

HB 3375 Educator Equity Plan

BACKGROUND

Oregon's Educators Equity Act was passed by the Oregon Legislature in 2015 and requires that each public teacher education program in the state prepare a plan for the recruitment, admission, retention, and graduation of diverse educators. The statute establishes the goal that the percentage of diverse educators employed by a school district or an education service district should reflect the percentage of diverse students in the public schools of the state or the percentage of diverse students in the district (Oregon Revised Statute 342.437, as amended by House Bill 3375, Section 3, 2015).

Pursuant to ORS 342.447, Oregon's six public teacher education schools and colleges are required, on a biennial basis, to prepare written plans that detail the recruitment, selection, retention, and graduation of diverse educators (HB 3375, Section 6, 2015.) The Higher Education Coordinating Commission (HECC) is required to review the plans for adequacy and feasibility with the governing board of each public university with an educator preparation program and, after any necessary revisions are made, adopt the plan.

DEVELOPMENT OF OSU'S EDUCATOR EQUITY PLAN

A draft of the OSU Educator Equity Plan 2016-2018 is provided in Attachment 1. The plan is crafted to be consistent with guidance provided by HECC and was developed in concert with campus-wide efforts to create an inclusive community. This plan benefited from the ongoing work of the Provost's Hiring Initiative, which structured faculty searches to increase the number of faculty of diverse backgrounds and identities. Faculty within the College of Education (College) also provided input on the draft plan. This input was informed by both the OSU and College strategic plans. This plan will be reviewed again in 2018.

GOALS AND METRICS

Under HECC's guidance, each plan must identify specific goals and metrics for increasing the recruitment, selection, retention, and graduation of diverse educators. The following goals and metrics are intended to be both aspirational and feasible in order to meet the review standards of the statute. The goals and metrics are based on benchmarking data currently available. New tools for data collection and disbursement rolled out in 2014 and 2015 at the College and University levels, respectively. As a result, in the future, the College will be better equipped to monitor key variables influencing achievement of these goals.

Over the next five years, the College is committed to:

1. Increasing annual enrollment of underrepresented minorities (URM) in professional teacher education (undergraduate and graduate) proportional to growth in students at OSU, and
2. Increasing the completion rate for URM licensed teachers (both undergraduate and graduate) to equal or exceed the 85% completion rate of the cohort of licensed teachers.

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FACTORS INFLUENCING SUCCESS

Successful implementation of the plan will be influenced by a number of factors, including:

1. Continued availability of state funds,
2. Continued campus and community focus on creating an inclusive environment that results in an increase in overall campus diversity and
3. Improved institutional and state ability to track the careers of OSU students to evaluate how well graduates develop and remain in teaching.

RECOMMENDATION

Staff propose that the Academic Strategies Committee recommend to the Board that it approve the Educator Equity Plan for 2016-18 as provided in Attachment 1.

Oregon State University – Educator Equity Plan 2016-2018**Prepared by the OSU College of Education*****Five-Year Goals***

Over the next five years, the College of Education will:

1. Increase annual enrollment of underrepresented minorities (URM) in professional teacher education (undergraduate and graduate) proportional to growth in students at OSU, and
2. Increase the completion rate for URM licensed teachers (undergraduate and graduate) to equal or exceed the 85% completion rate of the cohort of licensed teachers.

Initial Teacher Licensure at OSU

Oregon State University offers initial teacher licensure programs at both the graduate and undergraduate levels. Students in the graduate-level pathway for licensure in math and science teaching have a bachelor's degree in the subject area in which they will teach. This program is completed in ten months. Students in the Double Degree undergraduate pathway for elementary and secondary teaching complete a primary degree in their subject area and also complete a 40-credit second degree in Education, leading to professional licensure in Oregon. Initial Licensure students (candidates) in all programs have either a primary degree or evidence of substantial coursework (subject mastery) in the subjects they teach.

Context

The Educators Equity Act sets a statewide goal that the percentage of diverse educators employed by a school district or an education service district should reflect the percentage of diverse students in the public schools of the state or the percentage of diverse students in the district. While OSU teacher candidate diversity roughly matches state teacher candidate diversity, it is a long way from closing the gap between teacher diversity and K-12 student diversity in the districts we serve.

Nationally, teacher education programs tend to draw from the local population. Similarly, the demographics of teacher licensure at OSU reflect a smaller geographic area than other majors on campus. The population of students currently enrolled is about half as diverse (11% URM) as the campus as a whole (22.8% URM). On a ten-year horizon, the College of Education (College) aspires to reflect overall campus diversity, which would move us closer to the state's goal as well.

While there is a substantial gap in the current College URM population compared to campus, the *completion rate* for teacher licensure candidates from URM backgrounds is substantially higher (84%+) in the College than the completion rate for URM across campus. Moving forward, we will be focused on maintaining, and improving, these completion rates, even as the overall College enrollment increases.

**Executive Summary of HECC Report
Pathway to Diversity**

We have two major goals: (1) increase diversity while increasing enrollments overall and (2) maintain an 85% completion rate that currently exceeds the overall campus completion rate. Our path for accomplishing our goals includes the following elements:

Faculty Development

To establish the culture and climate in the College to reach our goals, we have made targeted hires to increase faculty diversity and to increase faculty expertise in addressing issues of social justice and equity, and support English language learners. As a result of these efforts, our tenured and tenure-track faculty now include 35% people of color. Our five-year target is to maintain this level of diversity as we grow and as we replace retirements. Our instructional faculty include 14% people of color. Our five-year target is to increase URM representation in our instructor faculty to match the tenured and tenure-track faculty percentage.

In 2014-15, 17 (out of 50) faculty members engaged in at least one campus-based interpersonal skills and diversity-related program. Our five-year goal is to have all faculty attend at least one program every other year (see HECC Appendix Table 3). Faculty will identify program attendance in their annual review goals. The College leadership team has made issues of diversity the first item on the agenda of regular meeting of the leadership. We have devoted College resources to support bringing expertise to the College and for faculty travel to gain new knowledge and experience in support of meeting the needs of a more diverse student population.

The faculty are committed to the concept that these efforts are not just about meeting social needs but that diversity is foundational to meeting the strategic goals of the College and university.

Goal 1: Increasing annual enrollment of underrepresented minorities in professional teacher education (undergraduate and graduate) proportional to growth in students at OSU.

Increasing Diverse Enrollment: In Academic Year (AY) 2015, we graduated 110 teachers that included 12 (11%) teachers of color with four graduates not specifying race. Two observations about these baseline numbers: First, we are clearly not keeping pace with overall campus diversity that stands at 22.8%. College diversity enrollment has been roughly half of the campus proportion for the past four years. Second, the number of teacher licensure graduates from our College reflects enrollments nationally that are down as much as 40% in some states as a result of negative national dialogue around student performance, testing, and teacher accountability.

Our five-year goal is to grow enrollment by 20% to about 132 graduates and to increase the racial/ethnic and other diversity of enrolled students over that time period (see HECC Appendix Table 2). We expect that as our efforts, described next, take effect, we will be on a path to graduating teachers who address a teaching shortage and match the demographics of the students in the state—within ten years and possibly much sooner. Three significant parameters in scaling up are (1) increasing scholarship dollars to compete for high achieving minority applicants and other applicants from diverse backgrounds, (2) growing college funding to increase faculty capacity, and (3) increasing the number of diverse practicum placement sites in schools.

Increasing Language Diversity: English language learners (ELLs) comprise about 10% of all Oregon K12 students with another 7-10% classified as former ELLs. Diversity in the teaching workforce also means preparing teachers to address the learning needs of these children. Approximately 77% of ELLs speak Spanish. The College is building the capacity of graduates through the new bilingual, dual-language specialization program. Recruitment for this program will draw heavily from the Latino/Latina population in Oregon. Faculty are working closely with the Oregon Department of Education (ODE) and have secured external funding from the U.S. Department of Education and the Spencer Foundation in support of OSU's Oregon English Learner Alliance.

Increasing Outreach: In November 2014, we hired a new undergraduate Head Advisor. Through her efforts, we have expanded our recruiting reach and relationships to community colleges, campus cultural centers, and high schools well beyond the previous recruiting efforts.

Using AY2015 as a baseline, our new Head Advisor made student contacts of just over 500 with about 20% of those being URM students. So far this year, the Head Advisor has ramped up the number of contacts and projects, doubling the baseline for AY2016 with an expectation that over 20% of those contacts will be URM students. The Head Advisor has expanded our reach beyond the college advisors on campus to include all of the campus cultural centers, the regional community colleges, as well as other venues. The impact of these new efforts shows a doubling of enrollment next year (AY2017) in the undergraduate Double Degree program from 40 to 80+ student teachers. While we will not know the specific demographics of these students until they matriculate, we do not expect a significant increase in URM students yet.

We are working with the OSU Foundation to grow student scholarships and inventory current gift agreements for those that can be used to support recruitment of URM students and students from other diverse backgrounds. We will continue to work with the OSU Foundation to build on our \$135,000 annual scholarship pool.

Capping a two-year development effort, the college is now enrolling students in a two-year, Master of Arts in Teaching (MAT) program housed in the Beaverton School District beginning fall 2016. This program is a partnership between the Beaverton School District and the College to (a) increase the diversity of teachers in Beaverton, (b) focus on high-need area teachers in bilingual education and STEM, and (c) perfect a model of teacher education, based on current research, that can be duplicated in other regions across the state. This was a deliberate effort on the part of the College to establish a presence in the Portland Metropolitan area that would provide greater access to a culturally and linguistically diverse population interested in teaching. Our goal is to enroll at least 12 elementary teachers in fall 2016, and in subsequent years enroll additional cohorts of 12 more elementary teachers and 12 secondary teachers. Thus we anticipate a sustained enrollment of at least 24 K-12 teacher licensure candidates in this highly diverse environment.

<p><i>Goal 2: Increasing the completion rate for URM licensed teachers (undergraduate and graduate), to equal or exceed the 85% completion rate of the cohort of licensed teachers.</i></p>
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Increasing and Sustaining Completion Rates: The Double Degree, our undergraduate pathway to teaching, has been transformed in the past four years into a more coherent program built on admitting a cohort of students each year replacing a rolling admission model. Courses have a prerequisite structure, each course building on previous work. In addition, the new cohort-based

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elementary preparation program has a STEM focus where students are enrolled in science and math coursework and pedagogy beyond the expectations of peer teacher preparation programs.

In support of the STEM focus in the elementary program we are working with the Department of Mathematics to make the elementary math course sequence more responsive to URM students thus improving retention and completion rates. The Common Core State Standards in Math emphasize the importance of classroom discussion, mathematical explanation, and conjecturing. This emphasis on language and classroom discourse will benefit from bilingual URM teachers being well-prepared in the language of mathematics coupled with the skills to engage K12 students.

The award-winning Families Involved in Sociocultural Teaching (FIESTAS) program, has become a feature of pre-service teacher exposure to Latin@ students and their families in an after-school program that emphasizes STEM experiences. FIESTAS was recognized by the White House as a recipient of the “Bright Spot in Hispanic Education Award” in September 2015. Teacher Candidates spend upwards of 18 hours working with students and families at Lincoln Elementary School as part of their math and science pedagogy coursework.

Tracking Plan Implementation

It is important that we assess the trajectory of our work in the short term to determine if we are making progress toward our long term goals. Short term assessments provide the data that tell us whether we are succeeding in our strategies or if changes need to be made. The following are interim assessments:

- During the academic year, our Head Advisor will track the number of student contacts and the proportion of minority contacts both in the Student Services Office as well as on- and off-campus. The Dean’s Council will continuously monitor progress on goals and implementation of strategies.
- The plan will be reviewed and reported annually in the College Annual Report to the Provost. This review will examine both the short- and long-term data. Data that is also required for national and state licensure reporting will be included. These data are collected and reported at different times throughout the year, allowing us snapshots along a continuum.
- Exit surveys from students across programs contain items about the emphasis on social justice, equity, and diversity. A statewide instrument has been developed and is under review.
- Finally, Tables 2 and 3 in Part 1 show the baseline and metrics for three and five years out. The College leadership team will review elements of this plan throughout the year.

HECC Report: Educator Equity Plan 2016-2018

The structure of this report follows the HECC Guidance on Plans 2015 issued on December 3, 2015.

Part 1. Goals, Metrics, and Strategies

Over the next five years, the College is committed to:

1. Increasing annual enrollment of underrepresented minorities in professional teacher education (undergraduate and graduate) proportional to growth in students at OSU.
2. Increasing the completion rate for URM licensed teachers (undergraduate and graduate), to equal or exceed the completion rate of the cohort of licensed teachers.

Baseline Recruitment, Enrollment, and Completion Data

Table 1 provides enrollment data for URM populations in the OSU teacher licensure program. The College continues to invest in people and initiatives to improve the diversity of our teacher candidate demographics. In November 2014, we hired a new undergraduate Head Advisor. With this additional staffing, we have expanded our recruiting reach and relationships to community colleges, campus cultural centers, and high schools well beyond the previous recruiting efforts. In Academic Year (AY) 2015 baseline of student contacts of just over 500 with about 20% of those being minority students. So far this year, the head advisor has ramped up the number of contacts and projects, doubling the baseline for AY2016 with an expectation that over 20% of those contacts will be minority students.

Several key initiatives outlined in the College's Strategic Plan 2015-2020 are also showing promise for increasing enrollment of URM teacher candidates from within OSU, as well as those currently enrolled in other secondary and post-secondary institutions within and outside Oregon. For example, in Fall 2016 we will begin enrolling students in a Master of Arts in Teaching (MAT) program in Beaverton, a community in the Portland Metro area with high diversity.

Table 1: 2010-14 Completion of OSU Licensure Program by Ethnicity

Academic Year	White	American Indian Alaskan	Asian	Black African American	Hispanic Latin@	Native Hawaiian	Two or More	Not Specified	%URM
AY2012	111	2	3	0	3	2	1	3	8.8%
AY2013	102	1	2	0	5	0	4	4	10.2%
AY2014	116	1	2	0	3	2	1	2	7.1%

College growth in minority enrollment has not kept up with OSU growth in minority enrollment over the last three years. College URM enrollment has remained relatively flat, and roughly half the University as a whole. Table 2 describes baseline metrics and 5-year targets for increasing enrollment by minority students that are realistic stretch goals.

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Table 2: Baseline Metrics and Goals for Underrepresented Teacher Candidates

Primary Metrics Corvallis & Cascades for 2015 Includes Licensure of Teachers & School Counselors	AY2015 Baseline	AY2019 (3 year goal)	AY2021 (5 year goal)
Total Licensure completions (% Completions)	110 (85%)	120 (85%)	132 (85%+)
% of Minority Completions	12 (85%)	18 (85%)	24 (85%)
% Minority of Total Completers	11%	15%	18%

Strategies to Implement Goals

While strategies will be discussed in more detail in Part 3, we outline strategies as specifically suggested in the HECC Guidance on Plans issued on December 3, 2015.

Application Process and Supports

Culturally responsive interview and application protocols as strategy to improve enrollment

With substantial changes in licensing requirements at both the state and national levels, the role of advisors and program faculty has grown to include culturally responsive interview and application protocols. This is done through an increase in outreach efforts and ongoing review of policies for bias. Further, faculty are engaging in Campus-based Interpersonal Skills & Diversity-Related Programs as shown in Table 3. In AY2015, 17 faculty attended at least one program and we have set a college goal that all faculty engage in at least one program on a periodic basis as stated in faculty annual review reports

Selection Criteria and Admission Yields

State required testing as obstacle so lobby for alternative assessments

Increase scholarships – improve enrollment

National dialogue around school testing and teacher accountability has been accompanied by a national trend of decreasing enrollments in teacher education. Our programs have been impacted by this down turn. Plus, we have moved to a cohort model in the undergraduate program, increasing the structure and rigor of the program. We are also creating a STEM focus in the undergraduate program for the elementary track making that pathway more challenging. These changes have resulted in an initial drop in enrollments, which is now seeing marked improvement through improved advising and recruitment as described above. State-required testing for all students seeking licensure can be an obstacle for some minority groups. We have experienced elevated failure rates for minorities seeking social studies endorsements on teaching licenses. At the graduate level, faculty continue to lobby for alternative assessments for URM applicants whose GPA does not meet OSU graduate school requirements, where possible. Since the state has eliminated alternative assessments for any/all licensure applicants, we encourage applicants to pass state tests soon after acceptance. With early communication and student advising, we hope to mitigate testing and admission issues.

Admission yields are consistently high across programs for those who apply, and can be made higher by an increase in scholarships as described in Part 2.

To date, our retention data, as reported to Title II (Elementary and Secondary Education Act) and state and national accreditation agencies, has not required that we identify

underrepresented groups in our reporting. Beginning with 2016-17 reports, we will track URM retention rates.

Curriculum and Clinical Experience

Completion rate – make sure ready for ELL requirements

Beginning in 2016, all initial licensure candidates are required by both the state and the College to demonstrate proficiency with English Language Learner (ELL) Competencies. This initiative was made explicit in mandated reporting to the Teacher Standards and Practices Commission (TSPC) on addressing the needs of second language learners.

We have taken the following steps to ensure that our candidates achieve these proficiencies:

- All students in the College of Education (COE) licensure programs take one ESOL (English for Speakers of Other Languages) foundations class (Teacher and Counselor Education [TCE] 472 or 572). ESOL planning and assessment is in all licensure programs.
- All licensure students spend 20 hours in the FIESTAS project with a survey designed to assess impact on knowledge in equity and diversity at the end of each year.
- A professional development plan for 31 licensure faculty in “ESOL competencies” was submitted to TSPC in December 2015.
- A team of seven teacher licensure faculty were involved an Oregon Education Investment Board -funded five-session professional development program focused on Culturally Responsive Pedagogies and Practices. This culminated in a Summer Institute for Oregon Teachers, faculty and middle school students participating in the Literacy, Eating and Activity for Primary grant.
- Faculty are preparing a Dual Language Specialization program to be submitted for approval to TSPC.
- Four out of the last six faculty hires were a person of color. Three of these new faculty hires will support the Dual Language Specialization.
- A new PhD option in the Language, Equity & Education Policy, has been submitted to the OSU Curriculum Council. When approved, students will be admitted and begin the program in fall 2016.
- A new course on Social Justice in Education (TCE 590) was approved in winter 2015.
- Faculty have created a new course TCE 544: Critical Literacy K-12 that will be taken by teaching professionals enrolled in our online master’s program.

Staff and Faculty Recruitment, Retention, and Engagement

Changing the culture of the College supports student diversity and completion

The College has increased faculty diversity, as well as faculty expertise in addressing issues of social justice and equity, and support English language learners. As a result, our tenured and tenure-track faculty now includes 35% people of color. Our instructional faculty include 14% people of color. Table 3 shows the success of efforts to engage faculty in professional development around diversity-related programs and interpersonal skills. The College leadership team has made issues of diversity the first item on the agenda of every meeting. We have devoted resources to support bringing expertise to faculty and for faculty travel to gain new knowledge and experience in support of meeting the needs of a more diverse student population.

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Table 3: Professional Development for Advancing Student Success through the Lens of Equity, Inclusion & Diversity

Campus-based Interpersonal Skills & Diversity-Related Programs	2014 Baseline	2015	Total Faculty 2021
Instructor/professional faculty	1	9*	All
Tenured, Tenure-Track faculty & college leadership	0	8*	All

* Faculty and college leadership attended 25 person-events on campus. Table shows unduplicated head count.

Part 2. Strategies to Achieve Goals

Following the HECC Guidance on December 3, 2015, we present specific strategies and persons with primary responsibility.

Person(s) with Primary Responsibility and Strategies

Licensure Recruiting Efforts 2013 – Present

Undergraduate Head Advisor

- Dedicated 0.2 FTE of Head Advisor to recruiting for underrepresented teacher candidates.
- Increased advisor, faculty, and student outreach to Chemeketa Community College where there is a high percentage of Latina/Latino students and other Oregon community colleges including increase in articulation agreements.
- Advisor, faculty, and student visits to Campus Cultural Centers, Educational Opportunities Program (EOP), College Assistance Migrant Program (CAMP), and Louis Stokes Alliance for Minority Participation (LSAMP).
- Ramp up student contacts from a baseline of 500 in AY15 and maintain the proportion of minority students to at least 20%.

Director of Licensure

- PROMISE Interns (paid) help with recruitment planning in summer.
- LSAMP students mentored minority middle level students in a summer enrichment experiences in 2014 and 2015 coupled with a teacher professional development experience in STEM and ESOL teaching.

Director of Licensure

New Program Coordinator [New dedicated funds]

Launch of a Grow-Your-Own Master of Arts in Teaching (MAT) program in Beaverton targeting culturally diverse and STEM teacher candidates. Co-developed with the Beaverton School District (Fall 2016 launch) to increase the diversity of their teaching pool. Candidates are from Beaverton and recruiting is designed specifically for underrepresented candidates. The program has been designed to be duplicable across the state.

Dr. Rebekah Elliott, Education

Dr. Tom Dick, Mathematics

The Ambitious Math and Science Teacher Fellows (AM&S-TF) project (\$1,390,490) will provide forgivable loan graduate fellowships to science, engineering, and mathematics majors to provide all costs of completing a Master's degree program leading to teaching licensure. The Teaching Fellows are expected to be math and/or science teacher in high needs school districts for four years following completion of the program. For each year completed, 25% of the fellowship loan will be forgiven. In addition, the Teaching Fellow will receive a \$10,000 salary supplement for each year taught in the high needs school district, for up to a total of four years.

**Processes and Supports for Outreach, Retention,
Networking and Professional Development**

Director of Licensure

Head Advisor

Program Coordinators

Licensure Faculty

- The Head Advisor for undergraduate licensure meets with all interested students and provides individualized support for underrepresented applicants as needed or requested.
- Each Licensure Program Coordinator at the graduate level also provides individualized support to all applicants.
- A substantial number of College faculty (17 in FY15) have participated in professional development involving Interpersonal Skills & Diversity-Related Programs. The Difference Power and Discrimination (DPD) program develops skills and knowledge for applying the most culturally-sensitive practices in teaching and advising. Supported by the Dean's Office the College's Strategic Plan urges all faculty to participate in DPD within the next two-three years. The same is true for Search Advocate training, so that faculty are well-versed in culturally-sensitive hiring and interviewing practices.
- DPD and Search Advocate-trained faculty teach pre-requisite course work and so are the College's first contact with potential applicants. All three of the College's three UG pre-requisite (200 level) instructors are DPD trained and two have received the OSU Phyllis S. Lee Award for Social Justice in 2013 and 2015.
- Licensure Faculty are engaged in a Social Environmental Justice (SEJ) workgroup which meets monthly to reflect on social justice progress in the College and provide recommendations for professional development and curriculum related to increasing cultural awareness.
- Licensure programs are mandated by state and national agencies (TSPC, NCATE and CAEP) to conduct and report on bias reviews in recruitment, curriculum and hiring. Reporting is done at the state level annually and nationally every seven years.
- In partnership with OSU's Career Development and Placement Center, in 2016 candidates in the final two terms of their licensure program have been coached and offered upwards of a dozen opportunities to interview with school districts throughout the state who come to OSU for special hiring events.

Scholarship Committee

The College Scholarship Committee, with input from the OSU Foundation, is repurposing available scholarships to diversity recruitment as opposed to performance or need after admission. As recruitment outreach is increased, an increased availability of scholarships for promising minority students and other students from diverse backgrounds can improve the diversity of our student body.

Reflections on Root Causes and Obstacles

- 1) Data collection from teaching program completers is a national conundrum and Oregon is no exception. Efforts to track progress in attracting and retaining people of color and varied racial and ethnic backgrounds in teaching over time is dependent on employers and program completers who provide this information voluntarily but without any consistency.

Also the only ethical and respectful way of reporting a person's racial background is through voluntary self-report. Thus the validity and reliability of the reported data is difficult to establish. There are current state-level efforts to provide better data collection from employers and alumni about success and retention in teaching, but thus far, no improvement has been evident. Caveats concerning statistical limitations need to accompany efforts to quantitatively track this work.

- 2) The demographics of the mid-valley region in general and the OSU community in particular create challenges for attracting and retaining students of color into the teaching profession. Significant effort is underway by campus leadership to ensure a welcoming and inclusive environment for all students, including domestic students of color, international students and students from other diverse backgrounds. Applicants to our teacher education programs are primarily OSU students, therefore our pool for recruiting is directly dependent on campus and college leadership efforts to achieve campus goals for diversity. Success means addressing the challenge of establishing a critical proportion of the population that is diverse in race, culture, background, experience and language..
- 3) College professional licensure programs depend on students completing a primary degree with strong content foundations. The Double Degree draws from every college with an undergraduate major. To the extent that these programs provide a supportive environment for a diverse student body, the College programs benefit from a well-prepared, diverse pool of licensure candidates.

Addressing these systemic issues will be an incremental process. The College is working to grow diversity of all kinds in its faculty ranks. Currently the College tenure-track faculty is 35% minority and its instructor and professional faculty is 14% minority. Even with these percentages, not all these faculty members choose to live in the Corvallis region. We need a persistent good faith effort by the entire mid-valley community to build the environment we desire to support racial harmony and to build broad cross cultural knowledge and experience.

The College has invested heavily in the Beaverton partnership to expand faculty and programmatic content to a diverse urban community. Faculty and administrations have worked very closely together to make this work highly beneficial to both sides of the partnership. Beaverton will benefit from more teachers of color with bilingual skills and the College of Education will derive benefit from personal experience, program design, and research that will strengthen both the Beaverton project and the Corvallis Campus programs.

Community colleges are a primary avenue for students of color, low income, and first generation students to begin a post-secondary education. Therefore, we have invested in new FTE in working with community colleges to provide articulation agreements and student advising to make the transition to OSU smooth and successful.

How We Developed This Plan

This plan has been developed during Winter-Spring AY2016 in concert with campus-wide efforts to create a welcoming and inclusive community of students and scholars. The development of this plan comes at a time when all the colleges are examining their recruitment and retention practices thus fostering productive dialog from the Provost Council to Dean Councils to department and faculty workgroups. The topic of campus and college diversity is on the agenda of every College of Education dean's council meeting. This plan also derives benefit from

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requirements by the provost and the provost council of deans to structure faculty searches in such a way as to enhance the possibility of hiring faculty from diverse backgrounds and identities. These campus-wide efforts have stimulated considerable reflection on the part of College faculty and resulted in a significant increase in faculty participation in campus Interpersonal Skills & Diversity-Related Programs. In AY2015, 17 College of Education faculty attended at least one program with a total of 25 person-events attended on campus.

The Director of Licensure and the Dean collaborated on the data and the narrative in this report that looks ahead 5-years. The data and narrative were informed by the OSU Strategic Plan and College Strategic Plan, our recent Accreditation Site Visit, other federal reports, and faculty feedback.

Part 3. Tracking Plan Implementation

It is important that we assess the trajectory of our work in the short term to determine if we are making progress toward our long term goals. Short term assessments provide the data that tell us whether we are succeeding in our strategies or if changes need to be made. The following are interim assessments:

During the Year

1. Follow work of head advisor tracking the number of student contacts and the proportion of minority contacts both in the Student Services Office as well as on and off campus.
2. Dean's Council monthly agenda item on diversity: a member generates a strategy or a reflection on our work

Annual Reviews

1. The plan will be reviewed and reported annually in the College Annual Report to the Provost. This review will examine both the short- and long-term data. Data that is also required for national and state licensure reporting will be included. These data are collected and reported at different times throughout the year, allowing us snapshots along a continuum.
2. Exit surveys from students across programs contain items about the emphasis on social justice, equity, and diversity. A statewide instrument has been developed and is under review.

Three to Five Year Data

Each of the Tables 2 and 3 in Part 1 show the baseline and metrics for three and five years out. As described above, the College leadership team reviews work on diversity as an agenda item for each meeting. Elements of this plan will be reviewed throughout the year.