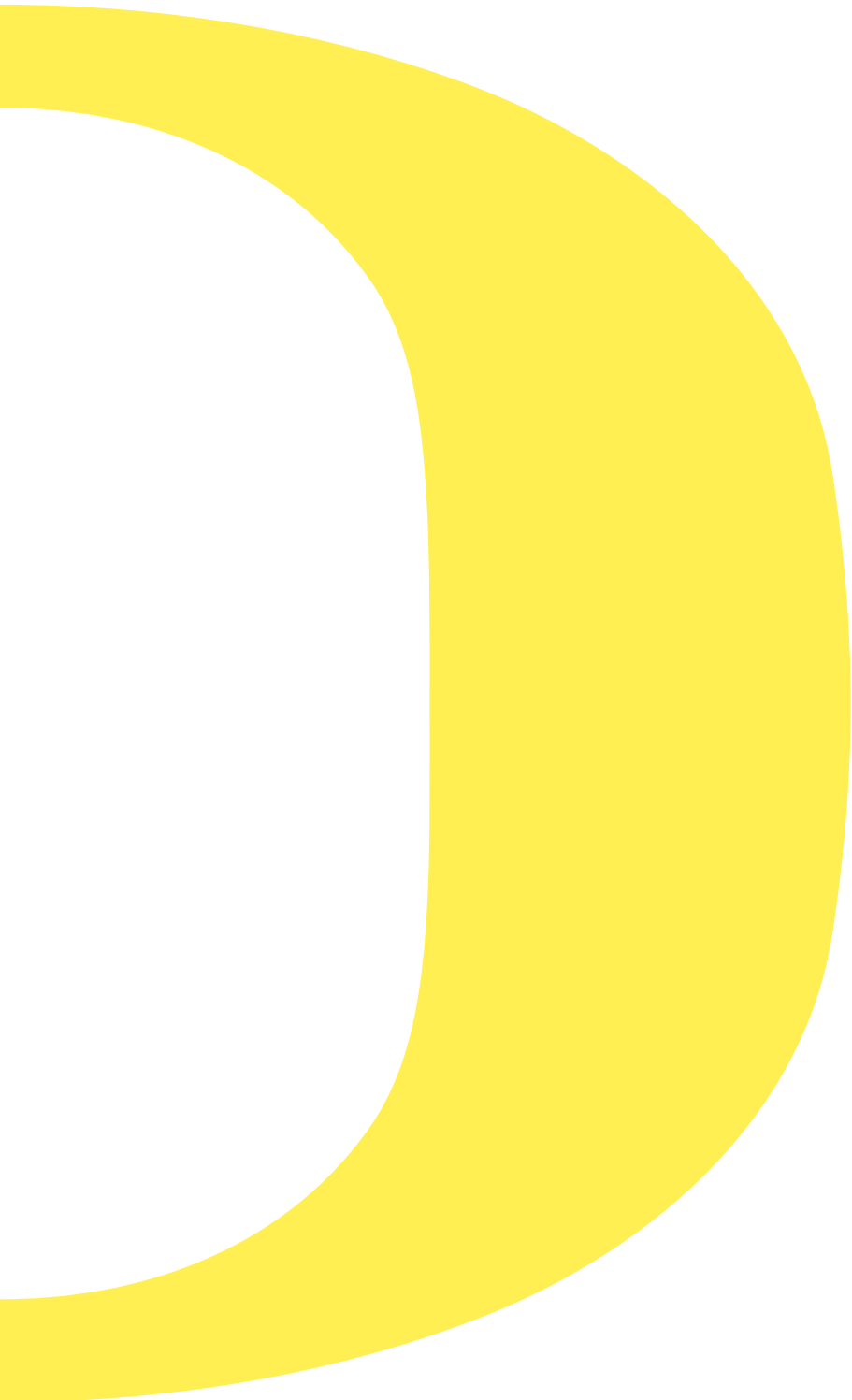


Diversity Action Plan



Prepared by the Office of the Dean
College of Education, University of Oregon
Submitted to UO President Michael Schill

Introduction and College Context

The College of Education (COE) is a community of intellectual leaders that generates new knowledge and innovative practices that inspire our students to help their communities resolve pernicious social problems. One of the most robust solutions to many of our social problems is ensuring that all children have access to the highest quality education and are nurtured to achieve their full potential and work for the greater good.^{1,2} We are eager to accept the responsibility as intellectual leaders to build educational and social systems that respond to, and capitalize on, the diverse knowledge, skills, and potential of all students and that promote positive, enduring, and empirically verified change in the lives of all children and our state, national, and global communities.

To promote equity and access of educational opportunity for all children we must begin with promoting equity, inclusion, and diversity within our College. The COE trains the next generation of educators and social service providers who will work with children and families across the state, nation, and world. This equity plan outlines goals and strategies that we will use to optimize our institutional capacity to establish equitable and inclusive practices across our instructional, training, service, and research activities.

Planning Process

Our COE Diversity Action Plan is oriented to our UO institutional priorities and the pillars of excellence comprising the IDEAL Framework. In 2015, University of Oregon President, Michael Schill, announced three institutional priorities: build our tenure-related faculty and promote academic research; ensure affordable and accessible education; and offer a rich and high-caliber educational experience. Diversity, equity, and inclusion are woven into each of these priorities. In addition, the Vice President for Equity and Inclusion, in collaboration with the University-Wide Diversity Committee, established an overarching framework through which the UO community can pursue diversity and inclusion. The “IDEAL Framework” comprises five key pillars: Inclusion, Diversity, Evaluation, Achievement, and Leadership.

Our work to create this Diversity Action Plan began in September 2015 when we were required by the State of Oregon legislature to create a strategic plan to diversify the educator pipeline with regard to race and linguistic ability. This Diversity Action Plan is a living document that is the result of 18 months of research, data gathering, conversations, and meetings. The dean and assistant dean for equity and inclusion convened meetings and individual conversations with COE administrators, faculty, staff, students, and governance committees including, but not limited to, the dean’s leadership team, the dean’s faculty advisory committee, college department heads, college consortium, the dean’s student advisory board, and the college student diversity affairs committee. In addition, local and state school district administrators and teachers assisted with the development of this plan. The focus of these ongoing discussions was on identifying our current institutional strengths, resources, weaknesses, and missed opportunities to insure student and faculty excellence and create institutional goals and strategies to optimize our capacities and reduce our deficits.

During the institutional planning process, we also used state reports on the status of educator training in Oregon; research on key national trends in post-secondary enrollment and diversity in higher education³⁻⁸; student, staff, and faculty data collected by the University of Oregon Office of Institutional Research; and student survey data collected by the University of Oregon Graduate School and our college. All of these data sources informed the development of the key objectives, goals, and strategies that comprise this Diversity Action Plan.



Key Goals

The overarching aim of this Diversity Action Plan is to increase institutional capacity to foster greater equity, inclusion, and diversity within our College in order to, ultimately, advance the intellectual and civic excellence of our students, faculty, and staff and their contributions to our local, national and global communities.

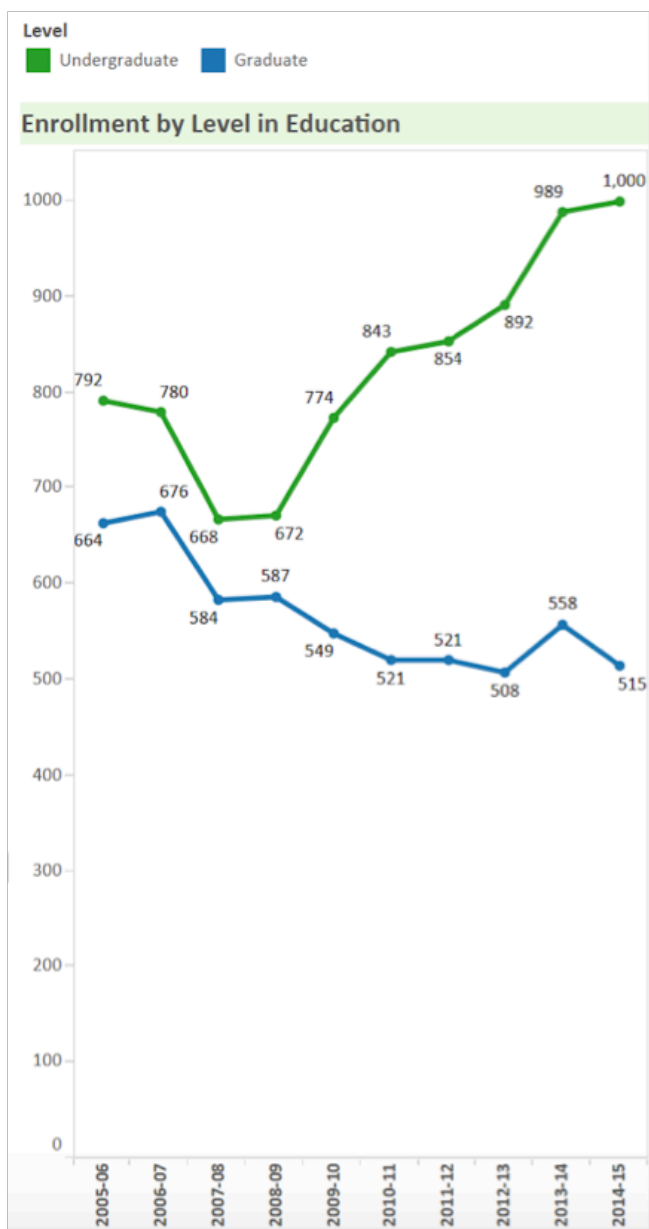


Current Student Enrollment in the COE

We are honored that our efforts to recruit more graduate students of color and first generation college students have been recognized and rewarded institutionally. Four graduate programs within the COE itself ranked in the top 20 or top 20 percent in 2016. The UO Graduate School also awarded nine doctoral fellowships to three of our educator preparation graduate programs to recruit top graduate candidates from underrepresented groups. These fellowships are awarded annually based on assessment of graduate programs on the following metrics: degree completion rate, time-to-degree, admission selectivity, percentage of students enrolled, demographic diversity of program, GRE scores, and program quality. Our educator preparation graduate programs will continue to improve along each of these metrics to recruit the most exceptional educator preparation students from underrepresented groups.

Figure 1 shows our COE undergraduate and graduate enrollment trends from 2005-2015. These data show that we need to redouble our efforts to increase student enrollment in our educator preparation graduate programs, including increasing our enrollment capacities and transitioning our undergraduate majors into our graduate programs.

Figure 1. Trends in COE enrollment.



Figures 2–5 show trends in COE student enrollment by race, international student status, and Pell Grant eligibility since fall 2005. These data show that the COE has consistently improved during the past ten years at enrolling more undergraduate students of color, and more recently we have improved our efforts to matriculate graduate students of color. These data also show that we have made more consistent improvements in enrolling students who are eligible for Pell Grants. In contrast, we must direct greater attention to becoming a global leader in educator training and reverse the downward trend in international student enrollment.

Figure 2. COE enrollment trends by race from fall 2005 to fall 2016.

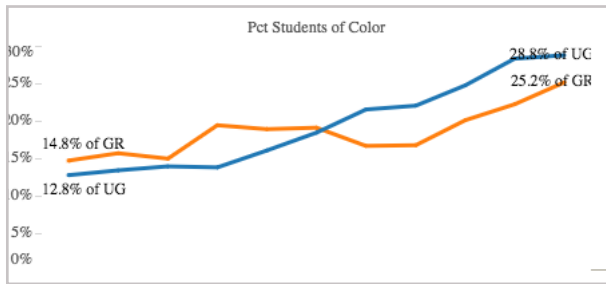


Figure 3. COE enrollment trends by international student status from fall 2005 to fall 2016.

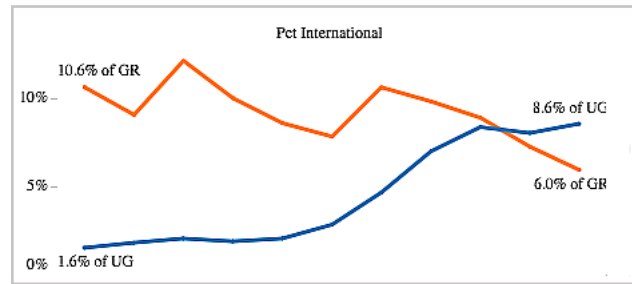


Figure 4. Total college enrollment by race from fall 2005 to fall 2014.

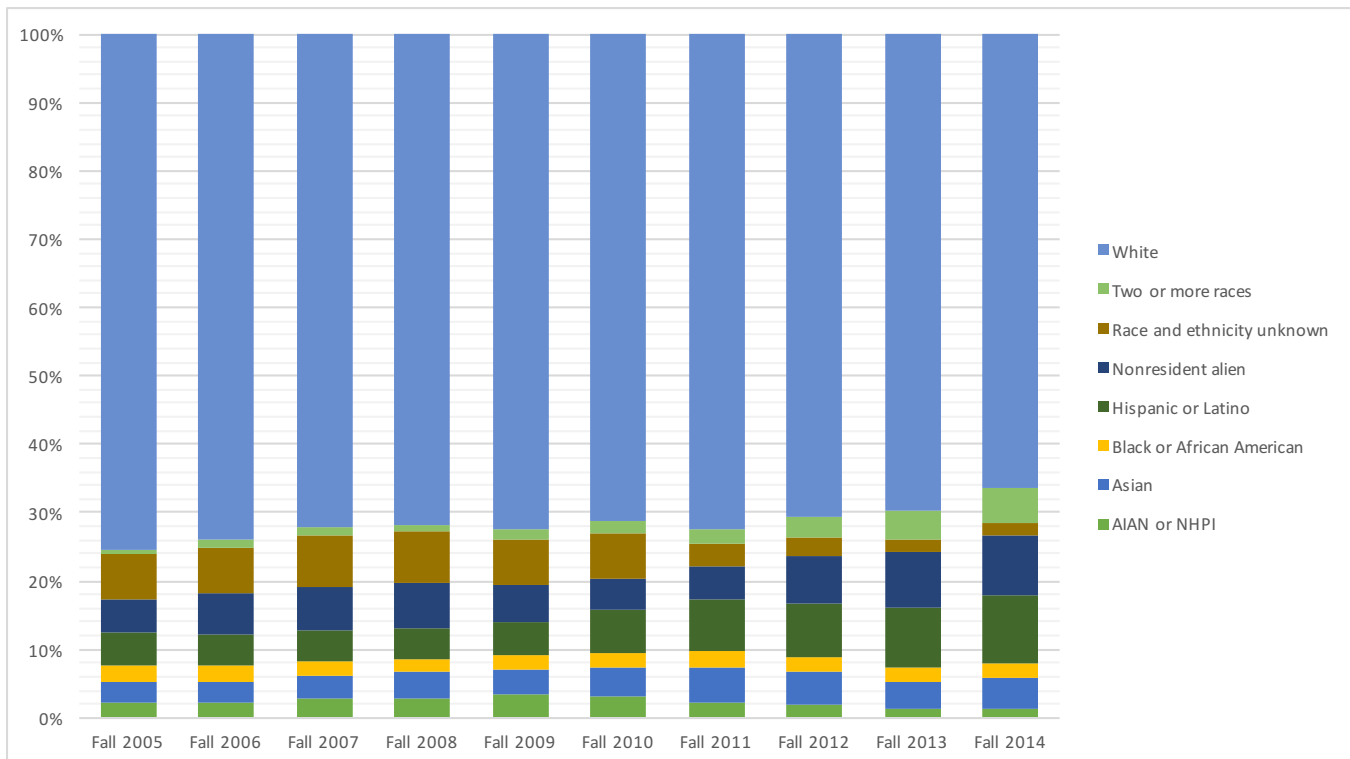


Figure 5. COE enrollment trends by student Pell Grant eligibility from fall 2005 to fall 2015.

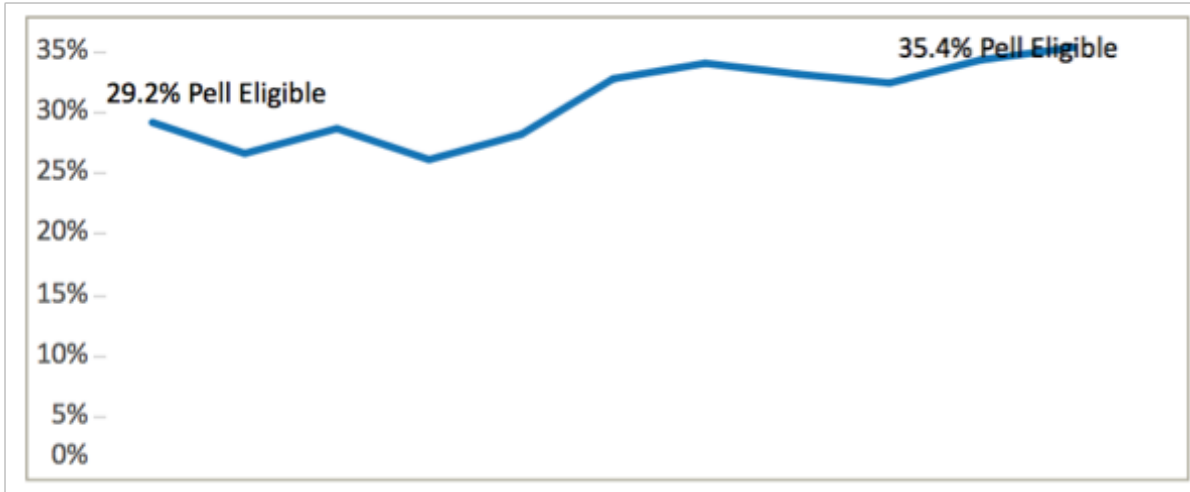
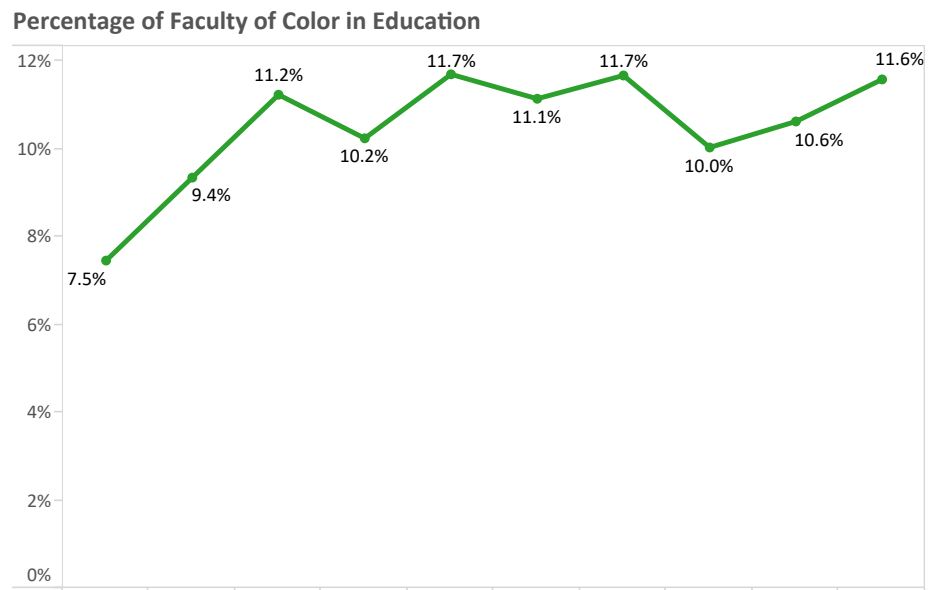


Figure 6. COE faculty of color from 2003 to 2016



Note: Faculty of color include American Indian/Alaskan Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, Two or more races.

Objective 1: Increase educational access and opportunities

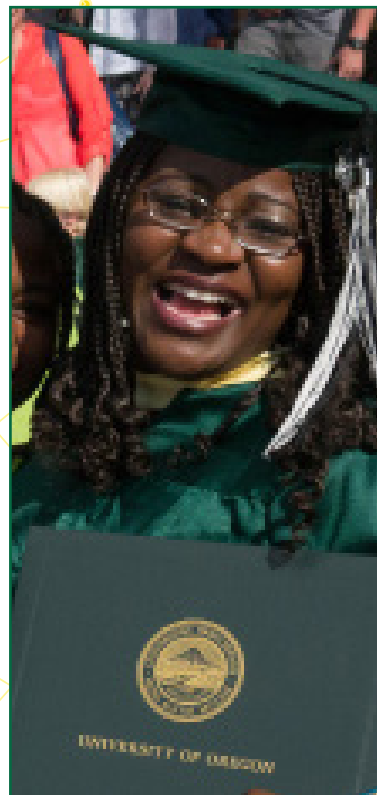
To increase educational access and opportunities for our College students, particularly those from underrepresented backgrounds, will include efforts to increase institutional access and opportunities for the faculty and staff who advise and mentor our students. We will focus our efforts on increasing student and faculty funding, expanding student access to degree programs, and increasing curricular offerings. We expect that (a) diversifying the modalities, times, and locations of our courses and (b) facilitating faculty members' creation of new courses and degree programs that capitalize on, and advance, their state-of-the-art research activities will reduce institutional barriers to access and increase curricular opportunities. Our overall accountability metric is a continual increase in the proportion of students from underrepresented groups enrolled in our College degree programs over the next five years.

GOAL	STRATEGY	METRICS AND TIMELINE	LEAD STAKEHOLDER
1) Increase funding for educator preparation students from underrepresented groups	<ul style="list-style-type: none"> Procure funding designated for educator preparation, with funds earmarked for students from underrepresented groups or matriculating from programs like the minority teacher Pathways in Education Lane County Facilitate NA/AI COE students' participation in the Future Stewards Program; a joint effort between the UO and federally recognized Oregon tribes to fund NA/AI students' education 	<p>Advancement efforts have already begun and will continue over the next five years.</p> <ul style="list-style-type: none"> Quarterly reporting of advancement activities Annual reporting of new scholarships, grants, or other relevant funds Annual participant tracking of the Future Stewards Program 	Dean, Director of Development
2) Expand students' access to degree programs	<ul style="list-style-type: none"> Offer multiple admissions program deadlines to increase applicant pools and expand enrollment capacity Offer more courses that use different modalities (e.g., on-line, hybrid) to meet the needs of an increasingly diverse student body Deliver programs, courses, and field experiences in targeted geographic regions to increase educational access to underrepresented groups 	<p>Planning efforts are already underway with anticipated roll-outs for 2017-2018.</p> <ul style="list-style-type: none"> Term reporting of the percentage of courses taught by modality type Annual tracking of the number of new program sites 	Associate Dean for Academic Affairs
3) Expand curricular offerings	<ul style="list-style-type: none"> Develop new courses and degree programs with other UO academic units Provide opportunities for faculty to feature their disciplinary expertise in areas of diversity, equity, and inclusion Fund faculty to develop new interdisciplinary courses and modalities Initiate and support the formation of interdisciplinary curriculum groups to design new courses and programs that feature faculty research innovations Expand program and curricular offerings that prepare graduates to serve culturally and linguistically diverse communities Create partnerships with Oregon high schools to offer college preparatory classes that serve our communities and strengthen our post-secondary pipeline 	<p>Planning efforts are already underway with anticipated roll-outs for 2017-2018.</p> <ul style="list-style-type: none"> Prioritize hiring of faculty in Indigenous Studies and Spanish-language educator preparation Annual reporting of enrollment in the Sapsik^walá Teacher Education program, ESOL, and other linguistic/cultural programs Annual tracking of the number of new high school partnerships with course offerings Annual tracking of the number of new program sites Annual tracking of new programs or courses offered Annual tracking of program and course revisions that increase educational access (e.g., reduce credit loads) 	Associate Dean for Academic Affairs, Assistant Dean for Equity and Inclusion

Current Efforts

We are engaged in several efforts currently to increase educational access and opportunities for our students. These efforts include, for example:

- The dean created the first assistant dean for equity and inclusion position on our campus. The charge of this position is to help the COE incorporate equitable and inclusive practices across our instructional, training, service, and research activities.
- Because of the commitment and generosity of our dedicated donors, 60% of student applicants received scholarship funding during 2015-16 as compared to 50% of student applicants the prior year.
- Faculty member Christopher Murray, PhD, was awarded a US Department of Education grant that will provide doctoral training to scholars who will be prepared to respond to the needs of NA/AI students with disabilities. Training began in fall 2016.
- We have a growing Spanish language certification option that allows Spanish-speaking students to receive additional training and supervision with Spanish-speaking clients/students.





Objective 2: Provide an inclusive learning and work environment

To provide an inclusive learning and work environment for our students, staff and faculty we will hire, retain, and advance more faculty and staff from underrepresented groups; enhance faculty and GE instruction; and improve our academic resources for students and professional development resources for faculty and staff.

Building a community of faculty and staff from underrepresented groups who can serve as mentors, advisors, supervisors, and instructors to an increasingly diverse student body is essential to creating a more inclusive, equitable and diverse College community. We expect that by hiring and retaining more diverse faculty and staff, providing exceptional instruction and engaging student experiences, and increasing academic and professional development support, we will improve students' academic persistence and performance as well as faculty and staff retention and performance.

Our overall accountability metrics are the retention, graduation, and satisfaction of our students; hiring, retention, and promotion of our faculty; and retention, performance, and satisfaction of our staff. Over the next five years, we want to increase these metrics among our underrepresented students, staff and faculty, in particular, so that they are on parity with students, staff and faculty well represented in our College community.

GOAL	STRATEGY	METRICS AND TIMELINE	LEAD STAKEHOLDER
1) Hire, retain, and advance more faculty and staff from underrepresented groups	<ul style="list-style-type: none"> • Use current promising practices toolkits for faculty hiring and advancement provided by UO CoDaC to guide inclusive and equitable practices • Create promising practice toolkits for faculty and staff hiring and advancement to guide inclusive and equitable practices • Facilitate COE faculty and staff participation in professional development and advancement programming (e.g., UO Faculty Fellows retention and advancement program; employee resource group programs, NCFDD) • Expand recruitment/advertisement efforts of faculty and staff positions 	<p>Efforts have already begun to develop resource materials for roll-out in 2017-2018.</p> <ul style="list-style-type: none"> • Annual reporting of racial/ethnic/linguistic diversity of faculty and staff • Participant tracking in targeted professional development efforts • Annual reporting of the diversity of applicant pools 	Dean, Associate Dean for Research and Faculty Development, Assistant Dean for Equity and Inclusion



GOAL	STRATEGY	METRICS AND TIMELINE	LEAD STAKEHOLDER
<p>2) Enhance faculty and Graduate Employees (GEs) instruction</p>	<ul style="list-style-type: none"> • Implement a review of core curricula for pedagogical practices and curricular content that promote culturally responsive instruction and inclusive learning environments • Facilitate faculty and GE use of the UO Teaching Engagement Program (TEP) to develop their pedagogy and course content • Create GE orientation, training, and supervision efforts with relevant campus units to advance GE instructor competencies 	<p>Efforts are underway and will continue over the next five years</p> <ul style="list-style-type: none"> • Term reports of findings from the bias review process • Annual review of course evaluations • Annual review of COE and graduate school exit survey data • Implement survey review process for GE training 	<p>Associate Dean for Academic Affairs, Assistant Dean for Equity and inclusion</p>
<p>3) Improve student academic support resources</p>	<ul style="list-style-type: none"> • Implement a review of key student learning and performance assessments for bias • Coordinate with other UO units to improve the accessibility, quality, and centralization of student academic advising, tutoring, and career development services • Insure accessibility and availability of academic resources (i.e., program information, funding opportunities) • Provide learning environments that are inclusive and connect students with peers and faculty • Develop global partnerships that allow students to study in different languages and cultures • Create a physical space for students to gather within the College, especially student affinity groups and the Student Diversity Affairs Committee • Restructure the Student Diversity Affairs Committee structure to liaison with and affect more COE students in our four departments. 	<p>Efforts are underway and will continue over the next five years</p> <ul style="list-style-type: none"> • Annual report of bias findings from assessment review • Utilization reports of the student success platform • Annual review of the COE and graduate school exit surveys • Biannual review of the COE Student Experience Survey • Annual tracking of high impact student experiences 	<p>Assistant Dean for Equity and Inclusion, Director of Institutional Assessment</p>
<p>4) Improve faculty and staff support resources</p>	<ul style="list-style-type: none"> • Enhance all new-hire personnel documents to include a broader range of resources for staff and faculty from underrepresented groups • Increase involvement of faculty and staff in College and University efforts to enhance inclusion, equity and diversity 		

Current Efforts

Our COE community is engaged in several efforts to provide inclusive learning environments for students:

- We are better tracking our faculty and staff recruitment and retention efforts owing to the presence of our new director of institutional assessment who tracks faculty hiring and admission decisions, for example, to ensure that we are not engaging in systematic, although unintentional bias.
- Since 2014, we have hired 7 new faculty who identify as members of racial/ethnic minority groups; 6 of whom speak languages other than English to conduct their research with underserved families and communities.
- The college's UOTeachOUT continues to be a grand success—a series of anti-oppressive teacher education outreach events, forums, and activities that take place annually. This series of public pedagogy faculty and student projects is designed and enacted by Department of Education Studies seniors and graduate students enrolled in a seminar course. Some projects are linked to regional middle and high school gay straight alliance and queer alliance clubs. Other projects are linked to statewide educational leaders, and still others are linked to national research on relevant topics annually.
- We continue to build strong partnerships with the NAACP of Lane County, Blacks in Government, and other community and UO affinity groups to co-sponsor and co-host professional development and equity and inclusion events for students, staff and faculty.
- We started the **Our Space** art initiative to bring into our COE learning spaces artwork and performance that reflects the diversity of our COE student community and the diversity of the children and families our graduates will serve.
- Our Educational Methodology, Leadership, and Policy Department offers an Equity Leadership Fellows Program. It will reward excellent students who wish to understand and address how individual differences and structural inequities create disparities in outcomes for culturally and linguistically diverse populations of students, schools, and communities.



COE Resources Committed to Diversity, Equity and Inclusion Efforts

ANNUAL BUDGET	PURPOSE	JUSTIFICATION	FUTURE NEEDS
\$71,780	10-month salary and benefits for .40FTE assistant dean for equity and inclusion position	The assistant dean position was created in 2015 to advance the intellectual and civic excellence of our students, faculty, and staff by insuring equitable and inclusive practices across our instructional, training, service, and research activities. It is the only position of its kind on our campus. This position is funded by the COE general fund.	Sustain this position long term.
\$82,064	Sapsik'walaá Teacher Education project	This Native American/American Indian educator preparation program was funded originally by a US Department of Education grant and was a vibrant program with 25+ NA/AI educator preparation students. Grant funding was lost in 2015 and the COE has provided funding to continue the project at a smaller scale.	Want to grow the Sapsik'walaá Teacher Education project into a vibrant, large educator preparation program again for NA/AI students. More funds are needed to increase tenure-track faculty to deliver the program, scholarships to fund large cohorts of students, and to provide program staff support.
\$91,824 (startup) \$158,645 (salary and benefits)	Average cost in 2014-15 per new faculty hire. A total of eight new faculty were hired in 2014-15.	The COE provides all new faculty with start-up support. Faculty from underrepresented groups are eligible for additional support from the underrepresented minority recruitment program.	Need to increase funds to meet growth of our tenure-track faculty and to compete nationally and internationally for the best scholars. An institutional priority is to increase the number of tenure-track faculty we hire in the COE, with emphasis on hiring faculty from underrepresented groups. We anticipate over the next two years hiring ten additional tenure-track faculty members.

ANNUAL BUDGET

\$593,455

PURPOSE

COE student scholarships

JUSTIFICATION

Scholarship money distributed to 101 COE students in 2015-16.

FUTURE NEEDS

Need to increase funds to match increased student enrollment goals identified in this institutional plan. Current scholarship amounts range from \$500-\$5,000 and cover less than 20% of graduate tuition and fees for one year.

\$20,000

Sponsorship or co-sponsorship of faculty, staff, and student professional development and equity and inclusion activities

Funds were used this year to sponsor more than ten new professional development and equity and inclusion events for our COE community.

Need to increase funds to continue professional development that enhances our faculty excellence and students' experiences—two primary institutional priorities.

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