PROGRESS REPORT ON THE COLLEGE OF EDUCATION’S
DIVERSITY STRATEGIC ACTION PLAN:
FALL OF 2007 TO WINTER OF 2012

This progress report summarizes the College of Education’s activities and work relative
to six objectives articulated in our 5-year Diversity Plan, which was submitted to the Office of
Institutional Equity and Diversity (OIED) in spring 2007. Review of our report, and whatever
progress we have or have not made, must be placed within the context of the past, tumultuous 5-
year period; specifically, over the reporting time frame, we:

(a) Did not have a permanent dean for the first two years – thus a firm direction and plan
for the COE could be fully established and implemented over that period of time,
(b) Had precious few resources to conduct day-to-day operations – a situation which still
is a challenge, but which we are trying to address through the UO budget model and
development efforts,
(c) Replaced our entire central administrative team,
(d) Added a number of new faculty – including scholars from traditionally under-
represented groups,
(e) Expanded and revised several academic programs – navigating the UO, OUS, and
TSPC (Teacher Standards and Practices Commission) approval processes in what were glacially
slow and demanding processes,
(f) Addressed the implementation of the UO budget model which has had profound and
often negative implications for student recruitment and the way we offer our academic programs,
(g) Experienced the murder of one of our senior administrators and were involved in that
criminal investigation for more than half a year, and
(h) Completed a 2+-year, $50+ million dollar building project, which dislocated faculty
and students daily over that time period (2007-09) as we worked and taught from temporary
settings until completion of the project.

In this narrative we present each of the six objectives and summarize achievements as
concisely as possible for the previous four years. We then list work that has been completed to
date for this academic year. Attachment A, to which we refer in each point, presents a listing of
key activities and achievements from academic years 2007-08, 2008-09, 2009-10, and 2010-11.

Two themes that we hope will be apparent in this narrative are (a) we have tried to rely
on both regularly collected qualitative and quantitative data from multiple sources to make
decisions and guide planning, and (b) wherever and whenever possible and appropriate, we have
tried to address issues systemically. Point (b) means that often issues of diversity are obscured by
the fact the part of the system in question simply is not functioning well for all students, faculty,
or staff. Accordingly, we have tried to address those broad issues by “fixing” the inherent
problem so as to place any diversity effort within a viable and healthy system.

Finally, as we will discuss later but emphasize here due to its importance, an issue that
remains unresolved with profound implications for the college relates to student recruitment. To
diversify our student body to reflect current and future demographics, and to prepare
professionals to enter the ever changing education and social service systems that will exist in
the coming years, we must continue to revise and refine our recruitment strategies. The implications of student enrollment from a fiscal perspective also must be recognized. The new UO budget model (a) rewards large undergraduate classes and (b) does not, in our view, acknowledge the costs and requirements of field-based and clinical supervision that are inherent in many of our academic programs: as a result, to maintain our portfolio of programs, we, like the other schools and colleges at the university, are left with no alternative but to continually increase tuition costs for those specific programs. Discussion of this issue is beyond the scope and purpose of this report, but it is clear that we must continue to expand our enrollments and, at the same time, maintain the quality of our programs while diversifying our student body. There is no question that we will continue to work in this area into the foreseeable future.

A recommendation that we believe critical is that several of the challenges we face in the college actually should be addressed centrally. We believe there should be centralized training of staff and faculty, cross-university recruitment efforts and communication, cross-university activities for students and faculty, a clear focus for international student recruitment/retention and academic initiatives, recognition of diversity challenges through centralized fiscal incentives and accommodations within the budget model, and associated codified policies and procedures. We would, of course, build on those centralized activities, but we often struggle with a lack of clarity and thematic coherence from a university perspective.

It is entirely correct to claim that the college has changed dramatically in the past five years with regard to diversity, and also to quickly admit that we still have a long way to go to become a completely supportive and welcoming unit. There is no question that plans for the coming five years will embody a number of the systemic changes we have made, but also be more focused to specific challenges. How, exactly, the planning and execution of those activities will unfold remain to be seen.

**Point 1: Developing Culturally Responsive Community:** When developing our original 5-year plan, we identified two goals relative to this objective: provide focused diversity training to staff and hold an annual Leadership Retreat comprised of the administrative members of the COE and moderated by CODAC (Center on Diversity and Community) representatives. As will be apparent in the listing of our activities in Attachment A we have addressed both goals over the past four years, conducting staff and faculty training, and holding leadership retreats in conjunction with CODAC staff.

We should note also that in 2006 we began to recognize faculty and staff through a yearly series of college awards, including contributions to diversity.

Relative to staff, there was, and remains, some reluctance on the part of some staff to be singled out for training, without a corresponding requirement on the part of faculty. Generally, this undercurrent has not hindered our efforts, and both attendance and participation has been good. This year, however, due to contentious negotiations with the union representing classified staff, there has been a general dip in morale and we have not yet implemented training.

Faculty training remains difficult to affect in any wholesale manner due to demanding workloads, differing teaching and work schedules, and – frankly – interest and investment on the
part of some faculty. At the same time, a number of programs in the college have sought additional training and received awards and recognition for their work in this area.

Finally, we believe that the need and interest for generalized administrative training through CODAC has waned and that those efforts should be integrated with specific work efforts. Accordingly, and consistent with the introductory narrative, we intend to link CODAC with the college-wide student recruitment efforts that are so important.

**Academic Year 2011-12**

- Because of union negotiations, the threat of a strike, and lingering bad feelings about the contract resolution, we did not address staff PDOs in the fall term. We will talk with the business managers this month or early next to plan this year’s activities. It may well be that we will withhold these trainings this year.

- We intend to use CODAC this year to review and define our student recruitment efforts. We have hired Lisa Fortin to organize recruitment from the college perspective and the Dept. of Education Studies has hired Dr. Donnie Hale to focus on recruitment in their department. We are in the process of establishing a working group representing all departments in the college to address this issue beginning in winter term. We will request the support of CODAC to advise us on this critical work.

**Point 2: Improving Campus Climate:** The original goals and activities specified for this point related primarily to student activities sponsored by EDAC (Ethnic and Diversity Affairs Committee) – which later changed its name to SDAC – a continuing review of the COE curriculum to insure instructional coherence and quality, as well as attention to diversity, and the development of a reporting system for diversity-related concerns. The student group is sponsored centrally through a GTF and supplemented with funds for specific events.

We also sponsor and hold monthly meetings with the Student Advisory Board, which is comprised of representatives from all majors in the college. This group later changed its name to the Student and Diversity Affairs Board (SDAB). In these meetings the college’s central administrators ask for assistance from the group to address specific issues facing the college and to hear student concerns. Meeting notes and activities sponsored for both SDAC and SDAB are available in previous reports and on our website.

Two other issues, identified in our yearly exit survey of graduates and our follow-surveys of graduates, relate to the (a) importance of preparing students on the nuances of securing and keeping professional positions and (b) need to address fundamental academic supports – particularly in the area of professional writing for students at the undergraduate, masters, and doctoral levels. Accordingly, three years ago we established a back-to-school orientation, began holding workshops on specific topics, and implemented a college tutoring center. Last year, the dean initiated open office hours in the Student Academic Affairs offices in the HEDCO Education building to meet students and hear their concerns.

Response to those activities was positive and participation was robust until this year. Although the back-to-school orientation again was well attended and positively reviewed,
attendance at workshops. SDAC, and dean’s office hours have been minimal. We intend to involve academic departments more centrally in those events and look for different ways to communicate with students about those activities.

**Academic Year 2011-12**

✓ The two student groups – SDAC and SDAB -- met regularly in the fall term and will continue to do so throughout the rest of the year.

✓ **COE Fall Orientation** – The fourth annual College of Education Orientation for all students in the college was held on September 25, 2011. The Orientation presented a day of 26 workshops designed to meet the needs and interests of both new and returning students, on topics identified through data collection efforts by current students and graduates. Nearly 300 feedback forms, representing every session of the orientation, conveyed that the information presented was relevant, helpful, and interesting. A lunch for all faculty, staff, and students was set up in the courtyard of the new HEDCO education building; approximately 250 people attended this event.

✓ **COE Tutoring Services** – COE Tutoring Services continues focusing on math and writing support with robust student participation.

✓ **Student Workshops** – We held two workshops this year and had minimal participation. We will work with the departments and strive to change our communication strategies to improve this situation.

**Point 3: Building Critical Mass:** The activities for this objective focus on hiring new faculty and staff who represent traditionally under-represented groups and who can contribute to the mission of the college – to make educational and social service systems work for all – which encompasses the changing demographics of the society in which our faculty and staff are placed and work. We also tried to assign several of those faculty to leadership roles within the college. *Attachment A* presents the listing of these hires and administrative changes by year.

Efforts to hire scholars from under-represented groups were stymied at the beginning of the reporting period due to lack of resources and curricular ambiguity regarding the academic focus of new hires, but we did continue to hire faculty throughout 2007-2009 period. With the hiring of a permanent dean, and infusion of resources through that negotiation and hire – and with the continued commitment of the UO’s central administration, we have been able to expand those efforts in a way that is unprecedented.

Since 2007, we have hired 22 tenure-track faculty members, of which there are 12 women, 8 faculty of diverse backgrounds, and specifically 3 women of diverse background. Relative to these hires, we have made use of the UO’s minority recruitment funds, which we believe to have been instrumental in finalizing several of these hires and affording faculty the resources needed to be successful in their scholarly pursuits in their new academic “homes.” We
currently have five tenure-track searches underway that will not be finalized until the spring or summer.

A challenge our college will face with these hires this year, which is endemic across campus, relates to the UO’s lack of funds for faculty start-ups. We are exploring options relative to this problem, but at this point have no resolution.

Finally, as a professional school, we have a number of key NTTF faculty who are highly visible and critical to the academic and research and outreach units. We began to formalize these appointments in terms of hiring and promotion procedures in 2008.

**Academic Year 2011-12**

- Dept. of Education Studies hired Angel Dorantes as an academic advisor and Dr. Donnie Hale as the recruitment director. Both started in the fall term.

- Dr. Akihito Kamata was named department head for Educational, Policy and Leadership for the 2011-12 academic year.

- Dr. Charles Martinez will begin his tenure-track position in the Department of Educational Methodology, Policy, and Leadership in the spring. In conjunction with Vice President for Research and Innovation, Dr. Kimberly Espy, the college provided start-up funds so that Dr. Martinez could hire and support his research team on Latino families to come into the COE.

- We currently have five tenure-track searches underway that will not be finalized until the spring or summer.

**Point 4: Expanding and Filling the Pipeline:** The three goals we identified for this area rest with identifying funding options to recruit doctoral students, establishing a plan to recruit a broad range of students – especially those from diverse backgrounds – and establishing international programs and connections to increase the number of international students.

We discussed the challenges and plans we face in recruiting students broadly in previous sections and do not repeat that narrative here. It is important to note, and as will be apparent in the activities identified in Attachment A, that we have been active in student recruitment. However, work in this area has proceeded with fits and starts due to the initiation of the UO responsibility centered budget model, which does not advantage a college such as ours with low undergraduate enrollment (roughly 20% of our student body are undergraduates) and lack of institutional guidance regarding student recruitment and international direction.

Through our Development Office we have established more than 60 scholarships that provide between $300,000 and $400,000 per year (depending upon the investments in a particular year) to support students. We continue to work to grow this part of our portfolio and have identified doubling our student support as a goal for the upcoming development campaign.
Finally, through the hiring of Dr. Yong Zhao, the college’s first associate dean for global education and on-line learning, we are looking to increase the number of international students significantly in coming years. That work has just begun.

**Academic Year 2011-12**

- We hired Lisa Fortin to direct the college’s student recruitment efforts and Ed Studies hired Dr. Donnie Hale for the same purpose. We intend to establish a recruitment committee to develop, organize, and direct the college’s comprehensive effort in this regard.

- We will access CODAC to assist in our recruitment planning and effort.

- We again co-sponsored a GTF to work between MECHA and the school-based GANAS program.

- In conjunction with President Lariviere, area school superintendents, COE faculty, UO recruitment administrators, we participated in the development of a Lane county initiative to recruit students, particularly first-generation and students from traditionally under-represented groups, to attend college – hopefully at the UO. Because of President Lariviere’s termination, we are unsure how this initiative will unfold, except that it will continue throughout this year. A new president may not support this venture in future years.

**Point 5: Developing and Strengthening Community Linkage:** The COE is unique as its work requires that we connect closely with community stakeholders in the schools and social service agencies in which our students are placed for practicum experiences and in which we conduct our research and scholarship. These two themes are ongoing and evident in our collective work.

In 2006, we established our Community Diversity Advisory Board (CDAB), becoming the first college on campus to have such a board. We have a number of committed community members who have served on the board since its inception. In the coming years we will need to (a) increase participation in the form of new members and members who represent even more diverse perspectives and (b) continue to identify key topics for the board to address and provide guidance upon.

The field experiences and practicum experiences we provide students, from across the college, are a mainstay of our curriculum and will continue into the coming years. We always look to expand those offerings and have had varied luck in connecting with the Honors College and CAS. We are unsure what – if any – impact severe budget cuts for the coming year will have in the local school districts and how those yet-to-be-determined cuts will affect our placements.

In the past year we have partnered with the Holden Leadership Center to establish an Alternative Break program for students (accompanied by staff and faculty) in various spots across the US (Southern California and Tijuana) and the world (e.g., Jamaica and India). This work was supported in the hope that it would generate tuition and fees that would offset its costs. If this fiscal goal is not reached we will have to reconsider support for this program.
The CDAB has met once this year, and will be scheduled for the winter and spring terms. One of the activities we will ask them to perform will relate to a review of this report.

**Point 6: Developing a Culturally Responsive Community:** Relative to this goal, we deviate from the previous narrative structure. We began a comprehensive data collection in 2005-06 that includes exit survey of all graduates (we average a 90% response among graduates), follow-up surveys of graduates 1, 3, and 5 years post-graduation (we average a 40%+ response rate), and a series of interviews conducted at the end of the academic year with key stakeholders specific to diversity issues. Those activities have been conducted in the past four academic years and will be implemented this year as well.

Additionally, the COE business managers have established a yearly accounting system to record and keep track of COE expenditures specific to diversity.
ATTACHMENT A – SUMMARY OF PREVIOUS FOUR ACADEMIC YEARS

Point 1: Developing Culturally Responsive Community:

Academic Year 2007-08

✓ A professional development opportunity (PDO) for classified staff in instructional programs was planned with Dr. Cris Cullinan from the UO Office of Human Resources. Dr. Cullinan conducted the PDO. All staff members from the academic programs were excused from work for the PDO and attended. The focus of the PDO was on customer relations and the important place of classified staff to the mission of the COE. The response to the PDO was positive, with some of the more skeptical staff reporting that they appreciated the constructive theme of the PDO and the way they were empowered to view their respective jobs as critical to the COE.

✓ The Leadership Retreat was held in the winter of 2008. Of the 16 members of the leadership group, 14 attended the entire 3-hour session, which was led by Drs. Robin Holmes and Mia Tuan. The discussion focused on the climate within the COE due to the recent building and renovation project, the hiring of a Deaf faculty member, progress made relative to diversity, and especially on ways to improve the PDOs offered in the COE.

✓ The COE awarded the college Diversity Award Jane Farrell for the 2007-08 academic year.

Academic Year 2008-09

✓ A CODAC PDO for faculty in the Department of Special Education & Clinical Sciences (SPECS) was held during finals week of fall term. The 3-day training involved 12 faculty, staff, and graduate students.

✓ One of the consequences of the seminal PDO for departmental staff was the stated interest and intent of the business managers to assume control of subsequent PDOs. We decided that the content of each PDO would be determined closer in time to the event, that (a) the focus would be on learning in a manner consistent with the customer service theme, (b) all staff would attend (necessitating two equivalent sessions due to workload), and (c) we would access local resources for each PDO.

✓ In the fall of this school year a staff PDO was held on working with deaf faculty and students. Prior to this PDO, the COE hired a deaf faculty member and so there was an immediate issue to be addressed; thus, that faculty member and our primary sign language instructor led the PDO. In the winter a PDO was held on international students; Magid Shirzadegan, Director, International Student and Scholar Services led this session, as both staff and student questions regarding international students seemed to have increased.
The Leadership Retreat was held in the winter term. Of the 16 members of the leadership group, 14 attended the entire 3-hour session, which was led by Drs. Robin Holmes and Mia Tuan. The discussion focused on the climate within the COE due to the dislocation caused by the recent building and renovation project and selected student issues. We should note that most of the issues that attendees raised could be addressed systemically in terms of better advising, clearer program descriptions, etc.

The COE awarded the college Diversity Award to Dr. Jerry Rosiek for the 2008-09 school year.

Academic Year 2009-10

- In the fall term, a PDO for COE staff pertaining to Latino students was conducted with the help of Dr. Edward Olivos, and Dr. Angel Dorantes from the Honors College. In the winter term, Jim and Phyllis Fitzpatrick from the Veterans’ Association conducted another PDO pertaining to veterans.
- The Department of Counseling Psychology and Human Services received an OIED grant to develop culturally responsive programs for students from traditionally under-represented groups, including certification for Spanish-language provision of mental health services.
- Now in its fourth consecutive year, the college Diversity Award was awarded to Dr. Lauren Lindstrom for the 2009-10 school year.

Academic Year 2010-11

- In the fall term, a PDO for COE staff pertaining to Campus safety and Security was conducted with the help of Campus Security Officers.
- In the winter term, the COE administrative team met with Dr. Tuan to discuss and begin planning student recruitment efforts, focusing on establishing a more diverse student body. This issue is one that is of critical importance and likely will be a focus for years to come.
- In the winter term, a PDO pertaining to student suicides and prevention was conducted with the help of the staff from the UO Counseling Center; 12 staff members attended this PDO.
- The Couples and Family Therapy program received the "program award" by the UO Graduate School for its inclusion of an assessment of how the program attends to diversity and its incorporation of consultation and planning.
Point 2: Improving Campus Climate:

Academic Year 2007-08

✓ EDAC conducted diversity-related events during the school year focusing on bringing awareness to various diversity issues. These included speakers, displays, and conversations sessions.

✓ An inventory of diversity courses currently existing in all departments in the COE was collated. A committee, comprised of the Associate Dean for Curriculum and Academic Programs, faculty members, and the Diversity Coordinator, reviewed the syllabi in the spring to evaluate the depth of diversity covered in these courses. The goal was to draw a chart that indicates the interrelationship and synergy among these courses towards reaching the diversity goals. Such an inventory was shared among the departments for students to further their knowledge on the various areas of diversity.

✓ The Dean, Diversity Coordinator, and the VP for OIED discussed the format for a reporting system that eventually will be complementary to a yet-to-be developed data bank for similar incidents at the institutional level. We continue to compile narrative descriptions of issues brought to the administration to generate a more permanent record of problems and solutions; however, yearly few issues are brought to our attention.

✓ A statement regarding the reporting of bias and diversity concerns was sent to all department heads with the goal that all syllabi would include the statement in the spring term and thereafter. The Diversity Coordinator serves as the point of contact and records the nature of concerns that are brought to his attention.

✓ We held a Career Beginnings workshop, a half day event in which students were exposed to the nuances of interviewing for positions and job availability in the winter, 2008.

✓ We worked with two graduate students enrolled in the COE Program Evaluation sequence to develop a proposal for an academic support plan. They met with faculty, students and staff regarding the details of such a proposal and service. To insure that diverse students were are included in this process, the two graduate students worked with the COE Diversity Coordinator to schedule up to three meetings with diverse student groups to discuss this issue. The proposal for the academic support in the college was finalized and reviewed by several audiences in the spring term.

Academic Year 2008-09

✓ EDAC continued to meet regularly and held a number of student-led workshops and discussions. This is a student–led support group on diversity issues that is sponsored
fiscally by the COE Office of the Dean in the form of a GTF and selected, additional funds for specific events.

✓ **COE Fall Orientation** – We have consistently been told by students, community advocates, faculty and staff, and alums that faculty and staff must do more to inform students of different local resources, College and University processes and procedures, financial aid, and the nuances of navigating student university life successfully. In response to this feedback, the first ever College of Education Orientation for all students in the college was held on September 26, 2008. The Orientation presented a day of 20 workshops designed to meet the needs and interests of both new and returning students, on topics identified through data collection efforts by current students and graduates. A lunch for all faculty, staff, and students was set up on the Memorial Quad lawn to connect with one another; approximately 250 people attended this event.

✓ **Student Academic Tutoring Center** – We secured funding to establish an academic tutoring center within the COE that became operational in the fall of 2009, commensurate with the new HEDCO Building being used for classes and student services.

✓ Based on student input, we conducted 10 college-wide workshops for students on pertinent issues relative to their career preparation.

✓ Members of our SAB expressed interest in establishing a student-led diversity conference. The dean worked with two students to write the proposal to OIED, which was not funded.

**Academic Year 2009-10**

✓ The COE Student Advisory Board to the Dean was reorganized as the COE Diversity and Student Affairs Advisory Board, and includes faculty and staff representatives from each of the four departments. This year, the entire group met for one hour, monthly, with the specific goal of developing an advising policy for all graduate level academic programs in the college. The dean met with only student members for the second hour to discuss issues of particular importance to COE students.

✓ **COE Fall Orientation** – The second annual College of Education Orientation was held on September 25, 2009. The Orientation presented a day of 26 workshops designed to meet the needs and interests of both new and returning students, on topics identified through data collection efforts by current students and graduates. Every session received very positive feedback, and there have been numerous requests to "do this again." Nearly 300 feedback forms, representing every session of the orientation, conveyed that the information presented was relevant, helpful, and interesting. A lunch for all faculty, staff, and students was held in the courtyard of the new HEDCO Education Building to provide an opportunity for the COE community to come together socially; approximately 250 people attended this event.
**COE Tutoring Services** – COE Tutoring Services began operating fall term. Services are available to both undergraduate and graduate students, though the initial focus has been on tutoring for the math sequence required of undergraduate students in the Education Foundations program and as prerequisites for students interested in becoming teachers. Math tutoring started fall term and is ongoing. Writing assistance for COE students was introduced winter term with a series of workshops offered on Fridays. Writing services were expanded in the spring.

Individual and group tutoring services were made available Monday through Thursday, with Fridays reserved for workshops on a variety of topics in mathematics and writing. Several test prep workshops have also been offered for those students looking for support in preparation for taking the educator licensure exams required in Oregon. All workshop topics are scheduled based on feedback from students and faculty. In addition, 15 Friday workshops have been offered since the beginning of fall term, with 136 students attending those events.

**COE Career Beginnings** – The COE hosted its first ever Career Beginnings Conference for students in all academic programs on February 27, 2010. This event was modeled after the successful format of Orientation, and consisted of 24 workshops offering tips and strategies for success in obtaining employment after graduation, or pursuing an advanced degree program, clinical internship or career in research or academia. Approximately 90 students attended this Saturday event, and overall response was very positive. The college will continue to offer these kinds of workshops next year.

**COE Diversity and Student Affairs Advisory Board** – The Diversity and Student Affairs Advisory Board for this year was comprised of COE faculty, staff from each of the four departments, and students representing every program and degree level in the college. The charge to this group for the academic year 2009-10 was to develop an advising policy for master’s level graduate students and faculty in the COE. Based on input and feedback from students and faculty, this policy includes: general principles for advising, important program, degree, and licensure deadlines/dates, expectations for both faculty and students in an advising context, how faculty advisors are assigned to students, opportunities for students to provide feedback on their advising experiences, and resources for students if advising needs are not met.

**Academic Year 2010-11**

✓ A Reading Endorsement program focusing on multicultural considerations and building leadership capacity in schools, uniting the expertise of three academic units across the college, was reviewed at several levels including the Oregon Teachers Standards and Practices Commission (TSPC).

✓ Special Education totally revamped its certification program, emphasizing disability and cultural implications. These changes were reviewed at several levels and ultimately approved by TSPC.
Students Diversity Advisory Committee (SDAC) reorganized from EDAC. This is a student–led support group on diversity issues that is sponsored fiscally by the COE Office of the Dean in the form of a GTF and selected additional funds for specific events. The group held regular meetings and sponsored several presentations and workshops throughout the year. SDAC established a Leadership team with student representation from the various programs that were video-recorded and made available to both students and faculty for use in their respective courses.

COE Fall Orientation – The third annual College of Education Orientation for all students in the college was held on September 24, 2010. The Orientation presented a day of 26 workshops designed to meet the needs and interests of both new and returning students, on topics identified through data collection efforts by current students and graduates. Every session received very positive feedback, and there have been numerous requests to "do this again." Nearly 300 feedback forms, representing every session of the orientation, conveyed that the information presented was relevant, helpful, and interesting. A lunch for all faculty, staff, and students was set up in the courtyard of the new HEDCO education building to provide an opportunity for the COE community to come together, approximately 250 people attended this event.

COE Tutoring Services – COE Tutoring Services completed its second year of operation. Services were available to both undergraduate and graduate students, though the initial focus has been on tutoring for the math sequence required of undergraduate students in the Ed Foundations program and as prerequisites for students interested in becoming teachers. Writing assistance for COE students continued. Individual and group tutoring services are available Monday through Thursday, with Fridays reserved for workshops on a variety of topics in mathematics and writing. Several test prep workshops were offered for those students looking for support in preparation for taking the educator licensure exams required in Oregon.

COE Diversity and Student Affairs Advisory Board was charged to develop a student recruitment strategy. This goal is still being addressed and likely will continue to be a substantive focus into the future.

SDAC established a Leadership team with student representation from the various programs in the college, both undergraduate and graduate. Student organized talks and discussions were held throughout the year that were video-recorded and made available to both students and faculty for use in their respective courses.

Point 3: Building Critical Mass:

Academic Year 2007-08

Mia Tuan, associate professor in Sociology and co-director of CODAC, transferred her tenure line into the COE.
Finalized the search for the COE Diversity Coordinator, naming Dr. Surendra Subramani to the position – the first such permanent post in a college at the UO.

Named Dr. Ed Kameʻenui, an internationally recognized scholar in literacy, as the associate dean for curriculum and academic programs. Dr. Kameʻenui later became associate dean for research and outreach.

Edward Olivos, Associate Professor, Education Studies

**Academic Year 2008-09**

A permanent dean for the COE was hired in the summer of 2008. With that hire additional resources for the college, in the form of new tenure-track lines, were secured. To allocate those positions, we began an RFP process in which departments proposed new positions to address curricular weaknesses, address diversity and disciplinary needs, and generate revenue. Because of the delay in hiring (i.e., these searches typically take a year to be finalized) the outcomes will be seen in subsequent years.

**Academic Year 2009-10**

During this academic year we finalized three hires of scholars from traditionally under-represented groups.

- Akihito Kamata, Professor, Education Methodology, Policy, and Leadership
- Charles Martinez, Associate Professor. Educational Methodology, Policy, and Leadership (Dr. Martinez remained in his VP position and assumed this faculty position in the spring of 2012).
- Michael Pavel (ChiXapkaid), Professor, Education Studies, focusing on Native American studies.

Dr. Edward Olivos was named department head for Education Studies beginning in the 2010-11 academic year.

**Academic Year 2010-11**

During this academic year we finalized three hires of scholars from traditionally under-represented groups.

- Yong Zhao, professor in Educational Methodology, Policy, and Leadership. Dr. Zhao also is the UO’s Presidential Chair (the first faculty to ever hold this honor at the University of Oregon) and first associate dean for global education in the COE.
- Audrey Lucero, assistant professor in Education Studies, focusing on literacy.
- Melissa Donovick, assistant professor in Counseling Psychology and Human Services, focusing on Latino families. Dr. Donovick will begin her position in the fall of 2012.

**Point 4: Expanding and Filling the Pipeline:**

**Academic Year 2007-08**
We visited MECHA and the Black Student Union at the UO to discuss career options within the college.

**Academic Year 2008-09**

- The Service Learning Program, operated by the Family and Human Services program in the COE, provided students with opportunities to tutor high school and middle school students who fall into the “achievement gap.” COE faculty also visited schools and districts to make presentations about the various education programs and careers options.
- COE faculty and administrators met again with MECHA and the Black Student Union. Students expressed a strong interest in the new Education Studies master’s program that we believe will increase the number of UO undergraduate students applying to majors and programs within the COE.

**Academic Year 2009-10**

- The college continued its efforts to involve students from across campus through the Service Learning Program.
- COE faculty, administrators, and students met with the Black Students’ Association, the Native American Students’ Association, MECHA, and the Asian Pacific Students’ Association.
- Efforts were made to forge connections between the UO and international institutions. The COE sought to establish relationships in India and strengthen existing relationships in Laos, Vietnam, China, Ukraine, and in Chile.

**Academic Year 2010-11**

- At the end of winter term we held a Leadership Retreat, led by CODAC staff, focusing on student recruitment.
- The college continued its efforts to involve students from across campus through the Service Learning Program.
- COE faculty, administrators, and students met with the Black Students’ Association, the Native American Students’ Association; MECHA, and the Asian Pacific Students’ Association.
- In conjunction with OIED and President Lariviere’s office, we co-sponsored a GTF to work with MECHA students on campus and GANAS students in local schools.

**Point 5: Developing and Strengthening Community Linkage:**

**Academic Year 2007-08**

- The CDAB met three times throughout the year.
- The High School Equivalency Project (HEP) celebrated its 40th anniversary, one of only two such programs to be funded continually since the 1960s. The dean’s office sponsored and organized a community celebration of this event.
The Teacher Education programs, which integrate social justice and an ELL endorsement, began the university and state approval processes.

Academic Year 2008-09

✓ The CDAB met three times thought the year.
✓ We met several times with the Eugene 4-J School District and Bethel School District representatives regarding field experience opportunities for undergraduate students in the Education Foundations program and in other disciplines across campus, notably the Honors College, to participate in field experiences in those two districts working with public school students experiencing academic challenges. Placements began winter term to pair UO students with public school students in targeted schools.
✓ The academic programs in the Department of Education Studies were approved by the UO and TSPC.

Academic Year 2009-10

✓ The CDAB met three times throughout the year. Three new community members were added to the committee: two school principals and a family member of a child with a disability.

Academic Year 2010-11

✓ The CDAB met three times throughout the year.
✓ The COE’s Diversity Coordinator, Dr. Surendra Subramani, and faculty member Dr. Jerry Rosiek served on the Eugene 4J Equity Committee.
✓ Dr. Surendra Subramani has approached the NAACP and Blacks in Government education committees to build on the “O” Heroes student-athlete program by offering year-round coordination of mentoring and guidance to middle school and high school students in local school districts.