Progress Report on the College of Education’s Diversity Strategic Action Plan  
2010-11 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 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.

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. These data will not be complied and analyzed until the summer of 2011. It is then likely that the COE’s future plans will not be finalized until late summer, before the advent of the 2010-12 school year.

Point 1: Developing Culturally Responsive Community

Summary of Activities: We identified two goals relative to this point, to establish (a) a recurring set of Professional Development Opportunities (PDO) for staff training each term and (b) the Students Diversity Advisory Committee (SDAC), supported with a .35 GTF position with funds from the Dean’s Office.

Progress and Results:

- In the fall term, a PDO for COE staff pertaining to Campus safety and Security was conducted with the help of Campus Security Officers. This PDO was attended by 22 staff members. The agenda was to advance the information base needed by staff to not only assist students, but also the personal safety and well-being of the staff.

- 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. This PDO was attended by 12 staff members. The agenda of this PDO was to enhance the skills needed by staff to recognize suicidal tendencies among students and the appropriate immediate and proactive measures to be taken by support staff. In both the PDOs, the staff were told of the resources available at the UO and their respective contact information. The responses to both the PDOs were generally positive.

- All PDOs are 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, a Diversity Award was awarded to a faculty member within the COE. Dr. Lauren Lindstrom was given the award for the 2009-10 school year. The COE Awards Committee has not yet determined the award for this school year.
• The Couples and Family Therapy program was awarded 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.

• SDAC immediately set about to establish a Leadership team with adequate student representation from the various programs in the college, both undergraduate and graduate. The team then established an agenda of informative presentations on various aspects of diversity and their inherent intersectionality, which they felt was not, or only marginally, addressed in their respective courses. In fall term the students invited EDST faculty ChiXiapkaid to present on Native American issues, which led to a second in-depth presentation on Native culture and approaches to counseling unique to Native communities. The last in these student led events, to this point in the academic year, was a panel presentation on disability among students, with its intersection of race, sexual orientation, and transgender. These presentations were video-recorded and available to both students and faculty for use in their respective courses.

Impact: The staff PDO’s 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. Students have taken ownership of becoming more knowledgeable and advancing their understanding of various diversity issues not addressed in their programs.

Future Plans: Planning for more PDO’s for staff and administrators addressing the uniqueness and needs of various communities will be ongoing in the coming academic year. SDAC will organize more presentations for the benefit of all students in the college.

Point 2: Improving Campus Climate

Summary of Activities:

• Student activities sponsored by SDAC (see above).

• 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. A Literacy Endorsement and focusing on multicultural considerations and uniting the expertise of three academic units across the college were reviewed at several levels including Teachers Standards and Practices Commission (TSPC). Also, special education totally revamped its certification program emphasizing disability and cultural implications. These changes were reviewed at several levels and ultimately approved by TSPC.

• 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. Attachment A presents a summary of the workshops offered this year and a summary of the number of students who have accessed the tutoring services thus far.

• The COE Student Advisory Board to the Dean was reorganized as the COE Diversity and Student Advisory Board (DSAB), and includes faculty and staff representatives from each of the four
departments. The entire group meets together for one hour, once a month. One of the goals this academic year was to develop an advising policy for all masters level academic programs in the college. Subsequently, the dean meets exclusively with the student members for the second hour, to discuss issues of particular importance to COE students.

**Progress & Results:**

- **Students Diversity Advisory Committee (SDAC)** 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 SDAC report of activities for the current academic year 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 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. 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 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. Attachment B presents a summary of the workshop offerings at the event.

- **COE Tutoring Services** – COE Tutoring Services is completing its second year of operation. 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 Ed Foundations program and as prerequisites for students interested in becoming teachers. Writing assistance for COE students continues.

  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](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.

- As we described in previous reports, 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 2010-11 has been to develop a student recruitment strategy. Meeting minutes detailing progress are available at [http://education.uoregon.edu/feature.htm?id=2289](http://education.uoregon.edu/feature.htm?id=2289).

**Impact**: The above activities are critical to the instructional mission of the COE, especially as related to student recruitment, 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 the following hires with an outstanding scholars from a 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.

We also have a search in Counseling Psychology and Human Services that focuses on Prevention Services and Latino families and likely will yield a candidate from a traditionally under-represented group. These positions likely will not be finalized until after this report is due.

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 might delay acting upon those hires.

Finally, Dr. Edward Olivos assumed the position of department head for Education Studies, this school year. Dr. Ed Kame’enui will resume duties as associate dean for research and outreach next fall after completing his sabbatical 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 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 head 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. Yearly the COE awards more than $300,000 in student scholarships to about 120 students.

- In December we held a Leadership Retreat focusing on student recruitment that was led by CODAC staff.

- 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. COE faculty are also visiting schools and districts to make presentations about the various education programs and careers options.

- Coaching For Educational Equity (CFEE) is a program to help school administrators and teachers confront issues related to racism and bigotry in classrooms head-on, rather than superficially. Between six to seven teachers had taken the program in Lewis and Clark College and the EMPL Administrative Licensure program accepted their credits to be transferred to the Department as Continuous Education credits.

- In conjunction with OIED and President Lariviere’s office, we are co-sponsoring a GTF to work with MECHA students on campus and GANAS students in local schools. This GTF is a student in EDST and is continuing work in Kelly Middle School and developing a new program in the Bethel School District.
• COE faculty, administrators, and students are making plans to meet with various student groups in the spring term.

• 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 donations were used to support the student-tutoring center that operates in the HEDCO Education Building. As described previously in this report, it is being prodigiously utilized by students and is a major 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 sixth year for the Community Diversity Advisory Board (CDAB). So far this school year, we have met once. Because of personnel changes in the COE we were delayed in scheduling other meetings, but intend to have at least one more meeting this year.

• We will continue to access CDAB members formally and informally as we continue working on many initiatives and other related issues for the COE.

• For the seventh year, the COE’s Diversity Coordinator, and for the third year Dr. Jerry Rosick represented the COE on the 4J Equity Committee, developing lines of communication with the school district, and acting on an advisory level between the district and the COE.
Impact: The COE has forged a very constructive relationship with the CDAB, whose input and guidance has helped in reaching the COE’s mission. The COE also works closely with school districts in the county with heightened attention to graduating teachers who are competent with dealing with the changing demographics and social realities in the K-12 system.

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 four 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-post-graduation and we are in the process of completing the fourth such survey and will finalize the report of those data this coming summer. We will begin to survey COE graduates for the 2010-11 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 complied in previous years will be completed this summer. 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.