EDUCATOR EQUITY IN TEACHER PREPARATION: INSTITUTIONAL PLAN 2020
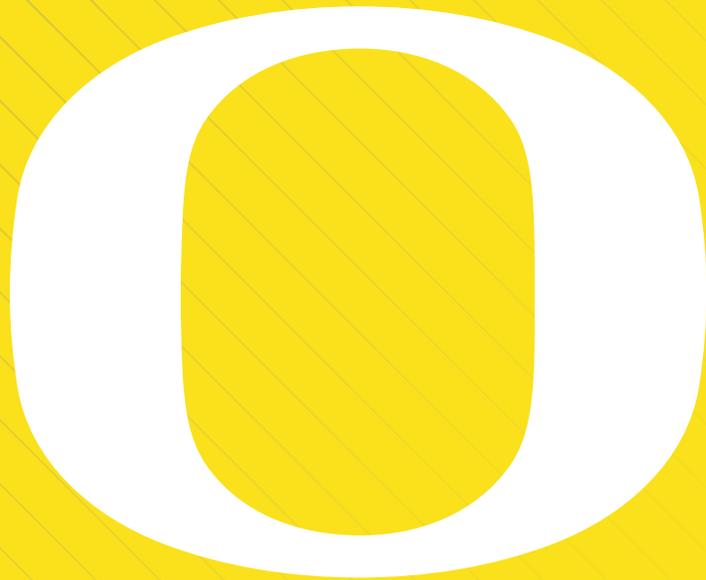
A PLAN TO RECRUIT, RETAIN, AND GRADUATE MINORITY EDUCATORS

UNIVERSITY OF
OREGON | **College of Education**

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 humility[3] 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.

Majors in College of Education
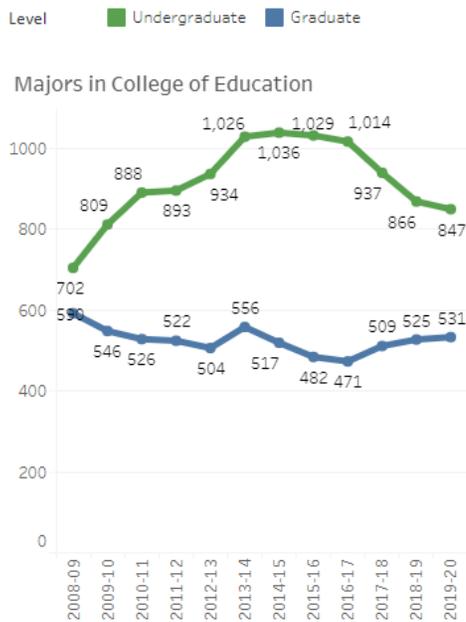
UOCoE Enrollment Goals in Underrepresented Categories

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: UOCoE faculty from underrepresented groups from 2010 – 2019

Faculty of Color in College of Education — All
Faculty
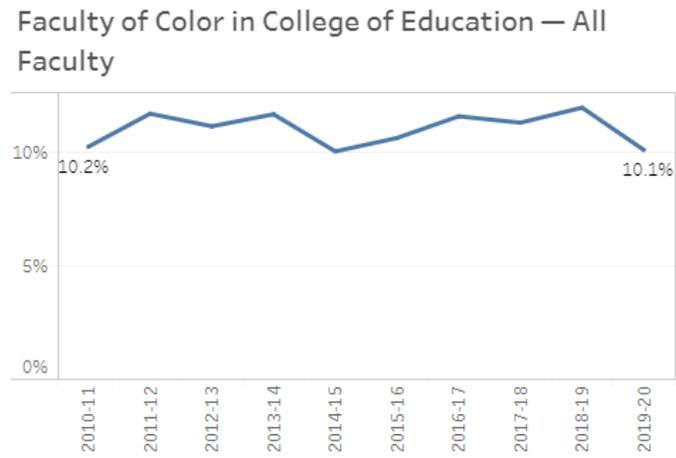
UOCoE and Teacher Preparation Enrollment Context

(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

Degree		Academic year														5 year change
		Fall 2015			Fall 2016			Fall 2017			Fall 2018			Fall 2019		
		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	
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 UOCoE 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 UOCoE 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 UOCoE 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:**   • 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. • 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*

	scholarship may be used to pay for classes, fees, or help defray costs of required licensure assessments and student teaching. 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. • 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).
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.	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. • **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. In addition to the Future Stewards Program, the Next-Gen project also contributes to this objective. • **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.	

• **Lead Stakeholders:** Associate Dean for Academic Affairs
 • **Timeline:** These efforts have begun and will be tracked annually.
 • **Metrics:**
     o Term reporting of the percentage of courses taught by modality type (Not in place yet)
     o Annual tracking of new program sites	

Strategy / Steps	**Current Efforts and Associated Data**
Strategy 3: Offer multiple admissions program deadlines to increase applicant pools and expand enrollment capacity	**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.
Strategy 4: Offer more courses that use different modalities (e.g., on-line, hybrid) to meet the needs of an increasingly diverse student body.	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. 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. • Three programs that meet these expectations are currently in the approval pipeline and will be featured in the

	2022 report.
	• 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 programing 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.
	In addition to moving forward with increasing our online offerings, the **UOCoE** is also dedicated to ensuring that the online programing 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.
	• In 2018, the UO hired an Associate Vice Provost for Online and Distance Education. This role was incorporated in order *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…* [This role is intended to] *strengthen the infrastructure for online and distance education by creating partnerships with academic departmen*ts 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.
	Challenge: **UOCoE** data is not currently accurately tracked as online definitions have been used inconsistently across campus.
Strategy 5: Deliver programs and courses in targeted geographic	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.

regions to increase educational access to underrepresented groups.	

Goal 3: Expand Curricular Offerings
• **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:** o Annual reporting of enrollment in the Sapsik'wałá Teacher Education program, ESOL, and other linguistic/ cultural programs o Annual tracking of the number of new high school partnerships with course offerings

Strategy / Steps	Current Efforts and Associated Data
Strategy 6: Develop new courses and degree programs with other UO academic units.	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. 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. • 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.

	• 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: *the transdisciplinary nature of this position is intended to open collaborative opportunities and expand interest and options for students across campus considering STEM options.*
Strategy 7: Provide opportunities for faculty to feature their disciplinary expertise in areas of diversity, equity, and inclusion.	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: • 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
Strategy 8: Expand program and curricular offerings that prepare graduates to serve culturally and linguistically diverse communities.	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. • **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

Indigenous people to become teachers within their communities. Between 2002 and 2019, the Sapsik'wałá program has trained and graduated 89 students averaging ~six students a year. With lows of two2 per year and highs of 19. The Sapsik'wałá program grant was successfully renewed in 2019 with endorsement from the Provost and President of the University of Oregon.

- **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 Cycyk: 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 (I LEAD) 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

	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.
Strategy 9: Create partnerships with Oregon high schools to offer college preparatory classes that serve our communities and strengthen our post-secondary pipeline	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. • **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. o 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:** • 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	**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. **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: *For the past four years the UOTeach Oregon teacher licensure program has partnered with units across the UO campus as well*

	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 (*We Want to Do More than Survive*). Annual TeachIns are open to UO faculty, UOTeach teaching candidates, and K-12 faculty.
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)	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 intercept with themes of equity and diversity. Recent topics have included: • In April 2019, Dr. David Campt (Author of The *Ally Toolkit*), 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. These sessions are open to all faculty and staff in the college.
Strategy 12: Expand recruitment/advertisement efforts of faculty and staff positions	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: 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

	In addition, as noted previously, search committee members are required to attend the 'Understanding to Implicit Bias Workshop'.
	Frequently, search committees seek out and rely on the input from trained search advocates. The UOCoE currently has three trained search advocates.
	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.

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:	
• Annual review of course evaluations	
• Annual review of CoE and graduate school exit survey data	

Strategy / Steps	Current Efforts and Associated Data
Strategy 13: Implement a review of core curricula for pedagogical practices and curricular content that promote culturally responsive instruction and inclusive learning environments.	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.
	• *Does this proposal require or promote collaboration with other programs either within or outside of the [UO]CoE?*

	• *Does this proposal promote and/or maximize the existing [UO]CoE disciplinary expertise in the areas of diversity, equity, and inclusion?* • *Does this proposal prepare graduates to serve culturally and linguistically diverse communities?*
Strategy 14: Facilitate faculty and Graduate Employees' (GE) use of the UO Teaching Engagement Program (TEP) to develop their pedagogy and course content.	**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. • 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.
Strategy 15: Create Graduate Employees (GE) orientation, training, and supervision efforts with relevant campus units to advance GE instructor competencies	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**.

Goal 3: Improve student academic support resources

Lead Stakeholders: Director for Equity and Inclusion

Timeline: Efforts are underway and will continue over the next five years

Metrics referenced for this goal:
• Utilization reports of the student success platform

Annual review of the UOCoE and graduate school exit surveys
• Annual tracking of high impact student experiences

Strategy / Steps	Current Efforts and Associated Data
Strategy 16: Implement a review of key student learning and performance assessments for bias	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 *Program Review and Standards Handbook* https://www.oregon.gov/TSPC/Pages/index.aspx) for multiple measures: • *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.* • *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.* 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. **UOCoE** anticipates enrollment data in 2021-2022 school year will begin to show the results of this change.
Strategy 17: Coordinate with other UO units to improve the accessibility, quality, and centralization of student academic advising, tutoring, and	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

career development services.	improvement in supporting the student experience, including the possibility of these students considering graduate studies in the college.
Strategy 18: Insure accessibility and availability of academic resources (i.e., program information, funding opportunities)	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. 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.
Strategy 19: Provide learning environments that are inclusive and connect students with peers and faculty.	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. 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. • 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

	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.
	
	• 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.
	    o Teacher of Color Affinity Group
	    o Teachers who identify as LGBTQ Affinity Group
	    o Intercultural Anti-Oppressive Teacher Affinity Group

Strategy 20: Develop global partnerships that allow students to study in different languages and cultures.	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 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.
Strategy 21: Encourage, support and facilitate the instructional, research,	The faculty of the **UOCoE** are self-motivated to contribute to their various disciplines on and 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.

outreach, and service excellence in all of our faculty.	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. Annually, the **UOCoE** Dean supports a small number of faculty as they pursue professional advancement opportunities.

### 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.	

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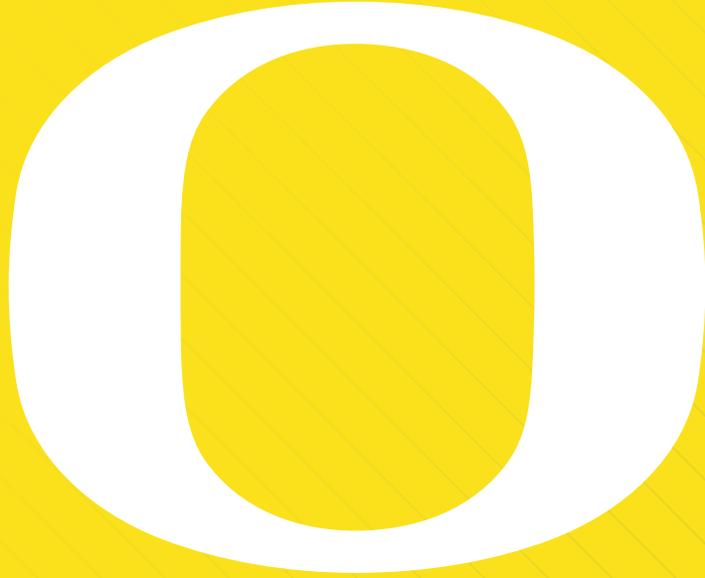
UNIVERSITY OF OREGON

College of Education

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

O

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

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