Academic and Student Affairs Committee Meeting
Academic and Student Recreation Center (ASRC) - PSU Urban Plaza
University Conference Room - 515
1800 SW 6th Avenue, Portland, OR 97201
Friday, 3/4/2016
2:00 - 5:00 PM PT

1. Call to Order / Roll / Declaration of Quorum  (2:00 p.m. to 2:05 p.m.)
   Standing
   Presented by: Margaret Kirkpatrick, Chair

2. 11-9-15 ASAC Meeting Notes  (2:05 p.m. to 2:10 p.m.)
   Approval
   Academic and Student Affairs Committee Draft Meeting Notes 11-9-15 - Page 2

3. Graduate School of Education Diversity Plan for Teacher Education  (2:10 p.m. to 2:25 p.m.)
   Presentation, Discussion and Approval
   Presented by: Randy Hitz, Dean of the Graduate School of Education and Jennifer Anderson, Director of Recruitment, Outreach, and Student Services
   House Bill 3375 Diversity Plan for Teacher Education - Page 4
   PSU Graduate School of Education Diversity Plan 2016 - Page 12

4. Report on the 7th Year Accreditation Reaffirmation by Northwest Commission on Colleges and Universities (NWCCU)  (2:25 p.m. to 2:40 p.m.)
   Presentation and Discussion
   Presented by: Sona Andrews, Provost
   NWCCU Reaffirmation Letter - Page 28
   NWCCU Seven Year Recommendation - Page 29

5. Northwest Commission on Colleges and Universities (NWCCU) Year One Report and Core Themes  (2:40 p.m. to 2:50 p.m.)
   Presentation and Discussion
   Presented by: Sona Andrews, Provost
   Core Themes - Page 33
   NWCCU Accreditation Timeline - Page 34

6. Academic and Student Affairs Committee Charter  (2:50 p.m. to 3:00 p.m.)
   Review and Possible Action to Amend
   Presented by: Margaret Kirkpatrick, Chair
   Academic and Student Affairs Committee Charter - Page 35

7. Strategic Plan Goal #1: "Elevating Student Success" Responsibilities and Priorities  (3:00 p.m. to 5:00 p.m.)
   Discussion
   Presented by: Sona Andrews, Provost and John Fraire, Vice President of Enrollment Management and Student Affairs
   PSU Strategic Plan -Strategic Goal Number One - Page 36
MEETING NOTES

Committee members present: Chair Margaret Kirkpatrick, Maude Hines, Maria Carolina Gonzalez-Prats, Pete Nickerson (via phone), Sona Andrews (ex-officio, non-voting), John Fraire (ex-officio, non-voting) and Wim Wiewel (ex-officio, non-voting)

Committee members not present: Swati Adarkar, Sho Dozono

Committee staff present: David Reese and Vanelda Hopes

Informational Items 1 and 2 were done at the start of the meeting, but prior to having a quorum

1. REPORT ON THE 7TH YEAR VISIT BY NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES (NWCCU)
Portland State University’s 7th year NWCCU visit took place in October. Provost Sona Andrews explained the accreditation cycle and process. The commission’s final determination on reaffirmation will be made in January 2016. We have not received the draft report from the evaluation team, but do know that it will include a few commendations and two recommendations. We will add a review of the report to the next meeting agenda on March 4, 2016.

Action: Add the report on the 7th year visit by the NWCCU to the March 4, 2016 Academic and Student Affairs Committee meeting agenda.

2. STUDENT TRUSTEE VACANCY
Carolina Gonzalez-Prats noted that her term will end June 16, 2016 and discussed the current search for nominations for a new student trustee. The position is being advertised and closes on November 24, with interviews starting December 4. Selection committee members will include Trustee Gonzalez-Prats, the President and Vice President of ASPSU, and other students. The committee will narrow the pool to three candidates with their primary candidate identified for submission to the Governor’s Office for vetting.

3. CALL TO ORDER/ROLL/ DECLARATION OF QUORUM
Margaret Kirkpatrick, Chair of the Academic and Student Affairs Committee (ASAC), called the meeting to order at 2:30 p.m. David Reese, Secretary to the Board, declared a quorum was present. The meeting was convened.

4. PSU STRATEGIC PLAN DRAFT
Steve Percy, Dean of the College of Urban and Public Affairs and Chair of the Strategic Plan Development Team, shared a one page draft of the PSU Strategic Plan as well as an explanation of the strategic planning process. His accompanying PowerPoint presentation listed strategic planning team members, topic teams, and listening sessions as well as the mission, vision and strategic goals that were created during the planning. Dean
Percy discussed the equity lens that was applied to all stages of planning, and noted that the lens had and continues to have a major impact on the draft of the plan. President Wiewel noted that a revised version would be discussed at the December 10 board meeting where he would like to discuss ways to implement the plan.

5. CONSENT AGENDA—ACTION
Action: Maude Hines moved that the committee approve the minutes from the July 7, 2015 ASAC meeting. Lindsay Stewart seconded the motion. The minutes were approved unanimously.

6. DIVERSITY PLANNING
Carmen Suarez, Chief Diversity Officer, Global Diversity and Inclusion, shared Global Diversity and Inclusion’s (GDI) focus on culture and climate, and their work in equity and compliance, diversity advocacy, and community outreach and engagement. GDI priorities for the fiscal year include implementation of the Diversity Action Plan, diversity hiring practices, and diversity education/professional development training. The three main priorities for the Diversity Action Plan are underrepresented student recruitment and retention, underrepresented faculty and staff recruitment and retention, and a cultural competency symposium and training series.

7. SEXUAL ASSAULT: TITLE IX
Chief Diversity Officer Carmen Suarez and John Fraire, Vice President, Enrollment Management and Student Affairs, gave an overview of the Title IX requirements, response, statistics, and work in progress at PSU. Vice President Fraire listed the numbers of sexual assaults that have been reported in FY13, FY14, and FY15. Portland State will host the Oregon Universities Best Practices Conference on April 26, 2016 to continue to share best practices with other institutions, and ASPSU is considering holding a conference for students that same day.

8. NEXT STEPS AND ADJOURNMENT
Trustee Kirkpatrick recognized Lindsay Stewart, new Trustee and member of the ASAC, and welcomed his continued attendance at future meetings.

Trustee Nickerson proposed that Chief Diversity Officer Carmen Suarez and Vice President John Fraire present their presentation on Title IX to the entire board at a future meeting.

With no further comments or questions from the committee, Trustee Kirkpatrick adjourned the meeting.
AN ACT


Be It Enacted by the People of the State of Oregon:

SECTION 1. ORS 342.433 is amended to read:

342.433. As used in ORS 342.433 to 342.449 and 351.077:
[(1) “Minority” means a person who is:]
[(a) A person having origins in any of the black racial groups of Africa but who is not Hispanic;]
[(b) A person of Hispanic culture or origin;]
[(c) A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands;]
[(d) An American Indian or Alaskan Native having origins in any of the original peoples of North America; or]
[(e) A person whose first language is not English.]
[(2) “Teacher” includes a teacher or an administrator.]

(1) “Diverse” means culturally or linguistically diverse characteristics of a person, including:
(a) Origins in any of the black racial groups of Africa but is not Hispanic;
(b) Hispanic culture or origin, regardless of race;
(c) Origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands;
(d) Origins in any of the original peoples of North America, including American Indians or Alaskan Natives; or
(e) A first language that is not English.

(2) “Educator” means a teacher or an administrator.

SECTION 2. Section 3, chapter 778, Oregon Laws 2013, is repealed.

SECTION 3. ORS 342.437 is amended to read:

342.437. [As a result of this state’s commitment to ethnic-racial equality, the goal of this state is that, by July 1, 2015, the following shall be increased by 10 percent as compared to July 1, 2012:] 
[(1) The number of minority teachers and administrators employed by school districts and education service districts; and]
[(2) The number of minority students enrolled in public teacher education programs.]
(1) As a result of this state's commitment to equality for the diverse peoples of this state, the goal of the state is that the percentage of diverse educators employed by a school district or an education service district reflects the percentage of diverse students in the public schools of this state or the percentage of diverse students in the district.

(2) The Department of Education shall use federal reports on educator equity to monitor school district and education service district progress on meeting the goal described in subsection (1) of this section, in relation to the recruitment, hiring and retention of diverse educators.

SECTION 4. ORS 342.443 is amended to read:

342.443. (1) The Oregon Education Investment Board shall report biennially to the Legislative Assembly longitudinal data on the number and percentage of:

(a) [Minority] Diverse students enrolled in community colleges;
(b) Minority students applying for admission to public universities listed in ORS 352.002;
(c) [Minority] Diverse students [accepted] enrolled in public universities;
(d) [Minority] Diverse students graduated from public universities;
(e) Minority candidates seeking to enter public teacher education programs in this state;
(f) [Minority] Diverse candidates [admitted to] enrolled in public teacher education programs;
(g) [Minority] Diverse candidates who have completed approved public teacher education programs;
(h) [Minority] Diverse candidates receiving Oregon teaching or administrator licenses or registrations based on preparation in this state and preparation in other states;
(i) [Minority teachers] Diverse educators who are newly employed in the public schools in this state; and

(j) Minority teachers] Diverse educators already employed in the public schools.
(2) The board also shall report comparisons of [minorities' and nonminorities'] scores achieved by diverse persons and nondiverse persons on basic skills, pedagogy and subject matter tests.
(3) The [Oregon University System] Higher Education Coordinating Commission, the public universities with governing boards listed in ORS 352.054, the Department of Education, the Teacher Standards and Practices Commission, community colleges and school districts shall cooperate with the board in collecting data and preparing the report.

SECTION 5. ORS 342.443, as amended by section 5, chapter 778, Oregon Laws 2013, is amended to read:

342.443. (1) The Education and Workforce Policy Advisor shall report biennially to the Legislative Assembly longitudinal data on the number and percentage of:

(a) [Minority] Diverse students enrolled in community colleges;
(b) Minority students applying for admission to public universities listed in ORS 352.002;
(c) [Minority] Diverse students [accepted] enrolled in public universities;
(d) [Minority] Diverse students graduated from public universities;
(e) Minority candidates seeking to enter public teacher education programs in this state;
(f) [Minority] Diverse candidates [admitted to] enrolled in public teacher education programs;
(g) [Minority] Diverse candidates who have completed approved public teacher education programs;
(h) [Minority] Diverse candidates receiving Oregon teaching or administrator licenses or registrations based on preparation in this state and preparation in other states;
(i) [Minority teachers] Diverse educators who are newly employed in the public schools in this state; and

(j) [Minority teachers] Diverse educators already employed in the public schools.
(2) The advisor also shall report comparisons of [minorities' and nonminorities'] scores achieved by diverse persons and nondiverse persons on basic skills, pedagogy and subject matter tests.
(3) The [Oregon University System] Higher Education Coordinating Commission, the public universities with governing boards listed in ORS 352.054, the Department of Education, the Teacher Standards and Practices Commission, community colleges and school districts shall cooperate with the advisor in collecting data and preparing the report.

SECTION 6. ORS 342.447 is amended to read:

342.447. (1) The [State Board of Higher Education] Higher Education Coordinating Commission shall require each public teacher education program in this state to prepare a plan with specific goals, strategies and deadlines for the recruitment, admission, retention and graduation of [minority teachers.] diverse educators to accomplish the goal described in ORS 342.437.

(2) The [state board] commission shall review the plans for [the] adequacy and feasibility [of the plans] with the governing board of each public university with a teacher education program and, after [making] necessary revisions are made, shall adopt the plans.

(3) The [state board shall adopt rules governing] commission shall provide guidance on:
(a) The contents of the plans;
(b) The [state board's] initial and biennial review process, including timetables for revising plans; and
(c) Other matters necessary for carrying out the provisions of ORS 342.433 to 342.449 and 351.077.

SECTION 7. ORS 351.077 is amended to read:

351.077. (1) The Higher Education Coordinating Commission and the Oregon Education Investment Board shall ensure the implementation of the plans developed [by the State Board of Higher Education] under ORS 342.447 for recruitment of [minority teachers] diverse educators.

(2) The commission and the board shall report biennially to the Legislative Assembly on the implementation and results of the plans. The report may include recommendations on ways in which the Legislative Assembly can assist in increasing the number of [minority teachers] diverse educators.

SECTION 8. ORS 351.077, as amended by section 7 of this 2015 Act, is amended to read:

351.077. (1) The Higher Education Coordinating Commission and the Oregon Education Investment Board shall ensure the implementation of the plans developed under ORS 342.447 for recruitment of diverse educators.

(2) The commission and the board shall report biennially to the Legislative Assembly on the implementation and results of the plans. The report may include recommendations on ways in which the Legislative Assembly can assist in increasing the number of diverse educators.

SECTION 9. ORS 342.449 is amended to read:

342.449. ORS 342.433 to 342.449 and 351.077 shall be known and may be cited as the [Minority Teacher Act of 1991] Educators Equity Act.

SECTION 10. Section 11 of this 2015 Act is added to and made a part of ORS 342.433 to 342.449.

SECTION 11. (1) Representatives of the Oregon Education Investment Board, the Higher Education Coordinating Commission, the Department of Education and the Teacher Standards and Practices Commission shall jointly create a report on the Educators Equity Act. The report shall include:
(a) A summary of the most recent data collected as provided by ORS 342.443.
(b) A summary of the plans currently implemented as provided by ORS 342.447.
(c) Recommendations for meeting the goal described in ORS 342.437, including progress toward meeting the goal described in ORS 342.437.
(d) A description of best practices within this state and other states for recruiting, hiring and retaining diverse educators.

(2) (a) The report created as provided by subsection (1) of this section shall be submitted:
(A) To the interim legislative committees on education in each even-numbered year; and
(B) To the Legislative Assembly in the manner provided by ORS 192.245 in each odd-numbered year.

Enrolled House Bill 3375 (HB 3375-A)
The report submitted as required by paragraph (a)(B) of this subsection shall be submitted with the data reported as required by ORS 342.443.

3 The Oregon Education Investment Board, the Higher Education Coordinating Commission, the Department of Education and the Teacher Standards and Practices Commission shall make the report submitted as provided under subsection (2) of this section available on the website of each agency.

SECTION 12. Section 11 of this 2015 Act is amended to read:

Sec. 11. (1) Representatives of the [Oregon Education Investment Board] Education and Workforce Policy Advisor, the Higher Education Coordinating Commission, the Department of Education and the Teacher Standards and Practices Commission shall jointly create a report on the Educators Equity Act. The report shall include:

(a) A summary of the most recent data collected as provided by ORS 342.443.

(b) A summary of the plans currently implemented as provided by ORS 342.447.

(c) Recommendations for meeting the goal described in ORS 342.437, including progress toward meeting the goal described in ORS 342.437.

(d) A description of best practices within this state and other states for recruiting, hiring and retaining diverse educators.

(2)(a) The report created as provided by subsection (1) of this section shall be submitted:

(A) To the interim legislative committees on education in each even-numbered year; and

(B) To the Legislative Assembly in the manner provided by ORS 192.245 in each odd-numbered year.

(b) The report submitted as required by paragraph (a)(B) of this subsection shall be submitted with the data reported as required by ORS 342.443.

3 The [Oregon Education Investment Board] Education and Workforce Policy Advisor, the Higher Education Coordinating Commission, the Department of Education and the Teacher Standards and Practices Commission shall make the report submitted as provided under subsection (2) of this section available on the website of each agency.

SECTION 13. ORS 342.950 is amended to read:

342.950. (1) The Network of Quality Teaching and Learning is established. The network consists of the Oregon Education Investment Board, the Department of Education and public and private entities that receive funding as provided by this section to accomplish the purposes of the network described in subsection (2) of this section.

(2) The purposes of the network are the following:

(a) To enhance a culture of leadership and collaborative responsibility for advancing the profession of teaching among providers of early learning services, teachers and administrators in kindergarten through grade 12, education service districts and teacher education institutions.

(b) To strengthen and enhance existing evidence-based practices that improve student achievement, including practices advanced by or described in ORS 329.788 to 329.820, 329.822, 329.824, 329.838, 342.433 to 342.449 and 342.805 to 342.937.

(c) To improve recruitment, preparation, induction, career advancement opportunities and support of educators.

(3) To accomplish the purposes of the network described in subsection (2) of this section, the Department of Education, subject to the direction and control of the Chief Education Officer, shall distribute funding as follows:

(a) To school districts, schools, nonprofit organizations, post-secondary institutions and consortia that are any combination of those entities for the purpose of supporting the implementation of common core state standards.

(b) To school districts and nonprofit organizations for the purposes of complying with the core teaching standards adopted as provided by ORS 342.856 and complying with related standards prescribed by federal law.

(c) To school districts and nonprofit organizations for the purpose of providing teachers with opportunities for professional collaboration and professional development and for the pursuit of ca-
reer pathways in a manner that is consistent with the School District Collaboration Grant Program described in ORS 329.838.

(d) To school districts and nonprofit organizations for the purpose of providing beginning teachers and administrators with mentors in a manner that is consistent with the beginning teacher and administrator mentorship program described in ORS 329.788 to 329.820.

(e) To school districts for the purposes of obtaining assessments and developing professional development plans to meet school improvement objectives and educator needs.

(f) To school districts, nonprofit organizations and post-secondary institutions for the purpose of closing achievement gaps by providing and improving the effectiveness of professional development, implementing data-driven decision making, supporting practice communities and implementing culturally competent practices.

(g) To school districts and nonprofit organizations for the purposes of developing and engaging in proficiency-based or student-centered learning practices and assessments.

(h) To school districts, nonprofit organizations and post-secondary institutions for the purposes of strengthening educator preparation programs and supporting the development and sustainability of partnerships between providers of early learning services, public schools with any grades from kindergarten through grade 12 and post-secondary institutions.

(i) To providers of early learning services, nonprofit organizations and post-secondary institutions for the purposes of providing professional development and supporting providers of early learning services with opportunities for professional collaboration and advancement.

(4) The Oregon Education Investment Board shall support the network by:

(a) Conducting and coordinating research to determine best practices and evidence-based models.

(b) Working with educator preparation programs to ensure ongoing collaboration with education providers.

(c) Supporting programs that help to achieve the goal of the [Minority Teacher Act of 1991] Educators Equity Act as described in ORS 342.437.

(d) Creating and supporting a statewide plan for increasing the successful recruitment of high-ability and culturally diverse candidates to work in high-need communities and fields.

(5) The Department of Education shall support the network by:

(a) Developing a system that ensures statewide dissemination of best practices and evidence-based models.

(b) Supporting the development and implementation of standards-based curriculum, high-leverage practices and assessments that promote student learning and improve outcomes for students learning English as a second language and for students with disabilities.

(c) Administering the distribution of funding as described in subsection (3) of this section.

(6) The Oregon Education Investment Board shall develop processes to establish the network and ensure the accountability of the network. The processes must ensure that the network:

(a) Gives preference to entities that have demonstrated success in improving student outcomes.

(b) Delivers services for the benefit of all regions of this state.

(c) Is accountable for improving education outcomes identified by the Oregon Education Investment Board, contained in achievement compacts or set forth in ORS 351.009.

(d) Includes and connects education providers and leaders from pre-kindergarten through post-secondary education.

(7) No more than two percent of all moneys received for the purposes of this section may be expended by the Oregon Education Investment Board or the Department of Education for administrative costs incurred under this section. For the purpose of this subsection, technical assistance and direct program services provided to school districts and nonprofit organizations are not considered administrative costs.

(8) The State Board of Education may adopt any rules necessary for the Department of Education to support the network and perform any duties assigned to the department under this section or assigned to the department by the Oregon Education Investment Board. Any rules adopted by the
State Board of Education must be consistent with this section and with actions taken by the Oregon Education Investment Board to implement this section.

SECTION 14. ORS 342.950, as amended by section 2, chapter 661, Oregon Laws 2013, is amended to read:

342.950. (1) The Network of Quality Teaching and Learning is established. The network consists of the Department of Education and public and private entities that receive funding as provided by this section to accomplish the purposes of the network described in subsection (2) of this section.

(2) The purposes of the network are the following:

(a) To enhance a culture of leadership and collaborative responsibility for advancing the profession of teaching among providers of early learning services, teachers and administrators in kindergarten through grade 12, education service districts and teacher education institutions.

(b) To strengthen and enhance existing evidence-based practices that improve student achievement, including practices advanced by or described in ORS 329.788 to 329.820, 329.822, 329.824, 329.838, 342.433 to 342.449 and 342.805 to 342.937.

(c) To improve recruitment, preparation, induction, career advancement opportunities and support of educators.

(3) To accomplish the purposes of the network described in subsection (2) of this section, the Department of Education, subject to the direction and control of the Superintendent of Public Instruction, shall distribute funding as follows:

(a) To school districts, schools, nonprofit organizations, post-secondary institutions and consortiums that are any combination of those entities for the purpose of supporting the implementation of common core state standards.

(b) To school districts and nonprofit organizations for the purposes of complying with the core teaching standards adopted as provided by ORS 342.856 and complying with related standards prescribed by federal law.

(c) To school districts and nonprofit organizations for the purpose of providing teachers with opportunities for professional collaboration and professional development and for the pursuit of career pathways in a manner that is consistent with the School District Collaboration Grant Program described in ORS 329.838.

(d) To school districts and nonprofit organizations for the purpose of providing beginning teachers and administrators with mentors in a manner that is consistent with the beginning teacher and administrator mentorship program described in ORS 329.788 to 329.820.

(e) To school districts for the purposes of obtaining assessments and developing professional development plans to meet school improvement objectives and educator needs.

(f) To school districts, nonprofit organizations and post-secondary institutions for the purpose of closing achievement gaps by providing and improving the effectiveness of professional development, implementing data-driven decision making, supporting practice communities and implementing culturally competent practices.

(g) To school districts and nonprofit organizations for the purposes of developing and engaging in proficiency-based or student-centered learning practices and assessments.

(h) To school districts, nonprofit organizations and post-secondary institutions for the purposes of strengthening educator preparation programs and supporting the development and sustainability of partnerships between providers of early learning services, public schools with any grades from kindergarten through grade 12 and post-secondary institutions.

(i) To providers of early learning services, nonprofit organizations and post-secondary institutions for the purposes of providing professional development and supporting providers of early learning services with opportunities for professional collaboration and advancement.

(4) The Department of Education shall support the network by:

(a) Conducting and coordinating research to determine best practices and evidence-based models.

(b) Working with educator preparation programs to ensure ongoing collaboration with education providers.
(c) Supporting programs that help to achieve the goal of the [Minority Teacher Act of 1991]

**Educators Equity Act** as described in ORS 342.437.

(d) Creating and supporting a statewide plan for increasing the successful recruitment of high-
ability and culturally diverse candidates to work in high-need communities and fields.

(e) Developing a system that ensures statewide dissemination of best practices and evidence-
based models.

(f) Supporting the development and implementation of standards-based curriculum, high-leverage
practices and assessments that promote student learning and improve outcomes for students learning
English as a second language and for students with disabilities.

(g) Administering the distribution of funding as described in subsection (3) of this section.

(5) The State Board of Education shall develop processes to establish the network and ensure
the accountability of the network. The processes must ensure that the network:

(a) Gives preference to entities that have demonstrated success in improving student outcomes.

(b) Delivers services for the benefit of all regions of this state.

(c) Is accountable for improving education outcomes identified by the State Board of Education,
contained in achievement compacts or set forth in ORS 351.009.

(d) Includes and connects education providers and leaders from pre-kindergarten through post-
secondary education.

(6) No more than two percent of all moneys received for the purposes of this section may be
expended by the Department of Education for administrative costs incurred under this section. For
the purpose of this subsection, technical assistance and direct program services provided to school
districts and nonprofit organizations are not considered administrative costs.

(7) The State Board of Education may adopt any rules necessary for the Department of Educa-
tion to support the network and perform any duties assigned to the department under this section.
Any rules adopted by the State Board of Education must be consistent with this section.

**SECTION 15.** Section 10, chapter 519, Oregon Laws 2011, as amended by section 1, chapter 37,
Oregon Laws 2012, section 5, chapter 286, Oregon Laws 2013, section 89, chapter 624, Oregon Laws
2013, section 9, chapter 660, Oregon Laws 2013, section 3, chapter 661, Oregon Laws 2013, section
5, chapter 739, Oregon Laws 2013, section 194, chapter 747, Oregon Laws 2013, and section 6,
chapter 778, Oregon Laws 2013, is amended to read:

Sec. 10. (1)(a) Section 1, chapter 519, Oregon Laws 2011, as amended by section 8, chapter
519, Oregon Laws 2011, and sections 20 and 21, chapter 36, Oregon Laws 2012, is repealed
March 15, 2016.

(b) Section 2, chapter 519, Oregon Laws 2011, as amended by section 1, chapter 36, Oregon

[(1)] (c) Sections [1, 2,] 3, 5 and 7, chapter 519, Oregon Laws 2011, are repealed on March 15,
2016.

(2) The amendments to [section 2 of this 2013 Act] ORS 342.208 by section 4, chapter 286,

(3) The amendments to ORS 326.021 by section 88, chapter 624, Oregon Laws 2013, [of this

(4) The amendments to [sections 1, 2, 3 and 4 of this 2013 Act] ORS 327.800, 327.810, 327.815
and 327.820 by sections 5, 6, 7 and 8, chapter 660, Oregon Laws 2013, [of this 2013 Act] become
operative on March 15, 2016.

(5) The amendments to [section 1 of this 2013 Act] ORS 342.950 by section 2, chapter 661,
Oregon Laws 2013, and section 14 of this 2015 Act [of this 2013 Act] become operative on March
15, 2016.

(6) The amendments to [section 1 of this 2013 Act] ORS 326.500 by section 4, chapter 739,

(7) The amendments to [section 7 of this 2013 Act] ORS 327.380 by section 8, chapter 739,
(8) The amendments to ORS 342.443 by section 5, **chapter 778, Oregon Laws 2013, and section 5 of this 2015 Act** [of this 2013 Act] become operative on March 15, 2016.

(9) The amendments to ORS 351.077 by section 8 of this 2015 Act and section 11 of this 2015 Act by section 12 of this 2015 Act become operative on March 15, 2016.


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Passed by House April 17, 2015

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Timothy G. Sekerak, Chief Clerk of House

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Tina Kotek, Speaker of House

Passed by Senate May 18, 2015

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Peter Courtney, President of Senate

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Received by Governor:

..........................M.,........................................................., 2015

Approved:

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Kate Brown, Governor

Filed in Office of Secretary of State:

..........................M.,........................................................., 2015

Jeanne P. Atkins, Secretary of State
Portland State University
Graduate School of Education

Diversity Plan
2016
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Introduction
To promote a just and democratic society, all people must be provided with an education that will enable them to contribute to the common good and maximize their potential. Every society includes individuals with differing support systems and opportunities. Education is the best means toward equalizing opportunities and, thus, creating a more just society in which democracy can thrive and the standard of living can improve.

The Graduate School of Education (GSE) seeks to help create a more just and democratic society by preparing a diverse population of educators and counselors who are able to address the educational and therapeutic needs of the wide variety of students and clients they will encounter in their professional careers. Toward this end, we have developed (1) strategies and pipeline programs to recruit and admit diverse candidates; (2) guidelines to recruit and retain diverse faculty and staff who support diverse candidates’ preparation, experiences, and retention; (3) curriculum and assessment practices to retain and advance candidates who are well prepared to work with diverse students and community members; and (4) a summary of GSE resources dedicated to diversity. For this Diversity Plan, the term diversity refers to the culturally or linguistically diverse characteristics of people, primarily underrepresented minorities (URM).

The GSE Diversity Plan briefly summarizes the GSE efforts and presents goals, accomplishments, and future plans.

Graduate School of Education Vision
Preparing professionals to lead life-long learning and development within our diverse communities

GSE Guiding Principles
• We create and sustain educational environments that serve all students and address diverse needs.
• We encourage and model exemplary programs and practices across the lifespan.
• We build our programs on the human and cultural richness of the University’s urban setting.
• We challenge assumptions about our practice and accept the risks inherent in following our convictions.
• We model professionalism and develop collaborative efforts that foster our mission.
• We develop our programs to promote social justice, especially for groups who have been historically disenfranchised.
• We strive to understand the relationships among culture, curriculum, and practice and the long-term implications for ecological sustainability.
• We model thoughtful inquiry as a basis for sound decision making.

GSE Priorities
• Promote diversity and social justice through inclusive programs, policies, and practices
• Conduct and apply research and other scholarly work to improve education and counseling
• Engage and model meaningful individual and program assessments that lead to continuous program improvement
• Develop partnerships that support high-quality clinical experiences and professional development for GSE students, faculty, and cooperating professionals
• Maximize the effective use of technology for instruction, recruitment, assessment, and scholarship
Current Enrollment in Initial Teacher, Administrator, and School Counselor Programs

Table 1 shows the diversity of matriculated students for the initial teacher licensure programs within the GSE. These data show that the number of URM enrolled in the GSE educational programs grew over the last year, with a three-year average of 26.1 percent. Of the programs listed in Table 1, the Bilingual Teacher Pathway (BTP) program has the highest three-year average of URM matriculation, at 69 percent; the program is specifically designed to fill critical shortages of elementary bilingual teachers in the Portland metropolitan area. The remaining programs listed in the table have a three-year average that range from 19.32 percent for the Special Education program to a high of 25 percent in the Visually Impaired Learner program.

Table 1. Initial Teacher Preparation Programs Matriculation Numbers*

<table>
<thead>
<tr>
<th>Program</th>
<th>Students Matriculating</th>
<th>2013–14</th>
<th>2014–15</th>
<th>2015–16</th>
<th>Three Year Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>BTP</td>
<td>Students Matriculating</td>
<td>20</td>
<td>18</td>
<td>20</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td>URM Matriculating</td>
<td>11</td>
<td>13</td>
<td>16</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>% URM</td>
<td>55.0%</td>
<td>72.2%</td>
<td>80.0%</td>
<td>69.0%</td>
</tr>
<tr>
<td>EI/ECSE</td>
<td>Students Matriculating</td>
<td>7</td>
<td>14</td>
<td>0</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>URM Matriculating</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>% URM</td>
<td>14.3%</td>
<td>7.1%</td>
<td>0%</td>
<td>9.5%</td>
</tr>
<tr>
<td>GTEP</td>
<td>Students Matriculating</td>
<td>104</td>
<td>148</td>
<td>133</td>
<td>385</td>
</tr>
<tr>
<td></td>
<td>URM Matriculating</td>
<td>20</td>
<td>28</td>
<td>36</td>
<td>84</td>
</tr>
<tr>
<td></td>
<td>% URM</td>
<td>19.2%</td>
<td>18.9%</td>
<td>27.1%</td>
<td>21.8%</td>
</tr>
<tr>
<td>IE2P</td>
<td>Students Matriculating</td>
<td>23</td>
<td>0</td>
<td>20</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>URM Matriculating</td>
<td>4</td>
<td>0</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>% URM</td>
<td>17.4%</td>
<td>0%</td>
<td>25.0%</td>
<td>20.9%</td>
</tr>
<tr>
<td>SDEP</td>
<td>Students Matriculating</td>
<td>19</td>
<td>0</td>
<td>19</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>URM Matriculating</td>
<td>6</td>
<td>0</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>% URM</td>
<td>31.6%</td>
<td>0%</td>
<td>15.8%</td>
<td>23.7%</td>
</tr>
<tr>
<td>SPED</td>
<td>Students Matriculating</td>
<td>25</td>
<td>25</td>
<td>33</td>
<td>83</td>
</tr>
<tr>
<td></td>
<td>URM Matriculating</td>
<td>4</td>
<td>4</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>% URM</td>
<td>16.0%</td>
<td>16.0%</td>
<td>24.2%</td>
<td>19.3%</td>
</tr>
<tr>
<td>VIL</td>
<td>Students Matriculating</td>
<td>0</td>
<td>5</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>URM Matriculating</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>% URM</td>
<td>0%</td>
<td>40.0%</td>
<td>0%</td>
<td>25.0%</td>
</tr>
<tr>
<td>Total</td>
<td>Students Matriculating</td>
<td>198</td>
<td>210</td>
<td>228</td>
<td>636</td>
</tr>
<tr>
<td></td>
<td>URM Matriculating</td>
<td>46</td>
<td>48</td>
<td>68</td>
<td>162</td>
</tr>
<tr>
<td></td>
<td>% URM</td>
<td>23.2%</td>
<td>22.9%</td>
<td>29.8%</td>
<td>25.5%</td>
</tr>
</tbody>
</table>

*The numbers in this table represent the number of newly admitted students that matriculated
Figure 1 shows the diversity of students admitted to initial teacher preparation programs from 2010–11 to 2015–16.

Figure 1. Initial Teacher Preparation Admits (Matriculated)

Table 2 shows the ethnicities and races of enrolled students within the administrator preparation programs. The data reveal that the matriculation of URM has fluctuated, with a three-year average of 15.8 percent. The Continuing Administrator License (CAL) program is showing an increase in URM matriculation, with the matriculation data pending for 2015–16 due to rolling admissions processes. URM matriculation for the Initial Administrator License (IAL) program has declined slightly, with a three-year average of 14.2 percent.

Table 2. Administrator Preparation Matriculation Numbers *

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students Matriculating</td>
<td>35</td>
<td>41</td>
<td>23</td>
<td>99</td>
</tr>
<tr>
<td>URM Matriculating</td>
<td>8</td>
<td>3</td>
<td>6</td>
<td>17</td>
</tr>
<tr>
<td>% URM</td>
<td>22.9%</td>
<td>7.3%</td>
<td>26.1%</td>
<td>17.2%</td>
</tr>
<tr>
<td><strong>IAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students Matriculating</td>
<td>67</td>
<td>68</td>
<td>76</td>
<td>211</td>
</tr>
<tr>
<td>URM Matriculating</td>
<td>11</td>
<td>10</td>
<td>9</td>
<td>30</td>
</tr>
<tr>
<td>% URM</td>
<td>16.4%</td>
<td>14.7%</td>
<td>11.8%</td>
<td>14.2%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students Matriculating</td>
<td>102</td>
<td>109</td>
<td>99</td>
<td>310</td>
</tr>
<tr>
<td>URM Matriculating</td>
<td>19</td>
<td>13</td>
<td>15</td>
<td>49</td>
</tr>
<tr>
<td>% URM</td>
<td>18.6%</td>
<td>11.9%</td>
<td>15.2%</td>
<td>15.8%</td>
</tr>
</tbody>
</table>

* The numbers represent the number of newly admitted students who matriculated.
** Data are incomplete for AY 2015–16 due to rolling admissions.
Table 3 shows the diversity of matriculated students within the school counselor preparation program. The data reveal that the matriculation of URM has not varied widely; the three-year average was 15 percent. Each year, the school counselor preparation cohort of 13 or 14 students included two URM students.

### Table 3. School Counselor Matriculation Numbers*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Matriculating</td>
<td>13</td>
<td>13</td>
<td>14</td>
<td>40</td>
</tr>
<tr>
<td>URM Matriculating</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>% URM</td>
<td>15.4%</td>
<td>15.4%</td>
<td>14.3%</td>
<td>15.0%</td>
</tr>
</tbody>
</table>

*The numbers represent the number of newly admitted students who matriculated

### Recruitment, Outreach, and Student Services

The Office of Recruitment, Outreach, and Student Services (ROSS) is responsible for developing and implementing recruitment and student support activities for new and current students within the GSE. In collaboration with program faculty and department chairs, ROSS team members seek to engage prospective students through direct relationship building, outreach, and targeted marketing activities in an effort to increase interest and potential for enrolling new students into the GSE initial teacher preparation programs and administrator preparation program. ROSS team members also work in conjunction with faculty coordinators, advisers, and department chairs to support current students. Specific effort is placed on attracting and retaining prospective students from culturally and racially diverse backgrounds for initial teaching programs.
## Strategies and Programs to Recruit and Admit Diverse Candidates

As part of our goals to recruit diverse educators, we plan to increase the URM enrollment in all initial teacher programs and administrator preparation program by 3 percent overall for academic year 2016–17. See Figure 2.

**Figure 2. Goals, strategies, and success indicators for the recruitment and retention of diverse teacher candidates**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Strategy</th>
<th>Success Indicator and Date</th>
</tr>
</thead>
</table>
| 1) Expand recruitment and marketing efforts to increase the number of applicants from culturally and racially diverse backgrounds into the GSE initial teacher preparation programs | • In conjunction with department chairs, set recruitment goals to increase the number of applicants from culturally and racially diverse backgrounds for each of the GSE initial teacher preparation programs  
• Coordinate with community groups, community colleges, and advisors at all levels to promote the teaching profession to students from culturally and racially diverse backgrounds and assist them with successfully submitting their application for GSE initial teacher preparation programs  
• Continue to grow, support, and build existing teacher interest pipeline programs, including PTP, BTP, AITP, and Pathways | • Increase the number of applicants from culturally and racially diverse backgrounds by 3% for each of the initial teacher programs in 2016–17  
• Partner with faculty teaching prerequisite courses to provide connection opportunities with current educators in 2016–17  
• Meet identified recruitment and enrollment goals for each of the existing teacher interest pipeline programs, including PTP, BTP, AITP, and Pathways in 2016–17 |
| 2) Increase the number of students from culturally and racially diverse backgrounds who enroll in the GSE initial teacher preparation programs | • In conjunction with department chairs, set goals to increase the number of students enrolled from culturally and racially diverse backgrounds for each of the GSE initial teacher preparation programs  
• Evaluate program admission criteria to ensure that applicants have the opportunities to demonstrate how their unique perspectives will be beneficial in teaching a diverse student body | • Increase the number of students who enroll from culturally diverse and underrepresented backgrounds by 3% for academic year 2016–17 |
| 3) Expand current retention efforts designed to support the academic success of all students with specific attention on efforts designed to meet the needs of culturally and racially diverse and underrepresented students | • Implement a climate survey to learn about environmental and experiential barriers that may be impacting student success  
• Create academic support resources and programs for conditionally admitted students, including personalized advising, graduate level writing tutoring, and the formation of an early alert committee | • Send out a climate survey to all current students and faculty in initial teacher licensure programs and identify themes and follow up on needs in 2016–17  
• Hire a writing tutor and establish processes and procedures for tutoring referrals and sessions in 2016–17  
• Establish an early alert committee to develop and communicate key processes and procedures in 2016–17 |
Graduate School of Education

**Pipeline Programs to Recruit Diverse Initial Teacher Candidates**

The GSE is already engaged in a number of initiatives to recruit and retain underserved and racially diverse students. The following summary highlights five existing pipeline and support programs that focus on the intentional recruitment of diverse candidates through dedicated funds and identified coordinators. These programs include the PTP, BTP, AITP, Pathways, and DiSE program. The following paragraphs provide a summary and matriculation data for each program.

**Portland Teacher Program**

The PTP is a partnership among Portland Public Schools (PPS), Portland Community College (PCC), Portland State University (PSU), and Beaverton School District (BSD). PTP focuses on the recruitment and preparation of diverse teachers from historically underrepresented groups. It is a nationally recognized program committed to diversity, equity, excellence, and collaboration, which supports the development of a multicultural, educational workforce. To date, PTP has prepared more than 130 teachers. The numbers in the table represent those who are admitted to the GSE and do not include future candidates who may be in the PTP pipeline as undergraduates.

**Table 4. Portland Teacher Program**

<table>
<thead>
<tr>
<th>Year</th>
<th>Ethnicity</th>
<th>Applied</th>
<th>Admitted</th>
<th>Enrolled</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013–14</td>
<td>Black or African American</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>American Indian/Alaskan Native</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2014–15</td>
<td>Black or African American</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>American Indian/Alaskan Native</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Multirace</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>W*</td>
</tr>
</tbody>
</table>

*Withdrawn
**Bilingual Teacher Pathway Program**
The BTP is a specialized teacher education program that focuses on the recruitment and preparation of bilingual and bicultural teachers. It is designed to fill critical shortages of bilingual teachers in the Portland metropolitan area. To date, BTP has prepared more than 300 teachers. The numbers in the table below represent all BTP candidates, including both undergraduate and graduate candidates.

**Table 5. Bilingual Teacher Pathway Program**

<table>
<thead>
<tr>
<th>Year</th>
<th>Ethnicity</th>
<th>Applied</th>
<th>Admitted</th>
<th>Enrolled</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013–14</td>
<td>Black or African American</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>27</td>
<td>15</td>
<td>15</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>American Indian/Alaskan Native</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>13</td>
<td>8</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>2014–15</td>
<td>Black or African American</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>23</td>
<td>13</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>American Indian/Alaskan Native</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

**American Indian Teacher Program**
The AITP is dedicated to the recruitment and preparation of American Indian/Alaska Native teachers. AITP is a partnership among GSE and the Confederated Tribes of the Grand Ronde, the Siletz, the Warm Springs, and the Umatilla. The program is federally funded by the Office of Indian Education and the US Department of Education. The initial award in 2011 led to the preparation of 12 Native teachers from 2011 to 2014. In fall 2014, the AITP received a second award from the Office of Indian Education to recruit and prepare an additional 15 Native teachers.

**Table 6. American Indian Teacher Program**

<table>
<thead>
<tr>
<th>Year</th>
<th>Ethnicity</th>
<th>Applied</th>
<th>Admitted</th>
<th>Enrolled</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013–14</td>
<td>American Indian/Alaskan Native</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>2014–15</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2015–16</td>
<td>American Indian/Alaskan Native</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>-</td>
</tr>
</tbody>
</table>

*No funding for AITP in 2014-15*

**Teacher Pathways Program**
Initiated in 2014, the Pathways program provides clear, teaching career pathways and support for culturally diverse students interested in becoming teachers in the Portland metropolitan area. The goal of Pathways is to recruit diverse students from multiple paths including PSU undergraduates, community college students, paraprofessionals (e.g., instructional assistants), and career changers. To date, Pathways has more than 60 students.
Diverse Special Educator program
The DiSE project is a grant-funded initiative that will prepare 35 special educators from underrepresented groups who will use person-centered planning as well as evidence-based and culturally responsive practices to promote self-determination and achievement for students with severe learning and behavioral problems in general education classrooms.

Program to Recruit Diverse Administrators
The Educational Administration faculty members seek to increase the diversity of the faculty members and students and to improve cultural competence on the part of both faculty and students. The faculty members are also strongly interested in retaining students, and to assist with these efforts, faculty members have actively engaged in differentiated, culturally responsive teaching, coaching, and mentoring services throughout the program, resulting in a 100 percent completion rate. Recruitment efforts to build a pipeline of diverse administrators have included collaboration with the Oregon Association of Latino Administrators (OALA) and the Oregon Leadership Network (OLN). The program has also contracted with Solid Ground Consulting to help deepen partnerships with Oregon districts to (a) increase district support of teachers from diverse backgrounds; (b) increase admission of diverse students into the IAL program; (c) align the program with district initiatives; and (d) develop a Superintendent’s Pipeline strategy that will provide mentoring and support for executive leaders from diverse backgrounds.

In Figure 3 are the four major equity-related goals of the Educational Administration program as presented in the plan to the OLN.

**Figure 3. Goals, strategies, and success indicators for the recruitment and retention of diverse administrators**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Strategy</th>
<th>Success Indicator and Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Implement a PSU-District Partnership Plan</td>
<td>• Partner with the Chalkboard Project (an independent education transformation organization) to develop a leadership for equity aspiring administrator program</td>
<td>• Start a leadership for equity program by spring 2016</td>
</tr>
<tr>
<td>2) Increase the number of students admitted and enrolled in the IAL program from culturally diverse and underrepresented backgrounds</td>
<td>• Prepare a culturally responsive IAL recruitment plan to increase admission of diverse IAL students by building on the existing successful GSE pipeline programs, such as BTP, PTP, and AITP at PSU</td>
<td>• Increase the number of enrolled students from culturally diverse and underrepresented backgrounds by 3% in 2017–18</td>
</tr>
<tr>
<td>3) Increase the diversity of faculty at PSU</td>
<td>• Recruit candidates at conferences focusing on culturally responsive pedagogy to fill the one open tenure-line position • Employ a culturally responsive (CR) application process</td>
<td>• Hire four adjuncts in 2016–17 who reflect the diversity of P–12 students as identified in the Oregon Minority Teacher Act • Include at least one person of color in the finalists for the tenure-line position in 2016–17</td>
</tr>
<tr>
<td>4) Improve the cultural competence of GSE faculty and staff</td>
<td>• Participate in the Carnegie Project on the Education Doctorate (CPED) with a focus on equity, social justice, and ethics • Host CPED Convening with focus on equity • Select one article/book/term to discuss as a team</td>
<td>• Conduct at least two professional presentations at national conferences and publish at least one article in a professional journal in 2016–17 • Host the CPED Convening in June 2016</td>
</tr>
</tbody>
</table>
Guidelines to Recruit and Retain Diverse Faculty and Staff that Support Diverse Candidates’ Preparation, Experiences, and Retention

Faculty and Staff Recruitment
While 24 percent of the GSE’s tenure-line faculty members come from diverse populations, the percentages among adjunct and non-tenure track faculty (NTTF) members is less than 10 percent. The higher percentage among tenure-line faculty members is due to the careful and extensive national searches conducted. In all of the tenure-line searches, the GSE made every effort to recruit a diverse pool of candidates through advertising, connections at conferences, and calls to contacts throughout the nation. To diversify the adjunct and NTTF faculty, the GSE needs to be similarly careful and deliberate in conducting searches or creating pools from which to draw candidates. Figure 4 shows the mix of various populations of employees in the GSE.

Figure 4. GSE employees, including support staff (0.5 FTE or higher), adjunct, non-tenure track instructional (0.5 FTE or higher), and tenure-line faculty.

![Bar chart showing the percentage of employees in different categories.]

The GSE has set the goals, strategies, and success indicators for the recruitment and retention of diverse faculty and partner personnel. These are listed in Figure 5.
Figure 5. Goals, strategies, and success indicators for the recruitment and retention of diverse faculty and staff

<table>
<thead>
<tr>
<th>Goal</th>
<th>Strategy</th>
<th>Success Indicator and Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Increase diversity of tenure-line faculty</td>
<td>The GSE will fill six faculty positions in 2016. In every search, the GSE will identify a diverse pool of candidates from which to select</td>
<td>Include at least one person of color in the finalists for tenure-line faculty positions in 2016–17</td>
</tr>
<tr>
<td>2) Increase the diversity of adjunct faculty</td>
<td>The GSE is working with Human Resources to advertise for adjunct faculty and to create a pool from which to draw instructors for the following year</td>
<td>Increase the diversity of adjunct faculty by 2% in 2016–17</td>
</tr>
<tr>
<td>3) Increase the diversity of NTTF</td>
<td>Conduct regional or national searches for three non-tenure track positions to be filled in 2016</td>
<td>Fill at least one of the NTTF positions with a person from a diverse background in 2016–17</td>
</tr>
<tr>
<td>4) Increase the diversity of cooperating teachers</td>
<td>Begin to gather data on diversity of cooperating teachers and develop a plan to maximize diversity</td>
<td>Have a plan in place for 2016–17 to increase diversity of cooperating teachers</td>
</tr>
</tbody>
</table>

Curriculum and Assessment Practices to Retain and Advance Candidates who are Well Prepared to Work with Diverse Students and Community Members

**GSE Curricula**

GSE program curricula help candidates to understand issues of equity and culture in education, work with diverse students and clients, and learn about their own culture and the culture of others. All GSE programs map their curriculum to the GSE Conceptual Framework, GSE Dispositions, and state-adopted professional standards regarding preparation to work with diverse learners. Specifically, the eight initial teacher license programs align their curricula with the Interstate Teacher Assessment and Support Consortium (InTASC) standards that support candidates to teach all students.

In February 2015, the GSE completed and submitted a Self-Study Report to the Council for the Accreditation of Educator Preparation (CAEP), which included evidence regarding the GSE’s programs’ diversity curriculum. The Diversity Curriculum Overview is a matrix of program curricula that addresses the state-adopted professional standards regarding diversity. This overview document is used to identify curricular areas for development related to preparation to work with diverse learners.

Figure 6 shows the diversity curricula goals and strategies set by the GSE.
**Figure 6. GSE goals, strategies, and success indicators for curricula**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Strategy</th>
<th>Success Indicator and Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Use Diversity Curriculum Overview of programs to identify areas for development of diversity-related curricula</td>
<td>● Review the Diversity Curriculum Overview, with support from the dean’s office and leadership of program coordinators, to identify areas needing additional development in programs</td>
<td>● Develop a plan to enhance and/or expand the diversity-related curriculum, including the English language learners’ standards, in each initial teacher and administrator preparation program in 2016–17</td>
</tr>
<tr>
<td>2) Develop curricula that address the diversity and the English language learner standards</td>
<td>● Identify, revise, and/or design curricula that centers on candidates’ ability to work with diverse learners, including English language learners</td>
<td>● Implement the diversity-related curricula that improves candidates’ ability to meet the diversity and the English language learner standards in 2017–18</td>
</tr>
</tbody>
</table>

**GSE Assessment**

All GSE programs develop multiple key assessments to measure candidates’ knowledge, skills, and dispositions, which include their abilities to work with diverse learners. To ensure that programs support all candidates to work with diverse learners, GSE program faculty members engage in the systematic review of program data. Beginning in 2016, all programs will conduct a bias review of key assessments during the overall three-year cycle of key assessment review, which includes reliability and validity. To date, the Assessment Office has met with the Diversity Committee about developing a process for programs to review key assessments.

To ensure that candidates are able to affect the learning of all students in their classrooms, the GSE assesses candidates’ ability to impact P–12 learning and development during field experiences. In the past, the initial teacher licensure program candidates addressed equitable student learning through the development and use of the work sample. With the move away from the work sample and the state adoption of edTPA (i.e., a performance-based, subject-specific assessment of teaching performance), the GSE’s initial licensure program faculty will develop a new key assessment that measures candidates’ ability related to equitable student learning. Figure 7 shows the GSE’s plan for assessment work.

**Figure 7. GSE goals, strategies, and success indicators for assessment**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Strategy</th>
<th>Success Indicator and Date</th>
</tr>
</thead>
</table>
| 1) Engage in a GSE-wide bias review process for all key assessments in all programs | ● Coordinate GSE efforts to develop a bias review process for key assessments  
● Identify how to embed a bias review process into the three-year cycle of key assessment review | ● Develop a bias review process in 2015–16  
● Integrate a bias review process as part of programs’ three-year cycle of key assessment review by 2016–17 |
| 2) Implement a new or revised key assessment to measure candidates’ ability to impact P–12 student learning equitably in initial teacher preparation programs | ● Collaborate across programs to develop a key assessment that measures candidates’ ability to impact P–12 equitable student learning  
● Coordinate a plan to pilot a key assessment that measures candidates’ ability to impact P–12 equitable student learning | ● Develop a key assessment to measure candidates’ ability to impact P–12 equitable student learning in 2015–16  
● Pilot a key assessment to measure candidates’ ability to impact P–12 equitable student learning in 2016–17 |
Summary of GSE Resources Dedicated to Diversity

Diversity efforts cut across every activity of the GSE, so much of the resources put into diversity work are embedded in the budget. However, the GSE has expenses specifically dedicated to diversity. Figure 8 provides a list with notes about future needs.

**Figure 8. GSE budget dedicated to diversity including purpose, explanation, and future needs**

<table>
<thead>
<tr>
<th>Annual Budget</th>
<th>Purpose</th>
<th>Explanation</th>
<th>Future Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>$85,765**</td>
<td>Salary to staff the Teacher Pathways Program and coordinate other recruitment efforts for diverse students</td>
<td>The coordinator position was created in 2014 in cooperation with PSU’s three TeachOregon partner school districts: Portland Public Schools, David Douglas School District, and North Clackamas School District. Original funding was provided by Chalkboard, and now the GSE covers the cost. Each school district puts $25,000 toward similar efforts in its district.</td>
<td>Need to sustain this position long term.</td>
</tr>
<tr>
<td>$63,017**</td>
<td>Salary to staff the BTP program</td>
<td>In 2008, federal funding ran out for the BTP, but PSU decided to fund a faculty position to sustain the program. Subsequent federal funds received were used largely to support students.</td>
<td>Need to sustain funding for this faculty position.</td>
</tr>
<tr>
<td>$389,107*</td>
<td>BTP program</td>
<td>BTP funding began in 2013 and will end in 2017 unless an additional grant is received.</td>
<td>Need to replace the funds to maintain the program.</td>
</tr>
<tr>
<td>$300,000**</td>
<td>PTP tuition remissions</td>
<td>This is the amount budgeted each year to provide full tuition remissions for PTP students at PSU at the undergraduate and graduate levels.</td>
<td>Need to grow this resource to stay up with inflation or help more students.</td>
</tr>
<tr>
<td>$94,450 FY15</td>
<td>Scholarships to diversify the teaching force</td>
<td>This is the amount provided through seven different scholarship funds that focus on providing support for deserving teacher candidates from diverse backgrounds.</td>
<td>Need for scholarships far outweighs these funds—the largest scholarship is $4,000, and covers less than 20% of graduate tuition for one year in the GSE; in addition, there are far more students who could benefit from scholarships than those who currently receive them.</td>
</tr>
<tr>
<td>$377,597*</td>
<td>Federal grant funds for the AITP program</td>
<td>AITP funding began in 2015 and will end in 2018 unless an additional grant is received.</td>
<td>Need to replace the funds to maintain the program.</td>
</tr>
</tbody>
</table>
| $5,000*         | Leadership for equity aspiring administrator program                    | The vast majority of this funding is provided by Chalkboard to school districts to support internships for aspiring administrators.                                                                              | Need to replace the funds to maintain the program.     

Continued
<table>
<thead>
<tr>
<th>Amount</th>
<th>Description</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>$35,000</td>
<td>Start-up packages for new faculty</td>
<td>All new faculty receive start-up support from the GSE for their scholarly work. Faculty from diverse backgrounds may be eligible for additional support from the campus. Because these funds are not tied to salaries, they are vulnerable to budget cuts.</td>
</tr>
<tr>
<td>FY 2016: OALA $5,000; Barr $2,500; CPED $10,000; Beyond Diversity Training $1,500</td>
<td>Various opportunities to engage faculty in diversity activities and professional development</td>
<td>Varies each year depending upon need and interests of faculty members. Because these funds are not tied to salaries, they are vulnerable to budget cuts.</td>
</tr>
<tr>
<td>$11,000*</td>
<td>Pedagogy Institute (ODE)</td>
<td>Funded professional development series for transformational teams of teacher leaders and educators to support teacher candidate development to meet needs of diverse students in Oregon classrooms. Funded January 2013 – June 2015. Need to replace the funds to maintain the program.</td>
</tr>
<tr>
<td>$249,989*</td>
<td>DISE program</td>
<td>This funding began in 2015 and will end in 2020 unless an additional grant is received. Need to replace the funds to maintain the program.</td>
</tr>
<tr>
<td>$6,651</td>
<td>Dues paid to the OLN</td>
<td>The OLN is a statewide network of more than 20 school districts, ESDs, state agencies, professional associations, and higher education institutions dedicated to building the capacity of education leaders to sustain research-based equitable practices across Oregon’s P-20 education system to eliminate disparities in student success. Because these funds are not tied to salaries, they are vulnerable to budget cuts.</td>
</tr>
</tbody>
</table>

*Amounts listed for all sponsored projects represent awarded budget for the program year most aligned with the prior fiscal year (July 2014–June 2015). **Amounts listed represent fiscal year 2015 expenses.

The GSE has prioritized scholarship fundraising efforts; the goal is to grow the size and number of scholarships available to teacher, counselor, and administrator candidates, especially focused on increasing the overall diversity of these populations.

The GSE is committed to augmenting the support available for students who (a) are first-generation college graduates; (b) have personal experience related to multiculturalism; (c) are committed to equity and access in education; (d) are prepared and want to teach in diverse and bilingual communities; and (e) otherwise represent traditionally underserved groups in higher education. Offering greater scholarship and stipend support to these students helps to make the education field a possibility and will increase the population of educators who are prepared to teach in nearby communities’ diverse classrooms.

One of the biggest needs diverse students have is covering living expenses during their full-time, year-long programs of study. Having resources to provide stipends or paid internships could eliminate a barrier for potential students.
February 17, 2016

Mr. Charles P. Burck
Interim Accreditation and State Authorization Coordinator
Office of Academic Affairs
Portland State University
P.O. Box 751
Portland, OR 97207-0751

Dear Mr. Burck:

This is to certify that the Northwest Commission on Colleges and Universities (NWCCU) is the regional institutional accrediting agency for colleges and universities in the states of Alaska, Idaho, Montana, Nevada, Oregon, Utah and Washington. The Northwest Commission on Colleges and Universities is recognized as a reliable authority on regional, institutional accreditation by the United States Department of Education.

This letter serves to verify that Portland State University in Portland, Oregon, was initially accredited in 1955. The Northwest Commission on Colleges and Universities accredits Portland State University at the Bachelor, Master, and Doctoral degree levels. The Commission most recently reaffirmed the accreditation of the University in fall 2015 on the basis of a Year Seven Mission Fulfillment and Sustainability Evaluation.

We hope this information is helpful. Please contact me if you have questions regarding the University’s accredited status with the Northwest Commission on Colleges and Universities.

Sincerely,

Les Steele
Les L. Steele, Ph.D.
Executive Vice President

LLS:sle
February 1, 2016

Dr. Win Wiewel
President
Portland State University
P.O. Box 751
Portland, OR 97207-0751

Dear President Wiewel:

On behalf of the Northwest Commission on Colleges and Universities, I am pleased to report that the accreditation of Portland State University has been reaffirmed on the basis of the Fall 2015 Year Seven Mission Fulfillment and Sustainability Evaluation which was expanded to address Recommendation 2 of the Fall 2012 Year Three Peer-Evaluation Report. The Commission determined that its expectations regarding Recommendation 2 of the Fall 2012 Year Three Peer-Evaluation Report have been met.

In reaffirming accreditation, the Commission revised Recommendation 2 of the Fall 2015 Year Seven Peer-Evaluation Report. The newly revised Recommendation 2 reads as follows:

2. The Assessment Table and interviews indicated that Portland State University does not yet regularly and comprehensively assess all student program learning outcomes for undergraduate and graduate programs (Standard 4.A.3). Additionally, graduate program student learning outcomes were not published for all graduate programs (Standard 2.C.2). The Commission recommends that the assessment of student learning outcomes be systematically accelerated such that continuous improvement resulting from assessment leads to enhancement of student achievement and to a meaningful evaluation of mission fulfillment (Standards 2.C.2, 4.A.3, and 4.B).

The Commission requests that the University submit an Ad Hoc Report without a visit by May 1, 2016, to address Recommendation 1 of the Fall 2015 Year Seven Peer-Evaluation Report. The University is scheduled to submit its Year One Mission and Core Themes Report in Fall 2016. The Commission further requests that the University submit an Ad Hoc Report without a visit in Spring 2017 to address revised Recommendation 2 of the Fall 2015 Year Seven Peer-Evaluation Report. A copy of the Recommendations is enclosed for your reference.

In taking these actions, the Commission finds that revised Recommendation 2 of the Fall 2015 Year Seven Peer-Evaluation Report is an area where Portland State University is substantially in compliance with Commission criteria for accreditation, but in need of improvement.
President Wiewel  
Page Two  
February 1, 2016

However, the Commission determined that Recommendation 1 of the Fall 2015 Year Seven Peer-Evaluation Report does not meet the Commission’s criteria for accreditation. According to U.S. Department of Education Regulation 34 CFR 602.20 and Commission Policy, Commission Action Regarding Institutional Compliance Within Specified Period (enclosed), the Commission requires that Portland State University take appropriate action to ensure that Recommendation 1 of the Fall 2015 Year Seven Peer-Evaluation Report is addressed and resolved in the prescribed two-year period.

The Commission commends the University for its deep engagement with the community, which is central to the University’s identity as evinced notably in capstone courses and community-based research. In particular, the assessment of the capstone courses lead to course adjustment and professional development, and to continuous improvements led by the faculty in support and in alignment with the University’s learning goals. In addition, the Commission finds noteworthy the University’s use of innovative approaches to curricular development and student success, including the reThinkPSU initiative, the advising portal, and the Last Mile initiative.

If you have any questions, please do not hesitate to contact me.

Best wishes for a rewarding and fulfilling new year.

Sincerely,

Sandra E. Elman  
President

SEE:rb

Enclosures:  
Recommendations  
Commission Policy, Commission Action Regarding Institutional Compliance Within Specified Period

cc:  Dr. Scott Marshall, Vice Provost for Academic and Fiscal Planning  
Mr. Pete Nickerson, Board Chair
Year Seven Mission Fulfillment and Sustainability Evaluation
Fall 2015
Portland State University
Recommendations (Revised)

1. The evaluation committee noted the absence of the required management letter (Management Discussion and Analysis – MD&A) which should accompany Portland State University’s audited financial statements per Governmental Accounting Standards Board (GASB) requirements and NWCCU Standard 2.F.7. The evaluation committee recommends that Portland State University include the MD&A for current and future fiscal years to fully meet the standard (Standard 2.F.7).

2. The Assessment Table and interviews indicated that Portland State University does not yet regularly and comprehensively assess all student program learning outcomes for undergraduate and graduate programs (Standard 4.A.3). Additionally, graduate program student learning outcomes were not published for all graduate programs (Standard 2.C.2). The Commission recommends that the assessment of student learning outcomes be systematically accelerated such that continuous improvement resulting from assessment leads to enhancement of student achievement and to a meaningful evaluation of mission fulfillment (Standards 2.C.2, 4.A.3, and 4.B).
Commission Action Regarding Institutional Compliance Within Specified Period Policy

If the Commission determines that an institution it accredits is not in compliance with a Commission standard for accreditation or an eligibility requirement, the Commission will immediately initiate adverse action against the institution or require the institution to take appropriate action to bring itself into compliance within a time period that shall not exceed: (1) twelve months, if the longest program offered by the institution is less than one year in length; (2) eighteen months, if the longest program offered by the institution is at least one year, but less than two years, in length; or (3) two years, if the longest program offered by the institution is at least two years in length.

The Commission may extend the period for compliance noted above should it reasonably expect that, based upon the institution’s progress toward meeting the Commission’s standard for accreditation or eligibility requirement, the institution will come into full compliance within a reasonable timeframe. Should an institution deem that as a result of mitigating circumstances it is not able to comply with the standard for accreditation or eligibility requirement within the specified period of time, the institution may submit a written request to the Commission for additional time to come into compliance with the standard for accreditation or eligibility requirement. The request is to be submitted prior to the time limit for corrective action set forth by the Commission, provide a detailed explanation of the reasons why the institution cannot comply with the standard for accreditation within the designated time period, and demonstrate that the institution is making good progress in meeting the standard for accreditation. Following a review of the request, the Commission will make a determination as to whether the institution has based its request on valid reasons. If the Commission determines that the institution has substantiated good cause for not complying within the specified time period and is making good progress to come into compliance, the Commission will extend the period for achieving compliance and stipulate requirements for continuing oversight of the institution’s accreditation during the extension.

1997
2002
<table>
<thead>
<tr>
<th>Current Core Themes</th>
<th>Strategic plan themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community engagement and civic leadership</td>
<td>Extend our leadership in community engagement</td>
</tr>
<tr>
<td>Student success</td>
<td>Elevate student success</td>
</tr>
<tr>
<td>Innovative research and scholarship</td>
<td>Advancing excellence in teaching and research</td>
</tr>
<tr>
<td>Educational opportunity.</td>
<td>Expand our commitment to equity</td>
</tr>
<tr>
<td></td>
<td>Innovate for long-term sustainability</td>
</tr>
</tbody>
</table>
NWCCU Accreditation Timeline
2016

**Year One and Core Theme Report**
(submission deadline is September, 2016)

Accreditation and core theme advisory committees established

Sub-committees established

Core themes established and objectives and indicators drafted for review. Introductory statement and institution overview completed

Objectives and indicators finalized and draft language completed for review

Final draft of year one circulated for campus review.

Final draft of Year One updated as appropriate to reflect campus feedback

Final draft of year one circulated for ALT and PO Excomm feedback

Academic and Student Affairs Committee core themes, objectives and indicators review and recommendation

Board review and approval

Submission of report

2/19 – Committees convened
3/4 – A&SAC recommend core themes
3/4 – Non-core theme draft sections completed
4/1 – Draft theme sections submitted for review
4/28 – Advisory committee recommends final draft report
4/29 – 6/10 – Report is made available to university faculty and staff for review and comment
6/1 – Report listed as discussion item in Faculty Senate
8/3 – OAA and President’s Excomm review completed
9/16 – Board of Trustees approves report
9/22 - Submit to report NWCCU

Accreditation and core theme advisory committees established

Master Page # 34 of 40 - Academic and Student Affairs Committee Meeting 3/4/2016
The Academic and Student Affairs Committee is established to oversee the academic and student affairs of the University. The Committee shall consist of the trustees appointed by the Chair. The Provost and the Vice President for Enrollment Management and Student Affairs shall be ex officio non-voting members of the Committee.

The Committee is responsible for (1) ensuring and protecting, within the context of faculty shared governance, the educational quality of the University and its academic programs, (2) monitoring progress towards the University’s achievement compact and other academic performance measures, (3) advising the Board regarding major changes to the academic program of the University, such as the creation, merger or closure of degree programs, schools or colleges within the University, (4) oversight of the University’s athletic programs, and (4) oversight of University policies regarding student life and conduct, faculty, academic affairs and research. The Committee is responsible for such other matters as may be referred to it by the Board or Chair.

The Office of Academic Affairs is responsible for providing staff support to the Committee.

APPROVED BY BOARD OF TRUSTEES
January 30, 2014
### GOAL 1: Elevate Student Success

**Initiative 1: Put Students First**

<table>
<thead>
<tr>
<th>1.1 Explore and put in place new strategies to contain the cost of completing a PSU degree.</th>
<th>OAA / EMSA</th>
<th>Completed</th>
<th>In Progress</th>
<th>Expected Start Date</th>
<th>Status as of 2/2016</th>
<th>Comments &amp; Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>numerous reTHINK PU efforts ranging from textbook affordability to flexible degrees</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1.2 Identify and remediate administrative policies and procedures that impede student success by improving support services, programs and access to courses they need to progress towards graduation.</th>
<th>OAA / EMSA</th>
<th>General Counsel</th>
<th>Completed</th>
<th>In Progress</th>
<th>FY17</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

| 1.3 Undertake efforts to improve academic success by increasing the inclusion of, respect for and affirmation of all communities of students. | OAA / EMSA | GDI | Completed | In Progress | FY17 | Draft charges for Task Forces for student success under review (API and African American) Work with SGRN begun. |
# Strategic Plan - 2016-20 Reporting Matrix

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Description</th>
<th>Lead Unit/s</th>
<th>Key Collaborators</th>
<th>Completed</th>
<th>In Progress</th>
<th>Expected Start Date</th>
<th>Status as of 2/2016</th>
<th>Comments &amp; Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4</td>
<td>Explore and commit to measures that improve overall student wellness, safety, food and housing security and other concerns that can become barriers to student success.</td>
<td>EMSA</td>
<td>FADM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Initiative 2: Clarify Academic Pathways</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1</td>
<td>Clarify and simplify university requirements</td>
<td>OAA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2</td>
<td>Help students navigate their course work and move effectively and efficiently towards graduation.</td>
<td>OAA</td>
<td></td>
<td>FY17</td>
<td>x</td>
<td></td>
<td></td>
<td>working on super awesome degree maps</td>
</tr>
<tr>
<td>2.3</td>
<td>Create programs and services in conjunction with community colleges and other institutions to ensure clear pathways for transfer students.</td>
<td>OAA</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td>draft proposal done with PCC for degree completion programs</td>
</tr>
<tr>
<td><strong>Initiative 3: Use Best Practices to Advance Student Retention</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1</td>
<td>Increase advising capacity, revitalize advising systems and improve the visibility of student support systems.</td>
<td>OAA / EMSA</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td>advising work group charged by ALT is working on new structures</td>
</tr>
<tr>
<td>3.2</td>
<td>Expand culturally responsive and culturally specific supports for students from diverse communities.</td>
<td>EMSA / OAA</td>
<td>GDI</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategic Plan - 2016-20 Reporting Matrix</td>
<td>Lead Unit/s</td>
<td>Key Collaborators</td>
<td>Completed</td>
<td>In Progress</td>
<td>Expected Start Date</td>
<td>Status as of 2/2016</td>
<td>Comments &amp; Name</td>
<td></td>
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<td>------------------------------------------</td>
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<td></td>
</tr>
<tr>
<td>3.3 Maximize use of advanced analytics to improve student outcomes.</td>
<td>OAA</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td>EAB SSC up and running and in use.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Initiative 4: Design and Offer Academic Programs that Lead to Future Success</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>4.1 Develop an academic plan with programs that prepare students for competitive advantage in life and career.</td>
<td>OAA</td>
<td></td>
<td></td>
<td></td>
<td>FY17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.2 Provide flexible degrees to accommodate the diverse needs of students.</td>
<td>OAA</td>
<td></td>
<td>x</td>
<td></td>
<td>7 flexible degrees in progress. 13 current new proposals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.3 Assess opportunities for innovative academic programs that align with career paths, locally and globally.</td>
<td>OAA</td>
<td></td>
<td></td>
<td></td>
<td>FY17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.4 Increase opportunities for students to participate in scholarly activities, research efforts and creative endeavors.</td>
<td>OAA / RSP</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Initiative 5: Prepare for Academic and Career Success</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.1 Establish orientation programs that address linguistic and cultural needs.</td>
<td>EMSA</td>
<td>GDI</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategic Plan - 2016-20 Reporting Matrix</td>
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<td>In Progress</td>
<td>Expected Start Date</td>
<td>Status as of 2/2016</td>
<td>Comments &amp; Name</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------</td>
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<td></td>
</tr>
<tr>
<td>5.2 Increase technology training to support student learning.</td>
<td>OAA</td>
<td>FADM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.3 Increase access to, and education about, scholarship opportunities, particularly for socio-economically disadvantaged students.</td>
<td>EMSA</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>5.4 Offer additional training for financial literacy</td>
<td>FADM</td>
<td>OAA / EMSA</td>
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<td>5.5 Improve preparation for career placement and advancement</td>
<td>OAA</td>
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<td>x</td>
<td>Planning underway to link career services to advising and super awesome degree maps</td>
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<tr>
<td>Initiative 6: Enhance Graduate Student Success</td>
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<td>6.1 Grow and improve scholarships to support graduate study.</td>
<td>OAA</td>
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<tr>
<td>6.2 Create stronger linkages between research centers and institutes that hire graduate students with graduate students seeking financial support.</td>
<td>RSP / OAA</td>
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<td>6.3 Strengthen career and professional development services to support post-graduate careers.</td>
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<tr>
<td>Initiative 7: Broaden International Opportunities</td>
<td>Lead Unit/s</td>
<td>Key Collaborators</td>
<td>Completed</td>
<td>In Progress</td>
<td>Expected Start Date</td>
<td>Status as of 2/2016</td>
<td>Comments &amp; Name</td>
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<td>7.1 Expand opportunities for international and cross-cultural learning experiences, including study abroad, campus exchanges, internships, community-based learning and co-curricular programs.</td>
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<tr>
<td>7.2 Increase international and cross-cultural perspectives on campus and in the classroom</td>
<td>OAA / EMSA</td>
<td>GDI</td>
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<td>FY17</td>
<td>GDI has one initiative with VP-International: Middle East Forum. other programming to be explored</td>
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<td>7.3 Expand financial support to increase the number and demographic diversity of study abroad participants.</td>
<td>OAA</td>
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<td>7.4 Create opportunities for international and intercultural engagement in existing campus housing, cultural and recreation programs.</td>
<td>EMSA / OAA</td>
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<td>7.5 Develop innovative language immersion in academic and extracurricular activities.</td>
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