



Executive Summary**Introduction**

In enhanced efforts to examine and understand the benefits of diversity on our campuses, the Oregon University System (OUS) views the concept of diversity from the perspective of representation, inclusion, and engagement of people of color throughout all OUS institutions. We seek to facilitate fertile educational arenas in which robust exchanges of ideas, communication of varied perspectives, production of well-versed and culturally sensitive graduates, and the benefits of diversity extend to all parties.

This report includes reflections on national trends; analyses of Oregon trends; data regarding the racial/ethnic representation of students, faculty, and staff within OUS institutions; and conclusions/ recommendations to further enhance educational and employment opportunities, diversity awareness, and incorporation of diversity into the fabric of OUS institutions.

National Trends

The continuing challenges to American higher education include providing educational and employment opportunities, increasing minority participation, creating diverse learning environments, and facilitating environments in which diversity is valued.

Students

Nationally, undergraduate enrollments (in all postsecondary institutions) will expand by 2.6 million students between 1995 and 2015. It is predicted that 80% of these new students will be minorities — African American, Hispanic/Latino, and Asian/Pacific American. Enrollment trends for Oregon indicate that for all (public, private, two-year, and four-year) undergraduates, African American representation will increase from 2.3% in 1995 to 2.6% in 2015; Asian/Pacific American representation will increase from 5.7% in 1995 to 7.8% in 2015; Hispanic/Latino representation will increase from 4.6% in 1995 to 8.0% in 2015; and White representation will decrease from 86.6% in 1995 to 81.5% in 2015.

Faculty

Nationally, there is substantial underrepresentation of many minority groups within higher education faculty ranks. Data indicate that White males are substantially overrepresented among faculty ages 34 to 43; and African American, American Indian/Alaska Native, Asian/Pacific American, and Hispanic/Latino faculty ages 34 to 43 are severely underrepresented among the age group that commonly begins to move into tenured slots or mid-level positions in academia.

Benefits of Campus Diversity

In order to demonstrate the expanding perceptions of diversity that undergird selected postsecondary activities, higher education institutions nationally have, in recent years, increased research into the benefits of diversity within the academy. Recent diversity-related research includes focused attention to faculty perceptions and actions on college and university campuses.

The results of a recent national survey of faculty members found that, overall, faculty value diversity and that many faculty members adjust their classes to take advantage of diversity to enhance the learning process. Further, campus diversity is seen as desirable and beneficial to all students and faculty.

OUS Data**Students**

OUS institutions have made gains in the enrollment (undergraduate and graduate) of students of color, with an increase of 855 (a 10.7% gain) during the two-year period from fall 1998 to fall 2000. Students of color in fall 2000 represented 8,818 (12.7%) of total OUS enrollments. Seventy-eight percent (78%) of fall 2000 OUS undergraduate students of color are Oregon residents and 22% are nonresidents. Degrees awarded to students of color increased from 1,368 (10.6%) in 1998-99 to 1,501 (11%) in 1999-00.

Faculty and Staff

OUS institutions demonstrated a slight increase in the representation of full-time, ranked, instructional faculty of color, from 223 (9.6%) in 1998-99 to 234 (9.7%) in 2000-01. The largest concentrations in regard to age of OUS full-time, ranked, instructional faculty during fall 2000 by race/ethnicity were — African Americans ages 44 and above (66%); American Indians/Alaska Natives evenly split between ages 44 and above (47%), and 34-43 (47%); Asian/Pacific Americans evenly split between ages 44 and above (46.5%), and 34-43 (46.5%); Hispanics/Latinos ages 44 and above (54%); and European Americans ages 44 and above (71%). In fall 1999 (the most recent data available), people of color represented 483 (8.3%) of all OUS full-time and part-time staff.

Recommendations**Overall Campus Diversity**

- Existing initiatives such as institutional diversity councils, which include student, faculty, and administrative representation, are key components in campuswide appreciation of the benefits of diversity. The deliberations and actions of these groups should consistently include attention to connecting diversity-related activities with broad campus initiatives in order to encourage comprehensive incorporation of diversity in the institutional environment.

Students

- Given the limited resources available in Oregon to address K-12 pipeline issues, OUS institutions should encourage efforts to seek federal grant funding for outreach and college readiness initiatives. Comprehensive statewide and institutional initiatives should be planned and implemented.

Faculty

- Systemwide funding for assistance with campus pipeline and recruitment initiatives is modest, yet appears to have a positive effect. OUS institutions should seek to enhance incentives for comprehensive efforts to further diversify the faculties.
- As supplements to national research efforts, OUS institutions should encourage research relating to diversity in their specific environments.
- OUS institutions should consider investigating the perceptions of faculty on the campuses, encourage awareness, and facilitate opportunities for faculty to discuss issues of the various effects of diversity.

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