

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, appearing to read "Sabrina Prud'homme". The signature is written in a cursive style with a horizontal line underneath it.

Sabrina Prud'homme
University Board Secretary

DRAFT