Progress Report on the College of Education’s Diversity Strategic Action Plan
2007-2008 Academic Year

This progress report is prepared according to the guidelines described in the OIED memo issued in the winter of 2008 regarding the structure of the progress report for the Diversity Strategic Action Plan (SAP). Generally, the College of Education (COE) is moving forward with the plan of activities articulated in its 5-year plan, but there have been some revisions in both content and timelines. Those changes, as well as the progress we have made – and are making – are described for each of the six points of emphasis identified in the COE SAP that was submitted to OIED last spring.

Several realities set the context for reading this progress report; most importantly we currently are (a) in the midst of a massive renovation and building project that has disrupted faculty, staff, and student daily lives and (b) a nationwide search for a new dean. It must be recognized that both of these activities will influence what we can do relative to goals and activities presented in the original COE SAP in the following ways. First, all COE faculty and staff have moved, or will move, to temporary offices through this spring and summer. These moves, while anticipated for almost a year, have caused delays in ways that were unimagined last spring. Second, a change in the dean and college leadership (planned for this coming summer) may affect timelines and conclusion of some activities due to personnel changes and the yet-to-determined orientation of a new dean and her or his administration.

Finally, as described in our SAP, over the past three years we have implemented an extensive data collection system of graduates at the point of exit from the COE, surveys of former students 1-3- and 5-years post graduation, and interviews with current students, community stakeholders, faculty, and staff in the spring in regard to the work of the COE, including diversity. These data will not be complied until early summer, so it is likely that the future plans called for in this progress report will not be finalized until the summer months.

Point 1: Developing Culturally Responsive Community.

Summary of Activities: We identified three goals relative to this point: complete CoDaC training with a second group of instructional faculty, provide focused diversity training to staff, and plan faculty and/or staff training for the 2008-09 school year. An ongoing activity rests with a Leadership Retreat comprised of the 16 administrative members of the COE that is held yearly and moderated by CoDaC representatives.

Progress and Results:

- The CoDaC training for instructional faculty has been placed on hold for the short-term. Discussion with CoDaC representatives revealed that both they and the first group of instructional faculty were dissatisfied with that training. CoDaC currently is revising its training model and will come forward with a different plan for working with instructional faculty. When finalized, two elements of that work will be evident. First, the term “training” will not be used as it carries pejorative connotation; instead, we have decided to call these events “professional development opportunities” (PDOs). Second, it is likely that a particular theme (e.g., student recruitment) will be identified to structure PDO
activities and that specific departments will be targeted for the PDO as each department has different needs relative to this point.

- A PDO for classified staff in instructional programs has been planned with Dr. Cris Cullinan from the UO Office of Human Resources, the COE Diversity Coordinator, Dean, and the two business managers. The PDO will be held in the spring (May 2 & 16 from 8:30 am to noon) and conducted by Dr. Cullinan. All staff members from the academic programs will be excused from work for the PDO and will be expected to attend. The focus of the PDO will be on customer relations and the important place of classified staff to the mission of the COE.

- Future PDO plans, for the 2008-09 school year, will be finalized after the end of the school-year.

- The Leadership Retreat was held on February 20, 2008. Of the 16 members of the leadership group, 14 attended the entire 3-hour session, which was led by Drs. Robbin 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.

Impact: The tenor of the Leadership Retreat and discussion reflected considerable growth in terms of integrating diversity into the fabric of the COE through ongoing efforts. Similarly, the planning for the classified staff PDO has been positive and focused on practical application of the PDO to their jobs and as a starting point for future such discussions with that group.

Future Plans: We have had contact from CoDaC regarding the PDO for instructional faculty; however, at this point in the term and the planning that will be necessary for the PDO, it is likely that the event will be put off until next school year. Future planning relative to this point will be based, in large part, on evaluation data that will be compiled in the early summer. Our intent is to establish a standing committee of faculty, staff, and students to guide this planning; but this action likely will wait until a new dean is hired to sanction the action.

Point 2: Improving Campus Climate

Summary of Activities: The goals and activities specified for this point related primarily to student activities sponsored by EDAC (Ethnic and Diversity Affairs Committee), 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.

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.
Progress & Results:

- EDAC conducted diversity-related events during the school year focusing on bringing awareness to various diversity issues. These included speakers, displays, and conversations sessions. A specific listing of those activities for the 2007-08 school year will be compiled near the end of spring term.

- An inventory of diversity courses currently existing in all departments in the COE is being collated. A committee, comprising the Associate Dean for Curriculum and Academic Programs, faculty members, and the Diversity Coordinator, will review the syllabi in spring 2008 to evaluate the depth of diversity covered in these courses. The goal is also to draw a chart that indicates the interrelationship and synergy among these courses towards reaching the diversity goals. Such an inventory when shared among the departments would make available options and choices for students to further their knowledge on the various areas of diversity.

- The Dean, Diversity Coordinator, and the Associate Vice-Provost for OIED met in fall, 2007 to discuss the format for a reporting system that is complementary to an existing data bank for similar incidents at the institutional level. There is, however, no such system at the university level. The COE was informed that none exists. Accordingly, a statement regarding the reporting of bias and diversity concerns is being sent to all department heads with the goal that all syllabi will include the statement in the spring term and thereafter. The Diversity Coordinator will serve as the point of contact and record the nature of concerns that are brought to his attention. From these qualitative descriptions we will work to develop categories of concerns and a coding system in future years. (Note: at this point in the year, the Diversity Coordinator has received no such complaints from students.)

- We held a Career Beginnings workshop, a ½ day-long event in which students were exposed to the nuances of interviewing for positions and job availability in the winter, 2008. In conjunction with the UO Placement Office, we are discussing offering this type of workshop three times in the next school year.

- We are working with two graduate students enrolled in the COE Program Evaluation sequence to develop a proposal for an academic support plan. Toward this end, they have met with faculty, students and staff regarding the details of such a proposal and service. To insure that diverse students are included in this process, the two graduate students have worked with the COE Diversity Coordinator to schedule up to three meetings with diverse student groups to discuss this issue. Our goal is to finalize the proposal for these services in the spring and then identify “pieces” of the plan to implement in the next year. It is likely that some allocation of resources, or new resources, will be necessary for this service to become fully functional.

Impact: The above activities are critical to the instructional mission of the COE. While the work is detailed and slow there is an awareness of its importance and central role in providing high-quality instruction and training for our students.
**Future Plans:** The COE Department of Teacher Education has been informed that it has received one of the inaugural OIED diversity awards specific to its Native American Teacher Education program to sponsor a conference in the fall of 2008. We are scheduled to meet with OIED on this award in April to begin that planning. The career workshops and the academic supports will continue to be developed. Exactly what those services will entail and how they will be structured is not yet known. A second proposal, relative to increasing and improving student recruitment activities in the COE, was not funded but will be re-written and submitted in the next upcoming fall of 2008 competition.

**Point 3: Building Critical Mass**

**Summary of Activities:** The activities for this point focus on hiring new faculty and staff. We should note that we were successful in transferring a scholar of color from CAS to the COE and we are in the process of hiring a second scholar of color through a nationally advertised search. In the fall term we 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. We also have named Dr. Ed Kame’enui, an internationally recognized scholar in literacy, as the Associate Dean for Curriculum and Academic Programs.

**Progress & Results**

- Given the dislocation of our faculty and staff and limited resources, we have made little progress in defining instructional needs within the COE through faculty input. We have completed an extensive planning document that identifies key instructional needs, consistent with the University goals relative to its AAU status and the needs of the COE. Because of the economic climate of the state and the OUS system, and the dean search, it is unknown if that plan will be implemented in any form at this time.

- Staff hiring is governed by affirmative action regulations. The COE business managers met early in the fall term to review these guidelines and determine how they can foster minority hiring within that framework.

**Impact:** Although we have increased the number of minority faculty, we are limited in hiring by the lack of resources to establish new tenure-lines. Existing searches – including the dean search – are progressing and may yield hires of minority scholars.

**Future Plans:** The hiring of a new dean should bring additional resources to the COE for faculty lines, which will open up additional hiring opportunities in the future. If this hope is realized, we will continue to work to hire qualified scholars from minority groups, using the University Minority Recruitment Fund as leverage to attract those individuals to our College. For staff, we will follow the plan developed by the business managers and work closely with the AAOE office to hire highly qualified staff from minority groups.

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

**Summary of Activities:** The three goals we identified for this area rest with identifying funding options to recruit doctoral students, establishing a plan to recruit undergraduate students from
diverse backgrounds, and establishing international programs and connections to increase the number of international students.

Progress & Results

- We continue to seek private funds and additional state monies for doctoral student recruitment. At this point we have made little progress on either front.

- We currently are formulating a comprehensive plan to recruit minority students. The plan involves the COE, the UO, undergraduate and graduate students, UO student organizations, school districts, and community members. Part of this process will involve minority students visiting the COE, and sitting in UG classes, meeting and conversing with COE undergraduate, graduate students, faculty, and staff. Another strategy is for COE faculty to conduct visits to the school districts and make presentations about the various education programs and careers therein. The final strategy is to organize a program around a course that allows UO students to provide tutoring services for high school and middle school students, who fall within the achievement gap.

- We have visited with MEChA, and may well do so again before the end of the school year, to inform those students of career opportunities with COE.

- Another opportunity for the COE to recruit students from diverse backgrounds rests with the UO proposed Leadership minor. In this program, undergraduate students from across the university would take classes and practicum placements in a minor emphasizing leadership skills and experiences, which would be located in COE. However, the new UO funding model is not advantageous for us to manage this program. Significant changes will need to be made in that model to make this program fiscally viable.

- The connections between the UO and international institutions are ongoing; however, we are experiencing a lack of institutional guidance regarding the university’s direction and associated funding. An unexpected issue regarding foreign degree evaluation, both at the undergraduate and masters level, has emerged this past year. This situation is not conducive for the recruitment and retention of international students – especially at the graduate level – and will have to be resolved by the university administration if we are to move forward on this goal.

Impact: At this point we are making progress on the goals specified for this point, but it will be the end of the school year before the recruitment plan is completed and we begin preparing activities specific to that blueprint.

Future Plans: In all probability, our future plans will focus primarily upon student recruitment and ways to expand and improve those efforts.

Point 5: Developing and Strengthening Community Linkages.

Summary of Activities: 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. The goals for this point focus on connecting with community members from diverse groups and improving those relationships.

Progress & Results

- This is the second year for the Community Diversity Advisory Board (CDAB). Thus far in this school year, we have met twice and we are scheduled to meet a third time in April. The CDAB has been helpful in developing our student recruitment plan. It is likely that we will access CDAB members informally as we continue work on this initiative and other issues for the COE.

- The High School Equivalency Project (HEP) is celebrating its 40th anniversary this school year. It is one of only two such programs to be funded continually since the 1960s. The COE is working closely with HEP staff and UO offices, to plan and execute a celebration of this milestone. The event is planned for May 16th and will include President Frohnmayer and other local and state officials. The event is being sponsored with monies from the Office of the Dean.

- The Teacher Education programs, which integrate social justice and an ELL endorsement, are at various stages of approval at the university and OUS levels. It is likely that the master’s program will be advanced to TSPC for their review and approval this spring or summer.

Impact: The work we are conducting in this area is critical to the mission of the College. We believe that we have made progress in this regard and must continue this work to insure the future of our academic and research programs.

Future Plans: The OIED grant will fund an activity for the coming fall. We will begin to work on that event this spring and summer.

Point 6: Developing a Culturally Responsive Community.

Summary of Activities: We began a comprehensive data collection two years ago, which includes exit survey of all graduates, follow-up surveys of graduates 1- and 3-years post graduation, and a series of interviews with key stakeholders specific to diversity issues. Those activities have and are continuing this school year.

Progress & Results:

- We initiated a survey of COE graduates 1-, 3-, and 5-years post-graduation. We have just received the results of the second mailing of the survey and will compile and analyze those data in the spring term.

- We will begin to survey COE graduates for the 2007-08 school year in mid-May, with the goal of securing a 90% response from members of this year’s graduating class.

- The COE business managers have established an accounting system to record and keep track of COE expenditures specific to diversity. This system will allow us to easily
summarize and report those expenditures in different categories for the purpose of documenting our efforts and for planning future activities.

- A Diversity Report, similar to that complied for the 2006-2007 school year, will be conducted in the coming spring; specifically, we will interview department heads, senior administrative staff, undergraduate and graduate students, and community members regarding their impressions of the COE diversity efforts. These data, along with the results of the surveys, will be used to focus our work in the coming year.

**Impact:** The data from last year was instrumental in focusing our efforts for this school year. The accountability built into the data collection system is critical for our continuing improvement.

**Future Plans:** The data from the various evaluation efforts will be gathered, analyzed, and then used to plan next year’s activities.