

OUS Diversity Report 2004

Addressing the Needs of An Increasingly Diverse Society

Executive Summary

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

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

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

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

Student Enrollment

- The total enrollment of African American, American Indian/Alaska Native, Asian/Pacific American, and Hispanic/Latino students was 10,543 (13.2%) in fall 2003. This represents an increase from 10,068 (12.9%) in fall 2002 and 6,813 (10.7%) in fall 1992.

- The total enrollment of students reporting more than one race was 700 (0.9%) in fall 2003. This represents an increase from 678 (0.9%) in fall 2002 and 212 (0.3%) in fall 1997 (these data are unavailable for fall 1992).

Degrees Awarded

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

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

Full-Time, Ranked, Instructional Faculty

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

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