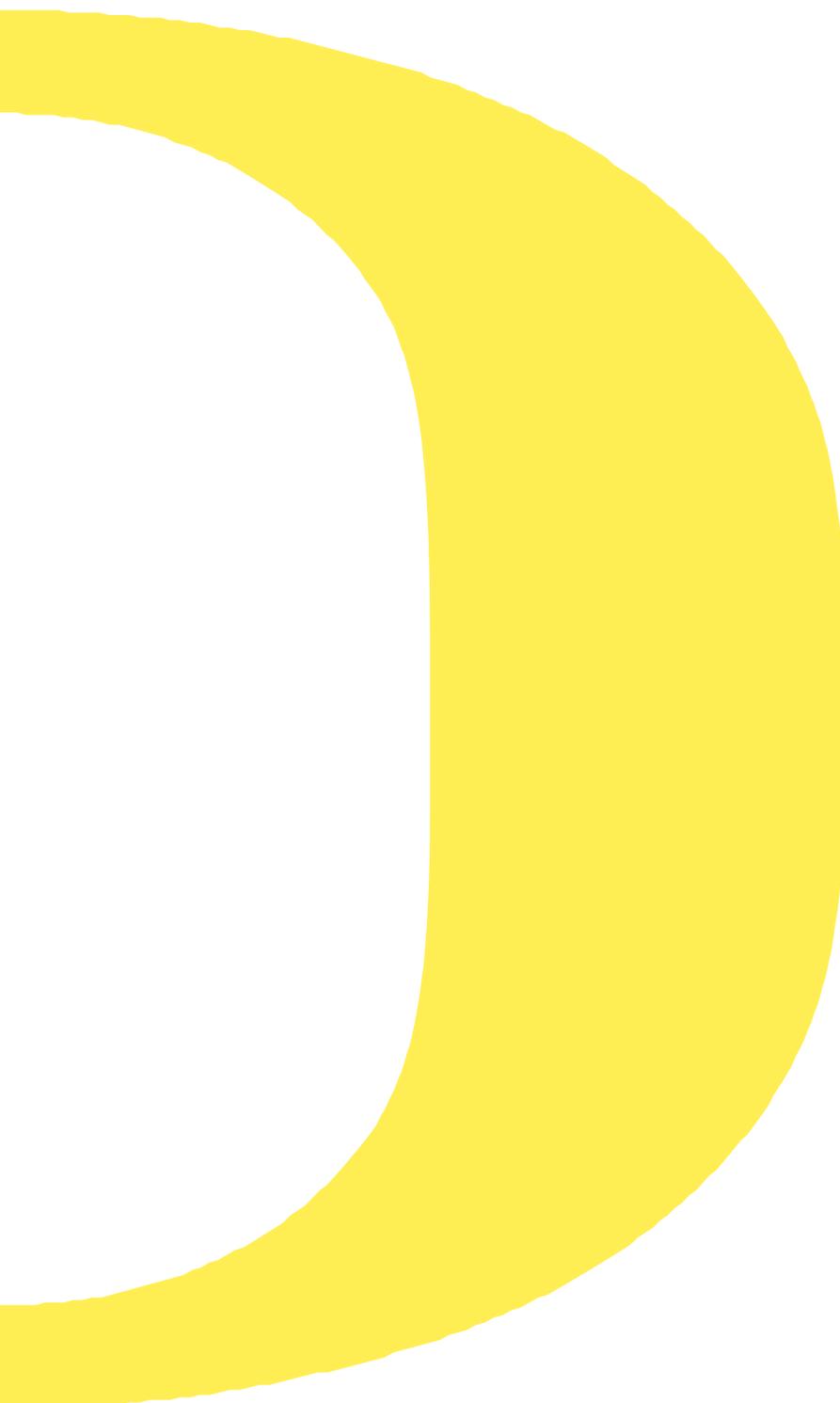


Diversity Action Plan



Prepared by the Office of the Dean
College of Education, University of Oregon
Submitted to UO President Michael Schill
January 31, 2018

Executive Summary

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

To provide the highest quality education to all students and promote equity and access of educational opportunity for all children, we must begin with promoting equity, inclusion, and diversity in the COE. This Diversity Action Plan outlines the goals and strategies that we will use to optimize our institutional capacity to establish equitable and inclusive practices across our instructional, training, service, and research activities, and to diversify our COE community along dimensions of race, ethnicity, disability, religion, sexual orientation, gender, and socioeconomic need.

Planning Process

In 2015, University of Oregon President, Michael Schill, announced three institutional priorities: build our tenure-related faculty and promote academic research; ensure affordable and accessible education; and offer a rich and high-caliber educational experience for all students. Fostering diversity, equity, and inclusion are woven into each of these priorities. In addition, the Vice President for Equity and Inclusion, Yvette Alex-Assensoh, in collaboration with the University-Wide Diversity Committee, created the IDEAL Framework to guide our institution's efforts to put equity and inclusion into practice. Our Diversity Action Plan is oriented to the UO institutional priorities and the pillars of excellence comprising the IDEAL Framework: Inclusion, Diversity, Evaluation, Achievement, and Leadership.

Our work to create this Plan began in September 2015 when the State of Oregon legislature asked the COE to articulate how we will improve the educator pipeline with regard to cultural and linguistic diversity. A few months later, UO President, Michael Schill, asked us to create a Diversity Action Plan to diversify the composition of our COE community as well as create learning and work environments that are inclusive of all students, staff, faculty, and community partners.

This Diversity Action Plan is a living document that is the result of 24 months of research, data gathering, conversations, and meetings. The focus of our planning discussions with stakeholders was on identifying our current institutional strengths, resources, and missed opportunities to ensure student, staff, faculty, and community partner excellence and to create a more diverse, inclusive, and equitable COE community. The dean and associate dean for academic affairs and equity convened meetings and individual conversations with COE administrators, faculty, staff, students, and governance committees including, but not limited to, the dean's leadership team, the dean's faculty advisory committee, department heads, consortium, the dean's student advisory board, and the student diversity affairs committee. In addition, local and state school district administrators and teachers assisted with the development of this Plan. Vice President Alex-Assensoh, and a review committee comprised of UO faculty and staff, also provided feedback about this Plan and asked for revisions that linked the Plan more closely with the IDEAL Framework. We also used state reports on the status of educator training in Oregon; research on key national trends in post-secondary enrollment and diversity in higher education³⁻⁸; student, staff, and faculty data collected by the UO Office of Institutional Research; student survey data collected by the UO Graduate School and COE; and Diversity Action Plan consultant resources. All of these data sources informed the development of the key goals and strategies that comprise this COE Diversity Action Plan.

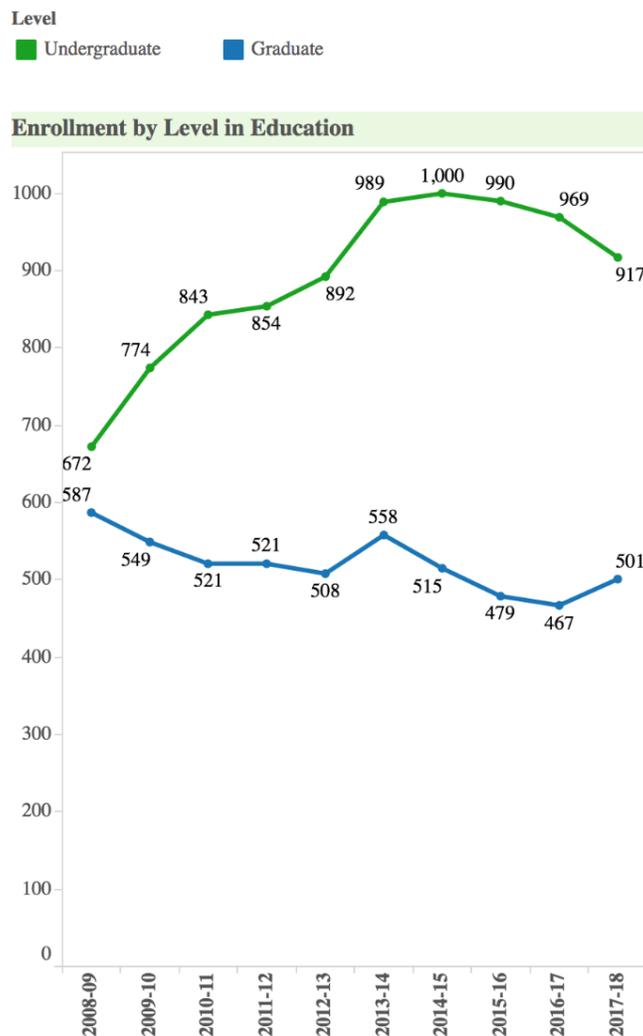
Key Goals

The overarching aim of this Diversity Action Plan is to increase the COE's institutional capacity to recruit and retain diverse faculty, staff, and students; advance the intellectual and civic achievements of our students, faculty, staff, and community partners; and make equity, inclusion, and diversity planning and actions the priorities of COE leadership.

COE Demographic Context

This section provides a broad overview of our COE community along the dimensions of diversity examined by the IDEAL Framework: race, gender, international student status, and economics. We do not currently have data for sexual orientation because these data have not been collected historically and disability. We are working with UO Institutional Research to identify how many COE students formally request accommodations, the best proxy that we have for identifying students with disabilities. The diversity of our COE context informed our identification of goals and strategies to advance in the key areas of the IDEAL Framework: Inclusion, Diversity, Evaluation, Achievement, and Leadership.

Figure 1. Trends in COE enrollment from fall 2008 to fall 2017.



Figures 2–5 show trends in COE student enrollment by race, ethnicity, international student status, and Pell Grant eligibility from fall 2008 to fall 2017. These data show that the COE has consistently improved at enrolling more undergraduate students of color, and more recently we have improved our efforts to matriculate graduate students of color. These data also show that we have made consistent improvements in enrolling students who are eligible for Pell Grants. In contrast, we must direct greater attention to becoming a global leader in educator training and reverse the downward trend in international student enrollment.

Figure 2. COE enrollment trends by race from fall 2008 to fall 2017.

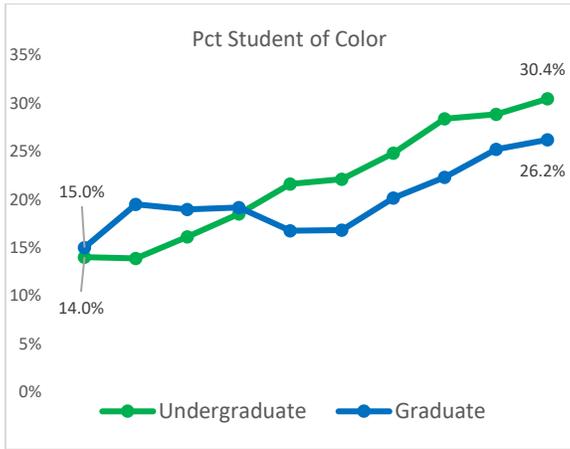


Figure 3. COE enrollment trends by international student status from fall 2008 to fall 2017.

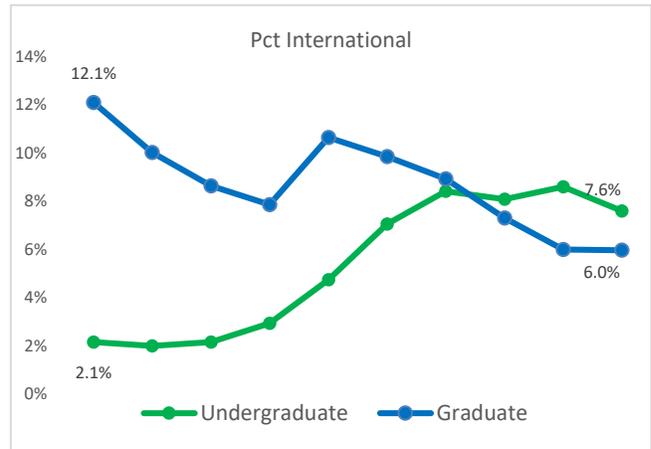


Figure 4. Total college enrollment by race and international student status from fall 2008 to fall 2017.

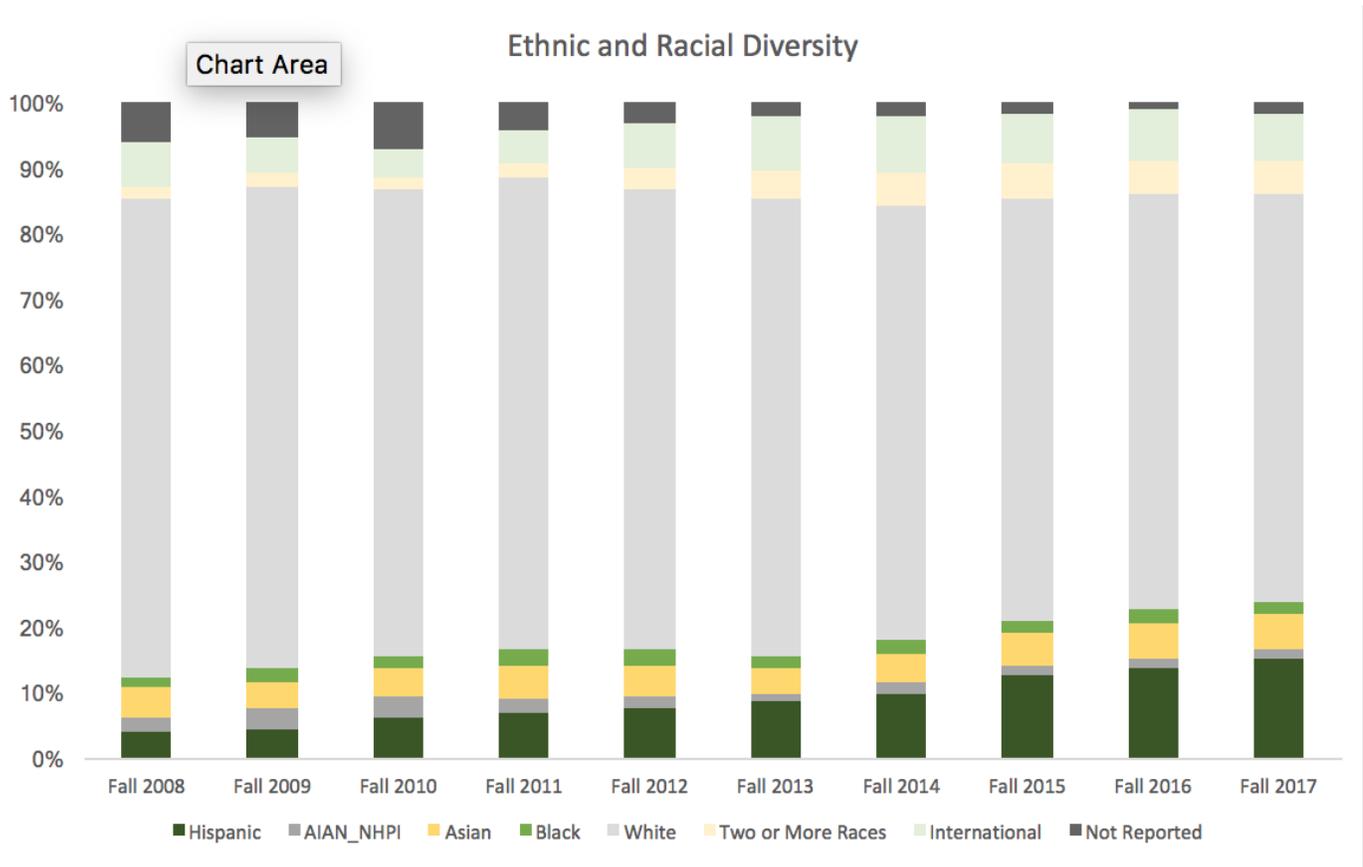
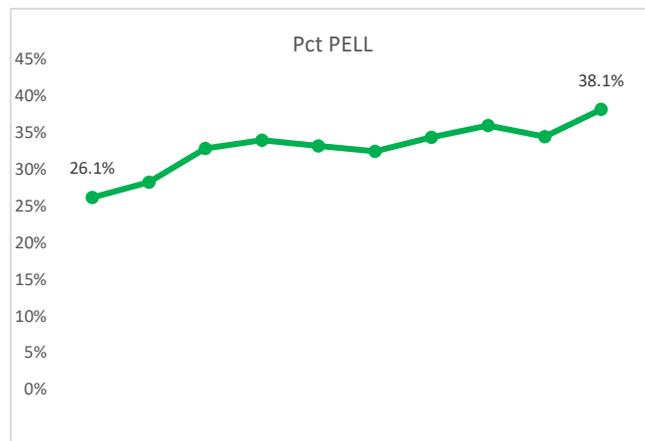


Figure 5. COE enrollment trends by undergraduate student Pell Grant eligibility from fall 2008 to fall 2017.



Figures 6 and 7 show trends in the number of TTF who identify as female and TTF who identify as faculty of color hired from fall 2008 to fall 2017.

Figure 6. COE Female Tenure-Track Faculty hired from fall 2008 to fall 2017.

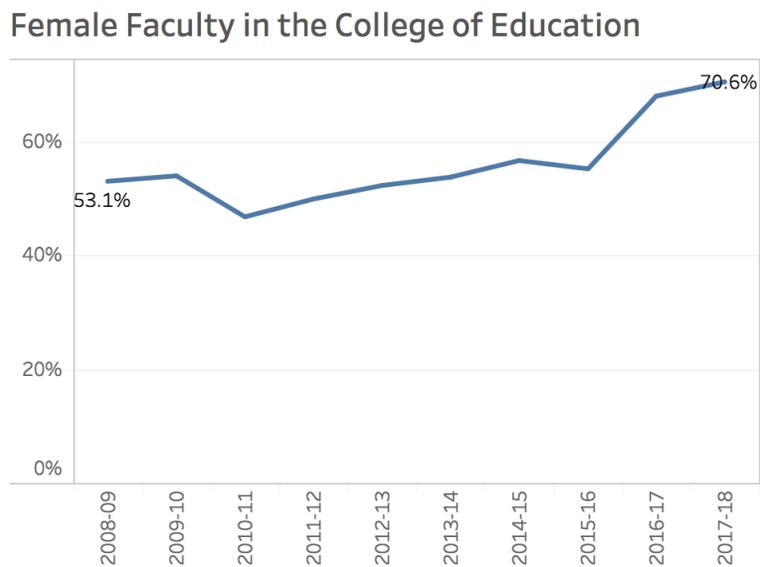
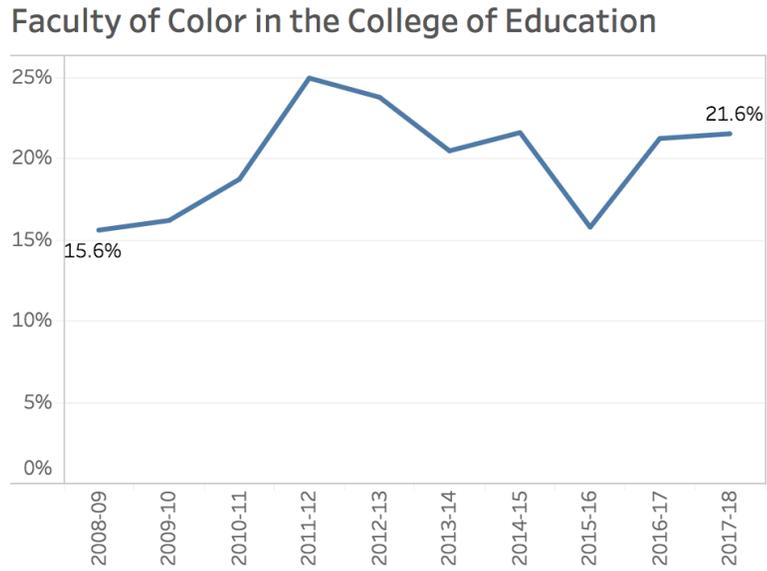


Figure 7. COE Faculty of Color from fall 2008 to fall 2017.



Note: Faculty of color include American Indian/Alaskan Native, Asian, Black or African American, Hispanic or Latinx, Native Hawaiian or other Pacific Islander, two or more races.

Goal 1: Create a more welcoming, respectful, and inclusive College environment for all (I: Inclusion, D: Diversity, E: Evaluation).

Creating an environment that is welcoming and inclusive for all is the responsibility of our entire COE community. We have learned from COE and University student surveys, course evaluations, and our discussions with COE students that too many underrepresented minority (URM) students feel like they do not belong at this institution. URM students have shared that they especially do not feel like they belong when their cultural knowledge and experiences are not valued or represented in their courses and clinical and research training activities. Similarly, we learned from URM staff and faculty that they too often feel undervalued and excluded from the development of COE policies and practices. To achieve Goal #1, we will focus on building a COE comprised of faculty, staff, and community partners who will serve as proficient, respected, and transformative mentors, advisors, supervisors, instructors, and co-workers to an increasingly diverse COE community.

Strategy 1 – Enhance College staff members’ use of culturally responsive and inclusive practices in their instructional, advising, mentoring, and supervision activities.

Tactics	Target Measures	Resources to be Used	Lead Personnel	Timeline
<p>1.1 Review and evaluate core curricula for pedagogical practices and curricular content that promote culturally responsive and inclusive learning environments.</p>	<p>Teaching Engagement Program syllabus content indicators focused on inclusion</p> <p>Student satisfaction and climate ratings</p>	<p>COE faculty, student, and staff time to review and evaluate syllabi, complete course evaluations and institutional surveys, and analyze data</p> <p>Graduate School</p> <p>Teaching Engagement Program</p>	<p>Assistant Dean for Accreditation and Assessment</p> <p>Associate Dean for Academic Affairs and Equity</p>	<p>Annual review and evaluation of selected syllabi</p> <p>Annual review at COE faculty/staff meeting and GE orientation of culturally responsive practices rated highly by students</p>
<p>1.2 Facilitate faculty and GE use of culturally responsive and inclusive pedagogical practices and course content.</p>	<p>Faculty and GE professional development efforts focused on inclusion, equity, and diversity</p> <p>Funding awarded for focused professional development efforts</p> <p>Student satisfaction and climate ratings</p>	<p>COE faculty and student time to complete evaluations and institutional surveys</p> <p>Teaching Engagement Program</p> <p>Division on Equity and Inclusion</p> <p>Graduate School</p>	<p>Assistant Dean for Accreditation and Assessment</p> <p>Associate Dean for Academic Affairs and Equity</p>	<p>TEP will present professional development workshop annually</p> <p>Annual report of culturally responsive practices rated highly by students</p> <p>Annual report of professional development funds awarded and staff activities completed</p>

Tactics	Target Measures	Resources to be Used	Lead Personnel	Timeline
	Faculty and GE annual teaching self-evaluation ratings			
1.3 Facilitate staff use of culturally responsive and inclusive administrative and student support practices.	<p>Staff professional development efforts focused on inclusion, equity, and diversity</p> <p>Funding awarded for focused professional development efforts</p> <p>Staff performance evaluations ratings (aggregate)</p> <p>Student satisfaction and climate ratings</p>	<p>COE faculty, staff, and administrator time to complete and review evaluations</p> <p>COE Human Resources</p> <p>UO Human Resources</p> <p>Undergraduate Studies Division of OPAA</p> <p>COE Development staff</p>	<p>Associate Dean for Finance and Operations</p> <p>Assistant Director of COE Human Resources</p> <p>Director of Development</p>	<p>Annual report at COE faculty/staff and student meetings on student service practices rated highly by students</p> <p>Annual report on COE climate and student experiences</p> <p>Annual report of professional development funds awarded and staff activities completed</p>

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.

Our primary evaluation tools will be COE students' course evaluations; the Graduate School alumni surveys; the COE student experiences survey, which assesses students' satisfaction with a diverse array of academic program features including climate; and COE student exit survey. Currently, we are working with COE faculty and student advisory groups to improve the COE student experiences and exit surveys. We will also use the UO Climate Assessment tool when OPAA and DEI release it. In addition, we will continue to work with OPAA and the UO Senate to re-design course evaluations to reduce evaluation bias against women faculty and faculty of color.

Strategy 2 – Provide a more welcoming and inclusive physical environment for URM students, faculty, staff, and community partners.

Tactics	Target Measures	Resources to be Used	Lead Personnel	Timeline
1.1 Increase quality and utility of student academic support spaces	<p>Student access and quality ratings</p> <p>Designated student space, with focus on increasing space for URM students</p>	<p>COE Facilities staff</p> <p>COE students' time to complete surveys and faculty/staff time to analyze survey data</p> <p>Graduate School</p>	COE Complex Manager	Annual report to COE community on use of COE space and students' experiences

Tactics	Target Measures	Resources to be Used	Lead Personnel	Timeline
	Student satisfaction and climate ratings			
1.2 Provide more welcoming and inclusive physical space, particularly for URM students, faculty, staff	Number of installations and performances housed in COE spaces that reflect the diversity of our COE community Student satisfaction and climate ratings	COE Facilities staff COE students' time to complete surveys and faculty/staff time to analyze survey data Graduate School	COE Complex Manager	Annual report to COE administration, faculty and staff on use of COE space and students' experiences

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.

Our primary evaluation tools will be COE students' course evaluations; the Graduate School alumni surveys; the COE student experiences survey, which assesses students' satisfaction with a diverse array of academic program features including climate; and the COE student exit survey. We will also use the UO Climate Assessment tool when OPAA and DEI release it.

Goal 2: Recruit, retain, and promote more URM faculty, staff, and community partners. (I: Inclusion, D: Diversity, L: Leadership).

A diverse COE community comprises individuals who bring different life experiences, cultural values and knowledge, intellectual perspectives, skills, and more, and as a result contribute to a more exceptional academic experience that promotes the achievements of all students, faculty, staff, and community partners. Among other partners, we will leverage our Oregon Research Schools Network member high schools, other partner school districts, and school district superintendent’s council in support of these efforts.

Strategy 1: Use more inclusive recruitment methods to invite URM faculty, staff, and community partners to the COE.

Tactics	Target Measures	Resources to be Used	Lead Personnel	Timeline
1.1 Promote inclusive and equitable hiring and promotion processes	Applicant pool diversity Promotion candidate diversity Faculty, staff professional development efforts focused on inclusion, equity, and diversity	COE Human Resources DEI faculty hiring toolkit UO Human Resources and AAEO staff hiring practices resources COE faculty and staff annual evaluations	Assistant Director of College Human Resources Associate Dean for Academic Affairs and Equity	Annual activity tracking
1.2 Expand recruitment efforts for faculty and staff positions	Number and placement of position announcements	COE Human Resources	Assistant Director of College Human Resources OPAA	Annual activity tracking
1.3 Prioritize hiring faculty in Indigenous Studies, urban education, international education, and Spanish-language educator preparation	Student enrollment numbers and faculty hires that contribute to the Sapsik ^W atá Teacher Education program, ESOL, and other identified areas	Faculty time to conduct searches Leadership prioritizes these academic areas	Associate Dean for Academic Affairs and Equity Associate Dean for Research and Faculty Development	Annual report of faculty hired in these discipline areas

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.

Our primary evaluation tools will be to track the placement of COE faculty and staff position announcements and to evaluate the diversity of applicant pools and hires as well as promotion candidates. We also will ask faculty and staff to continue to report on their annual evaluations the professional development activities that they have completed and that have focused on diversity, equity and inclusion, in particular.

Strategy 2: Increase the professional development and advancement of URM faculty, staff, and community stakeholders.

Tactics	Target Measures	Resources to be Used	Lead Personnel	Timeline
1.1 Increase funding for faculty and staff professional development activities, with particular attention to funding activities focused on diversity, equity and inclusion	Funds for faculty professional development	COE Development staff	Director of Development	Annual report of funds awarded
1.2 Increase number of URM faculty who are awarded professorships, endowed chair positions, and leadership positions	Number of URM faculty awarded professorships and endowed chair positions Number of URM faculty serving in COE and UO leadership roles	COE and UO Development staff	Director of Development	Annual report of positions awarded
1.3 Increase number of URM faculty awarded tenure and promotion at the Associate and Full Professor levels	Number of URM faculty awarded tenure and promoted	COE Faculty Tenure and Promotion Committee time	Associate Dean for Research and Faculty Development	Annual report of faculty awarded tenure and promotion at Associate and Full Professor levels
1.4 Augment staff recognition for service that promotes inclusion, diversity, and equity	Number of staff recognitions	COE Awards Committee COE Development staff	Assistant Director for Human Resources Director of	Annual report of staff recognitions

Tactics	Target Measures	Resources to be Used	Lead Personnel	Timeline
			Development	
<p>1.5 Increase number of organizational mechanisms for URM faculty, staff, students, and community partners to influence the COE strategic mission</p>	<p>Appointment of a student leadership body focused on equity, inclusion, and diversity</p> <p>Appointment of a staff leadership body</p> <p>Increased staff and student representation on COE committees</p> <p>Number of COE community partnerships designed to serve URM and/or underserved communities</p>	<p>Student, staff, faculty service, and community partners' time. We will be mindful and strategic with creating most effective pathways for URM students, staff and faculty to influence COE leadership, but without tokenizing and unfairly burdening individuals from URM backgrounds</p>	<p>Associate Dean for Research and Faculty Development</p> <p>Associate Dean for Academic Affairs and Equity</p> <p>Associate Dean for Finance and Operations</p>	<p>New student and staff leadership bodies created by fall 2018</p> <p>Annual tracking of community partner MOUs and report on COE community partnerships</p>

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.

Our primary evaluation tools will be tracking faculty and staff hires and retention; faculty and staff award recognitions, leadership appointments, and position funding; the number of professional development activities completed by faculty and staff; and the placement and reach of our faculty and staff position announcements. We will work with Department Heads to track the number and type of community partnerships in which COE students and faculty serve. In addition, we will continue to ask faculty and staff to report on the professional development activities that they have completed and that have focused on diversity, equity and inclusion, in particular.

Goal 3: Eliminate any gaps in educational access and achievement between majority and URM students. (I: Inclusion, D: Diversity, A: Achievement).

Strategy 1 – Improve student, staff and faculty access to academic resources.

Tactics	Target Measures	Resources to be Used	Lead Personnel	Timeline
1.1 Implement a communications strategy to ensure accessibility of academic information and resources	Utilization reports of the student success platform Student satisfaction and climate ratings	COE and UO Communications staff time COE IT staff time	COE Director of Communications COE Director of IT	Communications strategy presented to all COE stakeholders by spring 2018 New website launched fall 2019
1.2 Increase funding for educator preparation students	Funding awarded to students, with attention to tracking demographics of students awarded funding Number of Future Stewards Program participants	Development staff time	Director of Development	Advancement efforts have begun and will continue for the next five years. Annual report to COE on student funding awarded
1.3 More centrally coordinate student academic advising, tutoring, and career development services	Utilization reports of the student success platform Student satisfaction and climate ratings	Office of Academic Advising Office of Undergraduate Studies Graduate School Career Center COE Career Information Systems	Associate Dean for Academic Affairs and Equity Assistant Dean for Accreditation and Assessment	Coordination to begin by fall 2018 Annual report to COE on student services utilization and satisfaction ratings

Tactics	Target Measures	Resources to be Used	Lead Personnel	Timeline
1.4 Increase number of community partnerships that serve URM and underserved communities	Number of COE community partnerships that serve URM and underserved communities	Designated staff time to track and enter data	Assistant Dean for Assessment and Accreditation Associate Dean for Academic Affairs and Equity	Annual report of community partnerships
1.5 Develop more global partnerships that allow students to study in different languages and cultures	Number of global academic partnerships in the COE Student satisfaction and climate ratings	Office of International Affairs	Associate Dean for Academic Affairs	Annual tracking of global partnerships
Describe the evaluation tool that you will utilize to measure progress and ensure accountability.				
Our primary evaluations tools will be Communications metrics including, but not limited to, the number of people who access the COE website, duration of pages searches, etc.; number and type of community partnerships in which COE students and faculty participate; stewardship statistics; and the COE student experiences survey, COE student exit survey, Graduate School alumni survey, and the forthcoming UO Climate Assessment.				

Strategy 2 – Create a more inclusive curriculum.

To increase educational access and opportunities for our COE students, particularly those from URM backgrounds, we will expand students’ access to our degree programs and increase and diversify our curricular offerings. We expect that curriculum diversification will help us build a more diverse and inclusive COE community. We provide a case in point. Oregon State Board of Education research¹⁰ shows that a notable percentage of URM school staff work as educational assistants, and those assistants are looking for pathways to become licensed educators. To increase the accessibility of our curriculum to this group, for example, we must offer on-line or hybrid courses that educational assistants from outside of Eugene can access, at hours when they are not working, and that include content that is relevant to the students and families with whom they work.

Tactics	Target Measures	Resources to be Used	Lead Personnel	Timeline
1.1 Offer multiple admissions program deadlines to increase applicant pools and expand enrollment capacity	Application deadlines, applicant pool diversity and size, and enrollment numbers	COE academic program data UO Institutional Research data	Assistant Dean for Assessment and Accreditation	Annual report of application and enrollment numbers

Tactics	Target Measures	Resources to be Used	Lead Personnel	Timeline
<p>1.2 Offer more courses that use different modalities (e.g., on-line, hybrid) to meet the needs of an increasingly diverse student body</p>	<p>Number of new programs, courses, and modalities offered</p>	<p>COE academic program data OPAA</p>	<p>Associate Dean for Academic Affairs and Equity</p>	<p>Annual report of curriculum changes</p>
<p>1.3 Expand program and curricular offerings that prepare graduates to serve culturally and linguistically diverse communities</p>	<p>Number of courses, field placement, and programs focused on preparing graduates to serve culturally and linguistically diverse communities</p> <p>Number of global academic partnerships in the COE</p>	<p>COE academic program data</p>	<p>Associate Dean for Academic Affairs and Equity</p>	<p>Annual tracking to document increases in program development and community partnerships</p>
<p>1.4 Create partnerships with Oregon Research Schools Network (ORSN) high schools to offer college preparatory classes that serve URM K-12 students and underserved communities</p>	<p>Number of new high school partnerships with course offerings</p>	<p>COE academic program data</p>	<p>Associate Dean for Academic Affairs and Equity</p>	<p>Annual tracking to document increases in partnership development</p>
<p>Describe the evaluation tool that you will utilize to measure progress and ensure accountability.</p>				
<p>Our primary evaluation tools will be to track the increase in students from URM backgrounds who enroll in COE degree programs and the number and type of community and ORSN partnerships developed and nurtured to serve URM or underserved communities in Oregon and across the world.</p>				

Current Efforts



Our COE community is engaged in several efforts aligned with IDEAL goals.

- We are better tracking our faculty, staff, and student recruitment and retention efforts owing to the creation of two positions: the Associate Dean for Academic Affairs and Equity and the Assistant Dean for Assessment and Accreditation. The Assistant Dean, for example, tracks hiring and enrollment decisions to ensure that we do not engage in selection bias and fail to advance URM students, faculty, staff, and community stakeholders.
 - Since AY 2014-15, the COE hired 20 new tenure-track faculty. Of those 20 faculty, 17 identify as women, 7 identify as members of racial/ethnic minority groups, and 6 conduct their research in languages other than English and with URM and underserved families and communities.
 - Since AY 2014-15, the COE awarded 8 faculty endowed chair or professorship positions. Of those 8 faculty awardees, 7 identify as women and 2 identify as members of racial/ethnic minority groups.
 - Since AY 2014-15, the COE promoted 6 women to COE leadership positions, including but not limited to, the Associate Dean for Academic Affairs and Equity, Director of Development, and Assistant Dean for Accreditation and Assessment. Of those 6 women, 2 identify as members of racial minority groups.
- The COE continues to host the UOTeachOUT—a series of anti-oppressive teacher education outreach events, forums, and activities that take place annually. COE faculty, staff, and community partners implement UOTeachOUT. Financial assistance is provided by UO, Lane County, and state partners (e.g., the ASUO Women’s Center, Lane County school districts, OR Department of Education).
- The COE sponsored or co-sponsored three professional development presentations during AY16-17 focused on advising and mentoring students who identify as racial/ethnic minorities, with two workshops focused specifically on advising and mentoring Black/African American students.
- The COE started the *Our Space* initiative to bring into our physical space art and performance that reflects the diversity of the COE community and the children and families we serve.
- Our Educational Methodology, Leadership, and Policy Department offers an Equity Leadership Fellows Program, which awards scholarship money to students who want to study disparities in outcomes for culturally and linguistically diverse populations of students, schools, and communities.
- COE Development and the Associate Dean for Academic Affairs and Equity revised the scholarship application and selection process last year with promising initial results. The number of student applicants by 30% from AY16-17 to AY17-18, of which 62% identified with a URM group. From AY16-17 to AY17-18, international student applicants increased by 5%; students with high economic need by 12%; and first-generation students by 15%.
- Faculty member Christopher Murray, PhD, was awarded a US Department of Education grant that will provide doctoral training to scholars who will be prepared to respond to the needs of NA/AI students with disabilities. Training began in fall 2016.
- We have a growing Spanish language certification option, housed with the Counseling Psychology PhD program, that allows UO Spanish-speaking students to receive additional clinical training and supervision with Spanish-speaking clients/students.

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