Progress Report on the College of Education’s Diversity Strategic Action Plan
2008-2009 Academic Year

This progress report is prepared according to the guidelines described in the Office of Institutional Equity and Diversity (OIED) memo issued in the winter of 2009 regarding the structure of the progress report for the College of Education (COE) Diversity Strategic Action Plan (SAP). Generally, the 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.

Several realities set the context for this work. First, and most apparent, is that we are concluding a massive renovation and building project that has disrupted faculty, staff, and students’ daily lives. Second, we, especially the COE administrative staff, are working to address both immediate and future economic realities that will impact our budget. At this point the real effects of the economic situation are unknown, but there are dire fiscal forecasts for Oregon as a state and for the UO.

As described in our original SAP, over the past four years we have implemented an extensive data collection system of (a) graduates at the point of exit from the COE, (b) surveys of former students 1-3- and 5-years post graduation, and (c) 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 compiled and analyzed until early summer. It is then likely that the future plans called for in this progress report will not be finalized until later in the summer.

Point 1: Developing Culturally Responsive Community.

Summary of Activities: We identified three goals relative to this point. First, 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. Second, establish a recurring set of workshops for staff training. Third, (an ongoing activity) hold a yearly administrative leadership retreat that is moderated by CoDaC representatives.

Progress and Results:

- A CoDaC professional development opportunity (PDO) (Note: consistent with last year’s report, we have elected to call these events PDOs as the term carries a less negative connotation than workshop) 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. Although the training was well received by the attendees (unsolicited comments were sent to the dean regarding the quality and impact of the workshop), attendance was low due to late notice and time of year. Accordingly, we are working with CoDaC to hold a second such workshop in mid-June, after the end of the school year, with SPECS faculty, and faculty and staff from the Couples and Family Therapy (CFT) program. Planning for this PDO is well underway and will be subsidized through the COE Office of the Dean.
A PDO for classified staff in instructional programs was held last spring, led by Dr. Cris Cullinan from the UO Office of Human Resources. The PDO focused on the theme of “customer service” and the critical role staff holds in the college as ambassadors of the college’s mission and purpose. The PDO was carefully planned with Dr. Cullinan, and the COE diversity coordinator, dean, and two business managers. All staff members (more than 30) from the academic programs were excused from work for the PDO and attended one of two sessions. Both sessions were roughly two hours in duration and covered the same material; two sessions were held in order to continue administrative operations within 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.

One of the consequences of the seminal PDO was the stated interest and intent of the business managers to assume control of subsequent PDOS for departmental staff and to hold one PDO for staff each term. Accordingly, in the late summer, the dean, diversity coordinator, and two business managers met to plan 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, the PDO was led by that faculty member and our primary sign language instructor. In the winter a PDO was held on international students; this session was led by Magid Shirzadegan, Director, International Student and Scholar Services, as both staff and student questions regarding international students seemed to have increased. We are planning a PDO in early May focusing on either Native American students or Latino students.

The Leadership Retreat was held on January 15, 2009. 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 had heard of, could be addressed systemically in terms of better advising, clearer program descriptions, etc.

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 staff PDOS have been positive and focused on practical application of the PDO to their jobs and as a starting point for such discussions with that group in the future. We regard the ownership of those PDOS by the staff, and the recurring nature of those events, as positive developments within the COE.

Future Plans: We expect to complete the PDO for instructional faculty in SPECS and CFT in May. Future planning on this point will be based on evaluation data that will be complied in the early summer. Our intent for the next school year is to establish a standing committee of faculty, staff, and students to help guide this planning and other COE diversity work.
Point 2: Improving Campus Climate

Summary of Activities: The goals and activities specified for this point in the SAP relate to several sets of activities:

- First, student activities sponsored by the Ethnic and Diversity Affairs Committee (EDAC), 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.

- Second, two issues identified in our yearly exit survey of graduates and our follow-up 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.

- Third, through the COE’s standing Student Advisory Board (SAB) students submitted a proposal to the OIED grant competition to secure funding for a recurring student-led diversity conference.

Progress & Results: EDAC

EDAC 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.

Attachment PR-A presents a summary of the activities and achievements made by EDAC for the 2007-08 academic year. The EDAC report for the current academic year (2008-09) will not be submitted to the Office of the Dean until the end of the spring term.

Progress & Results: Student Academic Supports

- **COE Fall Orientation** – Over the past several years, the College of Education has received feedback from SAB members, graduates, program completers, and the community regarding what could be done differently to enhance the academic experience of the next generation of students. We have consistently been told 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. Attachment PR-B includes the agenda of orientation topics. 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 on the Memorial Quad lawn to provide an
opportunity for the COE community to come together in a more social context to connect with one another in the spirit of “orientation.” We estimate that approximately 250 people attended this event.

- **Student Academic Tutoring Center** – As we will discuss in Point #4, we have secured funding to establish an academic tutoring center within the COE that will become operational in the fall of 2009, commensurate with the new HEDCO Building being used for classes and student services. Last year, we worked with two graduate students engaged in the program evaluation sequence – who gathered data from students, faculty, and staff – to develop a proposal for an academic support plan. Their report, Attachment PR-B, is included and is being used in planning the way in which the tutoring center will operate.

- As we described in the SAP and last year’s progress report, the dean and diversity coordinator are working on a data collection system to code and classify incidents that come to the attention of the administration. We began this process last spring, but due to an absence of reported events could not make progress on this activity. We have amassed several such incidents this year from interactions of students with the diversity coordinator. We currently are reviewing those contact descriptions and meeting to establish a preliminary coding system. At this writing the work is preliminary and we are unsure what will be finalized from this effort.

- Based on student input, we are working to establish a number of college-wide workshops for students on pertinent issues. For this year we have scheduled the following workshops and we are working on an expanded schedule for next year.

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<tr>
<th>Workshop Content/Title</th>
<th>Presenter(s)</th>
<th>Audience</th>
<th>Date</th>
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<tr>
<td>Getting a Job in the Academy: Pointers on Becoming Employed at a University</td>
<td>Mike Bullis</td>
<td>Doctoral Students</td>
<td>May 1 2:00-3:30 ED 119</td>
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<tr>
<td>Preparing Your Dissertation</td>
<td>Rob Horner</td>
<td>Doctoral Students</td>
<td>April 17 2:00-3:30 ED 115</td>
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<td>Getting Your Doctoral Degree</td>
<td>Grad School Faculty Students</td>
<td>Doctoral Students</td>
<td>April 24 1:00-5:00 ED 102G, 102K ED 115. 119</td>
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<td>· Policies and Procedures</td>
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<td>Interview Tips and Resume Writing</td>
<td>Career Center</td>
<td>All levels</td>
<td>April 10 3:30-5:00 ED 102K</td>
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<td>Graduate School Opportunities</td>
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<td>Undergraduate Students</td>
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<tr>
<td>GTF Meeting for 2008-09 GTFs</td>
<td>Margaret Mahoney</td>
<td>GTF’s</td>
<td>May 22 3:00-4:30 ED 115</td>
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<tr>
<td>TSPC Licensure: Updates, Questions and Answers</td>
<td>Margaret Ron Tuomi</td>
<td>Licensure Students</td>
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<td>Financial Literacy: Maximizing Your Money</td>
<td>Marsha Robinson SELCO</td>
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<td>Networking and Career Advising</td>
<td>Career Center</td>
<td>All levels</td>
<td>May 15 3:30-5:00 ED 119</td>
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<td>Teaching Abroad</td>
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• 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. This point we have not been informed of the status of that proposal.

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: In addition to the student-initiated OIED proposal, two academic departments wrote and submitted two other applications. At this writing we have not heard whether those applications were funded.

Point 3: Building Critical Mass

Summary of Activities: The activities for this point focus on hiring new faculty and staff.

Progress & Results

We currently are finalizing a hire for a position in multicultural education and we are nearing completion of a search to hire a faculty position in Native American Education. We also have other searches ongoing in which we may hire faculty from minority groups.

As part of the dean’s hiring, the UO allocated resources for new tenure-track positions. At this time, departments are writing proposals making a case for adding new positions. Those proposals are only now being received and will be reviewed in the spring term. We should caution that Oregon’s economic situation may delay acting upon those hires.

Impact: We have increased the number of minority faculty and added faculty from minority groups in key administrative roles. At this point we are finalizing searches and hires that may result in additional minority scholars becoming part of the COE.

Future Plans: We do have resources to devote to hiring new faculty; however, the exact content focus of those positions and the timing of those searches are unknown. 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 the COE.

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 and masters students, establishing a plan to recruit undergraduate students from diverse backgrounds, and establish 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 and masters student recruitment. The newly instituted Department of Education Studies masters and PhD programs have received increasing interest from minority students completing their
undergraduate degrees, and the pool of minority applicants for the Ph.D. program is significant. These new programs have also garnered great community support, as the curriculum specifically addresses the needs of diverse populations and issues of equity.

- Efforts to implement coherent and consistent recruitment activities continue across the college. These efforts include inviting minority students to the COE to visit undergraduate classes, and meet with COE students, faculty, and staff. The Service Learning Program, operated by the FHS program in the COE, will facilitate these visits as an ongoing activity for the college. The Service Learning Program is also providing students with opportunities to tutor high school and middle school students who fall into the “achievement gap.” COE faculty are also visiting schools and districts to make presentations about the various education programs and careers options.

- COE faculty and administrators have met with Movimiento Estudiantil Chicano de Aztlan (MeCHA) members, and will continue to do so throughout the academic year. Visits have also been made to the Black Student Union, and many students expressed a strong interest in the new Education Studies masters program. This initiative has generated an increase in the number of UO undergraduate students inquiring about opportunities in majors and programs within the 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 field experience placements in a minor emphasizing leadership skills and experiences. However, the new UO funding model is not advantageous for the COE to manage this program. Adjustments will need to be made in that model to make this program fiscally viable for the college.

- Connections between the UO and international institutions continue to be made. Though there is a continued lack of institutional guidance regarding the university’s direction and funding in this area, the COE has moved ahead to establish faculty and student exchanges in Laos and Vietnam. The COE hosted a delegation of Laotian ministerial officials, headed by the Laotian Deputy Minister for Education who was accompanied by eight other ministerial officials, to look at the COE’s education, special education, and human services programs. We are optimistic that there will emerge a significant level of collaboration with the Laotian ministry including distributed education. In addition, we sponsored an initial trip for a faculty member to India in December to explore faculty collaboration and student internship sites. This venture focused on visiting sites interested in teaching English to elementary village children, involvement in comprehensive village development efforts, and internships at an eye hospital that provides free eye care to 2/3 of its clients who live in poverty.

- An unexpected issue regarding foreign degree evaluation, both at the undergraduate and masters level, has emerged this past year. Specifically, there is not a system in place at the UO that outlines how international credits are evaluated. This situation is not conducive for the recruitment and retention of international students—especially at the graduate level. During the past year, discussions with university administration were conducted to obtain clarification of such entry requirements. The COE will address this
issue regarding English language requirements for international students in a manner that is consistent with UO guidelines and that will be clear for prospective students.

- Private funding has been donated to establish an academic support “tutoring” center in the new HEDCO Education Building that will open fall of 2009. Specifically, we have received funding that will allow us to hire two GTFs to staff the center. This center is an integral piece of the overall student support initiative in the college, and will play a significant role in retention efforts. Tutoring priorities have been identified in math, statistics, and writing. The COE tutoring center will offer basic math tutoring for undergraduate and graduate students completing the math pre-requisites for admission into COE graduate and educator licensure programs, or needing additional assistance to pass math admissions tests to COE programs. Writing and statistics assistance will be phased in as the tutoring program solidifies over the 2009-10 academic year.

**Impact:** We have made progress on many fronts congruent. Recruitment activities continue even as the admissions process for 2009-10 comes to a close. Efforts to engage with the UO student body, area high schools, and community organizations continue as expanding and filling the pipeline remains a critical need. In response to issues confronting potential students who look to the college website for direction, information, and assistance, work has begun on developing a plan for a new website that will better communicate with students and make navigating college and university systems easier. The website is considered a critical tool in the recruitment and retention of COE students. In addition, the tutoring center will provide academic support specifically tailored to the needs of COE students, another important piece of recruitment and retention efforts in the college.

**Future Plans:** To continue in the direction we have taken thus far and to explore 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*. The goals for this point focus on connecting with community members from diverse groups in community settings and improving those relationships in a manner consistent with the COE’s dual academic and research mission.

**Progress & Results**

- This is the third year for the Community Diversity Advisory Board (CDAB). Thus far this school year, we have met twice and we are scheduled to meet a third time in May. 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) celebrated its 40th anniversary on May 16, 2008. The celebration was sponsored by the COE and included Dr. Art Pearl (founder of HEP) and President Frohnmayer.
• We have met several times with the Eugene 4-J School District and Bethel School District representatives regarding setting up 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. Several meetings were held and placements began winter term to pair UO students with public school students in targeted schools. Feedback on the nuances and impact of that project will be gathered in the spring and then used to improve the placements and UO-school district associations for next school year.

• The academic programs in the Department of Education Studies, which integrate teaching, social justice, and an English Language Learner (ELL) endorsement, have been formally approved. The Teacher Standards and Practices Commission (TSPC) reviewed and approved the master’s program in August 2008. The UO and OUS system finished their respective approvals in February of 2009.

**Impact:** The work conducted by the Department of Education Studies is critical to the mission of the College. Students currently are being recruited to the new master’s and doctoral programs.

**Future Plans:** Due to scheduling difficulties, the OIED grant awarded to the Department of Education Studies last year has not yet been implemented. Work on that activity, which involves a conference on Native American education, will begin soon.

**Point 6: Developing a Culturally Responsive Community.**

**Summary of Activities:** We began a comprehensive data collection three years ago, which includes exit survey of all graduates, follow-up surveys of graduates 1-, 3-, and 5-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 completed the second such survey and finalized the report of those data. We will begin to survey COE graduates for the 2008-09 school year in mid-May, with the goal of securing a 90% response from member 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 allows us to easily summarize and report those expenditures in different categories for the purpose of documenting our efforts and for planning future activities.

• An annual diversity report, similar to that compiled for the 2007-2008 school year, will be compiled 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.