	<p>92% of participants reported being confident or very confident in using ESOL instructional practices. Similarly, 89% being reported being confident or very confident in providing culturally and linguistically relevant instruction to bilingual learners. Ultimately, 80 in-service teachers will complete their ESOL endorsement or DL specialization.</p>

Goal/Strategy	Progress to Date and Expected Progress	Timeline	Impact
	<p>Develop partnerships with Oregon school districts to support teachers interested in adding an ESOL endorsement or Dual Language specialization:</p> <ul style="list-style-type: none"> • Leverage existing partnerships with Beaverton, Corvallis, Greater Albany, Bend-La Pine, and Springfield school districts. • Build new partnerships with Portland Public Schools and Canby School District. 	<p>AY2019</p> <p>AY2020</p>	<p>30 teachers will earn Dual Language specialization.</p> <p>Improve teachers’ abilities to use ESOL instructional practices and provide instruction to bilingual learners across the state.</p>
<p><i>Goal 3/Strategy II</i> <i>Provide supports for pre-service teachers for professional development in ESOL and/or Dual Language instruction</i></p>	<p>Create Dual Language Specialization program.</p> <p>First cohort enrolled in Dual Language Specialization program.</p> <p>Increase coordination and collaboration between ESOL/DL faculty and faculty in other licensure programs.</p> <p>Create course sequence documents that facilitate students completing both their initial licensure program and an ESOL endorsement or Dual Language specialization concurrently.</p>	<p>AY2018</p> <p>Winter 2019</p> <p>Ongoing</p> <p>AY2021</p>	<p>14 Students enrolled in the program.</p> <p>Increased enrollment in ESOL/DL programs.</p> <p>Increased enrollment in ESOL/DL programs.</p>

Application, Admission, Matriculation, and Completion Data³ for all
OSU Initial Teacher Licensure Programs AY2018-2019

Agricultural Education MS				
	AY2018		AY2019	
Status	White Students	Diverse Students	White Students	Diverse Students
Applied	9	2	8	2
Admitted	9 (100.0%)	2 (100.0%)	8 (100.0%)	2 (100.0%)
Matriculated	6 (66.7%)	2 (100.0%)	8 (100.0%)	2 (100.0%)
Completed	6 (100.0%)	1 (50.0%)	8 (100.0%)	1 (50.0%)
Combined Cascades Elementary & Secondary				
	AY2018		AY2019	
Status	White Students	Diverse Students	White Students	Diverse Students
Applied	48	9	55	13
Admitted	44 (91.7%)	6 (66.7%)	51 (92.7%)	13 (100.0%)
Matriculated	37 (84.1%)	5 (83.3%)	40 (78.4%)	12 (92.3%)
Completed	35 (94.6%)	4 (80.0%)	27 (67.5%)	12 (100.0%)
Clinically Based Elementary MAT				
	AY2018		AY2019	
Status	White Students	Diverse Students	White Students	Diverse Students
Applied	16	7	24	6
Admitted	13 (81.2%)	5 (71.4%)	12 (85.7%)	4 (66.7%)
Matriculated	8 (61.5%)	4 (80.0%)	7 (58.3%)	4 (100.0%)
Completed	5 (62.5%)	3 (75.0%)	7 (100.0%)	3 (75.0%)
Double Degree Elementary				
	AY2018		AY2019	
Status	White Students	Diverse Students	White Students	Diverse Students
Applied	38	9	44	8
Admitted	34 (89.5%)	8 (88.9%)	44 (100.0%)	7 (87.5%)
Matriculated	33 (97.1%)	8 (100.0%)	41 (93.2%)	6 (85.7%)
Completed	33 (100.0%)	7 (87.5%)	38 (92.7%)	4 (66.7%)

³ All data in this report are based on the most recent OSU enrollment and completion data. The summary data provided in the *Oregon Educator Equity Report* do not accurately capture enrollments and completions at OSU.

Double Degree Secondary				
	AY2018		AY2019	
Status	White Students	Diverse Students	White Students	Diverse Students
Applied	35	9	35	10
Admitted	32 (91.4%)	8 (88.9%)	32 (91.4%)	9 (90.0%)
Matriculated	28 (87.5%)	8 (100.0%)	32 (100.0%)	8 (88.9%)
Completed	24 (85.7%)	8 (100.0%)	25 (78.1%)	8 (100.0%)
Music Education MAT				
	AY2018		AY2019	
Status	White Students	Diverse Students	White Students	Diverse Students
Applied	4	2	7	2
Admitted	3 (75.0%)	2 (100.0%)	6 (85.7%)	2 (100.0%)
Matriculated	3 (100.0%)	2 (100.0%)	6 (100.0%)	2 (100.0%)
Completed	3 (100.0%)	2 (100.0%)	5 (83.3%)	2 (100.0%)
Physical Education MAT				
	AY2018		AY2019	
Status	White Students	Diverse Students	White Students	Diverse Students
Applied	11	1	4	5
Admitted	10 (90.9%)	0 (0.0%)	4 (100.0%)	5 (100.0%)
Matriculated	7 (70.0%)	0 (0.0%)	2 (50.0%)	4 (80.0%)
Completed	7 (100.0%)	0 (0.0%)	1 (50.0%)	4 (100.0%)
Education MS (with options in mathematics and science education)				
	AY2018		AY2019	
Status	White Students	Diverse Students	White Students	Diverse Students
Applied	17	7	10	1
Admitted	15 (88.2%)	7 (100.0%)	8 (80.0%)	1 (100.0%)
Matriculated	13 (86.7%)	4 (57.1%)	7 (87.5%)	0 (0.0%)
Completed	12 (92.3%)	3 (75.0%)	7 (100.0%)	0 (0.0%)

From: [Doolen, Toni L](#)
To: [GARCIA Shadiin - ODE](#); [WEEKS-EARP Erin](#)
Cc: [OMalley, Nell W](#); [Bell, Randy Lee](#)
Subject: FW: Approval of the 2020-22 OSU Educator Equity Plan
Date: Tuesday, April 14, 2020 10:18:16 AM

Erin,

Please see below formal documentation of the approval by OSU's BOT of our Educator Equity Plan. There is a link for you to access the plan directly. Please let me know if I should notify anyone else.

Regards,

Toni

Toni L. Doolen, PhD
[she, her, hers]
Dean, Oregon State University College of Education
Dean, Oregon State University Honors College
Professor, School of Mechanical, Industrial, and Manufacturing Engineering
toni.doolen@oregonstate.edu
541.737.5974

From: Colbert, Debbie <Debbie.Colbert@oregonstate.edu>
Sent: Tuesday, April 14, 2020 9:52 AM
To: Doolen, Toni L <toni.doolen@oregonstate.edu>
Subject: Approval of the 2020-22 OSU Educator Equity Plan

Toni,

As Board Secretary, I certify that the OSU Board of Trustees unanimously approved the OSU Educator Equity Plan for 2020-22 on April 3, 2020.

A link to the approved plan is available on the Board's webpage at this address:

https://leadership.oregonstate.edu/sites/leadership.oregonstate.edu/files/documents/tab_q_educator_equity_plan.pdf

Please let me know if you have any questions or need further documentation of the Board's action.

Debbie

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

The Southern Oregon Pathway to Teaching

Southern Oregon University Educator Equity Plan

2020



Recruiting and Developing Diverse Educators in Southern Oregon

Oregon’s Educator Equity Act (ORS 342.433 to 342.449) establishes a statewide goal that “the percentage of diverse educators employed by a school district or an education service district should reflect the percentage of diverse students in the public schools of this state or the percentage of diverse students in the district” (ORS 342.437 as amended by HB 3375, Section 3, 2015). The 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 has been reviewed and approved by both the SOU Board of Trustees and the HECC in 2016 and 2018. 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 the diversity of 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:

- a) Starting early: linking with existing minority outreach efforts which begin in the 8th grade and employ a whole family approach.
- b) Articulated career pathway including dual credit: providing tuition assistance for students to earn 15 credits of college coursework while still in high school.
- c) 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.
- d) 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.
- e) Building 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.

Progress Achieved to Date

Since the inception of the Pirates to Raiders program to support academic success and post-secondary aspirations for Latinx students in the Phoenix-Talent School District in 2011, SOU’s Minority Outreach Pathway Programs have expanded to serve over 300 students across six schools and two districts. The inaugural cohort of 24 8th graders at Talent Middle School have now progressed through various milestones including high school graduation and college admission and, beginning this current year, graduation from college and admission to graduate school. Additional 8th grade cohorts began at McLoughlin Middle School in the Medford School District in 2015 and Hedrick Middle School in 2017.

Table 1: SOU Minority Outreach Pathway Programs Enrollment and Outcomes

	2015-16	2016-17	2017-18	2018-19	2019-20
Total students served (grades 8-12)	164	189	234	304	324
8th grade cohort	46	69	69	77	56
Graduating seniors	n/a	19	23	21	14
College attenders	n/a	19	18	16	12
SOU attenders	n/a	5	8	7	3
Retention rate*	83%	69%	75%	75%	n/a
SOU ED majors	0	1	2	2	3
SOU EPP candidates (MAT)	n/a	n/a	n/a	n/a	1
SOU EPP completers	n/a	n/a	n/a	n/a	n/a
Employed teachers	n/a	n/a	n/a	n/a	n/a

* Latinx students from Medford & Phoenix-Talent SD

By providing after-school tutoring support, college preparation, application and financial aid workshops, and family engagement programming from grades 8 through 12, these programs have contributed to impressive gains in Latinx student success in both partnering school districts. As seen in Table 2, Latinx high school graduation rates have steadily improved in both districts to a point where both surpass the statewide average and, in the case of Phoenix-Talent, actually surpass that of the district average for all students.

Table 2: Four-Year Cohort Graduation Rates for Latinx Students**

	2015-16	2016-17	2017-18	2018-19
Oregon-Hispanic/Latino	69.44	72.54	74.63	76.2
Medford SD-Hispanic/Latino	69.39	68.06	72.76	79.18
Phoenix-Talent SD-Hispanic/Latino	65.45	72.86	77.61	89.04

** <https://www.oregon.gov/ode/reports-and-data/students/Pages/Cohort-Graduation-Rate.aspx>

Working in concert with other university-district partnerships designed to help diversify the teacher candidate pool, these pathway programs have contributed to significant increases in the number and proportion of culturally and linguistically diverse candidates in SOU’s teacher preparation programs. After having a total of 4 Latinx students from the Medford and Phoenix-

Talent districts enroll in SOU teacher preparation programs over the previous ten years, we now have 8 declared Education majors in the 4 years since the inception of the Pathway to Teaching and one student who has progressed to the graduate level MAT program and currently receiving full tuition remission by virtue of SOU’s Educator Equity Plan. Combined with the launch of satellite programs for place-bound students in Klamath Falls and Coos Bay, and the extension of copay privileges, scholarships, and direct loans to allay tuition costs for district paraprofessionals, the percentage of culturally and linguistically diverse candidates enrolled in SOU’s teacher preparation programs has risen from 9 to 24% over a four year period.

Table 3: SOU Educator Preparation Program Enrollments

Program Starters (MAT/SPED/EE)	15-16	16-17	17-18	18-19	19-20
All candidates	104	111	106	115	119
CLD candidates	9	15	20	17	28
CLD cohort percentage	9%	14%	19%	15%	24%

Continuing the Journey, Deepening the Commitment

For the 2020-21 biennium, Guidance on Content of the Plans provided by the Higher Education Coordinating Commission recommends addressing 3 major areas:

Part 1. Identify specific measurable goals for increasing the preparation and retention of diverse educators enrolled in preliminary licensure programs, with a specific focus on retention by addressing five major student success factors: culture, student preparation, personal wellbeing, academic engagement and social integration (Roberts, 2018)¹.

Part 2. Identify and describe practices and strategies to impact progress described in part 1.

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

Part 1. SOU Goals

Goal 1: The percentage of culturally and linguistically diverse candidates admitted to and completing SOU’s educator preparation programs will continue to increase by an average of 3% per year.

Goal 2: The retention rate for culturally and linguistically diverse students from SOU’s Minority Outreach Pathways will equal or surpass that of their whole cohort averages.

Part 2. SOU Strategies

Strategy 1: Institute Sponsored Residencies to reduce barriers to entry, success and completion.

1a. Offer matching scholarships for CLD school paraprofessionals: Districts or tribal departments of education “sponsor” candidates by providing direct tuition assistance as candidates complete their teacher preparation program. Over the last three years, one

¹ Roberts, J. (2018). Professional staff contributions to student retention and success in higher education, *Journal of Higher Education Policy and Management*, 40:2, 140-153, DOI: 10.1080/1360080X.2018.1428409

local district has provided scholarships to 11 paraprofessionals to support their ability to complete SOU's teacher preparation program. To help incentive other districts and tribal departments of education to follow suit, a 50% of SOU's allocated Educator Equity funding will be used to match scholarships provided by districts. The "University Partnership Agreement" currently utilized by SOU's online MBA program will serve as a template for formalizing this arrangement (see Appendix A).

- 1b. Allow co-teaching model to fulfill student teaching requirements: "Residency" models enable teacher preparation candidates to use their paid positions to satisfy student teaching requirements needed to qualify for licensure. In Oregon, OAR 584-400-0140 Clinical Practices requires candidates for educator licensure to complete at least 15 weeks of student teaching which must include at least nine consecutive full-time weeks during which the candidate assumes the full range of responsibilities of a classroom teacher for the purpose of developing and demonstrating the competencies required for initial licensure. Because student teaching must be supervised by a cooperating teacher and to comply with their contractual duties as a paid paraprofessional working under the direction of a licensed teacher, candidates completing a sponsored residency may satisfy student teaching requirements by utilizing a co-teaching model in which they collaboratively plan and deliver instruction throughout the 15 weeks. Research indicates that candidates prepared using this model often teach far more than candidates prepared using a traditional model of student teaching (Heck, Bacharach & Dahlberg, 2008)².
- 1c. Offer evening and weekend class sessions to avoid conflict with paid employment: to ensure paraprofessionals are able to maintain their paid employment while completing SOU's teacher preparation program, all courses offered during the academic year have sections scheduled for evenings or weekends to avoid conflict with contracted work hours.

Strategy 2: Pilot the Student-Ready Campus Initiative to provide a smooth transition to the university setting and ensure more equitable access to culturally responsive supports. McNair et al. (2016)³ coin the term "student-ready" to signify the need for universities to assume shared responsibility for the success of all students, including those who may not meet the standard perception of being fully "college-ready" upon entry. Becoming student-ready requires that institutions become more adept at valuing and developing student assets and social capital while also attending to the non-cognitive dimensions which can either contribute to or undermine students' experience of wellbeing, belonging and success. With an eye towards eventually expanding to other student groups, the pilot will focus on providing enhanced retention and navigation supports to students from SOU Minority Outreach Pathway Programs.

- 2a. Multicultural Retention Specialist and Navigation Coaches to help connect students with campus resources, provide peer support, and promote persistence (see Appendix B for draft position descriptions). The Multicultural Retention Specialist is a staff position responsible for helping students from underrepresented populations make a successful

² Heck, T.H., Bacharach, N., & Dahlberg, K. (2008). Co-teaching: Enhancing the student teaching experience. 8th Annual IBER and TLC Conference Proceedings. Las Vegas: NV.

³ McNair, T.B., Albertine, S., Cooper, M.A., McDonald, N., & Major, T. (2016). Becoming a student-ready college: A new culture of leadership for student success. San Francisco, CA: Jossey-Bass.

transition into the university setting, learn to navigate university systems and access available resources, and foster a sense of belonging and social connection. Navigation coaches are student worker positions responsible for providing personalized mentoring and support for students and assisting the multicultural retention specialist in designing and facilitating cohort-based programming including Culture Circles (see below).

2b. Facilitated Culture Circles to strengthen students' own sense of cultural identity and belonging while also demystifying the institutional culture of higher education. Recognizing that students from underrepresented populations confront a greater likelihood of experiencing social isolation on college campuses, affinity groups can play a vital role in helping promote greater connection, wellbeing, and persistence and also contribute to creating a more inclusive campus climate (Sidanius, et. al., 2008)⁴. Co-designed and co-facilitated by the Multicultural Retention Specialist and Navigation Coaches, Culture Circles at SOU will provide regularly scheduled, cohort-based venues for providing collegial support and connection, acknowledging and developing the diverse funds of knowledge which students bring with them to the college campus (Kiyama & Rios-Agular, 2018)⁵, and familiarizing students with the university's institutional norms, expectations and systems.

2c. Culturally Responsive Teaching (CRT) Innovation Collaborative to help transform institutional and classroom practice to ensure that all students experience campus and classroom environments that are equitable, welcoming, and inclusive. Recognizing that the retention and wellbeing of diverse students depends in large part upon the reception they receive on a daily basis, the innovation collaborative is a professional learning community currently composed of 20 faculty and staff engaged in researching CRT, examining their curriculum and professional practices in light of this research, developing and experimenting with new CRT-informed practices, and disseminating their findings and applications to the wider SOU community. Now supported by a grant from the SOU Center for the Advancement of Teaching and Learning, the CRT Innovation Collaborative is a key ally and resource for ensuring that student perspectives, experiences and needs voiced through Culture Circles are greeted with a hospitable and responsive institutional climate.

Part 3. SOU Timelines for Implementation and Review

Sponsored Residencies

- **Matching Scholarships:** announced upon the approval of the plan and confirmation of HB 3427, Section 48 funding. For the past two years, SOU, SOESD, and district superintendents and human resource directors have participated in shared discussions about strategies for addressing regional teacher workforce needs. Upon notification of SOU's commitment to match district-provided scholarships, districts will have the opportunity to notify appropriate paraprofessional staff of the procedure and timeline for

⁴ Sidanius, J., Levin, S., Van Laar, C., & Sears, D. (2008). *The diversity challenge: Social identity and intergroup relations on the college campus*. New York, NY: Russell Sage Foundation.

⁵ Kiyama, J. & Rios-Aguilar, C. (2018). *Funds of knowledge in higher education: Honoring students' cultural experiences and resources as strengths*. New York, NY: Routledge.

applying for scholarships. SOU will extend the application window for the Part-Time MAT program to September 8 with classes scheduled to begin September 23. Should the full allocation of available funding not be awarded to candidates applying for fall admission, winter or spring admission will be considered.

- **Co-Teaching Model:** implementation will occur when candidates reach the student teaching portion of their program of study, typically in the second year of the Part-Time MAT program. Evaluation of effectiveness and impact will occur as part of our regular program assessment system which tracks and compares the performance of candidates completing the program according to different variants. For candidates who complete student teaching by utilizing a co-teaching model, their performance on each program assessment and relative to each InTASC standard will be compared to that of whole program averages to identify what impact, if any, that model has upon their relative performance. As with all program variants, to the extent that a discrepancy is revealed, modifications in program supports or structures will be made accordingly.
- **Evening and Weekend Courses:** just as the initial Pathway to Teaching plan built off the successful foundation of existing Minority Outreach Pathway Programs, the provision of evening and weekend courses has already been instituted within both the undergraduate satellite program and Two-Year MAT program. Both programs have proven effective, sustainable and increasingly popular options for students who need to remain gainfully employed as they progress through their teacher preparation program. Our program assessment system tracks and compares candidate performance data for students completing the program through the part-time model or while employed within schools. In both cases, candidate performance and completion rates are comparable to those of whole program averages. Analysis and evaluation of program effectiveness for working paraprofessionals will take place through our Annual Program Review and Reporting process.

Student-Ready Campus Initiative

- **Multicultural Retention Specialist and Navigation Coaches:** position descriptions will be finalized in spring 2020 with hiring to take place in summer. The Multicultural Retention Specialist will be an expansion of or reassignment of an existing staff position in Student Affairs, with their performance monitored and evaluated according to the university's standard performance review process. Navigation coaches will be hired from returning students who are graduates of the Minority Outreach Pathway Program, with training to be provided by the Multicultural Retention Specialist in fall. Ongoing supervision and evaluation will also be provided by the Multicultural Retention Specialist.
- **Culture Circles:** to begin in fall 2020 with weekly meetings during the fall and winter quarters and potentially a reduction to monthly meetings in spring. Evidence of impact will be assessed through the belonging scale of the first year College Transitions Collaborative survey and retention rates for participating students from the Minority Outreach Pathway Programs.
- **CRT Innovation Collaborative:** a core team of faculty from the Education and English departments dedicated to culturally responsive teaching began meeting in 2015 as part of an ODE funded project. At that time, SOU's CRT Transformation Team instituted

monthly brown bag meetings to strengthen faculty understanding of, commitment to, and implementation of culturally responsive practices within their own classrooms, establish a CRT lending library, and create opportunities for shared professional learning spanning both K-12 and higher education contexts. Having convened a series of high profile regional summits with speakers ranging from Zaretta Hammond and Linda Christenson, that group expanded and formalized into the CRT Innovation Collaborative in 2019 with funding provided through the SOU Center for the Advancement of Teaching and Learning. With shared learning and dissemination of resources expected to continue for the foreseeable future, evidence of impact will include surveys of inclusive campus climate.

Budget

Revenues

The Oregon Student Success Act (HB 3427, Section 48) allocates funding to support the six public universities that offer Educator Preparation Programs in creating a community of practice to support the strategies identified in their Educator Equity Plans. It is anticipated that \$60,000 will be made available to each campus to be expended between June 30, 2020 and June 20, 2021. This funding should be confirmed in May.

Expenses

Scholarships: \$30,000 to match district scholarships for paraprofessionals enrolling in SOU's teacher preparation program.

Personnel:

- \$14,850 for Multicultural Retention Specialist: .25 FTE expansion of current staff position in Student Affairs or Minority Outreach Programs. 40 hours/month for 9 months @ \$25/hr. + .65 OPE
- \$10,800 for Navigation Coaches: two .25 FTE student worker positions. 40 hours/month for 9 months @ \$15/hr.

Services and Supplies:

- \$4,350 for promotional materials and Culture Circle meeting materials and refreshments

Appendix A
University-District Partnership Agreement

This agreement is made and entered into by and between xxx School District or xxx Tribal Department of Education, (hereinafter “District”), with its principal place of business at Address, and Southern Oregon University (hereinafter “UNIVERSITY”), a public university with a governing board. DISTRICT is a corporation organized under the laws of the State of Oregon.

AGREEMENT

In accordance with all policies and procedures of DISTRICT and the UNIVERSITY, all parties agree as follows:

1. MUTUAL PROVISIONS

- A. **Term of Agreement:** This Agreement shall be effective on the date of last signature and continue, unless otherwise terminated, for a period of three (3) years.
- B. **Communication & Marketing:** Benefits of this Agreement and the educational opportunities and offerings available at the UNIVERSITY will be communicated to DISTRICT classified employees. The parties will mutually agree upon the process and information to be provided.

DISTRICT and UNIVERSITY grant mutual rights to use names and logos for purposes of this Agreement only. The parties grant to each other a revocable, non-exclusive, non-transferable license to use each other’s trademarks in a manner solely for the purposes of identifying and communicating the UNIVERSITY programs to DISTRICT employees.

DISTRICT and UNIVERSITY have no ownership interest in computer programs, internet web pages, course materials, data, analyses, screens, manuals or other promotional materials.

- C. **Relationship of Parties:** Each party acknowledges that the relationship with the other is that of an independent contractor. Each will have complete control over its own performance and the details for accomplishing its own obligations under this Agreement. This Agreement does not create any rights, title, or interest for any entity other than DISTRICT and the UNIVERSITY.
- D. **Indemnify & Hold Harmless:** DISTRICT and UNIVERSITY hereby agree to indemnify and hold harmless its officers, agents and employees, from all liability, claims, suits, actions, and other proceedings arising out of or in any manner related to performance hereunder. UNIVERSITY’s duty to indemnify shall be limited to the extent permitted by Article XI, Section 7 of the Oregon Constitution and the Oregon Tort Claims (ORS 30.260 to ORS 30.300).

2. UNIVERSITY PROVISIONS

- A. The UNIVERSITY will provide a matching scholarship for DISTRICT classified employees who receive a scholarship from the DISTRICT to enroll in the UNIVERSITY'S teacher preparation program and meet UNIVERSITY admission standards and requirements for that program. The scholarship will be applied only for tuition after the effective date of this Agreement, and will be credited for tuition in the STUDENT'S final term before program completion. STUDENT must be identified by DISTRICT as a DISTRICT employee for all academic terms of the program.

3. DISTRICT PROVISIONS

- A. DISTRICT will provide a link from their internal website to the UNIVERSITY website to assist employees with enrollment.
- B. DISTRICT commits to promoting the Program to DISTRICT classified employees throughout the term of this Agreement and will provide UNIVERSITY mutually agreeable opportunities to promote and inform DISTRICT employees of the existence of the program.
- C. DISTRICT will reasonably assist SOU in determining employee eligibility for the tuition scholarship by confirming that:
 - i. the student applicant is employed by DISTRICT, and
 - ii. the dollar amount of the scholarship being provided by the DISTRICT.

4. GENERAL PROVISIONS

- A. **Termination of Agreement:** This Agreement may be terminated by either party upon thirty (30) days written notice to the other party. Either party may immediately terminate this Agreement for a substantial breach of the Agreement upon written notice to the other party.
- D. Both Parties recognize that they are bound to comply with the Family Educational Rights and Privacy Act ("**FERPA**") in the handling of educational records, including records regarding application, scholarships information, and admission to UNIVERSITY. The Parties recognize that they are not permitted to authorize any further disclosure of educational records of students to persons or entities not party to this Agreement without first having received permission of the student and having obtained assurances that the other Party has fully complied with the provisions of FERPA. Any permitted disclosure to persons or entities not a party to this Agreement shall be under the conditions that no further disclosure by such persons or entities shall be permitted. Neither Party shall be bound to provide services under this Agreement which would cause violations of any applicable privacy laws including, but not limited to, FERPA.

C. **Compliance:** Both parties agree to comply with Title VI of the Civil Rights Act of 1964, with Section V of the Rehabilitation Act of 1973, and with all applicable requirements of federal and state civil rights and rehabilitation statutes, rules and regulations. Additionally, each party shall comply with the Americans with Disabilities Act of 1990 (Pub L No.101-366., ORS 659.425) and all regulations and administrative rules established pursuant to those laws.

- 1) UNIVERSITY and DISTRICT agree to comply with all federal, state, county and local laws, ordinances and regulations applicable to the work to be done under this Agreement. This Agreement shall be governed and construed in accordance with the laws of the State of Oregon. Both parties must have achieved and maintain current accreditation or approval status through the appropriate overseeing agency.
- 2) UNIVERSITY employees and authorized representatives subject to the Agreement, agree to comply at all times with HIPAA health care information privacy and confidentiality requirements.

D. THIS AGREEMENT CONSITUTES THE ENTIRE AGREEMENT BETWEEN THE PARTIES. THERE ARE NO UNDERSTANDINGS, AGREEMENTS OR REPRESENTATIONS, ORAL OR WRITTEN, NOT SPECIFIED HEREIN REGARDING THIS AGREEMENT. NO AMENDMENT, CONSENT OR WAIVER OF TERMS OF THIS AGREEMENT SHALL BIND EITHER PARTY UNLESS IN WRITING AND SIGNED BY ALL PARTIES. ANY SUCH AMENDMENT, CONSENT OR WAIVER SHALL BE EFFECTIVE ONLY IN THE SPECIFIC INSTANCES AND FOR THE SPCIFIC PURPOSE GIVEN. THE PARTIES BY THE SIGNATURES BELOW OR THEIR AUTHORIZED REPRESENTATIVES, ACKNOWLEDGE HAVING READ AND UNDERSTOOD THE AGREEMENT AND AGREE TO BE BOUND BY ITS TERMS AND CONDITIONS.

E. **Notifications:** Any notice required or permitted to be given pursuant to this Agreement shall be given in writing and addressed as follows:

DISTRICT: Name, Title
 Address

UNIVERSITY: Susan Walsh
 Provost
 1250 Siskiyou Boulevard
 Ashland, OR 97520

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their respective duly authorized representatives as of the date last below written.

DISTRICT Signature: _____

Name:
Title:
Address:
City/State/Zip:
Phone:

Date

UNIVERSITY:

Signature:

Name: Linda Schott
Title: President
Address: 1250 Siskiyou Boulevard
City/State/Zip:
Phone: (541)552-6111

Date

Ashland, OR 97520

Appendix B

Draft Position Descriptions for Multicultural Retention Specialist and Navigation Coaches

Multicultural Retention Specialist

Position Summary: the Multicultural Retention Specialist provides support for students from underrepresented populations in making a successful transition into the university setting, learning to navigate university systems and access available resources, and fostering a sense of belonging and social connection. The position develops and provides support services in both one-on-one and group settings to promote student persistence, success and wellbeing.

Minimum Qualifications:

- A Bachelor's degree from an accredited institution.
- Two years of experience in student advising, counseling, mentoring or related work, preferably in a higher education setting and working with diverse populations.
- Proficiency in a second language other than English (Spanish preferred).
- Demonstrated commitment to diversity, equity and inclusion.

Preferred Qualifications:

- Master's degree in Education, Student Services, Counseling, Psychology, or related field.

Duties:

- Student support and advocacy: connect students with resources that can help them stay on track for success; collaborate with campus partners to provide activities, workshops, and programs designed to support student retention and degree completion; plan and facilitate Culture Circles in collaboration with navigation coaches.
- Outreach: collaborate with campus partners to identify and remove barriers to persistence and completion; develop relationships with Pathway Program partners.
- Supervision: train and supervise navigation coaches to provide one-on-one support for students.

Compensation:

- \$25/hour for 40 hours per month, 9 months per year.

Navigation Coaches

Position Summary: Navigation Coaches provide personalized mentoring and support for students from underrepresented populations making the transition into higher education and learning to navigate university systems and culture. The position works with students in both one-on-one and group settings to help develop social connections, a sense of belonging, and self-efficacy.

Minimum Qualifications

- Sophomore, Junior, or Senior standing at Southern Oregon University.
- Demonstrated understanding of issues facing students from diverse backgrounds.
- Strong organizational and communication skills.
- Ability to maintain professionalism and confidentiality.

Preferred Qualifications

- Experience participating in SOU Pathway Programs.
- Experience as a student advocate on behalf of diversity, equity and inclusion.

Duties

- Assist students in navigating the college website and accessing the college online system for course registration, placement testing, checking financial aid status, accessing transcripts and degree audit, etc.
- Assist students in understanding academic deadlines, course enrollments, scholarships and financial aid opportunities, and other related information that allows students to make informed choices on majors, minors and time to degree.
- Provide periodic check-ins with students to help foster their sense of connection and belonging and reconnect them with resources, individuals and tools that can help them stay on track for success.
- Assist the Multicultural Retention Specialist in designing and facilitating Culture Circles.

Compensation

- \$15/hour for 40 hours per month, 9 months per year

**Board of Trustees Meeting
Tuesday, April 21, 2020**

MINUTES

Excerpted from Minutes of the Board of Trustees Meeting

Item 5.4: Preparation of Diverse Educators (Action)

Dr. John King said this is SOU's third iteration of the state-mandated plan. He is required to update the plan and update the board on progress every two years. This is the first time the plan has had state funding: \$60,000 from the Student Success Act. Efforts are made to help to diversify the teacher workforce in K-12 schools so the cultural and linguistic makeup of teachers approximates the makeup of the students in Oregon.

The plan builds on the great work happening in SOU's pre-college youth programs that help provide academic support and college preparation for Latinx students and their families. The Pathway to Teaching plan provides an extra layer of support and incentives for those interested in teaching as a career. This work has contributed to a more-than-doubling of the percentage of culturally, linguistically diverse students coming into SOU's teacher preparation programs. In four years, the numbers have grown from 9 to 24 percent. In order to continue this progress, the plan proposes two new elements: 1) use half of the allocation for matching scholarships with districts and tribal departments of education that will sponsor their diverse para-professionals to get licensed as teachers; and 2) provide additional support once students reach the university, with a focus on retention. Each area builds off of a proven model that is working.

Trustee Daniel Santos said the Academic and Student Affairs Committee heard the plan in greater detail yesterday. The plan proves the diversity pipeline is paying off and the committee also was thrilled with the marked improvement in the number of diverse students participating in the educator program. The committee supports enthusiastically and recommends the full board accept the plan for submission as required biannually. Trustee Santos added that President Schott's dedicated efforts with the Oregon tribes, and grants being provided by tribes, are another part of the pipeline.

Responding to Trustee Paul Nicholson's question on the engagement of those whose voices the plan is trying to reach, Dr. King described numerous strategies ranging from external meetings with regional superintendents and human resources directors to internal strategies including consulting with representatives from programs for pre-college youth, Native American students, and American Samoan students.

Trustee Santos moved that the board approve the plan [The 2020 Southern Oregon Pathway to Teaching: Southern Oregon University Educator Equity Plan] as submitted. Trustee Rosenberg seconded the motion and it passed unanimously.

Chair Hennion thanked Dr. King and his team for the amazing work that's happening.

Date: April 21, 2020

Respectfully submitted by,

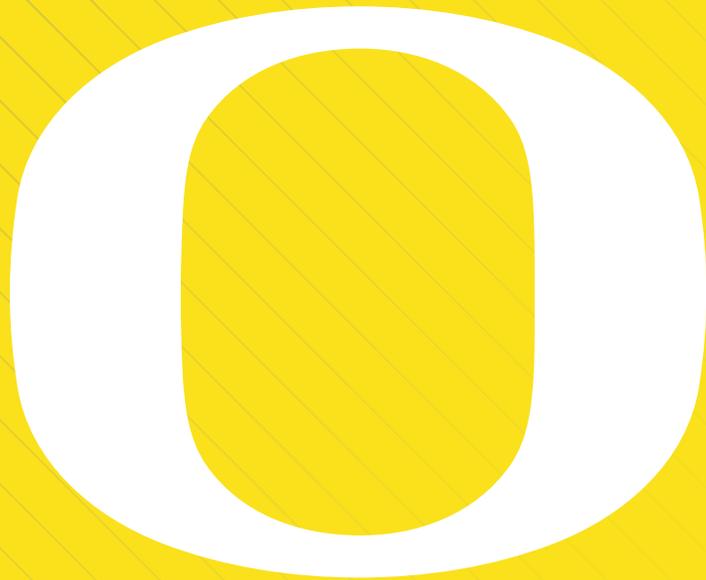
A handwritten signature in black ink that reads "Sabrina Prud'homme". The signature is written in a cursive style with a horizontal line underneath it.

Sabrina Prud'homme
University Board Secretary

DRAFT

EDUCATOR EQUITY IN TEACHER PREPARATION: INSTITUTIONAL PLAN 2020

A PLAN TO RECRUIT, RETAIN, AND
GRADUATE MINORITY EDUCATORS



UNIVERSITY OF
OREGON

College of Education

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

Introduction

The University of Oregon's College of Education (UOCoE) is united in its mission, "to enhance individual lives and systems." We are a community of intellectual leaders that generates new knowledge and innovative practices intended to 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 partners to support our local, regional, national, and international communities in building educational and social systems that respond to, and amplify, the diverse knowledge, skills, and potential of all students. It is our mission and commitment to promote positive, enduring, and empirically verified change in the lives of all children locally, nationally, and globally.

To build responsive educational social systems for all, we must first use our transformational scholarship, integrated teaching, and collaborative practice to promote equity, diversity, and inclusion in our College and nurture the next generation of exceptional educators. The diverse representation of exceptional educators in our K-12 schools, who operate within a framework of cultural humility³ is essential to promoting equity and access of opportunity for all children.⁴⁻⁶ Creating a learning 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,⁷⁻⁸ and education should be at the forefront of that charge. The field of education is the single profession in the unique, privileged, and influential position of interacting early and often with the nation's diverse future generations. Educators have the unique and weighty responsibility to ensure that the faces our students see in their educational spaces intentionally and positively reflect their diversity and all its associated assets. Enhanced diversity improves students' intellectual and academic skill development and performance, intellectual flexibility, engagement, and motivation; retention and graduation rates; and cross-cultural understanding, engagement, and competence.⁹⁻¹¹

This plan outlines strategies that the UOCoE is implementing to optimize our institutional capacity to recruit, retain, and graduate more students from culturally and linguistically diverse backgrounds in both general and special education preparation programs.

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 for both undergraduate

and graduate students. Over the past five years, we believe the tenets of equity and inclusion woven into each of these priorities have begun to assert a slow but discernable influence over the institutional barriers that have historically hindered sustainable change at the University. In the time since those priorities were instituted, the University has begun to realize the impact of some of these priorities and in some instances, is recognizing a positive shift from “aspirational initiative” to common practice. For example, as of 2019 following two institutional trainings, the University has now implemented a pilot search advocate program dedicated to ensuring that campus faculty searches adhere to a set of inclusive and equitable standards from conceptualization (during the creation of position descriptions) to final selection of the candidates who will ultimately join our community. In addition, other institutional changes have begun to produce results in this climate of intentional change: changes in building names, activities initiated and monitored by our University’s Division of Equity, and Inclusion, allyship trainings, the campus-wide implementation of strategic frameworks such as the LACE (Love, Authenticity, Courage, and Empathy) and IDEAL (Inclusion, Diversity, Evaluation, Achievement, Leadership); funding associated with college’s Diversity Action Plans (DAP) that are grounded in the institution’s strategic frameworks; partnerships in and with community; equity and inclusion officers throughout the University, to name a few.

It is no coincidence that these institutional priorities for the University of Oregon are aligned with the state’s commitment to pursue equality for Oregon’s increasingly diverse population 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). The University of Oregon’s institutional commitment is to increase our recruitment, retention, and graduation of talented, engaged, and committed educators from diverse cultural and linguistic backgrounds, and international populations. To achieve this, we will maintain focus on two objectives: increasing educational access and opportunities and providing inclusive learning environments for our students. We believe that these two overarching objectives will support both our recruitment and retention priorities in the college.

Planning Process

The work reflected in this plan began in September 2015 and has continued to ensure that it remains a living and engrained activity based on active research, data, and critical conversations with College administrators, faculty, staff, students, and governance committees. Since 2015, the college has ensured the presence of a dedicated position to help the UOCoe maintain a focus on the equitable and inclusive practices that contribute to a positive climate in the college for all students, faculty, and staff. The focus of these ongoing discussions has been on identifying our institutional

strengths, resources, weaknesses, and missed opportunities in educator preparation and broader educational programming and incrementally strengthening our institutional objectives, strategies, and practices to optimize our capacities and reduce our deficits.

During the institutional planning process, we used state reports on the status of educator training in Oregon, ¹²⁻¹³ research on key national trends in post-secondary enrollment and diversity in higher education^{7-11, 14}, 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. Since 2015, the University's Students of Color population has increased from 24.2% to 30.3% in 2019 <https://ir.uoregon.edu/students>. A growth rate of approximately, 6.1% since 2015 (averaging 1.22% per year in that time period).

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 graduate from our educator preparation programs and who either identify as Black, of Hispanic culture or origin, have origins in the Far East and Southeast Asia, the Indian subcontinent, or the Pacific Islands, who are original people of North America including American Indian or Alaskan Native, and/or are individuals for whom English is not a first language.

To achieve this overarching aim, we continue to pursue the two key objectives outlined in our original plan: to increase educational access and opportunities for our students and provide an inclusive and welcoming learning environment. This report details the goals and strategies that we have pursued over the past five years to achieve these key objectives, the metrics, personnel resources, and timelines that have been helpful in evaluating our progress, and, in some instances the challenges we continue to face as we engage in this work.

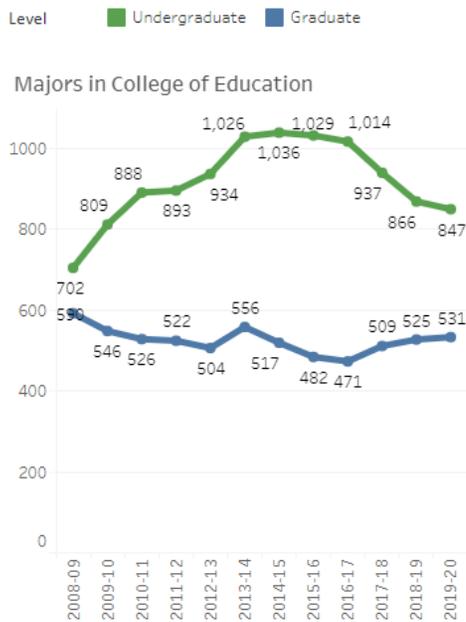
Educator Recruitment and Retention in the University of Oregon's College of Education

Current Student Enrollment in the UOCoE

This section provides a broad overview of our College community along the dimensions of diversity that are the focus of OR House Bill 3375.

Since 2008, enrollment trends in the college have been very similar to enrollment trends in the University at large. By 2016, a plateau in increasing undergraduate enrollments had fallen into a confirmed downward trajectory, whereas conversely, by 2016 graduate enrollment, that had been in a general downward trend had begun to reverse (Figure 1).

Figure 1. Trends in UOCoE enrollment from Fall 2008 to Fall 2019.



UOCoE Enrollment Goals in Underrepresented Categories

In spite of these overall trends in the UOCoE student enrollment, and UOCoE enrollment by race and ethnicity, from Fall 2008 to Fall 2019 demonstrate that the UOCoE has consistently increased its enrollment of undergraduate students of color annually. Consistent with the goals set by the state of Oregon, the UOCoE, has set goals that focus on those recruitment and retention strategies that promise to increase the enrollment of

qualified students and the graduation rate of qualified educators over the next 5 years and ensure that by Spring of 2024 our educator graduates, at a minimum, reflect the diversity of the state’s high school graduating class (Table 1).

Table 1: 2017-2018 Oregon High School Graduating Class Ethnic Diversity / Goal for Oregon Teacher Enrollees to Mirror HS Graduating Class Ethnic Diversity (2019 Oregon Educator Equity Report)

	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Pacific Islander	White	Multi-Racial
2017-2018 Graduating HS 5-year Cohort	1.34%	4.56%	2.40%	19.74%	.68%	65.81%	5.46%

According to the 2019 Oregon Educator Equity Report, in 2018-2019, 38.1% of Oregon students in K-12 schools were ethnically and/or linguistically diverse, while only 11.2% of the state’s teacher population were ethnically and/or linguistically diverse. It is important to note that in that same year (2018-2019), in the state of Oregon, thirty-five (up from 30 in the previous year) of the state’s 197 districts had rates of ethnically diverse students that exceeded that average, ranging from 40% - 84% ethnic diversity. This variability in the state’s distribution of students in these categories speaks to the need for the state’s teacher preparation programs to remain vigilant and ambitious in matching these percentages. Based on our college’s current enrollment across all students of color in Master’s and Doctoral programs in the college, in order for the UOCoe teacher preparation programs to meet and annually match this statistic, the college will require an annual average increase of students of color (SOC) enrollment rates of approximately 2.025% - 3.275% annually. (Note: SOC for the purposes of UOCoe data include: American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, Two or more races.)

College-wide, and institutional ethnic and racial diversity data, will be used in this report to inform us on our efforts to meet these state and national norms. Given that each of the UOCoe teacher preparation programs trains students at different rates and therefore attracts cohorts of different sizes

annually, for the purposes of this report some of these data are best provided at the program level whereas in other areas, the data are combined to observe our University's data privacy restrictions.

UOCoE Educator Program Summary

Currently, the UOCoE is home to 15 programs that train professionals in educational disciplines that extends beyond classroom teachers and administrators, and includes counseling psychologists and psychometricians. Of those, programs each of which is dedicated to supporting the field of education at large, four programs are dedicated to preparing future teachers who will go on to become licensed either in Oregon or in another state of their choice, Curriculum and Teaching, Curriculum and Teacher Education, Special Education: Generalist K-12, and Special Education: Early Intervention. Our special education program has two teacher licensure tracks, Special Education: Early Intervention track (1 or 2-year programs), and Special Education: Generalist K-12 track (2-year program). Our UOTeach program is a year-long program that endorses individuals who go on to become licensed in Elementary Education or Single Subject (Middle and High School) Education.

As noted previously, for the purpose of this report, certain data for these four teacher preparation programs may be combined in order to adhere to our university's stringent data reporting guidelines regarding small cell sizes.

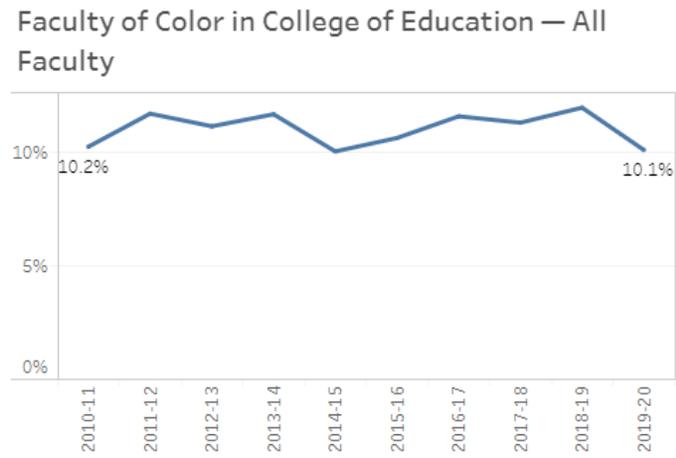
Faculty Trends

One of the most immediate and tangible ways the UOCoE is committed to improving preparation is through inclusive faculty hiring. Building a community of faculty and staff from culturally and linguistically diverse backgrounds who can serve as mentors, advisors, supervisors, and instructors is essential to recruiting and graduating more diverse and exceptional educators. Our faculty growth strategies towards equity, involve continuously working towards ensuring that our tenure-track faculty ratios and percentages also reflect national percentages and allow our students to learn from and work with faculty from diverse background and with a variety of diverse interests. The hiring of diverse faculty improves the academic experience for all current students, and improves the demographic profile for prospective students. To this end, since 2015, we have focused our faculty growth goals towards growing a diverse faculty. Faculty growth in our college requires a complex interplay among university mechanisms. Our faculty growth that has typically seen fluctuation in its diverse membership, has seen some consistent growth in the past 5 years showing a fairly static rates of growth in this area. Overall since 2015 the UOCoE has hired 29 tenure track faculty (TTF), 10 of whom (34%) are faculty of color:

- 2015 2/6 (33%) TTF hired were faculty of color,
- 2016 2/9 (22%) TTF hired were faculty of color
- 2017 2/4 (50%) TTF hired were faculty of color
- 2018 0/1 (0%) TTF hired were faculty of color
- 2019 4/5 (80%) TTF hired were faculty of color

This pool of diverse faculty hires included two Indigenous Scholars and five Spanish-speaking Scholars. While the responsibility of training and graduating educators from culturally and linguistically diverse backgrounds does not belong solely to our faculty of color or our bilingual and multilingual faculty and staff, 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. While the rates of hiring faculty of color have been relatively high in recent years, the college's overall faculty rates (shown in Figure 2, which include non-tenure track faculty) are still in need of continuous improvement.

Figure 2: UCoE faculty from underrepresented groups from 2010 – 2019



UOCoE and Teacher Preparation Enrollment Context

(Note individual races and ethnicities are not reported in this document in observation of our institution’s data reporting restrictions as certain races and ethnicities are too small to report).

The five-year change shown in Table 2 demonstrates that there has been an increase in the proportion of SOC within newly enrolled students. The proportion of SOC hit its peak in the Fall 2018 admission cycle.

Table 2. UOCoE Admission and Incoming Enrollment Trends for Students of Color by Degree Type 2015 - 2019

		Academic year															
		Fall 2015			Fall 2016			Fall 2017			Fall 2018			Fall 2019			
Degree		N	n of SOC	% of SOC	N	n of SOC	% of SOC	N	n of SOC	% of SOC	N	n of SOC	% of SOC	N	n of SOC	% of SOC	5 year change
Masters	Applied	578	108	19%	666	127	19%	748	166	22%	626	175	28%	554	145	26%	7%
	Admitted	279	46	16%	328	69	21%	371	93	25%	352	103	29%	364	97	27%	10%
	Enrolled	167	28	17%	181	44	24%	213	51	24%	221	73	33%	207	52	25%	8%
Doctoral	Applied	337	75	22%	322	103	32%	389	115	30%	346	97	28%	321	87	27%	5%
	Admitted	63	19	30%	50	19	38%	80	19	24%	76	20	26%	62	18	29%	-1%
	Enrolled	43	12	28%	39	14	36%	57	15	26%	45	16	36%	37	11	30%	2%

Note. Percentages are based on the number of students in the given category.

Table 3 shows that between 2009 current, the UOCoe has increased the proportion of SOC dramatically from 14% to 31% among undergraduate students and 19% to 30% for graduate students. This increasing proportion of SOC is occurring at a time when undergraduate enrollments have been declining and graduate enrollments are just beginning to earlier enrollment levels.

Table 3. Percent Students of Color Enrolled in UOCoe from Fall 2009 to Fall 2019 (ir.uoregon.edu)

Academic year	Undergraduate			Graduate		
	N	n of SOC	% of SOC	N	n of SOC	% of SOC
2009	808	112	14%	549	107	19%
2010	887	143	16%	522	99	19%
2011	892	165	18%	522	100	19%
2012	931	201	22%	508	85	17%
2013	1023	226	22%	559	94	17%
2014	1036	257	25%	516	104	20%
2015	1029	292	28%	480	107	22%
2016	1013	292	29%	468	118	25%
2017	936	285	30%	504	132	26%
2018	865	286	33%	522	158	30%
2019	841	260	31%	525	160	30%

Data in Table 4 show that, the number of undergraduate students has been on a decline beginning in 2017, however, the proportion of international students remained consistent until this past enrollment year, 2019. On the other hand, the most recent five years of graduate international student population has been consistently lower than prior years with the proportion reduced by nearly half.

Table 4. Percent of International Students Enrolled in UCoE from Fall 2009 to Fall 2019

Academic year	Undergraduate			Graduate		
	N	n of International	% of International	N	n of International	% of International
2009	808	16	2%	549	55	10%
2010	887	19	2%	522	45	9%
2011	892	26	3%	522	41	8%
2012	931	44	5%	508	54	11%
2013	1023	72	7%	559	55	10%
2014	1036	87	8%	516	46	9%
2015	1029	83	8%	480	35	7%
2016	1013	87	9%	468	28	6%
2017	936	71	8%	504	30	6%
2018	865	66	8%	522	34	7%
2019	841	50	6%	525	29	6%

Table 5 shows our population of Pell Grant eligible students, which has been included in this report in previous years, continues to hold fairly steadily at 30% (+ or – 5). Over the past 11 years, the percentage of Pell Grant eligible students in our undergraduate population in the UOCoe has ranged from 28 – 39%.

Table 5. Percent of Pell Grant Eligible Undergraduate Students Enrolled in the UOCoe from Fall 2009 to Fall 2019

Academic year	All students		
	N	n Pell Grant	% of Pell Grant
2009	808	228	28%
2010	887	291	33%
2011	892	304	34%
2012	931	309	33%
2013	1023	332	32%
2014	1036	356	34%
2015	1029	370	36%
2016	1013	349	34%
2017	936	361	39%
2018	865	305	35%
2019	841	268	32%

Note. Only undergraduate students are eligible for Pell Grants, therefore, the % of Pell Grant is out of the total number of undergraduates.

Table 6 shows the graduation rates by program of all students in the Teacher Preparation programs. Overall, each of our teacher preparation programs had varied graduation rates between the 2012 and 2015 cohorts. This variation is related to several factors, including for example, that not all students who enter a teacher preparation program ultimately decide to become a teacher and may pursue other career paths, while others are admitted conditionally. As with any graduate program, not all students who enter the program will decide to continue through to graduation.

Table 6. UOCoe Teacher and Leadership Master’s Student 4-year Graduation Rates by Program

Master’s Program	% 2011-12 cohort	% 2012-13 cohort	% 2013-14 cohort	% 2014-15 cohort	% 2015-16 cohort
Curriculum and Teaching	94.4%	95.5%	95.0%	94.2%	88.3%
Curriculum and Teacher Education	87.5%	88.9%	100.0%	88.9%	100.0%
Educational Leadership	85.7%	95.7%	80.0%	100.0%	100.0%
Special Education	92.2%	83.3%	84.4%	86.2%	100.0%
Note. Rates reflect graduation within 4 years of matriculation.					

Table 7 shows aggregated data across all programs. For UCoE undergraduate and graduate degrees awarded to students of color, increases in both number and percentage of students graduating from both our undergraduate and graduate programs have been steady since 2009. Though growth in degrees over time would not necessarily be entirely linear, fairly consistent increases are seen since 2012.

Table 7. Students of Color as Percent of UCoE Degrees from 2009 to 2018

Academic year	Undergraduate Degrees Awarded			Graduate Degrees Awarded		
	N	n of SOC	% of SOC	N	n of SOC	% of SOC
2009	156	23	15%	274	39	14%
2010	198	30	15%	270	47	17%
2011	196	25	13%	249	50	20%
2012	194	33	17%	222	35	16%
2013	239	50	21%	258	37	14%
2014	230	57	25%	269	46	17%
2015	262	60	23%	236	54	23%
2016	258	74	29%	217	51	24%
2017	249	65	26%	230	56	24%
2018	251	83	33%	252	67	27%

Table 8 shows the percent of students of color who applied, percent of those students of color who were admitted, and the percent of those students of color who ultimately enrolled in one of the three UOCoe teacher preparation programs. Over the past five years, these three programs have received anywhere from 17.5% – 28.6% SOC in their applications and anywhere from 16.2% - 32.3% SOC in their ultimate enrollments. This has resulted in a 9% growth across programs over the past five years. In order to achieve 38.1% in the next four years, these programs will need to increase by a minimum of 12.5% (or 3.125% per year over the next four years). Because increases at this rate would not ultimately account for any projected growth in the state populations between now and 2024, our annual recruitment and enrollment targets for SOC will have to exceed that minimum.

Table 8. Percent Students of Color Applied, Admitted, or Enrolled in UOCoe Teacher Preparation Programs from fall 2015 to fall 2019

Program	Degree	Student Status	Fall 2015			Fall 2016			Fall 2017			Fall 2018			Fall 2019			5 year change
			N	n of SOC	% of SOC	N	n of SOC	% of SOC	N	n of SOC	% of SOC	N	n of SOC	% of SOC	N	n of SOC	% of SOC	
Teacher Training	Master's	Applied	183	32	17%	197	29	15%	268	59	22%	212	59	28%	206	59	29%	11%
		Admitted	150	27	18%	156	26	17%	210	51	24%	183	52	28%	184	53	29%	11%
		Enrolled	111	18	16%	109	24	22%	141	32	22.7%	127	41	32%	121	31	26%	9%

Note. Percentages are based on all students that applied, were admitted, or enrolled. Teacher Training includes the Curriculum and Teaching, Curriculum and Teacher Education, and Special Education master's students. Not all Special Education master's students pursue licensure. Doctoral counts are not included here as not all doctoral students pursue licensure.

The percentages reflected in Table 8 stand at the center of our UOCoe teacher preparation planning and suggest the need for additional emphasis on the strategies excerpted in Figure 2 (below) and detailed in the remainder of this document. These strategies represent the intentional changes and improvements that are now and continue to be the day to day focus of the college, in addition to ongoing continuous evaluation and improvement of our practices. Data and progress on these intentional strategies as well as the ad hoc activities are detailed later in this report. Each of our applied strategies has proven to have differential impact in any given year.

Strategies, Activities, and Outcomes

Spirit of Continuous Improvement: The UOCoe engages in four general areas of continuous improvement that are evident in each of the 21 strategies that we apply to our work: Be better, recruit better, admit better, and partner better.

1. **Be better:** Being better is our largest cross-cutting objective and refers to our day to day practices dedicated to creating a college that is responsive to our students' needs, facilitates their successful learning, and fosters an environment of inclusion. Being better includes finding ways to continuously improve:
 - a) Our college's climate and culture and individual accessibility (strategies: 17, 19)
 - b) Our academic offerings, flexibility, and applied experiences (strategies: 4, 8, 13, 14, 16)
 - c) Our faculty's credential and skill, cultural humility, decision-making and responsiveness to challenges (strategies: 5, 10, 11, 15, 18, 21)
 - d) Our educational impact, outcomes, and reputation in the field (strategy 7)

Being better is critical to our ability to **retain** students from a variety of diverse backgrounds in a changing world. This work refers to ensuring that in all the "ways we do business" we are considering strategies to equitably improve the experience and outcomes for all of our students with a particular emphasis on students who have been historically marginalized. The small and consistent ways we remain vigilant may not drive to large, immediately perceptible changes in our enrollment numbers, but these are changes we believe will positively impact the lives of students on campus and beyond. In addition to the 21 strategies we have outlined in this report, we apply the concept of "being better" to all the work we do, and where possible we measure our outcomes to determine our success.

2. **Recruit better:** Recruiting better refers to the considering all the ways we can effectively communicate information with prospective students who are interested in our programs. Information about: our funding opportunities; who we are; our commitment to continuous improvement (as noted above); our positive local, regional, and global impact on educational outcomes; our programs' academic outcomes and student successes; our diverse range of student experiences; our faculty research and academic successes and contributions; and the career outcomes we facilitate. (Strategies: 1, 12)
3. **Admit better:** For many UOCoe programs, two facts are typically true: (1) application and yield rates are higher than the ultimate enrollment for students of color (i.e., more students of color apply than are admitted, more students of color are admitted than ultimately enroll), and

(2) higher application and admission rates for SOC typically result in higher enrollment rates for SOC. Additionally, as noted previously, enrollment rates also increase with strategic changes in recruitment and application-review practices. These more strategic practices require less focus on increased volume of applications, and place more focus on strategies that impact student decision-making at the critical junctures that lead to that student's decision to enroll. While only a few of our strategies link to this, improvements in our admissions strategies overall (Strategy 3)

4. **Partner better:** We strive to partner better in a variety of ways -- by acknowledging that much of our work relies on critical partnerships, the knowledge-base, and skill-set of other agencies and individuals who share our commitments to assuring access to educational opportunities. By working with local, regional, and national agencies committed to supporting the goals outlined in this report and working collaboratively with practitioners, legislators, scholars, and community organizations to facilitate positive long-term outcomes we achieve more and go further in all that we do. The UOCoe continually focuses on increasing these numbers in these four ways as outlined in the final sections of this report. These overarching aspirational guideposts map squarely onto the 21 strategies excerpted below in Figure 2 and outlined in the remainder of this report under our two overarching objectives. (Strategies: 2, 6, 9, 20)

Figure 2: UOCoe Strategies for Improving Recruitment, Retention, and Graduation in Teacher Preparation Programs in the CoE

Strategy 1: Procure funding designated for educator preparation, with funds earmarked for students from underrepresented groups or matriculating from programs like the minority teacher Pathways in Education Lane County

Strategy 2: Facilitate Alaska Native / American Indian CoE students' participation in the Future Stewards Program; a joint effort between the UO and federally recognized Oregon tribes to fund NA/AI students' education.

Strategy 3: Offer multiple admissions program deadlines to increase applicant pools and expand enrollment capacity

Strategy 4: Offer more courses that use different modalities (e.g., on-line, hybrid) to meet the needs of an increasingly diverse student body

Strategy 5: Deliver programs and courses in targeted geographic regions to increase educational access to underrepresented groups.

Strategy 6: Develop new courses and degree programs with other UO academic units.

Strategy 7: Provide opportunities for faculty to feature their disciplinary expertise in areas of diversity, equity, and inclusion.

Strategy 8: Expand program and curricular offerings that prepare graduates to serve culturally and linguistically diverse communities

Strategy 9: Create partnerships with Oregon high schools to offer college preparatory classes that serve our communities and strengthen our post-secondary pipeline

Strategy 10: Create best practice toolkits for faculty and staff hiring and advancement to guide inclusive and equitable practices

Strategy 11: Facilitate CoE faculty and staff participation in professional development and advancement programming (e.g., UO Faculty Fellows retention and advancement program; employee resource group programs)

Strategy 12: Expand recruitment/advertisement efforts of faculty and staff positions

Strategy 13: Implement a review of core curricula for pedagogical practices and curricular content that promote culturally responsive instruction and inclusive learning environments.

Strategy 14: Facilitate faculty and Graduate Employees (GE) use of the UO Teaching Engagement Program (TEP) to develop their pedagogy and course content.

Strategy 15: Create Graduate Employees (GE) orientation, training, and supervision efforts with relevant campus units to advance GE instructor competencies

Strategy 16: Implement a review of key student learning and performance assessments for bias

Strategy 17: Coordinate with other UO units to improve the accessibility, quality, and centralization of student academic advising, tutoring, and career development services.

Strategy 18: Insure accessibility and availability of academic resources (i.e., program information, funding opportunities)

Strategy 19: Provide learning environments that are inclusive and connect students with peers and faculty.

Strategy 20: Develop global partnerships that allow students to study in different languages and cultures.

Strategy 21: Encourage, support and facilitate the instructional, research, outreach, and service excellence in all of our faculty.

Objective 1: Increasing educational access and opportunities for culturally and linguistically diverse students RECRUITMENT-CENTERED ACTIVITIES

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

Goal 1: Increase funding for educator preparation students from underrepresented groups.	
Lead Stakeholders: Dean, Director of Development	
Timeline: Advancement efforts are ongoing.	
Metrics:	
<ul style="list-style-type: none"> • Quarterly reporting of advancement activities • Annual reporting of new scholarships, grants, or other relevant funds • Annual participant tracking of the Future Stewards Program 	
Strategy / Steps	Current Efforts and Associated Data
Strategy 1: Procure funding designated for educator preparation, with funds earmarked for students from underrepresented groups or matriculating from programs like the minority teacher Pathways in Education Lane County.	Data sources: Annual scholarship distribution: Because of the commitment and generosity of our dedicated donors, since 2015-16 we have been able to maintain scholarship funding to over 50% of our applicants on average annually. <ul style="list-style-type: none"> • 2015-16 – 60% • 2016-17 – 58% • 2017-18 – 49% • 2018-19 – 53% • 2019-20 - 46%

Since 2016, **UOCoe** has collected scholarship distribution information to improve the distribution funnel for scholarship funding to ensure that scholarships are distributed equitably in keeping with the demographic proportions of our student population.

- 2016-2017 did not collect ethnicity data for scholarships
- 2017-2018 29 of the 136 (21%) students who received CoE scholarships were SOC
- 2018-2019 34 of the 128 (26.5%) students who received CoE scholarships were SOC
- 2019-2020 32 of the 127 (25%) students who received CoE scholarships were SOC

The Logan Scholarship is an endowed, need-based scholarship dedicated to assisting undergraduate and graduate students who show academic promise. The scholarship is awarded each year to a limited number of undergraduate or graduate students who plan to teach in the public school system, who have a GPA of 3.0 or higher, and who demonstrate financial need. Awards are renewable for recipients who continue to qualify according to these criteria. The recipients are known as our Logan Scholars. Since 2017-2018, 30% of our mentor recipients have identified as Students of Color.

Commitment to funding Students of Color in the Pathways pipeline:

- Since 2013-14, as part of the local Pathways in Education program, the **UOCoe** has consistently partnered with Springfield Public Schools, Bethel School District, Eugene 4J School District, Pacific University, Northwest Christian University as part of a consortium in which each member contributes \$10,000 annually toward the preparation of incoming eligible educators (bilingual, bicultural, first generation) who receive scholarships to attend a local teacher preparation program and who agree to teach in the area for three years after receiving their license. Since 2013 anywhere from 1 – 4 **UOCoe** students have received a scholarship from this partnership. Since 2013 to present 15 students have received scholarships totaling approximately \$148,835.72.
<https://www.springfield.k12.or.us/Page/6410>
- In addition, the UOTeach program and the SPED program routinely advertise and promote the Oregon Teacher Scholars Program (OTSP, Scholarship) information to eligible incoming students who will be educators. The OTSP program provides specific financial support in the form of a scholarship *for racially or linguistically diverse teacher candidates accepted and enrolled in a state-approved educator preliminary licensure preparation provider. The*

	<p><i>scholarship may be used to pay for classes, fees, or help defray costs of required licensure assessments and student teaching.</i> The UOTeach program steers students towards this funding source via their website https://education.uoregon.edu/uoteach/funding and through interactions with students and typically has 4 – 6 students per academic cohort who receive this scholarship.</p> <ul style="list-style-type: none"> • Since 2015, our Educational Methodology, Leadership, and Policy Department which is responsible for training educational administrators and policy leaders, has enrolled an average of 23 degree-seeking students per year (i.e., not including students who are seeking licensure-only). The department offers a small Equity Leadership Fellows Scholarship. While not isolated only to students from underrepresented communities, the Equity Leadership Fellows program provides \$1000 - \$1500 to students who demonstrate a commitment to incorporating equity in their current positions and professional goals. Between 2016 and 2019 an average of nine students per year have received this award in our college (6 – 12 per year).
<p>Strategy 2: Facilitate Alaska Native / American Indian (NA/AI) CoE students’ participation in the Future Stewards Program; a joint effort between the UO and federally recognized Oregon tribes to fund NA/AI students’ education.</p>	<p>The Future Stewards program at the University of Oregon https://gradschool.uoregon.edu/funding/awards/future-stewards-program, provides funding for enrolled members of federally recognized tribes of Oregon who are interested in working with the nine federally recognized tribes of Oregon and Native American tribes.</p> <ul style="list-style-type: none"> • UOTeach Program: Since the inception of the competitive Future Stewards program in 2015, five UOCoe students from the UOTeach Teacher Preparation program have participated. With the exception of 2017-2018, each year since 2015 a student from the UOCoe program has applied and received this award. For the 2019-2020 academic year, two students were awarded. <p>In addition to the Future Stewards Program, the Next-Gen project also contributes to this objective.</p> <ul style="list-style-type: none"> • SPED Program: Faculty member Christopher Murray, PhD, is in the fourth year of a five-year leadership training grant (Next-Gen) that was awarded by the Office of Special Education Programs, US Department of Education. The grant provides doctoral training to six scholars who will be prepared to respond to the needs of NA/AI students with disabilities. Training began in 2016-17. All five students are pursuing their Ph.D. in Special Education. Qualifying

	students either identify as Native American or have demonstrated extensive prior experience serving Native American populations.
--	--

Goal 2: Expand students' access to degree programs.	
<ul style="list-style-type: none"> • Lead Stakeholders: Associate Dean for Academic Affairs • Timeline: These efforts have begun and will be tracked annually. • Metrics: <ul style="list-style-type: none"> ○ Term reporting of the percentage of courses taught by modality type (Not in place yet) ○ Annual tracking of new program sites 	
Strategy / Steps	Current Efforts and Associated Data
<p>Strategy 3: Offer multiple admissions program deadlines to increase applicant pools and expand enrollment capacity</p>	<p>All programs: In addition to the standard admissions deadlines within a program, when possible, program admission committees publish priority application deadlines as well as extended deadlines for incoming students. Admissions committees provide flexible opportunities for students upon request. When possible, programs have reviewed admission practices to allow undergraduate students to declare a major as incoming students. Our Family and Human Services (FHS) programs recently removed the pre-major requirement in order to facilitate this admissions flexibility. Focused attention is applied at the time of each program's application-review process to ensure that all qualified students are carefully considered for entry into the program and that applications from individuals with unique perspectives and lived experiences are given unique consideration.</p>
<p>Strategy 4: Offer more courses that use different modalities (e.g., on-line, hybrid) to meet the needs of an increasingly diverse student body.</p>	<p>Increased modality refers to the UOCoe providing more offerings on weekends, evenings, and via other flexible media and timing. This flexibility increases accessibility for students with families and other critical life-circumstances that impact their ability to travel to campus to attend a full-time, day-based program.</p> <p>Since 2017, UOCoe has placed paramount emphasis on developing programs that are dedicated in whole or in large part to accommodating distance and non-traditional learners.</p> <ul style="list-style-type: none"> • Three programs that meet these expectations are currently in the approval pipeline and will be featured in the

	<p>2022 report.</p> <ul style="list-style-type: none"> • Summer 2019 online development pilot incentive program in which seven faculty members across programs in the UOCoE received funding to develop and ultimately offer six courses using online modality. Two of the six courses are courses required in our UOTeach or SPED teacher preparation programs and will result in online programming in Fall 2020 (EDST 616: Language, Power, and Education & SPED 410/510: Special Education Law). This incentive program is intended to continue into the 2020 academic year. <p>In addition to moving forward with increasing our online offerings, the UOCoE is also dedicated to ensuring that the online programming offered is of high enough caliber to be offered as an equivalent academic option for our students who, due to geographic barriers, or professional and familial obligations, would be reliant on this modality. To that end the UOCoE is placing emphasis on laying the groundwork for academic excellence in this area.</p> <ul style="list-style-type: none"> • In 2018, the UO hired an Associate Vice Provost for Online and Distance Education. This role was incorporated in order <i>to enhance, deliver, and grow [the institution's] selection of online course offerings, focusing on enhancing student success, leveraging areas of excellence and national prominence, and alleviating infrastructure burdens...</i> [This role is intended to] <i>strengthen the infrastructure for online and distance education by creating partnerships with academic departments</i> https://provost.uoregon.edu/uo-hires-carol-gering-associate-vice-provost-online-and-distance-education The UOCoE has been in frequent consultation with this office in order to improve not only the technological assets for the campus and college, but to ensure that pedagogical practices are adapted to meet students' needs in this new media. • The UOCoE has identified the University of Florida's College of Education as leading in this area and will also be working with consultants from that institution who will travel to the UOCoE in the Spring of 2020. <p>Challenge: UOCoE data is not currently accurately tracked as online definitions have been used inconsistently across campus.</p>
<p>Strategy 5: Deliver programs and courses in targeted geographic</p>	<p>The UOCoE will offer two educational programs in Portland. These programs are not currently part of our teacher preparation offerings, but a summary of that success and its potential impact on recruitment to programs throughout the college, can be featured in the 2022 report.</p>

regions to increase educational access to underrepresented groups.	
--	--

Goal 3: Expand Curricular Offerings	
<ul style="list-style-type: none"> • Lead Stakeholders: Dean, Associate Dean for Research, Director for Equity and Inclusion • Timeline: Planning efforts have begun and will be tracked annually via submission to the College’s Curriculum Committee. • Metrics: <ul style="list-style-type: none"> ○ Annual reporting of enrollment in the Sapsik’wa’á Teacher Education program, ESOL, and other linguistic/ cultural programs ○ Annual tracking of the number of new high school partnerships with course offerings 	
Strategy / Steps	Current Efforts and Associated Data
<p>Strategy 6: Develop new courses and degree programs with other UO academic units.</p>	<p>Between 2015 and 2017, the UOCoe has trained an average of 116 students per year who went on to receive an initial teaching license. Fifty-eight percent (201) of those were hired in Oregon public schools in the year following the receipt of their license. Other candidates might have been hired by private institutions, early education service providers or out of state. Based on its existing partnerships, the college only receives employment information from ODE.</p> <p>The UOTeach Program is one of the UOCoe’s largest Master’s programs training students who go on to initial licensure in the UOCoe and is grounded in a Social Justice framework dedicated to developing and supporting equitable education systems. As a central educator preparation program in the College, the UOTeach program frequently collaborates with like-minded institutional partners to find ways to strengthen the program and generate more interest beyond the typical channels.</p> <ul style="list-style-type: none"> • The UOTeach program faculty are currently engaged in discussions with the College of Arts and Sciences to expand the pool of faculty who teach the program’s Methods classes, particularly in STEM fields. This collaboration has the promise of increasing student interest in the UOTeach program at earlier stages in the students’ academic career. • The incoming UOTeach program coordinator will have shared coordination responsibilities of the teacher candidates between our UOTeach teacher preparation program and our SPED teacher program.

	<ul style="list-style-type: none"> The Educational Studies Department, within which the UOTeach program is housed, is poised to expand faculty resources by hiring a Discipline-Based Education Researcher who would expand the college’s offerings in STEM fields, with a particular emphasis in training educators in mathematics and engineering. As stated in the UO Institutional Hiring Plan in which this position was ranked third out of the eight most urgent faculty needs in the college: <i>the transdisciplinary nature of this position is intended to open collaborative opportunities and expand interest and options for students across campus considering STEM options.</i>
<p>Strategy 7: Provide opportunities for faculty to feature their disciplinary expertise in areas of diversity, equity, and inclusion.</p>	<p>Instructional and research faculty in the UOCoE engage in research and activities related to diversity, equity, and inclusion on a regular basis, while not directed from a central UOCoE strategic plan, these individuals engage in program-specific activities, individual research and scholarship, and sponsored research all dedicated to exploring and expanding our knowledge, skills, and decision-making around equity. The UOCoE is in the process of reconvening a dedicated communications team whose role is to ensure that faculty accolades, achievements, and findings of all types are shared regularly with large audiences of prospective students, interested future faculty, current students and faculty, academic peers, donors, alumni, and other educational stakeholders via:</p> <ul style="list-style-type: none"> Social media https://www.facebook.com/uoeducation Email mention University articles in the Around the O https://around.uoregon.edu/news/college-of-education Quarterly and annual reports
<p>Strategy 8: Expand program and curricular offerings that prepare graduates to serve culturally and linguistically diverse communities.</p>	<p>The UOCoE has a variety of opportunities that prepare graduates to serve culturally and linguistically diverse communities. In addition to program curricular offerings, our research faculty seek out opportunities for our graduates to serve culturally and linguistically diverse populations as a part of their academic experience through trainings.</p> <ul style="list-style-type: none"> UOTeach Master’s Program: Students in the UOTeach program are prepared both academically and through clinical experiences to work with ELL students. Upon completion of the program and all licensure testing requirements are eligible for the ESOL endorsement. Sapsik’wałá Program: Since its inception in 2002, the Sapsik’wałá program has collaborated with the Nine Federally Recognized Sovereign Indian Nations of Oregon to deliver a pathway for

	<p>Indigenous people to become teachers within their communities. Between 2002 and 2019, the Sapsik'wa'á program has trained and graduated 89 students averaging ~six students a year. With lows of two per year and highs of 19. The Sapsik'wa'á program grant was successfully renewed in 2019 with endorsement from the Provost and President of the University of Oregon.</p> <ul style="list-style-type: none"> • Community Placements: UOCoe students from the four programs listed above, are predominantly placed in local (Eugene/Lane County) schools and districts for the duration of their program of study. Lane County schools have not historically been listed on the list of Oregon School Districts with 40 percent or More Ethnically Diverse Students. • INICIO: Drs. Lillian Duran and Lauren Czyk: Interdisciplinary Interventionists and Clinicians Improving Outcomes (INICIO). Over the course of five years, dedicated faculty from the UOCoe will train 42 Speech-Language Pathologists (SLPs) and Early Childhood Special Education (ECSE) students in the UOCoe to serve dual language learners (DLLs) from birth through age five with disabilities. The program includes the ECSE one-year licensure and MA degree program and the Communication Disorders two-year certification and MA degree program. Competencies include (1) foundations in ECSE; (2) typical and atypical development, (3) birth to five assessment with emphasis on DLLs (4) family involvement, (5) implementation of culturally and linguistically appropriate interventions; (6) interdisciplinary collaboration; (7) research; and (8) leadership. • AACTE NIC: Drs. Lillian Duran, Sylvia Thompson, Christen Knowles, and Jantina Clifford: The UOCoe was selected as one of ten programs to participate in a nation-wide special education network improvement community (NIC) under the facilitation of American Association of colleges for teacher education (AACTE). The primary aim of the SPED NIC is as follows: To ensure every PK-12 student with an identified disability is taught by a professional-ready special education teacher. The group aims to increase the number of teacher candidates enrolled in teacher preparation programs leading to initial licensure in special education. Targeted goals under the umbrella of the main aim include: (a) increasing enrollment of students of color and (b) increasing enrollment of students with disabilities. • ILEAD: Drs. Lillian Duran, Sylvia Thompson, and Beth Harn: Inclusive Leadership Education Advancing Diversity (ILEAD) will train six doctoral students at the University of Oregon over five years increasing the number of qualified scholars who will be able to successfully infuse critical content into special education teacher preparation programs
--	--

	<p>related to serving culturally and linguistically diverse populations. Scholars will receive a PhD in Special Education and will gain competence in (1) evidence-based practices with CLD students with disabilities (2) leadership (3) equity and education, and (4) research methodology.</p>
<p>Strategy 9: Create partnerships with Oregon high schools to offer college preparatory classes that serve our communities and strengthen our post-secondary pipeline</p>	<p>The UOCoe is involved in several efforts associated with ensuring removing barriers and facilitating access for potential students entering the teaching field from local and regional feeder institutions in the state of Oregon.</p> <ul style="list-style-type: none"> • ORSN: The UOCoe's Oregon Research Schools Network (ORSN) is in its second year of implementation. ORSN has received \$1M in funding from the President of the UO, Michael Schill as a promising initiative dedicated to partnering with local Oregon High Schools to support the educational needs of Oregon's students. ORSN is currently in pilot stages, but is dedicated to providing (a) professional development to Oregon teachers related to use of educational data, (b) field-based research that responds to practical/applied problems that teachers encounter in the field; and (c) expanded Options for receiving dual credit from UO faculty dedicated to supporting the specific needs of the students in local schools who will be attending a 4-year college. <ul style="list-style-type: none"> ○ Pilot: Data is currently being collected for progress on this effort in four schools related to early indicators such as, report card data, discipline referrals, and teacher-self-reports. Updates on this program will be featured in the 2022 report. • Articulation Advocacy: Similarly, the UOCoe participated in the state's effort to create a Major Transfer Map for Elementary education. The college is engaged in efforts to align its curriculum to allow more seamless transfer of credits between institutions. • Data sharing agreements: The college has also engaged in an Intergovernmental agreement with Lane Community College, Lane ESD, and Willamette ESD as part of a regional collaborative to determine underlying problems afflicting education and seeking solutions. The agreement permits Lane ESD to use de-identified data for Lane County School district students who have matriculated to LCC or UO to research items related to educational progress and success. This agreement that has been in place since 2013 expired in 2019 and is currently under re-negotiation.

Objective 2: Provide a welcoming and inclusive learning environment for all students RETENTION-CENTERED ACTIVITIES

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

Goal 1: Hire, retain, and advance more faculty and staff from bilingual, bicultural, multilingual, and multicultural groups	
Lead Stakeholders: Dean, Associate Dean for Research, Associate Dean for Faculty Development, Director for Equity and Inclusion	
Timeline: These efforts are ongoing.	
Metrics:	
<ul style="list-style-type: none"> • Annual reporting of racial/ethnic/ linguistic diversity of faculty and staff • Participant tracking in targeted professional development efforts • Annual reporting of the diversity of applicant pools 	
Strategy / Steps	Current Efforts and Associated Data
Strategy 10: Create best practice toolkits for faculty and staff hiring and advancement to guide inclusive and equitable practices	<p>UOCoE: Existing Professional Development activities have continued. Currently all individuals engaged in hiring new faculty in the college are required to undergo mandatory Implicit Bias training. This is not currently a requirement across all faculty. Additionally, the UO has recently implemented a Search Advocacy training program that is supported by UO leadership and encourages broad and inclusive thinking in faculty searches linked to exploring deep-seated biases, and honing in on the critical aspects of a hire, rather than the intangible aspects that often encourage biased hiring practices.</p> <p>UOTeach Program: The UOTeach teacher preparation program engages in frequent professional development activities related to promoting equitable practices and social justice https://teachin.uoregon.edu/ As noted: <i>For the past four years the UOTeach Oregon teacher licensure program has partnered with units across the UO campus as well</i></p>

	<p>as with Bethel, Eugene 4J, Springfield, and Lane ESD to provide ongoing professional development on culturally responsive and culturally sustaining pedagogies. This year's Keynote speaker is national author, Dr. Bettina Love (<i>We Want to Do More than Survive</i>). Annual TeachIns are open to UO faculty, UOTeach teaching candidates, and K-12 faculty.</p>
<p>Strategy 11: Facilitate UOCoe faculty and staff participation in professional development and advancement programming (e.g., UO Faculty Fellows retention and advancement program; employee resource group programs)</p>	<p>The UOCoe hosts a quarterly Speaker Series to engage in the national discourse on topics of Education and Educational leadership. Since Spring of 2019, 7 speakers have been scheduled. The national themes in the field of education frequently intersect with themes of equity and diversity. Recent topics have included:</p> <ul style="list-style-type: none"> • In April 2019, Dr. David Campt (Author of <i>The Ally Toolkit</i>), presented two dialogue sessions in the area of Inclusion, Equity, and Conflict Resolution. • In October 2019, Dr. Constance Lindsay from UNC Chapel Hill presented on: The Effects of Principal-Teacher Demographic Matching on Teacher Turnover in North Carolina. • In April 2020, Dr. Carycruz Bueno, from the Annenberg Institute will present her research related to the intersection of Economy and Education. <p>These sessions are open to all faculty and staff in the college.</p>
<p>Strategy 12: Expand recruitment/advertisement efforts of faculty and staff positions</p>	<p>In addition to advertising positions in professional venues aligned with the position, in the past five years in addition to direct solicitation and word of mouth recruitment, open faculty positions in the UOCoe are routinely offered in locations dedicated to communicating with scholars from URM populations such as:</p> <ol style="list-style-type: none"> a. American Association of Hispanics in Higher Education - https://www.aahhe.org/Jobs/jobs.aspx b. American Association of Blacks in Higher Education - https://www.blacksinhighered.org c. Northwestern Institute for Policy Research - https://www.ipr.northwestern.edu/faculty-experts/current-faculty.html d. APA Division 5 e. National Registry of Diverse and Strategic Faculty f. Association for the Study of Higher Education

	<p>In addition, as noted previously, search committee members are required to attend the 'Understanding to Implicit Bias Workshop'.</p> <p>Frequently, search committees seek out and rely on the input from trained search advocates. The UOCoe currently has three trained search advocates.</p> <p>All faculty who apply for positions in the UOCoe are required to include evidence of ongoing themes of equity, diversity, and inclusion in their materials for review.</p>
--	---

Goal 2: Enhance faculty and Graduate Employee instruction	
Lead Stakeholders: Associate Dean for Academic Affairs, Director for Equity and inclusion	
Timeline: Efforts are underway and will continue over the next five years	
Metrics referenced for this goal:	
<ul style="list-style-type: none"> • Annual review of course evaluations • Annual review of CoE and graduate school exit survey data 	
Strategy / Steps	Current Efforts and Associated Data
<p>Strategy 13: Implement a review of core curricula for pedagogical practices and curricular content that promote culturally responsive instruction and inclusive learning environments.</p>	<p>In the UOCoe, curricular changes may be initiated at the program level, or proposed under the leadership of the Associate Dean for Academic Affairs. Curricular changes may be made for a variety of reasons, such as to expand the program of study, to align with new knowledge, to update existing knowledge, or to create new areas of study. Changes to curriculum and pedagogy in the college follow internal faculty governance rules. As of June 2019, the following data are now collected in the UOCoe Curriculum Committee checklist and tracked in association with any curricular change.</p> <ul style="list-style-type: none"> • <i>Does this proposal require or promote collaboration with other programs either within or outside of the [UO]CoE?</i>

	<ul style="list-style-type: none"> • <i>Does this proposal promote and/or maximize the existing [UO]CoE disciplinary expertise in the areas of diversity, equity, and inclusion?</i> • <i>Does this proposal prepare graduates to serve culturally and linguistically diverse communities?</i>
<p>Strategy 14: Facilitate faculty and Graduate Employees' (GE) use of the UO Teaching Engagement Program (TEP) to develop their pedagogy and course content.</p>	<p>UOCoe: The Teaching Engagement Program is UO's faculty and graduate-student professional teaching development office https://tep.uoregon.edu/ This office works to define, develop, holistically evaluate, acknowledge, and leverage teaching excellence to achieve the fullest promise of a UO education. UOCoe faculty routinely rely on TEP trainings. In 2018, the TEP began to collect college specific participation data. In 2018-2019 a total of 22 individuals from the CoE engaged with TEP, 18 faculty and four graduate students.</p> <ul style="list-style-type: none"> • Three individuals from the UOTeach program received stipends to participate as CAIT Fellows (Communities Accelerating the Impact of Teaching) • Four individuals from UOTeach program participated in the Provost's Teaching academy.
<p>Strategy 15: Create Graduate Employees (GE) orientation, training, and supervision efforts with relevant campus units to advance GE instructor competencies</p>	<p>In 2018-2019, the UOCoe began the development of a set of guidelines dedicated to ensuring that the college's GEs graduate equipped with the well-rounded set of experiences that prepare them professionally, and priorities that guide them ethically and morally as they apply their learning in their careers. This guidance (currently in draft) includes a set of "cultural inclusion/humility" expectations that all students would be expected to demonstrate during their academic tenure and beyond when working with diverse populations and representing the UOCoe.</p>

<p>Goal 3: Improve student academic support resources</p> <p>Lead Stakeholders: Director for Equity and Inclusion</p> <p>Timeline: Efforts are underway and will continue over the next five years</p> <p>Metrics referenced for this goal:</p> <ul style="list-style-type: none"> • Utilization reports of the student success platform

<ul style="list-style-type: none"> • Annual review of the UOCoe and graduate school exit surveys • Annual tracking of high impact student experiences 	
Strategy / Steps	Current Efforts and Associated Data
<p>Strategy 16: Implement a review of key student learning and performance assessments for bias</p>	<p>The faculty and staff at the UOCoe have been vocal supporters and drivers of the need to pursue alternative assessment options in an attempt to bypass the structural biases embedded in standardized high-stakes assessments. In November, 2019, following review, research, and committee discourse among Oregon Universities, and strong advocacy from the UOCoe the option for multiple measures was approved. In the UOCoe students taking the ORELA, PRAXIS, and edTPA may pursue alternate pathways to licensure. As noted in the TSPC guidance document (maintained in the <i>Program Review and Standards Handbook</i> https://www.oregon.gov/TSPC/Pages/index.aspx) for multiple measures:</p> <ul style="list-style-type: none"> • <i>Utilizing multiple measures in assessment is a strengths-based approach that will allow candidates to demonstrate the knowledge and skills required to be effective in the classroom.</i> • <i>Utilizing multiple measures as an assessment policy supports efforts to diversify the teaching profession and helps provide all students with the teachers they need to learn and be successful.</i> <p>Increasing the validity and reliability of the college’s assessments to ensure that they accurately measure students from all backgrounds will have a positive impact on student experiences and will increase retention and graduation rates for success in the students’ chosen field.</p> <p>UOCoe anticipates enrollment data in 2021-2022 school year will begin to show the results of this change.</p>
<p>Strategy 17: Coordinate with other UO units to improve the accessibility, quality, and centralization of student academic advising, tutoring, and</p>	<p>Changes in the undergraduate advising model at the University of Oregon have resulted in parallel changes within units throughout campus including the UOCoe. Starting in the summer of 2020, the UOCoe will be transforming its current department-specific advising model to a centralized advising model for all incoming undergraduate students. The UOCoe’s undergraduate advising model is anticipated to increase advising capacity in our college, and provide more academic and decision-making guidance to students navigating academic and career choices. Data will be collected via the Student Success platform. It is our hope that this dedicated space contributes to continuous</p>

<p>career development services.</p>	<p>improvement in supporting the student experience, including the possibility of these students considering graduate studies in the college.</p>
<p>Strategy 18: Insure accessibility and availability of academic resources (i.e., program information, funding opportunities)</p>	<p>In addition to the specific strategies included in this report, the college is engaged in ongoing data-based review of our recruitment and retention activities by routinely reviewing our enrollment and making adjustments to practices that impact the rigor of our admissions funnel.</p> <p>Challenge: Between 2018 and 2020, the college began an extensive website redesign that effectively halted maintenance on our historical website while developing a new website to be launched in 2019. The lack of activity on the historical website over the course of 2018, coupled with the ongoing adjustments to the new website over the course of 2019 and into 2020, in conjunction with more generalized university-wide declines in enrollment, contributed to periods of limited access to resources which may have resulted in inconsistencies in some of these data points.</p>
<p>Strategy 19: Provide learning environments that are inclusive and connect students with peers and faculty.</p>	<p>Our college has made a commitment to infusing concepts of diversity, equity, and inclusion into our professional development series for all faculty in the college. As with every change we institute, it is our intent that this change positively impacts our students' experience and outcomes. Students are surveyed annually upon exit. The content of student exit surveys is reviewed by UOCoe leadership for quantitative and qualitative trends, unmet needs, and specific requests or complaints. Students routinely request more diversity in their peers, colleagues, and faculty, sensitivity in their faculty, and culturally relevant and responsive training in their course of study.</p> <p>In addition to providing professional development opportunities for faculty in the college, the UOCoe encourages opportunities for students to also seek out deeper experiences within the college.</p> <ul style="list-style-type: none"> • Students of Underrepresented Races, Cultures, and Ethnicities (SOURCE) Equity and Inclusion committee: In the Winter of 2019 the UOCoe received a small grant from the Office of Diversity, Equity, and Inclusion at the University of Oregon to support students in their educational career and develop a welcoming environment for them. The group formed in the Fall 2019, and has been meeting monthly as a student group dedicated to

	<p>finding ways to ensure the UOCoe is in a constant state of improvement, not only in its academic curriculum but in the experiences and environment that the students occupy. Students have joined from all UOCoe departments, and while not directly linked to teacher preparation, this group has already begun to engage in identifying small but powerful ways to positively impact their sense of belonging. One proposal was to institute a forum in which students can practice their presenting skills and receive constructive feedback. Another proposal is dedicated to improving the experiences of International students. Recently students have begun to put together a proposal for art display in which students can share their experiences.</p> <ul style="list-style-type: none"> • Within each teacher preparation program Faculty and Staff work individually to ensure that students' academic and daily needs are met. For example, the UOTeach teacher preparation program recently instituted three affinity groups for teachers training in their program. <ul style="list-style-type: none"> ○ Teacher of Color Affinity Group ○ Teachers who identify as LGBTQ Affinity Group ○ Intercultural Anti-Oppressive Teacher Affinity Group
<p>Strategy 20: Develop global partnerships that allow students to study in different languages and cultures.</p>	<p>Each year since 2014 under the leadership of Dr. Lillian Duran, the UOCoe has hosted a group of 10-14 students to travel to Puerto Vallarta, Mexico where they develop and deliver special education programming in Spanish in a local school for children with disabilities. This program is designed to give students who are studying special education and related fields an opportunity to have an international teaching experience while serving local communities, and learning basic Spanish and about Mexican culture https://geo.uoregon.edu/programs/mexico/special-education-in-mexico</p> <p>This strategy is intended lead to increases in enrollments in students from diverse backgrounds based on an interest in serving communities they are familiar or have an affinity with.</p>
<p>Strategy 21: Encourage, support and facilitate the instructional, research,</p>	<p>The faculty of the UOCoe are self-motivated to contribute to their various disciplines on an ongoing basis. Each of our tenure-track faculty dedicate a minimum of .4 of their FTE to research and scholarship. This research and scholarship has far-reaching impact frequently at the national and international levels.</p>

<p>outreach, and service excellence in all of our faculty.</p>	<p>As noted previously, the UOCoE is in the process of reconvening a dedicated communications team whose role is to ensure that faculty accolades, achievements, and findings of all types are shared regularly with large audiences of prospective students, interested future faculty, current students and faculty, academic peers, donors, alumni, and other educational stakeholders.</p> <p>Annually, the UOCoE Dean supports a small number of faculty as they pursue professional advancement opportunities.</p>
--	--

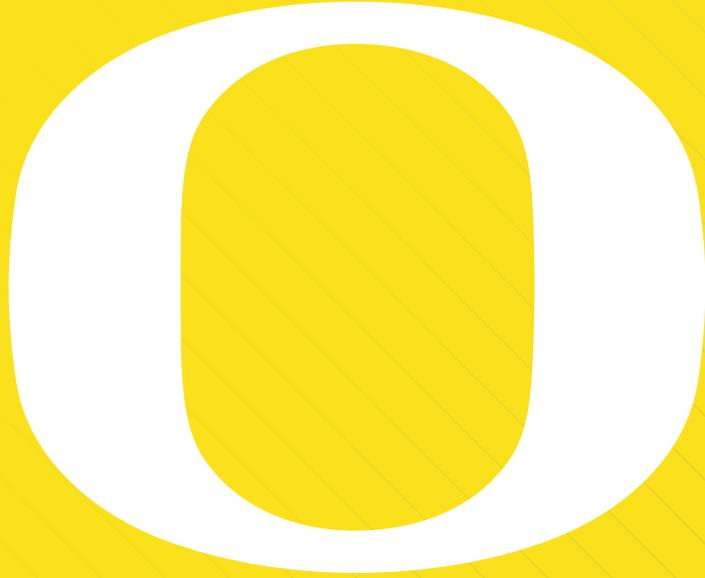
UO Dedicated Resources to Educator Diversity, Equity, and Inclusion Efforts

Annual Budget	Purpose	Justification	Future Needs
\$12,500	CoE Equity and Inclusion Infrastructure	Assistant Dean stipend between 2015 and 2018	
\$20,128	Sponsorship/co-sponsorship of Equity and Inclusion Activities	Since Spring of 2019, the UOCoE has contributed foundation funding and grant funding to support partnerships in a variety of areas: Blacks in Government, NAACP, UOCoE Speaker Series, peer colleges on campus who are also hosting like-minded activities.	

References

1. Montez, J.K., & Friedman, E.M. (2015). Educational attainment and adult health. Under what conditions is the association causal? *Social Science and Medicine*, 127, 1-7.
2. Fletcher, J.M. (2015). New evidence of the effects of education on health in the US: Compulsory schooling laws revisited. *Social Science and Medicine*, 127, 101-107.
3. Hook, J.N., Davis, D.E., Owen, J., Worthington E. L.Jr., Utsey S. O., (2013) Cultural Humility: Measuring Openness to Culturally Diverse Clients. *Journal of Counseling Psychology*, 60(3), 353-366
4. Villegas, A.M. (1997). Increasing the racial and ethnic diversity of the U.S. teaching force. In B. Biddle, T. Good, & I. Goodson (Eds.), *International Handbook on Teachers and Teaching* (pp. 297-336). Dordrecht, The Netherlands: Kluwer Academic Publishers.
5. Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of Teacher Education*, 53, 106-116.
6. Gay, G., & Howard, T. C. (2000). Multicultural teacher education for the 21st century. *The Teacher Educator*, 36(1), 1-16.
7. Levine, S.S., & Stark, D. (2015). Diversity makes you brighter. *New York Times*.
8. Shaw, E.J. (2005). Researching the educational benefits of diversity. College Board Research Report No. 2005-4. New York, NY, USA: College Entrance Examination Board.
9. Whitla, D.K., Orfield, G., Silen, W., Teperow, C., Howard, C., & Reede, J. (2003). Educational benefits of diversity in medical school: A survey of students. *Academic Medicine*, 78(5), 460-466.
10. Terenzini, P.T., Cabrera, A.F., Colbeck, C.L., Bjorklund, S.A., & Parente, J.M. (2001). Racial and ethnic diversity in the classroom. *The Journal of Higher Education*, 72(5), 509-529.
11. Gurin, P., Dey, E.L., Hurtado, S., & Gurin, G. (2002). Diversity and higher education: Theory and impact on educational outcomes. *Harvard Educational Review*, 72(3), 330-366.
12. Oregon Educator Equity Report (2015). Salem, OR, USA: Oregon Education Investment Board.
13. Oregon Minority Teacher Act Status Report (2014). Salem, OR, USA: Oregon Education Investment Board.
14. Levitz, R.N. (2015). Highlights from 2015 enrollment research: 7 things we learned this year about college students and higher education enrollment management. Retrieved January 2016 from <https://www.ruffalonl.com/highlights-from-2015-enrollment-research-7-things-we-learned-this-year-about-college-students-and-higher-education-enrollment-management/>





UNIVERSITY OF OREGON | College of Education

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

From: [WEEKS-EARP Erin](#)
To: [WEEKS-EARP Erin](#)
Subject: FW: May 14 presentation
Date: Thursday, May 7, 2020 6:36:07 PM

From: Angela Wilhelms <wilhelms@uoregon.edu>
Sent: Thursday, May 7, 2020 9:05 AM
To: WEEKS-EARP Erin <erin.weeks-earp@HECC.OREGON.GOV>; Dianna Carrizales-Engelmann <dcarriza@uoregon.edu>
Cc: Randy Kamphaus <randyk@uoregon.edu>
Subject: RE: May 14 presentation

Hello, Erin. The committee met on March 16, 2020 and approved the report's submission.

Angela

From: WEEKS-EARP Erin <erin.weeks-earp@HECC.OREGON.GOV>
Sent: Thursday, May 7, 2020 8:07 AM
To: Dianna Carrizales-Engelmann <dcarriza@uoregon.edu>; Angela Wilhelms <wilhelms@uoregon.edu>
Cc: Randy Kamphaus <randyk@uoregon.edu>
Subject: May 14 presentation

Thank you, Angela,

An email from you would be fine. Would you be able to resend the email with the date the plan was reviewed, and the statement that it was approved? Many thanks!

Best,
Erin



Erin Weeks-Earp, Ph.D. (she/her/hers)
Alignment and Articulation Policy Specialist
Office of Academic Policy and Authorization

OREGON HIGHER EDUCATION COORDINATING COMMISSION
www.oregon.gov/highered
Office 503-947-5659; Cell 503-949-4133

From: Angela Wilhelms
Sent: Wednesday, May 06, 2020 5:03 PM
To: WEEKS-EARP Erin <erin.weeks-earp@HECC.OREGON.GOV>; Dianna Carrizales-Engelmann

<dcarriza@uoregon.edu>

Cc: Randy Kamphaus <randyk@uoregon.edu>

Subject: RE: April 9 presentation postponed

Hi Erin,

You can use this email to verify that the Academic and Student Affairs Committee reviewed the report, as it has in the past, and had no objections to its submission. Unfortunately our minutes from that meeting are still in draft form. They approve minutes at the next meeting, which is not until June 4.

Please let me know if you need anything else.

Angela

Angela Wilhelms, JD, MBA

University Secretary & Advisor to the President
University of Oregon

O: 541.346.5561

C: 503.931.5426

wilhelms@uoregon.edu

Diversifying the Educator Workforce

*Biennial Report in
accordance with
HB 3375*

Western Oregon University
College of Education
April 2020



Western Oregon
UNIVERSITY

Introduction and Background

HB 3375 (2015) Section 6 amends ORS 342.447 to read:

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

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

In support of the state goal for school districts and education service districts, teacher preparation programs at public universities will plan to increase the diversity of the teacher candidate pool through recruitment, retention, and graduation efforts. The goal for the educator equity plans is that the teacher candidate pool will be as diverse as the high school graduating class from which they are recruited.

In accordance with these goals, Western Oregon University submits the following biennial report on progress to date.

University-wide Context

The educator programs at Western Oregon University reside in the College of Education and include many different pathways to preliminary teacher licensure. For this report, data will be sorted by undergraduate pathways (UG) and graduate pathways (GR) as the mechanisms, supports, opportunities, and constraints vary in important ways between these.

Western Oregon University has a longstanding commitment to justice, equity, diversity, and inclusion and the University Diversity Inclusion Advisory Council (UDIAC) is the major driver for progress, planning, and delivery of innovation in this area. UDIAC bears the responsibility of updating and organizing progress toward the University Diversity Strategic Plan. Recently, Western was identified as an Emerging Hispanic Serving Institution (HSI) – the only four-year public university in Oregon – by the Hispanic Association of College and Universities (HACU). This means that Western is well on the way toward serving a Latinx student enrollment of at least 25%. UDIAC is coordinating efforts to meet the challenges and opportunities associated with a commitment to becoming an HSI and campus-wide efforts are unfolding to achieve this goal.

Additionally, Western Oregon University has a longstanding “reverse achievement gap” meaning that the graduation rates for our non-white students exceeds that of our white students. For example, the most recent available data for 6-year graduation rates (industry standard) for white students was 41.2% and for Latinx students was 46.8% (Office of Institutional Research). This is a decade-long trend on our campus and speaks to our history of success in serving a diverse student population.

Western Oregon University has a strong portfolio of academic success programs including Multicultural Student Services and Programs (MSSP), the Student Enrichment Program (SEP), and Upward Bound. Each of these programs provide one-on-one support for students, mentoring, and systematic advising for their academic majors. Other institutional supports include the Writing Center, Math Center, English

Tutoring Center, Computer Science Tutoring, Psychology Peer Tutoring, as well as free drop-in tutoring for students in all academic programs. In addition, the Academic Advising and Learning Center provides systematic and structured advising and requires that each student meets with an academic advisor each term prior to registration. During the 2018-2019 year, several other strategies were implemented that have led to a 5 percentage point increase in freshmen to sophomore retention. These steps included:

- Nudges – WOU has had tremendous success with registration nudges organized by Student Success and Advising. If current students are not registered after registration week ends then nudges begin. They are spaced out and come from different people and include information about registration holds. For example, during the Fall 2019 registration for Winter 2020 courses, 19% of students were not registered after registration week, but after all of the nudges were employed remaining unregistered students dropped to less than 8%.
- Removed advising holds after finals week, when it can be difficult to meet with an advisor. This was done with a high level of support from Student Success and Advising so students were still able to receive high quality advising.
- Students with registration holds were emailed information about how to remove holds impeding registration.
- Removed holds for students with larger past due amounts, incurring some financial risk in doing so, but expediting student enrollment.
- The Business Office has been more involved in advising students with financial matters beyond their WOU bill.
- First Year Seminars associated with our new General Education Program have been designed to help students be more successful and become more integrated into the campus community.

Western Oregon University has many qualities and practices that contribute to success for a diverse student population. It is into this rich and supportive environment that educator programs are rooted leading to success toward the goals of HB 3375.

Table 1 below shows additional key indicators relative to enrollment and retention for all students and for undergraduate education students.

Table 1. Key Indicators for HB 3375 on Increasing Culturally and Linguistically Diverse Teachers

<u>Indicators</u>	<u>2019- 2020</u>	<u>2018- 2019</u>	<u>2017- 2018</u>	<u>2016- 2017</u>	<u>2015- 2016</u>	<u>2014- 2015</u>
White students at WOU (%)	61.0	61.5	62.8	65.4	67.3	69.4
Non-white students at WOU* (%)	28.5	26.6	26.6	25.1	22.0	19.0
White student freshmen to sophomore retention (%)	**	70.9	68.0	71.0	75.5	71.0
Non-white freshmen to sophomore retention (%)	**	75.5	65.8	73.4	71.4	66.8
Total Education Majors (n)	1101	1167	1142	1156	1060	953
White Education majors (n)	736	805	824	854	789	747
Non-white Education majors* (n)	279	262	239	224	180	140
White Education majors (%)	66.8	69.0	72.2	73.9	74.4	78.4
Non-white Education majors* (%)	25.3	22.5	20.9	19.4	17.0	14.7
White Education majors freshmen to sophomore retention (%)	**	75.5	77.7	76.7	80.6	78.3
Non-white Ed majors freshmen to sophomore retention (%)	**	84.0	68.4	87.8	78.4	75.0
White Education transfer students (n)	230	256	232	216	193	178

Non-white Education transfer students (n)	88	85	79	71	48	33
Total Education Major transfer students (n)	343	368	332	313	261	230

Based on the entire WOU student body for Fall Term and on IPEDS Freshman Cohort from Fall Term

* In addition to White and Non-White, there are those that Do Not Report and those with Multiple Ethnicities that do not fit into either category.

** Number not yet available for this year.

Data provided by WOU Institutional Research, on February 18, 2020.

Table 1 indicates that WOU has a significant population of non-white students in general representing 28.5% of total students in 2019-2020. It should be noted that non-white students, in this analysis, include non-resident alien students (foreign nationals) as well as many students who identify as multiple ethnicities as per the asterisked information at the bottom of the chart. Institutionally, the percentage of non-white students at Western has grown by ten percentage points over the last five years from 19.0% in 2014-2015 to 28.5% in 2019-2020. During this same period of time, the percentage of non-white Education majors has also grown ten percentage points from 14.7% in 2014-2015 to 25.3% in 2019-2020.

Despite a rapidly increasing percentage of non-white students majoring in Education we have seen a rapid decrease in the raw number of white education majors. At this time, we do not have an understanding of what may be causing that effect. Due to concerted efforts to partner with major feeder community colleges, a dramatic rise in the number of education transfer students has been realized. However, transfer students do not appear to be more diverse than on-campus students as 88 of the 343 total education transfer students are non-white equal to 25.7%. A pattern of retention rates between white and non-white education majors is not discernable except that retention rates for education majors (for both white and non-white students) exceeds retention for the general population in like years. Holistically, retention does not appear to represent a significant barrier to educator diversification at Western Oregon University.

Applied, Admitted/Enrolled, and Completion Rates

Following explorations conducted in previous WOU biennial reports on progress toward the goals of HB 3375, explorations of rates for students applying, admitted/enrolled, and completion for both undergraduate (UG) and graduate (GR) preliminary licensure pathways are explored in Table 2.

Table 2. Showing key indicators for applied, admitted/enrolled, and completed over time.*

<u>Teacher Education Programs</u>	<u>2019- 2020</u>	<u>2018- 2019</u>	<u>2017- 2018</u>	<u>2016- 2017</u>	<u>2015- 2016</u>	<u>2014- 2015</u>
White students applied, initial UG programs (n)	88	63	83	72	76	67
Non-white students applied, initial UG programs (n)	37	21	14	20	14	8
Unknown/Undeclared students applied, initial UG programs (n)	75	36	5	2	1	3
White students admitted, initial UG programs (%)	62.5	98.4	98.8	91.6	92.1	94.0
Non-white students admitted, initial UG programs (%)	75.7	85.7	100	85.0	64.3	87.5
Unknown/Undeclared students admitted, initial UG programs (%)	60.0	100	100	100	100	100
White student completers, initial UG programs (%)	--	87.1	81.7	100	81.4	73.0
Non-white student completers, initial UG programs (%)	--	72.2	78.6	82.4	66.7	57.1
Unknown/Undeclared student completers, initial UG programs (%)	--	100	100	100	100	66.7

White students applied, initial GR programs (n)	47	77	81	96	120	70
Non-white students applied, initial GR programs (n)	9	8	13	13	11	8
Unknown/Undeclared students applied, initial GR programs (n)	5	16	39	32	4	3
White students admitted/enrolled, initial GR programs (%)	87.2	83.1	72.8	89.6	89.2	75.7
Non-white students admitted/enrolled, initial GR programs (%)	77.8	100	84.6	69.2	81.8	100
Unknown/Undeclared e students admitted, initial GR programs (%)	40.0	50.0	69.2	71.8	100	66.7
White student completers, initial GR programs (%)	--	84.4	100	98.8	89.2	75.7
Non-white student completers, initial GR programs (%)	--	100	63.6	100	66.7	25.0
Unknown/Undeclared student completers, initial GR programs (%)	--	100	66.7	26.0	100	50.0

*Data provided by the College of Education, Office of Clinical Practices and Licensure on March 3rd, 2020.

Table 2 shows numbers of students who applied, were admitted and enrolled, and then who completed initial educator preparation programs at both the undergraduate (UG) and graduate (GR) levels. The intent of this information is to determine if (a) we have a problem at admission or if we have (b) a problem with completion in either UG or GR pathways. The first nine rows (above the divider line) are focused on UG pathways and, frankly, it is difficult to infer reliably given the large increases in students reporting as Unknown/Undeclared for their ethnicity. Below the divider line, the last nine rows explore the same issues of admission/enrollment and completion for GR pathways and, again, large numbers of Unknown/Undeclared students make the data difficult to interpret. Graphical representations of each data set were examined and patterns remained difficult to discern. At this point, it is not clear whether or not non-white students are less able to earn admission or complete educator programs at Western. The experiences of faculty and program coordinators suggest that we have rapidly increasing numbers of diverse candidates and that diverse candidates are not differentially being eliminated during application or matriculation.

Years ago, required educator tests represented a more significant hurdle for diverse educators but these too have seemed to dissipate in their salience as barriers. Though we don't have data readily available to determine it, experience suggests that math-readiness continues to play a strong factor in determining the rate and success of matriculation for education majors. Education majors are not differentially affected as math-readiness represents a challenge for all college students.

Linguistic Diversity

Table 3 below provides information relative to linguistically diverse educators. As the discussion below the table indicates, we do not currently have reliable ways of tracking linguistic diversity at Western Oregon University or within the education preparation pathways.

Table 3. Linguistically diverse educators at Western over time

<u>Indicators</u>	<u>2019-</u> <u>2020</u>	<u>2018-</u> <u>2019</u>	<u>2017-</u> <u>2018</u>	<u>2016-</u> <u>2017</u>	<u>2015-</u> <u>2016</u>
ESOL endorsements awarded (n)	45	37	51	62	89
World Languages endorsements awarded (n)	3	4	6	7	3

Deaf and Hard of Hearing endorsements awarded (n)	10	6	1	2	0
Bilingual Teacher Scholars enrolled (n)	96	90	75	64	40
Year-to-year Bilingual Teacher Scholars retention (%)	92	90	83	89	83

Data provided by the Clinical Practices and Licensure Office in the College of Education on March 3rd, 2020.

Table 3 attempts to capture information about the degree to which Western is producing increasing numbers of linguistically diverse educators. A trustworthy indicator of the degree to which an educator is linguistically diverse is not easily retrieved from current systems and the measures in table 3 are not exactly on target in various ways. For example, ESOL endorsements do not require linguistic competence but do require that educators have specialized skills and knowledge for how to work with language learners. The educator programs had significant grant support in 2015-2016 that led to record numbers of students completing an ESOL endorsement in that year and the year that followed. Finding synergy between grants and our academic programs must continue to be a priority if we hope to continue to prepare educators in this area. World languages endorsements do all require demonstration of competence in another language and also require pedagogical expertise. All Deaf and Hard of Hearing endorsement completers are bilingual in American Sign Language and English.

The best measure of linguistic diversity is the number of students enrolled in our Bilingual Teacher Scholars program as all of these students applied for acceptance into this program by submitting materials in a 2nd language. Very strong retention within the Bilingual Teacher Scholars program has also been realized. Finally, a steering group has recently been convened to help monitor progress toward the goals of HB 3375 and this group developed a question that will be added to all initial licensure program applications asking candidates whether or not they are linguistically diverse. A definition of linguistic diversity will also be provided and we believe this data will become the most targeted data available to us going forward.

Goals Moving Forward

Table 4 below provides a summary of current data relative to key indicators for the ongoing diversification of the educator programs at Western Oregon University and adds measurable goals for both actual numbers and percentages two, four, six, and eight years into the future.

Table 4. Goals for recruitment, retention, admission/enrollment, and completion going forward

<u>Indicators</u>	<u>2019- 2020</u>	<u>2021- 2022</u>	<u>2023- 2024</u>	<u>2025- 2026</u>	<u>2027- 2028</u>
Non-white Education majors UG (n)	279	309	343	376	410
Non-white Education majors UG (%)	25	28	31	34	37
Non-white Education transfer students UG (n)	88	94	102	110	120
Non-white Education majors freshmen to sophomore retention (%)*	84	86	88	90	90
Non-white UG completers (n)	26**	32	44	56	68
Non-white UG completers (%)	72	76	80	84	88
Non-white GR completers (n)	7	10	12	15	18
Non-white GR completers (%)	100	100	100	100	100

Bilingual Teacher Scholars completers (n)	19	30	40	50	60
Bilingual Teacher Scholars retention (%)	92	92	94	94	94

*Retention data lags in collection and so retention percentages shows are actually for the preceding year.

**Anticipated.

Table 4 indicates that we expect to see ongoing, significant growth in the diversification of our UG educator pathways. Since Teacher Standards and Practices Commission (TSPC) eliminated the compulsory master’s degree requirement for Oregon educators, we have seen a rapid decline in enrollment in graduate educator programs and a dramatic increase in our four-year routes including transfer pathways and flexible, degree completion and licensure options for working adults. For these reasons, we expect to see smaller increases in GR pathways diversification. We do, however, anticipate seeing ongoing, large increases in our Bilingual Teacher Scholars program as the major tool for recruiting, retaining, admitting, and graduating culturally and linguistically diverse educators.

Strategies to be Undertaken to Continue to Move Toward Goals

Educator Programs Partnership Stance. For the last six years, and continuing into the future, the College of Education has made concerted effort to become the best higher education partner possible to school districts, Education Service Districts, regions, and state agencies relative to educator workforce development. Our faculty were the strongest four-year voices in conversations around Major Transfer Maps and our transfer pathway in elementary education is the only public university transfer map that does not require an extensive addendum to explain a myriad of caveats and exceptions. Additionally, educator faculty have worked hard to open program pathways to working adults and to those living outside the Willamette valley. As investments dollars flow from the Student Success Act and the Educator Advancement Council, educator programs at Western are well-positioned to provide programs, partnerships, and pathways that will continue to rapidly increase the numbers of culturally and linguistically diverse educators in Oregon.

Justice, Equity, Diversity, and Inclusion (JEDI) Workgroup Efforts in Educator Programs. The College of Education is guided by the principles of justice, equity, diversity, and inclusion. We seek to co-construct a learning environment that affirms intersectionality, deconstructs barriers, and fosters a safe environment for collective learning and healing. Key responsibilities of the JEDI workgroup include:

1. Advising administrative efforts toward the recruitment and retention of culturally and linguistically diverse students.
2. Increasing equitable, just, and inclusive practices across programs and advocacy to support integration of JEDI principles.
3. Taking an active role in reforming curriculum to prepare culturally responsive and equity-literate teachers for diverse preK-12 classrooms.
4. Identifying measurable objectives and outcomes aligned with JEDI principles and conducting research projects that document the attainment of these outcomes across educator programs.

The JEDI workgroup carries out these responsibilities by engaging in the following activities.

1. JEDI literacy Workshops. These monthly workshops for faculty and staff include activities, case studies, equity analyses, and book discussions. Participants gain tools and strategies for talking about race and social justice, and for responding to inequitable practices in our roles and in our classrooms.
2. Student Un-Conference on Diversity. This annual event is a space for students to set the agenda to

- discuss topics about social justice, equity, diversity, and inclusion. It includes new learning opportunities and uses films on diversity in education to guide reflection and new learning.
3. Student JEDI Leaders (coming soon): Students will be invited to advise the JEDI faculty workgroup by sharing student perspectives, and will be given a space where they can informally meet for collective storytelling and support.

Continuation and Extension of the Bilingual Teacher Scholars Program. Initiated in 2015, the Bilingual Teacher Scholars (BTS) program is a Grow Your Own program in collaboration with more than a dozen district partners and several key Oregon community colleges. Together, district and community college partners and Western faculty and staff identify, recruit, and admit to educator programs linguistically diverse high school and transfer students. Western assigns four-year, renewable remission scholarships to each BTS student and district partners each make available, through various strategies, \$3,000 per student per year with the goal of assisting in degree completion and licensure before candidates return to their home school districts as licensed educators.

The Bilingual Teacher Scholars program provides academic advising, mentoring, advocacy and personal/social support for all scholars and organizes professional development events and a yearly conference that promotes professional identity and affiliation. Increasing numbers of university courses are being delivered bilingually and new sections of educator courses are being developed that embrace the unique opportunities afforded by entire sections of bilingual students all focused on careers in education. Annual opportunities for district partners to connect with their future educators also occur.

Emphasis in the Student Success Act and by the Educator Advancement Council on diversification of the educator workforce centers the efforts of the Bilingual Teacher Scholars program and we field regular inquiries from new district partners wanting to join our work. The strong professional community and supports within the program have dramatically increased retention and expeditious matriculation through the educator preparation pathways.

Threats and/or Opportunities

A series of threats do exist that each have the potential to disrupt the momentum Western Oregon University has built toward realizing the goals of HB 3375. These threats and potential solutions are identified below.

Limited college-level fiscal resources. The College of Education currently spends \$83,436 per year through services and supplies and 50% re-assignment of tenure-track faculty member Dr. Maria Dantas-Whitney to coordinate the Bilingual Teacher Scholars program. As the College of Education faces serious fiscal pressure, it may become necessary to invest these dollars elsewhere which will have a negative effect on the continuation of this very successful program. This program is not only helping to meet the needs of HB 3375 but is also helping Western reach status as a Hispanic Serving Institution (HSI).

Limitations on remission dollars. The remission scholarship that accompanies the Bilingual Teacher Scholars program represents an essential tool in recruiting, supporting, and sustaining culturally and linguistically diverse future teachers. Data suggests that, with increases in remission support dedicated to the Bilingual Teacher Scholars, this program could continue to expand. The needs in the state are significant and additional partner districts contact Western each week to join. Limitations on the remission budget, however, are real and this will limit growth opportunities.

Inherent racism and language privilege. The College of Education believes strongly that language is a social construction and that there are multiple correct ways to speak, think, and learn. However, faculty working with our culturally and linguistically diverse teacher candidates continue to report that students share feelings of being marginalized, penalized, and unsupported because their linguistic practices are often seen as deficient. This phenomenon reflects raciolinguistic ideologies, which stigmatize the linguistic practices of minoritized groups, and uphold the linguistic practices of dominant groups as normative. Until language diversity is embraced on our campus, our students will face needless hardships. Bold and honest conversations about this issue must occur on our campus to address this tension.

Profit sharing to fund rapid innovation. As negative pressures increase on budgets here at Western, fewer dollars exist to invest in innovations to support partnerships and opportunities. Oregon school districts and Education Service Districts are flush with investment dollars driven by the Student Success Act and the Educator Advancement Council but none of these dollars are able to be used for institutional capacity to support educator workforce development. If profit sharing and rapid innovation funding was available to the College of Education, many additional partnerships could be launched and significant new enrollment could be realized.

Summary

Western Oregon University has made significant progress relative to the goals of HB 3375 in a relatively short period of time. Progress on recruiting increasing numbers of culturally diverse candidates has occurred and these students appear to be retained at rates at least equivalent to white students. The Bilingual Teacher Scholars program represents the most potent tool in supporting diverse candidates and the institutional context, in which the Bilingual Teacher Scholars program is situated, is also successful in contributing to the goals of HB 3375.

Respectfully submitted on March 20th, 2020
Mark Girod, Ph.D.
Dean, College of Education
Western Oregon University



April 16, 2020

Dr. Mark Girod
Dean, College of Education
Western Oregon University
345 N. Monmouth Ave.
Monmouth, OR 97361

Dear Dean Girod,

This letter is to confirm that the Western Oregon University Board of Trustees has reviewed the biennial report, *Diversifying the Educator Workforce*, prepared in accordance with HB 3375. The report was reviewed for adequacy and feasibility and accepted at its April 15, 2020 meeting.

We hereby authorize you to submit this report to the Higher Education Coordinating Commission (HECC).

Sincerely,

Ryan James Hagemann
Secretary to the Board of Trustees