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 2010 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.

Two overarching themes provide a context for this report. First, a highly significant development during this academic year was the official opening of the new HEDCO Building and the renovation of the historical, existing structures, now called the Lokey Education Building. Many of the student concerns raised last year pertained to the inconvenience caused by the temporary accommodation, and thus the availability of faculty, but more importantly their access to technology. With the opening of the new building complex these concerns have been addressed and, at least at this time, we have heard numerous positive comments regarding the technological and infrastructure of the COE. Second, with the university adopting a new student tuition driven budget model, it is clear that there is fiscal and moral imperative to recruit, support, and retain students as the model is implemented in the coming years.

As described in our original SAP, over the past five 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 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 the summer. It is then likely that the future plans called for in this progress report will not be finalized until late summer, before the advent of the 2010-11 school year.

**Point 1: Developing Culturally Responsive Community.**

**Summary of Activities:** We identified three goals relative to this point. First, complete CoDaC training with a third group of instructional faculty, provide focused diversity training to staff, and plan faculty and/or staff training for the 2009-10 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. The first and third points have been affected by the sabbatical of Dr. Mia Tuan. Because Dr. Tuan, who traditionally has overseen faculty training and the retreat, has been on sabbatical, her role has been assumed by Dr. Linda Forrest, a faculty in the COE, which creates obstacles in terms of Dr. Forrest’s role in the COE. Frankly, we never fully addressed these difficulties and it is likely that we will need to re-initiate faculty training in the next school year.

We have discussed the leadership retreat with Dr. Martinez, who has indicated that he is willing to oversee that meeting. At this time, a firm date for the event has not been set.
Progress and Results:

- 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 winter, another PDO pertaining to veterans was conducted by Jim and Phyllis Fitzpatrick from the Veterans’ Association.

- Approximately 18-20 COE staff members, representing all four departments, attended each of these PDOs. The agenda for these PDOs was two-fold. First, to provide illumination to the context and unique circumstances that members from the respective communities function and bring to the college and university. Second, through an appreciation of these factors, ascertain measures and support systems within the college, and institution, which can be utilized to help veterans succeed in the college and program.

- The response to the PDO was generally 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.

- Future PDO plans, for the 2010-11 academic year will be finalized by the COE business managers after the end of the school-year. These PDOs will be directed towards staff and administrators enhancing their understanding towards providing students with better service and to proactively address student concerns.

- For the fourth consecutive year, we awarded a Diversity Award to a faculty member. Dr. Jerry Rosiek was given the award for the 2008-09 school year. The COE Awards Committee has not yet determined the award for this school year.

- The Department of Counseling Psychology and Human Services received an OIED grant to develop culturally responsive programs for students from traditionally under-represented groups.

Impact: 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: Planning for more PDOs for staff and administrators addressing the uniqueness and needs of various communities will be ongoing in the coming academic year. The Leadership retreat is anticipated to be held in the spring term; faculty and staff awards will be presented during spring term as well.
Point 2: Improving Campus Climate

Summary of Activities:

- Student activities sponsored by the Ethnic and Diversity Affairs Committee (EDAC) have been held throughout the year; these activities will be summarized after the end of the academic year. The Office of the Dean sponsors a GTF for the committee.

- Continuing review of the COE curriculum to insure instructional coherence and quality, as well as attention to diversity and to the development of a reporting system for diversity-related concerns.

- 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.

- 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. The entire group meets for one hour, monthly, with the specific goal of developing an advising policy for all master’s level academic programs in the college. The dean meets with only student members for the second hour to discuss issues of particular importance to COE students.

Progress & Results

- **EDAC’s** report of activities for the current academic year (2009-10) will not be submitted to the Office of the Dean until the end of the spring term.

- **COE Fall Orientation** – The College of Education Orientation for all students in the college 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 in a more social context to connect with one another in the spirit of “orientation.” Approximately 250 people attended this event.

- **COE Tutoring Services** – COE Tutoring Services began operating fall term. These services help COE students to integrate effective study and learning strategies to maximize their potential for academic progress. 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 are being expanded spring term, with full implementation planned for next fall.

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 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. Data has been gathered from the COE Student Exit Satisfaction Survey, feedback from COE Orientation sessions, and student evaluations of current services. A complete list of offerings is available on the COE website at http://education.uoregon.edu/field.htm?id=156, and a table of data indicating student access of COE Tutoring Services fall and winter terms is provided below.

<table>
<thead>
<tr>
<th>COE Tutoring Services Data, Fall 2009 and Winter 2010</th>
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<tbody>
<tr>
<td>Total Visits to Tutoring Services</td>
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<tr>
<td># Individual Students</td>
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<tr>
<td>Total Time</td>
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<td>Average Session Per Student</td>
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In addition, 15 Friday workshops have been offered since the beginning of fall term, with attendance of 136 students over the 15 events.

- **COE Career Beginnings** – In response to continued student requests for career preparation assistance, the college 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.

- **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.
• **COE Diversity and Student Affairs Advisory Board** – The Diversity and Student Affairs Advisory Board is 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 has been 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 will include: 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. The group continues to meet. Meeting minutes detailing progress are available at http://education.uoregon.edu/feature.htm?id=2289. A draft policy will be prepared by the end of spring term.

**Impact:** The above activities are critical to the instructional mission of the COE, especially as related to student support and retention. There is a growing awareness among faculty and staff of its importance and central role in providing high-quality instruction and training for our students.

**Future Plans:** We intend to continue the above activities throughout this year and all of next school year. It is possible that we may revise and improve the activities as we review formative and summative data after the end of the school year.

**Point 3: Building Critical Mass**

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

**Progress & Results:** In the past year we have finalized three tenure-track hires with outstanding scholars from traditionally under-represented groups.

- Aki Kamata, Professor, Education Methodology, Policy, and Leadership
- Charles Martinez, Associate Professor, Educational Methodology, Policy, and Leadership
- Michael Pavel (ChiXapCaid), Professor, Education Studies.

We currently are finalizing a hire for a position in Education Methodology, Policy, and Leadership focusing on technology and global education with a candidate from a traditionally under-represented group. We also have a search in Counseling Psychology and Human Services that is ongoing, and likely will not to be finalized until near the end of the school year. This search focuses on Prevention Services and Latino families and likely will yield a candidate from a traditionally under-represented group.

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.

Also, Dr. Edward Olivos will assume the position of department head for Education Studies next school year.
**Impact:** We have increased the number of minority faculty and added faculty from minority groups in key administrative roles.

**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 traditionally under-represented groups, using both creative positions within newly designed academic programs and 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 College held various departmental heads meetings regarding the new budget model and funding structure for the college related to tuition revenues. The new model will provide fiscal incentives to increase the numbers of doctoral and masters students, and establish international programs and connections to increase the number of international students. Across all of these efforts, we will increase the pool of highly qualified students from diverse backgrounds that will, ultimately, increase the diversity of the student population.

**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 commenced.

- The college continues in its efforts to implement coherent and consistent recruitment activities to reach minority students and communities. 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 will facilitate these visits as an ongoing activity for the college. The Service Learning Program provides students with opportunities to tutor high school and middle school students in mathematics and in writing. COE faculty are also visiting schools and districts to make presentations about the various education programs and careers options.

- COE faculty, administrators, and students have met with the Black Students’ Association, and the Native American Students’ Association; in spring term, faculty, administrators, and students will be visiting MeCHa members and the Asian Pacific Students’ Association. These meetings were very well attended and students showed new interests in pursuing careers in education.

- Connections between the UO and international institutions continue to be made. The COE has moved ahead to establish new relationships in India and continues to strengthen the relationships established by faculty in Laos, Vietnam, China, Ukraine, and in Chile.

- Private funding donated to establish an academic support, “tutoring” center opened in fall 2009 in the new HEDCO Education Building. It is being prodigiously utilized by students. As planned, this center is an integral piece of the overall student support initiative in the college and will play a significant role in retention efforts.
**Impact:** Recruitment activities continue even as the admissions process for 2010-11 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 continue to 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 fourth 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. Three new community members were added to the committee; two being school principals, one from an elementary school, and the other from a middle school; and the remaining new member was from the community having a child with disability. It was expected that having school principals on the committee will bring quicker notice of issues in the school districts, thus allowing the college administrators to proactively respond to the developments in the schools.

- The departmental head from EMPL gave a presentation to the CDAB with regard to changes in the curriculum made over recent years to appropriately address the skill sets expected from new administrators in the administrators’ licensure program. These skill sets were also in line with the expectations of the State Board of Education. We will continue to access CDAB members informally as we continue working on many initiatives and other related issues for the COE.

**Impact:** The COE has forged a very constructive relationship with the community (CDAB), whose input and guidance has helped in reaching the COE’s mission.

**Future Plans:** Actively pursue an ongoing dialog with the community to be more responsive to the changing needs of schools and the community.
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- and 3-years post-graduation and we are in the process of completing the third such survey and will finalize the report of those data this coming summer. We will begin to survey COE graduates for the 2009-10 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 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 2008-2009 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.