



Oregon
University
System

OUS Diversity Report 2004

Addressing the Needs of an
Increasingly Diverse Society

*Office of Academic Affairs
P.O. Box 3175
Eugene, OR 97403*

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For more information:

**Yvette Webber-Davis
Director, Diversity Planning & Special Projects
Oregon University System
P.O. Box 3175
Eugene, OR 97403**

**Phone: (541) 346-5727
E-mail: yvette_webber-davis@ous.edu**

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Executive Summary

For several years, the Oregon University System (OUS) has worked to enlighten State Board of Higher Education members, university populations, and the general public about the importance, appropriateness, and dynamics of higher education diversity efforts. Annually, the Board receives an update of initiatives, relevant state and national trends, and progress made toward enhanced OUS racial/ethnic diversity. The purposes of the 2004 OUS Diversity Report are:

- 1 – to inform the newly configured State Board of Higher Education about the broad scope of diversity issues within OUS
- 2 – to provide an overview of current university initiatives that support diversity considerations within the missions of public higher education
- 3 – to monitor the progress made in enhancing the diversity of students, faculty, and staff within OUS (Note: A comprehensive data review of OUS progress was conducted in the 2003 OUS Diversity Report *Student, Faculty, and Staff Racial/Ethnic Diversity: A Retrospective of Five- and Ten-Year Progress*. The current report includes an update of the related data.)

The report includes an overview of the relevance of diverse educational environments and descriptions of the current initiatives within OUS to enhance the *representation, inclusion, and engagement* of diverse racial/ethnic populations. The issues associated with higher education diversity are multifaceted. Within OUS, the vision for diversity is a comprehensive and ongoing consideration that extends beyond mere numeric representation. Initiatives relating to *representation* seek to provide opportunity, enhance campus environments, and fulfill the mission of public higher education institutions as dynamic establishments that support surrounding communities and guide the production and attainment of knowledge that moves society forward. Activities that promote *inclusion and engagement* (i.e., quality of experience) seek to create environments that are progressive and responsive, provide benefits for all OUS populations, and that celebrate the achievements and contributions of all participants.

Selected OUS Data Highlights (fall 2003 compared with five- and ten-year data from 1992 through 2002)

Student Enrollment

- The total enrollment of African American, American Indian/Alaska Native, Asian/Pacific American, and Hispanic/Latino students was 10,543 (13.3%) in fall 2003. This represents an increase from 10,068 (12.9%) in fall 2002 and 6,813 (10.7%) in fall 1992.
- The total enrollment of students reporting more than one race was 700 (0.9%) in fall 2003. This represents an increase from 678 (0.9%) in fall 2002 and 212 (0.3%) in fall 1997 (these data are unavailable for fall 1992).

Degrees Awarded

During 2002-03, African American, American Indian/Alaska Native, Asian/Pacific American, and Hispanic OUS students earned 1,724 (11.3%) degrees. This total represents an increase from 1,477 (10.8%) during 2001-02.

From 1991-92 through 2001-02, a total of 113,814 degrees were earned by OUS students at all levels. During this period, 11,653 degrees were awarded to African American, American Indian/Alaska Native, Asian/Pacific American, and Hispanic/Latino students, representing 10.2% of all OUS degrees.

Full-Time, Ranked, Instructional Faculty

A total of 267 (11.2%) African American, American Indian/Alaska Native, Asian/Pacific American, and Hispanic/Latino full-time, ranked, instructional faculty worked within OUS during fall 2003. This represents an increase from 264 (10.4%) in fall 2002 and 126 (5.2%) in fall 1992. The representation of African American, American Indian/Alaska Native, Asian/Pacific American, and Hispanic/Latino full-time, ranked, instructional faculty more than doubled in the ten-year period from 1992 to 2002.

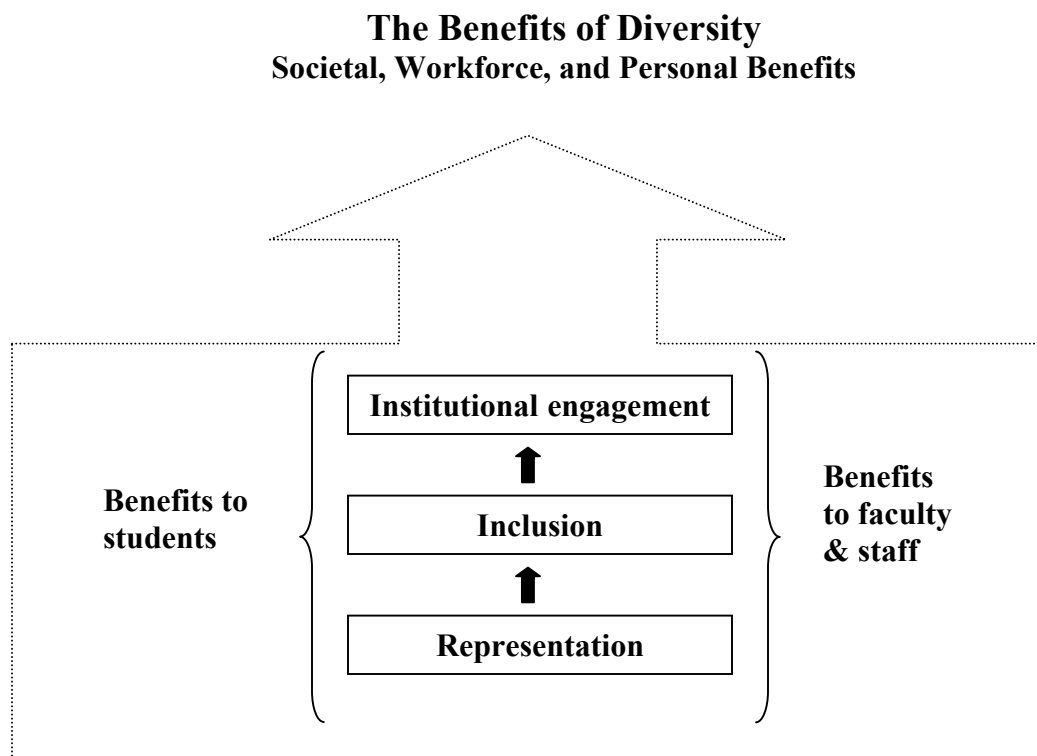
As OUS continues to address the needs of an increasingly diverse society, recommendations include the incorporation of diversity considerations throughout statewide and OUS strategic planning, ongoing monitoring and flexibility of student-related diversity efforts aligned with the changing national dynamics of higher education diversity, continuation and enhancement of outreach and opportunity in K-16 efforts, continuation and enhancement of faculty diversity efforts, and continued research into the educational and societal benefits of higher education diversity.

Introduction

Since 2000, the Oregon University System (OUS) annual diversity report has provided both a) a “vision” for diversity with continuing themes regarding the enhancement of *representation, inclusion, and engagement*, and b) an overview of the progress made in racial/ethnic diversity within the populations of OUS students, faculty and staff. Diverse educational environments are beneficial to all involved and provide a rich arena for a robust exchange of ideas through effective attention to the traditional public university missions of teaching, learning, research, and community service. The paradigm for this framework is provided in Figure 1 below. The purposes of this report are:

- 1 – to inform the newly configured State Board of Higher Education about the broad scope of diversity issues within OUS
- 2 – to provide an overview of current university initiatives that support diversity considerations
- 3 – to monitor the progress made in enhancing the diversity of students, faculty, and staff within OUS (Note: A comprehensive data review of OUS progress was conducted in the 2003 OUS Diversity Report *Student, Faculty, and Staff Racial/Ethnic Diversity: A Retrospective of Five- and Ten-Year Progress*. The current report includes an update of the related data.)

Figure 1



The issues associated with diversity are multifaceted. Within OUS, the vision for diversity is a comprehensive and ongoing consideration that extends beyond mere numeric representation. The report includes brief descriptions of the initiatives taken within OUS institutions to enhance *representation, inclusion, and engagement*.

Representation

Each OUS institution has enhanced the representation of diverse populations within the campus environment. *Within the OUS vision of diversity, initiatives relating to representation seek to provide opportunity, enhance campus environments, and fulfill the mission of public higher education institutions as dynamic establishments that support surrounding communities and guide the production and attainment of knowledge that moves society forward.* Campus initiatives seek to include diverse populations within outreach efforts to students in the K-12 pipeline in order to enhance awareness of, and preparation for, higher education. Admission offices actively seek to provide information and recruit students of diverse backgrounds. OUS institutions engage in efforts to educate university search committees regarding outreach to diverse faculty/staff employment candidates.

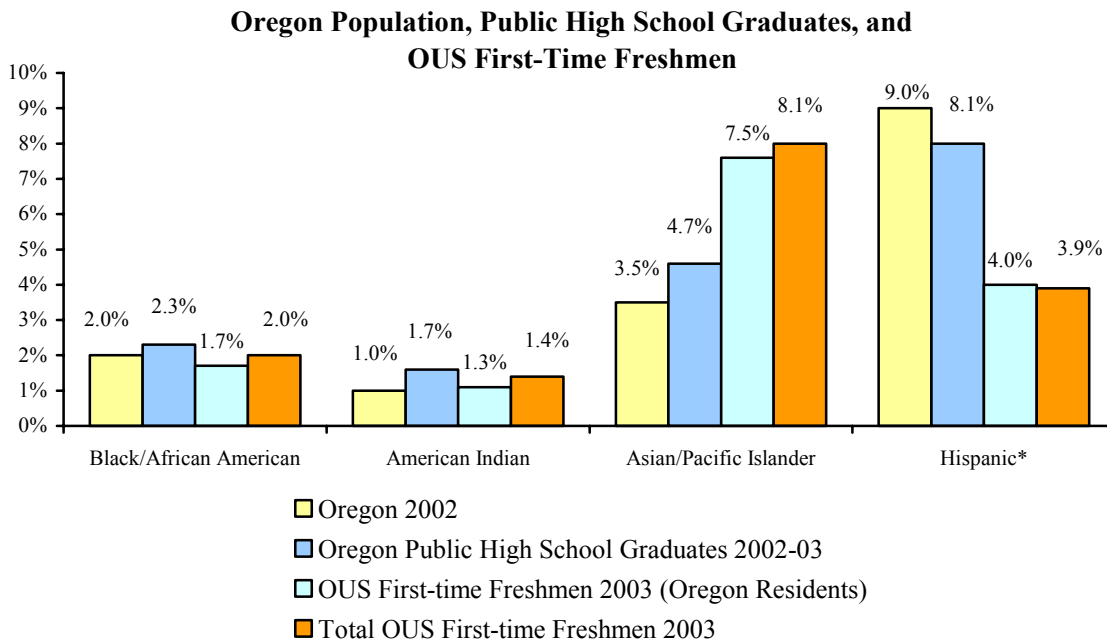
Inclusion and Engagement

With representation (i.e., quantity) being but one factor in comprehensive efforts to provide enhanced campus diversity, each OUS institution provides opportunities to facilitate the incorporation of considerations of diversity into the fabric of the campus community. *Within the OUS vision of diversity, activities that promote inclusion and engagement (i.e., quality of experience) seek to create environments that are progressive and responsive, provide benefits for all OUS populations, and that celebrate the achievements and contributions of all participants.* Examples of these initiatives include campus-wide diversity councils; the enhanced participation of faculty, staff, and students of color throughout the institutions; attention to the incorporation of diversity considerations into the curriculum; events that encourage awareness and celebration of the contributions of diverse individuals and communities; and the production of institutionally- and student-sponsored events that enhance the learning environment.

Oregon Diversity

Like many states, Oregon is experiencing increased diversity within its population. Figure 2 provides an overview of race/ethnicity distributions within the general population, among Oregon’s public high school graduates, and within the population of first-time freshmen students within OUS institutions.

Figure 2



Sources: U.S. Census Bureau, Oregon Department of Education, and OUS Institutional Research

*Within Census data, Hispanics can be of any race

Oregon has an increasingly diverse population, with Hispanics representing the largest growth.

- Hispanics accounted for 9% of Oregonians in 2002, up from 4% in 1990.
- Oregon’s African American, Asian, and American Indian populations have remained relatively stable.

Increasing numbers of students of color are in the K-12 pipeline.

- From 1992 to 2002, the enrollment of Oregon’s public K-12 students of color increased from 12.5% to 21.4%. The largest increase has been among Hispanics, which grew from 5.3% to 12.2%.
- Of Oregon’s 67,591 Hispanic students in public K-12 during 2002-03, more than half were enrolled in grades K-5.
- Students of color constituted more than 16% of Oregon’s public high school completers in 2002-03.

- High school dropout rates are a lingering concern. Overall, 4.9% of Oregon's high school students dropped out in 2002-03 but higher rates were experienced among African Americans (9.0%), American Indians (6.3%), and Hispanics (9.1%).

OUS enrollments of African American, American Indian, Asian/Pacific Islander, and Hispanic students continue to increase. (Note: These data do not include Oregon Community College enrollments).

- In fall 2003, students of color represented 15.3% of all OUS first-time freshman enrollment (up from 13.6% in 2002).
- Students of color represent approximately 13.3% of total OUS enrollment (up from 12.9% in 2002).

DATA

Considerations of Race/Ethnicity Data - A Period of Transition

Background

A growing diversity within the U.S. population, combined with awareness of the need to move forward in recognizing the mixed-race heritage of many people, has precipitated changes in the way in which race/ethnicity data are captured. These changes are most evident in the collection of year 2000 U.S. Census data in which respondents were afforded, for the first time in this country's history, the opportunity to self-identify more than one race. Respondents could mark as many discrete racial categories as they desired. Census 2000 records indicate that 97.6% of the U.S. population reported one race, and 2.4% reported two or more races. The West Coast has the largest concentration in this country of people who elect to report more than one race, at 40% of those reporting two or more races. By comparison, the South had 27.1% of "two or more races" respondents; the Northeast had 18%; and the Midwest had 15%. (Census 2000 Brief – *"The Two or More Races Population: 2000"*)

In addition to the modification in the ability to report more than one race, the 2000 Census included the opportunity for respondents to indicate Hispanic/Latino ethnicity along with a racial category (ies). Another change in the Census related to the separation of the Native Hawaiian population from the previously used Asian/Pacific Islander population. These changes represent advances in the recognition of the uniqueness associated with many populations within this country. Census experts caution, however, that comparisons with previous Census data or data collected from other sources may not be accurate – particularly for those reporting multiple designations of race that cannot effectively be compared with data collected in earlier years.

Data collection mechanisms for educational and other types of race/ethnicity reporting have not yet been modified to reflect the changes found in the 2000 Census. The current federal educational data reporting standards, including the Integrated Postsecondary Education Data System (IPEDS), are consistent with pre-2000 Census data. For this reason, there is not currently a match between 2000 Census and educational data sources. For example, educational reporting still broadly maintains a) discrete categories for the collection of race/ethnicity data with no ability to designate more than one race; b) the inclusion of Native Hawaiians in the Asian/Pacific Islander category; and c) Hispanic/Latino as a discrete category with no opportunity to identify race in addition to Hispanic/Latino ethnicity. There have been delays with the establishment of a modified race/ethnicity collection and reporting mechanism standard by IPEDS; however, it is anticipated that these changes will occur within the next few years. Once the new standards are established, institutions may re-survey existing populations and reconcile existing data with a new format. It is advised, also, that educational institutions pose the race/ethnicity data collection question in a standard (either a one- or two- question) format in order to gather comparable data. Decisions are yet to be firmly established at the federal level regarding the use of a multiple check format (consistent with the 2000 Census collection) versus the opportunity to check one box designating more than one race within collection standards. Research has found that differing results are garnered depending upon the format used. Given the likely expense that will be associated with this endeavor, OUS and other educational entities are waiting for the national standards to be established before attempting to modify the existing collection formats.

OUS Race/Ethnicity Data

There is recognition within OUS of the enhanced designations of racial/ethnic diversity. Consistent with national trends – particularly on the West Coast – OUS is experiencing increasing numbers of individuals who desire to indicate more than one race. The 2003 and 2004 OUS Diversity Reports include the data reported by students within OUS institutions who designate more than one race. It should be noted that OUS student race/ethnicity data are collected via the application for admission forms designed and utilized by each OUS institution. Given the variation in the questions posed to collect race/ethnicity data on these forms, the fact that self-reporting race/ethnicity is optional, and the fact that people in general may not have a complete understanding of the differences in data collection for various purposes, these data may not be comparable with future internal and external collections of race/ethnicity data once a new standardized protocol is established.

Current compilations of OUS data for faculty/staff, collected as an optional response item to assist with affirmative action employment plan purposes, adhere to the previously established (pre-Census 2000) format. The legacy nature of a large portion of the faculty and staff race/ethnicity data (i.e., data collected historically during an era when people tended to consistently report only one race/ethnicity) differs from the more fluid collections of student data. The possible re-surveying of OUS populations, mentioned above, will eventually provide an opportunity to capture updated race/ethnicity information for faculty/staff as well. As OUS representatives work to address issues of reliability and validity in preparation for modified data collection, and make changes in accordance with federally required data collection and reporting protocols once these standards are established, future reports of race/ethnicity should provide additional detail for all OUS populations of students, faculty, and staff.

There have been increases over the years in the numbers of students, faculty, and staff who decline to respond to race/ethnicity data requests. These data are listed within the tables included as appendices to this report. *Student enrollment tables in this report include a column that identifies students who designate more than one race. However, Systemwide data for degrees awarded and faculty/staff representation are currently maintained, and included within this report, under the pre-Census 2000 standard.*

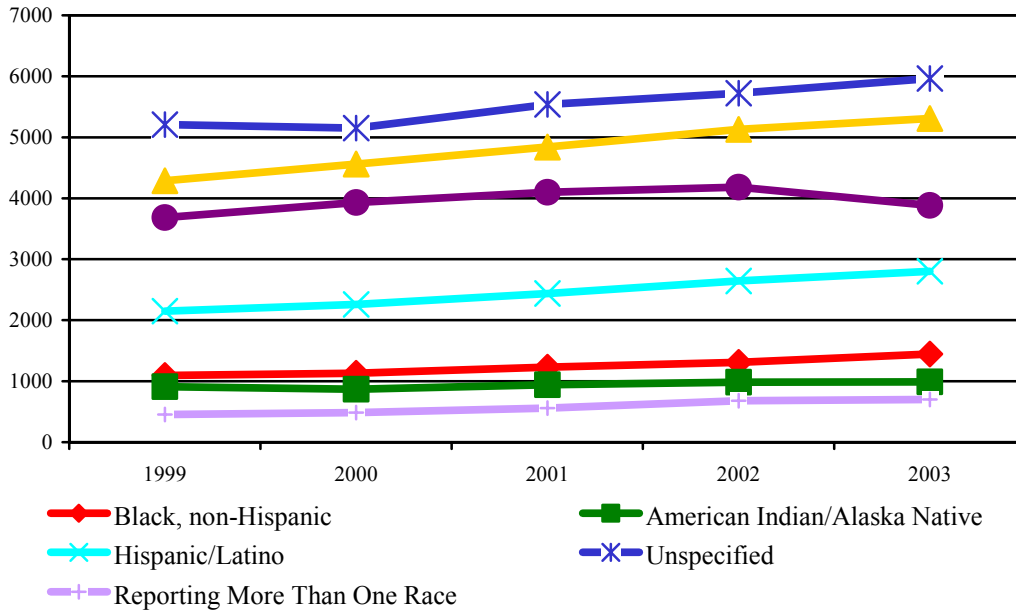
Comparative OUS Data

A comprehensive review of five- and ten-year trends in OUS data was completed in the 2003 OUS Diversity Report. The following provides a brief update of the data and, for additional comparative purposes, includes five-year comparators.

Total Student Enrollment

During fall 2003, total OUS enrollment reached 79,558 students (see Appendix A), an increase from 78,111 students in fall 2002. Figure X indicates that the enrollment of African American, American Indian/Alaska Native, Asian/Pacific American, and Hispanic/Latino students was 10,543 (13.3%) in fall 2003, up from 10,068 (12.9%) in fall 2002, and 8,441 (12.5%) in fall 1999. As noted earlier, a growing number of students either report more than one race or have unspecified race. The total enrollment of students reporting more than one race was 700 (0.9%) during fall 2003, a numeric increase from 678 (0.9%) in fall 2002, and 454 (0.6%) in fall 1999.

Enrollment by Race/Ethnicity 1999 to 2003

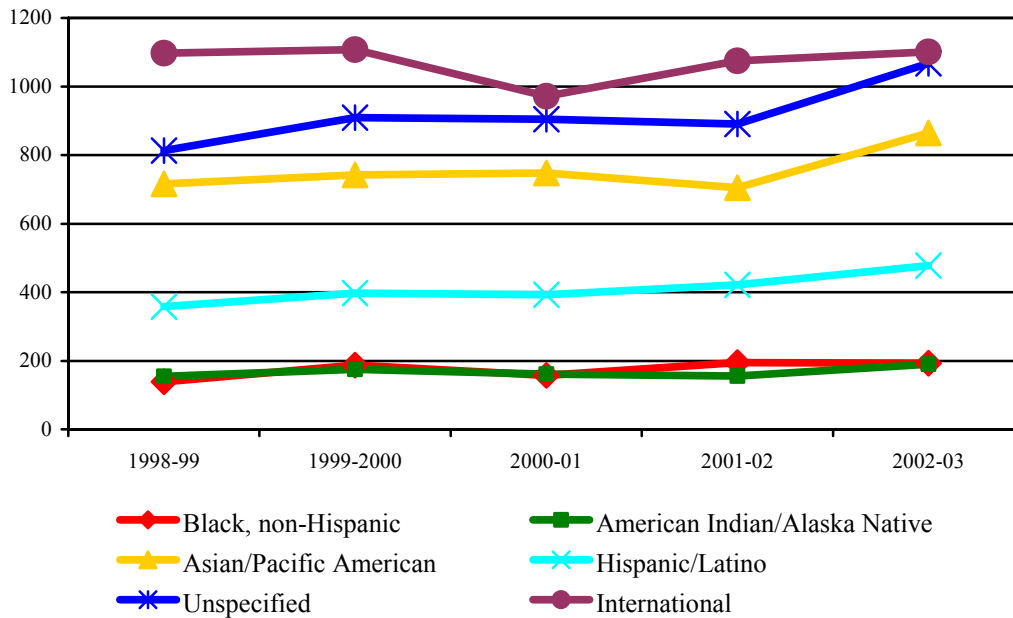


The enrollment of first-time freshmen African American, American Indian/Alaska Native, Asian/Pacific American, and Hispanic/Latino students represented 1,511 (15.3%) of all first-time freshmen during fall 2003 (see appendix B). This enrollment is up from 1,406 (13.5%) in fall 2002; however, the number of first-time freshmen students reporting more than one race was 106 (1.1%) in fall 2003, down from 143 (1.4%) in fall 2002.

Degrees Awarded

During the 2002-03 academic year, a total of 1,724 (11.3%) African American, American Indian/Alaska Native, Asian/Pacific American, and Hispanic/Latino students received OUS degrees (see Appendix C). As illustrated in Figure X, this total is up from 1,477 (10.8%) during 2001-02, and 1,368 (10.6%) during 1998-99.

Degrees Awarded 1998-99 to 2002-03

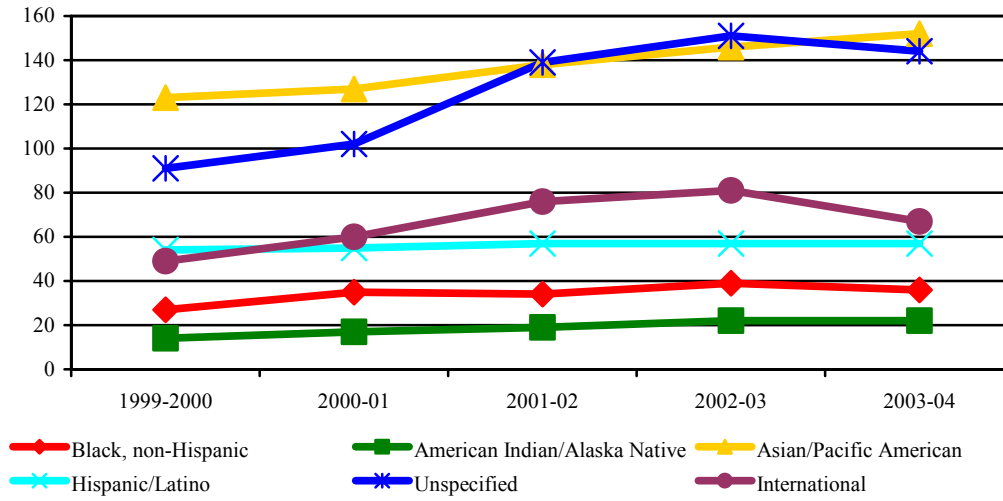


Faculty/Staff Representation

During fall 2003, the total OUS workforce of 14,936 people (6,999 men and 7,937 women) included 210 (1.4%) African Americans; 544 (3.6%) Asian/Pacific Americans; 372 (2.5%) Hispanics; 151 (1%) American Indians/Alaska Natives; 11,890 (79.6%) Caucasians; 979 (6.6%) International faculty/staff; and 790 (5.3%) faculty/staff with Unknown race/ethnicity.

One common measure of faculty representation relates to those who hold full-time, ranked, instructional positions. Appendix D includes institutional and System totals for this population by race/ethnicity. Information is included within the appendix for international faculty as well. During fall 2003, a total of 267 (11.2%) African Americans, American Indians/Alaska Natives, Asian/Pacific Americans, and Hispanics were represented among OUS full-time, ranked, instructional faculty. This representation increased from 264 (10.4%) in fall 2002, and 218 (7.2%) in fall 1999.

Full-Time Ranked Instructional Faculty 1999-2000 to 2003-04



OUS Diversity Initiatives

Considerations of higher education diversity enhancement activities are complex and evolving. Attention must be provided to educational factors (preparation and achievement), societal and cultural needs, the provision of opportunities for advancement, and compliance with pertinent court rulings. Student-focused efforts including outreach activities, admissions practices, scholarships, social, and academic support services, as well as faculty/staff – related initiatives, are important factors in the attraction and retention of diverse populations and in the provision of educational value to all higher education participants.

Consistent with university missions and the needs of the populations served by OUS institutions, OUS representatives engage in activities and initiatives to support enhanced diversity and to promote the educational benefits of diverse campus environments. Appendix E includes university mission statements (with selected diversity-related statements highlighted) from institutional websites. Following is an overview of current diversity initiatives, provided by university representatives, within each institution.

Eastern Oregon University (EOU)

Campus-wide Initiatives

EOU's Diversity Committee is composed of elected members drawn from throughout the campus community. The committee's mission and goals are closely aligned with the university mission and strategic plan with regard to *representation, inclusion, and engagement* of people of diverse backgrounds. The committee has recently addressed issues for an inclusive curriculum and diversity in the University's Cornerstones Program. This academic year, the Provost has asked the Diversity Committee to:

- 1) assess the outcomes of current practices in terms of recruitment, retention, and advancement of diverse faculty, staff, and students; and
- 2) make recommendations to improve outcomes.

Student Outreach and Support

The Vice President for Student Affairs and staff are proactive in seeking solutions to enhance programs for diverse students. The Office of Student Affairs has organized and hosted two retreats to assist staff in building awareness and understanding of the various areas of diversity.

The Office of Admissions/New Student Programs has increased efforts to recruit students of color. An increase in the number of multicultural applicants demonstrates the progress being made. The Admissions and Native American Program offices have provided opportunities for admission counselors to attend conferences targeting students of color. One staff member in the Admissions/New Student Office is responsible for outreach to students of color and for the planning and implementation of the "Making College Happen" program.

The Native American Multicultural Student Service Office develops and delivers a variety of student services to ethnically diverse students. Student clubs and organizations host a range of programs designed to build awareness of cultural diversity. These groups work together to increase opportunities to build bridges of friendship and cultural understanding.

The Student Health Center staff has developed programs to address gender and culture specific health issues. These programs include outreach and information to campus cultural clubs, organizations, and diversity interest groups.

EOU supports several important outreach programs that address the K-12 pipeline. One such program is the Native American Adolescent Mentorship Program (NAAMP). The NAAMP is a volunteer mentoring program that connects college students and community members with Native American youth. The primary goals of the program are to build friendships, increase self-esteem, decrease absenteeism, and promote post secondary education. This collaborative program between EOU, the Pendleton School District, and the Confederated Tribes Umatilla Indian Reservation (CTUIR), is supported by the three partners. Earlier this year, the NAAMP was awarded a three-year JUMP Grant from the U.S. Department of Justice.

The School of Education & Business and the Native American Program work together to recruit, retain, and graduate students in the field of teaching. The Native American Teacher Education Program (NATEP) encourages students at the undergraduate and graduate level to complete teacher licensure and return to their own community or communities with high native/minority enrollments.

The Northeast Oregon Area Health Education Center (NEOAHEC) offers programs to middle and high school aged students, and targets students from diverse backgrounds to participate in these programs.

- MEDQUEST: Brings high school students to attend a five-day residential camp at Eastern Oregon University. MedQuest is a "hands-on" exploration designed to introduce students to career opportunities in health care.
- MEDSTARS: An advanced camp for students who have attended an introductory health career camp or have been in an intensive health occupations class at their school and have a definite goal to pursue a degree in the health field.
- EOU SCIENCE CAMP: A week long camp for youth between the ages of 9 and 14. Campers have five days of hands-on activities in Chemistry, Physics, Geology and Biology plus recreational activities.

Faculty/Staff Initiatives

The Provost/Vice President for Academic Affairs supports ongoing initiatives to enhance diversity at EOU. Attention has been focused on improving the faculty candidate search process and identifying best practices.

At the request of the Provost, a revised *Search Process and Procedures Handbook* has been prepared by the Director of Human Resources and the Affirmative Action Officer (AAO). Included in all searches is a step where the AAO meets with search chairs and committees to review the legal parameters and institutional goals for recruiting a diverse faculty. In addition, the AAO works with the Human Resource Office and the Provost to assess methods and outcomes in the recruitment, advancement, and retention of diverse faculty.

Each fall the Provost and the Center for Teaching, Learning and Assessment present a faculty orientation program designed for new and returning faculty, on policies and procedures covering various topics including Affirmative Action and Disability Services Programs, tenure, promotion, third year interim review, and annual evaluation. School Deans are encouraged to

take action-orientated steps to ensure that topics of diversity are an integral part of teaching and learning. EOU faculty members who work on reforming the general education curriculum have implemented recommendations on how to best address diversity within the general education framework. The EOU Cornerstones Program has expanded its definition for the international experience to include areas of diversity within the United States.

The President provides ongoing support for a committee and center that work to address areas of concern for women and students of color. The President's Commission on the Status of Women presents workshops and sponsors speakers. Annually, the Commission organizes a weeklong program to raise awareness of women's issues in the celebration of International Women's Week. The Commission has also been instrumental in the development and support of the Women's Resource and Research Center.

Oregon Institute of Technology (OIT)

Campus-wide Initiative

OIT has a diversity initiative that is focused on increasing the number of women enrolled in engineering-related fields, including engineering, technology and computing.

Student Outreach and Support

OIT efforts include introducing elementary through high school girls to careers in science and engineering, supporting female science and engineering students on campus and encouraging female engineering students to seek a career as an engineering faculty member.

The WISE (Women in Science and Engineering) program is a women in engineering day conference which provides an opportunity for high school girls to meet professional female engineers on campus and to explore engineering careers. The "Saturday Experience" program is a series of Saturday programs on campus for students from local schools to create an interest in mathematics, science and engineering. The "I'm Going to College" program brings sixth-grade female students to campus to expose them to college life, including an opportunity to tour the campus and attend a class in their area of interest. This program also includes a meeting with parents as a follow-up activity in their own elementary school. OIT also has a week-long summer residential program for junior high school students, TWIST (Teen Women in Science and Technology), which introduces them to engineering skills and careers.

For female science and engineering students on campus OIT supports the SWE (Society of Women Engineers) organization. Regular social gatherings bring female engineering students into direct contact with other female engineering students and faculty members and provide an opportunity for them to explore the breadth of engineering and technology disciplines on campus.

Faculty/Staff Initiative

OIT has a National Science Foundation (NSF) funded program for the development of female faculty members for engineering, PFFEMS (Preparing Future Faculty in Engineering, Mathematics and Science). This program includes an active Learning Communities effort, as well as opportunities for development of teaching skills and educational pedagogies for the teaching fellows supported by the program.

Oregon State University (OSU)

OSU continues a range of diversity initiatives that enhance the ability to sustain an inclusive and supportive campus environment; to improve the capacity to be proactive and responsive; and to embrace a sense of community and acceptance.

Campus-wide Initiatives

- Diversity and the Strategic Plan: In support of the priorities outlined in the recently adopted OSU Strategic Plan, the Office currently known as Multicultural Affairs will be renamed, and will have a Director of Community and Diversity. A national search is underway to fill this important role. The breadth and depth of the scope of the Office has been expanded in support of moving OSU up to the next level of diversity commitment. The Director position will be appointed by the President, and will report to both the President and Provost. The Office will have a campus-wide purview, and will be both “environmental” and “ecological” in its service. The Director will be designated a key member of the leadership team and will serve on the University cabinet.
- The Campus Climate Assessment, sponsored by the Office of Multicultural Affairs and the Faculty Senate, will be conducted during spring term, 2004. Students, faculty, staff, and administrators assisted in refining the survey instrument. The results will provide data to assist in the development and implementation of the Strategic Plan, including unit level and university-wide Diversity Action Plans.
- Diversity Action Plan: An OSU Diversity Action Plan is underway in support of the OSU Strategic Plan. A draft of the planning process follows:

Process Overview

All Oregon State University academic and administrative entities will participate in the Diversity Action Plan process. Plans will be submitted centrally through the administrative unit leader (e.g., Academic Dean, Vice President, Vice Provost, President). The unit leader will provide direction to those reporting through her/him regarding the submission of plans. In addition, each unit leader is to develop a plan that will detail their contribution to the university’s plan (e.g. the Office of the Provost will have its own plan, apart from those developed by academic units). The goal of the process is to construct and implement a broadly focused plan that will enhance and sustain the university’s success relative to diversity.

The elements involved in the development of the Oregon State University Diversity Action Plan are:

- 1. Describe (clarify) categories of diversity to be addressed*
- 2. Develop criteria (standards) for successful Diversity Action Plans*
- 3. Develop a template to guide the development and evaluation of Diversity Action Plans*
- 4. Develop a charge to units for Diversity Action Plans. The charge will describe components of Oregon State University’s Diversity Action Plan, specifying dimensions that units are to address:*
 - a. Diversity mission statement*
 - b. Climate initiatives (e.g., environment relative to work, learning, living)*
 - c. Knowledge and skill development (initiatives to foster cross-cultural competency at all levels of the university)*

- d. *Faculty recruitment and retention (including promotion and tenure), staff recruitment and retention, and student recruitment and retention (including graduation) initiatives*
 - e. *Outreach/service/partnership initiatives (communities with which units will connect, will include fundraising)*
 - f. *Assessment/research/evaluation initiatives*
 - g. *Student support and development initiatives*
 - h. *Faculty/staff support and development initiatives*
 - i. *Accountability plan (including qualitative and quantitative measures)*
 - j. *Alignment initiatives (efforts to connect the work of the unit with others who share comparable goals and initiatives)*
5. *Develop a list of resources to guide units during the planning process*
 6. *Involve key stakeholders and constituents in the process*
 7. *Check for responsiveness to the needs and utilization of the skills of stakeholders*
 8. *Check for alignment with standards adopted to define successful Diversity Action Plans.*
 - *There will be an accountability and feedback*
 - *Each unit will be supported and encouraged based upon their readiness to engage in the planning process*
 - *There will be a consistent method by which each plan will be evaluated*
 - *There will be short, medium and long-range initiatives (stated in measurable, behavioral terms)*
- **Partnership for Diversity:** OSU was a founding member and major player in forming this community based collective to bring diversity programs to the Corvallis area. The first program featured Jane Elliott, developer of the internationally known approach for teaching the damaging effects of discrimination in education, business, and society in general. In addition to OSU, the Partnership includes Hewlett Packard, CH2MHill, Linn Benton Community College, Corvallis city government, Benton County government, Corvallis Martin Luther King, Jr. Commission, Community Alliance for Diversity, Safeway, and Corvallis Oddfellows.
 - **Brown vs. Board of Education Observance:** Several university units, community groups, and local schools are planning a two week event in May 2004 commemorating the fiftieth anniversary of the landmark Brown vs. Board of Education U.S. Supreme Court decision which declared state enforced race segregation in education unconstitutional. A variety of activities are planned including an Opening Ceremony on May 17, a keynote speaker, a panel display entitled "No Easy Road: Unlearning Discrimination in Oregon", various artistic activities, videos relating to the struggle to overcome segregation, and panel discussions. The purpose of the event is to raise awareness of the continuing relevance of the challenge of the Brown case, the ongoing struggle against persistent de facto segregation in housing and its relationship to education, and the implications for all who work on behalf of equality of opportunity.

Student Outreach and Support

Community Outreach Programs have been held in Hispanic, African American, and Asian/Pacific American communities to promote middle and high school persistence and postsecondary education. The community-based programs invited families and community leaders to attend, since many educational decisions are family based. OSU students played major roles in providing information to participants on student life and activities.

PROMISE (Professional and Managerial Internships in State Employment) is a summer program that is in its twelfth year of providing students of color with opportunities to gain professional, managerial or technical skills and experience in positions at the University or in state, county and local governments. Interns acquire valuable career development strategies and provide opportunities for participating departments and agencies to increase diversity and diversity awareness in their worksites. Sponsors attest to the value of working with students from diverse racial and ethnic backgrounds. Upon completion of the internship, many departments retain interns for full year employment and maintain contact for future employment. Former interns have secured positions in Oregon universities and state, county and city governments and agencies upon graduation. In helping students of color realize their career potentials, PROMISE is one of OSU's most effective avenues for demonstrating its commitment to diversity. The program is supported by Human Resources Department (financial and oversight), the Office of the President (financial) and Intern sponsors at the University, state, county and local government levels. The PROMISE Task Force provides guidance for the program.

Faculty/Staff Initiatives

- The Faculty Diversity Initiatives actively recruit and support minority graduate students with “Minority Group Graduate Student Pipeline Support Fellowships” and the “Minority Faculty Doctoral Advancement Fellowship” as one approach to faculty diversity.
- The Diversity Hiring Initiative requires applicants for all leadership positions to demonstrate commitment to diversity. Hiring administrators throughout the university with the capacity and the will to further diversity initiatives enhances the ability to meet inclusive goals.
- The Office of Affirmative Action and Equal Opportunity continues to provide information and work with search committee to attract a diverse pool of employment applicants through improved marketing and communication methods. The office has also developed a guide to assist search committees in the implementation of the Diversity Hiring Initiative.

Portland State University (PSU)

The President and the Provost further diversity through the Portland State University (PSU) Presidential Initiative established in 1999. The goals of this initiative include 1) the creation of an institutional environment, curricula and scholarship that enhance learning about diversity and respect for diversity and equality; 2) increases in the representation of both in-state and out-of-state students of color within the campus community; 3) increases in the participation of underrepresented groups in the faculty, staff, and administration; and 4) increases in the number of sustained and mutually beneficial connections with diverse communities. Activities and outcomes that support the President's Initiative are reported on the President's Corner at <http://www.president.pdx.edu/Initiatives/diversity/diversityhome.phtml>

Outcomes

Positive results of the President's Diversity Initiative are reflected in the following areas:

- Between 1999 and 2003 the number of faculty of color (full-time instructional) has increased by 32.8%--64 in 1999 to 85 in 2003. During this period, those faculty (full-time instructional) who identified as white/European increased by 5.5%.
- As of 2003-04, twenty-one departments were participating in the Diversity Incentive Plan funding opportunity;
- During 2003-04, the Focus on Diversity Series will host six events;

- During 2003-04, the Diversity Film Fest will host five events, and is available to undergraduate students as the basis for a one-credit course.

Campus-wide Initiatives

The following campus-wide activities are associated with the President's Diversity Initiative:

- The Diversity Action Council (DAC) – comprising 33 presidentially-appointed faculty, staff and students – designed the Diversity Action Plan that highlights actions, key personnel, timelines, and rationales that support each of the Diversity Initiative Goals. In efforts to include all levels of the institution in related activities, the DAC reports regularly to the Council on Academic Deans and the Faculty Senate.
- The DAC sponsors and collaborates with campus offices to deliver activities throughout the year that: investigate the perceptions of faculty, staff and students on the campus, raise awareness, and facilitate opportunities for discussion of the various effects of diversity. Examples of these activities include the following and others listed within the student and faculty/staff sections below.
 - The Diversity Liaison Network: Faculty representatives of each unit (academic and nonacademic) hear about upcoming diversity activities and share their departmental diversity activities.
 - The Diversity Newsletter: A quarterly newsletter highlighting diversity events and diversity discussions. For more details see “Diversity Activities” on website cited above.
 - The Focus on Diversity Series: A monthly series addressing current and ongoing issues regarding diversity. For more details see “Diversity Activities” on website cited above.
- To further the goal of increasing the number of faculty of color, the DAC has established the Diversity Hiring Resource Team (DHRT). Through the work of this team, institutional representatives have learned to define positions as broadly as possible to ensure a diverse pool of candidates. The Provost meets with each dean and search committee chair to review the pool and either approves it or encourages broadening the search to obtain a diverse group of candidates. This, combined with the work of the Affirmative Action Office in determining underutilization or under representation, has helped PSU develop new ways to improve the recruitment and retention of faculty of color.

Student Support and Outreach

- During 2003-04, PSU supported programs that enhance the progress of Latino high school students towards higher education by bringing them together with current Latino PSU students mentors.
- Students receive diversity mini-grants for campus-wide diversity activities. For summaries of student mini-grants, see “Diversity Activities” on website cited above.
- Special Connections is an annual event for graduate students of color at PSU to talk with undergraduate students of color about pursuing graduate work at PSU.

Faculty/Staff Initiatives

- Academic departments receive incentive funds for departmental tenure track hires that document both diversification of the candidate pools and hiring of diverse faculty.
- Research addressing issues of diversity is encouraged among the faculty and funded by the Presidential Initiative through mini-grants. Thirteen mini-grants were funded in 2003-04; this is more than double the number awarded during the previous academic year. For summaries of mini-grant descriptions, see “Diversity Activities” on website cited above.

- The position of Faculty in Residence for Diversity is an annual appointment that allows a tenure track faculty member to devote a portion of their time to furthering the diversity activities at PSU.
- The DAC sponsors:
 - Connections: Monthly informal meetings for faculty and staff of color at PSU; this group has 317 individuals on their listserv.
 - <<http://www.president.pdx.edu/Initiatives/diversity/connections03.html>>.
 - Diversity Hiring Resource Team: A resource team available to all departments to provide suggestions for writing position descriptions that reflect an openness to diverse candidates; suggestions for interviewing candidates that reflect an openness to diverse candidates; and suggestions for ways to retain diverse candidates. For more details see “Diversity Activities” on website cited above.

Southern Oregon University (SOU)

Southern Oregon University (SOU) has implemented various strategies to enhance diversity on campus and our community. Major diversity initiatives include the following.

Campus-wide Initiatives

The *Multicultural Executive Council* is composed of faculty and staff and serves as a decision-making group for issues of concern for the SOU multicultural community. A faculty member who serves as Faculty-in-Residence for multicultural student affairs and the Diversity Scholars Program chairs the Multicultural Executive Council, and is the primary contact for multicultural students.

The *Multicultural Library* is a self-service library containing U.S. ethnic literature, gay and lesbian U.S. literature, and secondary sources. The Library is open to students and staff.

The *Welcoming Diversity and Controversial Issues/Conflict Resolution Program* provides opportunities for representatives of the SOU community to interact and engage with members of the surrounding community. Groups of faculty, staff, and students have been trained as Welcoming Diversity Workshop and Controversial Issues Facilitators. Trainees become “multipliers” of their newly developed diversity skills by facilitating diversity workshops in the university and the larger community.

Native American Materials and Services: Southern Oregon University’s Library has a premier collection of materials relating to Native Americans of North America and has deemed the selection and acquisition of materials relating to North American Indians as a collecting focus (along with Shakespeariana).

Of the Oregon University System regional universities, SOU Library has the largest collection of Native American materials, with over 8,700 books and videos dealing with Native North America. The Library maintains subscriptions to 26 periodicals pertaining to Native Americans, and collects newsletters from the federally recognized tribes of Oregon. The Library also subscribes to the online database, HRAF Bibliography of Native North America.

Designated a center for Native American materials, the Library recently received substantial collections of Native American materials. Helen Redbird-Smith, an alumna of SOU and

Professor Emeritus of Western Oregon University, donated an extraordinary collection of 1,400 monographs, sound recordings, research papers, ephemera, reference materials, and documents relating to North American tribes. The Douglas Martin Collection contains over 1,000 books collected by this scholar of Indian-White relations during his lifetime.

The Library is also involved in an IMLS funded digitization project to create the Southern Oregon Digital Archive (SODA) of materials relating to the ethnohistory and environment of the unique Siskiyou/Cascade/Klamath bioregion. The First Nations Collection of SODA now numbers 400 web-accessible hard-to-find public domain documents, books, and articles relating to the indigenous peoples of this area. The collection has been developed in consultation with representatives from tribes. Some of the groups represented in SODA include the Aleva, Coos, Cow Creek Band of Umpqua, Hupa, Klamath, Modoc, Shasta, Siuslaw, Takelma, Tututni, and Yahuskin nations.

Native American Studies: Recruitment efforts have been broadened and enhanced at Southern Oregon University (SOU) with the establishment of the Director of Native American Studies position, in addition to the Native American Academic Coordinator. SOU offers both a 24-credit Minor and a 36-credit Certificate in Native American Studies. With the development of the Center for First Nations Studies, recruitment efforts have expanded to the international level within indigenous populations. Southern Oregon University participates in numerous high school and community visitations and maintains close regional interactions with the nearby tribal Education Departments and federally recognized Northern California tribes.

During 2003, Southern Oregon University joined the *Ashland Community Diversity Alliance* (ACDA), a local organization whose membership includes employers, community organizations, and individuals. The ACDA is dedicated to increasing awareness, fostering cultural competency and promoting leadership in cultural diversity development. In the fall of 2003, SOU hosted ACDA's first community event to inform the community about the ACDA's mission and invite interested parties to join the Alliance.

In November 2003 SOU actively participated in the annual *Oregon Diversity Institute Conference* held at Rogue Community College. A number of faculty, staff and students attended the two-day event. In addition, SOU faculty, staff and students presented or co-presented with other institutions seven workshops on the following topics: student harassment over issues of race and sexual identity; the impact of heterosexism in the classroom; Native American programs; using silence as a teaching tool for diversity; issues facing lesbian, gay bisexual and transgender people; creating an inclusive/multicultural curriculum; and campus safety and violence against women.

SOU is represented at the annual *Oregon Indian Education Association (OIEA) Conference* and in the current year (2003-04) will partner with the Klamath Tribes to host the event in early April. Further, SOU is represented at Oregon Indian Coalition on Post-Secondary Education (OICPSE), the Oregon Indian Education Youth Conference, the Oregon/National Tribal Educational Contractors Association, and the National Congress of American Indians. Currently, both Native American Studies faculty are members of the Board of Directors for OIEA and participating members of the Oregon American Indian/Alaska Native Education Council.

Student Outreach and Support

The *Southern Oregon University Minority Outreach Program* has identified a number of travel activities, events and programs as recruitment strategies for this academic year. SOU will send a representative to various conferences and college fairs such as the Cesar Chavez Conference, MeCha, Hoopa Valley High School fair and others. ESL classroom visits to local middle and high schools have given SOU the opportunity to speak to minority students about admission to a college, financial aid, scholarships and housing. Each January, SOU participates in financial aid workshops in Spanish at local high schools. In addition, Upward Bound and Education Talent Search groups from Oregon and northern California attend campus preview programs annually. Lastly, phone calls and mailings have been another way to contact prospective minority students.

The *Native American Advisory Council and the Board of Directors for the Center for First Nations Studies* continue to assist SOU in the identification and elimination of institutional barriers to student success. Membership consists of local Native American community/tribal members, faculty, NASU officers, members of OICPSE, and OTECA. Faculty are assisting in the development of reflective curriculum in a number of areas, including teacher education and continuing licensure, utilizing coursework from the Native American Studies Program.

Southern Oregon University hosts *Konaway Nika Tillicum Native American Youth Academy*, for grades 6-12 each summer. The Academy is an in-residence early-intervention program for recruitment, retention, collegiate academic preparation, cultural relevancy, and leadership. The Academy is a collaborative effort between SOU and Oregon State University's American Indian Science and Engineering Society. Participation includes all nine federally recognized Tribal Education Departments, all Title III Indian Education programs, Johnson O'Malley programs, urban/rural American Indian programs, and National/International First Nations peoples.

Latino Academy/Academia Latino is a weeklong residential camp at SOU for Latino students in the Southern Oregon region who have completed grades 6-8. The camp provides classes, lectures, cultural experiences and recreational activities. These outreach programs create college readiness and a sense of community for multicultural students.

The main goals of the *Diversity Scholars Program* are to admit and award scholarships to cohorts of women and men who enhance institutional diversity, including racial/ethnic diversity, to enrich the teaching and learning environment. The program supports 90 Diversity Scholars through mentoring and advising. A faculty member in residence is responsible for overseeing student multicultural activities, including the mentoring for all students of color in the Diversity Scholars Program.

The mission of the *Multicultural Student Center* is to provide safe, supportive and enriching environments to multicultural students who historically and/or presently have experienced racism and prejudice in the United States. The *Multicultural Student Coalition* was established to facilitate collective activities among the multicultural student organizations housed in the Multicultural Student Center. Presently the Multicultural Student Coalition is comprised of the leaders of the multicultural student unions, associations, and clubs; the Multicultural Student Center coordinator; the Multicultural Student Center technician; and the Associate Director for Multicultural and Student Activities. The following student organizations are part of the Coalition: Black Student Union (BSU); Latino Student Union (LSU); Native American Student Union (NASU); Lesbian, Bisexual, Gay, Transgender Allies Student Union (LBGTA); International Student Union (ISU); Ho'opa'a Hawaii; and the Challenge Student Club (students with disabilities).

Disability Awareness Week 2003, presented by the Challenge Student Club, is an example of the type of activities facilitated collaboratively by the Multicultural Student Coalition. The mission of the Challenge Student Club is to provide group support and encouragement for students with disabilities; to raise awareness of the needs and challenges of students with disabilities; to promote interaction between students with and without disabilities; and to encourage continued relational growth between students with disabilities and the university community. Disability Awareness Week consists of five days of activities intended to increase awareness and appreciation of the contributions of people with disabilities and their impact on campus and in our community. In 2003 activities included a community resource and vendor faire, demonstrations by various service animals, a performance by a wheelchair dance troupe, and a student/faculty panel presentation. These events were the result of collaboration between the Challenge Club and faculty, staff, students and community members -- with and without disabilities.

Resource Centers: Demonstrating its commitment to diversity on campus, the SOU student government, in collaboration with Student Affairs, continues to support the Women's Resource Center, Queer Resource Center and Non-Traditional Student Resource Center.

- The *Women's Resource Center (WRC)* offers educational programs and support services to enhance the quality of life for Southern Oregon University women. The center serves as a resource for students, faculty, staff and community of all genders. The WRC maintains an extensive library and collection of community resource information; takes a leadership role in prevention of sexual assault; and offers work-study, volunteer, and practicum opportunities to SOU students.
- The *Queer Resource Center* provides support services for lesbian, bisexual, gay, and transgendered students, faculty, and staff. The QRC also provides educational and recreational programs to the campus community.
- The *Non-Traditional Student Resource Center* provides services to non-traditional students defined as individuals age 25 or older who are single, married or divorced, with or without children. Services include access to computers and other resources, meeting space, and information on jobs and scholarships.

Faculty/Staff Initiatives

- Recruitment: The Office of Human Resource Services developed a directory of recruitment resources for academic and administrative departments that are engaged in a search to fill faculty, administrator and support staff positions. In addition to standard local, regional and national publications, the recruitment resource directory has been expanded to include college placement offices, minority organizations and publications, community organizations, and web sites that offer special services for providing information to minority applicants about position openings.
- Recruitment of Minority Faculty: SOU's collective bargaining agreement with the Association of Professors at SOU provides for financial enhancements to enable departments and schools to compete for qualified faculty minorities.
- The Inclusive Curricula Faculty Learning Community project is intended to transform the existing curriculum. This initiative – sponsored by the inclusive Curriculum Task Force, the Provost's Office, and the Center for Teaching and Learning – is using a model developed by the New Jersey Project. Through this program, faculty members transform their existing courses using inclusive frameworks and teaching pedagogies.

- The New Faculty Mentor Program, sponsored jointly through the Provost's Office and the Center for Teaching and Learning, pairs new faculty with senior faculty members who serve as mentors. The purpose of this program is to provide a support network to nurture new faculty retention and success.

University of Oregon (UO)

The University of Oregon (UO) has developed a multi-faceted approach to diversity with efforts ranging from broad initiatives designed to increase campus community awareness, to educational and research programs and centers that focus on issues of diversity, to concerted efforts to attract and retain an increasingly diverse student body and workforce, to resources and services that support members of our increasingly diverse university community. The university's diversity website <<http://diversity.uoregon.edu/>> provides a valuable array of diversity information and links to events, educational centers and programs, student organizations, services, scholarships, staff training workshops, committees and councils that are available to current as well as prospective students, faculty, and staff. Some examples and highlights of the university's on-going diversity building efforts are described here.

Campus-wide Initiatives

The following initiatives establish diversity as one of UO's core values.

- A search for a new position of Vice Provost for Institutional Equity and Diversity to provide leadership, guidance, and direction for all university equity and diversity matters concerning faculty, students, and staff, concluded successfully with the hiring of Vice Provost Gregory Vincent. Professor Vincent joined the University of Oregon administrative team in January 2004 and will work with other administrators, faculty, staff and students in the on-going effort to increase appreciation of the critical importance of diversity in providing a comprehensive education experience, and will work to enhance collaboration among the university's many diversity stakeholders to ensure effective communication regarding diversity initiatives and accomplishments throughout the campus community.
- The Center on Diversity and Community (CODAC) established in 2001 as an interdisciplinary research center that promotes inquiry, dialogue and understanding on issues of racial, ethnic, and cultural diversity continues to promote new diversity scholarship within and across fields of study <<http://www.uoregon.edu/~codac/>>.
- The Ethnic Studies Program examines the construction and context of ethnicity in the United States with a primary focus on Americans of African, Asian, Latino/a, and Native American descent. Program scholars are committed to promoting the recruitment and retention of faculty and students of color and curricular changes that address an increasingly heterogeneous society <<http://darkwing.uoregon.edu/~ethnic/>>.
- The Oregon Consortium for International and Area Studies, formed in 2000, provides support for the following multidisciplinary and international programs: Asian Studies Program, European Studies Program, International Studies Program, Latin American Studies program and Russian and East European Studies are included at <<http://www.uoregon.edu/~ocias/what.html>>.
- Center for Indigenous Cultural Survival, created in 2001, serves as a research and service institute focusing on indigenous peoples worldwide <<http://www.uoregon.edu/~cics/center.htm>>. In addition, it provides liaison to the tribes of Oregon and will provide stewardship for the Many Nations Longhouse at <<http://www.uoregon.edu/~committees/longhouse/programs.htm>>.

- Long-standing diversity efforts and programs include the President's Council on Race and the Center for Asian and Pacific Studies <<http://darkwing.uoregon.edu/~caps/>>.

The following initiatives are intended to increase campus community awareness of diversity.

- The University continues consideration and implementation of recommendations made in a report by Western Michigan University President Elson Floyd, who was invited to campus to consult on the university's agenda of increasing diversity on campus (e.g., the appointment of Vice Provost for Institutional Equity and Diversity Gregory Vincent noted previously).
- In January 2002, the University invited Dr. Susan Rankin, Penn State University, to campus to share her analysis and results of the 2001 Campus Climate Assessment survey in which the university participated, and to conduct focus groups to identify issues and challenges the campus faces.
- Other initiatives to increase campus community awareness of diversity include the Affirmation of Community Values statement <policies.uoregon.edu/ch1affirmation.html> and the Bias Response Team, coordinated within the Office of Student Life, designed to help the community and its members address effectively incidents of bias or hate.

Student Outreach and Support

Primarily through its Office of Admissions <<http://admissions.uoregon.edu/>> the University has devoted significant effort to increasing the number of students of color at the University. At the same time, the University has enhanced its efforts to support the academic success and retention of students of color who enroll with the University <<http://admissions.uoregon.edu/diversity.html>>. Specific recruitment programs include the following.

- Reach for Success is an annual event that brings approximately 250 middle-school-aged students of color and their parents to the UO campus for a day of activities to help students understand that going to college is possible and how the classes they take in middle and high school can lead to a university education.
- Connections is the UO's primary recruitment and visitation program for students of color that focuses on multiple small- to medium-sized visits <<http://www.uoregon.edu/~stl/parent/connectionsfall2002.pdf>>.
- A full-time Native American Enrollment Coordinator position was created with primary responsibility for assisting Native American students in the process of exploring college options, applying and being admitted to the UO, paying for college, and graduating.
- The University proposed the Residency by Aboriginal Right program in which members of forty-four bands and tribes who have a historic relationship to the land that became Oregon are granted in-state residency for tuition purposes.
- The Native American Summer Bridge Program, launched and coordinated by the English Department, brings students to campus for an academic program aimed to ensure their success in later studies and focusing, in part, on Native American literature.
- A day-long Native American Education Gathering (Lobiital Hoskanga) brings Native American high school students from around the state to campus to explore college benefits and opportunities, including the transitional support available to Native American students.
- In 1998 the University secured federal support for a Ronald McNair Program to enhance diversity in graduate programs.
- The Office of Admissions employs multicultural recruiters/ambassadors who call and give weekly campus tours to prospective students of color.
- In 2002, the University, in partnership with the nine federally recognized tribes of Oregon secured federal support for a comprehensive model for recruitment, support, pre-service training and in-service mentorship of American Indian teachers serving American Indian communities.

- In 2003, the University and the nine-federally recognized tribes of Oregon joined to break ground on a new Many Nations Longhouse. The new facility will be dedicated in the fall of 2004.
- The Linguistics Department, in partnership with the federally recognized tribes of Oregon has secured funding for the Northwest Indian Language Institute that will provide for the teaching of the indigenous languages of the region.

Faculty/Staff Initiatives

- Since the inception of the Underrepresented Minority Recruitment Plan in 1994, the Provost's Office has allocated more than \$2,191,500 for minority recruitment. The plan allows departments to enhance offers to minority candidates and improve retention and support of minority faculty by funding activities supporting faculty development.
- New Faculty Orientation was expanded with a strengthened focus on the opportunities and challenges created by an increasingly diverse institutional community.
- A position was added to the Teaching Effectiveness Program to assist faculty members as they seek to work effectively in an increasingly multicultural teaching and learning environment.
- Diversity, inclusion, and engagement continue to be a focus of attention for both deans and department heads in retreats and work sessions.
- The Office of Human Resources offers a variety of workshops annually that concern diversity and maintaining an inclusive, respectful, and discrimination-free working and learning environment <<http://hr.uoregon.edu/training/>>.

Western Oregon University (WOU)

The location of Western Oregon University (WOU) in the mid-Willamette Valley places it in one of the state's fastest growing Hispanic population centers. It is estimated that well over ten percent of the population in Polk and Marion counties is now of Hispanic descent. This fact, coupled with the university's commitment to ethnic diversity, has resulted in numerous program initiatives.

A student retention effort has been developed for "at risk" students. This "freshman year experience" program identifies and supports students during their critical first year in college by providing personal and academic counseling as well as academic support services in a variety of academic subject areas including math, science, speech, and writing.

High school outreach continues to be an important means of attracting students of color to WOU. Western offers specialized counseling and advising in selected Salem high schools to students indicating they are interested in going to college. This counseling service is offered as a continuing service by volunteering bilingual faculty members.

Campus-wide Initiatives

The general education curriculum has been modified for all students seeking a B.S. degree to include a cultural diversity course requirement. Each B.S. student is required to complete six hours of course work (two courses) emphasizing topics and subjects of cultural diversity.

An interdisciplinary minor in Chicano-Chicana studies has been developed and implemented to provide students with increased opportunities to study issues of race, culture and ethnic diversity.

Student Outreach and Support

WOU has instituted a number of initiatives to provide increased access to students of diverse ethnicity with special sensitivity to providing support for the growing numbers of college bound Hispanic students.

- Diversity Achievement Scholarships: Consideration for this scholarship opportunity is given to any new freshman and transfer student from Oregon whose cultural background, life or work experience, or academic preparation and achievement is likely to enhance the diversity of campus life in and outside of the classroom.
- Upward Bound: WOU is co-partnering with selected Marion and Polk County high schools through its Upward Bound Program to increase high school to college participation rates. This four-year renewable, federally funded grant gives the university access to sixty-five high school students per year. The program strengthens both academic and personal skills necessary for success in college. Upward Bound operates ten months a year on-site in the high schools and for eight weeks each summer on-campus where students live in the university's residence halls and receive classroom instruction that includes regular university faculty. The three-year average of graduating Upward Bound students being admitted to college is 85% and their three-year average college retention rate for these same students is 96%.
- The SEP Program: The WOU Student Enrichment Grant Program supports students of diverse ethnic backgrounds with academic and career advising services, and special learning equipment (i.e., laptop computers, calculators, cassette recorders, etc.) to make the transition from high school to college easier. SEP also offers free courses for academic credit in math and other academic skill areas to improve the probability of academic success. A peer mentoring and an academic bridge program, sponsored by the university in conjunction with SEP, offer students support on a year-round basis. This program carries an 85 percent graduation rate.
- Student Retention Program: The WOU Office of Academic Advising and Learning Center supports a freshman year program of tutoring and counseling to deal with the inevitable personal and academic issues that often develop for students of color as they enter a majority academic and social environment. The program serves upwards of 70 students annually and yields retention rates consistent with the freshman to sophomore retention rates of majority students.

Faculty/Staff Initiatives

The WOU Office of Human Resources and Affirmative Action offers regularly scheduled orientation seminars for new faculty and staff in order to improve campus awareness and commitment to enhancing the learning environment for ethnically diverse student populations.

Bilingual faculty members from a number of disciplines and students studying Spanish have developed student support programs with high-need area high school students and their families to provide both special instruction in English and a social support network to encourage students and families in regard to seeing college as an attainable personal goal.

WOU places great importance on effective teaching and scholarly research as major conditions for tenure and promotion. First-year faculty members at WOU often find it challenging to balance a demanding undergraduate teaching load with the university requirement that they continue their growth as publishing scholars. This situation is often more daunting for faculty

members of color who may also face additional challenges of adjusting to a majority culture environment. As part of its faculty diversity retention effort, Western has started two programs.

New Faculty Mentoring. New faculty members are paired with senior faculty members who act as confidential mentors, answering questions, giving advice, and helping with teaching and research issues that nearly all newly hired faculty have. There is a clear relationship between this type of mentoring during the critical first two years of a new faculty member's career and their successful promotion and tenure. This program has become an important part of WOU's faculty diversity retention initiative.

Faculty Research and Publication Seminar. Started in the WOU College of Education, this program attempts to maintain a continuing dialogue between new faculty and senior faculty with established research and publication agendas. The monthly meetings of the seminar include the presentation of papers and research in the pre-publishing stages combined with practical discussions on how to improve written research for publication, how to negotiate the vagaries of editorial boards, and how to match completed papers and research to the most appropriate journals and publishers. The seminar has proven helpful to new faculty and senior faculty alike.

Conclusions and Recommendations

- In recent weeks, additional information has been brought forth on the national scene regarding interpretations of race-conscious student-related initiatives in higher education. As OUS looks toward the future of continuing to provide opportunities for representation, inclusion, and engagement for all OUS populations, consideration must be given to providing the appropriate frameworks through consistent monitoring and flexibility within diversity initiatives.
- Early and adequate academic preparation is a key factor in student achievement and success. In recognition of the growing populations of students of color moving through the K-12 pipeline, considerations must be given to outreach, encouragement, and assistance with understanding the benefits of, and readiness for, a college education. Also, initiatives that seek to better integrate community college and OUS relations through dual enrollment and transfer activities should include sustained and comprehensive measures to provide outreach, information, and incentives for all populations. Plans and knowledgeable policy-level involvement are needed within specific initiatives – including, but not limited to access, affordability, community college articulation, and course delivery methods – to address all related diversity needs.

Current K-16 data systems are limited in capturing the enrollment patterns of students throughout the educational pipeline. As Oregon moves toward a system of enhanced K-16 data alignment under the leadership of the State Board of Higher Education, racial/ethnic diversity should be included to help guide related policy decisions. Further, all comprehensive K-16 statewide and institutional educational initiatives should appropriately incorporate diversity considerations.

- OUS institutions have made strides in incorporating diversity initiatives into campus activities and strategic plans. Existing initiatives such as institutional diversity councils, which include student, faculty, community, and administrative representatives are key. The deliberations and actions of these groups should consistently include attention to connecting diversity-related activities with broad campus initiatives in order to encourage comprehensive incorporation of diversity in the institutional environment.
- OUS institutions have made strides in attracting diverse faculty and staff. Current levels of Systemwide funding for assistance with campus pipeline and recruitment initiatives are modest, yet appear to have a positive effect. Key activities, such as the OUS Faculty Diversity Initiative and institutional efforts to recruit, retain, and promote diversity in the workforce should be enhanced.
- OUS institutions have made strides in recognizing and promoting the benefits of diverse educational environments. However, the wealth of talent and research capabilities on university campuses are not being fully tapped to investigate the influences of diversity on interactions, development, and broad campus-based initiatives. Enhanced research relating to diversity in the campus and community environments should be encouraged and supported.

Appendix A
OUS Enrollment¹ by Racial/Ethnic Group
(fall 2003)

	African American or Black, non-Hispanic		American Indian / Alaska Native		Asian / Pacific American		Hispanic / Latino		White, non-Hispanic		Reporting More Than One Race/Unspecified Race*				CAMPUS TOTALS		
											Reporting More Than One Race		Unspecified			International	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%		N	
Eastern Oregon University	49	1.5%	47	1.4%	120	3.7%	100	3.0%	2,707	82.4%	41	1.2%	156	4.7%	67	2.0%	3,287
Oregon Institute of Technology	32	1.0%	54	1.7%	152	4.7%	146	4.5%	2,598	80.3%	1	0.0%	227	7.0%	26	0.8%	3,236
Oregon State University	257	1.4%	218	1.1%	1,479	7.8%	617	3.3%	14,295	75.3%	43	0.2%	931	4.9%	1,134	6.0%	18,974
Oregon State University, Cascades	1	0.3%	7	1.9%	5	1.3%	15	4.0%	305	81.8%	1	0.3%	39	10.5%	0	0.0%	373
Portland State University	670	2.9%	251	1.1%	2,041	8.8%	864	3.7%	15,414	66.7%	230	1.0%	2,427	10.5%	1,220	5.3%	23,117
Southern Oregon University	49	0.9%	115	2.1%	198	3.6%	213	3.9%	4,368	79.3%	12	0.2%	424	7.7%	126	2.3%	5,505
University of Oregon	315	1.6%	234	1.2%	1,156	5.8%	581	2.9%	14,694	73.3%	322	1.6%	1,491	7.4%	1,241	6.2%	20,034
Western Oregon University	74	1.5%	62	1.2%	155	3.1%	266	5.3%	4,086	81.2%	50	1.0%	270	5.4%	69	1.4%	5,032
SYSTEM TOTALS	1,447	1.8%	988	1.2%	5,306	6.7%	2,802	3.5%	58,467	73.5%	700	0.9%	5,965	7.5%	3,883	4.9%	79,558
												6,665	8.4%				

¹ Includes extended enrollment students and credit at all levels.

* The current federal category is "unknown"; disaggregated here as "Reporting More Than One Race/Unspecified Race"

Source: OUS Institutional Research Services, fall 2003 fourth-week enrollment reports

Appendix B

OUS Enrollment of First-Time Freshmen by Racial/Ethnic Group
(fall 2003 headcount)

	African American or Black, non-Hispanic		American Indian / Alaska Native		Asian / Pacific American		Hispanic / Latino		White, non-Hispanic		Reporting More Than One Race/Unspecified Race*				CAMPUS TOTALS		
	N	%	N	%	N	%	N	%	N	%	Reporting More Than One Race		Unspecified			International	
											N	%	N	%		N	%
Eastern Oregon University	7	2.1%	2	0.6%	16	4.7%	10	2.9%	286	84.4%	6	1.8%	10	2.9%	2	0.6%	339
Oregon Institute of Technology	2	0.6%	12	3.4%	12	3.4%	13	3.6%	297	83.0%	1	0.3%	16	4.5%	5	1.4%	358
Oregon State University	42	1.4%	38	1.3%	288	9.7%	114	3.9%	2,300	77.8%	11	0.4%	137	4.6%	26	0.9%	2,956
Portland State University	61	4.2%	17	1.2%	194	13.4%	67	4.6%	927	64.1%	28	1.9%	125	8.6%	27	1.9%	1,446
Southern Oregon University	9	0.9%	18	1.9%	50	5.1%	49	5.0%	795	81.9%	1	0.1%	41	4.2%	8	0.8%	971
University of Oregon	59	2.1%	33	1.2%	203	7.1%	99	3.5%	2,189	76.4%	44	1.5%	141	4.9%	97	3.4%	2,865
Western Oregon University	15	1.6%	14	1.5%	32	3.5%	35	3.8%	789	85.2%	15	1.6%	23	2.5%	3	0.3%	926
SYSTEM TOTALS	195	2.0%	134	1.4%	795	8.1%	387	3.9%	7,583	76.9%	106	1.1%	493	5.0%	168	1.7%	9,861
												599		6.1%			

* The current federal category is "unknown;" disaggregated here as "Reporting More Than One Race/Unspecified Race"

Source: OUS Institutional Research Services, fall 2003 fourth-week enrollment reports

Students who transfer with 12 credits or more are excluded unless they graduated from high school in spring of the college entrance year.

Appendix C

OUS Degrees Awarded¹ by All Levels, Discipline and Racial/Ethnic Group

(2002-2003)

	African American or Black, non-Hispanic		American Indian / Alaska Native		Asian / Pacific American		Hispanic / Latino		White, non-Hispanic		Reporting More Than One Race/Unspecified *		International		Total by Discipline	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Agriculture & Forestry, Environ	0	0.0%	11	1.6%	23	3.4%	13	1.9%	547	80.4%	37	5.4%	49	7.2%	680	4.5%
Architecture	0	0.0%	4	1.5%	10	3.7%	8	3.0%	191	70.7%	29	10.7%	28	10.4%	270	1.8%
Biological Science	1	0.2%	1	0.2%	44	8.9%	13	2.6%	376	75.8%	35	7.1%	26	5.2%	496	3.3%
Business	21	1.0%	26	1.2%	220	10.6%	45	2.2%	1,447	69.4%	108	5.2%	218	10.5%	2,085	13.7%
Commu/Journalism	10	1.7%	4	0.7%	22	3.8%	17	2.9%	442	75.6%	52	8.9%	38	6.5%	585	3.8%
Computer Science	0	0.0%	1	0.3%	38	9.9%	6	1.6%	212	55.1%	25	6.5%	103	26.8%	385	2.5%
Education	20	1.2%	28	1.6%	49	2.9%	63	3.7%	1,372	80.5%	98	5.7%	75	4.4%	1,705	11.2%
Engineering	7	0.7%	6	0.6%	77	8.1%	18	1.9%	624	65.3%	53	5.5%	170	17.8%	955	6.3%
Health Sciences	10	2.0%	9	1.8%	52	10.6%	13	2.7%	366	74.8%	22	4.5%	17	3.5%	489	3.2%
Humanities & Fine Arts	32	1.3%	26	1.1%	91	3.8%	88	3.7%	1,821	76.5%	220	9.2%	102	4.3%	2,380	15.7%
Law	2	1.2%	1	0.6%	9	5.3%	6	3.5%	136	80.0%	16	9.4%	0	0.0%	170	1.1%
Mathematics	1	0.7%	2	1.3%	2	1.3%	2	1.3%	118	79.2%	6	4.0%	18	12.1%	149	1.0%
Physical Sciences	2	0.7%	3	1.0%	6	2.0%	6	2.0%	221	75.4%	20	6.8%	35	11.9%	293	1.9%
Social Sciences	56	2.0%	35	1.3%	109	4.0%	106	3.8%	2,102	76.2%	227	8.2%	124	4.5%	2,759	18.2%
Other	31	1.7%	33	1.8%	112	6.2%	73	4.1%	1,331	74.0%	120	6.7%	98	5.5%	1,798	11.8%
SYSTEM TOTALS	193	1.3%	190	1.3%	864	5.7%	477	3.1%	11,306	74.4%	1,068	7.0%	1,101	7.2%	15,199	100.0%

¹ Only degrees are reported. Postbaccalaureate and teacher education certificates are excluded.

* The current federal category is "unknown"; disaggregated here as "Reporting More Than One Race/Unspecified"

Source: OUS Institutional Research Services, fall 2003 fourth-week enrollment reports

Appendix D

OUS Full-Time Ranked Instructional Faculty by Racial/Ethnic Group (2003-04)

	African American or Black, non-Hispanic		American Indian / Alaska Native		Asian / Pacific American		Hispanic / Latino		White, non-Hispanic		Reporting More Than One Race/Unspecified*		International		CAMPUS TOTALS
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Eastern Oregon University	0	0.0%	1	1.1%	2	2.3%	2	2.3%	78	89.7%	3	3.4%	1	1.1%	87
Oregon Institute of Technology	0	0.0%	1	0.9%	5	4.4%	1	0.9%	106	93.0%	0	0.0%	1	0.9%	114
Oregon State University	9	1.4%	5	0.8%	53	8.3%	18	2.8%	491	77.3%	31	4.9%	28	4.4%	635
Portland State University	19	3.7%	4	0.8%	30	5.9%	9	1.8%	374	73.5%	63	12.4%	10	2.0%	509
Southern Oregon University	1	0.5%	2	1.1%	13	7.1%	3	1.6%	155	85.2%	8	4.4%	0	0.0%	182
University of Oregon	5	0.7%	7	1.0%	45	6.5%	21	3.1%	553	80.4%	32	4.7%	25	3.6%	688
Western Oregon University	2	1.3%	2	1.3%	4	2.6%	3	1.9%	135	87.1%	7	4.5%	2	1.3%	155
SYSTEM TOTALS	36	1.5%	22	0.9%	152	6.4%	57	2.4%	1,892	79.8%	144	6.1%	67	2.8%	2,370

* The current federal category is "Unknown"; disaggregated here as "Reporting More Than One Race/Unspecified Race."

Source: OUS Institutional Research Services; file run from end-of-October payroll.

Appendix E

University Mission Statements

(Highlighted areas reflect considerations of diversity)

Eastern Oregon University

EOU guides student inquiry through integrated, high-quality liberal arts and professional programs that lead to responsible and reflective action in a diverse and interconnected world.

As an educational, cultural and scholarly center, EOU connects the rural regions of Oregon to a wider world. Our beautiful setting and small size enhance the personal attention our students receive, while partnerships with colleges, universities, agencies and communities add to the educational possibilities of our region and state.

Eastern Oregon University (EOU) is an exemplary student-centered university. EOU values diversity and is guided by a mission and commitment to value each student's educational, social, cultural, and economic background.

Oregon Institute of Technology

Oregon Institute of Technology, the only public institute of technology in the Pacific Northwest, provides degree programs in engineering and health technologies, management, communications, and applied sciences that prepare students to be effective participants in their professional, public and international communities. Six objectives are central to our mission:

1. Provide degree programs that enable graduates to obtain the knowledge and skills necessary for immediate employment.
2. **Enable students to be effective communicators, responsible citizens, and life-long learners by assisting them in the development of critical thinking and problem solving skills, and ethical and cultural awareness.**
3. Offer continuing and distance education and advanced professional studies to meet the emerging needs of today's citizens.
4. Provide informational and technical expertise to regional, state, national, and global publics in applied research.
5. Develop and maintain partnerships with public and private institutions, business and industry, and government agencies to ensure quality programs that meet the needs of students and the organizations that employ them.
6. Provide statewide access to address the needs of the Oregon workforce.

Oregon State University

Oregon State University aspires to stimulate a lasting attitude of inquiry, openness and social responsibility. To meet these aspirations, we are committed to providing excellent academic programs, educational experiences and creative scholarship.

Goals

Three strategic goals guide Oregon State University in meeting its mission.

Statewide Campus. Oregon State University has a historic and unique role in Oregon. As a land-grant university, our heritage is articulated in the statement "the state of Oregon is the campus of Oregon State University." We emphasize the importance of extending the university into every community in Oregon. OSU will provide learning opportunities for Oregonians, and will create and apply knowledge that contributes to the prosperity of the state and its quality of life.

Compelling Learning Experience. Oregon State University is committed to creating an atmosphere of intellectual curiosity, academic freedom, diversity, and personal empowerment. This will enable everyone to learn with and from others. This compelling learning experience celebrates knowledge; encourages personal growth and awareness; acknowledges the benefits of diverse experiences, world views, learning styles, and values; and engenders personal and societal values that benefit the individual and society. OSU will develop curricula based on sound disciplinary knowledge and input from practitioners. Students will acquire skills and knowledge for a lifetime of learning, and will be involved in scholarly and creative pursuits.

Top-Tier University. Oregon State University aspires to be a top-tier university. It is a Carnegie Doctoral/Research-Extensive University, a sea-grant institution and space-grant program, in addition to being a land-grant institution. We will measure our success by: the caliber of entering students, the accomplishments of students and alumni, the quality of the faculty, the quality of instructional and research facilities, the effectiveness and productivity of engagement with businesses and constituents, and the support for research and scholarship.

Values. Oregon State University recognizes that our mission and goals must be supported by sound institutional values. As we pursue our mission and goals, we recognize that the individuals comprising our extended university community are the source of our creativity, reputation, and vitality. The following values are fundamental to our success:

Accountability. We are committed stewards of the loyalty and good will of our alumni and friends, and the human, fiscal and physical resources entrusted to us.

Diversity. We value diversity because it enhances our education and because it provides tools to be culturally respectful, professionally competent and civically responsible.

Respect. We encourage respect, humanity, and integrity in our treatment of each other, and we care for the well being and safety of others.

Responsibility. We have a responsibility to society to contribute to its social, cultural, political, aesthetic, ethical, and economic well-being.

Truth. We honor and impart principles of academic honesty, freedom, truth, and integrity.

Portland State University

The mission of Portland State University is to enhance the intellectual, social, cultural and economic qualities of urban life by providing access throughout the life span to a quality liberal education for undergraduates and an appropriate array of professional and graduate programs especially relevant to metropolitan areas. The university conducts research and community service that support a high quality educational environment and reflect issues important to the

region. It actively promotes the development of a network of educational institutions to serve the community.

- Portland State University contributes to the creation and communication of knowledge in the greater metropolitan region through its teaching, research, and outreach programs. The institution is committed to providing access to programs defined by the traditions of liberal education and responsive to the dynamics of employment and market requirements.
- The expertise of PSU's faculty, students, and staff enriches programs extending beyond the region. Selected programs are offered throughout the state, including professional, degree completion, and lifelong learning programs.
- PSU designs and delivers high-quality, cost-effective academic and service programs to all qualified Oregonians working both with its own resources and through partnerships with other organizations and institutions. Collaborating with K-12, community colleges, and other institutions and organizations, PSU demonstrates its commitment to address issues important to learners during their entire lives.
- The institution capitalizes on an urban location with diverse and unique opportunities for student and faculty learning that go beyond the traditional classroom and laboratory settings. The diversity of its students and their communities enhances academic programs and extracurricular activities.
- PSU promotes student learning, research, and community involvement relevant to contemporary society here and throughout the world through its unique interdisciplinary general education curriculum, undergraduate degree programs, and professional and graduate programs. Academic focus on urban issues includes the study of societies in their larger context.
- The integration of teaching, research, and outreach at PSU offers students of a diverse age, ethnicity, and experience the preparation to become responsible citizens attuned to the needs not only of their own communities but those of regional, national and international communities.

Portland State faculty and students engage in national and international research programs that apply the benefits of new knowledge to the institution's learning and outreach goals.

Southern Oregon University

Southern Oregon University is a contemporary public liberal arts and sciences university. It provides access to opportunities for personal, intellectual, and professional growth through quality education and scholarship. The University is a vital partner in the healthy development of its region and state in association with civic, national, and international engagements. It is Oregon's Center of Excellence in the Fine and Performing Arts.

Values

Toward a Hopeful Vision of the University, Region, and Society

- Learning and Achievement
- Truth and Disciplined Inquiry
- Free Expression and Collaboration
- Open-Mindedness and Informed Criticism
- Mutual Respect and Trust
- Cross-Cultural Understanding and International Competence
- Integrity and Stewardship
- Civic Engagement and Responsibility

- Innovation and Entrepreneurship

Vision

Regionally Responsive, Nationally Recognized, and Internationally Engaged, Southern Oregon University is a premier public liberal arts and sciences university. It is distinguished regionally and nationally in practical liberal learning at the intersection of the liberal arts and sciences and the professions, where learners gain the foundation for long-term career agility and informed civic leadership. The University's scholarship supports the creation, synthesis, and application of knowledge and a new vision for teaching and learning in twenty-first-century society.

University of Oregon

The University of Oregon is a comprehensive research university that serves its students and the people of Oregon, the nation, and the world through the creation and transfer of knowledge in the liberal arts, the natural and social sciences, and the professions. It is the Association of American Universities flagship institution of the Oregon University System.

The university is a community of scholars dedicated to the highest standards of academic inquiry, learning, and service. Recognizing that knowledge is the fundamental wealth of civilization, the university strives to enrich the public that sustains it through

- a commitment to undergraduate education, with a goal of helping the individual learn to question critically, think logically, communicate clearly, act creatively, and live ethically
- a commitment to graduate education to develop creators and innovators who will generate new knowledge and shape experience for the benefit of humanity
- a recognition that research, both basic and applied, is essential to the intellectual health of the university, as well as to the enrichment of the lives of Oregonians, by energizing the state's economic, cultural, and political structure
- the establishment of a framework for lifelong learning that leads to productive careers and to the enduring joy of inquiry
- the integration of teaching, research, and service as mutually enriching enterprises that together accomplish the university's mission and support its spirit of community
- the acceptance of the challenge of an evolving social, political, and technological environment by welcoming and guiding change rather than reacting to it
- a dedication to the principles of equality of opportunity and freedom from unfair discrimination for all members of the university community and an acceptance of true diversity as an affirmation of individual identity within a welcoming community
- a commitment to international awareness and understanding, and to the development of a faculty and student body that are capable of participating effectively in a global society
- the conviction that freedom of thought and expression is the bedrock principle on which university activity is based
- the cultivation of an attitude toward citizenship that fosters a caring, supportive atmosphere on campus and the wise exercise of civic responsibilities and individual judgment throughout life a continuing commitment to affordable public higher education

Western Oregon University

Western Oregon University provides a comprehensive higher education experience, including teaching, learning, and research activities, cultural opportunities, and public service. Campus and

distance education programs prepare students to contribute to the economy, culture, and society of Oregon, the nation, and the world.

Western Oregon University offers exemplary undergraduate programs in the creative arts, natural sciences, mathematics, humanities, social sciences, teacher education, criminal justice, business administration, computer science and fire services administration and graduate programs in criminal justice, teacher education and other areas.

WOU's curriculum fosters the knowledge, skills and attitudes that characterize a liberally educated person and provide a foundation for a lifetime of learning.

WOU's academic programs offer close student, faculty and staff interaction; interdisciplinary teaching; research opportunities; and internships with public and private sectors.

WOU promotes diversity and respect for individuals in all endeavors.

WOU provides national leadership in research and policy development through the Division of Teaching Research, the Regional Resource Center on Deafness, and the National Clearinghouse for Deaf-Blindness.

WOU fosters partnerships with state and local governments, exemplified by the campus-based Oregon Military Academy and Oregon Public Service Academy.

WOU enriches the lives of Oregonians through cultural offerings, educational resources, lifelong learning opportunities, and NCAA Division II intercollegiate athletic competition.

University Statement Regarding Zero Tolerance to Discrimination and Harassment

Above all, this means the contributions of everyone to a strong sense of community, in which civility, concern, care, support, and respect, one for another, are highly valued. This kind of environment encourages and enhances teaching and learning. It actively discourages discrimination and harassment in any form.

Students, staff and faculty who respect and care for each other do not harass or discriminate against each other on the basis of gender, race, religion, color, ethnicity, disability, sexual orientation, national origin, or age.

At WOU, we take pride in a positive educational environment, one in which discrimination and harassment have no place. They will absolutely not be tolerated on this campus.

Equal Employment Opportunity and Affirmative Action Statement of Policy

Western Oregon University is dedicated to providing an open learning and working environment for all its citizens. As a comprehensive, liberal arts institution, the university seeks to provide high-quality programs in teacher education, special education, business, and liberal arts and sciences. In preparing our students for future roles in their communities, it is crucial that we encourage fairness, openness, and sensitivity to people of all backgrounds. Therefore, Western Oregon University is strongly committed to Affirmative Action and Equal Employment Opportunity both in policy and in spirit. Furthermore, the university will not tolerate harassment against any member of the campus community.

The example of non-discrimination set forth by university administration and faculty will no doubt influence students positively toward the same. The responsibility is henceforth placed upon administrative personnel to create and maintain an environment free of harassment based on race, color, sex, marital status, religion, national origin, age, mental or physical disability, or any reason prohibited by state or federal statute. To help monitor our progress in this area, affirmative action efforts and accomplishments will continue to be a part of all faculty and administrative evaluations.

Western Oregon University's success in meeting its Affirmative Action and Equal Employment Opportunity goals depends upon the campus community's understanding and support of the plan, including its intent and implementation procedures. The university shall take specific steps to ensure that all campus community members are cognizant of, and have access to, the Affirmative Action Plan.

Employees, job applicants, and students are encouraged to bring discriminatory and/or harassing behavior that exists in the workplace or classroom to the attention of the Affirmative Action officer.