



# **OUS Diversity Report 2005**

Charting a Course for the Future

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## **Executive Summary**

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In recognition of the need for Oregon to address issues associated with the increasing diversity of students in the education pipeline as well as on postsecondary campuses, the 2005 annual diversity report provides an overview of information relating to all sectors of Oregon University System (OUS) involvement in diversity considerations, including the State Board of Higher Education, System administration, and OUS campuses. Increased efforts toward student-centered and cross-sector education activities have facilitated opportunities to develop partnerships and statewide efforts that enhance access, policies, and involvement on issues that promote the representation, inclusion, and engagement of broadly diverse populations.

The report includes brief summaries of related System and statewide activities facilitated by the Board's Academic Excellence and Economic Development Working Group, the Access and Affordability Working Group, and the Excellence in Delivery and Productivity Working Group, as well as campus initiatives designed to enhance and promote diversity. The report highlights Oregon's efforts to focus on emerging connections that better strengthen academic preparation and achievement, ease of access, and economic viability.

Progress in the representation of racial/ethnic, cultural, and gender diversity within OUS indicates the following:

- The total enrollment of African American, American Indian/Alaska Native, Asian/Pacific American, and Hispanic/Latino students was 10,876 (13.6%) in fall 2004. This total represents an increase from 10,543 (13.2%) in fall 2003 and 8,818 (12.6%) in fall 2000. Total five-year enrollment growth for these populations was 23.3%.
- The total enrollment of students reporting more than one race was 751 (0.9%) in fall 2004. This total represents a numeric increase from 700 (0.9%) in fall 2003 and 483 (0.7%) in fall 2000. Total five-year enrollment growth for the population of students reporting more than one race was 55.4%.
- The total enrollment of international students was 3,724 (4.7%) in fall 2004. This represents a decline from 3,883 (4.9%) in fall 2003 and 3,931 (5.7%) in fall 2000. The total five-year enrollment decrease for the population of international students was -5.2%.
- Degrees earned by African American, American Indian/Alaska Native, Asian/Pacific American, and Hispanic/Latino students totaled 1,888 (11.4%) in 2003-04. This total represents an increase from 1,724 (11.3%) in 2002-03 and 1,501 (10.9%) in 1999-2000.
- The total representation of full-time, ranked, instructional African American, American Indian/Alaska Native, Asian/Pacific American, and Hispanic/Latino

faculty was 264 (10.7%) in fall 2004. This total represents a decrease from 266 (11.2%) in fall 2003; however, the five-year trend indicates an increase from 234 (9.7%) in fall 2000.

- Comparative data by gender indicate that women continue to represent more than half of all OUS enrollment; 37,199 (53.5%) in fall 2000 and 42,503 (53.1%) in fall 2004. Women represented 6,579 (53.4%) of all faculty/staff in fall 2001 and 6,774 (54.1%) in fall 2004.

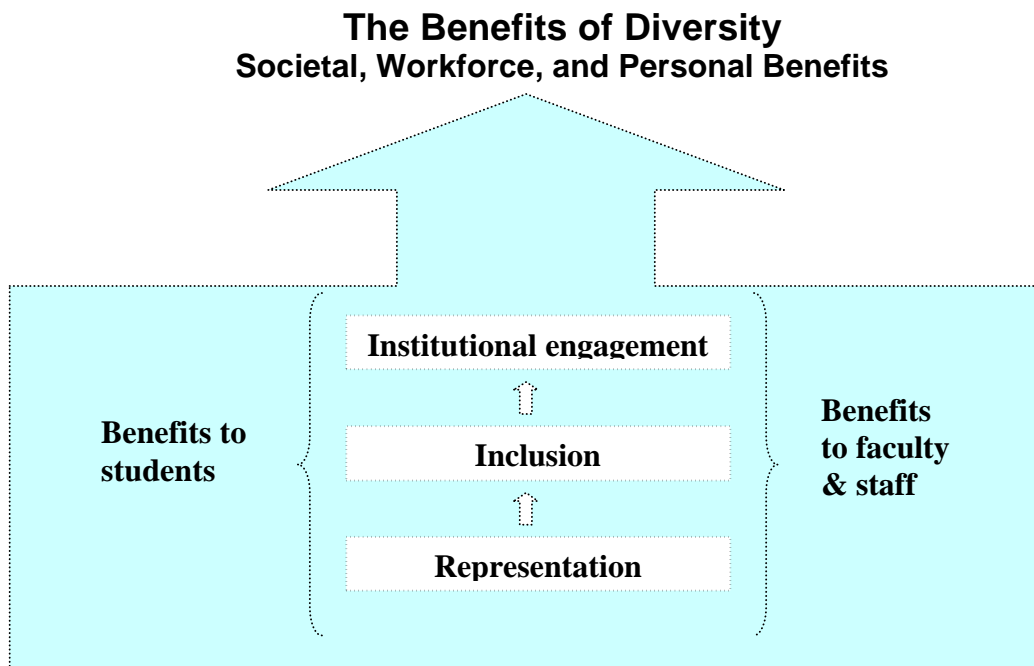
## Introduction

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The Oregon University System (OUS) annual diversity report represents a vehicle for State Board of Higher Education members to review initiatives, monitor progress, and identify areas for future consideration and action. This year's report includes evidence of Board, System-level, and campus initiatives toward enhanced diversity efforts, and also includes the progress made toward enhancing the diversity of student, faculty, and staff representation within OUS.

Since 2000, OUS has articulated a vision for diversity that addresses multifaceted issues, extending beyond mere numeric representation. Included within the vision have been System and campus enhancements that address issues of inclusion and engagement as essential elements in promoting the educational and other benefits of diversity. 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. 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.

**Figure 1**



Within this paradigm “diversity” broadly includes race/ethnicity, national origin, multicultural identity, gender, disability, geographic diversity, language, age, and socioeconomic status, among other inclusive factors.

Effective enhancements and progress in diversity considerations require leadership and sustained efforts at all levels of the organization. Diversity considerations are being addressed through the efforts of Board members, the OUS Acting Chancellor and Chancellor’s Office staff, institutional leaders, partnership efforts, and campus programs. In 2004, the newly configured Board set an enhanced agenda designed to move OUS towards future growth and achievement in several areas. The broad agenda includes opportunities for the Board's working groups to infuse multiple aspects of diversity into planning, processes, and action.

### **Representation of Racial/Ethnic, Cultural, and Gender Diversity**

During 2004-05, OUS institutions include:

<b>80,066 total enrollment</b>	<b>12,531 total faculty/staff</b>
58,711 (73.3%) Caucasian	10,352 (82.6%) Caucasian
10,876 (13.6%) domestic students of color	1,136 (9.1%) domestic faculty/staff of color
1,523 (1.9%) African American	189 (1.5%) African American
1,028 (1.3%) Am. Indian/Alaska Native	134 (1.1%) Am. Indian/Alaska Native
5,412 (6.8%) Asian/Pacific Islander	484 (3.9%) Asian/Pacific Islander
2,913 (3.6%) Hispanic/Latino	329 (2.6%) Hispanic/Latino
3,724 (4.7%) international students	423 (3.4%) international faculty/staff
6,755 (8.4%) declined to report/multiracial	620 (4.9%) declined to report
6,004 (7.5%) declined to report	
751 (0.9%) reporting as multiracial	
37,360 (46.7%) male students	5,757 (45.9%) male faculty/staff
42,503 (53.1%) female students	6,774 (54.1%) female faculty/staff
203 (0.2%) unreported gender	

### **Key Considerations in Planning for the Future**

Oregon, like many states, is experiencing increasing growth in diversity within its population. Under the leadership of the Oregon State Board of Higher Education and Acting Chancellor George Pernsteiner, multiple efforts are underway to identify opportunity areas and enhance the ability of OUS to effectively address these issues.

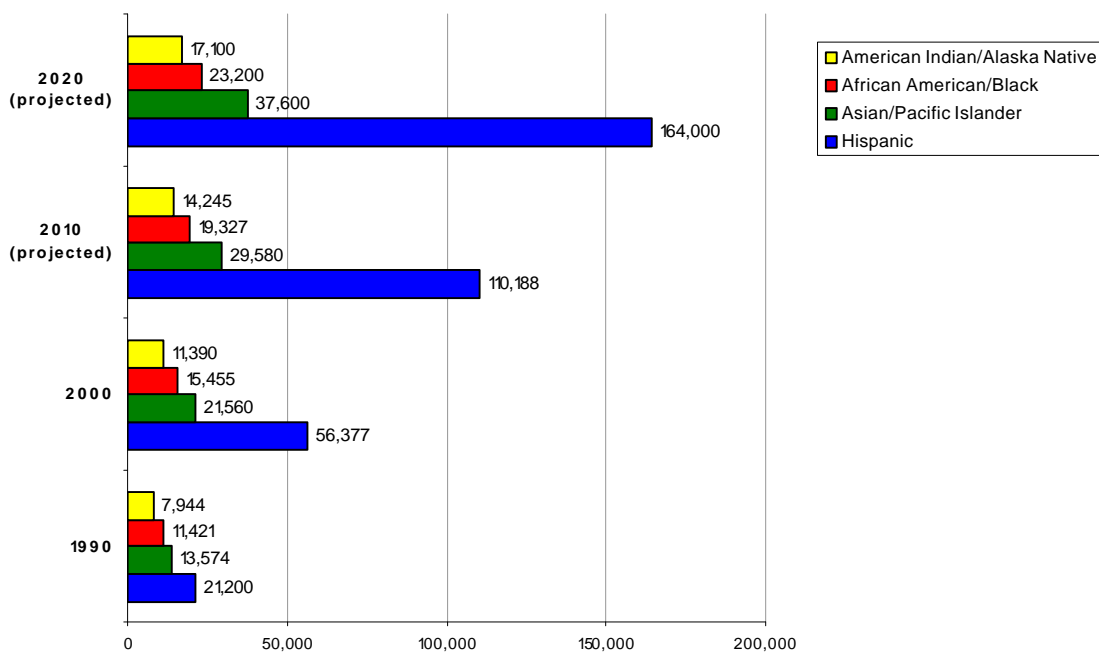
#### *K-12 Pipeline*

A key consideration relates to growing diversity within Oregon’s K-12 population (see Figure 2). In addition to increasing racial/ethnic and cultural diversity, Oregon’s demographics include a wealth of broader diversity considerations that will have an impact on the demographics of future postsecondary students.



Figure 2

**Oregon Public School Enrollment by Race/Ethnicity  
With Projections for 2010 and 2020**



Source: Oregon Department of Education

In 2003-04, Oregon's K-12 population included more than 60,000 (11%) students who spoke at least one of 138 different languages other than English. Almost 71,000 (12.8%) were identified as special education students. As a measure of socioeconomic status, increasing numbers of students are qualifying for free and reduced lunches, with the current rate at approximately 41%. [Source: Oregon Department of Education].

High school dropout rates among student populations continue to be an area of concern for all stakeholders. Hispanic/Latino and African American students have the highest proportionate dropout rates, although numerical headcounts indicate challenges for all racial/ethnic populations. During 2002-03, a total of 7,439 of Oregon's public high school students dropped out, representing an overall dropout rate of 4.4%. Dropout rates by race/ethnicity were 9.0% (412 students) for African Americans; 6.3% (227 students) for American Indians/Alaska Natives; 3.8% (273 students) for Asian/Pacific Islanders; 9.1% (1,475 students) for Hispanics/Latinos; and 3.6% (4,860 students) for Caucasians. [Source: Oregon Department of Education].

### Community Colleges

During 2003-04, of the 84,215 students enrolled in Oregon's community colleges, racial/ethnic diversity within the student body included 1,744 (2.1%) African American students, 1,533 (1.8%) American Indian/Alaska Native students; 3,755 (4.5%) Asian/Pacific Islander students; and 4,712 (5.6%) Hispanic/Latino students. [Source: Integrated Postsecondary Education Data System].

Current data availability provides preliminary insights about the transfer patterns of diverse populations into OUS institutions. The following data reflect students of color who were enrolled in a community college the prior year and transferred to OUS during 2003-04. Of the 16,167 students who transferred, 297 (1.8%) were African American; 235 (1.5%) were American Indian/Alaska Native; 1,088 (6.7%) were Asian/Pacific American; and 690 (4.2%) were Hispanic/Latino [Source: OUS Institutional Research Services].

## **Opportunity Areas**

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Key to organizational effectiveness is the infusion of diversity throughout planning, initiatives, and organizational values. Within the past year, the recently reconfigured State Board of Higher Education has implemented several initiatives to identify and address key opportunity areas, with a focus on student-centered activities.

### **1. State Board of Higher Education and Chancellor's Office**

The Oregon State Board of Higher Education is the governing board of OUS. Several new Board Committees and Working Groups, chaired by Board members, were formed in 2004 to address areas of critical importance to Oregon and its postsecondary institutions. Representatives from key education, business, philanthropic, and community sectors participate in Working Group activities to develop and implement new initiatives. During 2004, three Board Working Groups began efforts essential to enhancing access and student-centered initiatives. The Working Group efforts include the preliminary identification of several long-term opportunities that enhance broad diversity considerations, including race/ethnicity, socioeconomic status, and geographic diversity throughout Oregon. Included throughout these efforts are considerations to address educational access and achievement. For additional information concerning the Board's work, visit the OUS website at [http://www.ous.edu/sb\\_work.htm](http://www.ous.edu/sb_work.htm).

- a) **Academic Excellence and Economic Development (AEED) Working Group** – Chaired by Board Vice President Kirby Dyess, AEED is addressing several opportunity areas that build upon the academic excellence within Oregon's postsecondary institutions to support economic development initiatives, identify an array of possible future initiatives, and assist core research efforts. Several AEED subcommittees have brought together experts in a number of fields. AEED has identified the following opportunity areas:
- Nanotechnology
  - Neuroscience/Biomedical research
  - Information technology
  - Analog mixed signal

- K-12 education (education and behavior intervention; K-12 administrator preparation; and literacy)
- Natural resources (agriculture, forestry, fisheries, food and wine production)
- Sustainability and renewable energy
- Healthcare workforce
- Arts and creative services
- Leisure, recreation, and sports
- Keeping top students in Oregon

AEED provides leadership to connect postsecondary education with other sectors; within these efforts, several opportunities have been identified to provide a framework and further address considerations of diversity. Efforts have included the introduction of IBM global diversity efforts to OUS executive leadership – including Board members, the Acting Chancellor, campus presidents’ and provosts – as a model that connects excellent organizational practices with diversity and economic viability, and connection with representatives of the Mexican government to discuss key issues toward culturally sensitive and enhanced opportunities for students at all education levels. Within the K-12 education opportunity area, multiple System efforts have been identified to address emerging issues surrounding effective education and opportunities for all student populations, including enhancements to K-12 educator preparation.

**b) Access and Affordability Working Group (AAWG)** – Co-chaired by Board member Tim Nesbitt and Interim President, Portland Community College, Cascade Campus Nan Poppe, the AAWG seeks to enhance educational attainment as a gateway to economic opportunity for Oregonians. A key AAWG objective is to promote opportunities for every qualified Oregonian to have a spot in an Oregon community college or university. Specifically, AAWG seeks to:

- Expand access and make postsecondary education more affordable for all Oregonians
- Increase the number of Oregonians who are successful in achieving their individual postsecondary goals
- Ensure the well-educated workforce required by Oregon’s current and potential employers.

AAWG includes participation by numerous external representatives and “resource experts” to provide diverse perspectives on access and affordability for multiple Oregon stakeholders. In collaboration with the Oregon Student Assistance Commission, a short-term proposal has been developed for increasing need-based financial aid through the Oregon Opportunity Grant (OOG). In collaboration with a broad group of stakeholders, including Oregon’s community colleges, private colleges, student groups, community groups, and external experts, proposed efforts would expand opportunities for 24,700 new students in the 2005-2007 biennium; extend coverage year-round to lower income students; fully fund students who are

eligible at 55% of median family income for dependent students and 30% of median family income for single, independent students.

- c) Excellence in Delivery and Productivity (EDP) Working Group** – Chaired by Board member and President of Chemeketa Community College, Dr. Gretchen Schuette, the OUS Board Excellence in Delivery and Productivity Working Group has embraced an approach to student success built upon a foundation of striving for the full inclusion of all students in post-secondary education. Explicit in its self-charge was to build a student-centered, statewide, and collaborative educational platform with focused efforts upon first-generation, low-income, students of color, older, working, and transfer students.

The Working Group identified seven operational areas (see below) to pursue that would increase student access to and completion of their college education. For each area, a team of community college and OUS campus leaders was selected to lead the research and development of policies and practices to achieve the goals. Faculty members, represented by the OUS Interinstitutional Faculty Senate, have been actively engaged throughout the process.

The strength of this Working Group is in the connections that bind the topics—collaboration across education sectors that focuses upon success for all students from all regions in the state.

- *Retention*  
Active collaboration between Oregon's community colleges and public universities has produced a student-centered framework that is designed to increase the number of college students who complete their degrees.
- *General Education*  
For many students of color, low-income students, or older students, the community colleges are often the initial access point to a post-secondary education. The ability to take courses that move the student closer to completion of their bachelor's degree is a critical piece in increasing access to a degree.

Oregon Transfer Module – The module represents a one-year lower-division general education initiative that allows students to attend multiple colleges and universities and earn credits that will apply towards the general education requirements of a degree at all other participating colleges and universities.

- *Articulation of Majors and Dual Enrollment*  
Nearly 4,000 students benefited from dual enrollment programs between OUS campuses and community colleges. A common template for these agreements is being developed to help shorten the time it takes to create new agreements that serve students. Campuses will work to create articulation agreements for high demand majors to further facilitate successful transfer of credits.

- *Accelerated Opportunities for High School Students*  
High school offers the most affordable opportunity for students to prepare for college. However, not all high schools are the same in terms of their ability to provide students with access to a college preparatory or college-credit earning curriculum. The goal of this area is to create a statewide infrastructure that ensures that all students at all schools have the opportunity to prepare for and then to enroll in at least one course that leads to college credits while in high school.
- *Capacity Courses*  
Timely completion of course work is the most efficient financial assistance available. For too many students' progress to a degree is delayed due to insufficient or logjam courses in areas such as writing and math. Community colleges and OUS institutions are collaborating to determine if there are ways to offer more courses in high demand areas.
- *On-line Education*  
Increased distance education offerings would provide additional access to students who were geographically isolated or more homebound.
- *Electronic Student Data Initiatives*  
The ability to accurately and efficiently send and receive student performance data between and among high schools, community colleges, and OUS institutions is a critical infrastructure piece for the state. Providing timely data to high schools is an important way to ensure that curricular practices are as effective as possible in preparing all students for college success. Two separate efforts will address major data needs.

*Statewide data transfer process to connect K-12, community college, and OUS student data systems leading to improved accountability, feedback to schools regarding student performance, and increased efficiencies.*

*The Articulated Transfer Linked Audit System (ATLAS) is designed to provide students with anytime, anywhere Internet tools to determine how and where their college credits can transfer to another institution leading to a degree.*

#### **d) Chancellor's Office**

Several initiatives are underway to further enhance OUS efforts toward serving increasingly diverse populations. Through liaison work, outreach activities and support to the Board and campuses, the Chancellor's Office gathers insights, facilitates opportunity areas, and provides an information pathway between diverse constituents and OUS on issues of statewide importance. In recent months, for example, enhanced efforts have been implemented toward System efforts to enhance the preparation of culturally competent K-12 educators who must address

increasingly diverse needs (see [www.ous.edu/lev](http://www.ous.edu/lev) for additional information). Key initiatives continue to focus on enhanced educational efforts at all levels.

## **2. Campus Initiatives**

Each OUS institution engages in multiple efforts to enhance the representation, inclusion, and engagement of campus populations. Key to these efforts is the involvement of multiple stakeholders in planning, discussion, processes, and action. Each campus has unique campus-wide initiatives, student outreach and support initiatives, and faculty/staff initiatives that facilitate the effective integration of diversity with institutional missions. Campus representatives have provided overviews of selected initiatives (see Appendix A).

## **Data**

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### *Background*

Postsecondary institutions across the U.S. are in a continuing period of data transition concerning the collection and reporting of race/ethnicity data. Increasingly, many people are reporting multiracial heritage, consistent with modifications to the 2000 U.S. Census. The West Coast, in particular, has the largest population of census respondents reporting more than one race. Federal data collection mechanisms for educational reporting have not been modified to fully capture and report the growing population of multiracial respondents. Therefore, OUS and other educational entities have not yet modified data collection and reporting standards.

In recognition of the increasing numbers of individuals who desire to report multiracial background, beginning in 2003, OUS annual diversity reports have included student enrollment data related to this racial/ethnic designation. 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, currently adhere to the previously established (pre-Census 2000) format. The legacy nature of a large portion of the faculty and staff race/ethnicity data differs from the more fluid collections of student data.

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 in this report. Student enrollment tables include a column that identifies students who designate more than one race. However, current Systemwide data for degrees awarded and faculty/staff representation are currently maintained, and included within this report, under the pre-Census 2000 standard.

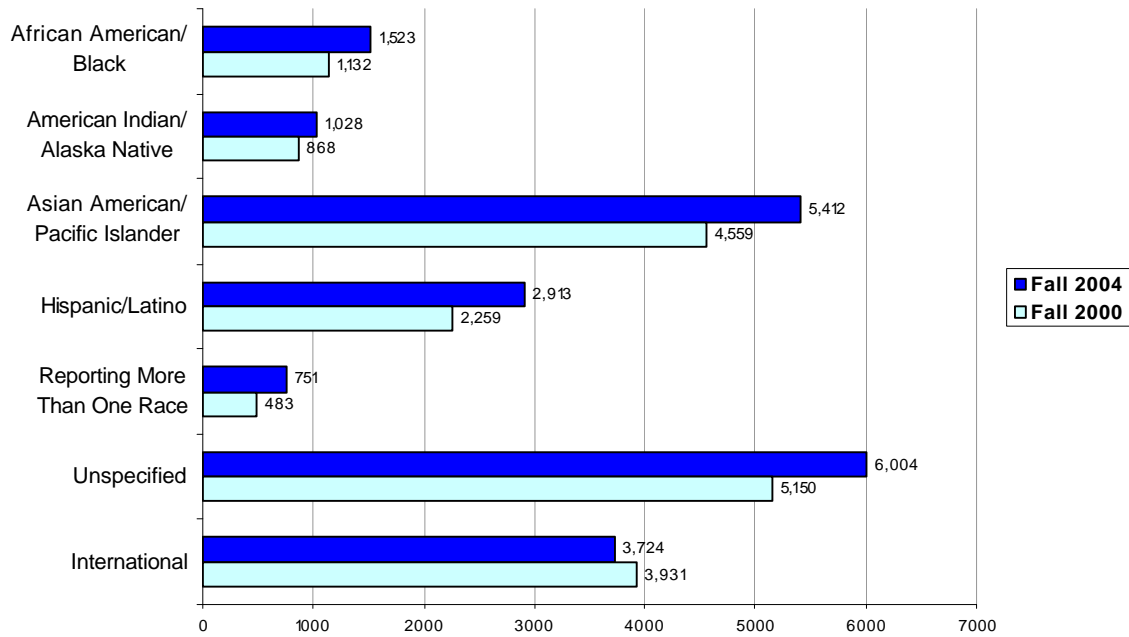
### **Five-year Comparative Data**

#### **Total Enrollment and First-Time Freshman Enrollment**

During fall 2004, total OUS enrollment reached 80,066 students (see Figure 3), an increase from 69,508 students in fall 2000. First-time freshman enrollment was 9,730 students (see Figure 4) in fall 2004, and 9,211 in fall 2000. Following is a summary of comparative data by race/ethnicity for the five-years from fall 2000 to fall 2004. Appendices B and C include the full array of total enrollment and first-time freshman enrollment data for the five-year period. Additional data are available in the OUS Fact Book at [www.ous.edu/irs](http://www.ous.edu/irs).

**Figure 3**

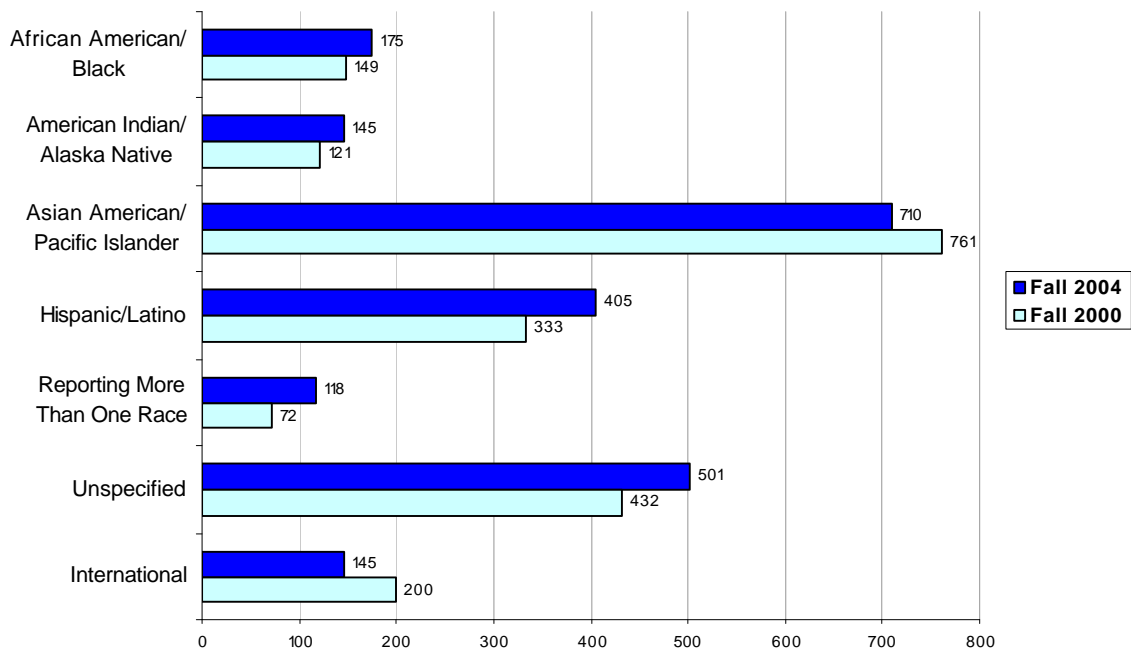
**Total OUS Enrollment, Five-Year Comparison  
by Selected Racial/Ethnic Group**



Source: OUS Institutional Research, Fourth Week Enrollment

**Figure 4**

**Total OUS Enrollment of First-Time Freshmen, Five-Year Comparison  
by Selected Racial/Ethnic Group**



Source: OUS Institutional Research, Fourth Week Enrollment



### ***African American students***

#### *Total Enrollment*

The total OUS enrollment of African American students increased from 1,132 (1.6%) in fall 2000 to 1,523 (1.9%) in fall 2004; representing a percentage increase of 34.5%.

#### *First-Time Freshman Enrollment*

The representation of African American first-time freshmen was 149 (1.6%) in fall 2000 and 175 (1.8%) in fall 2004.

### ***American Indian/Alaska Native students***

#### *Total Enrollment*

The total OUS enrollment of American Indian/Alaska Native students increased from 868 (1.2%) in fall 2000 to 1,028 (1.3%) in fall 2004; representing a percentage increase of 18.4%.

#### *First-Time Freshman Enrollment*

The representation of American Indian/Alaska Native first-time freshmen was 121 (1.3%) in fall 2000 and 145 (1.5%) in fall 2004.

### ***Asian/Pacific American students***

#### *Total Enrollment*

The total OUS enrollment of Asian/Pacific American students increased from 4,559 (6.6%) in fall 2000 to 5,412 (6.8%) in fall 2004; representing a percentage increase of 18.7%.

#### *First-Time Freshman Enrollment*

The representation of Asian/Pacific American first-time freshmen was 761 (8.3%) in fall 2000 and 710 (7.3%) in fall 2004.

### ***Hispanic/Latino students***

#### *Total Enrollment*

The total OUS enrollment of Hispanic/Latino students increased from 2,259 (3.2%) in fall 2000 to 2,913 (3.6%) in fall 2004; representing a percentage increase of 29%.

#### *First-Time Freshman Enrollment*

The representation of Hispanic/Latino first-time freshmen was 333 (3.6%) in fall 2000 and 405 (4.2%) in fall 2004.

### ***Caucasian students***

#### *Total enrollment*

The total OUS enrollment of Caucasian students increased numerically but declined proportionately from 51,126 (73.6%) in fall 2000 to 58,711 (73.3%) in fall 2004; representing a percentage increase of 14.8%.

#### *First-Time Freshman Enrollment*

The representation of Caucasian first-time freshmen was 7,143 (77.5%) in fall 2000 and 7,531 (77.4%) in fall 2004.

#### ***Students Reporting More Than One Race***

##### *Total Enrollment*

The total OUS enrollment of students reporting more than one race increased from 483 (0.7%) in fall 2000 to 751 (0.9%) in fall 2004; representing a percentage increase of 55.4%.

##### *First-Time Freshman Enrollment*

The representation of first-time freshmen reporting more than one race was 72 (0.8%) in fall 2000 and 118 (1.2%) in fall 2004.

#### ***Unspecified race/ethnicity***

##### *Total enrollment*

The total OUS enrollment of students with unspecified race/ethnicity increased from 5,150 (7.4%) in fall 2000 to 6,004 (7.5%) in fall 2004; representing a percentage increase of 16.5%.

##### *First-Time Freshman Enrollment*

The representation of first-time freshmen with unspecified race/ethnicity was 432 (4.7%) in fall 2000 and 501 (5.1%) in fall 2004.

#### ***International Students***

##### *Total Enrollment*

The total OUS enrollment of international students declined from 3,931 (5.7%) in fall 2000 to 3,724 (4.7%) in fall 2004; representing a percentage decrease of -5.2%.

##### *First-Time Freshman Enrollment*

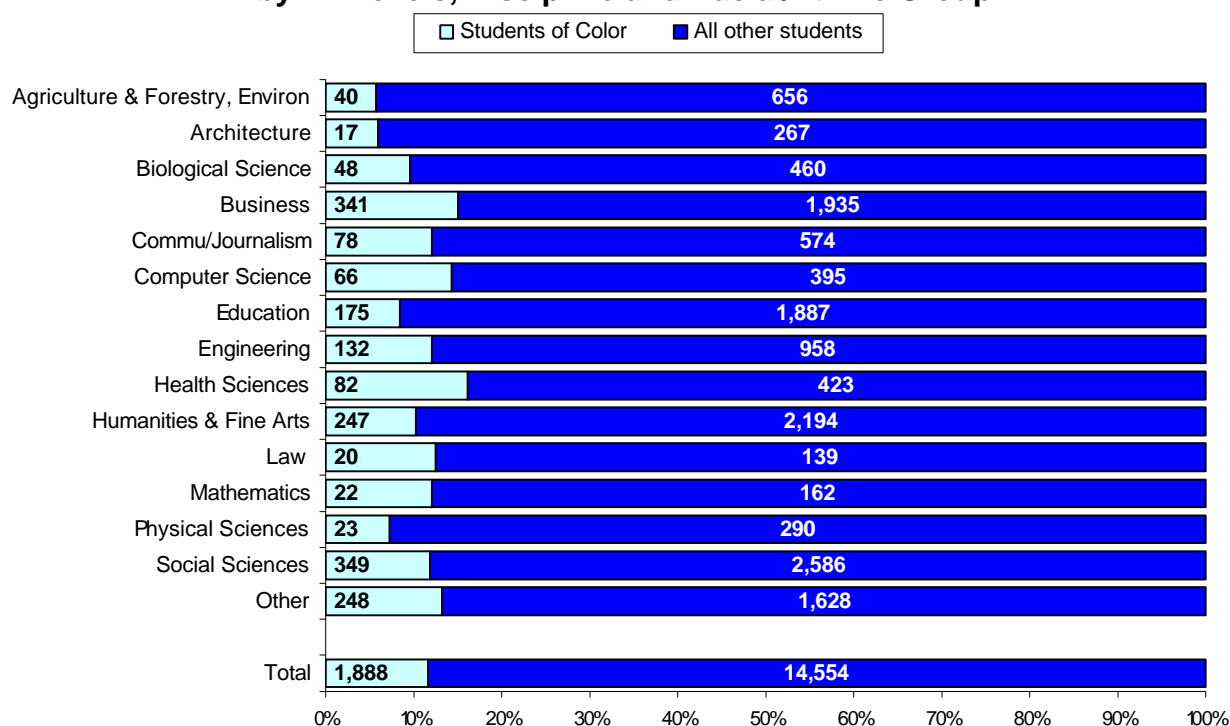
The representation of international first-time freshmen was 200 (2.2%) in fall 2000 and 145 (1.5%) in fall 2004.

#### **OUS Degrees Awarded**

During 2003-04, OUS institutions awarded 16,442 degrees; and a total of 72,201 degrees during the five-year period from 1999-2000 through 2003-2004 (see Appendix D). During that five-year period, African American or Black students earned 946 (1.3%) of degrees; American Indian/Alaska Native students earned 855 (1.2%) of degrees; Asian/Pacific American students earned 4,029 (5.6%) of degrees; Hispanic/Latino students earned 2,220 (3.1%) of degrees; Caucasian students earned 53,819 (74.5%) of degrees; students reporting more than one race/unspecified race earned 4,887 (6.8%) of degrees; and international students earned 5,445 (7.5%) of degrees (see Figure 5). Women earned 39,991 (55.4%) of degrees during this period. Appendix E illustrates the degrees awarded, by discipline and gender during the five-year period.

**Figure 5**

**OUS Degrees Awarded 2003-04  
by All Levels, Discipline and Racial/Ethnic Group**



Source: OUS Institutional Research, degrees awarded 2003-04

**OUS Faculty/Staff Representation**

*Total faculty/staff*

During 2004-05, of the 12,531 total faculty/staff, 189 (1.5%) are African American; 134 (1.1%) are American Indian/Alaska Native; 484 (3.9%) are Asian/Pacific American; 329 (2.6%) are Hispanic/Latino; 10,352 (82.6%) are Caucasian; 620 (4.9%) declined to report; and 423 (3.4%) are international faculty/staff. The total representation of faculty/staff of color increased from 1,027 (8.3%) in 2001-02 to 1,136 (9.0%) during 2004-05. Total faculty/staff census data are collected periodically; additional reports and information are available in the OUS Fact Book at [www.ous.edu/irs](http://www.ous.edu/irs).

*Full-time, ranked, instructional faculty*

One common measure of faculty representation relates to those who hold full-time, ranked, instructional positions. Figure 6 illustrates five-year System representation in these populations. Overall, there has been growth in the diverse representation of this faculty population; however, progress has been inconsistent during the five-year period from fall 2000 through fall 2004 (see Appendix F).

*African American full-time, ranked, instructional faculty*

The total representation declined slightly from 35 (1.5%) in fall 2000 to 33 (1.3%) in fall 2004, with a peek of 39 (1.5%) reached in fall 2002.

**American Indian/Alaska Native full-time, ranked, instructional faculty**

The total representation moved from 17 (0.7%) in fall 2000 to 18 (0.7%) in fall 2004, with a peek of 22 (0.9%) during fall 2002 and 2003.

**Asian/Pacific American full-time, ranked, instructional faculty**

The total representation increased from 127 (5.3%) in fall 2000 to 147 (6.0%) in fall 2004, with a peek of 151 (6.4%) in fall 2003.

**Hispanic/Latino full-time, ranked, instructional faculty**

The total representation increased from 55 (2.3%) in fall 2000 to 66 (2.7%) in fall 2004.

**Caucasian full-time, ranked, instructional faculty**

The total representation decreased from 2,011 (83.6%) in fall 2000 to 1,913 (77.8%) in fall 2004, with the lowest numeric representation found in fall 2003.

**Unspecified race/ethnicity among full-time, ranked, instructional faculty**

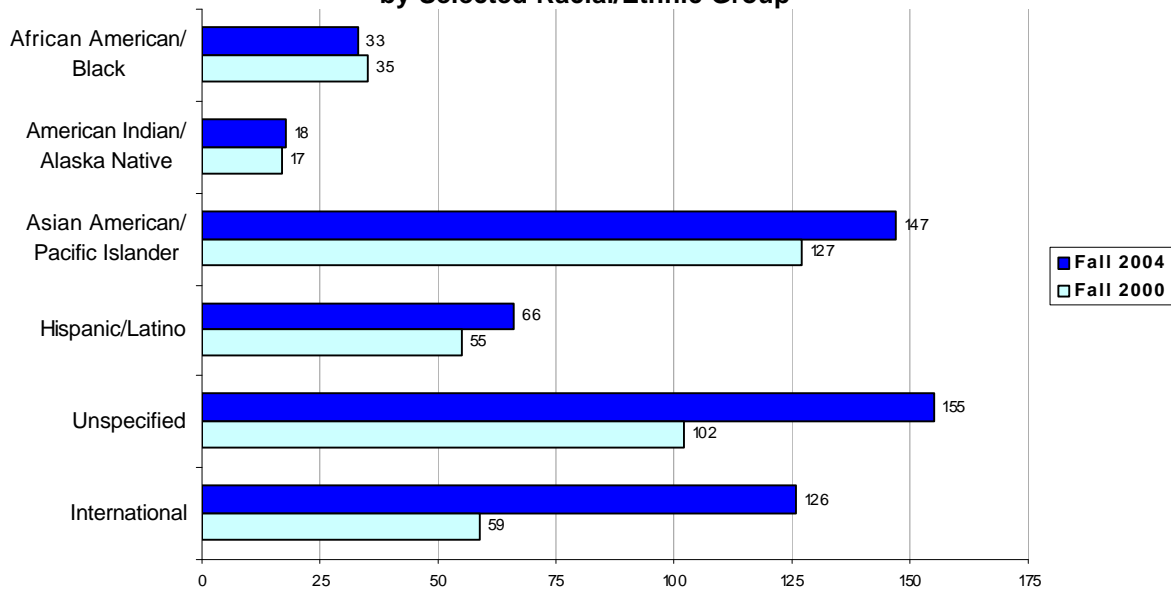
The total representation increased from 102 (4.2%) in fall 2000 to 155 (6.3%) in fall 2004.

**International full-time, ranked, instructional faculty**

The total population increased from 59 (2.5%) in fall 2000 to 126 (5.1%) in fall 2004.

**Figure 6**

**Total OUS Full-Time Ranked Instructional Faculty, Five-Year Comparison by Selected Racial/Ethnic Group**



Source: OUS Institutional Research, end-of-October payroll

## **Conclusions**

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Within the past year, OUS efforts at *all* levels have become increasingly focused on student-centered initiatives and seamless cross-sector educational opportunities, including attention to current and future considerations to address Oregon's increasingly diverse population.

Key factors in advancing the student-centered agenda include early and adequate academic preparation to facilitate postsecondary achievement and success. In recognition of the growing populations of students of color moving through the K-12 pipeline, enhanced attention is given to outreach, encouragement, readiness, and ease of accessibility for a college education. Also, initiatives that seek to better integrate seamless secondary, community college, and OUS opportunities through multiple activities must include sustained and comprehensive attention to these issues for all populations.

OUS institutions continue to make strides in the representation of increasingly diverse student, faculty, and staff populations. An additional focus on retention efforts for all OUS populations will further enhance progress toward providing the educational and economic benefits of postsecondary education.

Key challenges for the future continue to include:

- Sustaining and building upon the OUS progress experienced in regard to representation, inclusion, and engagement.
- Remaining competitive with colleges and universities throughout the country and continuing to make progress in attracting and retaining diverse student, faculty, and staff populations.
- Continuing the progress made toward ensuring that planning for the future of OUS and Oregon education at all levels includes sustained attention to diversity considerations.

**Appendix A**  
**Oregon University System (OUS)**  
**Examples of Campus Initiatives to Promote**  
**Representation, Inclusion, and Engagement**

**Eastern Oregon University (EOU)**

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**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:

- Assess the outcomes of current practices in terms of recruitment, retention, and advancement of diverse faculty, staff, and students; and
- Make recommendations to improve outcomes.

President Khosrow Fatemi has demonstrated a commitment to diversity through the *Blueprint for Excellence*, a plan designed to serve as a road map to assist EOU's move into the next phase of its development. His commitment to diversity and affirmative action is articulated in two of the major goals outlined in the Blueprint: to create a global university and to improve diversity.

**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 diverse 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. Staff 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 among EOU, the Pendleton School District, and the Confederated Tribes of Umatilla Indian Reservation (CTUIR), is supported by the three partners.

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/student of color 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 President, affirmative action and the search process were moved to the Human Resources Office. Included in all searches is a step where the affirmative action officer (AAO) meets with search chairs and committees to review the legal parameters and institutional goals for recruiting a diverse faculty. The AAO and Human Resources are continually striving to improve the search process; for example, the Human Resource Office and Affirmative Action Office have developed a working manual for search chairs and committees. These offices work in concert to track the search process. Search Chairs meet with the AAO and Human Resource Director to review the search packets, affirmative goals, and placement of search announcements.

The AAO meets with each search committee and provides information to assist them in their efforts to conduct an inclusive and successful search.

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)**

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### **Campus-wide Initiatives**

The OIT community shares a common belief that diversity among students, faculty, and staff is important toward fulfilling the institution's primary mission – providing quality education. Diversity, as an integral part of the educational experience, challenges stereotypic perceptions, encourages critical thinking and assists students in effective communication with people of varied backgrounds. OIT has implemented directed initiatives and activities that reach out to girls who are potential college students, enrich the on-campus educational experience, and strengthen the diversity of the academic community. OIT has a number of campus-wide initiatives, including the areas of student outreach and support of women in engineering.

In recognition of the unique skills that must be acquired on the pathway to faculty employment, as well as other careers in engineering and technology, OIT emphasizes pipeline diversity initiatives. These initiatives are focused on increasing the number of women enrolled in engineering-related fields, including engineering, technology, and computing.

### **Student Outreach and Support**

Student outreach efforts include introducing elementary through high school girls to careers in science and engineering, supporting female science and engineering



students on campus and encouraging women engineering students to seek a career as an engineering faculty member.

The *Women in Science and Engineering* (WISE) program is a women-in-engineering day conference that 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. We also have a week long summer residential program for junior high school students, *Teen Women in Science and Technology* (TWIST) that introduces them to engineering skills and careers.

For women science and engineering students on campus, OIT supports the *Society of Women Engineers* (SWE) 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 Initiatives**

In past years OIT operated a FIPSE-funded program for the development of female faculty members for engineering, *Preparing Future Faculty in Engineering, Mathematics and Science* (PFFEMS). The program included 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. As a continuation of those activities beyond the federal funding, OIT has continued the Learning Communities program through a female faculty-led effort.

## **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 previously known as Multicultural Affairs has been renamed and has a Director of Community and Diversity. The Director position has been appointed by the President, and will report to both the President and Provost. The office has 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, was conducted during spring term 2004 and the results were disseminated in winter 2005. Students, faculty, staff, and administrators assisted in refining the survey instrument. The results are providing data to assist in the further 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. Each academic unit is required to address issues of recruitment, retention, campus climate, and student success.

*C2D Task Force (Committed to Diversity Task Force):* The C2D Task Force has been created and is open to all individuals on campus. This task force will be spending the next year collaborating with others on campus to develop tools to help OSU move forward on the diversity agenda. The task force meets every month and is broken into the following committees:

- Recruitment
- Retention/Campus Climate
- Student Performance
- Careers/Life-long Learning
- Community Building
- Capacity Building

*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. This year's program featured Tim Wise, a nationally recognized speaker on anti-racism. 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.

*Cultural Competency Curriculum:* A cultural competency curriculum is being created by different constituencies at OSU. This training will be 20 hours and will have small group, online, and workshop components.

*Presidential Diversity Lecture Series:* The OSU President will be establishing a diversity lecture series that will feature prominent speakers that address emerging aspects of diversity.

*Dual Enrollment Programs:* OSU's Dual Enrollment Programs promote diversity by clearing paths for students who begin their college careers at community colleges. Economically disadvantaged students and students of color are more likely to enroll in community colleges. Through streamlined admission, financial aid, and articulation processes, these students are more likely to transfer to OSU and complete 4-year degrees.

## **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. OSU established an outreach program in Spanish to reach the state's growing Latino population.

The *Educational Opportunities Program* (EOP) was created at OSU in 1969 to provide support for students of color, older than average students, students with disabilities, single parents, low-income students, and students who have been rurally isolated. EOP started out with 48 students in 1969 and now has over 800 students. EOP graduates have gone on to achieve many of their goals. The list includes judges, lawyers, doctors, college professors, business owners, counselors, social workers, teachers, and others. EOP provides the following services:

- Assistance through the admissions process
- Assistance in locating financial resources
- Orientation to the University
- Academic and personal advising
- Courses to help review or fill in gaps in math, reading and writing
- Free tutoring provided by upper division and graduate students
- Assistance with finding jobs and internships, writing resumes and cover letters
- Preparation for graduate school

*Pride Center:* OSU has established a Pride Center to advocate for *Gay Lesbian Bisexual Transgender Queer Questioning and Intersexed* (GLBTQQI) students and to serve as an inclusive resource for the entire campus. The Pride Center was established in the autumn of 2004.

*Professional and Managerial Internships in State Employment* (PROMISE) is a summer program 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 potential, PROMISE is one of OSU's most effective avenues for demonstrating its commitment to diversity. The program is supported by the 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.

*Academic Success Center:* All programs at the Academic Success Center are governed by a strong commitment to the affirmation of diversity in a broad sense and to opposing discrimination, prejudice, and oppression. The Center promotes an environment of inclusiveness where all value and celebrate each other's differences and extend this spirit to the populations served, treating all with dignity and respect. In the University Exploratory Studies Program, these core principles are enacted in advising over 1400 students who have not declared a major; these students represent a diverse population and advising is adjusted to accommodate the particular needs of each student.

Ongoing activities:

- Making all students feel respected and welcomed
- Offering study skills advice that often includes referrals for disability testing or referrals to support centers for students who need skill development
- Offering study skills classes for all students at OSU
- Facilitating a mentoring program for students who are parents
- Ensuring that staff and ASC search committees are trained on diversity hiring practices
- Offering unit support for the delivery of classes for students with attention deficit disorder (ADD), for international students, and for a diverse population in the EOP program

Initiatives in development:

- Goalquest: a web-based first year retention program. OSU representatives have worked with the designers to ensure that the OSU version is fully accessible and is welcoming to diverse students
- In design: a leadership program for international students and English speaking partners that will provide education in cultural competency
- A committee examining retention and graduation rates for African American students—designing specific interventions

*Gear-Up Program* is a college readiness and outreach program for students in K-12 that encourages middle school students coming from socio-economic disadvantages and first generation students to begin thinking about the possibility of college and how to prepare academically for high school. The focus for high school students is on continuing their college readiness preparation and guiding them through the entire college admission process.

*The College Assistance Migrant Program (CAMP)* assists students who are migratory or seasonal farm-workers (or children of such workers) enrolled in their first year of undergraduate studies at an institution of higher education. The funding supports completion of the first year of studies. Competitive five-year grants for CAMP projects are made to institutions of higher education or to other nonprofit private agencies that cooperate with such institutions. CAMP grantees are funded to serve about 2,400 annually.

## **Faculty/Staff Initiatives**

The newly revised *Tenured Faculty Diversity Initiative* (TFDI) was implemented in February 2005. This initiative is designed to help increase racial and ethnic diversity at OSU through hires that promote positive changes to the academic climate. Faculty members will be selected for academic excellence and for their ability to positively impact the campus culture with regard to diversity. Preference will be given to faculty appointments that meet the requirements to be hired with tenure, though strong candidates who meet all other criteria will be considered for hire at the assistant professor level.

This initiative is aimed at new hires whose job duties will include having a positive impact on the climate and culture at OSU and is not to be used for racial or ethnic minorities who are hired under a traditional position announcement without those specific duties. The Provost's Office will pay 75% of the salary costs for the first two years, or 50% for three years, (within certain dollar limits) after which the hiring department will pick up the salary.

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 committees 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.

## **Community Outreach**

*MacLaren Youth Correctional Facility Mentoring Program:* African American faculty members at OSU have created a mentoring program with MacLaren Youth Correctional Facility. In addition, members of the Black Poet Society and an African American graduate student are mentoring African American students at MacLaren.

*Corvallis Boys and Girls Club Mentoring Program:* Students of color mentor students at the Corvallis Boys and Girls Club and in local schools in Corvallis.

*Benton County Commission on Children and Families Teen Summit:* Educational Opportunities Program (EOP) co-sponsors the Benton County Commission on Children and Families Teen Summit.

*The Hispanic Leadership Conference:* For the last eight years, Educational Opportunities Program (EOP) faculty members have participated in the Hispanic Leadership Conference in Pendleton, Oregon.

*City Committees and County Commissions:* African American faculty members serve and are active members of city committees and county commissions.

*TRIO Programs:* The Educational Opportunities Program (EOP) hosted several visits from TRIO programs throughout the state of Oregon. The TRIO programs are federally funded by the US Department of Education. The programs identify qualified youth or adults who are low-income and/or first-generation college students. Participants are selected according to their potential for academic success.

## **Portland State University (PSU)**

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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 website of the Center for Academic Excellence. Because PSU is migrating its website to a new format, the diversity website is currently in transition. Most of the documents relevant to this report may be viewed at a temporary staging area at <http://stage.www.pdx.edu/cae>, which is the draft site of the new homepage of the Center for Academic Excellence (CAE). As of spring 2004, diversity was formally adopted as one of four key elements of the CAE mission.

### **Outcomes**

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

- Between 1999 and 2004, the number of faculty of color (full-time instructional) increased by 40.6% (from 64 in 1999 to 90 in 2004). During this same period, those faculty (full-time instructional) who identified as white/European only increased by 14.9%.
- As of 2004-05, a total of 31 departments have participated in the Diversity Incentive Plan funding opportunity.
- During 2004-05, the Diversity Action Council will host, co-host, or sponsor over 25 events, including an end-of-the-year, all-campus celebration of diversity work.
- During 2004-05, 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), which consists of 28 presidentially appointed faculty, staff, and students, has designed a 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 publicize them to their colleagues.
  - The *Diversity Newsletter*: A quarterly newsletter highlighting diversity events and diversity discussions.
  - The *Diversity Action Hiring and Retention Team (DAHRT)*: To further the goal of increasing the number of faculty of color at Portland State, DAHRT teams, which consist of faculty members, visit academic departments to talk about hiring and retention issues. Because the Affirmative Action procedures are effective, the DAHRT focuses mainly on practices that support the retention of a diverse faculty.

## **Student Support and Outreach**

- During 2004-05, PSU participated in the Oregon Leadership Institute, a program that enhances the progress of Latino high school students toward higher education by bringing them together with current Latino PSU student mentors. The high school outreach coordinator for this position is supported by the diversity initiative.
- Students receive diversity mini-grants for campus-wide diversity activities.

## **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. Five mini-grants were funded in 2004-05, with a special focus this year on projects designed to have a substantial and direct impact on the Portland State campus.
- The CAE's introduction of a Program Assistant for Diversity, a permanent position on the CAE staff, has added significantly to the effectiveness of the CAE's diversity team and will enhance diversity work on campus.

- The DAC sponsors *Connections*, an informal monthly meeting for faculty and staff of color at PSU. There are 355 individuals on the *Connections* listserv.

## **Southern Oregon University (SOU)**

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Southern Oregon University (SOU) has implemented various strategies to enhance diversity on campus and in the 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 departmental library containing U.S. ethnic literature, gay and lesbian U.S. literature, and secondary sources. The Library is open to students and staff.

The *Lenn and Dixie Hannon Library* regularly selects and accepts materials to represent diverse cultures, backgrounds, and perspectives and strives to make the library welcoming to all students. The *Multicultural Alcove* in the third-floor fireplace area opened in 2004 as part of the library renovation and expansion. This inviting area features comfortable seating, as well as a display of recently acquired books on multicultural topics and issues.

- In 2004, Dr. Jonathan Friedlander, Outreach Director of the Middle East/Near East Studies Center/International Studies at UCLA, donated nearly 300 books on Islamic and other Middle East studies. Friedlander, a Middle-East studies scholar, has published three books: *Sojourners and Settlers: The Yemeni Experience* (Utah, 1988); *Irangenes: Iranians in Los Angeles* (UC Press, 1993); and *Transitions: Russians, Ethiopians & Bedouins in Israel's Negev Desert* (Ashgate, 1999). This timely donation strengthens the Hannon Library's holdings in Middle-Eastern studies.
- Native American Materials and Services: Southern Oregon University's Hannon 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.
- Of the OUS regional universities, Hannon Library has the largest collection of Native American materials, with over 8,700 books and videos dealing with Native North America. Hannon 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.

- 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.
- Hannon 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 Alsea, 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 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. SOU 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.

SOU is represented at the annual *Oregon Indian Education Association (OIEA) Conference*. 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.

Southern Oregon University has representation on *Ashland Cultural Diversity Alliance's (ACDA) Steering Committee*, 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. During 2004, SOU co-sponsored the ACDA's kickoff event for community leaders in which they participated in a dialogue about diversity in Ashland and participated in diversity workshops that began in January 2005.

## **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 students of color about admission to 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. Telephone calls and mailings have been another way to contact prospective students.

SOU is represented at the annual *Oregon Diversity Institute*, which addresses issues of multicultural concern for faculty members, students, and staff throughout the Oregon Community College System.

The *Black Student Union* works with students at area secondary schools to provide training and support of multicultural issues. The BSU also works with veterans at the White City Veterans Administration in order to narrow the gap between generations.

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 Oregon's 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.

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 *Student Multicultural Coalition (MCC)* was established to facilitate collective activities among the multicultural student organizations housed in the Multicultural Student Center. Presently, the MCC 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:* The Challenge Student Club, in cooperation with the MCC, presented the third annual Disability Awareness Week the last week of October 2004. The mission of the Challenge Student Club is to provide group support and encouragement for students with disabilities; and to promote interaction between students with and without disabilities and the university community. The five-day event incorporated workshops, displays, and activities intended to increase campus and community awareness and appreciation of contributions made by people with disabilities. Events included demonstrations by *Dogs for the Deaf*, a community resource and vendor faire with over 20 participants, the premiere of the independent film "That Summer of Purple," a student/faculty panel discussion, and a dance performance by a group of students with disabilities.

To increase campus-wide understanding of ADA law as it applies to universities, Disability Services for Students and the ACCESS Center offered to all SOU administration and faculty a teleconference – "Kincaid's Critical Caselaw for Colleges: The Top 5 Disability Cases of All Time and a Review of Relevant Recent Cases." This well-attended teleconference enhanced knowledge and awareness of the University's responsibilities in relation to students with 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 SOU 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* (QRC) 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, and 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 maintains 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 includes 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 faculty of color.

### **University of Oregon (UO)**

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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, educational and research programs and centers that focus on issues of diversity, concerted efforts to attract and retain an increasingly diverse student body and workforce, and resources and services that support members of the 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 below.

## Campus-wide Initiatives

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

A search for a new position in the recently established Office of Institutional Equity and Diversity has resulted in the reorganization of the student and academic services offices that support underrepresented students. This newly created position of Assistant Vice Provost will concentrate in the Portland area and establish partnerships with Portland-area schools, community organizations and businesses. Additional personnel are to be added with responsibility for specific campus/community agendas, including but not limited to, oversight of student support services for underrepresented, non traditional students, outreach and partnerships with growing underrepresented communities in the state, support of and work with Native American initiatives.

Under the leadership of newly hired Vice Provost Professor Gregory Vincent, the work of campus involvement in these matters has begun in earnest. Through his leadership and guidance in all university equity and diversity matters concerning faculty, students, and staff, the greater UO campus has joined the work of ensuring a diverse environment and is working steadily to inculcate the values of excellence in equity from curriculum to staff hiring, from student recruitment to faculty appointments, from internal management to community relationships. Professor Vincent continues to work diligently with other administrators, faculty, staff, and students in the ongoing effort to increase appreciation of the critical importance of diversity in creating a comprehensive education experience and is providing directional leadership to enhance collaboration among the University's many diversity stakeholders to ensure effective communication regarding diversity initiatives and accomplishments throughout the campus community. To that end, the efforts of Professor Vincent have resulted in the creation of a five-year institutional diversity plan. The plan's outline was presented to the UO campus through a series of community conversations that encouraged members of the UO community to learn more about the goals and vision behind the initiative, offer suggestions, perspectives, opinions, criticisms, that were then noted and folded into the writing to represent the concerns of the greater campus while informing them of the outline of the main planks of the plan.

In order to move this planning ahead, Professor Vincent, in concert with other campus leaders, invited a group of faculty, staff, students, and administrators, whose work portfolio involves diversity and equity matters, to sit on the *Diversity Working Group* (DWG). This entity is ultimately charged with assembling the Diversity Action Plan that will be a process to involve the University and more importantly, serve as a catalyst for strategic thinking and strategically involving all parts of the UO community. The group is tasked with designing a template by which the campus may address these issues in a multi-layered, cross campus, institutional manner, through the development of five subcommittees to include the following areas of inquiry and activity:

- Developing Cultural Competence
- Building Critical Mass
- Expanding and Filling the Pipeline
- Strengthening and Increasing Community Linkages (Internal/External)

- Developing and Reinforcing a Diversity Infrastructure

In addition, a wider more inclusive group of faculty, staff, students, and administrators comprise the *Diversity Action Group* (DAC), tasked with providing a wider perspective to the work of the DWG by their input and access to a larger constituency representing the greater body of work of the University.

The following initiatives constitute a sampling of the programs that continue to serve the institution in providing a width and breadth of activities that engage the challenges and opportunities of institutional equity and diversity, including graduate research colloquia, campus forums and collaborative campus/community projects, workshops, and classes on issues of cultural competence, admissions and recruitment protocols, and related matters:

- 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 former 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, Pennsylvania 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* available at <[policies.uoregon.edu/ch1affirmation.html](http://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 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 was dedicated in January 2005.
- 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 related recruitment efforts. 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. This individual has worked with new and established faculty in reassessing teaching paradigms to better ensure an inclusive and welcoming classroom environment that fosters vibrant and stimulating conversation and education.
- *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)**

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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.

#### **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/a 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.

The “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.

*Diversity Achievement Scholarships:* Consideration for this scholarship opportunity is given to any new freshman or 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 65 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 *Student Enrichment Program (SEP)*: SEP 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 program 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% 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

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.

*Special Preview Day:* WOU provided a special Preview Day on January 29, 2005, which was designed for Spanish speaking parents. Two sessions designed for these families, as well as tours and advocates, were provided. Consideration is being given to offer the program on an ongoing basis.

### **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. Greater effort is being made to assure that a diverse audience is reached with every recruitment for faculty and staff position vacancies.

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 to see 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 Western's faculty diversity retention initiative. The College of Education mentoring program includes two phases: year one is induction and years two through five are portfolio mentoring.
- *V Formation.* 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.

Appendix B  
**OUS Total Enrollment<sup>1</sup> by Racial/Ethnic Group**  
 Five Year History (2000-2004)

	African American / Black		American Indian / Alaska Native		Asian / Pacific American		Hispanic / Latino		Caucasian		Reporting More Than One Race/Unspecified Race*				SYSTEM TOTALS		
											Reporting More Than One Race		Unspecified			International	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%		N	
<b>Fall 2004</b>	1,523	1.9%	1,028	1.3%	5,412	6.8%	2,913	3.6%	58,711	73.3%	751	0.9%	6,004	7.5%	3,724	4.7%	80,066
<b>Fall 2003</b>	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
<b>Fall 2002</b>	1,310	1.7%	984	1.3%	5,130	6.6%	2,644	3.4%	57,462	73.6%	678	0.9%	5,721	7.3%	4,182	5.4%	78,111
<b>Fall 2001</b>	1,230	1.7%	939	1.3%	4,840	6.6%	2,437	3.3%	54,243	73.4%	558	0.8%	5,538	7.5%	4,098	5.5%	73,883
<b>Fall 2000</b>	1,132	1.6%	868	1.2%	4,559	6.6%	2,259	3.2%	51,126	73.6%	483	0.7%	5,150	7.4%	3,931	5.7%	69,508

<sup>1</sup> 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 fourth-week enrollment reports

Appendix C  
**OUS Enrollment of First Time Freshman by Racial/Ethnic Group**  
 Five Year History (2000-2004)

	African American / Black		American Indian / Alaska Native		Asian / Pacific American		Hispanic / Latino		Caucasian		Reporting More Than One Race/Unspecified Race*				SYSTEM TOTALS		
											Reporting More Than One Race		Unspecified			International	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%		N	
<b>Fall 2004</b>	175	1.8%	145	1.5%	710	7.3%	405	4.2%	7,531	77.4%	118	1.2%	501	5.1%	145	1.5%	9,730
<b>Fall 2003</b>	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
<b>Fall 2002</b>	174	1.7%	138	1.3%	735	7.1%	359	3.5%	8,092	78.1%	143	1.4%	528	5.1%	196	1.9%	10,365
<b>Fall 2001</b>	169	1.7%	133	1.3%	816	8.1%	360	3.6%	7,799	77.4%	100	1.0%	505	5.0%	192	1.9%	10,074
<b>Fall 2000</b>	149	1.6%	121	1.3%	761	8.3%	333	3.6%	7,143	77.5%	72	0.8%	432	4.7%	200	2.2%	9,211

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

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

Appendix D  
**OUS Degrees Awarded<sup>1</sup> by All Levels and Racial/Ethnic Group**  
**Five Year History (2000-2004)**

	African American / Black		American Indian / Alaska Native		Asian / Pacific American		Hispanic / Latino		Caucasian		Reporting More Than One Race/Unspecified*		International		System Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>2003-2004</b>	213	1.3%	173	1.1%	970	5.9%	532	3.2%	12,249	74.5%	1116	6.8%	1,189	7.2%	16,442	22.8%
<b>2002-2003</b>	193	1.3%	190	1.3%	864	5.7%	477	3.1%	11,306	74.4%	1068	7.0%	1,101	7.2%	15,199	21.1%
<b>2001-2002</b>	195	1.4%	156	1.1%	705	5.2%	421	3.1%	10,198	74.8%	890	6.5%	1,075	7.9%	13,640	18.9%
<b>2000-2001</b>	158	1.2%	161	1.2%	748	5.7%	393	3.0%	9,898	74.8%	904	6.8%	972	7.3%	13,234	18.3%
<b>1999-2000</b>	187	1.4%	175	1.3%	742	5.4%	397	2.9%	10,168	74.3%	909	6.6%	1,108	8.1%	13,686	19.0%
<b>FIVE YEAR TOTALS</b>	946	1.3%	855	1.2%	4,029	5.6%	2,220	3.1%	53,819	74.5%	4,887	6.8%	5,445	7.5%	<b>72,201</b>	<b>100.0%</b>

<sup>1</sup> 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

Appendix E  
**OUS Degrees Awarded<sup>1</sup> by All Levels, Discipline and Gender**  
**Five Year History (2000-2004)**

		1999-2000		2000-2001		2001-2002		2002-2003		2003-2004		5-Year Total	
		N	%	N	%	N	%	N	%	N	%	N	%
Agriculture & Forestry, Environ	Male	361	2.6%	325	2.5%	370	2.7%	343	2.3%	365	2.2%	1,764	2.4%
	Female	311	2.3%	288	2.2%	358	2.6%	337	2.2%	331	2.0%	1,625	2.3%
Architecture	Male	124	0.9%	134	1.0%	158	1.2%	166	1.1%	150	0.9%	732	1.0%
	Female	95	0.7%	99	0.7%	125	0.9%	104	0.7%	134	0.8%	557	0.8%
Biological Science	Male	216	1.6%	204	1.5%	209	1.5%	208	1.4%	218	1.3%	1,055	1.5%
	Female	278	2.0%	292	2.2%	299	2.2%	288	1.9%	290	1.8%	1,447	2.0%
Business	Male	1084	7.9%	1,014	7.7%	1,119	8.2%	1,147	7.5%	1,264	7.7%	5,628	7.8%
	Female	848	6.2%	818	6.2%	921	6.8%	938	6.2%	1,012	6.2%	4,537	6.3%
Commu/Journalism	Male	142	1.0%	124	0.9%	134	1.0%	181	1.2%	172	1.0%	753	1.0%
	Female	228	1.7%	239	1.8%	219	1.6%	404	2.7%	480	2.9%	1,570	2.2%
Computer Science	Male	250	1.8%	270	2.0%	265	1.9%	297	2.0%	376	2.3%	1,458	2.0%
	Female	67	0.5%	59	0.4%	92	0.7%	88	0.6%	85	0.5%	391	0.5%
Education	Male	494	3.6%	423	3.2%	460	3.4%	467	3.1%	558	3.4%	2,402	3.3%
	Female	1171	8.6%	1,142	8.6%	1,058	7.8%	1,238	8.1%	1,504	9.1%	6,113	8.5%
Engineering	Male	714	5.2%	696	5.3%	752	5.5%	805	5.3%	918	5.6%	3,885	5.4%
	Female	108	0.8%	133	1.0%	118	0.9%	150	1.0%	172	1.0%	681	0.9%
Health Sciences	Male	122	0.9%	124	0.9%	94	0.7%	114	0.8%	140	0.9%	594	0.8%
	Female	390	2.8%	375	2.8%	299	2.2%	375	2.5%	365	2.2%	1,804	2.5%
Humanities & Fine Arts	Male	735	5.4%	767	5.8%	741	5.4%	885	5.8%	881	5.4%	4,009	5.6%
	Female	1289	9.4%	1,298	9.8%	1,293	9.5%	1,495	9.8%	1,560	9.5%	6,935	9.6%
Law	Male	90	0.7%	81	0.6%	87	0.6%	97	0.6%	89	0.5%	444	0.6%
	Female	94	0.7%	68	0.5%	82	0.6%	73	0.5%	70	0.4%	387	0.5%
Mathematics	Male	76	0.6%	69	0.5%	82	0.6%	89	0.6%	117	0.7%	433	0.6%
	Female	48	0.4%	61	0.5%	49	0.4%	60	0.4%	67	0.4%	285	0.4%
Physical Sciences	Male	176	1.3%	176	1.3%	155	1.1%	187	1.2%	200	1.2%	894	1.2%
	Female	98	0.7%	78	0.6%	79	0.6%	106	0.7%	113	0.7%	474	0.7%
Social Sciences	Male	1,092	8.0%	1,007	7.6%	1,089	8.0%	1,141	7.5%	1,233	7.5%	5,562	7.7%
	Female	1,510	11.0%	1,479	11.2%	1,522	11.2%	1,618	10.6%	1,702	10.4%	7,831	10.8%
Other	Male	528	3.9%	444	3.4%	461	3.4%	574	3.8%	590	3.6%	2,597	3.6%
	Female	947	6.9%	947	7.2%	950	7.0%	1,224	8.1%	1,286	7.8%	5,354	7.4%
SYSTEM TOTALS	Male	6,204	45.3%	5,858	44.3%	6,176	45.3%	6,701	44.1%	7,271	44.2%	32,210	44.6%
	Female	7,482	54.7%	7,376	55.7%	7,464	54.7%	8,498	55.9%	9,171	55.8%	39,991	55.4%
<b>TOTAL</b>	<b>All</b>	<b>13,686</b>	<b>100%</b>	<b>13,234</b>	<b>100%</b>	<b>13,640</b>	<b>100%</b>	<b>15,199</b>	<b>100%</b>	<b>16,442</b>	<b>100%</b>	<b>72,201</b>	<b>100%</b>

<sup>1</sup> Only degrees are reported. Postbaccalaureate and teacher education certificates are excluded.

Source: OUS Institutional Research Services

Appendix F  
**OUS Full Time Ranked Instructional Faculty by Racial/Ethnic Group**  
 Five Year History (2000-2004)

	African American / Black		American Indian / Alaska Native		Asian / Pacific American		Hispanic / Latino		Caucasian		Unspecified		International		System Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>Fall 2004</b>	33	1.3%	18	0.7%	147	6.0%	66	2.7%	1,913	77.8%	155	6.3%	126	5.1%	2,458	20.1%
<b>Fall 2003</b>	36	1.5%	22	0.9%	151	6.4%	57	2.4%	1,891	79.8%	144	6.1%	69	2.9%	2,370	19.4%
<b>Fall 2002</b>	39	1.5%	22	0.9%	146	5.8%	57	2.3%	2,032	80.4%	151	6.0%	81	3.2%	2,528	20.7%
<b>Fall 2001</b>	34	1.4%	19	0.8%	138	5.6%	57	2.3%	1,991	81.1%	139	5.7%	76	3.1%	2,454	20.1%
<b>Fall 2000</b>	35	1.5%	17	0.7%	127	5.3%	55	2.3%	2,011	83.6%	102	4.2%	59	2.5%	2,406	19.7%

Source: OUS Institutional Research Services, end-of-October payrolls



