University of Oregon
Strategic Diversity Action Plan
For the College of Education

May 2007

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This Strategic Diversity Action Plan (SAP) is the result of three years of work (2004-07), during which the College of Education (COE) received intense, external review and criticism regarding diversity issues. As a result of this close inspection, over the past three years, the COE has engaged in a comprehensive process of internal examination and change—including significant administrative, organizational, curricular, and cultural changes—to address the challenges and opportunities offered by addressing those diversity issues.

One of the major outcomes of that recent work is the COE's Diversity Report (adopted February, 3, 2006). That Report was developed, refined, and finalized through input, discussion, and regular guidance from (a) two nationally recognized, outside consultants, (b) undergraduate and graduate students from COE, (c) community members (including teachers, school administrators, advocates), and (d) the entire administrative staff of the College (Attachment A presents the members of that committee and the final version of the Report).

At the outset, we should note that the SAP is grounded in the Report, coupled with a developing College-wide evaluation system. The system includes (a) quantitative surveys of graduating students and graduated former students, (b) data from extant databases, and (c) qualitative input from students, community members, faculty, and staff. These data sources provided the foundation for planning the diversity-related work that we as a College have undertaken during the 2006-07 school year. As we will discuss in this SAP, we will use a similar process in planning our diversity-related activities for the 2007-08 school year.

This document first offers a description of the COE and its structural composition. The complicated nature of the College must be understood as a precursor to our discussion of diversity. The latter sections of the SAP focus on diversity activities and plans.

I.   Description of the Units Mission/Guiding Principals

The mission of the COE is to "make educational and social systems work for all." Specifically, the goal of the COE is to (a) train educators and social service providers, and (b) conduct research and scholarship relative to contemporary issues facing the educational and social service systems. This mission carries unique implications for the COE as the "laboratory" in which we work (i.e., the focus of our instructional programs and research) are the public school systems and various social service systems (e.g., juvenile corrections, child welfare, and mental health) that exist in our society.

Relative to this mission, we as a College worked to develop and adopt the following diversity vision statement.

> The College of Education will be an inclusive community where students, faculty, and staff of all backgrounds are provided a welcoming and safe environment
> (a) in which to engage in their instructional, administrative, research, and scholarship activities and
> (b) have active, serious, and respectful discussions associated with the opportunities and challenges of diversity.
> Through open exchanges of ideas, the College will provide its students with the skills, knowledge, and understanding needed to educate and support children, youth, adults, and families representing all of society.

The COE's instructional and research and scholarship mission is fully consistent of the UO's mission to "develop and disseminate knowledge." Our unique association with the public school and social service systems also is consistent with the University's stated goals of providing the highest *quality* educational experience to students, seeking *international* experiences for students and faculty, expanding the *diversity* of our students and faculty, and *engaging* the community in which the University is based to the maximum extent possible.

Specific to our *instructional programs*, many of our students will enter the teaching or related services fields (e.g., school psychology, speech pathology); thus, to become prepared to succeed in these careers, it is incumbent that they receive structured experiences in schools and agencies as the basis of their professional training. Specific to our *research and scholarship programs*, we must work closely with those systems, the professionals in those systems, and the children, youth, and families using the systems. As the leading research college of education in the state and nation, and as the second largest trainer of teachers and administrators in the state, it is then imperative that we are responsive to the needs of the educational and social service systems—needs which are dictated by the children, youth, and families served by those systems. Indeed, comments from various professional and alumni organizations stress that as a college of education we must train our students to teach and work effectively with diverse learners in settings in which there will be children and youth with a broad array of learning, cultural, and linguistic characteristics.

In this regard, it is important to recognize that the cultural and ethnic demographics of the local, state, and national educational and social systems have changed dramatically in recent years. Currently, in Oregon, about 24% of the school-age population is from minority groups, compared to less than 10% just more than 15 years ago. In some parts of the state the representation of "minority" groups is such that those students actually are the "majority" group in their respective community and educational or social system. Further, the number of different cultural and ethnic groups has multiplied greatly, creating school and social service contexts with an array of different languages and cultures.

There are, of course, other intrapersonal personal characteristics that can affect an individual's success in learning and/or adjustment and that carry implications for the COE's instructional and scholarship mission. Among these factors are disability (about 11% of all students in the public schools receive special education services), socioeconomic status, and sexual orientation. Individuals with these characteristics also should be viewed as diverse and require special attention within the public education and social service systems.
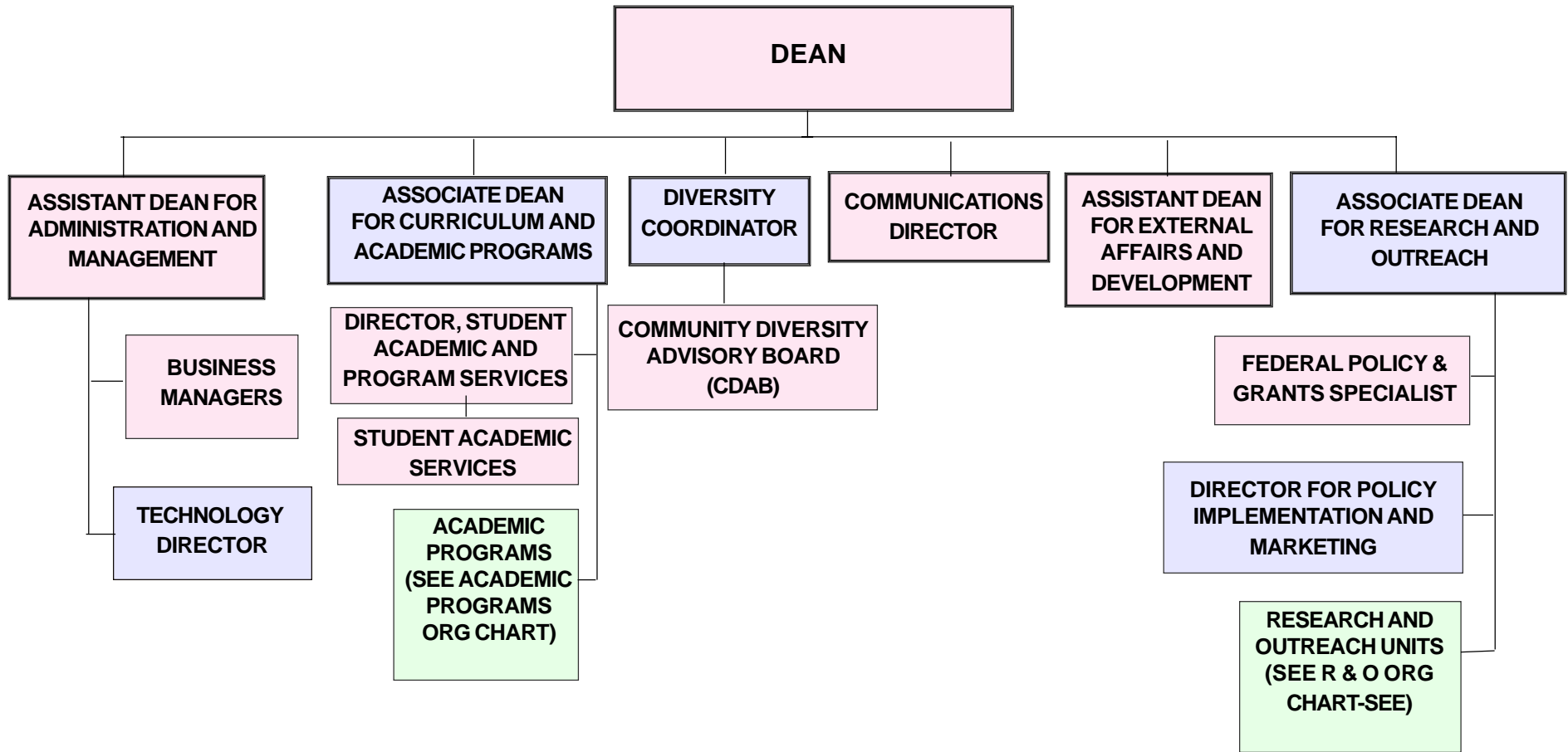
A growing systemic factor with implications for the work of the College relates to *internationalization.* There is no question that our economy is becoming more diverse along with our population. Currently, 1 in 4 jobs in Oregon are tied to foreign businesses and it is likely that this proportion will increase in the coming years. This reality will dictate how our state and nation's children and youth should be educated. That is, if children and youth are to become employed successfully in the near future, it is probable that they must be taught languages, cultures, and customs that are consistent with those of the businesses in which they will work and that will increasingly affect our society. It follows, that COE students—as future educators, social service providers, researchers, and academicians, who will teach, serve, and work with those young people—must also be trained to address these emerging needs.

II.   Organization Structure

The COE is comprised of two major components: (a) an instructional program that prepares teachers and a wide variety of educators and support professionals to address the educational and social service needs of citizens in the country; and (b) an elaborate program of externally funded research projects that support COE instructional programs, and provide national and international leadership in the areas that are represented by the externally funded projects. Figure 1 shows the basic organization of the COE.

LEADERSHIP ORGANIZATIONAL CHART
University of Oregon College of Education

FIGURE 1

DEAN

- **ASSISTANT DEAN FOR ADMINISTRATION AND MANAGEMENT**
  - **BUSINESS MANAGERS**
  - **TECHNOLOGY DIRECTOR**
- **ASSOCIATE DEAN FOR CURRICULUM AND ACADEMIC PROGRAMS**
  - **DIRECTOR, STUDENT ACADEMIC AND PROGRAM SERVICES**
    - **STUDENT ACADEMIC SERVICES**
  - **ACADEMIC PROGRAMS (SEE ACADEMIC PROGRAMS ORG CHART)**
- **DIVERSITY COORDINATOR**
  - **COMMUNITY DIVERSITY ADVISORY BOARD (CDAB)**
- **COMMUNICATIONS DIRECTOR**
- **ASSISTANT DEAN FOR EXTERNAL AFFAIRS AND DEVELOPMENT**
- **ASSOCIATE DEAN FOR RESEARCH AND OUTREACH**
  - **FEDERAL POLICY & GRANTS SPECIALIST**
  - **DIRECTOR FOR POLICY IMPLEMENTATION AND MARKETING**
  - **RESEARCH AND OUTREACH UNITS (SEE R & O ORG CHART-SEE)**

= Positions included in funding proposal

Description of the Academic Departments

This section describes the four academic departments in the COE. It should be noted that in the 2006-07 school year, the COE established the Community Diversity Advisory Board, which interacts directly with the Dean and the College's Diversity Coordinator and has input on the academic programs. We discuss this committee later in this document.

Educational Leadership. The Educational Leadership department offers programs in Initial and Continuing Administrative Licensure, both on campus as well as through distance education in its metro program for educational leaders in the Portland area. Additionally, the Educational Leadership department is affiliated with several key research and development centers that have successfully developed and sustained externally funded projects on large scale assessment systems, preparation for post-school education, progress monitoring in public schools, and assessment modifications in public schools.

Counseling Psychology and Human Services: The Counseling Psychology and Human Services (CPHS) department includes nationally recognized and vital academic programs at the bachelor's, master's, and doctoral level that prepare individuals to provide counseling, therapy, and social services to individuals, families, and communities. All three academic programs have statements about their diversity commitments in their student handbooks, which provide advance notice to entering students about the program's commitments and expectations about diversity. The curriculum includes diversity-focused coursework in all three academic programs as well as the infusion of diversity topics into all courses offered in the department.

Faculty research and scholarship address diversity topics. Several members of the CPHS faculty are working regularly in other countries (i.e., Ukraine, Chile, Cambodia, China) to develop collaborative research and service projects with human services, counseling, and therapy training programs. A strong component of the education and training associated with the bachelor's degree in the Family and Human Services program includes field placements in over 100 different agencies in our community during students' junior and senior years in the program. Students have an opportunity to work with clients and families from a wide diversity of backgrounds.

Similarly, the Marriage and Family Therapy (MFT) program provides training opportunities for its master's students in the Center for Family Therapy, which provides over 4, 000 therapy contact hours on a sliding-scale fee basis for members of our local community. The Center does broad outreach to advertise its affordable therapy services to diverse populations in our community. The MFT program is currently working with the Beijing Normal University to extend its training model to China. The Counseling Psychology program offers doctoral practicum training at the Center, a center dedicated to understanding and promoting mental health and resilience in families from all cultural backgrounds.

Teacher Education. Teacher Education faculty has developed an innovative curriculum to support the development of teachers for Oregon's schools who are competent pedagogically and culturally to serve the needs of Oregon's increasingly diverse student population. This curriculum emphasizes strong preparation in subject matter content areas, with a special emphasis on areas of high need in Oregon—currently mathematics and science education. It also makes a commitment to serving Oregon's increasingly linguistically diverse student population by imbedding an ESOL Endorsement in its certification program. This new curriculum improves on what preceded it by increasing the disciplinary diversity of its course offerings. From the undergraduate to the Ph.D. level, students will receive a genuinely interdisciplinary education that examines the psychological, social, cultural, and ideological foundations of teaching and schooling.

Teacher Education faculty has successfully secured external funding to study innovative professional development for mathematics and science teachers. Also, Teacher Education faculty members, in partnership with nine federally recognized tribes from the state of Oregon, have developed the Sapsik'ʷalá Project, aimed at increasing the number of Native teachers and teachers to work with Native students.

Special Education and Clinical Sciences. The Department of Special Education and Clinical Sciences includes the Communication Disorders and Sciences, School Psychology, and Special Education majors. Each of these majors has doctoral and masters programs, and CDS also includes an undergraduate major. The Special Education graduate programs have long been nationally acclaimed, including a number 3 ranking in the 2007 U.S. News and World Report ratings of graduate programs, making it the highest nationally ranked graduate program at UO, and possibly within the Oregon University System. The programs within the department are known for cutting-edge research and innovation that has a strong applied focus, especially for children and youth with disabilities, or who are considered to be disadvantaged or at-risk for negative outcomes. Many of the research and outreach efforts of the department are making a strong positive impact in school settings that serve students with diverse backgrounds, both nationally and internationally.

Description of the Research and Outreach Units

In the 2006-07 school year, the COE accounted for $42 million dollars in external funds. In a very real sense these units operate as independent businesses, responding to opportunities for specific products or work and/or developing expertise in particular areas that promote success in funding. The funding priorities and resource availability are dictated by agencies *outside* of the College and University. A reality, then, is that the (a) vast majority of the faculty and staff in these units are not tenure-track faculty, (b) those faculty are dependent upon success in extramural funding to maintain their employment at the university, and (c) the work conducted by these different units is dictated by their respective funding agreements.

Figure 2 presents the Research and Outreach structure of the COE. Brief summaries of those Research and Outreach units are provided below.

COE Research. UO College of Education is home to an alliance of nationally prominent centers, institutes, and affiliated research and outreach units. The following research units foster fundamental and applied research. Faculty members integrate their research findings and scholarship into the college's curriculum. An emphasis on evidence-based practice creates practicum and field based learning opportunities and practice sites for students and school/community partners.

Behavioral Research and Teaching (BRT). BRT combines applied behavior analysis with effective measurement and teaching practices to develop, study, and disseminate empirically based educational programs for students who are at risk of failure in school and in the community. Research and professional development activities and projects focus on (a) academic assessment from teacher-driven classroom practices to large-scale state accountability systems; (b) educating students with learning disabilities; (c) systems change and school reform; and (d) behavioral and instructional consultation. Opportunities for research and personnel preparation are available for graduate students.

Center for Educational Policy Research (CEPR). CEPR, a team of researchers, graduate students, and administrative staff members, carries out state- and federal-level educational policy analysis. Staff members seek to help policymakers and policy implementers do a better job of using educational policy as a tool to improve schooling and student learning. The center's mission is to develop policy tools that help organizations understand complex issues, analyze trends, and nurture new policy ideas.
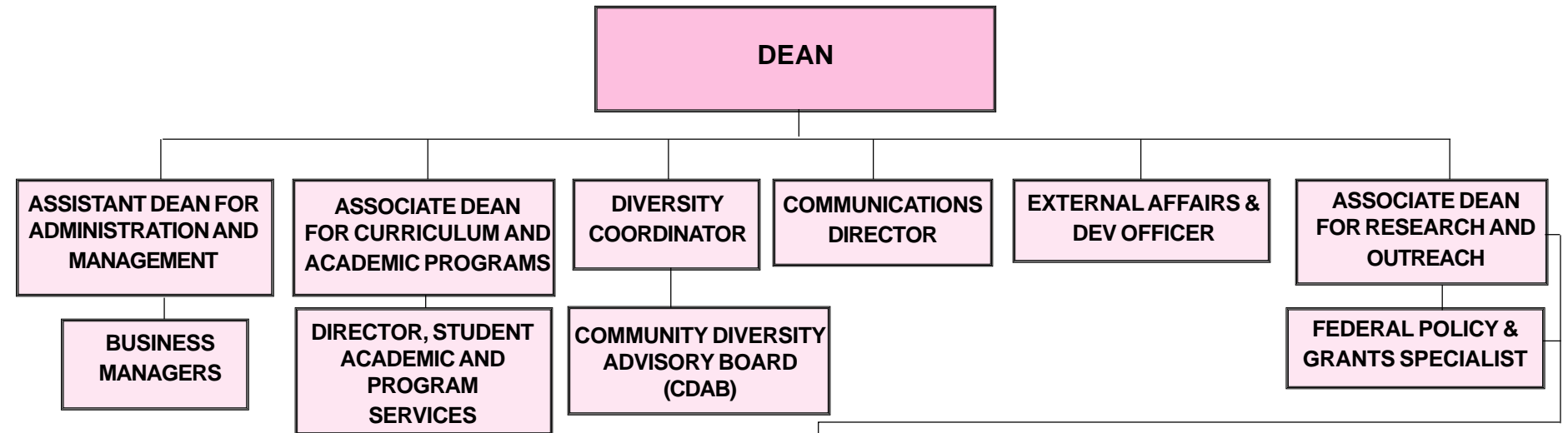
Center on Human Development (CHD). The CHD is part of a national network of 61 University Centers of Excellence (UCE) in Developmental Disabilities. The CHD's nine units support, assist, and empower people with disabilities and their families in ways that enhance their quality of life. Funds from the annual core grant are administered for these units to support the center's priorities: (a) the interdisciplinary training of professionals; (b) the development of exemplary services and proven models of intervention; (c) technical assistance and dissemination of best practices and knowledge about innovations; and (d) applied research and evaluation.

Center on Teaching and Learning (CTL). The CTL conducts, translates, and disseminates research that offers solutions to problems faced by schools. Faculty members seek to advance understanding and use of evidence-based practices to prevent and intercept academic difficulties in school-aged children. One emphasis is the role of curriculum, instruction, and assessment in models of academic reform for schools. Research and outreach include school-based experimental research, model demonstration projects, and large-scale professional development and technical assistance.
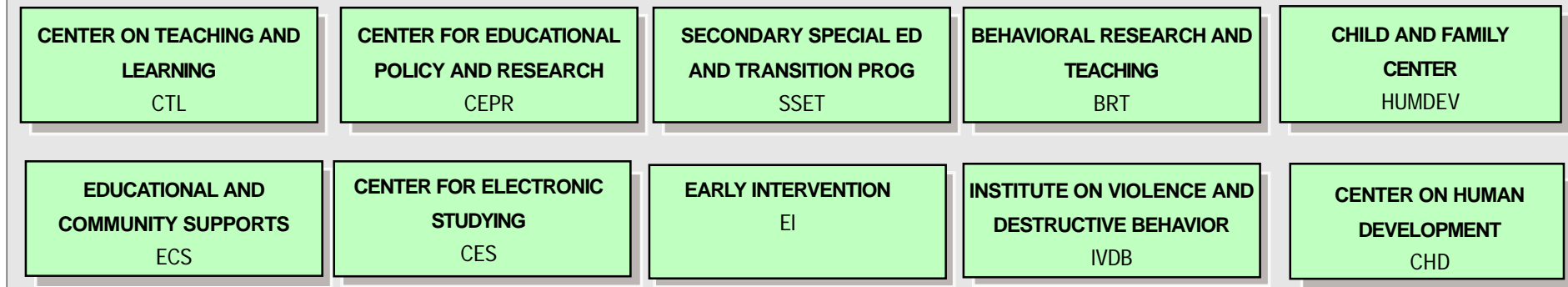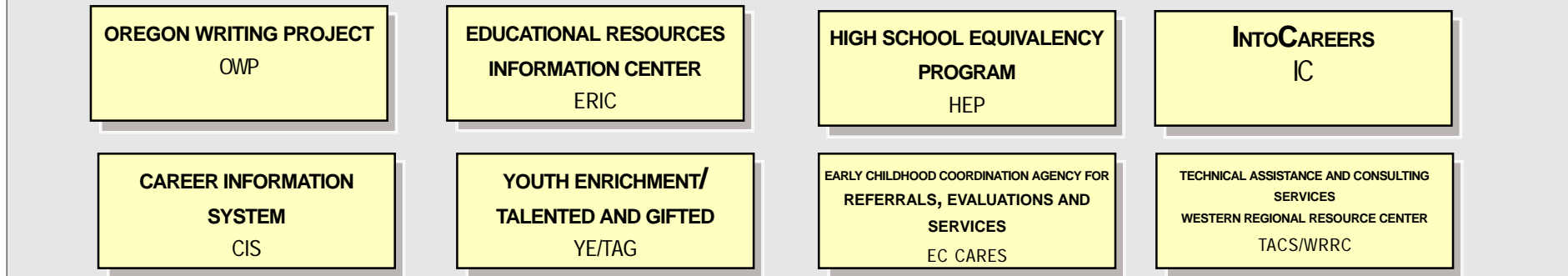
RESEARCH & OUTREACH ORGANIZATIONAL CHART

FIGURE 2

University of Oregon College of Education

DEAN

- ASSISTANT DEAN FOR ADMINISTRATION AND MANAGEMENT
  - BUSINESS MANAGERS
- ASSOCIATE DEAN FOR CURRICULUM AND ACADEMIC PROGRAMS
  - DIRECTOR, STUDENT ACADEMIC AND PROGRAM SERVICES
- DIVERSITY COORDINATOR
  - COMMUNITY DIVERSITY ADVISORY BOARD (CDAB)
- COMMUNICATIONS DIRECTOR
- EXTERNAL AFFAIRS & DEV OFFICER
- ASSOCIATE DEAN FOR RESEARCH AND OUTREACH
  - FEDERAL POLICY & GRANTS SPECIALIST

RESEARCH UNITS

- CENTER ON TEACHING AND LEARNING — CTL
- CENTER FOR EDUCATIONAL POLICY AND RESEARCH — CEPR
- SECONDARY SPECIAL ED AND TRANSITION PROG — SSET
- BEHAVIORAL RESEARCH AND TEACHING — BRT
- CHILD AND FAMILY CENTER — HUMDEV
- EDUCATIONAL AND COMMUNITY SUPPORTS — ECS
- CENTER FOR ELECTRONIC STUDYING — CES
- EARLY INTERVENTION — EI
- INSTITUTE ON VIOLENCE AND DESTRUCTIVE BEHAVIOR — IVDB
- CENTER ON HUMAN DEVELOPMENT — CHD

OUTREACH UNITS

- OREGON WRITING PROJECT — OWP
- EDUCATIONAL RESOURCES INFORMATION CENTER — ERIC
- HIGH SCHOOL EQUIVALENCY PROGRAM — HEP
- INTOCAREERS — IC
- CAREER INFORMATION SYSTEM — CIS
- YOUTH ENRICHMENT/TALENTED AND GIFTED — YE/TAG
- EARLY CHILDHOOD COORDINATION AGENCY FOR REFERRALS, EVALUATIONS AND SERVICES — EC CARES
- TECHNICAL ASSISTANCE AND CONSULTING SERVICES WESTERN REGIONAL RESOURCE CENTER — TACS/WRRC

Early Intervention Program (EIP). Faculty and staff members, training efforts, and products of the EIP have had a major impact on the field of early intervention, early childhood special education, and early childhood education. The program's goal is to expand and improve educational and therapeutic services for infants and young children who are at risk and disabled and for their families. Underlying this purpose is the assumption that improving and expanding services that help children and their families become independent and productive benefits not only the individual but society as a whole.

Educational and Community Supports (ECS). Since it was established in 1972, ECS has focused on the development and implementation of practices that result in positive, durable, and scientifically substantiated change in the lives of individuals with disabilities and their families. Federal- and state-funded projects support research, teaching, dissemination, and technical assistance. Research groups affiliated with ECS address positive behavior support, inclusive schools, transition, and adult services.

Institute on Violence and Destructive Behavior (IVDB). The mission of the IVDB is to help schools and social service agencies address violence and destructive behavior in schools and beyond their boundaries. The goal is to ensure safety and facilitate the academic achievement and healthy social development of children and youth. Faculty members conduct original research, provide staff training, disseminate knowledge and best practices, and integrate research findings into College of Education academic courses. They also consult with agencies concerned with public safety and youth violence prevention. The institute has developed evidence-based assessment tools and interventions to address factors associated with violence, school dropout, and delinquency. These tools are used by professionals in schools, mental health facilities, and correctional settings. The institute was approved as a center of excellence by the Oregon State Board of Higher Education in 1995 and receives support for its activities through competitively awarded federal grants.

Secondary Special Education and Transition Programs (SSET). Research, model development, and outreach focus on practices to help transition-age youth develop knowledge and skills to succeed in their desired adult roles: meaningful employment, completion of postsecondary education or training programs, and living independently in the community. Federal- and state-funded projects support research, development, dissemination, evaluation, and technical assistance. Areas of interest include school-to-work transition programs, self-determination, gender equity, alternative education, adjudicated youth, entry and success in postsecondary settings, standards-based reform, and contextual teaching and learning.

Outreach Units. The college's outreach units provide schools and community agencies access to faculty research and expertise, and provide field-based opportunities for students to participate in the implementation and use of cutting-edge, scientific

research-based knowledge to improve the effectiveness of services, practices, and policies.

Career Information System (CIS). The CIS is a self-supporting, fee-based consortium organization delivering comprehensive information about occupations and industries, postsecondary programs and schools, financial aid, and career exploration tools and planning systems. CIS staff provides training to professionals involved in career development state-wide.

Early Childhood Coordination Agency for Referrals, Evaluations, and Services (EC CARES). EC CARES provides early intervention and early childhood special education services to eligible children in Lane County. These services may include a combination of specially designed instruction in community or specialized preschools, parent consultation and education, speech therapy, physical and occupational therapy, vision and hearing services, and consultation for autism or challenging behaviors.

High School Equivalency Program (HEP). The HEP program at the University of Oregon is federally funded under the U.S. Department of Education, and designed to provide assistance to individuals from migrant or seasonal farm worker backgrounds in obtaining the General Educational Development (GED) certificate.

IntoCareers (IC). This national system provides multimedia and Internet access to career information and software to help with resume writing and job search processes. IC products help to locate information about local labor market and state or regional training opportunities.

Oregon Writing Project (OWP). In intensive OWP summer workshops, teachers learn new instruction strategies, improve their own writing, and develop ways to introduce new school-wide methods for writing instruction. This collaborative effort by Oregon schools, colleges, and private foundations aims to improve the teaching of writing and literacy at all grade levels throughout the state.

Technical Assistance and Consulting Services (TACS). TACS provides technical assistance to State Education Agencies and Part C Lead Agencies. Specifically, the objective of TACS is to assist and support these agencies in systemic improvement of policies, procedures and practices, which will result in quality programs and services for children with disabilities and their families. TACS offers consultation, technical assistance, training, product development, and information services that provide state and local agencies access to current special education policy, technology, and best practices research. TACS includes three important programs:
- Western Regional Resource Center (WRRC): Provides technical assistance to the Special Education Agencies and Part C Lead Agencies in Region 6 (Alaska, American Samoa, California, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Hawaii, Idaho, Nevada, Oregon, Republic of the Marshall Islands, Republic of Palau, and Washington).

- National Post-School Outcomes Center (PSO): Supports states in collecting and using data on postsecondary education and employment status of youth with disabilities.
- SIGnetwork (SIGnetwork): This state improvement grant and personnel development grant network is used to reform and improve early intervention, educational, and transitional services systems for children with disabilities. SIGnetwork addresses this reform through improving systems of professional development, technical assistance, and/or dissemination of knowledge about best practices.

Youth Enrichment/Talented and Gifted (YE/TAG). YE/TAG programs and services provide challenging summer, Saturday, and after school learning experiences for children and youth to support, extend, and enhance their regular K-12 program.

Faculty

Understanding the administrative and faculty structure and composition in the COE provides further understanding of the College and our diversity work. Our administrative structure is lean. The Dean is .7 FTE in the role, the Associate Dean for Curriculum and Academic Programs is .5 FTE, the Associate Dean for Research and Outreach is .1 FTE, and the Diversity Coordinator—a new position in COE—is .5 FTE. The four Department Heads each receive a two-course release (.33 FTE) for serving in their respective roles. In the 2007-08 school year, two of the Department Heads will be on sabbatical and two interim Department heads will assume those roles.

Despite the growth in the research and outreach components of the COE over the years, this growth has not been paralleled within the instructional programs. Figure 3 illustrates this imbalance, indicating that approximately three-quarters of all COE unclassified personnel currently are assigned to the research and outreach components of the College.

Figure 3
Proportion of Faculty in Instructional and
Non-Instructional Programs FY06

28%

72%

- Instructional
- Non-Instructional
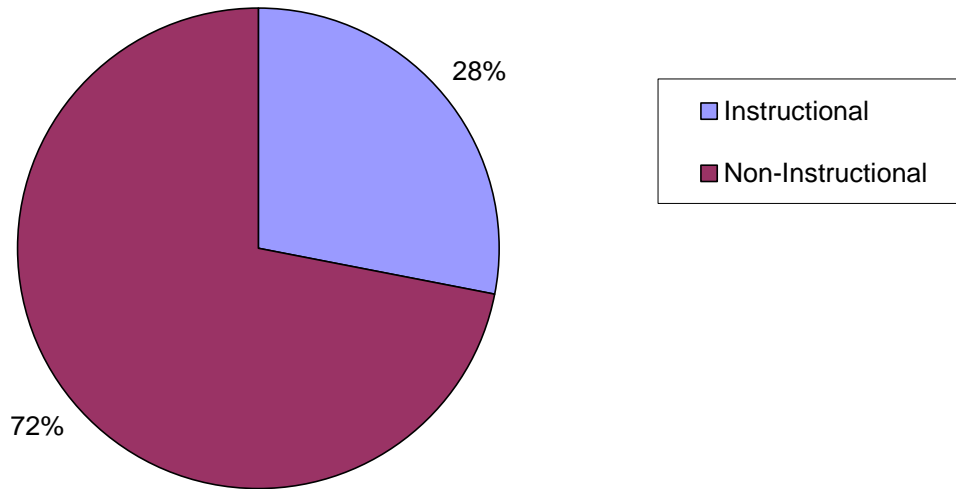
Another way of examining this imbalance is to look at the proportion of tenure-track and non-tenure track faculty positions assigned to the College. This proportion is illustrated in Figure 4, which indicates the proportion of tenure-track FTE in comparison with only academic personnel who are involved in the *instructional programs* in the COE. Clearly, the majority of the instructional faculty are outside of the tenure-track and the proportion of instructional tenure-track faculty to non-tenure track instructional faculty and GTFs is small.

Figure 4
FY06 Instructional FTE Composition
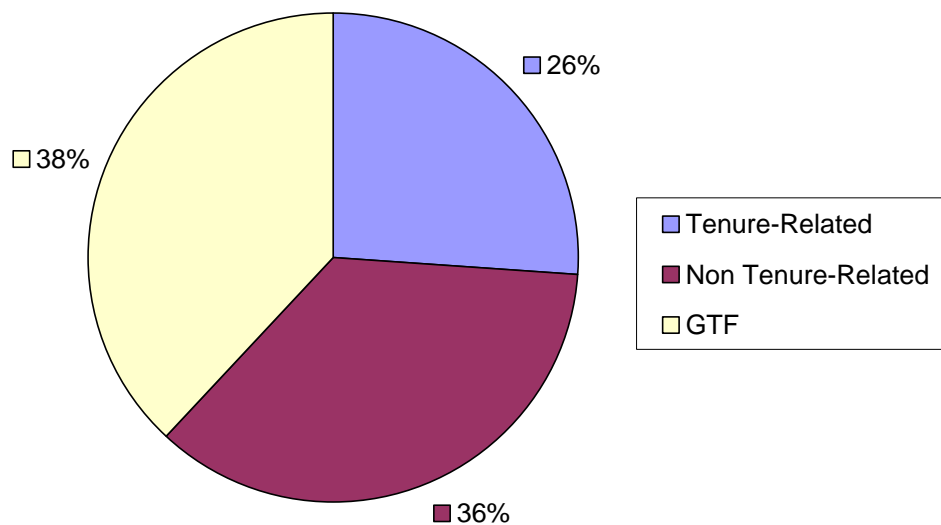
Finally, Table 1 presents the distribution of tenure-track and non-tenure track faculty in the four academic departments for the 2006-07 school year. Of these faculty, 2 are from minority ethnic or cultural groups.

Table 1. Faculty Distributions Across Academic Departments

	Educational Leadership	Counseling Psychology and Human Services	Special Education	Teacher Education
Tenure-track	6	5	13	5
Non-tenure-Track	2	6	9	1
TOTAL	**8**	**11**	**22**	**6**

In sum, these representations identify a major issue for the COE. We have few tenure-track or full-time non-tenure track faculty. We also rely upon too many adjunct

instructors to fill instructional needs. This situation means that it is difficult to include entire instructional groups in planning and/or training endeavors. Also, we have far too few faculty from minority ethnic or cultural groups.

Students

The COE typically will have a total enrollment of about 1,700 students. For the 2006-07 school year, our total enrollment is 1,745. Tables 2, 3, and 4 demonstrate how the students are distributed across academic departments by educational status, residence, and ethnicity. These data were taken from extant databases maintained by the University, which are based on self-report data from students.

Table 2. Students Educational Status Across Academic Departments

	Educational Leadership	Counseling Psychology and Human Services	Special Education	Teacher Education
Undergraduate Students	0	131	103	543
Masters or Licensure Students	388	48	156	179
Doctoral Students	84	81	30	0
TOTAL	**472**	**260**	**289**	**722**

Table 3. Students Residential Status Across Academic Departments

	Educational Leadership	Counseling Psychology and Human Services	Special Education	Teacher Education
Oregon Resident	343	168	217	614
Out-of-State	85	84	59	98
International	44	8	13	10
TOTAL	**472**	**260**	**289**	**722**

The tables indicate the following:
- 45% of all students are undergraduates,
- 77% of all students are Oregon residents, and
- 22% of all students self-identify as non-white.

III.   History of Diversity Efforts in the COE

There is a lengthy history of dissatisfaction with the COE regarding diversity issues. Various documents from the past 20 years expressing these concerns are available through the Office of the Dean for review. Those documents consistently identify a lack of (a) diversity among faculty, staff, and students and (b) attention to the skills and instruction necessary to teach students from diverse backgrounds in public school settings.

These concerns were exacerbated further when Measure 5, a state-wide budget cutting bill, was passed in a referendum vote in the early 1990s. To respond to these mandated budget reductions, the University chose to eliminate tenure-line positions in the COE which were occupied by non-tenured faculty. These actions cut almost half of the existing tenure lines from the College and resulted in the complete elimination of certain programs. Perhaps most damaging were the faculty cuts that occurred in Teacher Education and the elimination of programs that did train teachers to teach diverse learners effectively. Since Measure 5, a constant effort by the COE has been to rebuild itself through the new student-credit-hour budget model, which has not funded the College sufficiently. Consequently, academic departments have too few tenure-track positions and rely heavily upon non-tenure track and adjunct instructors.

To illustrate but one consequence of this rebuilding effort, Teacher Education was reconstituted in the mid-1990s to address the pressing need to educate the next generation of teachers and generate funds through increased student credit hours. Because of the lack of resources within the COE, this program developed largely without tenure-track faculty, which resulted in variable instructional quality.

During the late 1990s, two student groups were formed that deserve mention. The Ethnic Diversity Affairs Committee (EDAC), a "grass roots" organization for students from diverse backgrounds within the COE, was formed. In 2000 the COE funded a GTF to work with EDAC in scheduling meetings and, more importantly, conducting college-wide, and in some cases university- and community-wide, events on diversity. Another group, the Student Advisory Board, was formed to advise the COE, specifically the Dean and Associate Deans, on critical matters for students within the College.

In the years following 2000, the continuing dissatisfaction related to diversity issues within the COE came to a head. The remainder of this section summarizes the history of diversity within the COE for three years: 2004-05, 2005-06, and 2006-07, as these three years form the current diversity context for the College.

2004-05 School Year

In the fall of 2004 various constituencies (i.e., students, university faculty, and community members) called for a meeting with University administrators regarding diversity issues within the COE and calling for immediate action (Attachment B presents a letter from that meeting). These concerns festered throughout the school year, boiling over in two public demonstrations (Attachment C presents a letter from the spring of that year). A consequence of these events was the large number of incidents reported to the Bias Response Team. Specifically, for the school year 20 such incidents were reported.

Both the College and the University initiated actions to address the situation. The COE hired Dr. Rich Biffle, a national consultant on organizational diversity issues, to work with the COE to identify critical problems and corresponding corrective actions. His work involved several committees and resulted in a list of potential short- and long-term objectives and activities for the College to implement. At this same time, the COE formed the work group of faculty, staff, students, and community members that began the initial work on the COE Diversity Report (Attachment A presents a list of those individuals).

The University hired Dr. Carlos Cortes, a nationally recognized organizational diversity consultant, to review and analyze the situation within the COE. Dr. Cortes' report from the spring of 2005 (see Attachment D) identifies a number of clear problems and suggests several corrective actions, such as hiring a College Diversity Coordinator and conducting college-wide training for faculty and staff.

As part of year-long efforts, three other events took place. First, at the end of the year, two new tenure-track faculty were hired in Teacher Education and one of the tenure-track faculty in the department was promoted and tenured.

Second, all syllabi included statements regarding contact information for the Bias Response Team and Ombudsmen. The syllabi were checked by office staff and then approved by each department head. This practice has been repeated yearly since that initial time.

Third, a Graduating Student Exit Survey was implemented just prior to spring term graduation and completed with the majority (n = 438, more than 80%) of the graduating students for the year. Figure 5 presents a summary of the 438 respondents to the survey by academic department and program.

Figure 6 presents the questions asked on the survey form. In the figure, the items asked on the survey that required a response on a 4-point Likert scale, are placed together in conceptually and mathematically inter-related content areas, or sub-scales. Those results provide a broad-brush view of graduating students' perspectives of their cumulative experience in the COE. The content sub-scales also map against the major areas comprising COE's Continuous Improvement Plan and so have implications for program planning and improvement.
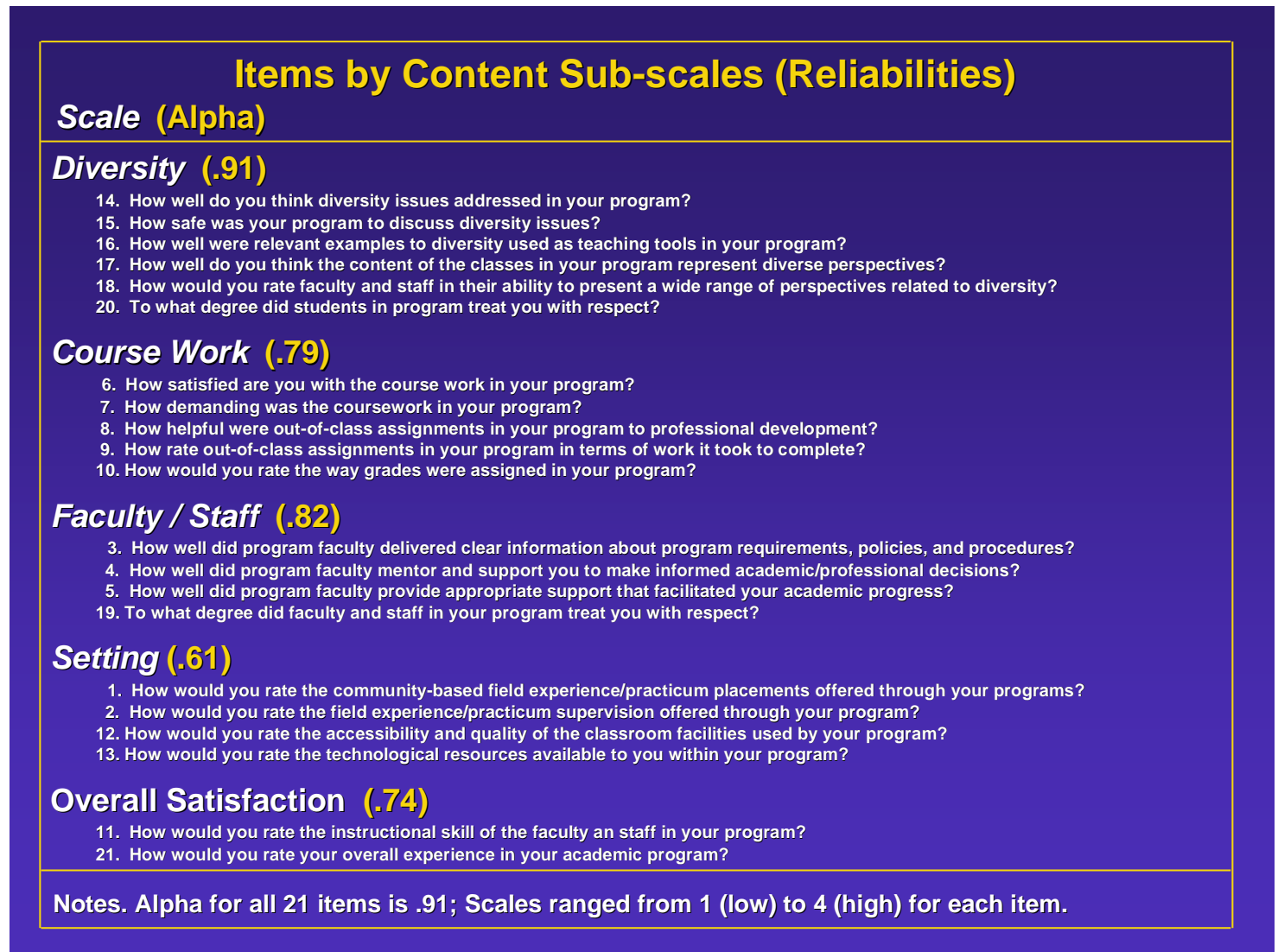
Figure 5

Participation Rates by Department and Program

Educational Leadership N = 40 (9%)			Teacher Education N = 237 (54%)			Special Education N = 92 (21%)			Counseling and Human Services N = 47 (11%)		
	N	%		N	%		N	%		N	%
Administrative Licensure	39	98	Educational Foundations	27	11	Communications Disorders and Sciences	46	50	Counseling Psychology	1	2
Policy, Management, Organization	1	2	Graduate Elementary Teaching	42	18	Early Intervention	13	14	Family and Human Services	30	64
			Middle / Secondary	66	28	Special Education	9	10	Marriage and Family Therapy	16	34
			ESOL	14	6	Early Childhood Elementary	14	15			
			ESOL /Bilingual	1	<1	Middle / Secondary Transition	10	11			
			Integrated Teaching	87	37						

Notes. Twenty-two (5%) of those surveyed chose not to report area or program. Non-reporters were statistically more likely to be male.

Figure 6

Items by Content Sub-scales (Reliabilities)

Scale (Alpha)

Diversity (.91)

14. How well do you think diversity issues addressed in your program?
15. How safe was your program to discuss diversity issues?
16. How well were relevant examples to diversity used as teaching tools in your program?
17. How well do you think the content of the classes in your program represent diverse perspectives?
18. How would you rate faculty and staff in their ability to present a wide range of perspectives related to diversity?
20. To what degree did students in program treat you with respect?

Course Work (.79)

6. How satisfied are you with the course work in your program?
7. How demanding was the coursework in your program?
8. How helpful were out-of-class assignments in your program to professional development?
9. How rate out-of-class assignments in your program in terms of work it took to complete?
10. How would you rate the way grades were assigned in your program?

Faculty / Staff (.82)

3. How well did program faculty delivered clear information about program requirements, policies, and procedures?
4. How well did program faculty mentor and support you to make informed academic/professional decisions?
5. How well did program faculty provide appropriate support that facilitated your academic progress?
19. To what degree did faculty and staff in your program treat you with respect?

Setting (.61)

1. How would you rate the community-based field experience/practicum placements offered through your programs?
2. How would you rate the field experience/practicum supervision offered through your program?
12. How would you rate the accessibility and quality of the classroom facilities used by your program?
13. How would you rate the technological resources available to you within your program?

Overall Satisfaction (.74)

11. How would you rate the instructional skill of the faculty an staff in your program?
21. How would you rate your overall experience in your academic program?

Notes. Alpha for all 21 items is .91; Scales ranged from 1 (low) to 4 (high) for each item.

Attachment E presents slides on the Diversity and Overall Satisfaction Sub-scales. Selected results from those slides are listed below.

- Respondents from Teacher Education and those who choose not to specify their program affiliation, rated items lower than the college mean on the Diversity sub-scale.
- Statistically significant differences were found on the Diversity subscale between undergraduates and graduate students, students who identified as White and as students of color, and between students who identified as LBGTQ and those students who did not so identify.
- Overall satisfaction student's experience in the COE was relatively high (average rating above 3.0), but slightly lower for Teacher Education.

2005-06 School Year

Just before the beginning of the school year an interim dean for COE was named. Work in this year focused on a number of academic and research issues. The following are highlights of the diversity work conducted in the 2005-06 school year.

- *Diversity Coordinator* – We conducted an extensive search to find a Diversity Coordinator for the COE. Ultimately the search was unsuccessful, but the evaluation and interview process helped greatly to define the responsibilities of this new position.

- *External Consultant, Dr. Carlos Cortes* – Dr. Cortes was retained for the entire year to serve as a consultant and deliver training on diversity issues for faculty and staff. Dr. Cortes was instrumental in leading administrative discussions at the fall back-to-school retreat, in completing the Diversity Report, leading discussions around the Diversity, and giving college-wide trainings for faculty and staff.

- *Teacher Education* – From the demonstrations of the previous year and the results of the previous year's survey, it was clear that departmental reorganization was necessary. A new department head was named and extensive work was conducted to examine the structure and course offerings within the department. At mid-year faculty directed the planning process with the intent to complete a major revision of the department policies, procedures, and classes.

- *Large Group Faculty and Staff Training* – From the experiences of the previous years and from both consultants' reports, it was clear that an extensive program of faculty and staff training was necessary. To include all of the instructional faculty and staff and as many of the research faculty and staff as possible, the COE was closed for selected periods of time and/or trainings were offered at different times to accommodate different schedules. The following large group trainings were offered. Each training was two hours in length and included in total more than 300 faculty and staff.

► During the fall back-to-school meetings, Dr. Cortes led a discussion regarding diversity and its implications for our work. The format included a lecture and then small group work regarding diversity and its meaning for each participant.
► The second faculty and staff training was conducted late in the fall term by representatives of the Teacher Effectiveness Program relating to language and terms to use when discussing diversity and diverse people.
► The third faculty and staff training was conducted by Dr. Cortes late in the winter term regarding stereotypes – both apparent and hidden – and the way those stereotypes contribute to the privilege exercised by the dominant majority over diverse, minority groups.

- *Small Group Faculty and Staff Training* – Because COE leadership felt that there (a) were lingering and unresolved issues related to the demonstrations of the previous school year and these issues were fracturing communication within the COE, we worked with CoDaC to develop a training for a relatively small group of the COE administrative group. With CoDaC, we worked to identify 16 individuals in various leadership roles to participate in the 12-hour (3 4-hour sessions) training. CoDaC staff interviewed each participant regarding their goals for their training. The content of the training was then tailored to the needs of the group. This training was delivered to all 16 participants in the spring term focusing on communication, each person's interpretation of diversity and its meaning to their jobs and the College, identifying critical systemic deficits in the COE, and generating plans for future such trainings. Indicative of the reception of the training by the faculty and staff, there was unanimous agreement among participants to schedule an additional training session in the next school year.

- *Faculty and Staff Recognition* – To engender a more positive working environment and recognize those faculty and staff who provided exemplary teaching and service, a college-wide awards committee and a nomination process for faculty and teaching awards was established and initiated. These awards were made in the spring and the faculty with recipients being recognized at the spring COE commencement ceremonies. One of these awards related to outstanding contributions toward diversity for the COE.

- *EDAC and its Activities* – Attachment F presents a summary of the activities EDAC conducted in the school year. These activities involved students from across the College and in many cases included community members. EDAC sponsored and organized several events related to diversity (e.g., Martin Luther King Birthday Celebration, Cinco de Mayo, and a celebration of the American Family) that were for all College students, faculty, and staff.

- *Graduating Student Exit Survey* – We again conducted the Graduating Student Exit Survey at the end of the spring term. Figure 7 presents a summary of the 371 respondents to the survey by department and program. The number of respondents was lower than in the previous year and there were only 4 respondents from

Educational Leadership, limiting interpretability of the results from that department. Only 7 respondents choose to *not* report their academic affiliation, less than the 22 such respondents from the previous year.

Figure 7

Participation Rates by Area and Program

Educational Leadership *N = 4 (1%)*		Teacher Education *N = 245 (67%)*		Special Education *N = 77 (21%)*		Counseling and Human Services *N = 45 (12%)*	
	N *%*		*N* *%*		*N* *%*		*N* *%*
Administrative Licensure	4 100	Educational Foundations	39 16	Communications Disorders and Sciences	33 43	Family and Human Services	28 62
		Graduate Elementary Teaching	27 11	Early Intervention	12 16	Marriage and Family Therapy	17 38
		Middle / Secondary	67 27	Special Education	9 12		
		ESOL	21 9	Early Childhood Elementary	15 20		
		Integrated Teaching	91 37	Middle / Secondary Transition	8 10		

Notes. Seven (2%) of those surveyed chose not to report area or program.

Attachment G presents slides on the Diversity and Overall Satisfaction Sub-scales. Selected results from those slides are listed below.

► Respondents from Teacher Education rated the COE higher on the diversity sub-scale than the previous year. The overall rating for the COE was higher.
► Statistically significant differences were found on the Diversity subscale between students who self identified as nontraditional students and those who did not so identify.
► Overall satisfaction of students' experiences in the COE was relatively high but decreased slightly from the previous year. Overall satisfaction ratings by students from Teacher Education remained stable and ratings by students from Special Education declined.

- *Bias Response Team Reported Incidents* – No data were available regarding incidents reported in the COE for this year.

- *End-of-the-Year Evaluation by Carlos Cortes* – In follow-up to his evaluation of the previous year, Dr. Cortes was commissioned to complete a second such evaluation regarding progress and remaining problems in the COE. Attachment H presents a copy of the letter. While general progress was noted, a number of issues were identified for remediation. These issues were weighed and considered in formulating objectives for the 2006-07 school year.

2006-07 School Year

From the previous year's evaluation data, we elected to focus on the following diversity-related initiatives in this school year. Some of these activities are not yet completed at this writing. For example, we do not yet have the results of the Graduating Student Exit Survey, the year-end report from EDAC, or the year-end report from the BRT.

- *Lane County Teacher Pathways Project* – This 3-year pilot project was planned and then begun in the 2006-07 school year with the express purpose of recruiting and supporting prospective teachers from minority backgrounds. The project is a joint effort among Lane Community College, Northwest Christian College, Pacific University, University of Oregon, Bethel School District, Eugene School District, Springfield School District, and the Lane Education Service District. Each partner is required to contribute financially to the effort and engage in specific activities relative to the overall goal. Attachment I presents the specifics of this program. The impact of this effort has not yet been evaluated.

- *Diversity Coordinator* – An interim diversity coordinator was named just prior to the start of school. We are going through an affirmative action process to fill the position on a permanent basis.

- *Establishment of a Community Diversity Advisory Board* – We have established a standing board of community members to advise the COE and Dean regarding the College's diversity initiatives. Individual meetings were held with all members prior to the first meeting. The board met as a group three times this year.

- *Teacher Education* – The Teacher Education program completed an extensive reorganization and curriculum revision in the winter. The new curriculum emphasizes strong preparation in subject matter content areas, with a special emphasis on areas of high need in Oregon—currently mathematics and science education. It also makes a commitment to serving Oregon's increasingly linguistically diverse student population by imbedding an ESOL Endorsement in its certification program. This new curriculum improves on what preceded it by increasing the disciplinary diversity of its course offerings. From the undergraduate to the Ph.D. level students will receive a genuinely interdisciplinary education that examines the psychological, social, cultural, and ideological foundations of teaching and schooling. Currently the changes are being reviewed through the University committees and appropriate state level channels. Attachment J presents a summary of the new program.

- *New Hire* – To address the emphasis in the new Teacher Education program for English as a Second Language, a new faculty member skilled in this type of instruction, and who also is a person of color, was hired in a tenure-track position.

- *CoDaC Administrative Training* – In follow-up to the training afforded the 16 members of the COE administrative group, a second such training (1 4-hour session) was conducted by CoDaC. As before, CoDaC staff worked with those participants to identify pressing needs and concerns and then oversaw a structured discussion among participants on those issues. A commitment was made to hold a similar session for the administrative group in the future.

- *CoDaC Faculty Training* - Because of the positive reaction to the CoDaC training, we decided to hold a similar training for all *full-time instructional* faculty. A total of 31 faculty were identified and then placed in two different training groups. One of these groups will be trained this year and the second will be trained in the fall of 2007. CoDaC staff interviewed each participant regarding their goals for their training. The content of the training will be tailored to the needs of the group and then offered at the end of the spring term.

- *Revision of Diversity-related Courses* – During the winter term, concerns were registered that the courses on diversity taught within the COE did not sufficiently address the broadest range of issues related to diversity correctly. We have begun a review of all courses deigned to address diversity, focusing specifically on the content and quality of those offerings. The goal of the review will be to

establish an inclusive theoretical framework and to identify and address gaps in the curriculum framework.

- *Faculty and Staff Recognition* – These awards will be made in mid-May. One of the awards will relate to outstanding contributions toward diversity for the COE.

- *Input from the Student Advisory Board* – The meetings with the students this year focused on necessary supports at the undergraduate, masters/licensure, and doctoral levels. Across all areas, the importance of providing more instruction on the nuances of securing employment was identified. At the undergraduate level, the importance of providing more experience in educational and/or agency settings was discussed.

- *Graduating Student Exit Survey* – As in previous years, this survey will be completed by the end of spring term. The data will be analyzed and a report finalized by the end of the summer.

- *Graduate Follow-up Survey* – As an extension of our Graduating Student Exit Survey, we conducted a survey of all graduates from the 2005-06 and 2003-04 school years. We achieved a response rate of 42% (414 responses of 995 possible respondents). Attachment K presents a copy of the survey form. It can be seen that questions are asked of students' impressions of their training in the COE, including the way in which they were trained to address diversity in their respective positions. Analyses of these data will be completed by early summer.

- *Year-End Evaluation of COE Diversity Efforts* – We currently are conducting interviews with key COE administrators, representatives of student groups, and the members of the Community Diversity Advisory Board. The purpose of this effort is to identify progress we have made relative to diversity in this and those areas to be addressed in the coming year. Attachment L presents the questions that will be asked each group. The data collection is being conducted by the interim diversity coordinator and a GTF. These interviews will be completed by the end of the school year and a report summarizing these findings will be finished shortly thereafter.

- *Bias Response Team Reported Incidents* – We will secure and examine the number of incidents reported for this school year when those data are available.

- *International Efforts* – Consistent with our own and the University's emphasis on developing international programs, two such efforts have been finalized for this year.

  ►A significant concern of the College relates to addressing the educational achievement gap among Latino students. To foster faculty awareness of this situation and prompt alternate teaching approaches to address this issue, we applied for and received a 2-year, $15,000 grant. With these monies we will

send 6-8 faculty for each of the two years to Mexico to meet with university faculty and K-12 teachers in Oaxaca and Queretaro. Upon returning to the University these faculty will connect with school districts in Oregon with high numbers of Latino students to see how those districts are educating those students. Faculty will be required to (a) submit revised syllabi indicating how they have integrated their experiences into their instruction and (b) conduct a college, or departmental wide training based on their learning and experiences from the visit.

►The COE is in the process of establishing a Marriage and Family Therapy program with the Beijing Normal University in China, and a Family and Human Services program with the Center for Social Sciences and Humanities at the Vietnam National University, Hanoi. We also have been approached by the government of Saudi Arabia to establish a program to train special education teachers.

IV.   Resource Statement

Table 4 presents the resource commitments made from the Dean's office in the 2006-07 school year to our diversity initiatives and work. Also, at this writing we know that for 2006-07 school year the Department of Counseling Psychology and Human Services has spent $43,150 and the Department of Special Education and Clinical Sciences has spent $56,732 on diversity-related activities. In total, the COE as a group has allocated *at least $200,000* to promote our diversity initiatives.

Table 4. Resource Commitments*

Positions/Activities	Cost
Diversity Coordinator (.5 FTE) with OPE	$40,253.89 (salary and OPE)
GTFs • Ethnic Affairs Diversity Committee • Student Accountability • Diversity Coordinator	8,047.20 (salary and OPE) 15,778.40 (salary and OPE) 2,194.69 (salary and OPE)
Faculty Training	13,198.13
Donations to Student/Community Groups for Diversity and Education	3,981.24
Lane County Teacher Pathways Project	9,250.00
TOTAL	**$92,703.55**

Figures do not include tuition, fees, or insurance.

V. Detail process for plan development and describe committee

As we have discussed in previous sections of this document, the focused nature of the writing task does not do justice to the number of individuals and groups involved in crafting and implementing the documents and various activities on which the SAP is based. Because of the COE's current and ongoing work on diversity, we have engaged in an extensive and comprehensive planning and development process involving intense work and input from more than 100 faculty, staff, consultants, students, and community members. For example, the crafting of the COE Diversity Report included more than 40 people, the Student Advisory Board involves more than 14 students each year, and the current Community Diversity Advisory Board includes 20 people.

The final version of the SAP was written by the Dean, Diversity Coordinator, and selected faculty. That draft of the SAP was reviewed, critiqued, and approved by the Department Head Council.

VI. Diversity value statement

Diversity is central to the mission and work of the COE. We discussed this connection in detail in Section I, so we summarize that narrative here. The mission of the COE is to "make educational and social systems work for all." Specifically, the goal of the COE is to (a) train educators and social service for careers in those systems and (b) conduct research and scholarship relative to contemporary issues facing the educational and social service systems. This mission carries unique implications for the COE as the focus of our instructional programs and research are the public school systems and various social service systems that exist in our society.

There is no question that the cultural and ethnic demographics of the local, state, and national educational and social systems have changed dramatically in recent years with increasing numbers of students from diverse backgrounds entering our educational and social service systems. Accordingly, if the COE is to train the next generations of educational and social service professionals and researchers, it is imperative that we recognize the challenge and opportunities relative to diversity and address these opportunities effectively.

VII. For the purpose of this strategic plan, define diversity

The COE endorses the definition of diversity as stated in the UO Diversity Plan. Specifically, that plan describes diversity as, "Differences based on race and ethnicity, national origin or citizenship, gender, religious affiliation or background, sexual orientation, gender identity, economic class or status, political affiliation or belief, and ability or disability."

Our Diversity Report (Attachment A) includes the following definition, which we adopted from the University of Oregon website and which we believe is compatible with the above definition.

The University of Oregon community is dedicated to the advancement of knowledge and the development of integrity. In order to thrive and excel, this community must preserve the freedom of thought and expression of all its members. The University of Oregon has a long and illustrious history in the area of academic freedom and freedom of speech. A culture of respect that honors the rights, safety, dignity and worth of every individual is essential to preserve such freedom. We affirm our respect for the rights and well-being of all members. We further affirm our commitment to:

► Respect the dignity and essential worth of all individuals.
► Promote a culture of respect throughout the University community.
► Respect the privacy, property, and freedom of others.
► Reject bigotry, discrimination, violence, or intimidation of any kind.
► Practice personal and academic integrity and expect it from others.
► Promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

The University of Oregon affirms and actively promotes the right of all individuals to equal opportunity in education and employment at this institution without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, gender identity, gender expression or any other extraneous consideration not directly and substantively related to effective performance.

In developing, adopting, and implementing this statement, it is critical to recognize that the concept of diversity encompasses acceptance and respect as well as understanding that each individual is unique.… It is through the exploration of these differences in a safe, positive, and nurturing environment that it is possible to reach greater understanding, moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual. (taken October 26, 2005, from http://gladstone.uoregon.edu/ ~asuomca/diversityinit/definition.html)

Areas of Emphasis

Before addressing the six points specified by the UO Diversity Plan, we first summarize our *environmental scan* (i.e., the qualitative and qualitative data and findings we used and will use in the coming year) in identifying diversity needs and activities. As we discussed in the previous sections (in particular, see Section III on History) we have amassed extensive data on our diversity-related needs, information we used to identify objectives for the 2006-07 school year.

Because we have not as yet finalized the evaluation data sources for the 2006-07 school year, we (a) offer a summary of the process by which we will identify our diversity work for the 2007-08 school year and (b) identify issues that we are fairly certain we will continue and emerging issues we will address in the coming year. Those issues will be operationalized in the following pages.

By the end of the 2007 summer we will summarize the quantitative student data sources (the Graduating Student Exit Survey and the Follow-up Survey of Graduates), the year-end evaluation of diversity issues being conducted by the Diversity Coordinator, and other relevant data sources (e.g., narrative complaints from students, Bias Response Team reports, student enrollment records). These data will be reviewed by the Dean and other COE administrators to develop a preliminary plan through which to address diversity issues for the 2007-08 school year. This plan will be reviewed at the COE annual fall retreat (scheduled for September 16 and 17) by the entire group of College administrators. The plan for the 2007-08 school year will include specific activities, those faculty and staff who will be involved in each activity, the intended outcomes of those activities, and the outcome measures for each activity.

Two realities will affect the COE in the coming year and will have implications for our diversity work. First, beginning in the fall of 2007, the COE will engage in a massive building project. We will initiate the construction of an entire new building of about 65,000 square feet and the complete renovation of the current COE building – both at the same time. The next year simply will not be "business as usual" as faculty and staff will be moved to "surge space" across the College and University. Additionally, several classrooms within the COE will be closed as they are remodeled. Accordingly, maintaining program cohesiveness and providing effective, efficient, and inclusive instruction to students will be difficult.

Second, we are scheduled to begin a search for a new Dean in the 2007-08 school year. This search is critical to the continuing excellence and growth of the College and will demand extensive amounts of faculty and staff time and attention. The specifics of this search are being planned at this time and are as yet unknown, but we are certain the search will be time consuming.

In this section we list those continuing activities that we are fairly certain of addressing in the coming year and issues that have come to the fore that we most likely will address. As the evaluation data are finalized for this year, it may be that other issues will become evident and will demand attention.

Points, Goals, and Actions

Point 1: Developing a Culturally Responsive Community
Point 2: Improving Campus Climate
Point 3: Building Critical Mass
Point 4: Expanding and Filling the Pipeline
Point 5: Developing and Strengthening Community Linkage
Point 6: Developing a Culturally Responsive Community

Point 1: Developing a Culturally Responsive Community

Unit Relevance: The large scale training we conducted in 2005-06 for the great majority of the COE was critical to developing general awareness and college-wide interest in this area. The training we are conducting presently with instructional faculty and our administrative group through CoDaC is tailored to each group's specific needs and thus seems to address a higher-plane of awareness and is more consistent with our current needs.

A. Define what this focal area means to your specific unit. The CoDaC training has been well received by the administrative group and is being delivered this spring and next fall to our instructional faculty. From interviews we are conducting and comments we have received, it is clear that we should provide training to the support staff who work closely and on a day-to-day basis with students and many community members.

B. What have you learned about this focal area from your environmental scan? The large scale training was a necessary step, but not focused enough to have a meaningful effect and engage faculty in a manner that would prompt a true exchange of ideas. Accordingly, we have arranged training through CoDaC for smaller groups and for a longer period of time. We have begun this process through the training that has been and is being offered by CoDaC and we need to explore other such offerings.

C. Identify your unit's strengths and challenges in this area. We have already begun the faculty and training process and currently are engaging in more focused training efforts through CoDaC. The challenge with this type of training is coordinating schedules of staff and faculty so they can attend the training and, at the same time, complete their regular responsibilities.

<u>Goal #1</u> Complete the CoDaC training with the second group of instructional faculty.	**Measures of progress short / long term**	**Responsible entity / Accountability**	**Timeline for implementation**
Action #1 Complete the 12-hour CoDaC training.	A group of 15 instructional faculty has been selected for this training. The training dates are being scheduled. All of the faculty will complete all of the training sessions. We will work with CoDaC to develop an evaluation of the training.	The scheduling is being done through the Dean's office. The Dean and CoDaC representatives will develop the evaluation tool.	The training will be completed in the fall term of 2007.

Goal #2 Provide focused diversity training to staff			
Action #1 Identify appropriate training options through CoDaC and university resources for staff	We will work with CoDaC and OEID to specify a training model for the COE staff, particularly those with instructional responsibilities who work with students.	The Dean and Asst. Dean for Admn. Will explore training options. The final decisions regarding the training will be approved by the Administrative Council.	The training options and scheduling will be finalized in the late summer of 2008.
Action #2 Conduct training with instructional staff	The training will be offered all instructional staff. Post-training evaluations of the training will be gathered through the trainers.	The office managers and respective department heads will insure that all instructional staff attend the training.	The training will begin in the fall and likely will be completed in the winter of 2008.
Goal #3 Plan faculty and/or staff training for the 2008-08 school year.	Based upon faculty feedback from the CoDaC training and feedback from staff, we will plan other focused training for the 2008-09 school year. The Dean and administrative council will examine feedback and discuss options with potential trainers.	The Dean and the Administrative Council will decide upon future training efforts.	The decision regarding training for 2008-09 will be made in the spring term of 2008 with planning for those activities beginning at that same time.

Point 2: Improving Campus Climate

Unit Relevance: Given our recent history, input from different groups, and the results of our evaluation system, it is clear that we must take steps to improve the climate of our college for students, faculty, staff, and for community members.

A. Define what this focal area means to your specific unit. In order to be conducive to learning and scholarship it is imperative that the climate of the COE be inviting and conducive to instruction that includes open discussion regarding numerous and varied diversity issues. These types of subjects, and the discussions they elicit, can be uncomfortable and inflaming for some. Because our mission is to educate educators and social service providers to work in our current society, such discussions and opportunities to learn this type of content is critical.

B. What have you learned about this focal area from your environmental scan?   We have learned that there is much for us to do in this area and that we must address both social and academic supports for students. As we mentioned in Point 1, we have initiated and ongoing program of faculty training through CoDaC that are optimistic will help to develop such a context through the interactions of our faculty and staff toward students and the community members with whom we interact.

We are pleased with the role EDAC has played for the COE and they have had a major role in strengthening student supports, however not all students are affiliated with that organization.

We have undertaken a curriculum review that has resulted in a change of research offerings at the doctoral level. This past year, efforts focused on revising the Teacher Education program. An issue that was raised this spring related to the various diversity classes we teach and concerns regarding the exclusion of disability in those classes. We have established a committee of faculty to address these concerns. That committee has just begun to meet and it is certain their work will continue into next year.

The Diversity Coordinator is a logical point of contact for students to express concerns relative to diversity issues. We should develop a standardized way to record the essence of those interactions and, if necessary, what actions were taken to address those concerns.

C. Identify your unit's strengths and challenges in this area. We have an emerging support system that includes EDAC, the challenge for is to take steps to reach out to all students who may not be involved in the organization. The revision of the diversity-related courses has begun this spring, but will not be finalized until next year as the issues which are discussed are multi-faceted and require careful and inclusive discussion. We are fortunate to have a Diversity Coordinator position through which to build such a reporting system.

Goal #1 Continue support to EDAC and expand its connections to COE students.	Measures of progress short / long term	Responsible entity / Accountability	Timeline for implementation
Action #1 Include CoDaC faculty advisors in the back-to-school retreat in the fall to discuss ways to connect meaningfully with all of the academic departments and their respective students.	A plan to promote greater inclusion of students from all of the COE will be developed.	The EDAC faculty advisor and the Dean will monitor the implementation of the plan. The Dean will seek input from department	The plan will be discussed and approved at the beginning of fall term.

	The number of students involved in different activities and their academic affiliations. As we do not have such data currently, this next year will serve to establish a base-line.	heads at regular meetings The EDAC advisor and the GTF assigned EDAC will record these data, which will be included in the year-end summary and report.	Data will be recorded after each event. The year-end report will be completed by the end of the spring term, 2008.
Action #2 EDAC will sponsor and organize various diversity-related events throughout the year.	In previous years the number of such events has varied, but we anticipate that they will sponsor four such events in the coming year. We do not know how many individuals take part in these events as some (e.g., a photo exhibit that is available for viewing over several weeks) do not lend themselves to counting the number of participants. For events that will allow counting, the number of participants will be recorded.	The schedule and type of events will be developed by the EDAC advisor and the students involved in EDAC. Advertising will be conducted through the Dean's Office by the Communication staff. Descriptions of the events and the number of participants will be recorded by the GTF and the faculty advisor.	Events will be organized and arranged throughout the year. Descriptions f the events will be included in the year-end report.
Goal #2 Complete a review and revision of our diversity-related classes.			
Action #1 Establish a common theoretical framework for teaching diversity within the COE. develop a plan an appropriate support system	A committee of faculty who teach diversity classes was established in May of 2007 to address this issue. They will create a common set of guiding principles to guide the structure of these classes and to link classes conceptually.	The Associate Dean for Academic Programs will oversee the committee. The committee will be responsible for developing the guiding principles.	The guiding principles will be completed by winter of 2008.

Action #2 Develop conceptually linked syllabi for all diversity classes.	Using the guiding principles, class syllabi will be revised by faculty responsible for teaching those courses. The syllabi will be reviewed and approved.	Faculty who teach the diversity classes will revise the syllabi. Revisions will be reviewed by the Associate Dean and selected faculty to insure compliance with the principles.	All diversity-related syllabi will be revised by the end of the 2007-08 school years.
<u>**Goal #3**</u> Develop and implement a student incident system through the Diversity Coordinator			
Action #1 Develop a reporting structure that is known to the COE administration and all students	A reporting structure to the Diversity Coordinator will be developed, implemented, and disseminated to all students through e-mail, back-to-school orientations, and on syllabi.	The Diversity Coordinator will develop the reporting structure. The reporting structure will be reviewed and approved by the Core administrative council. The reporting structure will be disseminated by program faculty and the Dean's technology specialists. Office managers will insure that the reporting structure is included on 100% of all syllabi at the beginning of each quarter.	The reporting structure will be developed in the summer of 2008. The reporting structure will be finalized and adopted at the back-to-school-retreat. Dissemination of the reporting structure will be heaviest in the fall term, but particulars on the structure will be made available every quarter. Monitoring of the syllabi will be conducted every quarter.

| **Action #2**
Compile incidents and act upon those incidents as appropriate. | Diversity incidents reported to the Diversity Coordinator will be compiled and reported regularly to the COE Administrative Council as appropriate for resolution.

Depending upon the situation, an action plan will be developed to address the issue in question.

In some instances it may be necessary to report incidents to the OSIDD. | The Diversity Coordinator will be responsible for sharing incidents with the Dean and Administrative Council.
As appropriate, different administrative faculty or staff will develop a plan to address the issue.

If necessary, incidents will be referred on to appropriate affirmative action and/or grievance channels. | The reporting process will begin in the fall of 2008 and continue throughout the year.

A summary of the number and type of events will be complied reported to the Dean and, as appropriate, OEID at the end of each year. |

Point 3: Building Critical Mass

Unit Relevance: If we are to provide a meaningful academic experience for our students relative to diversity, we must diversify our faculty and staff.

A. Define what this focal area means to your specific unit. As we move to revise our curricula and course offerings to address diversity, we must develop and secure a diverse faculty and support staff. There is no question that we can promote such instruction through our training efforts to our predominantly White faculty, but there will be no substitute for having faculty and staff from minority groups who model that diversity in a personal and inherent manner.

We should note that we have chosen to discuss activities relative to recruitment of graduate and undergraduate students under Point #4, Expanding and Filling the Pipeline.

B. What have you learned about this focal area from your environmental scan? We have learned that we have far too few faculty from minority cultural and ethnic groups. We do not know how many faculty represent other diverse populations (i.e. disability or sexual orientation) and securing those data will present challenges in terms of confidentiality.

We currently have no data on the demographic characteristics of our support staff. Also, we have not developed a hiring plan for our support staff.

C. Identify your unit's strengths and challenges in this area. We are at a unique time as a search for a new dean for the COE will begin this spring and we have conducted considerable work to begin to develop a foundation for our diversity efforts within the College. The greatest challenge we face in hiring faculty in particular relates to a lack of resources. At this point we simply do not have resources to establish many new tenure-track lines and budgets for the coming year have not yet been allocated. We are optimistic that a new dean would bring an infusion of resources. The potential of a new dean being hired in the coming year does present an interesting challenge. That is, if we develop a strategic plan that is inconsistent with the direction the dean will take the College, then that effort will be wasted. At this point, we believe that we must identify (a) identify our most pressing faculty needs and (b) corresponding sources of funds that we could combine into a tenure-track position. Given our experience in accessing the Minority Recruitment Fund this past year in our most recent hire, we believe that the experience has prepared in how to access those funds in future hires.

Goal #1 Identify our most pressing faculty needs to guide recruitment.	Measures short / long term	Responsible entity / Accountability	Timeline for implementation
Action #1 Identify key faculty needs across the COE.	Identify and rank order our most pressing faculty and instructional needs across departments and the COE to focus our planning and recruitment efforts.	The Dean will conduct a planning process with the department heads and administrative group to specify the most pressing departmental needs. The Dean will secure feedback from the Administrative Council	The prioritization of faculty positions will begin in the summer and conclude in the fall of 2007.

		to endorse the slate of prioritized positions.	
Action #2 Identify existing sources of funds to support those positions.	A clear mapping of sources of funds will be established to place as many of those prioritized positions as possible.	The Dean and department heads will identify available funding sources. It is likely that new funds will be necessary if we are to make appreciable progress in this regard.	Funding sources will be finalized in the winter of 2008.
Action #3 Prepare job descriptions and work with OEID and Affirmative Action to prepare position announcements**.**	Position announcements will be crafted to attract a broad array of diverse applications.	Department heads and business managers will finalize the position announcements.	Position announcents will be completed and the advertising for those positions will begin by the end of the 2007-08 school year.
Goal #2 Develop and implement a hiring plan for support staff.			
Action #1 Establish a committee of support staff and faculty to establish a hiring plan for support staff.	A committee that will represent the COE will be established to develop a hiring plan for support staff.	The Asst. Dean for Adm. will establish and lead the committee.	The committee will be convened in the fall of 2007.
Action #2 Identify and secure data relative to current support staff.	Demographic data relative to existing support staff will be identified and secured for planning purposes.	Technology support staff will secure these data.	The data will be gathered in the fall of 2007.
Action #3 The committee will explore different hiring options available through the university system and establish a hiring plan for support staff. At this point we anticipate the plan being 3-years in duration.	A 3-year hiring plan will be developed, reviewed, and finalized.	The Asst. Dean for Admn. Will be responsible for finalizing the plan.	The plan will be completed in the spring of 2008.

Point 4: Expanding and Filling the Pipeline

Unit Relevance: We have a strong and enduring commitment to attract the best and brightest students, with a burning commitment to teach or engage in social services, to our College. If we are to further our commitment to train students who will impact society in the most effective manner possible, it will be necessary to recruit a student body that is reflective of that changing society and the students and young people with whom they will work.

A. Define what this focal area means to your specific unit. Much as it will be necessary to have a diverse faculty and staff to strengthen our academic efforts, a diverse student body will likewise strengthen that effort and produce uniquely qualified graduates to affect the society in which they will work. Further, because our College budget is based on the student credit-hour model, we must attract and retain students to generate monies for the College. Since the demographics are changing among high school students, we must be effective in attracting those students if we are to continue and expand or academic programs.

B. What have you learned about this focal area from your environmental scan? The student data indicate that we are most diverse among specific programs, primarily programs in which we can recruit out-of-state students. The majority of our students are Oregon residents. We have few international students and while we have higher proportions of doctoral students who identify as being from a minority group, there are few of those students relative to the larger College population.

C. Identify your unit's strengths and challenges in this area. We have been successful in recruiting doctoral students from minority groups, students who typically come from out of state. Those students come to nationally ranked programs and we have made use of university recruitment funds to secure applicants. A major challenge we face is that because of our fiscal limitations, we are limited in how many doctoral students we can attract and support. Unless we can identify other funding options for doctoral students (grants, other state money) we will be challenged in expanding the number of doctoral students we can educate.

We have had un-even success in recruiting minority students at the undergraduate and master's levels and most of those students are Oregon residents. As the state probably will remain our primary recruitment base, we must reach into areas in which diverse students live as part of our recruitment efforts. The Lane County Teacher Pathways Program, while only beginning, will recruit minority educators working in aide positions to the College. Recent connections with Mocha, a Latino student group, may also provide a recruitment option.

We currently have few international students, but recent connections with Mexico, China, and Saudi Arabia have the potential to develop connections for more students from those countries. As we have discussed these various possibilities, a consensus has been established that we first must identify the guiding principles and priorities which will direct those efforts.

<u>Goal #1</u> Identify funding options to expand doctoral recruitment	Measures short / long term	Responsible entity / Accountability	Timeline for implementation
Action #1 Locate and explore possible alternative funding sources for doctoral students through grants and other state monies.	Develop a plan for securing additional sources of doctoral support funds.	The Dean and department heads will complete this exercise.	The effort to identify training monies will continue throughout the school year. State, private, and federal sources will be tracked regularly.

Action #2 Based on the success of securing funds, identify ways to expand recruitment fo minority students.	Funds likely will be secured specific to particular programs. Programs that do not receive additional monies will explore novel and creative recruitment strategies.	Program directors will develop recruitment plans.	Plans will be discussed and developed in the fall and winter terms. The plans will be implemented during the winter and spring terms.
Goal #2 Establish a plan to recruit undergraduate minority students.			
Action #1 Establish a committee of faculty who teach undergraduate classes and students.	The committee will be composed of faculty with a unique connection to undergraduates and who will be the best at preparing a recruitment plan.	The Dean will appoint the committee and a chair who will oversee the effort will be chosen.	Fall of 2007
Action #2 Contact Mecha and other local minority student and advocacy groups.	Contact at least two local groups to recruit potential students.	The Diversity Coordinator and selected faculty will contact the groups and serve as the conduit between the groups and the COE.	Throughout the 2007-08 school year.
Action #3 The committee will develop a plan to recruit undergraduate minority students.	A plan describing a 3-year plan to recruit minority undergraduate students will be established. The plan may include outreach to the pubic schools or an active recruitment among undecided students who are already enrolled in the UO.	The committee will develop the plan and present it to the Dean and the department heads.	Winter and spring of 2008.
Action #4 Decide how to implement the recruitment plan	The way in which we will conduct recruitment activities in the 2008-09 school year will be decided.	Selected faculty will be identified to oversee the recruitment effort.	Spring of 2008.

Goal #3 Establish international programs and connections that will increase the number if international students.			
Action #1 Establish guiding principles and priorities for internationalization efforts	Establish an agreed upon list of principles and priorities for the COE's internationalization efforts.	The Dean and Administrative Council will establish the list. The list will be shared with all faculty for additional input.	The list will be finalized in the fall of 2007.
Action #2 Continue to establish international connections with existing contacts.	As we have discussed earlier, we have had positive connections in the past year with university programs in China, Mexico, and Saudi Arabia. We will continue to work on and formalize those. Connections. Our goal will be to establish two formal agreements that will bring international students in the 2008-09 school year.	Specific faculty have made the connections with the different programs and will take responsibility for continuing the development fo those relationships. The faculty will report progress to the Diversity Coordinator.	At the end of each term or more often as necessary.
Action #3 Based upon the adopted principles, continue to accept invitations from international universities and programs to explore cooperative programs.	We will explore at least five possibilities and establish formal agreements with two programs.	Specific faculty will be assigned the responsibility of connecting with each program by the Dean. Those faculty will report progress to the Diversity Coordinator.	At the end of each term or more often as necessary.

Point 5: Developing and Strengthening Community Linkages

Unit Relevance: To complete our mission of preparing teachers, social service providers, and academicians to work in public education and social service systems our connection to the community and those services is paramount.

A. Define what this focal area means to your specific unit. The mission of the COE is to prepare teachers, service providers, and academicians for careers in the public schools and community-based social service agencies, systems which serve as the "learning laboratory" for our students and research sites for our faculty.

B. What have you learned about this focal area from your environmental scan? Our connections with the public schools in the Lane county area was affected through the events of past years. The extent of that impact varies, but within the immediate area there is no question that our image has been damaged among diversity groups and advocates.

C. Identify your unit's strengths and challenges in this area. A major strength of our connection to the community is the Family and Human Services program, which has a strong reputation and working connections and practicum placements with roughly 100 social service agencies in Lane County and the state. We have several other programs with strong community connections on which to build. We have taken steps to address our image on a College-level by establishing the Community Diversity Advisory Board this past year. Admittedly it will take time to repair the damage done to our reputation among the diversity community.

Goal #1 Meet four times with the Community Diversity Advisory Board over the course of the 2007-08 school year.	Measures of progress short / long term	Responsible entity / Accountability	Timeline for implementation
Action #1 Schedule meetings at the beginning of the school year and then at the end of each term.	Meetings will be held and agendas and minutes of the meetings recorded.	Dean and the Diversity Coordinator	The first meeting will be scheduled in mid-September. Other meetings times will be identified jointly over the course of the year.
Action #2 The first meeting will be devoted to reviewing evaluation data from the previous year.	The purpose of his review will be to share the planning process and priorities for the coming year. General endorsement of those priorities and/or revisions will be secured.	Dean and Diversity Coordinator.	At the end of the first meeting.

Goal #2 Support and assist in the HEP 40th anniversary			
Action #1 Schedule the celebration	A 40th anniversary celebration for the HEP program and its almost 3200 graduates will be planned and scheduled.	HEP director and community planning committee. The Dean's office will offer support and help in this process.	Scheduled by early fall, 2007.
Action #2 Hold the celebration	Records of the attendee's contact information will be entered into a database. Publicity regarding the celebration will be organized and supported.	HEP Director and community planning committee	Most probably held in the spring 2008.
Goal #3 Develop connections with community schools for the new TED program, which will begin in 2008.			
Action #1 Establish a committee to connect with educational equity activists regarding the new program.	A committee of faculty and educational equity activists will be formed to plan ways to connect students and with valuable experiences in local schools.	TED department head	Fall 2007
Action #2 Finalize a plan to enhance the diversity of student enrollments at all levels in TED	A plan will be finalized.	TED department head and committee.	Winter 2007
Action #3 Implement the plan	The plan of contact development will be implemented to promote connections before the program begins the following fall.	TED department head and committee.	Spring 2008.

Action #4 See new curriculum and program proposals through University and State level review processes.	The new curriculum with a greater emphasis on both content specific pedagogy and on issues of cultural diversity must be reviewed and approved by several UO and State Government committees. We will be working to ensure this happens in a timely manner.	COE Associate Dean for Academic Affairs and TED department head	Spring 2008.
Action #5 Revise Departmental structure to be more responsive to student and community concerns about educational equity issues.	The TED Department will restructure its internal management structure to clarify lines of responsibility and accountability.	TED department head	Spring 2008.

Point 6: Developing a Culturally Responsive Community

Unit Relevance: As we described in the previous sections of the SAP, we have developed a comprehensive evaluation system to address and gauge diversity-related concerns. The various parts of this system includes (a) quantitative surveys of graduating and graduated students, (b) interviews with faculty, staff, students, and community members, (c) regular meetings of a Students Advisory Board, and (d) monitoring of reported diversity-related reports complied by the Bias Response Team. Over the last two years, we have amassed these data and then used the results to specify areas that demand remediation.

Four other basic procedures and processes have been used in an isolated manner and need to be integrated into this evaluation system. These processes are as follows.

First, the regular (every 2-weeks during the school year) Administrative Council meetings (includes all department heads, associate deans, and business managers) in which concerns brought to the respective administrators are brought to the attention of the COE administrative group and then addressed.

Second, in preparing the SAP we were surprised at the breadth of our College's resources allocations relative to diversity. These allocations were collected only this year and should be monitored more closely.

Third, the Student Advisory Board meetings provide a way to connect with students on personal and program-level concerns. Notes are taken during these meetings and should be disseminated to the administrative council.

Fourth, EDAC compiles a year-end report that is reviewed as an indicator of diversity events and issues within the College. The faculty advisors fro EDAC meet quarterly with the Dean to discuss concerns and issues.

A. Define what this focal area means to your specific unit. As a College we have begun to use the data from the comprehensive evaluation system to identify key issues and challenges to address on a yearly basis. These data provide a firm context from which to formulate actions and responses to particular issues. There is no question these various sources of data must be integrated and considered as a whole to insure that we assign resources and efforts to address the most pressing issues.

B. What have you learned about this focal area from your environmental scan? As we discussed in the SAP, the evaluation data we have collected over the past three years suggest that as a whole the COE is rated judged to be doing well in its instructional efforts. Ratings are lower, however, from different minority groups of students, suggesting the importance of revising the way we support and connect with those groups. Additionally, various data pointed to the need to revise Teacher Education, develop student supports, and revise the diversity-related courses we teach to have a common framework and to be inclusive of all diverse groups.

C. Identify your unit's strengths and challenges in this area. Overall we believe that we a strong foundation for a comprehensive evaluation system that addresses the instructional effort as a whole and diversity as a critical part of that overarching effort. A major challenge we face is to establish baseline data from which to judge progress from year to year; for example, what is an acceptable rating and a rating that indicates a critical weakness? A second challenge is to revise and improve the different components of the evaluation system. For example, the year-end interviews that we are completing at this time will yield important information on our progress and weaknesses relative to diversity, but we undoubtedly will learn that the way in which we conduct those interviews or the questions we ask should be revised for clarity and precision. Finally, there are parts of the system that should be regularized. For example, the resource allocations made to diversity from the Dean's Office and the departments should be compiled regularly. It may be possible to coordinate allocations to have greater impact.

Goal #1 Gather Quantitative data on Graduating and Graduated Students regarding their satisfaction with their instructional experiences in the COE specific to diversity.	Measures of progress short / long term	Responsible entity / Accountability	Timeline for implementation
Action #1 Conduct a follow-up survey of COE graduates Who have been out of school 1, 3, and 5 years.	Achieve a 50% response rate from potential respondents. Examine ratings on each item (in particular diversity) that is at or above the ratings achieved in 2006-07. Compare ratings by demographic group on diversity ratings.	The Follow-up Survey of Gradates is managed by the Director of Certification and Licensure Programs and a GTF assigned to collect and analyze student data.	The survey will begin in the fall of 2007 and be completed by winter break.
Action #2 Conduct an Exit Survey of students graduating in the 2007-08 school year.	Achieve an 80% response rate from potential respondents. Examine ratings on each item (in particular diversity) that is at or above the ratings achieved in 2005-06 and 2006-07. Compare ratings by demographic group on diversity ratings.	The Exit Survey of Graduates is managed by the Director of Certification and Licensure Programs and a GTF assigned to collect and analyze student data.	The survey will begin in the middle of May, 2008 and will be completed by the end of the spring, 2008 school year.
Action #3 Analyze and complete a report of the results of each survey.	Examine results by academic program and by demographic group. Identify key areas of progress and areas that demand attention.	The GTF will analyze the data from each survey. The reports will be written by the GTF, Director of Certification and Licensure, and the Dean.	The report on the Graduated students will be completed in the winter term of 2008. The report on Exit Survey will be completed in the summer of 2008.

Goal #2 Gather data on diversity-related incidents from BRT reports quarterly and on a yearly basis			
Action #1 BRT data will be gathered and shared with the administrative council at year's end.	The goal will be to have no incidents reported to the BRT relative to the COE. If an incident is reported, the administrative group will examine the incident and develop and appropriate plan to address the particular incident.	BRT data will be gathered by the Dean's support Staff. The Dean and Diversity Coordinator will share each incident with the administrative council. The administrative council will draft a response to the incident. Records of the actions will be recorded and follow-up by appropriate personnel. These records will be shared in a year-end report.	Responses to incidents will be developed and implemented as needed throughout the year. Data for the entire year will be reported at the end of the 2007-08 school year.
Goal #3 Gather financial data on resource allocations to diversity from across the COE			
Action #1 Develop a structured template for gather financial information.	A template that is easy to use and includes major resource categories will be developed.	The Asst. Dean of Admin. and the Business Managers will complete the template.	The template will be completed in early fall of 2007.
Action #2 Gather financial data on allocations to diversity work.	On a quarterly and yearly basis, financial commitments to diversity will be compiled by the COE and the academic departments.	The Asst. Dean of Admin. and the Business Managers will gather these data.	The data will be gathered quarterly and reported at the end of each school year.

Goal #4 Conduct interviews with key faculty, students, staff, and community members regarding progress relative to diversity and areas needing attention.			
Action #1 Conduct interviews with key respondents.	The year-end interviews conducted in 2007 will be repeated with the same or similar respondents (faculty, student groups, staff and the Community Diversity Advisory Board).	The Diversity Coordinator and the GTF assigned to the Coordinator will conduct the interviews.	The interviews will begin in the spring of 2008 and will be completed by the end of the spring term.
Action #2 Analyze the interview data and complete a year-end report.	The interviews will be compiled and key themes will be summarized in a report that will be shred with the COE administrative council, the community Diversity Advisory Board and representatives of student groups.	The Diversity Coordinator and the GTF assigned to the Coordinator will write the report.	The report will be completed in the summer of 2008.
Goal #5 Analyze and identify key issues and themes from all evaluation reports.	The key issues and themes from the 2007-08 school year will be identified and used to guide diversity-related work for the 2008-09 school year	The Dean and Diversity Coordinator will review the documents and identify key issues. The key issues identified by the Dean and Diversity coordinator will be finalized and reviewed by the Administrative council to specify activities of the 2008-09 school year.	The initial list of issues and themes will be finalized by the fall administrative retreat in mid-September, 2008. The COE action plan for the 2008-09 school year will be developed and adopted at the back-to-school retreat held before the beginning of the 2008-08 school year.

Attachment A

Creating an Inclusive Educational Environment –

University of Oregon's College of Education Report on Diversity[1]

The 2004-05 academic year witnessed intense concern and controversy regarding diversity issues in the College of Education – a situation that has served to challenge our College community in very important and necessary ways. Given the College's unique connection with our contemporary society and its efforts to prepare the next generation of teachers, social service professionals, and academicians, such critical examination and questioning of diversity is valued, necessary, and a natural part of the College's continuing evolution. One of the results of that process is this report, which identifies goals necessary to address in order to integrate diversity into the College's structure, instructional activities and research endeavors.

The nine goals described in this document provide a common framework in which specific changes and diversity initiatives can be considered, formulated, implemented, and evaluated. On a regular basis, the dean of the College will engage representatives from the College and community to plan both short-term and long-term activities that will address these goals. These continuing efforts will improve the College's programs, positively impacting its students, its scholarship, and our community.

Through this ongoing process of program improvement, the College will create a more inclusive educational community of students, faculty, staff, and non-campus community stakeholders. In this community we will foster an open, respectful sharing of diversity-related ideas in working toward a systemic approach toward multicultural education[2]. These interactions will promote an academic environment in which all students will receive a high-quality educational experience designed to prepare them to educate and support the children, youth, adults, and families of our state and country in an effective and inclusive manner.

Goal 1: Vision: A College of Full Inclusion

To serve as a foundation that guides the College's diversity work, the College's leadership will craft and adopt a statement of the College of Education's vision for, and commitment to, diversity and the challenges and opportunities that such diversity brings to our College community. We will celebrate the rich dimensions of diversity presented by all individuals and the groups with which each individual identifies. The College's vision statement

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[1] This paper is the product of the hard work of many people. Among those who should be recognized for their contributions are the members of the College of Education Diversity Steering Committee, which was formed with the express purpose of providing input and guidance on this document: Richard Biffle, the College's Diversity consultant during the 2004-05 school year; Dr. Martin Kaufman, the Dean of the College from 1992 to 2005; Dr. Charles Martinez, the College's Diversity Director during the 2004-05 school year; and Dr. Carlos Cortes, who served as the College's diversity consultant during the spring of 2005 and who has a continuing role in the College during the 2005-06 school year.

[2] At this writing there are multiple definitions of mutli-cultural education. Therefore, we have elected to use the description provided by National Association for Multicultural Education in 2005.

should be clear, straightforward, and inclusive. Moreover, it is probable that the vision statement will be revised regularly to insure that it is timely and represents the entire College. Because the College of Education is a sub-unit of the University of Oregon, this vision will be in accordance with the University's diversity statement.[3] It also is likely that this report will receive similar and regular re-examination and be revised as needed.

Goal 2: Infrastructure: A System that Supports Diversity Initiatives

Integrating diversity-related considerations and content into the College's curriculum, practicum and community-based experiential placements, research, and scholarship will require hard work, and a balance of short- and long-term effort.

The College will dedicate resources toward establishing an infrastructure to support ongoing initiatives. This infrastructure may include hiring administrators, faculty, and staff dedicated to diversity work; establishing a diversity advisory committee; providing trainings for faculty, staff, and students on diversity and multicultural education; recruiting diverse faculty, staff, and students; developing open and expedient communication systems; promoting scholarship on diversity and multicultural education; rewarding faculty, staff, students for their work and expertise on these initiatives; and continuously evaluating all diversity efforts in regard to their impact and to guide future initiatives.

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[3] The University of Oregon community is dedicated to the advancement of knowledge and the development of integrity. In order to thrive and excel, this community must preserve the freedom of thought and expression of all its members. The University of Oregon has a long and illustrious history in the area of academic freedom and freedom of speech. A culture of respect that honors the rights, safety, dignity and worth of every individual is essential to preserve such freedom. We affirm our respect for the rights and well-being of all members.

We further affirm our commitment to:

► Respect the dignity and essential worth of all individuals.
► Promote a culture of respect throughout the University community.
► Respect the privacy, property, and freedom of others.
► Reject bigotry, discrimination, violence, or intimidation of any kind.
► Practice personal and academic integrity and expect it from others.
► Promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

The University of Oregon affirms and actively promotes the right of all individuals to equal opportunity in education and employment at this institution without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, gender identity, gender expression or any other extraneous consideration not directly and substantively related to effective performance.

In developing, adopting, and implementing this statement, it is critical to recognize that the concept of diversity encompasses acceptance and respect as well as understanding that each individual is unique.... It is through the exploration of these differences in a safe, positive, and nurturing environment that it is possible to reach greater understanding, moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual.
(taken October 26, 2005, from http://gladstone.uoregon.edu/~asuomca/diversityinit/definition.html)

Goal 3: Communication: Effective, Respectful, and Safe Discourse on Diversity Issues

Discussions of diversity inevitably elicit varied and intense emotions. For the College community to address diversity concerns and issues, it is essential for the college to establish, offer, and value a climate of open, respectful, and safe interactions in which differing opinions, emotions, and experiences may be shared and considered. Such a climate will be fostered through three avenues of communication.

First, college-wide trainings on diversity-related topics will be developed and offered to faculty, staff, and students to create a common, shared knowledge of these issues, by improving (a) the ability of persons in these groups to address conflicts in a mutually respectful manner, (b) the capacity of the faculty and staff to address diversity effectively in classes and interactions with students and non-campus community stakeholders, and (c) the interactions among all individuals by seeking to know and understand the "group identities" which affect communication and inter-group relations.

Second, through the College's current and ongoing curriculum review, diversity topics and multicultural education will be highlighted and integrated into the curriculum through coursework and practicum experiences. Instruction of this type will allow students to experience content concepts, issues, and themes from the perspectives of diverse groups and their respective identities.

Third, the College will establish an ongoing and open communication system that will provide timely information on diversity-related events and opportunities for engagement in academic, research, and social-cultural activities to members of the College, University, and non-campus community stakeholders. This sharing could include electronic media, websites, college-wide presentations and trainings, to name but a few possibilities.

Goal 4: Curriculum and Instruction: A Thorough Examination of Diversity

The College's curriculum and class offerings provide a basic structure through which students are taught to enter and succeed in their chosen careers. Including instruction on how to teach and support diverse children, youth and their families is critical for such learning and for preparing students to enter their chosen careers and work successfully with all members of our society in a variety of contexts. The College will include in its curriculum review process a careful and ongoing examination of diversity issues and recommendations for integrating instruction on diversity into all classes, with the goal of providing continuous multicultural education for all students. This work will result in a curriculum that (a) is intellectually rich and inclusive; (b) fosters inquisitiveness, analysis, critique, and respectful discourse; and (c) includes content and examples reflective of diverse perspectives.

Goal 5: Organizational Development: Continuous and Effective Training for Faculty and Staff

The College will develop and implement a college-wide training agenda for faculty, staff, and students. The goal will be to establish a training agenda that will be offered annually and that

can be adjusted to address critical immediate needs on the part of faculty, staff, and students. This training will (a) foster critical inquiry on institutional processes, policies, and culture that perpetuate inequities and (b) focus on the professional development of individual faculty, staff, and students related to diversity. The training efforts will strengthen the College's organizational capacity to create a professional community in which all faculty, staff and students -- especially those from traditionally isolated and marginalized groups-- can feel valued, included, supported, safe, and respected.

Goal 6: Fostering Diversity: Recruitment and Advancement of Diverse Students, Faculty, and Staff

The successful recruitment, retention, and professional advancement of a diverse student body, faculty, and staff will help to establish a distinctive social-cultural and intellectual "learning community" that will offer a high-quality education to all students and enable the College to fulfill its instructional and research mission.

As a public institution of higher education, with the responsibility of preparing the next generation of educators, social service providers, and academicians, the College will recruit and graduate students from diverse backgrounds.

The College also will recruit, support, and promote faculty with diverse backgrounds and advance our commitment and ability to address diversity issues and multicultural education effectively in their teaching and scholarship, using an array of pedagogical and research methods.

Finally, the importance of the College's staff as a first-line in communicating and working with students and community members must be recognized and valued. Consequently, the college also will recruit and advance staff from diverse backgrounds and expertise.

Goal 7: Community: A Commitment to Engagement

By virtue of the College's responsibility to educate the next generation of educators, social service professionals, and academicians, students must be afforded educational, social service, research, and other professional experiences in diverse community settings. Accordingly, to promote students' learning experiences and foster their successful entry into their chosen career paths, the College must strengthen its working relationships with a wide array of educational and social service agencies that serve diverse clienteles and that have nondiscriminatory hiring and professional practices that are consistent with the College's diversity policies and vision.

The College will work with these schools and community-based organizations to provide students with the highest-quality learning opportunities. School and community partners will be encouraged to engage faculty, staff, and students to identify and address issues and questions regarding diversity in the instructional and practicum process. Similar efforts will be made to insure that the College's research efforts include diverse populations and topics of study relevant to non-campus community stakeholders and topics that are critical for our faculty and students to

learn about to serve our increasingly diverse society in a culturally inclusive, appropriate manner.

Goal 8: Evaluation: An Ongoing Process

Evaluation is central to the College's diversity work. This document provides a structure to focus the College's diversity work by providing specific goals that will serve as a template for planning both short- and long-term initiatives. That is, on a regular basis the goals will be used to identify and plan key systemic initiatives and changes. An essential part of these initiatives will involve evaluating the development, implementation, and impact of these efforts across College and community contexts using a diverse array of methods. The primary evaluation focus of the College's diversity initiatives will be internal and conducted by COE staff, supplemented as needed by third-party evaluations. The work conducted by the College on diversity, and the related evaluations will be summarized in a yearly report that will be publicly available and used by the College to guide and focus upon new and ongoing diversity initiatives.

Goal 9: Oversight and Accountability: An Introspective Community

The College will establish a diversity advisory committee composed of students, community members, faculty, and staff that will meet regularly with College administrators and representatives. This committee will provide specific guidance and constructive input on the College's diversity work and initiatives, assisting in the planning, implementation and evaluation of those activities.

2005-06 COE Diversity Steering Committee Members

First	Last	Email	Represents
Mike	Bullis	bullism@uoregon.edu	COE Administration/Faculty
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David	Chard	dchard@darkwing.uoregon.edu	COE Administration/Faculty
Krista	Chronister	kmg@darkwing.uoregon.edu	Faculty
Linda	Forrest	forrestl@darkwing.uoregon.edu	Area Head / CPSY
Jim	Garcia	garciaj@lanecc.edu	Community: LCC Director of Diversity
Shadiin	Garcia	shadiin@gmail.com	Community: Educacion y Justicia para La Raza
David	Guardino	dguardin@darkwing.uoregon.edu	Doctoral Student: SPED
Kyle	Hoelscher	khoelsc1@darkwing.uoregon.edu	Masters Student: SPED
Vice Provost	Inst Equity & Div.	vpdivers@uoregon.edu	UO Admin
Jo	Larson	jolars@darkwing.uoregon.edu	Faculty: CDS
Arwen	Maas-DeSpain	arwen@darkwing.uoregon.edu	Staff
Charles	Martinez	charlesm@oslc.org	UO Admin / COE faculty
Amanda	McCluskey	amcclusk@gladstone.uoregon.edu	Undergrad Student: FHS
Suzanne	McManus	smcmanus@darkwing.uoregon.edu	Masters Student: EI
Pat	Rounds	plrounds@uoregon.edu	Faculty: TED
Sonja	Runberg	srunberg@uoregon.edu	Staff
George	Russell	russell_g@4j.lane.edu	Community: 4J Superintendent
Elise	Self	elisejim2@aol.com	Community: PFLAG
Helen	Sharp	hsharp@uoregon.edu	Masters Student: EI
Gerald	Tindal	geraldt@darkwing.uoregon.edu	Area Head / TED & EDLD
Karrie	Walters	kwalters@darkwing.uoregon.edu	Doctoral Student: CPSY

Attachment B

Sonja Runberg

From:	"Shadiin Garcia" <sgarcia2@uoregon.edu>
To:	<sugai@darkwing.uoregon.edu>; "Gerald Tindal" <geraldt@darkwing.uoregon.edu>; "Mark Gall" <mgall@uoregon.edu>; <cgary@OREGON.UOREGON.EDU>; <provost@uoregon.edu>; "Linda Forrest" <forrestl@darkwing.uoregon.edu>; <mkaufman@OREGON.UOREGON.EDU>; <pres@uoregon.edu>
Cc:	"Krista Chronister" <kmg@darkwing.uoregon.edu>; "Hope Marston" <hmarston@epud.net>; "Gregory Vincent" <gvincen@uoregon.edu>; "Nancy Golden" <ngolden@sps.lane.edu>
Sent:	Thursday, September 02, 2004 9:50 AM
Subject:	September 20th Listening Session

September 2, 2004

Thank you all for agreeing to attend the Community Meeting on September 20th at the Eugene Public Library. I wanted to give you all a little more information about the meeting. This first meeting is actually going to be just a listening session on your part. Members from a variety of community groups, University students, local teachers and adminstrators, and University professors will each take a few minutes to give testimony and information. This listening session will be facilitated by Nancy Golden. There will be members of the press present at the meeting. If there is cause for concern with regard to the press, please let me know as soon as possible and we can talk about other alternatives.

Thank you again,
Shadiin Garcia

Attachment C

May 4, 2005

Dear Dean Kaufman, Dean Forrest, Provost Moseley, and President Frohnmayer,

As you know from numerous meetings over the past two years, the College of Education is in a "multicultural crisis." We have met with you and raised these issues on many occasions, including formal meetings (3-17-04; 4-8-04; 5-14-04; 9-20-04; 1-24-05) as well as numerous other letters, emails, and flyers. Furthermore, the Office of Affirmative Action and Equal Opportunity has informed you of discriminatory practices in the College of Education, and recommendations were put forth that have not been followed.

The College of Education has made minor concessions as a result of intensive community and student pressure. These concessions including hiring an Ombudsperson, creating the Diversity Steering Committee, opening seven new faculty positions, hiring a part-time Director of Diversity, implementing faculty professional development, offering retaliation training, and hiring a diversity consultant to design a long range diversity strategic plan.

While every one of these steps has potential, they do not address immediate student climate issues and so far, their implementation has been ineffective and/or inadequate for the following reasons:

Ombudsperson- Bill Young answers jointly to Johnson Hall and Dean Kaufman. Students are hesitant to utilize his part-time services because he answers to the Dean, and retaliation from the dean's office is particularly visible.

Faculty Professional Development- The two trainings that occurred on cultural competency and diversity had no input from the community members and students who advocated for the trainings in the first place. Further, they were not required and only about 70 out of approximately 300 attended.

Seven new faculty hires- Students of Color and community members offered to lend their expertise on these seven searches. Only two of these searches included community members, and only 4 included students of color. In fact, in the search for a Multicultural Education Professor, two members of color resigned from the search because the administration decisions perpetuated the institutionalized racism hidden in tenure policy and hiring practices.

Diversity Director- We recognize Dr. Martinez to be a huge asset to the College of Education. However, in a part-time capacity without authority to hold faculty and staff accountable, he cannot address campus climate beyond the personal time he invests in students individually.

Retaliation Training– Penny Daugherty and Steve Pickett offered a training on UO Affirmative Action policies on discrimination and retaliation January 21, 2005. The expectation was that all COE faculty and supervisors would be fully informed, either by

attending the workshop or watching the video recording of the workshop. Only a fraction of the faculty has done so.

Diversity Steering Committee/Diversity Consultant- Although the current membership is inclusive of diverse student, faculty, staff, and community groups, it is important to note that this "diversity" only came through pressure. Initially, Dean Kaufman told Sapsikwala students and an Advisory Council member that they could not be in this committee. Members of various communities had to lobby to be included on this committee. Further the DSC was designed to work in collaboration with the Diversity Consultant, but neither community nor students had any input on who was hired as this consultant. While Rich Biffle is highly qualified, he is also in Denver. His work and the work of this committee are not empowered to address current student climate.

In a Johnson Hall meeting in October 2004, it was stated to Dean Forrest that for any initiative to be effective, they needed to solicit community and student input. The lack of expertise in the COE dean's office was discussed, and it was stated that future initiatives need to reflect a commitment to incorporating non-Eurocentric viewpoints. We feel that many of the problems outlined here could have been avoided if this recommendation had been honored, since students and community members are the people these programs were intended to protect and support. Instead, the COE Dean's Office has undertaken this process with a spirit of antagonism that has consistently undermined meaningful reform.

We have waited in good faith for the University of Oregon to hold its faculty and staff accountable to COE policy, University of Oregon Policy and Oregon State laws prohibiting discrimination, but the suffering of students remains unaddressed. We cannot wait any longer.

As a result of ongoing resistance to such efforts, we have come together to create the following list of demands that we expect you to address. We also expect you to solicit input from those in the community who have raised these issues so that these measures are effective. Continuing to make these decisions without our input is unacceptable. The demands are the following:

1. *Operationalize the College of Education's Infusion of Diversity* into College Courses and Course Documentation (academic policies and procedures POLICY A13) as was directed by the Affirmative Action Office in December 2004.

2. Initiate a *program of assistance* for faculty and staff violations/neglect. Examples of this method of accountability can be found in local school districts that employ this method for their teachers and staff.

3. Institute a *process of recognition* for faculty and staff who are active advocates for people who have been discriminated against.

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4. Create an *Advocacy and Grievance Center.* This center would be granted authority to hold the institution and the faculty/staff accountable for violations of COE Policy and University of Oregon policy. Center staff will include but not be limited to a GTF and trained diversity professionals from outside the College of Education.

5. Initiate an *external review of COE hiring practices* by diversity professionals, followed by implementation of recommendations.

6. Specify in the diversity plan that the *Dean is responsible for implementing reforms* and then set up a *yearly review* procedure to monitor progress. On this review, staff and students of color will be empowered to nominate at least three members of the committee, and some of the committee members will be appointed from outside COE by the Director of Diversity.

7. *All faculty and staff are required to attend trainings* about Affirmative Action policies regarding prohibited discrimination and retaliation. Attendance will be tracked and the Dean will follow up with those who do not attend.

8. *Hire faculty of color, hire staff of color, and actively recruit students of color.* Create a timeline and goals for these hires and recruitment efforts. Prioritize hiring and recruiting of scholars who specialize and are interested in qualitative research, intersectional research across culture, ethnicity, gender identity, sexual orientation, and ability.

We would like to see your timeline for implementing these demands by Monday, May 9' 2005 at 5:00. You can email your response to COEaction@hotmail.com . If you do not respond by this time, we will be forced to take further, much more public action to draw attention to these issues. We have asked that you address student climate for over a year. This letter is a result of your inaction to the continuing discrimination at the College of Education.

Sincerely,
A coalition for reform of the College of Education at the University of Oregon, consisting of hundreds of students, faculty, staff, education professionals, and Eugene-Springfield community members.

A coalition of students, faculty, staff, educational professionals and community members have gathered together united by a common goal to increase cultural competence and inclusiveness in the College of Education and to end discrimination. Both long-term and short-term actions are needed to ensure the success of this vital goal. By signing this petition, you show your support for the following:

- Increased follow-through and accountability
    - initiating a program of assistance for faculty/staff violations and neglect
    - instituting a process of recognition for faculty/staff serving as advocates
    - requiring all faculty and staff to attend relevant diversity trainings
    - holding the dean responsible for implementing reforms and create a yearly review procedure to monitor progress
- Creation of an advocacy and grievance center
- Recruitment, hiring, and retention of faculty and students from diverse populations

Name:	Title/position:
Nadia Sindi	Consultant/Human Rights Activ
Dave Lichtenstein	Student CPSY
Albert	grad student CPSY
M. Serdarevic	grad student cpsy
Danielle Peyton	stud.
Vernon Lee	student
Scott	Asst. Dir EMU outdoor Program
Michael Carrigan	Comm. Alliance of Lane Co.
Courtney Smith	grad student/polisci
Michelle Diggles	GTF Instructor IPS
Kyle Hoelscher	SPED Masters & Lic.
Aaron Hein	Student
Don Goldman	4
Amanda Gentzew	Student
Tiffany Phipps	"
Jamie Hill	Student
Melissa Arthur	Student
Katie Werdman	Alumni
Jon Corbin	

4

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- Creation of an advocacy and grievance center
- Recruitment, hiring, and retention of faculty and students from diverse populations

Name:	Title/position:
Mitchell Hayes	Umatilla Tribal Member
Bernadine Watjerman	Umatilla/Navajo Member
Larissa Scherupf	Retired/Indian Educ.
Samuel Smith	C.T.U.I.R
Elisha Watchman	Umatilla - X-1182
Gay Watchman	Umatilla X-415
Rachel Burs	X 2552
Natasha Watchman	X-1423 Umatilla
Frances Watchman	X - 1015 Umatilla
Pat Dhangraay	Nez Perce - 3073
John Watchman	Umatilla - X1292
___ B ___	Umatilla Tribal Member
Balnel Hays	Student
Hette Ashley	Eugene SD
Hever Reyes	Hillsboro TOSA Title III
Roscoe Caron	Teacher - 4J
Stacey Torres	Wailacki 95-105
Carmy U Sina	Community
	Work 4-J-Mantan

5

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    - holding the dean responsible for implementing reforms and create a yearly review procedure to monitor progress
- Creation of an advocacy and grievance center
- Recruitment, hiring, and retention of faculty and students from diverse populations

Name:	Title/position:
(signature)	Teacher
(signature)	Teacher
April Nelson	Teacher
(signature)	admin
(signature)	Teacher/Student
Maceo Person	program co-coordinator, CALC/student
(signature)	Student/Teacher
(signature)	Student/Counselor
(signature)	Student/community
Cinnamon Been	Student/community
Olga C. Garcia	Community.
(signature) Garcia	Community
Arabella *(signature)*	Admin/Jefferson
Marion Malcolm	community
Michael Sorondo	student
Maria *(signature)*	Teacher
Olga L. *(signature)*	Teacher, HSD
Gail *(signature)*	Admin.
(signature)	Admin.

6

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  - o requiring all faculty and staff to attend relevant diversity trainings
  - o holding the dean responsible for implementing reforms and create a yearly review procedure to monitor progress
- Creation of an advocacy and grievance center
- Recruitment, hiring, and retention of faculty and students from diverse populations

Name:	Title/position:
Rosella-Elij Alston	Office Coordinator, Ethnic Studies Program
	Student
Zelda Lopez /Juo	Grad Student / Under Grad Advisor
Andrea Pierre	Student
Roshette Nieto	Student
	Student
Bria Klopota	Faculty Ethnic Studies
Gabriela Romero	Student
Maria Cortez	Student
	Student
Binal	"
Suzanne Fitzgerald	Student
Shannon Jucca	Academic Sec
Sam Porter	Ed. Project Assist. ORSL
D Cohen	student
Johnny Earl	FAC. SERV. (SEIU)
Just Kevin	
Lyla Tavernier	Alumni
Vera Pak	Grad Student

7

A coalition of students, faculty, staff, educational professionals and community members have gathered together united by a common goal to increase cultural competence and inclusiveness in the College of Education and to end discrimination. Both long-term and short-term actions are needed to ensure the success of this vital goal. By signing this petition, you show your support for the following:

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    o requiring all faculty and staff to attend relevant diversity trainings
    o holding the dean responsible for implementing reforms and create a yearly review procedure to monitor progress
- Creation of an advocacy and grievance center
- Recruitment, hiring, and retention of faculty and students from diverse populations

Name:

[signature]
Melissa Montero
[signature]
Emilu Cato
Sarah Graemer
[signature]
Johnna Garcia
Laura Colum
[signature]
Martin Morris

[signature]
[signature]
Mary-Lynn Sirop
Katie Wiseman
Leah Petit
Carol Van Hawley
Megan _[illegible]_

Title/position:

[signature]
Marie Gullet-Bunch
Sharlan Ryan
Xena Vess
Sandra Esquison
Steve Montemi
Katie Tale

President, _[illegible]_

8

Attachment D

June 8, 2005

To: President Dave Frohnmayer
        University of Oregon
        Eugene, Oregon

From: Carlos E. Cortés
        Professor Emeritus of History
        University of California, Riverside
        Riverside, California

Re: Evaluation of diversity-related matters in the University
        of Oregon College of Education

        Following is my assessment of diversity-related matters in
the University of Oregon College of Education. In addition, I
have provided a number of action recommendations that I hope will
improve the College's operation in various areas related to
diversity.

        This report is based on two dozen individual interviews,
five group meetings, and extensive reading of documents (reports,
meeting minutes, correspondence, web sites, and newspaper
articles). Most of my interviews occurred during my stay in
Eugene from Sunday, May 29, to Saturday, June 4, 2005. In
addition, I have done considerable reading both before and since
my Eugene visit.

        Because of the brevity of my stay and the short time I have
had to prepare this report, I make no claim of total accuracy for
each and every one of my statements. Moreover, my
interpretations of the evidence and the resulting recommendations
should be read with the understanding that this report is the
product of a highly-intensive, rocket-speed examination of a
complex organization and a highly-contested, variably-viewed set
of situations, some with long historical roots.

        In fact, conducting this evaluation has been like
simultaneously reading The Alexandria Quartet and viewing
"Rashomon" and "Memento," while serving aboard The Pequod in
search of Moby Dick. Facts that I knew (or thought that I knew
at one moment) became murkier rather than clearer as I read more
documents and listened to more voices. Yet, while many facts
became murkier, larger truths became clearer. It is these larger
truths and their implications (as I see them) that form the basis
of this report.

1

In addition, I have had to make some tough choices as to what I will include and what I will omit from the report. As a result, I have decided <u>not</u> to address a number of issues, for the reasons given. In particular, I have chosen not to address drafts of reports still under discussion and issues that would require lengthy investigation in order to identify and judge contested assertions of fact. I omit these topics not because they lack importance, but simply because I do not have time to do the lengthy, intensive research necessary to do them justice. Among the omitted topics are:

(1) The College of Education's Strategic Action Plan on Diversity -- I have read the Diversity Strategic Steering Committee minutes, attended its June 2, 2005, meeting, and read four of Rich Biffle's draft reports. This is an important planning process that should continue, as its goal of recommending long-range initiatives is quite different from my assignment to make recommendations for immediate action.

(2) The May, 2005, Five Year Diversity Plan for the campus and the ensuing controversy over the term, "cultural competency" -- That plan deserves a careful, thoughtful evaluation of its goals and processes, not a cursory outsider's reaction.

(3) The specifics of individual grievances, charges of bias and retaliation, and personal conflicts -- Many of these have been investigated thoroughly by campus entities and, while I have encountered multiple interpretations of many of these situations and certainly do not discount their importance, the last thing you need is yet another investigation, particularly the mini-informed reaction of an outsider who has spent only a week on campus.

(4) A systematic evaluation of the College of Education's degree programs, curriculum, individual courses, and classroom practices -- To do that fairly and validly would be a monumental task requiring weeks, maybe months, of study and observation.

(5) An assessment of individuals, their actions, and their motives -- Such an effort would be based on limited evidence, mainly hearsay, and would do an injustice to everyone involved. That said, I want to indicate that interviewees seemed open, direct, and responsive to my questions (factual accuracy is beyond my capacity to judge). Just about every person I interviewed appeared to have a concern for education, a recognition of the importance of diversity, and a commitment to equity or, as some put it, social justice. However, at that point interviewees diverged. While they all seemed to believe that, in terms of diversity, the College should "do the right thing," there were enormous differences in the ways they viewed "the right thing" and even what they meant by "do."

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However, because I have spent considerable time reading and talking about those topics, that process has nonetheless influenced my evaluation and the six sets of actions that I recommend in this report. But before proceeding with those recommendations, I feel it is important to clarify my personal position on the topic of diversity itself.

Diversity

Since I include the term, "diversity," throughout this report, I need to explain how I use it (without claiming that it is the definition of diversity). I use the term, "diversity," in a comprehensive sense, not as a code word for race and ethnicity. Rather I view it as a more encompassing term that additionally includes such categories as gender, religion, sexual orientation, disability, language, class, and age. That said, I do consider race and ethnicity to be at the center of our society's diversity complexities and to be one of our nation's most intractable diversity challenges, although sexual orientation is the most emotionally-charged diversity issue.

I distinguish "diversity" from mere "individual differences." Diversity, as I use it, refers to those differences of culture and experience that are related to and influenced by a person's belonging to multiple groups (racial, ethnic, gender, religious, sexual orientation, etc.) and having one's life influenced by (although not determined by) those multiple group memberships, even if one is unaware of how those memberships are affecting one's destiny and worldview.

I further distinguish this "group belonging" from "personal identity." While I personally identify as Mexican American, I also recognize that my life and being have been influenced by the fact that I was raised by a bilingual (English-Spanish speaking) Mexican Catholic immigrant father and a bilingual (English-Yiddish speaking) American-born Jewish mother, whose parents were immigrants from Austria and Ukraine. In other words, diversity is important because each of us belongs to multiple groups and each of us is influenced by the mere fact of belonging to those groups.

College of Education

The University of Oregon College of Education is a complex combination of extraordinary strengths and perplexing weaknesses. Its faculty members have achieved scholarly eminence, are highly entrepreneurial, excel at securing research grants and provide intensive, valuable research training for many graduate students. Moreover, there are numerous College-level diversity initiatives, while some individual faculty members conduct diversity-related research or are engaged in campus-level pursuits involving aspects of diversity.

3

On the other hand, there seems to be no compelling diversity vision that guides the College's efforts. As a result, many College degree programs and the College curriculum in general seem, based on my limited investigation, to lack coherence in the way they address diversity. Moreover, some faculty seem to feel inadequate about addressing the issue academically or dealing with the topic of diversity when it arises in their courses or other aspects of their campus life.

Yet the College of Education administration and faculty seem to recognize the importance of diversity. It is my understanding that two-thirds of the COE faculty, during its fall, 2004, retreat, cited diversity as one of the College's most important issues. With that in mind, I would like to provide a series of assessments and recommendations in six interrelated categories.

> (1) Academic programs.
> (2) Faculty.
> (3) Students.
> (4) College climate.
> (5) Marketing and communication outreach.
> (6) Leadership.

Academic Program

Assessment: During the past four decades, at least three major factors have converged to influence the role of diversity on U.S. college campuses: first, dramatic demographic changes throughout the United States, including Oregon; second, a growing recognition of the intrinsic role that diversity plays in our society; and a boom in diversity-related scholarship, including scholarship related to education. Given the significance of diversity, particularly in the educational arena, I believe that it should be mandatory for all COE students to experience a serious, continuous engagement with that topic during their stay on campus. How this should occur in the College of Education curriculum obviously falls within the purview of the faculty. However, I would like to recommend the following actions.

(1) There should be a basic introductory course on diversity, which would draw upon ideas generated by College-wide faculty discussions and would be a requirement for every graduate degree or credential program. (An alternative would be for the faculty in each individual program or area to design a basic introductory diversity course tailored to its specific program, but also covering the College-generated themes.) In this course, students would address College-established essential questions and basic issues about diversity. This would require deep reflection by the College faculty and administration about diversity-related curricular goals, themes, questions to be addressed, pedagogical approaches, and curricular structure.

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(2) In addition to this core course (or courses), diversity should also be integrated meaningfully and substantively into all other COE courses where appropriate. I emphasize "where appropriate" because there are courses where diversity is simply not a relevant theme and where mandated efforts at "infusion" would serve as little more than window-dressing, which would send a message of "required tokenism." For this recommendation to have any meaning, all faculty members need to assume personal responsibility for asking the following questions about each of their courses. What is the relationship of diversity to the topic of this course? If diversity does not belong, then it should not be included. If it does have a relationship, then what are the ways in which I can integrate and address diversity in a meaningful and substantive way that truly strengthens the course and benefits students?

(3) Act now. Time is of the essence, as the College of Education is entering the second year of its Curriculum Analysis Project. This is the ideal time to integrate diversity into the College curriculum in a meaningful way. To accomplish this, the College faculty and administration must commit themselves to a serious dialogue about what they hope to achieve through the integration of diversity into COE degree programs, the curriculum at large, and its individual courses.

(4) For certain college programs, where diversity is a particularly central issue, the need for this discussion takes on heightened importance. This is especially true for those programs that have a high visibility in the off-campus community. For example, as part of the teacher education program, all students should engage such basic diversity-related questions as the following:
(a) How can I best work with diverse students of all backgrounds, taking into consideration their special needs so that they receive the best possible education?
(b) What are some of the critical diversity-related challenges and dilemmas that I may encounter in the classroom and in other aspects of teaching (such as working with parents) and how can I address those challenges?
(c) Regardless of grade level, how can I effectively address the topic of diversity in my teaching while taking age appropriateness into consideration?

Faculty

Assessment: In this area, three issues leaped to the surface. First, in its pursuit of high quality faculty, the College needs to do a more sucessful job of recruiting and retaining faculty of color and faculty who deal with significant diversity issues. Second, the College needs a well-conceived program of faculty development related to diversity. I base this conclusion on my observation that some faculty feel unsure about how to integrate diversity into their courses and, even more

5

surprising, feel insecure about even raising the topic of diversity or dealing with diversity issues that students raise in their courses or programs. Third, as part of their purview over curriculum and academic programs, the faculty should develop a coherent view of how this curriculum should most effectively incorporate the theme of diversity and on that basis make curricular changes to implement that vision.

(1) A constructive engagement with diversity should be everyone's responsibility. Faculty should not consider that the College has fulfilled its commitment simply because somebody else in the College is dealing with diversity. All faculty should take it upon themselves to raise diversity issues in their research and teaching, as well as in recruitment and academic governance. They should not leave that responsibility to a few designated "diversity advocates" or place the burden on students to take the lead in championing diversity. Rather, all faculty should assert diversity leadership both individually and collectively.

(2) In terms of recruitment, particularly in light of this past year's experience of conducting seven tenure-line searches without (to this point) hiring a single faculty of color, the College may need to consider more imaginative ways of recruiting. For example, the College might consider cluster hiring in areas that are of particular interest to scholars of color, such as the Social and Cultural Foundations of Education.

(3) An ongoing program of diversity-related faculty development should be shaped to address a series of essential and difficult issues. Learning to deal with diversity is comparable, in some respects, to pumping iron. It takes time and repetition to build up your multicultural muscles, including the willingness to take risks in addressing diversity. With that in mind, in designing such a faculty development program, following are some topics that should be considered:
      (a) What are effective ways of raising and addressing essential and sometimes controversial questions about diversity, particularly as it relates to education?
      (b) How can faculty improve their ability to deal with difficult diversity issues, both those that they raise and those raised by students?
      (c) How can faculty improve their ability to carry out serious, civil dialogues among themselves about difficult diversity topics and to facilitate such discussions among students?

(4) As part of this coming year's Curriculum Analysis Project, the faculty should engage in a serious rethinking and revision of the way diversity is addressed in the curriculum. In the process, they should address at least three basic issues. First, what are the goals of including diversity in the College curriculum? Two, what are some of the essential diversity-related skills, attitudes, and knowledge that such a curriculum

should foster?   Three, how can diversity best be integrated into individual courses and made an essential part of each of the College's degree and credential programs?

Students

Assessment: As with faculty, there should be a continuing effort to recruit underrepresented students, particularly students of color. Students appear to have widely varying experiences in the College of Education. Some flourish, such as many attached to one of the College's "research shops." Others feel a sense of disappointment, frustration, and even exclusion, which sometimes leads to confrontations with the College or with individual faculty or administrators over a variety of issues, including the perception that diversity is given cursory attention in many College programs. Moreover, it does not appear that all students are fully apprised of the many opportunities within the College, how to take best advantage of those opportunities, how to avail themselves of their rights, and what responsibilities they have as students.   .

(1) For current students, it should be made clear that the College has committed itself to a sincere engagement with diversity, including serious dialogues about difficult and challenging issues. At the same time, it should be made clear that these dialogues need to be conducted with civility. Seriousness and civility can go together. In fact, participation with civility increases the possibility that serious dialogues will continue, not detonated by unnecessary confrontation.

(2) For new students, there should be a well-conceived orientation on critical diversity-related matters, such as the following:
     (a) Clarification of the rights and responsibilities oftudents.
     (b) Clarification of procedures to be followed in dealing with issues that arise, including problems with faculty, as well as a realistic explanation of what is involved in such actions as filing grievances.
     (c) Clarification of the College's belief in, commitment to, and encouragement of serious, civil dialogue, including about diversity, rather than confrontation and accusation.
     (d) Clarification of opportunities for students to contribute to the College by providing constructive ideas about diversity that the College administration will consider and respond to in a timely, thoughtful, and direct manner, even though not all suggestions will be accepted and acted upon.

(3) The College must make certain that it lives up to its vision statement, "Make Educational and Social Systems Work for All." This applies with particular urgency to students in the teaching credential, administrative, family service, and other

programs that involve continuous contact with the off-campus community. Students need to understand that they are entering a profession where they cannot arbitrarily exclude categories of people from their services or refuse to work with selected sub-groups. Oral testimony from my visit suggests that some of this exclusion is currently occurring. While I have no hard evidence about this situation, the oral testimony seems highly plausible, particularly since I have also encountered similar circumstances elsewhere.

College Climate

Assessment: In my three decades of working with institutions and organizations on diversity-related matters, I have seldom encountered worse morale. Almost without exception, interviewees spoke to the issue of morale, although with varying language and different levels of intensity. Among the words used were lack of trust, poor communication, pervasive tensions, sense of isolation, lack of collegiality, feeling of exclusion, and lack of connectivity. Even those who were most laudatory about the College admitted that these issues exist. A major effort must be made to create a greater sense of community and inclusivity within the College. This is not merely a diversity issue, but it is an issue that contributes to the kind of diversity-related polarization and accusations that I encountered.

(1) Steps must be taken immediately to improve communication within the College as well as between the College and the campus at large and off-campus constituencies. Steps should include:
    (a) increasing the flow of information about diversity-related initiatives so that people are not dependent upon hearsay and the rumor mill.
    (b) increasing the speed and directness of responses to diversity-related questions and suggestions, so that people -- faculty, staff, students, and off-campus community -- know that they are being heard and that their ideas are receiving consideration.
    (c) dealing with diversity-related issues with greater timeliness, rather than letting them fester, which appears to have been the case in a number of instances.

(2) Action must be taken to reduce tensions and create an environment of greater trust, in which faculty, staff, and students can work together more successfully. Fear and apprehension abound. Some students spoke of fear of retaliation by professors; some professors spoke of fear of being accused by students of retaliation. Some students spoke of biased comments by professors; some professors spoke of avoiding the topic of diversity mainly because of fear of being accused of bias in the way they handled the topic. The many cases of conflict that I referred to earlier in my letter have contributed to this tense atmosphere. Everyone shares the responsibility for trying to

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reduce the level of tension. This is where the building up of "multicultural muscles" comes in.

(3) One place to start would be a College-level dedication to open and rapid communication on diversity-related issues, as well as the commitment to participating in serious, civil dialogues. I suggest establishing a program of difficult dialogues about diversity involving faculty, staff, and students. Through those dialogues all can:
    (a) learn to express serious and even controversial ideas about diversity with civility.
    (b) learn to listen better to challenging ideas about diversity and to consider the merits of those ideas.
    (c) take a constructive stance toward helping each other by informimg (with civility) about statements that bother them and why, rather than turning each perceived misstatement into an opportunity for confrontation.
    (d) learn to deal (with both seriousness and civility) with diversity-related ideas with which they deeply disagree.
    (e) maybe most important, this could be a process where participants learn to cut each other some slack, recognize that misstatements or infelicitous words may be unintentionally used because of the delicacy of the territory, transform those instances into learning moments rather than opportunities for chastisement, and not turn diversity dialogues into games of "gotcha." This slack should come from all directions -- faculty, staff, and students.

(4) The College should take the responsibility for expanding opportunities for each student to establish human and professional connections within the College. This would involve careful and selective restructuring, by maintaining and expanding the current strengths of the College (for example, the "research shops" that provide a sense of belonging and growth for some faculty and students), while also creating other types of opportunities for students. This may include supporting entities and organizations based on group identification or interest in specific diversity topics. Such groups may help reduce the sense of isolation that some students feel, while at the same time those groups may generate ideas for improving the larger sense of community within the College. Moreover, student-generated ideas need to be acknowledged, considered, and responded to by faculty and administration in a timely manner, even if rejected. People need to know that they are being listened to, even as they also need to recognize that they will not always get everything they want.

(5) Some sort of College-wide initiatives need to be established to try to foster a broader sense of community throughout the College, not just identification with smaller units.

Marketing and Communication Outreach

Assessment: The College must do a better job of communicating in the area of diversity. Putting up a few web pages on diversity is ineffective and unconvincing marketing. In fact, the web sites as they currently exist may actually be dysfuntional to some degree. They list initiatives that hardly function, based on my scattered evidence. Yet they fail to celebrate important diversity-related successes and progress within the College.

(1) As a step toward addressing this issue, I suggest the establishment of a regular diversity newsletter (printed, e-mail, or whatever form is felt would be most effective). Ideally this would be a weekly newsletter, for which the College Dean's office would be responsible. The newsletter would serve at least three purposes.
(a) It would inform the reading public (including the larger off-campus community and particularly local school leaders) of positive diversity-related achievements (research results; new courses; degree program changes; awards and other types of recognition; progress on initiatives; faculty hires; and student achievements). Let interested people know, regularly and proudly, how the College is addressing diversity.
(b) It would alert readers to areas in which progress still needs to be made. Do not be afraid of admitting mistakes and shortcomings. This is a way of building up the College's image as a trustworthy source of information about diversity and reducing the current image (among some) that many diversity-related issues get stone-walled and many constructive recommendations disappear in the deep pit of bureaucracy.
(c) Invite comments, encourage suggestions, and respond quickly to those ideas. This rapid and continuous feedback can help create a sense of collegiality among faculty, staff, and students, as well as the off-campus community. It can transform diversity into a community-building force by pulling people of different backgrounds and identities together in the common pursuit of a more constructive College engagement with diversity.

(2) Beyond the newsletter, College leaders should speak out regularly on diversity. Celebrate the College's accomplishments. Announce new initiatives. Ask for help and ideas. Thank people and groups for suggestions that have been acted upon and have made a difference. Respond quickly and publicly on issues. Be open about decisions that have been made. In short, make timely, continuous, direct communications a hallmark of the College of Education.

Leadership

Assessment: The Buck Starts Here. The University of Oregon stationary states, "Committed to Cultural Diversity." Terrific. In your October 18, 2000, State of the University Address you asked, "Why is diversity important? What does it have to do with

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our mission as a university?" You then gave a short, compelling answer, that "a diverse campus prepares students for a diverse world." In light of changes that have occurred since then in our society and particularly in terms of the challenges faced by the College of Education, this is the time for all university leaders to "get on message" about diversity.

(1) You, your administrative team, and the College of Education administrative team need to speak out regularly on the issue of diversity, not with slogans, but with thoughtful, considered, and constructive ideas, even dreams. This is going to take some deep soul-searching by all involved leaders in order to be explicit about what they think about diversity, where they stand on diversity issues and even dilemmas, and how they are going to deal with diversity-related challenges that arise. Such an approach will almost necessarily involve serious dialogue among your and the College's administrative teams. In short, when it comes to diversity, let the world know, continuously and eloquently, how important diversity is to the University of Oregon and particularly to the College of Education, as well as steps you are taking to deal with it constructively.

(2) The College desperately needs a well-conceived, realistic, clearly-stated diversity vision. How does the College address diversity? What is it trying to achieve about diversity as it educates its degree and credential candidates? Why does it believe in these approaches? What important, essential diversity-related questions are faculty and students addressing? What knowledge, skills, and attitudes concerning diversity should students acquire in order to be contributing, inclusive members of our diverse society? While some of these questions should also be addressed by other parts of the University of Oregon, the College of Education faces a special challenge because it is so visible and so deeply involved in the surrounding community.

(3) Be pro-active, not reactive. The College has taken some pro-active steps regarding diversity, but it has not always communicated effectively concerning those steps. As a result, what gets noticed are its reactions to specific situations, making their actions seem like band-aids, rather than measured responses taken within a clear diversity vision.

(4) As a good faith pro-active step, begin immediately to implement some of the ideas being generated by the Strategic Action Plan on Diversity and broadly communicate that fact. There is no reason to wait for the plan to be completed if it is already generating good ideas. Make it clear that the College leadership means business and that the planning process is not merely to create a document that will be, at best, modestly implemented. There is already considerable skepticism about the College's commitment to fully implementing the plan. Now is the time for the College leadership to demonstrate that it is not only ready, but also eager to take action.

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Conclusion

My week in Oregon convinced me that the College of Education has the capacity to learn from its past mistakes, draw constructively upon its various conflicts, and improve in the area of diversity by implementing some of the ideas that have been proposed by various entities. The College has good, committed, concerned faculty, staff, and students. They care about education. They care about people. They care about equity.

They do not agree about everything in the area of diversity. That is inevitable. In fact, the College can become a better place by building upon constructive disagreement and learning from serious, civil dialogue about difficult diversity-related issues. However, there is something very wrong with the climate of polarization, alienation, and distrust that currently exists concerning diversity matters.

Determined, visionary leadership should be able to transform polarization into collegiality. It should be able to transform a culture of confrontation into one of cooperation. It should be able to create an atmosphere of greater inclusion and responsiveness. It should be able to involve disparate communities in the pursuit of community.

Above all, it should be able to engage myriad groups and individuals -- even when they disagree on specific issues -- in working together toward the implementation of a common, well-articulated diversity vision. In that way, the College can become a role model of how to transform itself from an organization beset with diversity-related conflicts to one in which diversity is drawn upon as a true strength. Through such efforts the College can better prepare its students to become more constructive contributors to a society that recognizes the importance and imperatives of both unity and diversity.

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Attachment E

Diversity Subscale Scores by Area within the College of Education: 2005

	N	Mean	SD
Educational Leadership	40	3.3	0.7
Teacher Education	237	2.8	0.7
Special Education	92	3.1	0.7
Counseling and Human Services	47	3.3	0.6
Did not specify program area	21	2.9	0.6
Total	437	3.0	0.7

Diversity Subscale by Student Groups within the College of Education: 2005

	N	Mean	SD		N	Mean	SD
Student Status				**Disability**			
Undergraduate	131	3.2	0.7	Yes	19	3.0	0.7
Graduate	262	2.9	0.7	No	405	3.0	0.9
Sex				**LGBTQ**			
Female	344	3.0	0.7	Yes	23	3.0	0.7
Male	81	3.0	0.7	No	384	2.6	0.8
Ethnicity				**Non-traditional**			
White	339	3.1	0.7	Yes	128	3.0	0.7
Students of Color	63	2.7	0.8	No	296	2.9	0.8

Notes. Pairs of highlighted means show statistical significance (p<.05).

Overall Satisfaction Subscale Scores by Area within the College of Education: 2005

	N	Mean	SD
Educational Leadership	40	3.5	0.6
Teacher Education	235	3.1	0.7
Special Education	90	3.3	0.5
Counseling and Human Services	47	3.7	0.4
Did not specify program area	20	3.2	0.5
Total	412	3.3	0.6

Overall Satisfaction Subscale by Student Groups within the College of Education: 2005

	N	Mean	SD		N	Mean	SD
Student Status				**Disability**			
Undergraduate	130	3.4	0.6	Yes	18	3.3	0.6
Graduate	259	3.2	0.6	No	401	3.3	0.8
Sex				**LGBTQ**			
Female	340	3.3	0.6	Yes	23	3.3	0.6
Male	80	3.2	0.7	No	380	3.3	0.6
Ethnicity				**Non-traditional**			
White	335	3.3	0.7	Yes	125	3.2	0.6
Students of Color	62	3.1	0.6	No	290	3.3	0.6

Notes. Pairs of highlighted means show statistical significance ($p<.05$).

Attachment F

University of Oregon
College of Education
Ethnic Diversity Affairs Committee (EDAC)
Annual Report 2005-06

Overview

The Ethnic Diversity Affairs Committee (EDAC) is an organization housed in the College of Education (COE), whose mission is to recruit, retain, support, and advocate for ethnic minority students, faculty and staff within the COE. Our membership is comprised of faculty, staff, graduate and undergraduate students, and community members. EDAC would like to sincerely thank its members and supporters for their presence and work throughout this year.

EDAC and the people it supports have endured a couple of difficult and emotionally intense years, only to emerge stronger and more unified. Last year, we witnessed students advocating for increased multicultural awareness and sensitivity on the part of their program faculty and staff as well as greater diversity content infused throughout program curricula. EDAC members supported the creation of the first drafts of the University and College Five-Year Diversity Strategic Plans. This year, we continued to work to improve the inclusiveness of the College environment and College curricula by focusing on activities that would forward our EDAC mission, "Advocacy through Education." We have: (a) witnessed increased efforts in the College to train students, faculty and staff in a broader range of multicultural/diversity issues; (b) collaborated with other College organizations and programs to host over five different College events designed to raise awareness about underrepresented students' experiences on the UO campus and broader diversity issues in education; (c) participated in the UO Office of Institutional Equity and Diversity meetings; (d) participated in many College of Education searches, such as the Dean's search, the multicultural education faculty search (sp '05), the Diversity Coordinator search, and the other COE faculty searches; and (e) supported and witnessed the adoption of the UO Diversity Plan to help enhance our learning environment for the whole UO community.

Key EDAC Themes for 2005-2006

(1) *"Advocacy Through Education"* –This year, EDAC revised its focus to concentrate on advocacy through education as a means of supporting underrepresented individuals in our College. This included serving as a venue for members to gain support from one another, as well as sponsoring educational events including movie nights, personal presentations, diversity dialogues, exhibitions and events.

(2) *Support for faculty, staff, students, and community members* – EDAC served as a meeting place for faculty, staff, students, and community members to discuss their experiences and concerns within the COE and larger community, and to provide

College administrators with feedback regarding the implementation of new College diversity initiatives.

(3) *COE Governance: Search committees and Diversity Advisory Committee (DAC) involvement* – EDAC ensured that its members had a voice in both faculty searches and the Diversity Plan by being involved in faculty and administrative search committees, attending candidate colloquia and meetings as well as appointing representatives to the DAC. In particular, EDAC provided administrators with feedback regarding the College Dean and Multicultural Coordinator searches.

(4) *Research* – EDAC members have: (a) continued to develop a COE community evaluation project to begin fall of 2006 and (b) have made scholarly presentations at national conferences on topics of interest, such as enhancing environments traditionally underrepresented college students.

Activities and Accomplishments

Among the many activities during 2005-2006, here are some highlights:

Fall 2005

- ➢ Presented at COE program orientations for incoming students: SPED, MFT, FHS, CPSY, and EDLD;
- ➢ Met with Ombudsperson Bill Young to discuss how his position could be used as a support for students;
- ➢ Met with Interim Dean Bullis to discuss his goals for the COE and role expectations for EDAC
- ➢ Supported and participated in fall GTF diversity training for the COE;
- ➢ Met with external reviewer, Dr. Carlos Cortes, to provide feedback on the COE diversity climate and discuss his diversity training goals for the College;
- ➢ Re-emphasized mission and clarified goal: support and advocacy for students through communication and education;
- ➢ Organized and hosted *Enter the dragon in Bosnia*, featuring Mir sad Serdarevic, who discussed his personal experiences immigrating to the United States from Bosnia and Herzegovina to a College crowd of over 100 people;
- ➢ Hosted a movie night and dialogue featuring the film, *Crash*;
- ➢ Organized and hosted a fall social dinner at Los Dos Amigos Hacienda;
- ➢ Updated and expanded EDAC website to include current meeting minutes, pictures, academic calendar of upcoming events;
- ➢ Submitted a proposal for a conversation hour at the APA Convention in 2006 on the topic of social justice, student activism and diversity on college campuses. This proposal was accepted and EDAC will be presenting in August, 2006 at New Orleans, LA;

➤ Held 6 regular business meetings and topics included the COE diversity climate, students' experiences, racial incidents on campus, the Diversity Strategic Plan, collaboration with other COE student groups, and recruitment.

Winter 2006 –
➤ Organized and held a college-wide celebration honoring Martin Luther King, Jr. Day and other Civil Rights leaders in the COE courtyard;
➤ Co-sponsored COE Colloquium Series presentation *The power of an individual, particularly that of a woman,* featuring Dr. Surendra Subramani, who discussed his most recent travels to India.
➤ Organized and hosted winter social potluck dinner;
➤ Attended faculty search candidates' colloquia and student meetings and provided feedback to search chairs;
➤ Co-sponsored COE Colloquium Series presentation *Storytelling: A subtle and subversive teaching tool,* featuring Johnny Lake and Lyllye Parker.
➤ Co-sponsored a movie night with QREAD featuring the film, *Saving Face;*
➤ Organized and hosted *True Life: I'm an international student,* featuring Anne-Christin Trost, Regina Vayaliparampil, and Christiane Blanco-Vega, who shared their personal experiences as international students at the University of Oregon;
➤ Received a $500 leadership and service award from the CPHS program for EDAC's leadership efforts in the COE;
➤ Co-sponsored a Community Alliance for Lane County (CALC) photo exhibit with QREAD entitled, *What Does Family Look Like;* the exhibit includes photo essays of 22 families with LGBTQ adults or children, multiracial families, adoptive families, single parent families, families headed by grandparents and more;
➤ Held 5 regular business meetings and topics included the COE diversity climate, students' experiences, racial incidents on campus, the Diversity Strategic Plan, collaboration with other COE student groups, faculty candidates, and recruitment.

Spring 2006

➤ Attended College faculty and administrative search candidate colloquia and student meetings and provided feedback to search chairs;
➤ Sponsored the EDAC Week of Remembrance to increase awareness around hate crimes and genocide;
➤ Organized and hosted a Cinco de Mayo Celebration in the COE Courtyard;
➤ Co-sponsored a COE Colloquium Series presentation *Villa Grimaldi: From denial to reparation in post-dictatorship Chile,* featuring Dr. Ellen McWhirter, who discussed empowerment in post-dictatorship Chile;
➤ Organized and hosted spring social at McMenamin's North Bank;
➤ Met with Interim Dean Bullis to provided feedback on COE Diversity Statement and get an update on the progress that COE administrators' have made toward addressing the EDAC Action Plan;
➤ Presented at Education Foundations program orientation for incoming students;
➤ Elected new leadership team members for 2006-07;

- Held 3 regular business meetings and topics included students' personal experiences in the Eugene community, racial incidents on campus, speakers and events for the coming year, COE climate, the Diversity Advisory Committee and diversity action plan and elections.
- Held annual Spring Luncheon to recognize out-going EDAC leadership team, welcome the new EDAC leadership team members, and express our gratitude for EDAC members' support.

Follow Up on EDAC Action Plan

- Judge Bill Young's Ombudsman contract was renewed in January by Charles Martinez for another year;
- COE Diversity Plan is complete and published on the website;
- Diversity content and instruction course evaluation forms have been implemented in SPED and EDLD areas and are being piloted in Teacher Ed and CPHS for the coming year;
- Diversity Coordinator position is yet to be filled;
- Dr, Carlos Cortes completed two faculty trainings on cultural competency for COE faculty and staff;
- The Teaching Effectiveness Program held 3 additional cultural competency training workshops for COE faculty and staff;
- Dr. Carlos Cortes will continue to serve as a consultant during the 2006-07 academic year;
- New scholarship created for CPHS students who are conducting research concerning the experiences of ethnic/racial minority individuals;
- Inclusion of diversity in course curricula through the addition of COE's statement of commitment to diversity into all syllabi;

Future Directions:
Unique challenges and opportunities in the coming year

(1) *Recruitment* – EDAC will continue to expand its membership to include students from academic programs across the COE. This will be accomplished by outreach at program orientations, flier advertisement of meetings and events, word of mouth, and other methods. EDAC will also continue to support programs who request information and advice about enhancing their recruitment of a more diverse student body.

(2) *Communication* – EDAC will continue to build relationships and meet with COE faculty, staff, and administrators to maintain open communication about mutual interests within the College and cultivate mutually respectful relationships.

(3) *Connectedness* – EDAC will engage in ongoing efforts to collaborate with other COE student organizations with similar interests. We are especially committed to this effort to reach out and maintain awareness of students' experiences across the College given the unusually busy schedules of most students.

(4) *EDAC Action Plan* – EDAC will advocate for further examination of the following areas: (a) where it exists, the negative image of COE practicum students in the community; (b) training of practicum students and appropriate placements; (c) diversity in education classes; (d) assisting faculty in attending to human diversity in the classroom and assisting programs in evaluating this; and (e) continuing conversations with faculty, staff, and administrators about the ways in which COE faculty and programs are achieving their own goals and the goals set forth by the "EDAC Action Plan" related to enhancing the cultural competency of members of community of scholars.

Leadership 2006-2007 and Acknowledgements

We are happy to announce the EDAC leadership team for next year. The new leaders are:

- ❖ Gerald Gonzales (CPSY doctoral student)
- ❖ Anne-Christin Trost (EDLD doctoral student)
- ❖ Gina Furr (CPSY doctoral student)
- ❖ Karrie Walters (CPSY doctoral student)
- ❖ Tatum Phan (GTF/Secretary)

We graciously thank:

(1) EDAC faculty co-sponsors, Dr. Krista Chronister and Dr. Benedict McWhirter. Your leadership and guidance have been priceless.

(2) The current leadership team: Cristina Bustos, David Guardino, Erica Marchand, Tatum Phan, and Amit Shahane, for your hard work and gusto.

(3) INTERIM Dean Mike Bullis for your support, guidance, and encouragement.

Attachment G

Diversity Subscale Scores by Area within the College of Education: 2006

	N	Mean	SD
Educational Leadership	4	2.6_{ab}	1.0
Teacher Education	245	3.0_{a}	0.7
Special Education	77	3.1_{a}	0.8
Counseling and Human Services	45	3.5_{b}	0.4
Did not specify program area	7	2.6_{ab}	0.8
Total	378	3.1	0.7

Notes. Means that share the same subscript do not show statistical significance ($p < .05$).

Diversity Subscale by Student Groups within the College of Education: 2006

	N	Mean	SD		N	Mean	SD
Student Status				**Disability**			
Undergraduate	125	3.0	0.6	Yes	17	3.1	0.7
Graduate	220	3.1	0.7	No	328	3.1	0.5
Sex				**LGBTQ**			
Female	369	3.0	0.7	Yes	11	2.8	0.6
Male	80	3.1	0.7	No	322	3.1	0.7
Ethnicity				**Non-traditional**			
White	211	3.1	0.6	Yes	81	3.1	0.6
Students of Color	36	2.9	0.8	No	264	2.9	0.7

Notes. Pairs of highlighted means show statistical significance ($p<.05$).

Overall Satisfaction Subscale Scores by Area within the College of Education: 2006

	N	Mean	SD
Educational Leadership	4	3.0_{ab}	0.5
Teacher Education	245	3.1_{a}	0.6
Special Education	77	3.1_{a}	0.7
Counseling and Human Services	45	3.8_{b}	0.4
Did not specify program area	7	3.5_{ab}	0.5
Total	378	3.2	0.7

Notes. Means that share the same subscript do not show statistical significance ($p < .05$).

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Overall Satisfaction Subscale by Student Groups within the College of Education: 2006

	N	Mean	SD			N	Mean	SD
Student Status					**Disability**			
Undergraduate	123	3.1	0.7		Yes	17	3.5	0.6
Graduate	220	3.3	0.7		No	326	3.2	0.7
Sex					**LGBTQ**			
Female	369	3.2	0.6		Yes	11	3.2	0.8
Male	80	3.2	0.7		No	320	3.2	0.6
Ethnicity					**Non-traditional**			
White	211	3.3	0.7		Yes	80	3.2	0.6
Students of Color	36	3.1	0.7		No	263	3.3	0.7

Notes. Pairs of highlighted means show statistical significance ($p < .05$).

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Attachment H

June 5, 2006

To: College of Education
        University of Oregon
        Eugene, Oregon

From: Carlos E. Cortés
        Professor Emeritus of History
        University of California, Riverside
        Riverside, California

Re: Evaluation of diversity-related progress in the University
        of Oregon College of Education during the 2005-2006
        academic year

        Following is my assessment of progress made on diversity-
related matters by the University of Oregon College of Education
during the past year. This assessment is based on a series of
campus visits during the 2005-2006 academic year in my role as
College diversity consultant, as well as four intensive days of
interviews (May 22-25, 2006). In addition to my evaluation, I
have made a number of action recommendations that I hope will
assist the College in better addressing diversity during the
upcoming year.

        My overall assessment is that the College has made
considerable progress in dealing with diversity. However, this
progress cannot be characterized as a triumphal march, because
much still needs to be done. Moreover, along with the year's
laudable achievements, there have also been several shortfalls
and ironies, which I will point out.

        As for the specific incidents and conflicts that prompted
(in part) my original visit to the College in May, 2005, these
seem to have lost their intensity and prominence. This has
occurred for a variety of reasons: administrative decisions
(about which there is not universal happiness); benign neglect;
battle fatigue; and individual choices to withdraw from the fray
or at least from active involvement in the College. In any
respect, such personal issues have lost their salience, although
tensions and conflict remain, sometimes having "gone underground"
as several people suggested.

<u>Prologue: My June 8, 2005, Report</u>

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In order to provide context for the current report, I need to clarify my relationship with the College of Education. Last spring, at the invitation of the Vice Provost for Institutional Equity and Diversity, I spent a week (May 29-June 4, 2005) at the university evaluating diversity-related matters within the College. Based on two dozen individual interviews, five group meetings, and extensive reading of documents both before and after my Eugene visit, I wrote a 13-page report, dated June 8, 2005. Although that report was widely circulated, I would like to synthesize its conclusions to provide a baseline for assessing progress since that time.

In that report, I described the College of Education as "a complex combination of extraordinary strengths and perplexing weaknesses." Its strengths included the scholarly eminence of its faculty, its extrepreneurialism (particularly in securing research grants), and its valuable research training for many graduate students. In addition, the College had launched a number of diversity initiatives (including the completion of several drafts of a Strategic Action Plan on Diversity), while some individual faculty members were involved in diversity-related research or campus diversity activities. On the other hand, the College lacked a compelling diversity vision, leading to a lack of coherence in its approach to diversity. In addition, some faculty seemed to feel inadequate about academically addressing diversity or dealing with the topic when it arose in their courses. Moreover, the College had not successfully dealt with a number of diversity-related incidents and personal conflicts, some of which involved charges and counter-charges of bias and retaliation.

On the basis of my evaluation, I made a number of specific suggestions, including the following.

College Climate

(1) The College had serious diversity-related morale problems, which it needed to address, in part, by:

(a) creating a greater sense of trust and inclusivity involving faculty, staff, administration, and students.

(b) fostering a broader sense of College-wide community, rather than just identification with smaller units.

(c) improving communication within the College as well as between the College and both the campus at large and the off-campus community.

(d) increasing the speed and directness of responses to diversity-related questions, suggestions, issues, and conflicts.

(2) The College needed to strengthen -- both individually and collectively -- its ability to deal with diversity issues. This could involve initiating a program of difficult dialogues about diversity involving faculty, staff, administration, and students.

Faculty

(1) The College faculty needed to develop a coherent vision of how its curriculum, research endeavors, and academic programs could most effectively incorporate the theme of diversity and to take steps to implement that vision.

(2) The College needed a well-conceived program of diversity-related faculty development, including how to help faculty address basic, sometimes controversial diversity issues and facilitate serious, civil dialogues about diversity.

(3) The College needed to become more successful in recruiting and retaining high quality faculty of color and faculty who dealt with significant diversity issues.

Students

(1) All College students should experience a serious, continuous engagement with the topic of diversity during their stay on campus, through both specific courses on diversity and education and the meaningful integration of diversity into other College courses. This was particularly critical for programs with high visibility in the off-campus community, such as teacher education.

(2) The College needed to become more successful in recruiting underrepresented students and in creating a better "culture of inclusion," as some graduate students felt a sense of "disappointment, frustration, and even exclusion," particularly those students not connected to one of the College's "research shops."

College Leadership

(1) The College leadership needed to become more pro-active in the area of diversity by taking such steps as:

(a) implementing some of the ideas being generated by the College's Strategic Action Plan on Diversity, while at the same time continuing that important long-range planning process.

(b) speaking out regularly on the issue of diversity with thoughtful, considered, and constructive ideas.

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(c) demonstrating a willingness to listen to diversity-related recommendations, decide expeditiously about their value, respond clearly concerning its decisions, and act quickly upon those ideas considered constructive and feasible.

(2) The College leadership needed to facilitate the development of a well-conceived, realistic, clearly-stated diversity vision.

(3) The College leadership needed to become more effective in dealing quickly and directly with contentious diversity-related situations as they arose.

Transition

Even as I was preparing my report and shortly thereafter, there occurred several events that contributed to a major transition in the College's trajectory.

(1) In May, 2005, the Vice Provost for Institutional Equity and Diversity issued a Five Year Diversity Plan for the campus. This plan immediately generated public campus controversy. One particular "hot button" issue was the report's use of the term, "cultural competency." This report created the first of several ironies. The launching of that plan had the unintended consequence of reducing the relative public visibility of the College's diversity-related controversies. The shift of the diversity focus to the campus administration provided the College with a bit of "breathing space" for thinking, acting, and dealing with its own issues.

(2) The university underwent a major leadership changing of the guard. At the campus level, this included the departure of the Vice Provost for Institutional Equity and Diversity, the appointment of a new Vice Provost, and the initiation of a search for a new campus Senior Vice President and Provost. At the College level, this included the appointment of an Interim Dean, changes in the College leadership team, and the decision to search for a new Dean. As often happens, these major leadership changes created a kind of "honeymoon period" for dealing with issues, including diversity.

New Beginnings

Possibly the College's biggest diversity-related change this year has been a shift of focus. Last year diversity seemed most visible in terms of interpersonal conflicts and other controversies (somewhat overshadowing the considerable progress on the College's Strategic Action Plan on Diversity). In contrast, this year has been characterized less by reactions to problems and more by a growing recognition that a constructive

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engagement with diversity is a College necessity. Progress in that direction can be seen mainly in three areas: highly visible public actions; changes in the College climate; and curricular reform.

Public Actions

(1) Upon his appointment, Interim Dean Michael Bullis quickly placed the topic of diversity front and center and kept it there throughout the year. He made it a focus of the September 15-16 Administrative Retreat and designated "Diversity -- Let's Talk" as the central theme of the College's September 23 opening meeting.

(2) The College developed an explicit Diversity Vision Statement, which is now posted on the College's web site. Because I was involved, to some degree, in the development process, I will refrain from commenting on the Vision Statement itself. That said, the statement's importance appears to have been more symbolic than substantive. I have seen little evidence that the Vision Statement has become internalized in the College psyche or has driven College diversity initiatives.

(3) The College also developed a February 1, 2006, document, "Creating an Inclusive Educational Environment -- University of Oregon's College of Education Report on Diversity" (also posted on the College web site). That report drew selectively from the yet-to-be-completed Strategic Action Plan on Diversity initiated by previous Dean Martin Kaufman and written primarily by diversity consultant Richard Biffle, with input from the College of Education Diversity Steering Committee. Progress has been made on numerous elements in the report, although the entire document has yet to be fully implemented, which would have been impossible in one academic year. Moreover, the report should be a valuable launching pad for future College action, including more precise operationalizing of its stated goals and fulfilling the mandate of the May, 2006, campus Diversity Plan.

(4) Interim Dean Bullis initiated mandatory college-wide diversity training for faculty, administration, and staff. This was a strategic, community-building decision -- to emphasize total college diversity training rather than specifically faculty development, as I had suggested in my report. Half-day workshops were held on labeling, intergroup communications, and privilege. (Once again, because I conducted two of those workshops, I will refrain from commenting on their quality.) However, irrespective of workshop content, those training sessions served two important purposes. First, they reaffirmed the Interim Dean's support for diversity being a College focus. Second, it created a dialogue, albeit brief, involving a broad range of College members, thereby possibly serving as a step toward creating a greater sense of College community, something that I found missing during my visit last spring. I should add that some people with whom I talked

felt that the College should have encouraged follow-up unit-level discussions about some of those topics, particularly privilege.

(5) In addition to the College-wide training, intensive diversity dialogues were initiated for College leadership, facilitated by the Center on Diversity and Community. Some faculty felt those discussions were of significant value, particularly in terms of community building. Those dialogues prompted faculty to carry on serious cross-area conversations about substantive issues, something apparently not particularly common in previous years. Based on those responses, I would highly recommend the continuation of those dialogues and their expansion to include a broader range of College faculty.

(6) A search was initiated for a College Diversity Coordinator. As of the writing of this report, that search had not yet resulted in the hiring of a coordinator.

(7) Off-campus diversity-related programs -- some of which had been discussed prior to this year -- have been implemented. Their implementation has had both symbolic and substantive benefits. Symbolically, it has increased off-campus optimism about the College's willingness to become more responsive to community voices and about its commitment to playing a more constructive role in the larger Eugene/Springfield community. Substantively, it has resulted in the establishment of such initiatives as the Teacher Pathways Program and the expansion of the College's role in mentoring new teachers who have graduated from the University of Oregon. Finally, while some concerns still remain concerning the "cultural competency" of the university's teacher credential candidates, there is hope that reforms currently being considered for the College's teacher education program will improve that situation.

College Climate

(1) In terms of diversity, the College appears to be considerably calmer than last year. Of particular significance is the general feeling that internal communication has improved this year. In particular, when diversity-related issues have arisen, the Interim Dean has generally provided quick, direct responses and and followed through with action.

(2) Here arises another irony. College internal communication has improved, students seem happy with the more rapid, direct responses from the Interim Dean, and the Dean has met regularly with diversity-related student groups. However, students expressed concern that they were less involved in significant College diversity decisions. Of particular note was the fact that work has ceased, at least temporarily, on the College's Strategic Action Plan on Diversity, which students had participated actively in developing. I would recommend that a

special effort be made next year to involve students in a more substantive way in College diversity initiatives, such as completing the Strategic Action Plan and the College's response to the campus Diversity Plan.

(3) Faculty appear to be more at ease when talking about diversity. I say appear because I was not present during the 2004-2005 academic year and only know of those difficulties based on my interviews at the end of last year.

(4) That said, I am not suggesting that all College faculty members are holding hands and singing "All the world needs now is love, sweet love." Deep pain and hard feelings remain. How could they not? Last year things were said and done that were bound to leave scars and festering sores. It will take time to resolve some of those feelings and deal with some of that pain. Some things, in fact, may be irresolvable. Yet I get the sense of a College -- as a community and as individuals -- attempting to move on, committed to functioning as professionals, and more willing to grapple with the difficult topic of diversity.

(5) Other than in group meetings and in the College-wide diversity training sessions, my interaction with College staff has only occasionally involved diversity per se. Overall, I have found the staff to be professional, courteous, and responsive to those with whom they are interacting. Random comments and observations suggest that some of the staff are not fully convinced of the need for so much emphasis on diversity -- for that matter, diversity training -- particularly in terms of their own duties. This suggests that the College leadership has not convincingly enunciated the significance of diversity in the daily work of the staff and that the diversity training was not successfully framed in terms of it value for the staff. It may also reflect the workshop topics, the effectiveness of the training, and the size and job heterogeneity of workshop participants. If College-wide diversity training is to continue, it is important that there be a clearer conception of its practical content and manner of framing.

(6) A comparable variety of perspectives exists among students, where I found a broad range of reactions. Some view an engagement with diversity as an essential part of their education and, in some cases, are eager to help in integrating it into College programs and operations. However, among supporters of diversity, there is also some feeling that the College has not yet fully and effectively addressed diversity in all of its programs. In contrast to diversity supporters, other students are still not convinced that an engagement with diversity should be important in their education. Indeed, some may feel that the current emphasis on diversity is merely another educational "flavor of the month" and do not see its intrinsic importance to their careers. Suggestive is the fact that there is greater

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student attendance at diversity-related College events, but that most students still do not participate. As with staff, this evidence may suggest that the College has yet to develop a clear, coherent diversity message and a means of disseminating it continuously and effectively to all students.

(7) In short, within the College, communication about diversity has improved. However, in terms of generating support for the College's diversity efforts, effectiveness of communication is still a work in progress.

Curricular Revision

(1) This may be the year's most important diversity success story. Conversations about diversity, particularly as it relates to curriculum, requirements, and programs, seem to be occurring in virtually all academic units. New courses on diversity have been created, faculty are making greater efforts to integrate diversity into existing courses, and faculty seem more comfortable talking about that topic.

(2) The College Curricular Revision Project, which began under former Dean Kaufman, focused this year on the doctoral program. While I have not seen the specific results, it appears that diversity will have a prominence it previously lacked. That said, one of the new themes that arose in my recent interviews was a concern over a perceived disconnect between the graduate curriculum and comprehensive examinations. These perceptions were not voiced merely in terms of diversity per se, but they do raise a warning flag. If diversity is to become a core element of the graduate program, it should also be part of the comprehensive examinations, or it will not be viewed as a serious topic. This will require serious faculty discussions and careful decisions so that diversity becomes a core graduate topic, not a take-it-or-leave-it frill.

(3) One of the College's major curriculum revision efforts has been a major overhaul of the teacher education program. It is my sense that diversity will become more intrinsic and mandatory in the preparation of teachers. My concerns are two. First, diversity must be presented in a manner that convinces all students of its importance to their careers. Second, most of the reorganization discussion has taken place among tenure-track faculty, with non-tenure-track program faculty not being an intrinsic part of the dialogue. I would suggest that the dialogue be expanded so that more of the teacher education faculty community is involved.

(4) Yet another irony. With so many faculty now willing and, in some cases, eager to deal constructively with diversity, there is a bit of competition over how to frame, address, and assess diversity. For the most part, this is a very healthy

development -- much better than last spring's reluctance (by some) to even talk about the topic. However, it is important that faculty be willing to listen to each other, learn from each other, and recognize that the College benefits from drawing upon various epistemologies, pedagogies, research methodologies, and approaches to assessment. With the extraordinary pool of intellectual capital among its faculty, the College's engagement with diversity should become a model of cooperation and collaboration. In fact, certainly when it comes to diversity, the faculty should view itself as a mutually-supportive learning community.

Recruitment

(1) Recruitment of faculty of color is probably the weakest link in the College's current diversity efforts. That was obvious when I wrote my report last spring. It remains an area in which the College has not done well.

(2) On the other hand, the College has been successful in recruiting faculty for whom diversity is a critical scholarly, pedagogical, and service emphasis. If diversity is to become a long-range College focus for which all faculty assume responsibility (as opposed to leaving that topic to a few diversity specialists), this type of hiring can be a major step forward, particularly if the learning community idea takes root.

(3) The search for a College Diversity Coordinator has still not come to fruition (at least as I write this report). One of the complications may be that the position seems to have an amorphous quality, at least as suggested by the widely varying ways that it is being viewed. There is some feeling that the position has not been clearly framed and that the role and responsibilities (as well as authority) of the coordinator have not been clearly specified.

Mandate from the Top

On May 24, 2006, the University Senate approved the May 14, 2006, Diversity Plan for the University of Oregon. This was a revision of the Five Year Diversity Plan that caused so much controversy when it was released in May, 2005.

Not that the revised plan was adopted without controversy. Both strong opposition and vigorous support marked the pre-meeting dialogue and the Senate debate, which I had the opportunity of observing. However, the Senate approved the plan by a sizable majority and it is now up to the individual university units to develop their own Strategic Action Plans.

For the College of Education, this means still more irony. Because of last year's widely publicized diversity "failings,"

the College had become viewed as a major campus "problem" (ergo, last spring's invitation for me to evaluate the College). Yet, from another perspective, the College now appears to be ahead of the game -- maybe well ahead -- because of its experiences and actions to date.

In the fall of 2004, former Dean Kaufman initiated the development of a Strategic Action Plan on Diversity, whose current draft should be a valuable resource in responding to the new university mandate. In the fall of 2005, Interim Dean Bullis made diversity a College priority and subsequently facilitated the writing of the College's Report on Diversity, yet another important source of ideas. Individually and in some cases collectively, College faculty have been attempting to make diversity a more integral part of their educational and research programs. Circumstances -- particularly the approval of the campuswide Diversity Plan -- have created an opportunity for the College to move from a position of being viewed as a campus diversity "problem child" to becoming a campuswide diversity leader and role model of how to constructively engage diversity.

Now that the College is ahead of the game, it should dedicate itself to staying there. Preparing its Strategic Action Plan, as mandated by the university, should be a top priority.

The driving force for diversity innovation should come from the College's various departments and areas. Faculty members in each area should be encouraged to move quickly, decisively, and thoughtfully to make diversity a constructive part of their programs, and should be asked to create careful, well-conceived, and imaginative diversity plans. The College leadership should galvanize these efforts, sharpen the College's diversity vision, and make certain that these initiatives fit coherently within a conceptually sound College plan.

In addition, I would suggest one more step. The danger in relying totally on the individual areas could unintentionally move the College back toward the silo thinking that had become endemic to the College, with relatively sparse inter-area dialogue about substantive matters. As the planning process evolves, there should be regular meetings of area heads to share their inchoate diversity ideas, receive constructive feedback from other area heads and College leaders, and contribute to each others' efforts. Not only can area leaders learn from each other, but this very process could help to foster the kind of College community I found so sorely missing during my first visit to Eugene.

And while I realize that this report is for the College of Education, not the university, I hope that the various campus units respond similarly to the university's Diversity Plan by engaging in cross-unit, cross-disciplinary dialogues to share and get responses to their ideas, even as they prepare and implement

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their unit plans. The new Diversity Plan provides a remarkable opportunity for building greater campus community. I would hate to see that opportunity wasted.

Epilogue: Memo to the New Dean

During my interviews this May, my last question to each interviewee was the same (approximately). "If you could send an anonymous letter about diversity to the College's new dean (whoever and whenever), what recommendations would you make?"

Sooner or later the College will have a new Dean. Possibly that Dean will be in place in time to facilitate the creation of the College's campus-mandated Strategic Action Plan. Or possibly that task will fall to an Interim Dean. In either respect, here are suggestions that I have culled from my interviews and which I feel deserve careful consideration.

(1) Develop a clear diversity vision. Not a vision statement. The College has already done that. A vision of what you wish to accomplish in terms of diversity, how you wish to go about achieving those goals, what you expect from faculty, staff, and students, and why diversity should be a cornerstone of the College's operation.

(2) Enunciate a clear diversity message based on that vision. Deliver that message clearly, eloquently, and effectively. Keep diversity on the front burner by delivering that message continuously, not with high-blown rhetoric and traditional diversity platitudes, but with power, precision, substance, and conviction. Try to make that message resound with faculty, staff, and particularly with students, who are of many minds about diversity. Be certain to make it clear that diversity plays an important role in the College's future, rather than being a transitory fad.

(3) Act decisively and boldly. Deal rapidly with diversity-related conflicts by listening carefully and acting judiciously (even when voices are strident or cacaphonous). Moreover, explain your decisions with clarity, even though they may disappoint some. The appearance of injudiciousness, unresponsiveness, or indecisiveness could become your worst enemy. And, as you deal with tensions, be aware that there is still a significant amount of healing to be done for the wounds suffered over the past years.

(4) Be pro-active, not reactive. While dealing decisively with conflicts, do not permit conflict resolution to define your diversity-related efforts. Focus on initiatives: research; curriculum; the preparation of able, responsive professionals; and collaboration with the larger community.

(5) As a first step in this decisive, bold action, focus immediately on the College's Strategic Action Plan. Make that plan a visionary, yet grounded document. Draw upon the accomplishments of the past two years, learn from the experiences of the previous two deans, and build upon the faculty's impressive intellectual capital. However, do not let the past become your prison. Be forthright about your own ideas for making the College a model of constructive engagement with diversity.

(6) Keep expanding the lines of communication. Increase avenues for students to voice their concerns and provide opportunities for them to participate in your diversity efforts. Demonstrate an active presence by meeting regularly with student groups. One of Interim Dean Bullis' major achievements has been to foster the idea that everyone in the College should feel welcome to contribute and that their recommendations will be given careful consideration, although not necessarily adopted. Cherish that idea.

(7) Foster a vibrant College community by continuing to build bridges among the many College silos. Some of those silos -- for example, the many College "research shops" -- have been productive and have brought renown to the College through their entrepreneurialism and scholarly achievements. They deserve recognition and support. However, their effectiveness as individual units need not impede the building of College community and the expansion of cross-College dialogue, including about diversity. The physical design of the new College building could be an important step, as that design should further the building of community, not reify division.

(8) Continue faculty and staff development. However, develop a more careful, long-range diversity training plan that goes beyond symbolism and contributes substantively to the building of a stronger College. Moreover, this training should be balanced between area-specific and cross-College efforts.

(9) Become active in the larger Eugene/Springfield community. Show by deeds, as well as by words, that you are willing to consider external ideas and are committed to acting upon those ideas that you find valuable and feasible.

(10) Be willing to deal with the inevitable tensions involved in engagement with diversity. I refer not just to tensions inherent in the topic itself, but tensions within the College over how diversity should be addressed. Faculty bring to the table different epistemologies, research methodologies, ways of framing goals, and types of assessment and accountability. By its very nature, higher education is an arena of competing ideas. There is no reason to believe that academic disagreements will not surface around diversity. It will be your challenge to channel those disagreements into a constructive ongoing dialogue,

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drawing selectively upon the various approaches to the topic that different faculty bring to the table and resisting possible efforts by some to "control" the College's diversity agenda. It will also be your challenge to make certain that your College's and the university's reward system recognizes these different types of contributions.

(11) Along with these universalistic academic tensions will come tensions between faculty and students who feel that certain categories of diversity deserve more attention than others. Your role will be to see that different categories of diversity receive attention. Yet you will also need to set priorities, taking into consideration the fact that social conditions and educational inequities may provide imperatives for a greater emphasis on selected diversity categories. One strategy for dealing, in part, with this inter-categorical "competition" is to structure some of your conversations and curricular innovations around larger cross-categorical issues: perceptions of different groups; educational equity; interpersonal and intergroup relations; resource allocation; dealing as professionals with people of different backgrounds; and intersections of different categories of diversity. By structuring the College's engagement with diversity around cross-categorical themes and essential questions (as well as examining individual diversity categories themselves), the College can both deal with specific categories of diversity and also prepare professionals to deal with larger diversity-related issues.

(12) Most important, work to make diversity an essential part of the College fabric, not an obtrusive element that some might view as a transitory diversion or an unwelcome irritant. If diversity is important, it is important because it becomes an essential dimension of excellence, particularly in preparing professionals to contribute to our diverse society.

The College has had considerable experience with diversity, in some respects because of the conflicts with which it has had to deal. But experience alone does not teach. As T. S. Eliot once wrote, "We had the experience but missed the meaning." Your role will be to help the College learn from those experiences, not allow them to simply remain sources of pain or merely become stuff that happened.

This is an opportune time for the College to demonstrate leadership not only within its own confines, but for the campus as a whole and maybe for colleges of education nationally. The campus Diversity Plan has provided a wonderful action opportunity. Don't squander it.

Attachment I

Lane County Teacher Pathways Project

<u>What is the Lane County Teacher Pathways Program?</u>
- The Lane County Teacher Pathways program is a partnership to increase the number of highly qualified bilingual/bicultural teachers in Bethel, Eugene, and Springfield School Districts.
- Teacher Pathways Program is a result of grassroots organizing among community members concerned about the education of all children.
- This is a collaboration of 8 education organizations:
  - Bethel School District
  - Eugene School District
  - Springfield School District
  - Lane Educational Service District
  - Lane Community College
  - Northwest Christian College
  - Pacific University
  - University of Oregon

<u>Why do we need the Teacher Pathways Program?</u>
- Ethnic and linguistic diversity of students increases while teacher population remains constant.
- In Oregon, 94% of teachers are white and mostly monolingual English speakers. (Torres-Guzman & Goodwin, 1995).

- Locally, student minority populations are rising dramatically.
  - The table below shows the percentage of total student population who identified as a minority student: African-American, Latino, Asian-American, and Native Indian.

School District	Minority students		Teachers
	2001	2005	2005
Bethel	11%	21%	4%
Eugene	20.3	27.1	
Springfield	12.4	19.3	4%

- The 1991 Minority Teacher Act (ORS 342.433). The target year for this goal was 2001. We have not yet met this goal, and will not without partnerships and coordinated effort.

342.437 Goals. The State of Oregon is committed to ethnic-racial equity and, therefore, it is the goal of the state that by the year 2001 the number of minority teachers, including administrators, employed by school districts and

education service districts shall be approximately proportionate to the number of minority children enrolled in the public schools of this state. [1991 c.434 §2]

- To reduce the Achievement Gaps that exist. A 2001 study shows that having a teacher of the same race leads to increased student performance on achievement tests. (Dee, 2001).

Student Achievement		
2004-2005 Oregon Statewide Assessment		
School District	Language Arts Student Achievement	
Bethel	Met or Exceeded	Did Not Meet
White	64.6%	35.4%
Minority	55.4%	44.7%
Eugene	Met or Exceeded	Did Not Meet
White	70.2%	29.8%
Minority	59.6%	40.4%
Springfield	Met or Exceeded	Did Not Meet
White	56.4%	43.6%
Minority	51.6%	48.5%

Without immediate intervention the number of minority teachers will not increase sufficiently to meet the needs of the growing minority student population. One minority teacher in the Eugene SD said, "I'm the only person in my building who is a person of color. So, anytime a family or student of color needs something they come find me....[I]t becomes very comfortable for [staff] to rely on me rather than recruit people of color." (Eugene School District).

Why this model for recruiting and supporting bilingual/bicultural community members?
- The Lane County Teacher Pathways Program is modeled on the very successful Portland Teacher Program.
  - o This program is a collaboration among Portland Community College, Portland State University and Portland Public Schools and has been in existence since November 1989.

How will the Teacher Pathways Program support participants?
This program commits to each participant:
- Some financial support (based on need)
- Scholarship workshops
- Access to academic support
- Targeted and personal advising
- Professional Development seminars and other opportunities
- A cohort support model
- Positive and effective mentoring

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Attachment J

Teacher Education Reorganization

In the years since Oregon's Ballot Measure Five was passed into law, a law that precipitated the elimination of the UO teacher certification programs and the Department that housed them, multiple teacher certification programs have grown up within the College of Education. These programs emerged in response to market pressures and sought to meet student demands for access to teacher certification and general education coursework. They were, however, under-resourced, both financially and intellectually— serving hundreds of students, but being staffed primarily by adjuncts and non-tenure-track faculty members. This situation was unsustainable and came to a crisis with the student protests about the program from 2002-2004.

Over the past two years the Department of Teacher Education has undergone a process of rebuilding. The ultimate goal of this rebuilding process has been to address the shortcomings that were the focus of the student protests and return Teacher Education Department to full partner status in the College of Education. Evidence that we are on our way towards this goal includes:

1. We are rebuilding the tenure-line faculty. In two years we have moved from three to five tenure line faculty, with a sixth to come on faculty in Fall 2007.
2. We are reestablishing a Doctoral Degree in Teacher Education
3. We have explicit support from the Dean's office and Johnson Hall for revising the Teacher Education Department curriculum at all levels.
4. We are identifying administrative leadership from within Teacher Education

Concerns to which we are responding

Over the last year the tenure-line faculty have developed over seventy syllabi as part of their comprehensive curricular revision of existing degree programs. This curriculum revision is currently making its way through the College's and University's review process.

The proposed new curriculum addresses a variety of concerns about existing Teacher Education department certification and degree programs.

1. It eliminates course redundancies within existing degree programs that have accumulated in past years
2. It addresses state and national shortages of mathematics and science teachers at the secondary level
3. It addresses criticism that our existing programs lacked sufficient treatment of issues of cultural diversity and the cultural competence of teachers

4. It proactively addresses the educational challenges posed by changing demographics in the State of Oregon, specifically an increasing population of students in Oregon for whom English is their second language
5. It articulates its curriculum with a variety of programmatic initiatives in the local school systems with which we collaborate
6. It builds in more flexibility within other community college and university courses of study to increase accessibility for transfer and non-traditional students

Opportunities Created by a Redesign of Teacher Education

As we develop a revised and enhanced curriculum that addresses a variety of concerns that have developed about existing programs over the last decade, a number of important opportunities open up of which we are taking full advantage.

1. We have an opportunity to build a program with a unique scholarly signature built around the strengths of the research faculty
2. We have the opportunity to craft a teacher education program for positive visibility with state and national audiences
3. We have the opportunity to take advantage of expertise in the COE beyond TED, specifically expertise in Reading and Special Education, the Department of Linguistics, and the Program in Ethnic Studies.
4. We have the opportunity to re-establish a Ph.D. program in Teacher Education.

New Program Signature Emphases

The new teacher education degree programs, at the undergraduate, masters, and doctoral levels, will be built around three signature areas of emphasis. These signature areas reflect the areas of scholarly expertise of the newly expanded tenure track faculty. These signature emphases are:

1. Insisting on a strong foundation in relevant subject matter knowledge
2. Educating teachers as critical thinkers and decision makers
3. Insuring teachers understand the socio-cultural context of learning, teaching, and schooling

In what follows each of these signature areas are elaborated upon.

Signature Emphasis I

The revised curriculum will emphasize the irreducible importance of strong subject matter knowledge for competent teaching. This will be enacted by...

1. Encouraging elementary and secondary students to get undergraduate degrees in an Arts and Sciences discipline

2. Creating an undergraduate degree alternative that addresses areas of weakness in subject matter preparation in the general teaching population. Currently those areas will be mathematics and science.
3. Expanding the number of subject matter specific curriculum and methods courses from one to four.
4. Including subject matter specific courses in the ESOL endorsement.

Signature Emphasis II

The revised curriculum will prepare teachers as critical thinkers and potential scholars of teaching, who take an inquiring stance towards their pedagogical practice. This will be enacted by...

1. Course strands in undergraduate program that begin with critical reflection on personal experience of issues, that move through the scholarly literature on the issues, and end with field observations organized around the strand foci.
2. An approach to educational technology as a curriculum design issue.
3. A core course in the Master's program on the reflective turn in teacher education practice and policy.
4. Cross-course emphasis on questioning assumptions underlying common sense notions of teaching AND current policy and scholarship about teaching.
5. Preparing doctoral students to be academics whose work is grounded in contemporary scholarship on teacher inquiry, creativity, and practical knowledge.

Signature Emphasis III

The revised curriculum will emphasize the importance of understanding the socio-cultural context of learning, teaching, and schooling. This will be enacted by...

- A course strand in undergraduate program that focus on the necessity and challenge of promoting equal educational opportunity in a highly stratified and unequal society.
- Three core courses in the Masters program explicitly focusing on issues of cultural, racial, class, and linguistic difference.
- ESOL endorsement embedded in the curriculum for the certification program.
- Cross-course emphasis on locating the processes of teaching and learning in their social and cultural contexts.
- Preparing doctoral students to be academics whose work is grounded in contemporary scholarship on the social and cultural contexts in which teaching and teacher education takes place.

Other Notable Features

- The Undergrad and Masters Teacher Education degrees cultivates an awareness of the full project of K-12 education by requiring common and shared experiences for prospective elementary, middle, and secondary teachers.
- The program takes advantage of the literacy expertise across the college by offering five courses in literacy.

Attachment K

Graduate Follow-up Survey

Graduation Year_____   UO DEG_____   #####

START HERE

1. F.⌐⌐m which program did you graduate? (MARK ONLY ONE)

Educational Leadership	*Teacher Education*	*Special Education*	*Counseling and Human Services*
❑ Administrative Licensure	❑ Educational Foundations	❑ Communication Disorders and Sciences	❑ Counseling Psychology
❑ Policy, Management, & Organization	❑ Graduate Elementary Teaching (GET)	❑ Early Intervention	❑ Family and Human Services
❑ Learning Assessment Systems and Performance	❑ Middle/ Secondary	❑ School Psychology	❑ Marriage and Family Therapy
	❑ ESOL (Only)	❑ Special Education	
	❑ ESOL/Bilingual (Only)	❑ Early Childhood/ Elementary	
	❑ Integrated Teaching	❑ Middle/ Secondary Transition	
	❑ Music education		

2. Are you *currently employed* in the *educational or social service field*?

☐ YES ➜ (Skip to Question 4 and Complete the Survey)

☐ NO ➜ (Please Answer Question 3 and Questions 11 through 17 and Complete the Survey)

3. If you are *not currently employed* in the educational or social service field please select the option that best describes your situation.

☐ Working in another field   ☐ Can't find a job in education or social services where you live

☐ Enrolled in school/training in the educational or social science   ☐ Enrolled in school/training in a field other than educational or social science

☐ Not interested in working in the field   ☐ Family obligations preclude working at this time

☐ Don't have the necessary skills or certification   ☐ Other _____

4. What *kind* of job is it? (MARK ONE OPTION)

☐ Regular education teacher – elementary   ☐ School psychologist

☐ Regular education teacher – middle/secondary   ☐ Speech Language Pathologist

☐ Special education teacher – elementary   ☐ Counselor/Psychologist

☐ Special education teacher – middle/secondary   ☐ College/University Professor

☐ Educational aide   ☐ Staff in a social service agency

☐ School administrator   ☐ Other _____

5. *How long* **have you held this job?**

- ☐   Less than 1 year
- ☐   1 to 2 years
- ☐   2 years or more

6. Are you working full-time in this job?

☐ Yes   ☐ No

7. How well did the courses in your program prepare you for this job?

☐ Very Well   ☐ Poorly

☐ Well   ☐ Very poorly

8. Did you have supervised field experience or practicum in your program?

☐ YES ➜ (Please Answer Question 9)

☐ NO ➜ (Skip to Question 10)

9. How well did the practicum experiences in your academic program prepare you for this job?

☐ Very Well   ☐ Poorly

☐ Well   ☐ Very poorly

10. How well did your academic program prepare you to work with persons from diverse backgrounds in this job?

☐ Very Well   ☐ Poorly

☐ Well   ☐ Very poorly

11. Do you have a disability for which you received an accommodation in your academic program?

☐ Yes   ☐ No

12. During your tenure at the College of Education were you an international student?

☐ Yes   ☐ No

13. What is your gender?

☐ Male   ☐ Female

14. Are you LGTBQ?

☐ Yes   ☐ No

15. What is your Race/Ethnicity? (MARK All THAT APPLY)

☐ White   ☐ Native Hawaiian or Pacific Islander

☐ Black or African American   ☐ Hispanic or Latino

☐ Asian   ☐ Multiracial

☐ American Indian or Alaska Native   ☐ Other_____

CONTINUE ➜

Please answer the following questions regarding YOUR experience in YOUR ACADEMIC PROGRAM.

16. What was the *most valuable thing* you learned in your academic program?

_____
_____
_____
_____

17. What was the one *thing that should have been emphasized more* in your academic program?

_____
_____
_____
_____

STOP HERE

THANK YOU FOR COMPLETING THE SURVEY!

Attachment L

Questions for the Diversity Report for the 2006-07 School Year

Overall Purpose: What was done towards achieving diversity in the COE. in 2006-07?

DEAN'S OFFICE:
Financial:
- Describe the monetary commitments the COE has made to diversity in the college, university and the community.
- What changes have you seen in commitment to diversity in the past two years? How have they impacted the college?
- Where are some of the infrastructure gaps in the COE's commitment to diversity?

Administrative:
- What are the administrations priorities towards diversity?
- What changes in these priorities have you seen in the past 2 years?
- What have been the major achievements in the COE's commitment to diversity?
- What are the gaps in achieving the goals set out in the diversity statement?
- What are some of the obstacles the administration faces in achieving these goals?
- What are the top 3 goals for this next year regarding diversity?

DEPARTMENTS
- What are your department's priorities towards diversity?
- What changes in these priorities have you seen in the past 2 years?
- What have been the major achievements in your department's commitment to diversity?
- What are the gaps in achieving the goals set out in the diversity statement
- What are the top 3 goals for this next year regarding diversity?
- Who in taking the lead in enacting these goals?
- How are these goals assessed and encouraged on the departmental level?
- Describe the major activities supported/initiated by your department that demonstrate a commitment to diversity.
- How many academic works (Master thesis, doctoral dissertations, capstone projects, papers, and presentations) covered topics related to diversity? Please provide a list of the titles of each.

STUDENT GROUPS
- What do you see as the COE's priorities towards diversity?
- What changes in these priorities have you seen in the past 2 years?
- What would be your top 3 priorities for the COE?
- What have been the major achievements in the COE's commitment to diversity?
- Where are the gaps in achieving the goals set out in the diversity statement?
- Describe the current environment for students from diverse backgrounds (students of color, LGBTQ students, students with disabilities, etc)

COMMUNITY BOARD

- What changes have you seen within the COE, compared to three years ago?
- Do you feel that the direction of these changes will help address some of the issues of diversity faced by the college from a community perspective?
- Would these changes meet some of the community needs in the short term?
- What are the gaps that require attention in the long term?
- In what areas (departments) within the college do you see additional changes being required?