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## OREGON EDUCATION INVESTMENT BOARD

### Equity and Partnerships Subcommittee

Members: Nichole June Maher; Chair, Gov. John Kitzhaber,  
Julia Brim-Edwards, Mathew Donegan, Samuel Henry, Harriett Adair, Janet Dougherty-Smith

**Tuesday – November 12, 2013**

**8:15 – 10:15 AM**

221 NW 2<sup>nd</sup> Avenue

#300 – Bamboo Room

Portland, OR 97209

Call-In Number (888) 204-5984

Participant Code: 992939

### AGENDA

#### Welcome & Review of Agenda

Nichole Maher, Sub-committee Chair

#### OEIB Equity Lens: Status Reports

- OUS: Diversity Report – Dr. Joe Holliday
- .....Yvette Alex-Assensoh, University of Oregon
- .....Leslie Garcia, Oregon Health Sciences University
- Staff Update – Doris McEwen

#### Disengaged Youth

- GEDs: City Club of Portland Report: Zeke Smith, Chair
- Youth & Gangs Report Highlights: Iris Bell
- Disproportionate Discipline/SB 2192 – Disciplinary Policies of Schools: Mike Mahoney

#### Committee Logistics/Research Agenda

- Subcommittee Charge and Focus/Calendar - Approval

#### Public Testimony

#### Adjourn

All meetings of the Oregon Education Investment Board and its subcommittees are open to the public and will conform to Oregon public meetings laws. The upcoming meeting schedule and materials from past meetings are posted [online](#). Staff respectfully requests that you submit 25 collated copies of written materials at the time of your testimony. Persons making presentations including the use of video, DVD, PowerPoint or overhead projection equipment are asked to contact board staff 24 hours prior to the meeting. A request for an interpreter for the hearing impaired or for accommodations for people with disabilities should be made to Seth Allen at 503-378-8213 or by email at [Seth.Allen@das.state.or.us](mailto:Seth.Allen@das.state.or.us). Requests for accommodation should be made at least 72 hours in advance.

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[Meeting audio](#)

*Materials packet includes:*

Meeting Agenda

Subcommittee scope of work

City Club of Portland Draft Comprehensive Study (GED) Charge

OUS Diversity Report

## Oregon Student Success through Inclusion: Exploring Data to Understand Our Strengths and Weaknesses

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In 2013, the Oregon Education Investment Board (OEIB) released its “Equity Lens,” based on a vision of “educational equity and excellence for each and every child and learner in Oregon.” The OEIB asserted that reaching this vision would require sufficient resources to guarantee the success of our state’s learning, which is “directly tied to the prosperity of all Oregonians. The attainment of a quality education strengthens all Oregon communities and promotes prosperity to the benefit of us all.” The Oregon University System (OUS) and the Oregon State Board of Higher Education (Board) support this vision of equity in terms of access, excellence, and success through its efforts to foster inclusive educational environments and practices in Oregon’s public universities. Functioning as a key factor in Oregon’s 40-40-20 goal, colleges and universities must work with state leaders to ensure institutional accountability and link higher education to statewide economic goals. An essential component in meeting this goal in Oregon is to close the achievement gap for communities of color and low income students (Kelly & Schneider, 2012; Zumeta, Breneman, Callan, & Finney, 2012), which requires campuses to invest both time and resources. To do this, and to achieve better outcomes for all of Oregon’s students, it is essential to look at the main points in policy and practice that may be leveraged or adjusted to boost student preparedness, enrollment, retention, and completion.

### **The Roles of Diversity at OUS**

OUS also recognizes that the concept of inclusion plays many roles within the mission of our institutions. The term “diversity” is most often evoked as a reference to the equitable access and success of students of color in postsecondary education. This is absolutely critical to the mission of the state’s public universities. As part of their inclusive mission, Oregon’s universities strive to equitably serve other traditionally underserved groups, including both rural and socioeconomically disadvantaged, both of which are prominent populations in the State of Oregon.

Beyond the mission of access for all Oregonians, diversity plays a role in the educational quality of an institution. Students not only benefit from immersion in a diverse campus community, but also from engaging academically with issues of multicultural competency and intercultural knowledge, understanding disparity and privilege, civic knowledge and engagement, and how to address conflict with civility. These are core learning outcomes in a democratic society and in an increasingly global and diverse workplace. In this way, the ability of Oregon’s graduates to operate and innovate in a diverse world is one aspect of the universities’ contribution to the economic competitiveness of our graduates, our institutions, and our region. In fact, these learning outcomes fall under AAC&U’s Liberal Education and America’s Promise (LEAP) States initiative, which Oregon’s universities committed to in 2007.

## The Goal of this Report

In recognizing the multiple roles diversity plays in the excellence of Oregon’s universities, we must also acknowledge that the data and discussion collected in this report addresses just one of these facets: the state of access and success in OUS institutions for students from traditional underserved populations. The other facets, including academic engagement with diversity and student learning outcomes are equally valuable and should be addressed systematically in the future.

This report provides a fresh look at the enrollment and completion data at Oregon’s seven public universities, with special attention given to using data that reflect the mission of each institution, whether statewide or region-specific. These data will allow the Academic Strategies Committee of the Board to set customized and appropriate goals to challenge each institution to use the available assets to maximize diversity in a way that reflects the communities it serves. This report explores data related to ethnic/racial diversity and socioeconomic diversity.<sup>1</sup> It is important to acknowledge that OUS campuses have a long-standing commitment to innovative programming designed to improve the outcomes of their diverse student body.<sup>2</sup>

One important theme that emerged in the data is that a significant “hole” in the pipeline to equitable four-year degree completion in Oregon happens long before application to a university. At the K-12 level in 2012, 71.17% of White students completed a high school diploma in four years, compared to only 58.17% of underserved ethnic minority students.<sup>3</sup> Similarly, 76.14% of students without economic disadvantage graduated high school in four years, compared to only 61.14% of students with economic disadvantage. Therefore, it is incumbent on Oregon’s public universities to work with our K-12 partners as a critical aspect of increasing equitable enrollments in our state.

## Access and Success at Oregon’s Public Universities

Oregon’s demographics, like many states in the nation, are rapidly changing. In 2011-2012, 26% of Oregon’s public high school graduates were students of color; 17% of Oregon’s high school graduates were Hispanic. By 2015-2016, 31% of Oregon’s public high school graduates are projected to be students of color, with 23% of all Oregon high school graduates projected to be Hispanic. Furthermore, 51.3% of Oregon’s public high school graduates are economically disadvantaged, with a graduation rate that is 15% lower than that of their non-economically disadvantaged counterparts.<sup>4</sup> This raises the questions: In reaching 40-40-20, what are OUS institutions doing to prepare for a much more ethnically diverse student body? What are OUS institutions doing to serve students coming from an economically disadvantaged background? Are OUS institutions fully serving the ethnic and socioeconomic diversity of Oregon’s student population?<sup>5</sup>

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<sup>1</sup> For a full description of the methods and selected data, see **Appendix A**.

<sup>2</sup> For a full description of campus programs and initiatives, see **Appendix B**.

<sup>3</sup> The “underserved ethnic minority students” emerged in the Oregon Department of Education data for the first time in 2012. This includes “students in the Hispanic, Pacific Islander, American Indian/Native Alaskan, or Black Ethnicity Subgroups.”

<sup>4</sup> Data taken from published Oregon Department of Education datasets available at: <http://www.ode.state.or.us/search/page/?id=2644>.

<sup>5</sup> As a starting point for answering these questions, OUS staff, in cooperation with all seven campuses, generated an inventory of diversity-focused programs by campus. See **Appendix B** for the full inventory.

This report describes recent disaggregated data<sup>6</sup> at three important junctures: enrollment data (representing the racial and ethnic diversity on OUS campuses), as well as first-year retention and six-year graduation data (representing how well OUS serves all of its students, disaggregated by race, ethnicity, and socioeconomic status). We point out gaps between the demographic profile of state-wide and regional high school graduates and institutional enrollment profiles. We also point out gaps between enrollment, retention, and graduation at OUS institutions.

Oregon's high school demographic data is an important tool in this analysis. For institutions with a statewide mission (Oregon State University (OSU), Oregon Institute of Technology (OIT), and the University of Oregon (UO)), one lens to view campus diversity is through statewide high school graduation data, as high school graduates are representative of the potential pool of resident students for these institutions. OIT has the unique mission of serving statewide STEM needs, which calls on leaders to be more thoughtful as they set aspirational goals that affect communities that have traditionally not entered into STEM fields. Portland State University (PSU), Eastern Oregon University (EOU), Southern Oregon University (SOU), and Western Oregon University (WOU) have region-specific missions and we can apply the same principle by looking at campus diversity through regional high school graduation data.

It is important to note that the portfolio of OUS campuses will illustrate diversity on their campuses differently. As a System, however, we strive to close all achievement gaps and ensure equitable access for all students. As such, in this analysis we provide Systemwide comparison data and utilize region-specific data when possible.

Systemwide data show that Oregon Universities are not keeping pace enrolling and graduating students of color. In particular, OUS institutions are not *enrolling Hispanic/Latin@* students at nearly the same rate at which Hispanic/Latin@ students are graduating from Oregon high schools. OUS institutions are, however, enrolling Black/African American students at very nearly the same pace as these students are graduating from Oregon high schools, although representativeness at some institutions is severely lacking and should be addressed. Further, OUS institutions are not *graduating* Hispanic, Black/African American students, or students with lower socioeconomic status (SES) at the same pace as other students. It is incumbent upon the OUS institutions to recruit and retain students – including student of color – statewide in order to meet the 40-40-20 goal.

### **Understanding Enrollment: Demographics of Oregon's Public High School Graduates**

We begin with an examination of trends in Oregon's public high school graduation data. Unfortunately, although we know that nationwide, "students from households earning \$20,000 or less were underrepresented in colleges and universities, accounting for only 8.7% of immediate college enrollees but 13% of the 12<sup>th</sup> grade high school cohort" (Provasnik & Planty, 2008), we do not have the data necessary in Oregon to report longitudinally in this way. This is a particularly troubling missing piece considering that 24% of Oregon's children live below the poverty line. In this consideration of

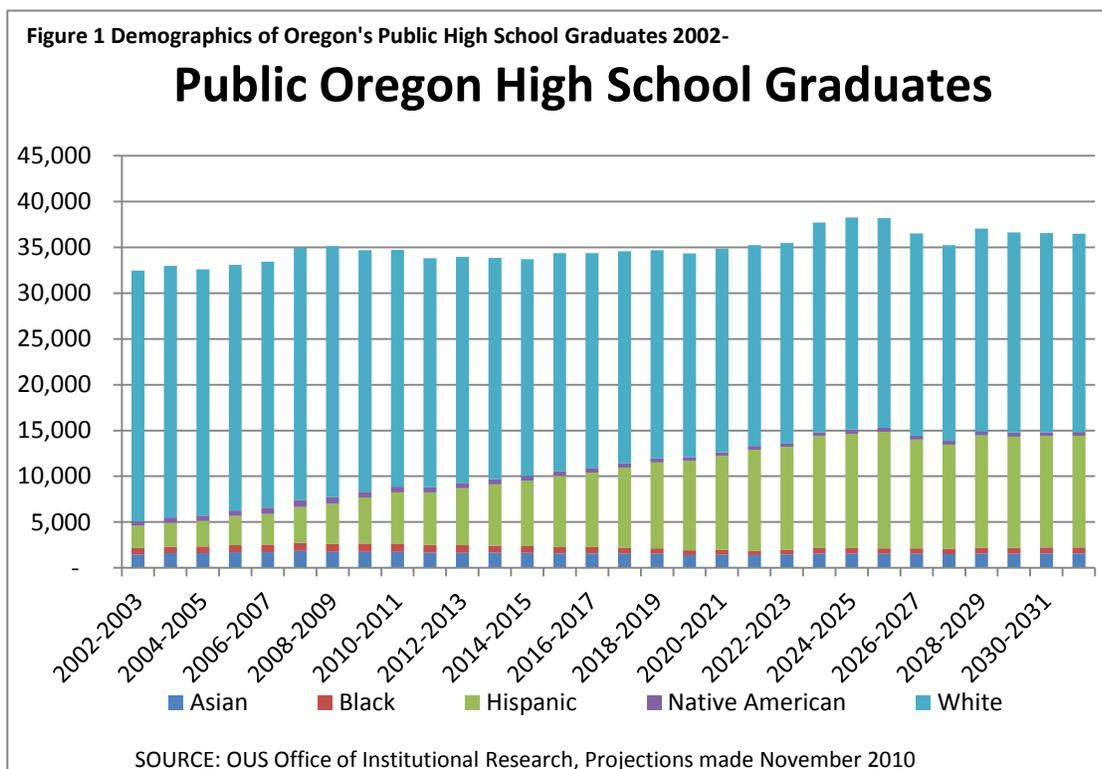
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<sup>6</sup> For a full description of the methods and selected data, see **Appendix A**.

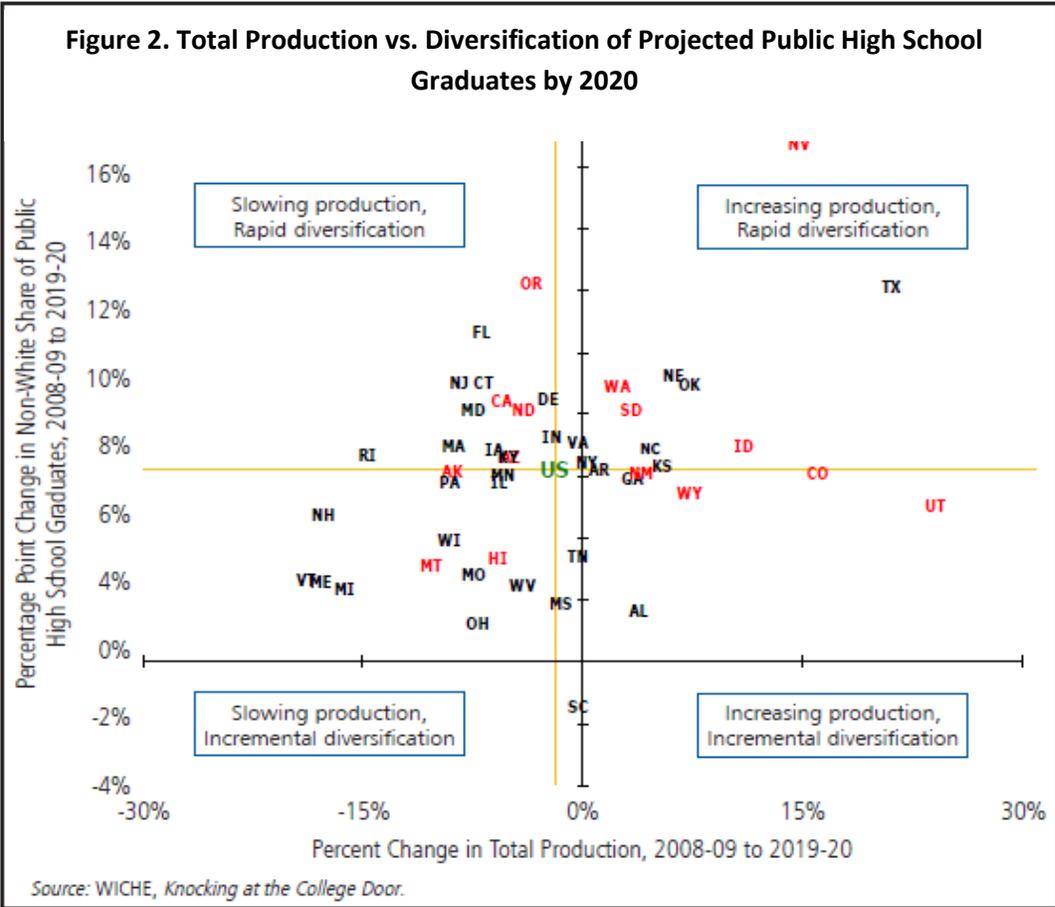
enrollment, this report can only speak to gaps in terms of racial/ethnic diversity, not socioeconomic diversity, which will be addressed in the section on student success.<sup>7</sup>

Figure 1 shows actual and projected demographics of Oregon’s public high school graduates from 2002-03 to 2030-31. The number of public high school graduates in Oregon is projected to be fairly flat, with growth not expected for about a decade. However, the number of total students of color in Oregon’s public high school graduating classes has been and is expected to show increased growth over the next decade. Prescott & Bransberger’s (2012) analysis of high school graduation trends in the United States indicates that Oregon is a state characterized by a slight contraction of high school graduates but a high diversification rate (see Figure 1). This is a troubling trend that will need to be reversed in order to reach 40-40-20 and to ensure representatively diverse pipeline of students heading into postsecondary programs.

Taking a closer look at data over the past five years and projected through 2015-16, we see a steady increase in the percent of students of color graduating from Oregon high schools since 2007-08; this trend is projected to continue through to 2015-16. Additionally, the percent of Hispanic/Latin@ students is growing and projected to grow at a relatively constant rate. The percentages of total high school graduates of other ethnic minority groups (African American, American Indian/Alaska Native, Asian/Pacific Islander) are relatively constant and projected to be relatively constant or slightly decreasing.



<sup>7</sup> Although data categories exist from both the Oregon Department of Education (ODE) datasets on high school graduates and the OUS Institutional Research datasets on university enrollees, the data are based on very different thresholds for economic disadvantage. ODE bases economic disadvantage on free or reduced lunch eligibility, which is a threshold much closer to the poverty line than Pell grant eligibility. These measures are not comparable.



In order to best compare the graduates exiting Oregon high schools with their opportunity to study at Oregon public universities, we ask: **How do OUS enrollments correspond with the ethnic diversity represented in Oregon’s public high school graduates?**

Figure 3 provides an answer in terms of statewide high school graduates. As a System, not accounting for unknown enrollees, we are enrolling nearly an equivalent group of Black/African American students (2.2% newly admitted to OUS compared to 2.3% high school graduates in 2012-2013) and American Indian students (1.5% newly admitted to OUS compared to 1.6% high school graduates).

However, we are not enrolling an equivalent group of Hispanic/Latin@ students (9.3% newly admitted to OUS compared to 15.4% high school graduates in 2012-2013). These data sources suggest that, collectively, we have work to do to recruit Black/African American, American Indian/Alaska Native, and especially Hispanic/Latin@ students. Clearly, the biggest opportunity gap is in admitting Hispanic/Latin@ high school graduates into OUS institutions. It is also important to be mindful in setting these aspirational goals, to keep a statewide view. For instance, Asian/Pacific Islander students are severely

underrepresented at institutions like WOU and SOU, while they are well or overrepresented at other institutions like UO or OSU. Furthermore, demographic growth projections were also taken into account as we set goals for every institution in order to close the gap, rather than just keeping pace with growth in the state. **Graduation projections for Oregon Public High Schools based on ethnicity can be found in Appendix C.**

Next, this report takes a closer look at campus-specific demographic trends. **For a full description of the nature and justification for the data used, review the introduction to Appendix A. Also in Appendix A are breakdowns of demographic profiles using raw numbers rather than percentages in order to give context to the vastly different graduate and enrollment pools at different universities.**

### Oregon University System Demographic Profiles Compared:

New Enrollments at OUS v. Oregon High School Graduates

2010/11, 2011/12 and 2012/13

*Comparisons by Race/Ethnicity*

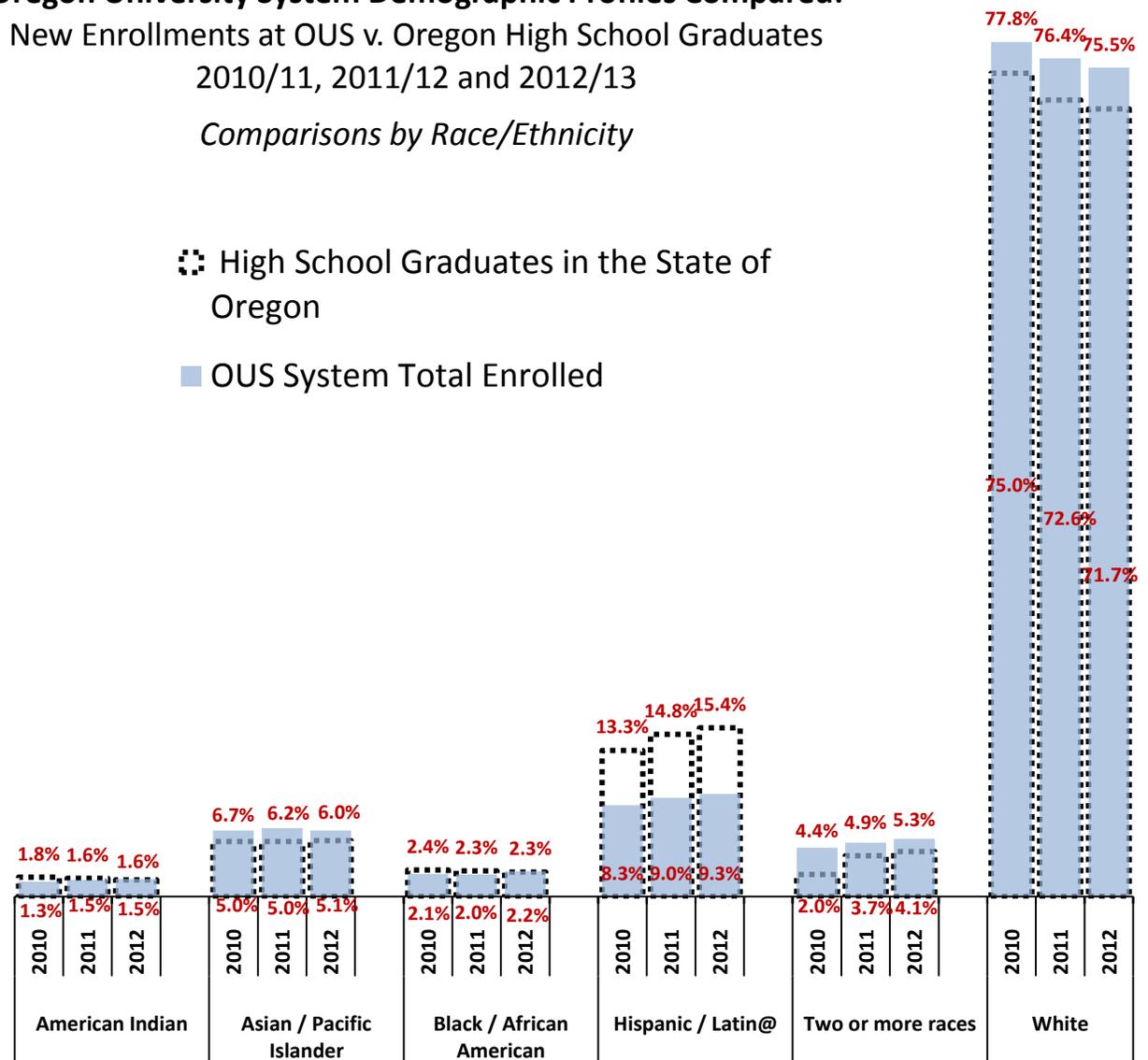


Figure 3: Data from the Oregon Department of Education and OUS Institutional Research

**Eastern Oregon University Demographic Profiles Compared:**  
**New Enrollments at EOU v. Regional High School Graduates**  
 2010/11, 2011/12 and 2012/13  
*Comparisons by Race/Ethnicity*

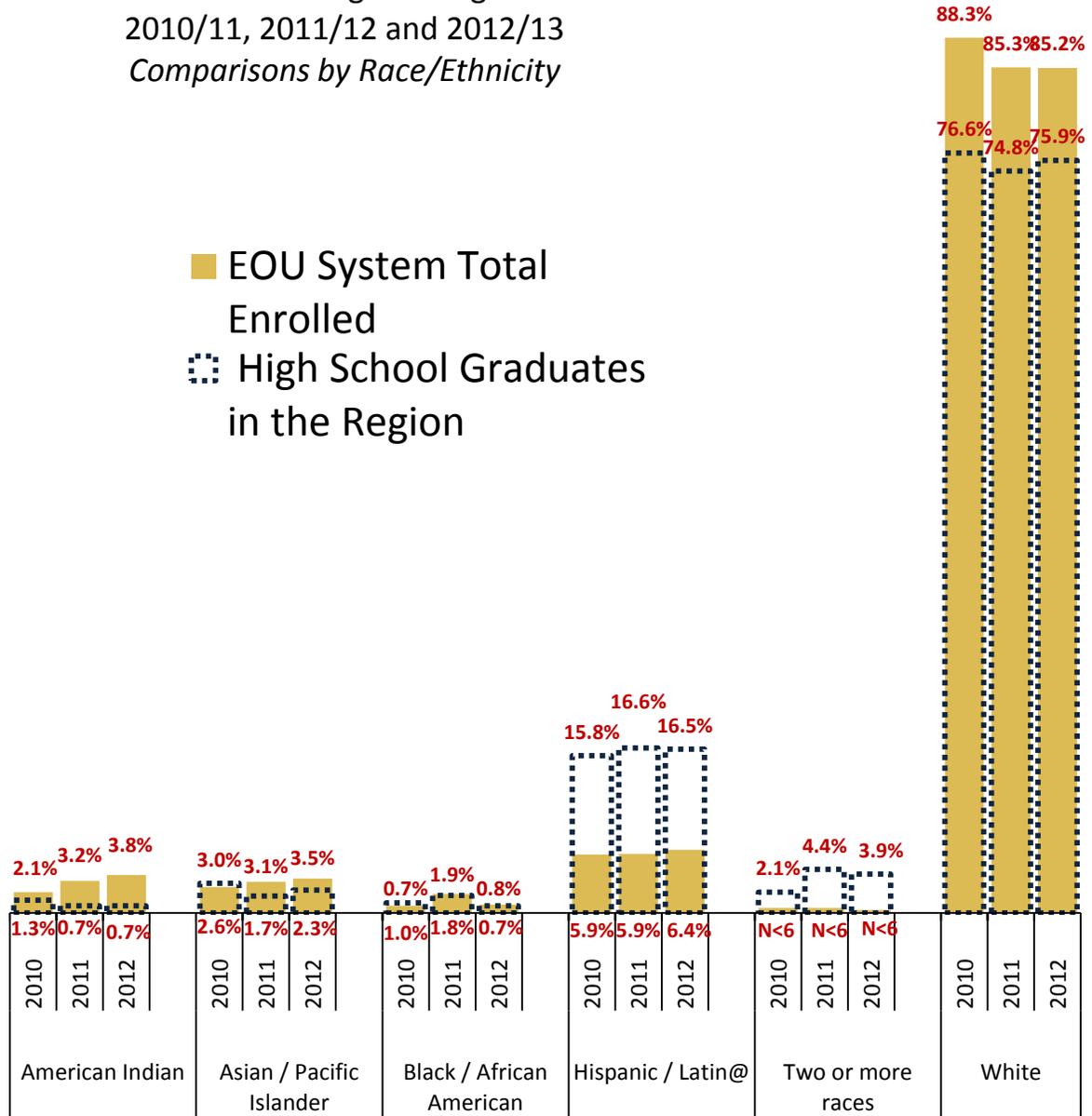


Figure 4: Data from the Oregon Department of Education and OUS Institutional Research

In 2012-13, EOU’s percentage of American Indian/Alaska Native students was almost double the percentage of American Indian/Alaska Native regional public high school graduates. While EOU’s percentage of Hispanic/Latin@ students is considerably lower than the regional high school graduates. The trend in Hispanic/Latin@ enrollment has been slowly increasing since 2007-08. As such, we recommend EOU focus on directing effort towards boosting enrollments of Hispanic/Latin@ students, while continuing to recruit and enroll American Indian/Alaska Native students to achieve an entering student body demographic that more closely mirrors that of the region’s graduating high school class. EOU’s should increase student diversity by 10-12%, with a focus on the Hispanic/Latin@ student population, over the next 2-3 years. One resource for making progress on this goal is the *Hermiston Eastern Oregon Higher Education Center*.

## Oregon Institute of Technology Demographic Profiles Compared:

New Enrollments at OIT v. Oregon High School Graduates  
2010/11, 2011/12 and 2012/13

*Comparisons by Race/Ethnicity*

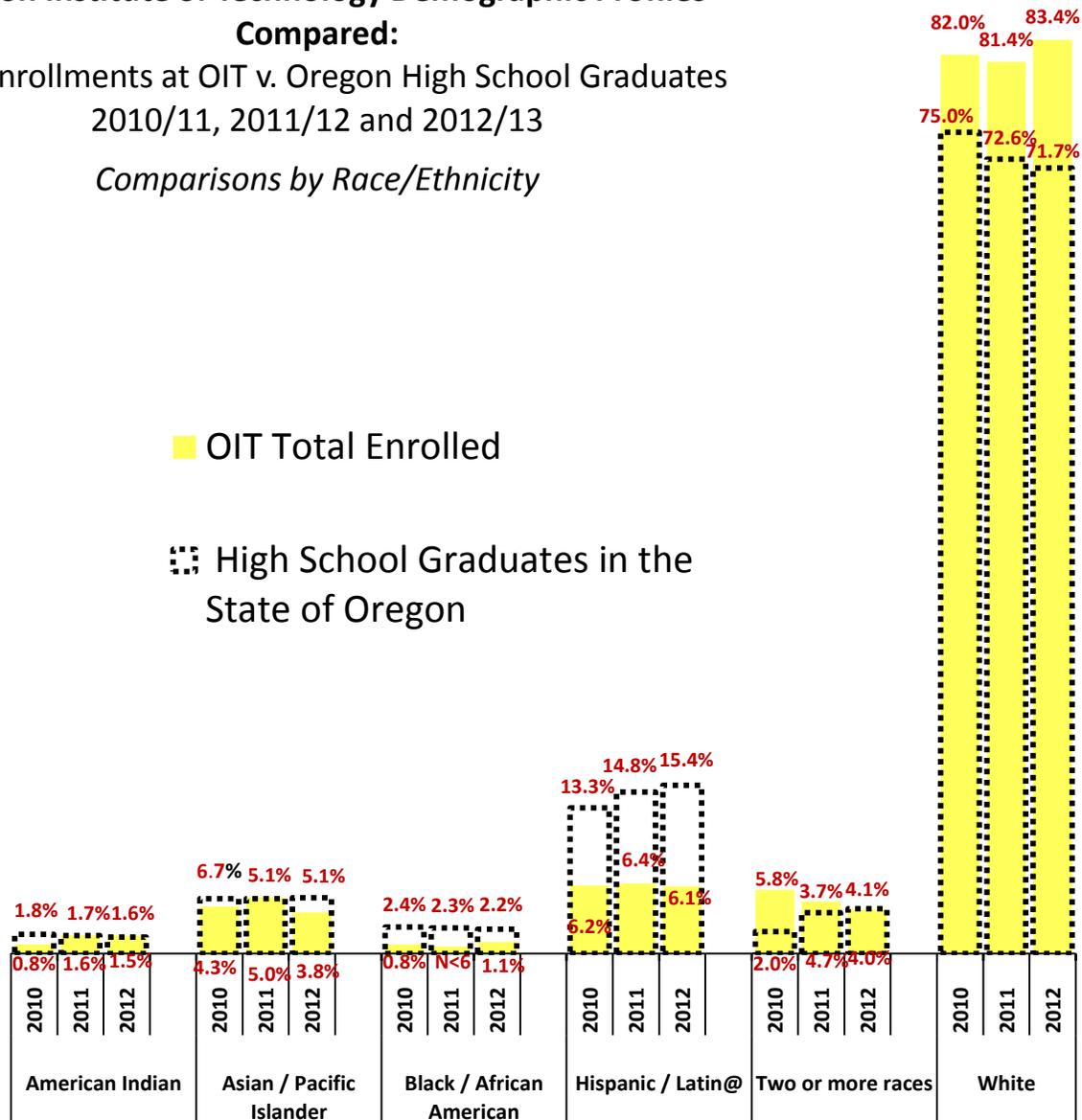


Figure 5: Data from the Oregon Department of Education and OUS Institutional Research

In 2012-13, Oregon Tech’s percentage of admitted Asian/Pacific Islander students (3.8%) closely aligned with the percentage of Asian/Pacific Islander public high school graduates in 2010-11 (5.0%), although enrollments and graduation rates the year prior were nearly identical. Due to the small population size (see Appendix B), it is impossible to measure if these small changes are significant. It does seem that Oregon Tech is successfully recruiting this group of students and should continue its efforts as the population grows.

Oregon Tech’s percentage of admitted Black/African American students (1.1%) was significantly lower than the percentage of Black/African American public high school graduates (2.2% in 2012-2013). Again, the numbers are small, but the gap is consistent. Given Oregon Tech’s new presence in Wilsonville and

its statewide mission, we encourage a focus on increasing enrollments of Black/African American students at the Wilsonville campus. Similarly, Oregon Tech's percentage of admitted Hispanic/Latin@ students (6.1%) is considerably lower than the percentage of Hispanic/Latin@ Oregon high school graduates (15.4% in 2011-2012). We recommend Oregon Tech focus on increasing the enrollment of Hispanic/Latin@ by 8-9% and Black/African American students by 1-2% over the next 2-3 years to achieve an entering student body demographic that more closely mirrors that of Oregon's graduating high school class. Because of its focus on STEM, Oregon Tech is poised to take advantage of a rich base of research, including practices for increasing the participation of African-American men in STEM (e.g., Marks, 2011; Wright, 2011) and taking advantage of research showing, for instance, that African-American women are more likely to enter STEM majors at higher rates than their white counterparts (Hanson, 2004).

# Oregon State University Demographic Profiles Compared: New Enrollments at OSU v. Oregon High School Graduates 2010/11, 2011/12 and 2012/13

Comparisons by Race/Ethnicity

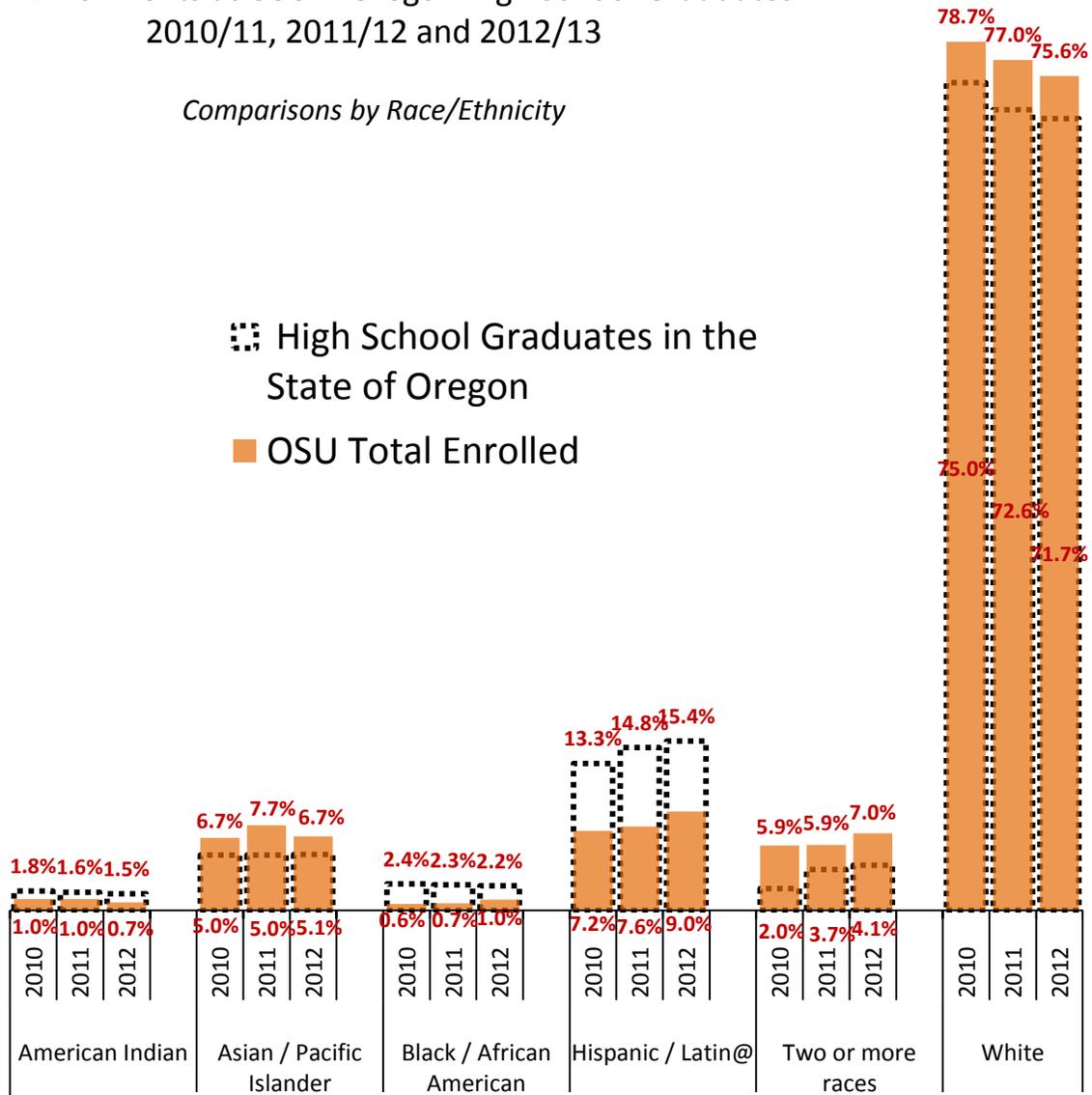


Figure 6: Data from the Oregon Department of Education and OUS Institutional Research

In 2012-13, OSU’s percentage of admitted Black/African American students (1%) was significantly lower than the percentage of Black/African American public high school graduates (2.2% in 2011-12). We recommend a focus on increasing enrollments of Black/African American students—by 1.5% over the next 2-3 years—to reflect the pool of students graduating Oregon high schools. OSU’s enrollment rate of Hispanic/Latin@ students (9%) is also considerably lower than the percentage of Hispanic/Latin@ Oregon high school graduates (15.4% in 2011-2012), but has been slowly rising. As this population in Oregon continues to grow, we recommend OSU also focus on increasing the enrollment of Hispanic/Latin@ students by 5% in the next 2-3 years. OSU is doing well recruiting Asian and Pacific Islander student, as the percentage of newly admitted Asian/Pacific Islander students (6.7% in 2012-13) exceeds the percentage of Asian and Pacific Islander public high school graduates (5.1% in 2011-12).

**Portland State University Demographic Profiles Compared:**  
 New Enrollments at PSU v. Regional High School Graduates  
 2010/11, 2011/12 and 2012/13

*Comparisons by Race/Ethnicity*

- PSU System Total Enrolled
- ▤ High School Graduates in the Region

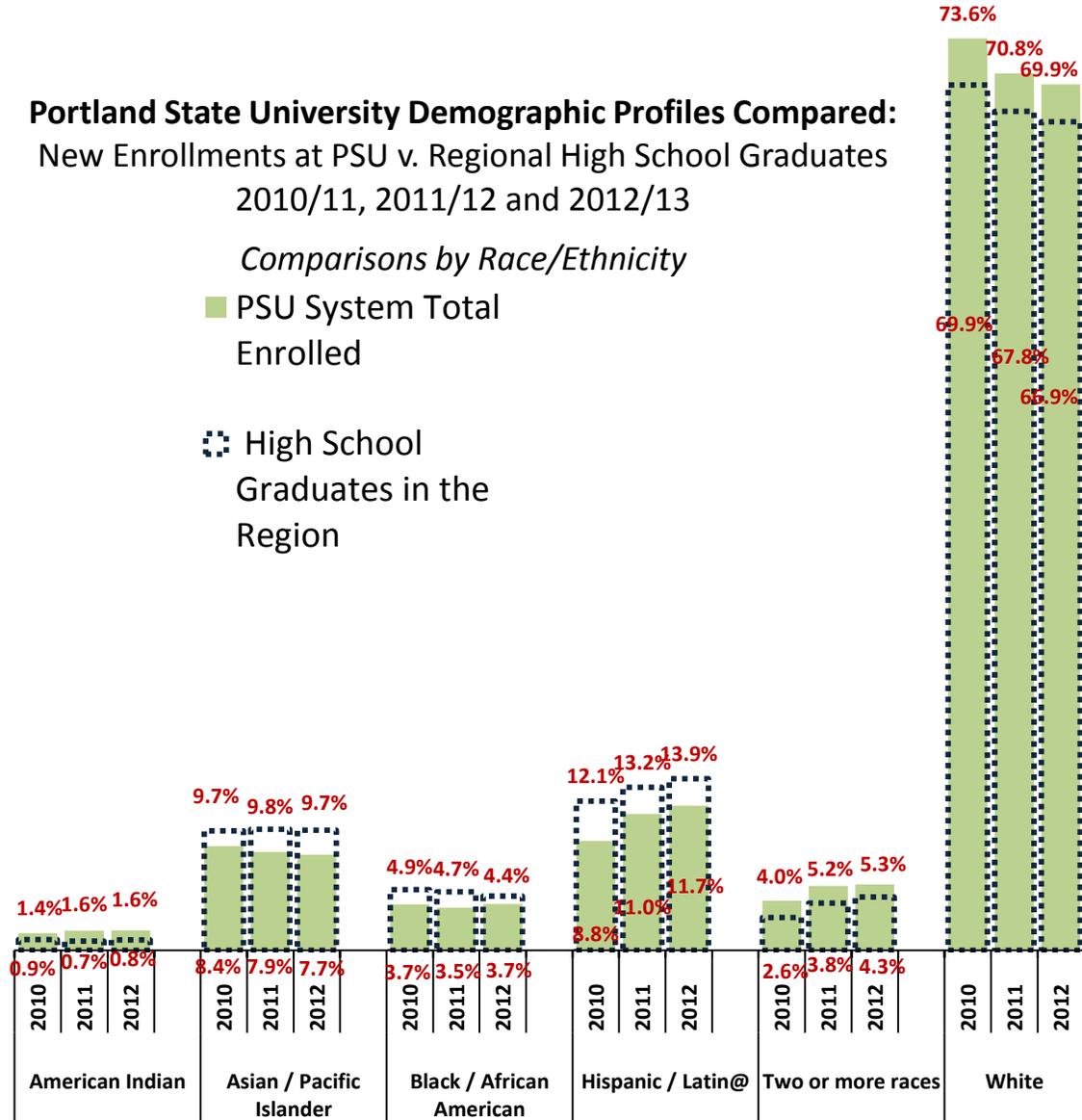


Figure 7: Data from the Oregon Department of Education and OUS Institutional Research

PSU is the only OUS campus whose percentage of students of color of new undergraduate admissions exceeds that of the state’s overall public high school graduates. However, the data used here represents PSU’s regional feeder districts rather than statewide demographics. The percentage of PSU new undergraduate admissions of Black/African Americans and American Indian/Alaska Native students has remained relatively stable and exceeds (American Indian/Alaska Native students) or is slightly below (Black/African American students) the rates of regional public high school graduates. PSU’s Hispanic/Latin@ student admissions (11.7%) are lower than the percentage of Hispanic/Latin@ regional high school graduates (13.0% in 2011-12). However, the trend in Hispanic/Latin@ admission has been increasing at a constant rate since 2009-10. We encourage PSU to continue its efforts to recruit all students of color with an emphasis on increasing Hispanic/Latin@ and Black/African American enrollments by 1.5-2% in the next 2-3 years.

**Southern Oregon University Demographic Profiles Compared:**  
 New Enrollments at SOU v. Regional High School Graduates  
 2010/11, 2011/12 and 2012/13  
*Comparisons by Race/Ethnicity*

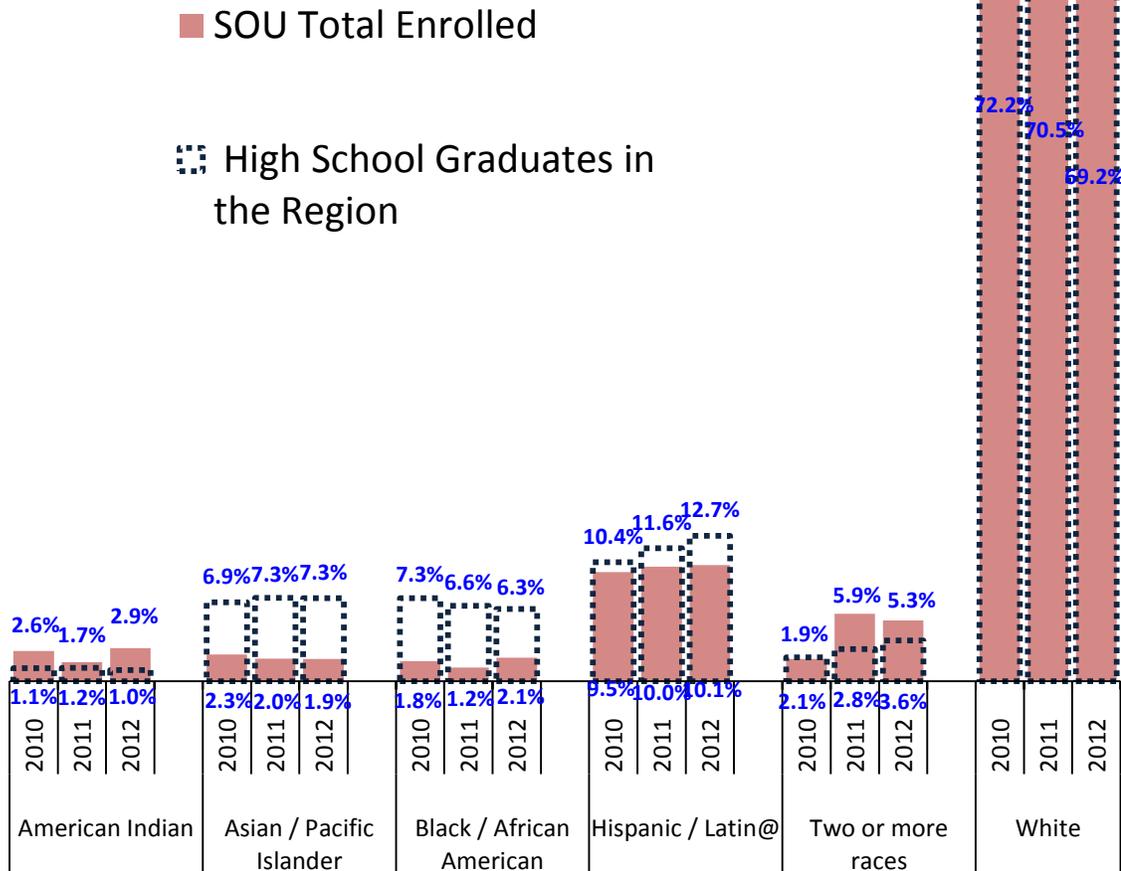


Figure 8: Data from the Oregon Department of Education and OUS

In 2012-13, SOU' percentage of newly admitted Black/African American students (2.1%), Asian/Pacific Islander students (1.9%) and Hispanic/Latin@ students (10.1%) were lower than the percentage of Black/African American, Asian/Pacific Islander, and Hispanic/Latin@ regional public high school graduates. Over the next 2-3 years, we recommend that SOU focus efforts on increasing enrollments of Hispanic/Latin@ students by a total of 2%. SOU should conduct a self-study to understand why Black/African American students and Asian/Pacific Islander students are not opting to attend SOU at a rate that reflects the population of its top feeder districts. We recommend that any goal to improve the campus climate or alter recruitment practices reflect SOU's findings.

## University of Oregon Demographic Profiles Compared: New Enrollments at UO v. Oregon High School Graduates 2010/11, 2011/12 and 2012/13

### *Comparisons by Race/Ethnicity*

■ UO Total Enrolled

▤ High School Graduates in the State of Oregon

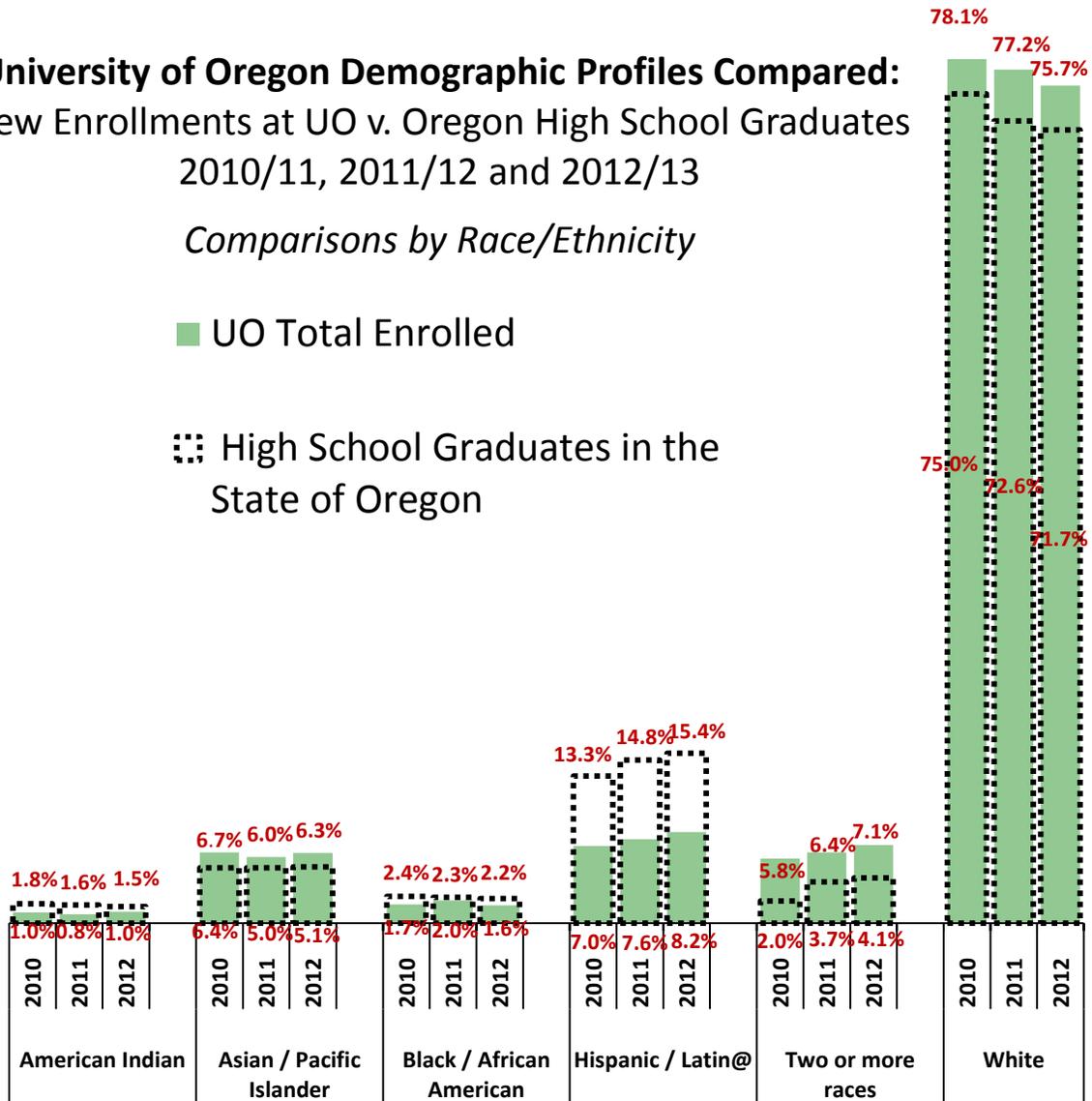


Figure 9: Data from the Oregon Department of Education and OUS Institutional Research

In 2012-13, the UO's percentage of admitted Black/African American students (1.6%) was lower than the percentage of Black/African American public high school graduates (2.2% in 2010-11). We encourage the UO to take steps in the next 2-3 years to close the remaining gap for this particular student population. The UO's percentage of admitted Hispanic/Latin@ students (8.2%) is considerably lower than the percentage of Hispanic/Latin@ Oregon high school graduates (15.4% in 2011-12). However, the trend in Hispanic/Latin@ admission has been increasing since 2007-08. As such, we recommend the UO also focus on increasing the enrollment of Hispanic/Latin@ students by 8-9% over the next 2-3 years to achieve an entering student body demographic that more closely mirrors that of Oregon's graduating high school class. The UO is doing well recruiting Asian and Pacific Islander student, as the percentage of newly admitted Asian/Pacific Islander students (6.3% in 2012-13) exceeds the percentage of Asian and Pacific Islander public high school graduates (5.1% in 2011-12).

**Western Oregon University Demographic Profiles Compared:**  
 New Enrollments at WOU v. Regional High School Graduates  
 2010/11, 2011/12 and 2012/13  
*Comparisons by Race/Ethnicity*

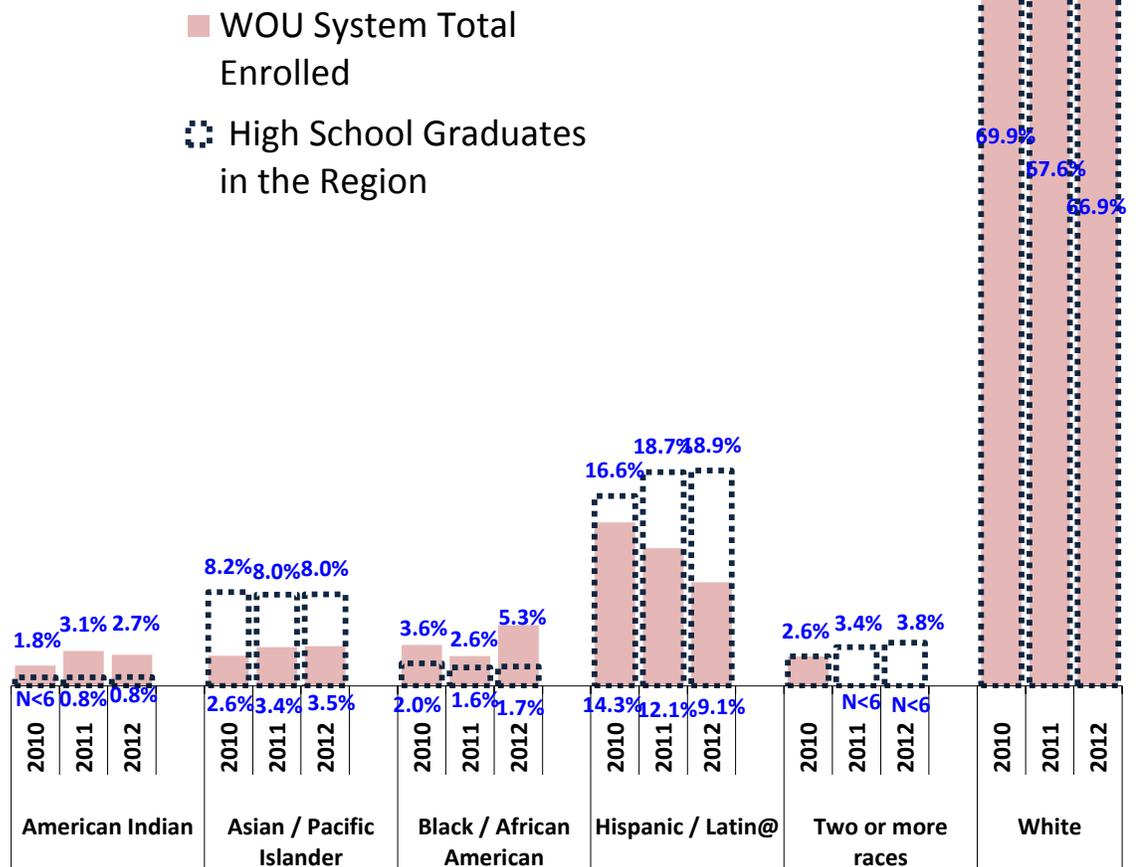


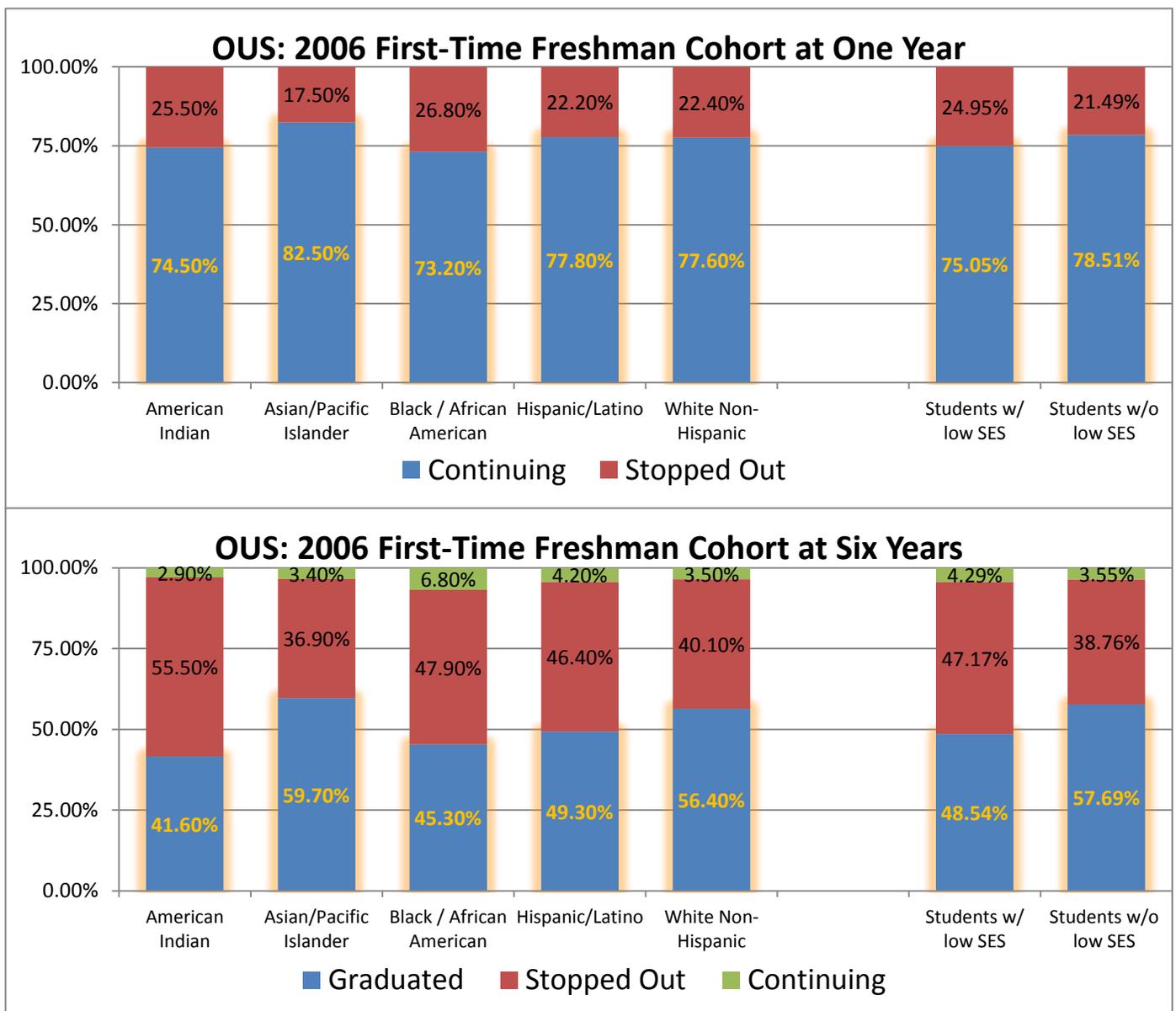
Figure 10: Data from the Oregon Department of Education and OUS Institutional Research

WOU’s enrollment of newly admitted Black/African American and American Indian/Alaska Native students matches or exceeds the percentage of Black/African American and American Indian/Alaska Native graduates from regional public high schools. WOU enrolled a smaller percentage of newly admitted Asian or Pacific Islander students (3.5%) than graduates from regional public high schools (8%). In 2011-12, WOU’s percent enrollment of newly admitted Hispanic/Latin@ students was 9.1%, lower than the percentage of Hispanic/Latin@ Oregon high school graduates (18.9% in 2010-11), but a number that reflects WOU’s efforts to recruit and retain Hispanic/Latin@ students. We encourage WOU to continue its efforts to recruit all students of color with efforts focused on enrolling Hispanic/Latin@ students to increase Hispanic/Latin@ student enrollment by 6-7% in the next 2-3 years. WOU should conduct a self-study to understand why Asian/Pacific Islander students are not opting to attend WOU at a rate that reflects the population of its top feeder districts. We recommend that any goal to improve the campus climate or alter recruitment practices reflect WOU’s findings.

## Understanding Student Success: Persistence and Completion

Systemwide, OUS institutions must continue to focus efforts on retaining and graduating students of color. The table below shows the gaps in graduating American Indian/Alaska Native, Black/African American, and Hispanic/Latin@ students as compared to their White and Asian/Pacific Islander peers. Most troubling, OUS has found that the graduation rates for Black/African Americans has fallen since 2001, a trend that must be reversed. OUS has also seen declines, since 2006, in the graduation rates of Hispanic/Latin@ students; again, a trend that must be reversed. Campuses have outlined retention strategies, but an emphasis on reversing the troubling trends in Black/African American and Hispanic/Latin@ graduation rates must be sustained.

Furthermore, scholars have typically found that students from low SES backgrounds have lower rates of persistence and educational attainment than their peers from high SES backgrounds (Walpole, 2003). This trend is apparent in the data below showing a nearly 10% six-year graduation gap between students with and without economic disadvantage.



The Oregon University System must do a better job of closing the achievement gap for all students Systemwide. OUS experiences higher graduation rates for Asian Pacific Islanders and White, non-Hispanic students when compared to their Black/African American, American Indian, and Hispanic/Latin@ counterparts. It is also essential to keep in mind that the data represent only first-time freshmen, and furthermore only represent completion at the starting institution. Half of OUS students are transfers, and recent national findings tell us that although within six years only 42% of students nationally complete a four-year degree at their starting institution, another 12% complete within six years at an institution other than their starting institution, for a total overall completion of 54% (Shapiro et al., 2012).

Trends to pay attention to:

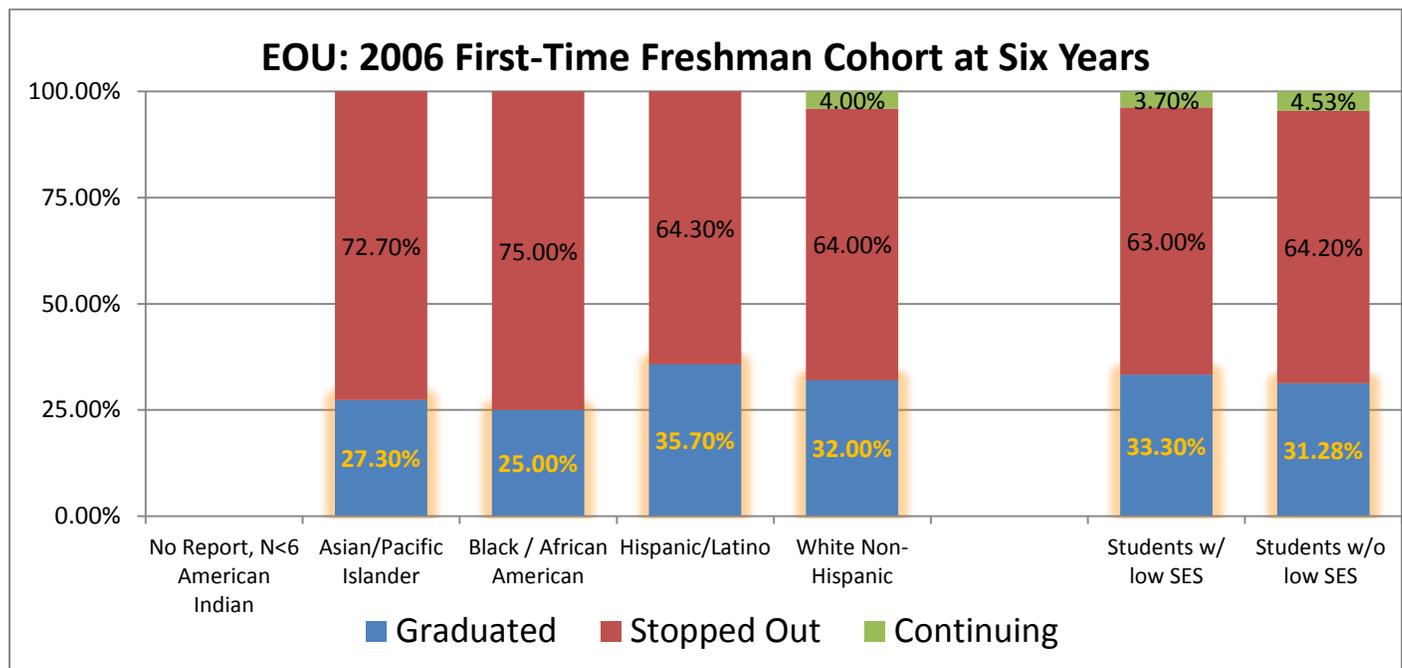
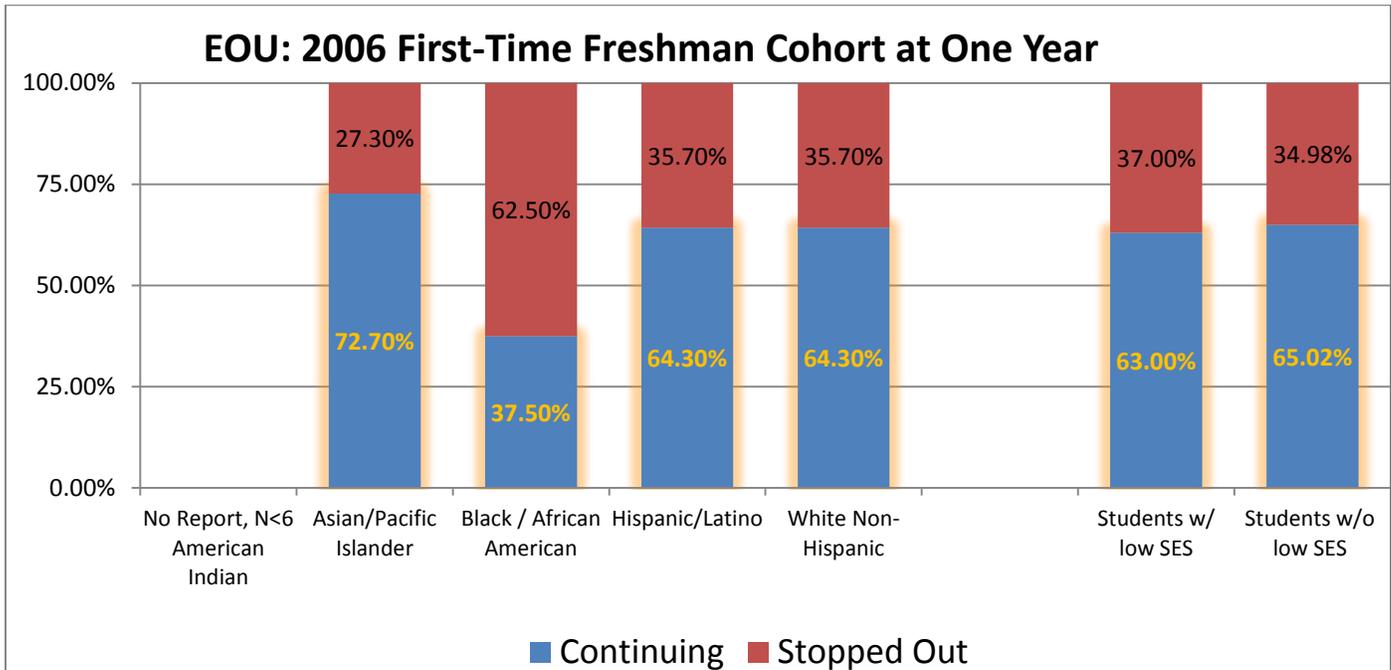
- At four of seven campuses (EOU, OIT, PSU, and WOU), the graduation rates of Hispanic/Latin@ students are equal to or higher than the graduation rates of their white counterparts.
- At three of the seven campuses (EOU, OIT, PSU), the graduation rates of low socioeconomic students slightly or significantly higher than the graduation rates of their higher SES counterparts. *However*, Pell grant eligibility is used as a proxy for this indicator and has a higher threshold than, for instance, the deeper level of poverty described by the scholar above whose cites a \$20,000 per year household income.
- There is an achievement gap between Black/African American and American Indian students and their white counterparts. Black/African American and American Indian students lag behind their white counterparts in graduation rates on every campus (where numbers were large enough to report).
- The graduation gap between Black/African American and White students is most pronounced at Oregon State University (10.6% gap); Southern Oregon University (19.8% gap), and the University of Oregon (12.4% gap). Similarly, the graduation gap between Hispanic/Latin@ students and White students, and higher SES and lower SES students is most pronounced at the University of Oregon and Oregon State University.

All institutions must take steps to increase the graduation rates for all students and close achievement gaps. As the charts below indicate, each campus has a unique graduation profile and unique achievement gaps. Our general recommendation is that all institutions be held accountable for making progress in closing the gaps identified in this report around student success by Fall 2016, and provide a narrative at that time describing measures taken to improve student success and completion and plans to continue to close the gap.

## Eastern Oregon University

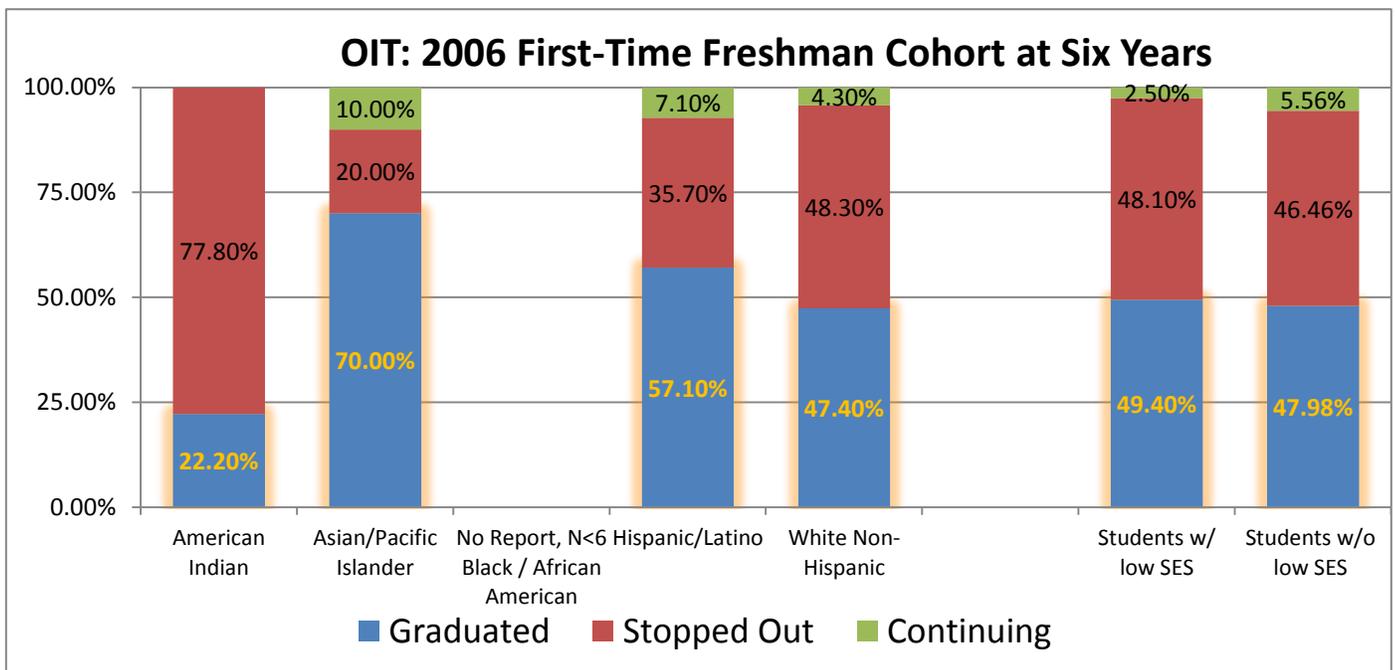
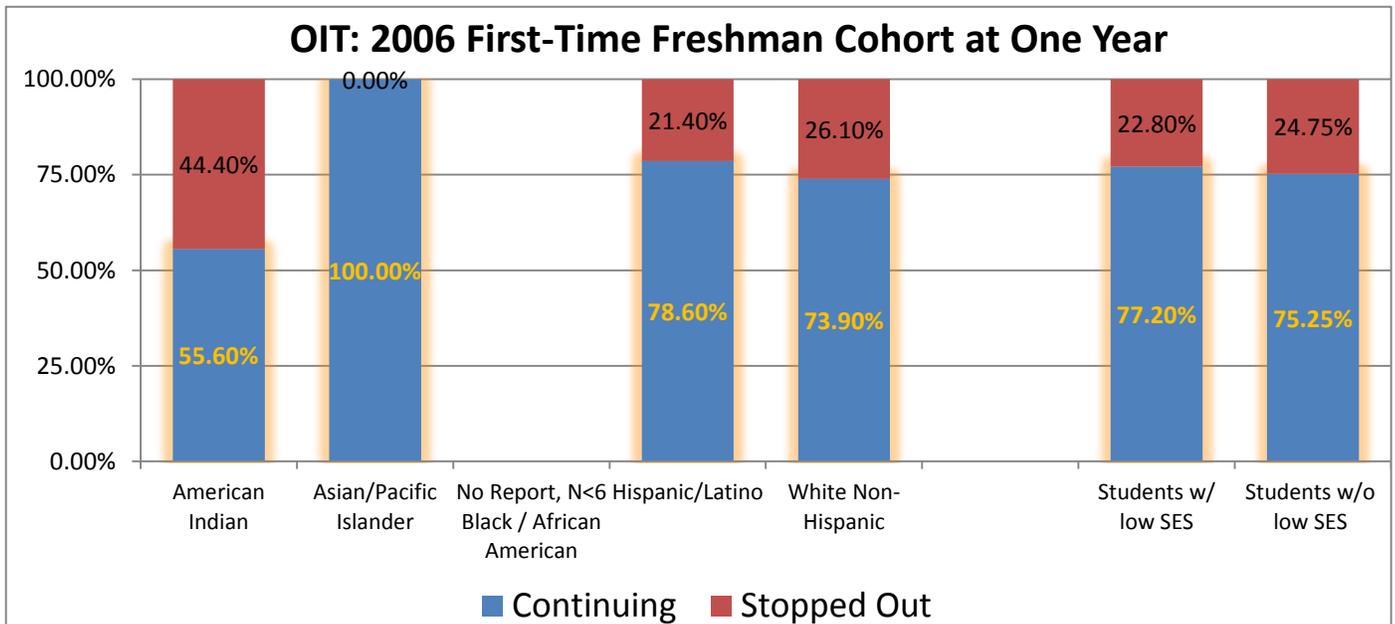
Graduation rates for all students at Eastern Oregon University are below the OUS average.

Hispanic/Latin@ students are persisting at one year at an identical rate and are graduating at a slightly higher rate than their White and Asian/Pacific Islander peers. EOU must take steps to improve the graduation rates of all of its students and close achievement gaps, where they exist.



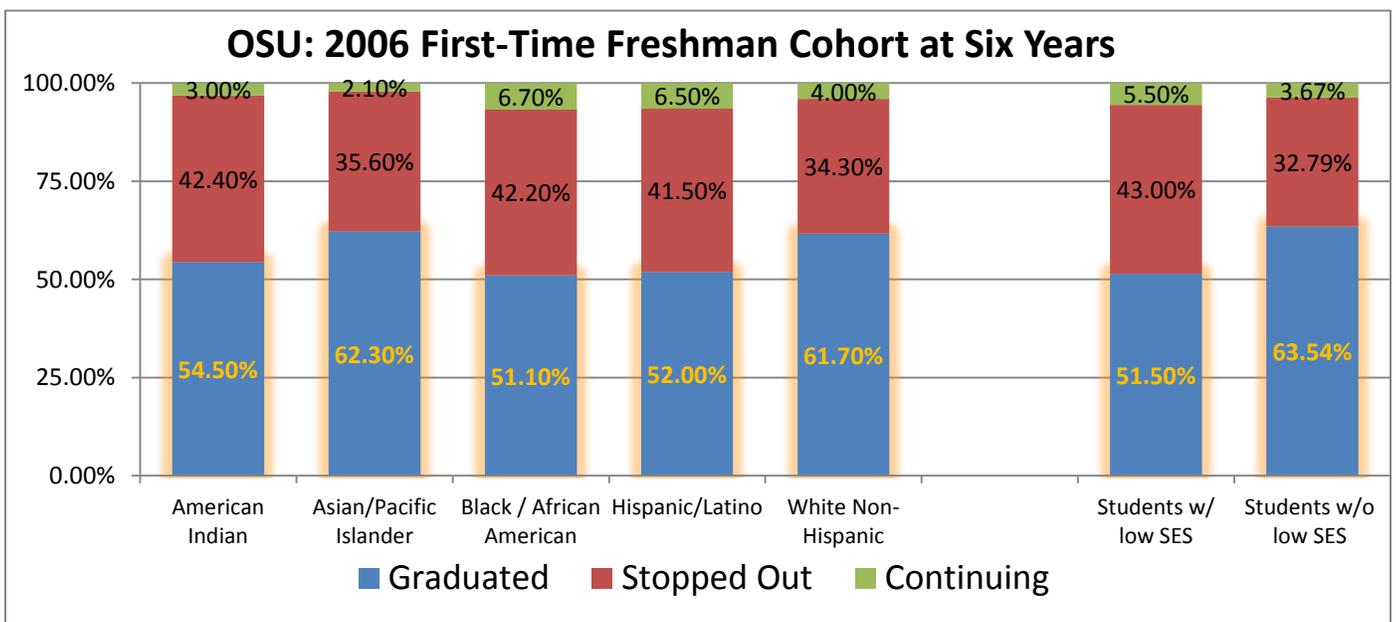
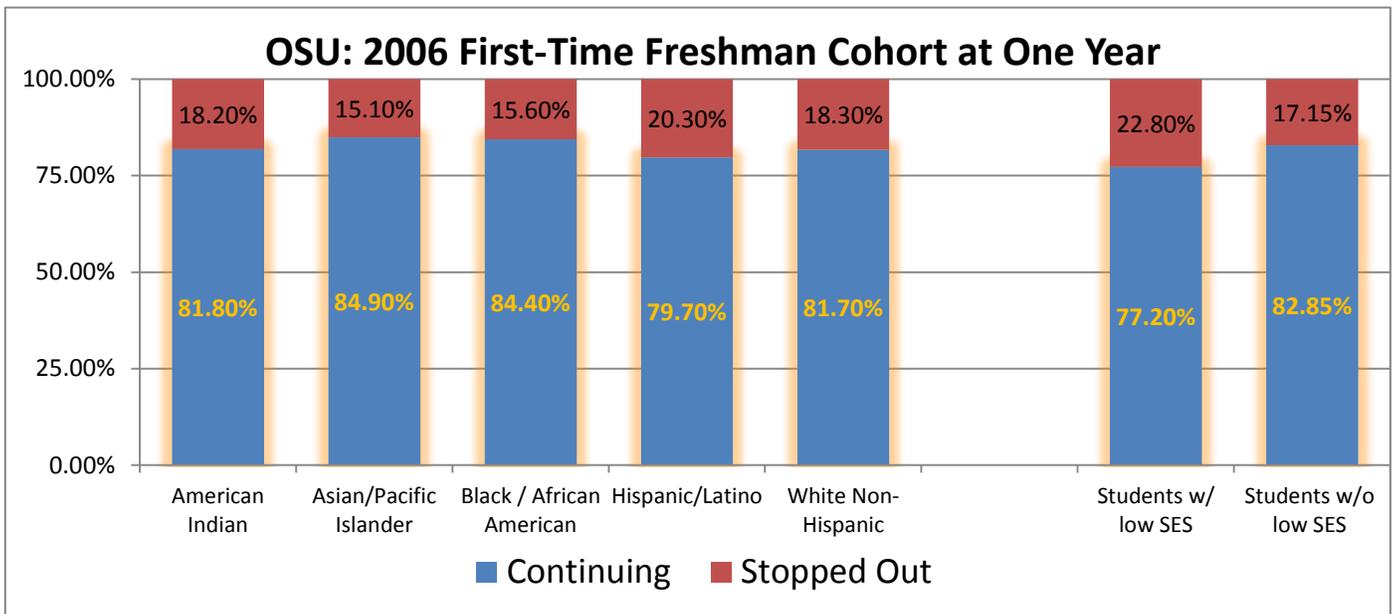
## Oregon Institute of Technology

Oregon Institute of Technology has a much higher retention and graduation rate for Asian/Pacific Islander students than their Hispanic/Latin@ and White peers. There is also an alarming achievement gap among American Indian students. Oregon Tech should continue its good work with Asian/Pacific Islander and also Hispanic/Latin@ students and identify the practices that are working in this community, as well as take steps to eradicate the achievement gaps and improve graduation rates for all students. Due to a small cohort size, the report cannot comment on the achievement among Black/African American students.



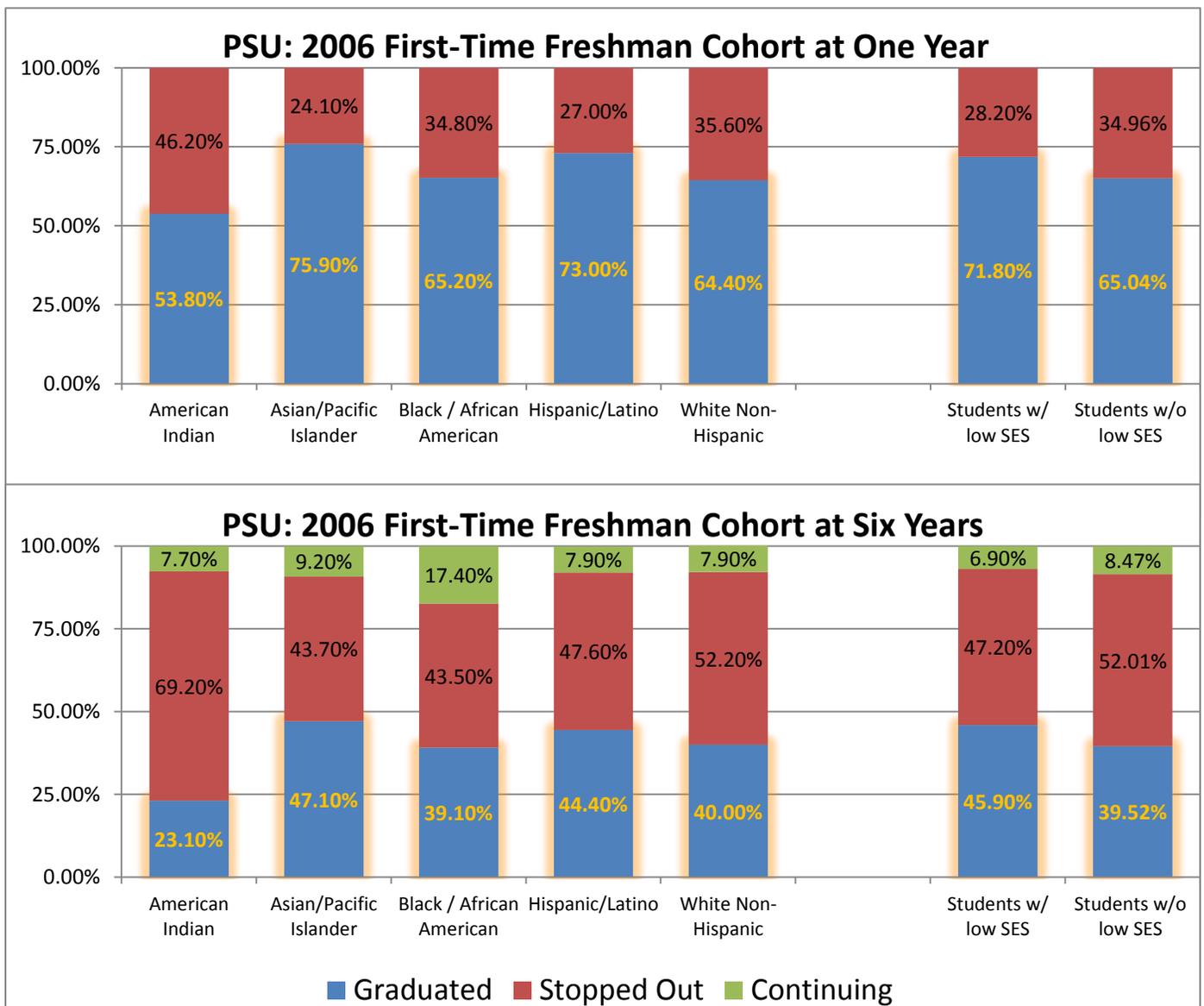
## Oregon State University

Oregon State University has higher graduation rates for Asian/Pacific Islander and White students than their Black/African American, American Indian, and Hispanic/Latin@ counterparts, despite some very high retention rates at one year for these same populations. OSU must take steps to close the achievement gaps between Black/African American, American Indian,<sup>8</sup> and Hispanic/Latin@ students and their White and Asian/Pacific Islander counterparts. There is also a noticeable achievement gap based on income, approximately 5% at one year and 12% at six years. OSU must take steps to identify barriers at this institution for completion among Pell eligible (or economically disadvantaged) students.



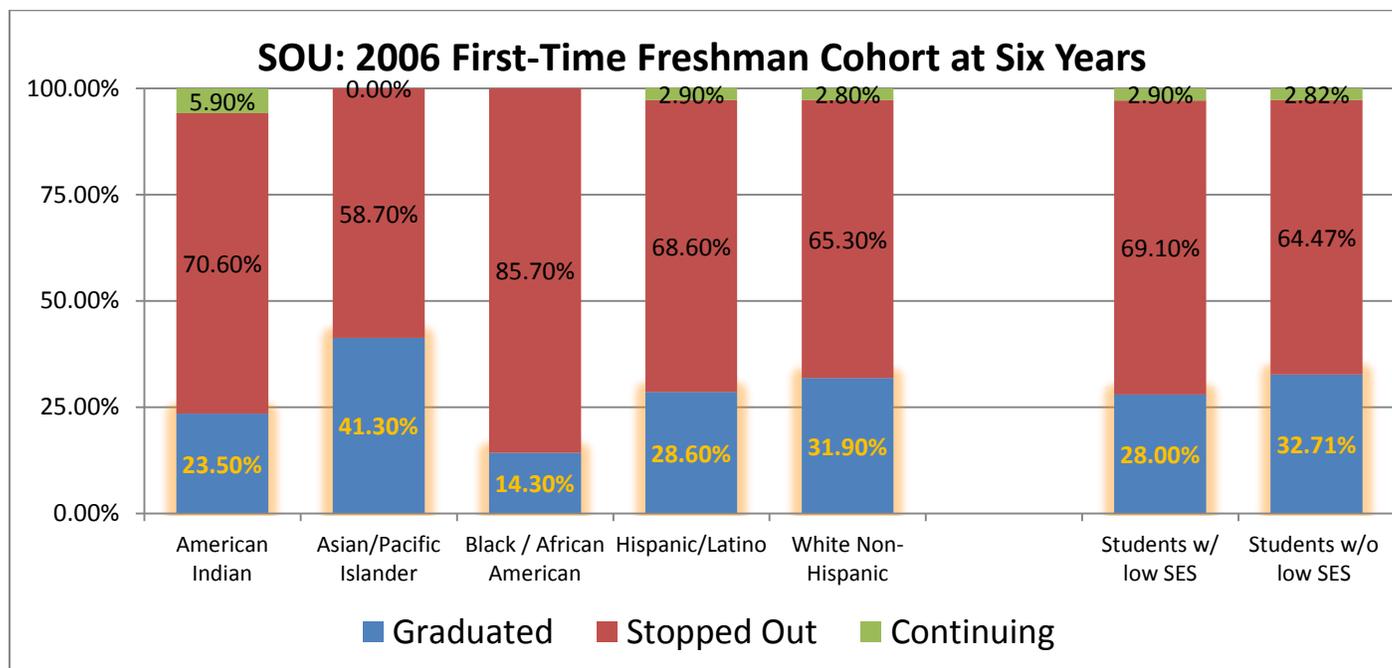
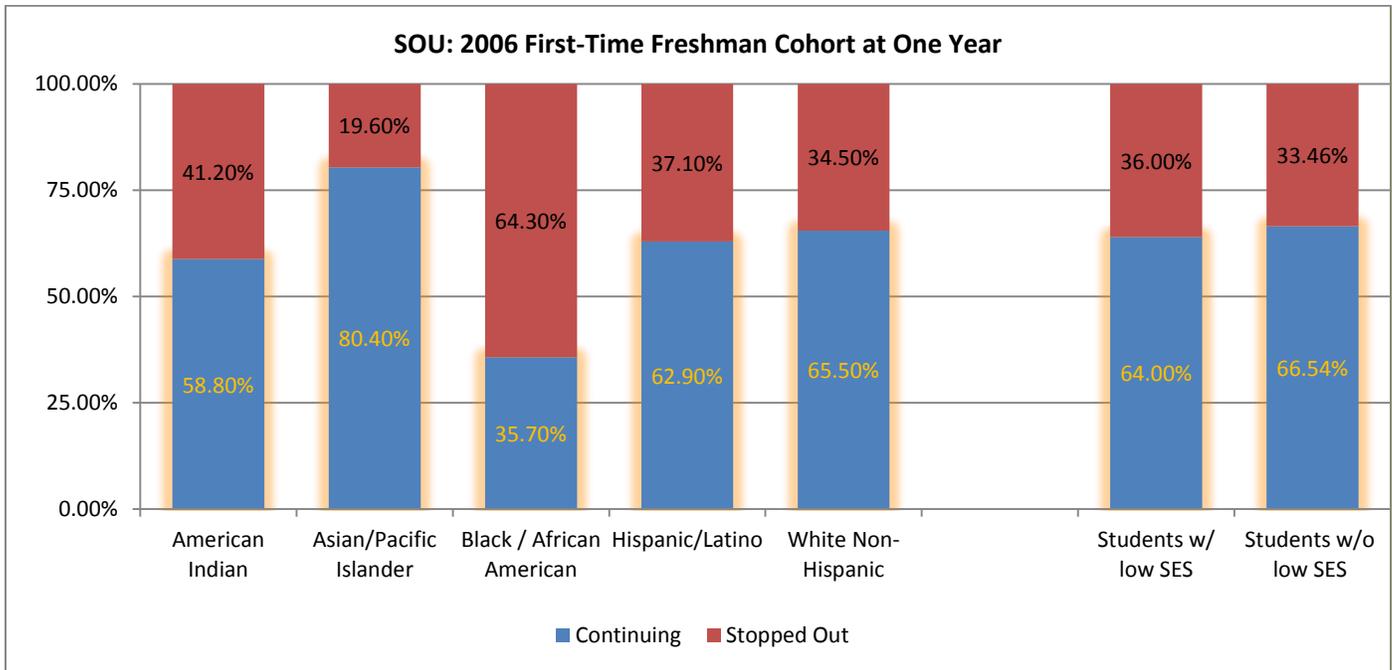
## Portland State University

Portland State University has fairly even outcomes among Asian/Pacific Islander, Black/African American, and White students in terms of six-year completion rates, with some disadvantage at the one-year retention point for both Black/African American and White students. Particularly troubling is the far lower rate of persistence at one year and completion at six years (53.5% and 23.1% respectively) of American Indian students. PSU must take steps to address this achievement gap. Pell eligible (lower SES) students also seem to be showing better outcomes at both points than non-Pell eligible (higher SES) students. In general, PSU's retention and completion rates are below the OUS averages. However, PSU shows some slightly better outcomes compared to the state average among Black/African American and low-income students. Based on these findings, PSU should focus initiatives to boost retention and completion rates across its entire student body and potentially identify any best practices or environmental contexts that are instrumental in the institutions strongest outcome areas.



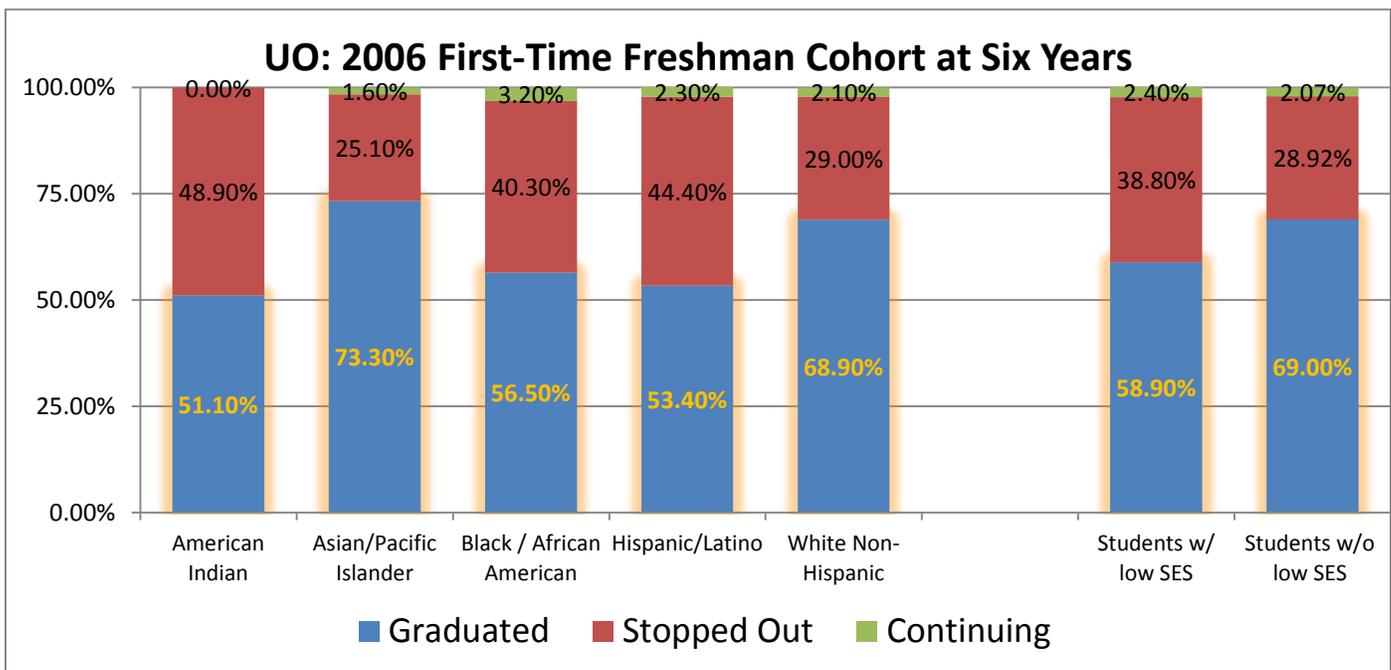
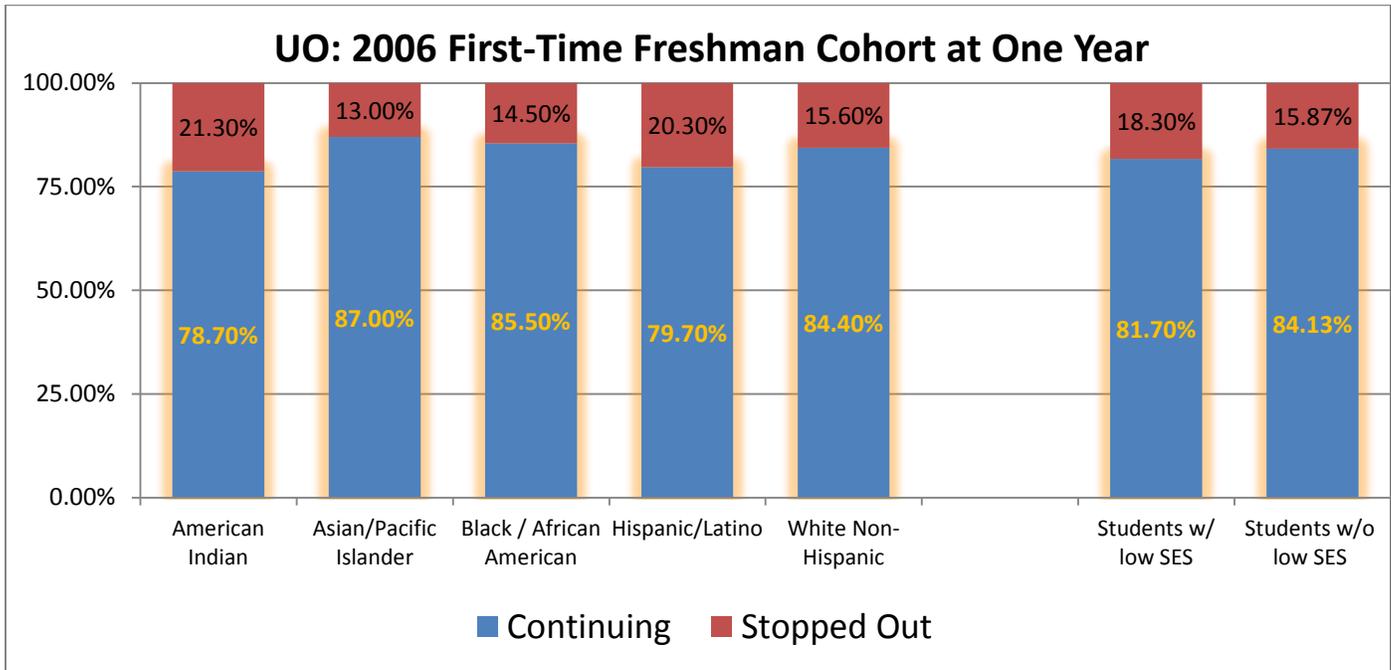
## Southern Oregon University

Graduation rates for all students at Southern Oregon University are below the OUS average. Part of this trend, as with other institutions, is explained by the tendency of students to transfer from SOU to other OUS institutions. Nonetheless, SOU has higher graduation rates for Asian/Pacific Islander, White students, and non-Pell eligible (low SES) students than Black/African American, American Indian, Hispanic/Latin@ counterparts, and Pell-eligible (higher SES) students. SOU must take steps to address the achievement gaps between Black/African American, American Indian, Latino, and lower SES students and their White, Asian/Pacific Islander, and higher SES counterparts.



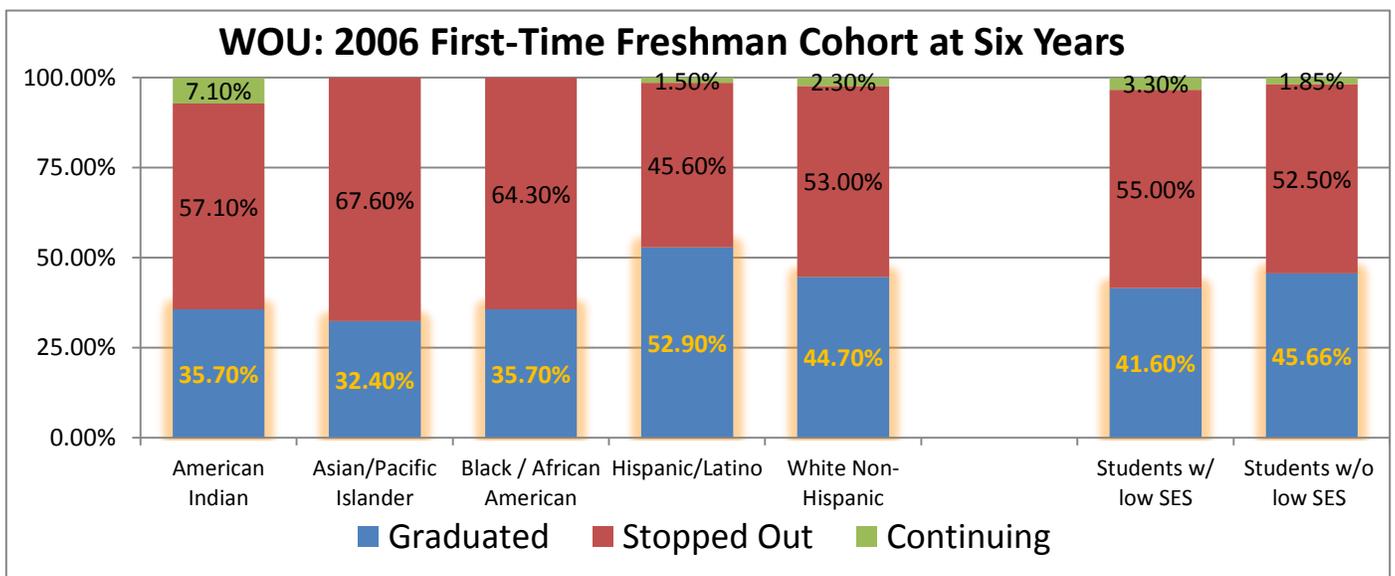
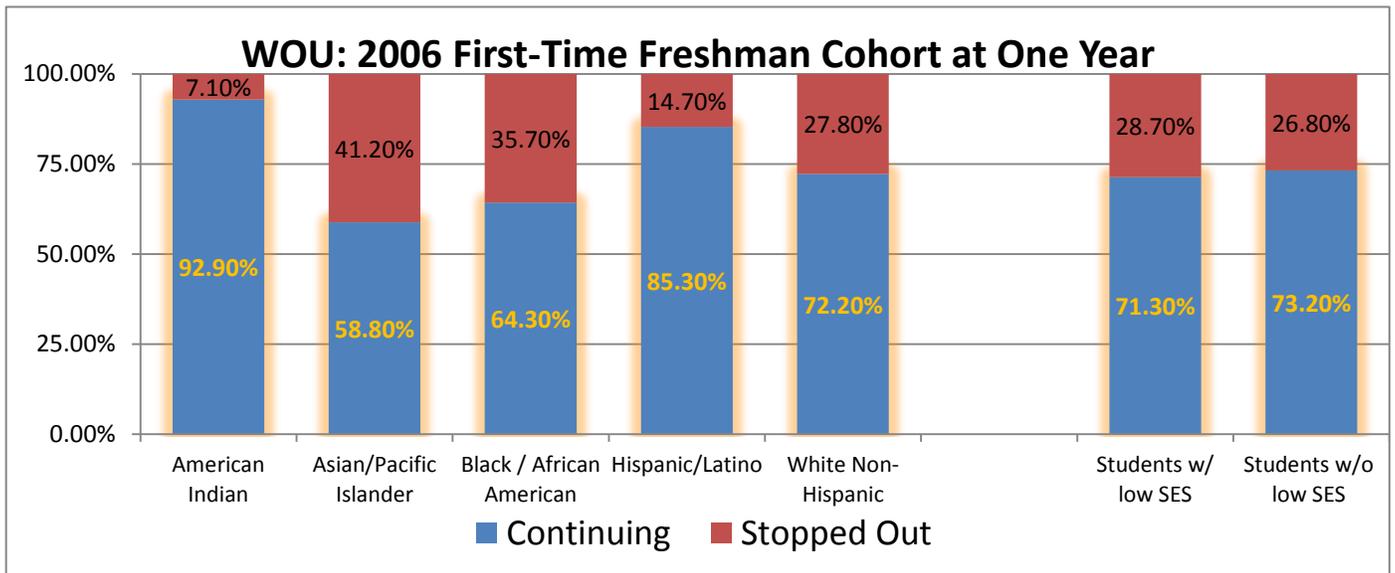
## University of Oregon

The University of Oregon has considerably higher graduation rates for Asian/Pacific Islander, White, and higher SES (non-Pell eligible) students than their Black/African American, American Indian, Latino, and lower SES (Pell eligible) counterparts. This is despite some very high retention rates at one year for these same populations. The UO must take steps to eradicate these significant achievement gaps.



## Western Oregon University

WOU has higher graduation rates for Hispanic/Latin@ and White students than their Black/African American, American Indian, and Asian/Pacific Islander counterparts. WOU should continue its dedication to cultivating success among its Hispanic/Latin@ and White student population and look at scaling these or similar initiatives to close the achievement gaps between Black/African American, American Indian and Asian Pacific Islanders. In fact, WOU's six year completion rate among Hispanic/Latin@ students is higher than the OUS average. WOU may want to specifically consider identifying any substantive trends behind the very high one-year retention of American Indian students that plummets to much lower six year completion rates compared to Hispanic/Latin@ and White counterparts.



## Action

The Oregon University System has undertaken initiatives to engage communities of color and share evidence-based practices. OUS has produced a series of reports from 1996 to present on educating diverse learners and fostering a diverse workforce. Intentional and proven practices must be implemented to recruit, retain, and graduate students of color in OUS institutions. These practices include, but are not limited to:

1. Incorporating the aspirational goals that we recommend on recruitment and retention into presidential evaluations, including faculty, staff, and administrator goals that will be adopted in the future;
2. Expand the use of data-driven approaches to support retention services on campuses (academic support, advising, tutoring, mentoring, self-advocacy, study skills, etc.);
3. Recruiting and retaining faculty, staff, and administrators of color;
4. Recruitment in and outreach to communities of color (e.g., in conjunction with community centers and organizations, outside of the traditional college fairs);
5. Culturally sensitive marketing and more e-marketing;
6. Expanding campus outreach to schools and community based organizations; and
7. Expanding resource to address specific needs of nontraditional students with lower retention rates.

Further, and most importantly, OUS and its institutions must not allow relationships with communities of color throughout the state to lapse. It is incumbent upon all OUS leaders to listen to, learn from, and maintain relationships with key leaders in our communities of color in order to better understand the unique experiences and needs of our students of color. Furthermore, OUS and its institutions must be committed to taking action to eradicate enrollment disparities, achievement gaps, and creating campus cultures and communities of inclusion

## Summary of Goals

Summary of Goals for Fall 2013-Fall 2016. Reports on progress must be submitted no later than November 1, 2016.			
Institution	Enrollment Goals	Retention Completion Goals <i>Institutions close the gaps identified below and provide a narrative of strategies used to improve outcomes.</i>	For further study
<b>Eastern Oregon University</b>	Increase enrollment of Hispanic/Latin@ students by 13%	Take steps to improve the graduation rates of all of its students and close achievement gaps, where they exist.	
<b>Oregon Institute of Technology</b>	Increase enrollment of Hispanic/Latin@ students by 10% and Black/African American students by 1-2%	Take steps to eradicate achievement gaps and improve graduation rates for all students. Specific efforts should go toward improving American Indian/Native Alaskan retention and completion.	Identify practices working with Asian/Pacific Islander and Hispanic/Latin@ students.
<b>Oregon State University</b>	Increase enrollment of Hispanic/Latin@ students by 9% and Black/African American students by 1-2%	Significantly close the completion gap for Black/African American, American Indian, and Hispanic/Latin@. Ameliorate barriers at this institution to completion among Pell eligible (or economically disadvantaged) students.	Identify barriers at this institution to completion among Pell eligible students.
<b>Portland State University</b>	Increase enrollment of Hispanic/Latin@ by 4% and Black/African American by 1.5-2%	Boost retention and completion rates across the entire student body and identify any best practices that are instrumental in the institutions strongest outcome areas. PSU must take steps to improve completion outcomes for American Indian students.	Identify any best practices or environmental contexts that are instrumental in the institution's strongest outcome areas. (Black/African American and Pell eligible students).
<b>Southern Oregon University</b>	Increase enrollment of Hispanic/Latin@ students by 4% and of Black/African American and Asian/Pacific Islander at levels that reflect the recommended self-study.	Address the achievement gaps between Black/African American, American Indian, Latino, and lower SES students and their White, Asian/Pacific Islander, and higher SES counterparts.	Conduct a self-study to understand why Black/African American students and Asian/Pacific Islander students are not opting to attend SOU at a rate that reflects the population of its top feeder districts.
<b>University of Oregon</b>	Close the gap in Black/African American student enrollment (approximately 0.5-1%) and raise enrollment of Hispanic/Latin@ students by 10%.	Significantly close the completion gap for Black/African American, American Indian, and Hispanic/Latin@ students. Ameliorate barriers at this institution to completion among Pell eligible (or economically disadvantaged) students.	
<b>Western Oregon University</b>	Continue efforts to recruit all students of color with efforts focused on enrolling Hispanic/Latin@ students to increase Hispanic/Latin@ student enrollment by 11%. Increase rate of Asian/Pacific Islander attainment to levels that reflect the recommended self-study.	Continue to cultivate success among its Hispanic/Latin@ student population and look at scaling these or similar initiatives to close the achievement gaps between Black/African American, American Indian and Asian Pacific Islanders.	Conduct a self-study to understand why Asian/Pacific Islander students are not opting to attend WOU at a rate that reflects the population of its top feeder districts. Identify any substantive trends behind the high one-year retention of American Indian students and much lower completion rates.

## Appendix A: Data Definitions and Raw Numbers

### About the Data: Enrollment

The data in the charts below and in the body of this report reflect comparisons between the regional or statewide high school four-year graduating class as reported by the Oregon Department of Education (depending on the regional or state-wide mission of the institution) and the Oregon resident enrollment data at OUS institutions to try to shed light on the “access gaps” based on the target population of the institution.

Of course, OUS institutions do not only enroll first-time freshman. However, these data are a proxy, offering an inexact but informational picture of the potential enrollment pool compared to the actual incoming class at OUS institutions. We compare 2011-12 new undergraduate enrollment percentages to 2010-11 Oregon public high school graduates with the thinking that students graduating from high school in spring 2011 will enter college as first time freshman in the fall of 2011. We also include new transfer students in our counts. We decided to focus on resident students in order to make appropriate comparisons to the population of public Oregon high school graduates.

Regional institutions were compared against the general graduating population coming out of the top “feeder” districts as indicated by the district origins of enrollees over the last several years, rather than selecting districts based on proximity. This method was selected in order to reflect the actual “markets” that regional institutions are pulling from in order to create an equitable baseline for the diverse nature of the pool of potential enrollees. For the most part, the “feeder” districts were predictable based on proximity. However, there were a few informative deviations:

- EOU’s list included Gresham/Barlow School District
- SOU’s list included Lake Oswego, Tigard/Tualatin, and Portland School Districts
- PSU’s list included Bend/LaPine School District

In order to present the most meaningful picture of these data, students of “unknown” race/ethnicity were excluded from both datasets. Furthermore, only data from the entering classes of 2010, 2011, and 2012 were included here. The data appear to be relatively stable and any data collected prior to the 2010 incoming class utilized different federally mandated category definitions related to “Two or More Races.” As a result, there is a break in comparability for all such data nationwide and rather than produce representations with confusing but substantively meaningless spikes in particular data, we restricted visual analysis in the tables and in the tables included in the body of this document to 2010-12.

Additionally, we chose to look at *percentages* of students of color at each campus. We recognize this methodology has a number of limitations including that for campuses with small enrollments, small changes in enrollment numbers are reflected in larger percent changes and that, because of different total enrollments, the percentages at larger campuses represent larger real numbers than percentages

at smaller campuses. However, in order to unpack the different opportunities for different groups of students, we must disaggregate the data.

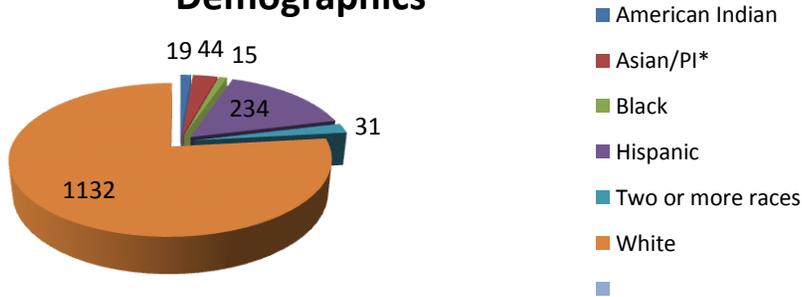
We are sensitive to the issues regarding how we count students of color (e.g., concerns as raised by the Communities of Color report). However, it was beyond our purview in this paper to address these issues for the data collected for this report. We recognize that students might not self-identify and that the data may represent inaccurate counts of students of color. As such, we posit this analysis as a starting point for further conversation and action, rather than an end.

It is also important to recognize one very important issue that these data cannot speak to: the substantial achievement gap for both students of color and students from a low socioeconomic background in graduating high school. The data used here to analyze enrollment equity reflects only the demographic profile of students who actually graduated high school in four years.

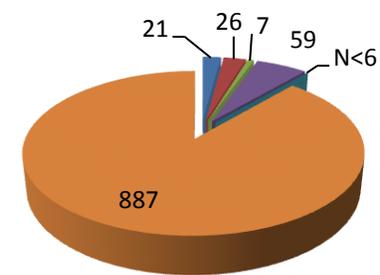
### **About the Data: Retention and Graduation**

The data used for retention and graduation illustrations represent the 2006-2012 six-year cohort disaggregated by both race/ethnic and socioeconomic status as defined by receipt of the Pell Grant. This cohort includes only full-time, first-time freshman, and as such certainly has its representative limitations. However, this is the only comprehensive cohort data available for analysis.

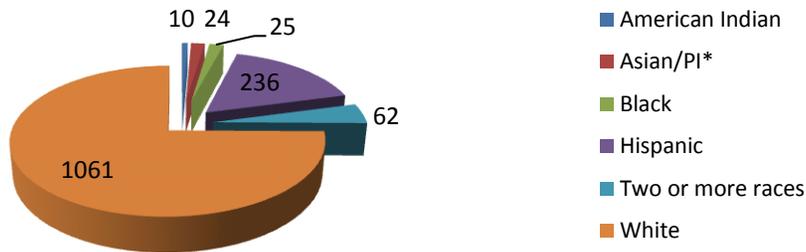
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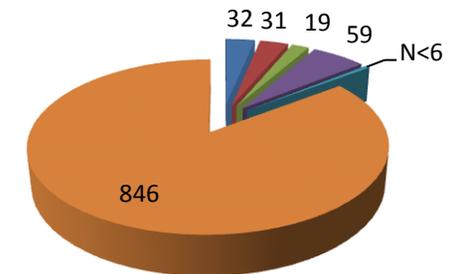
**2010 Total New Enrollment Demographics at EOU**



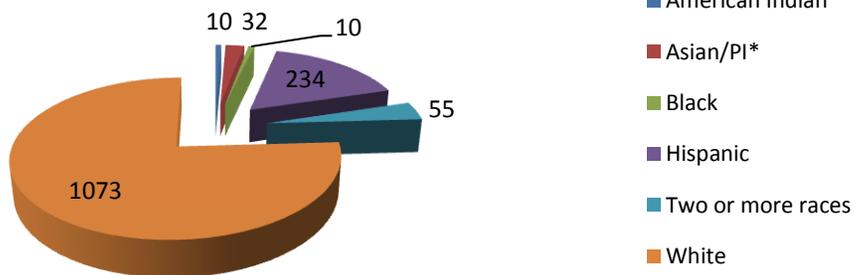
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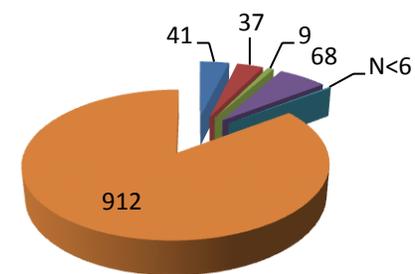
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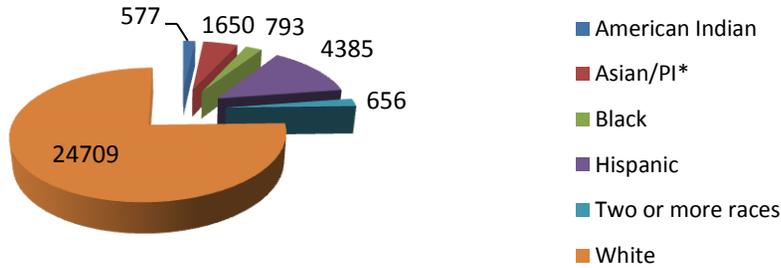
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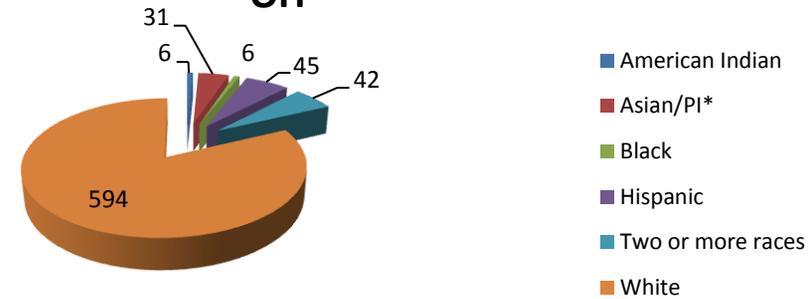
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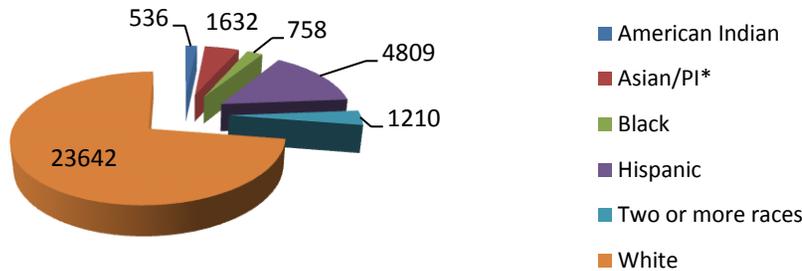
**2010 State-wide High School Graduate Demographics**



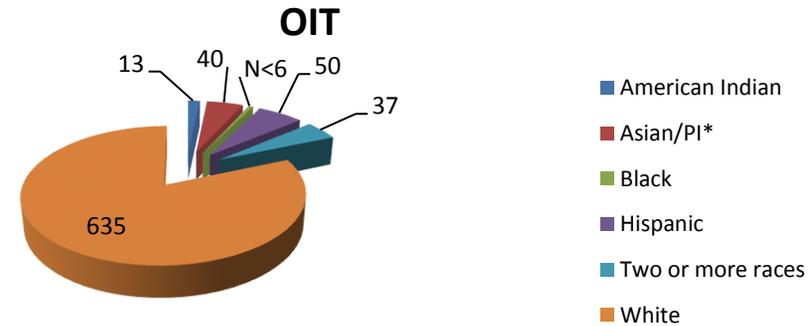
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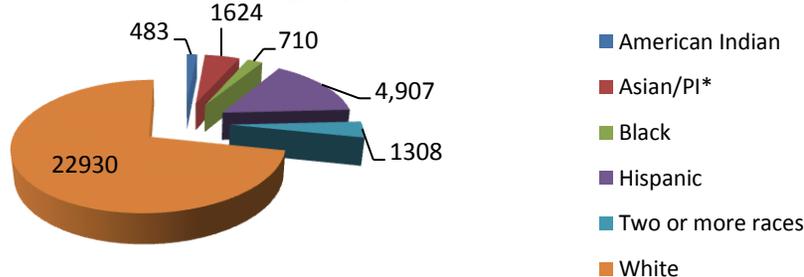
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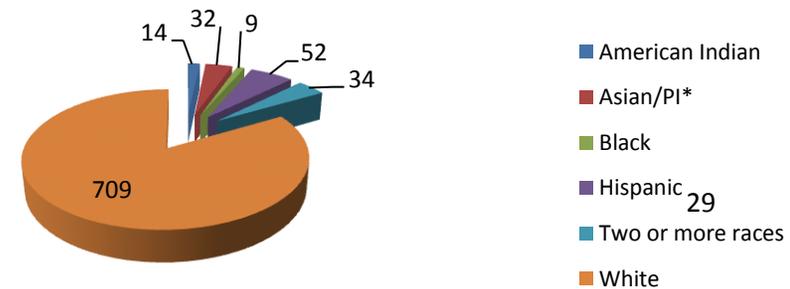
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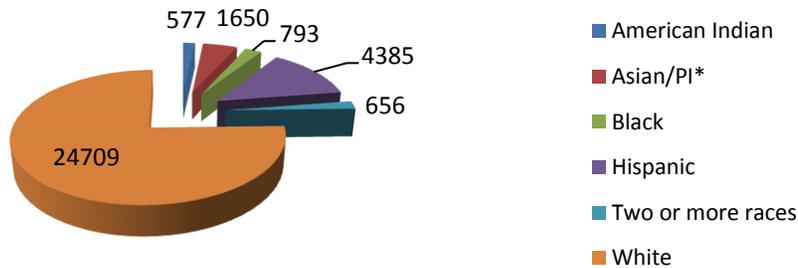
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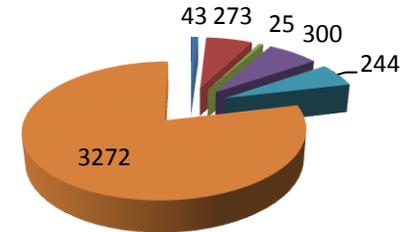
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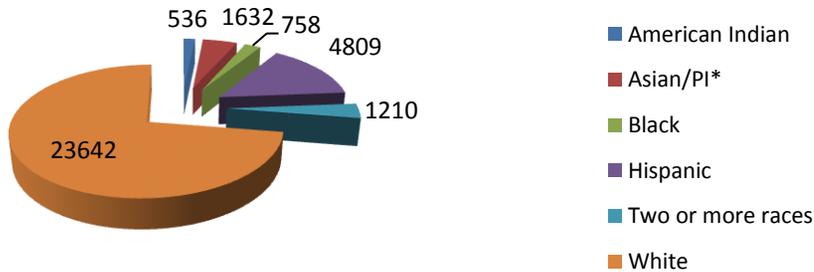
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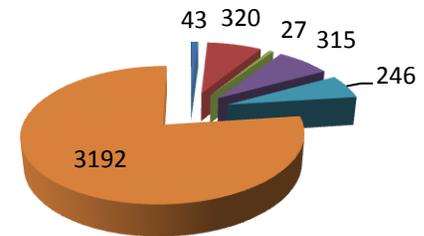
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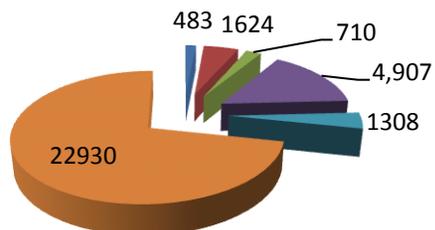
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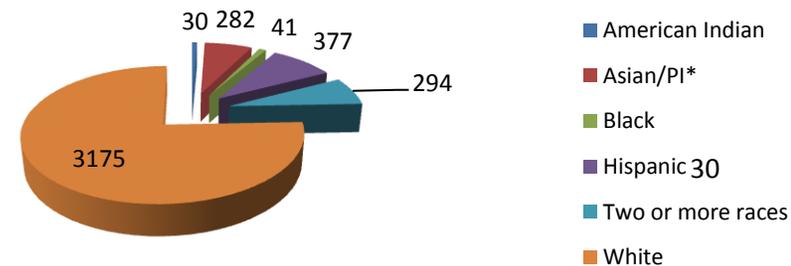
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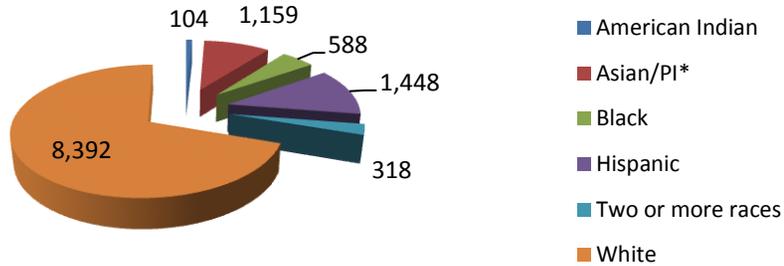
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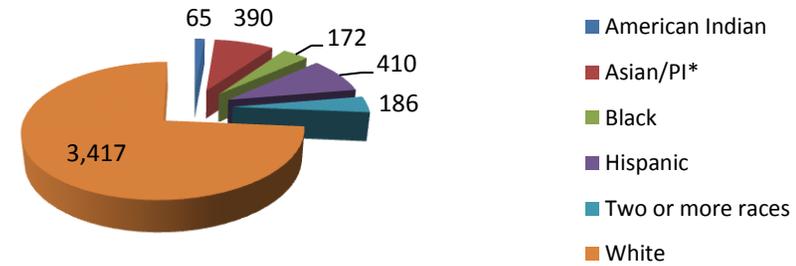
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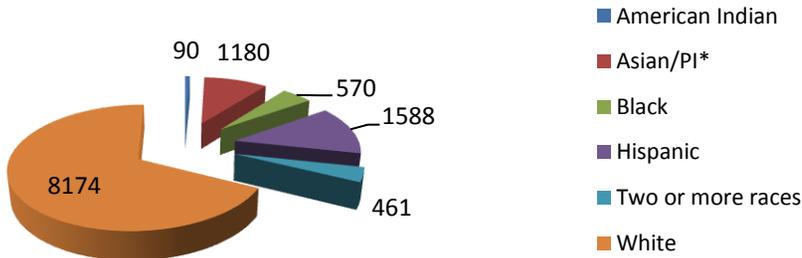
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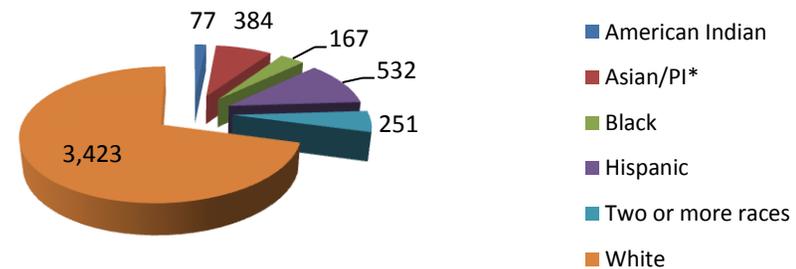
**2010 Total New Enrollment Demographics at PSU**



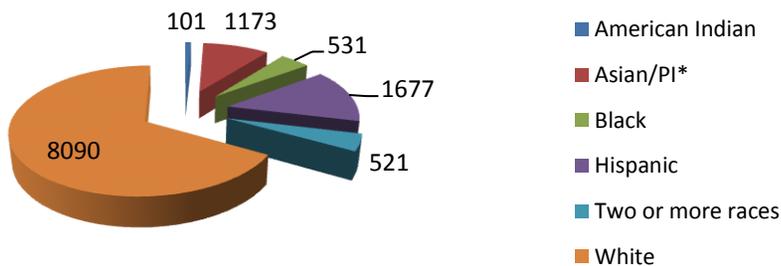
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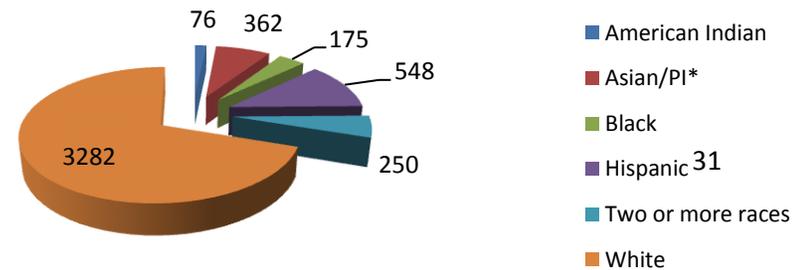
**2011 Total New Enrollment Demographics at PSU**



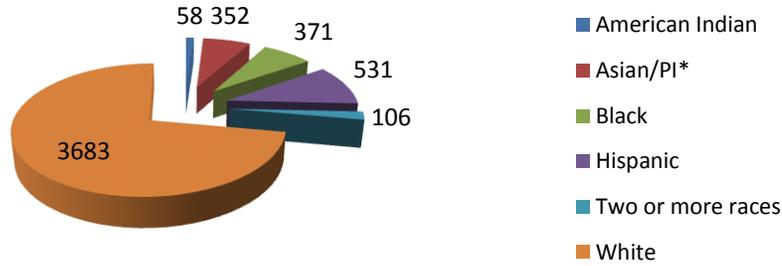
**2012 Regional High School Graduate Demographics**



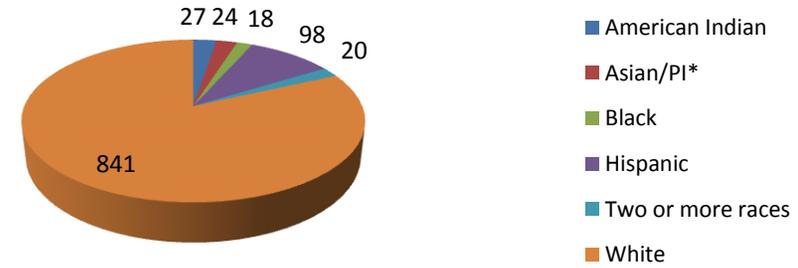
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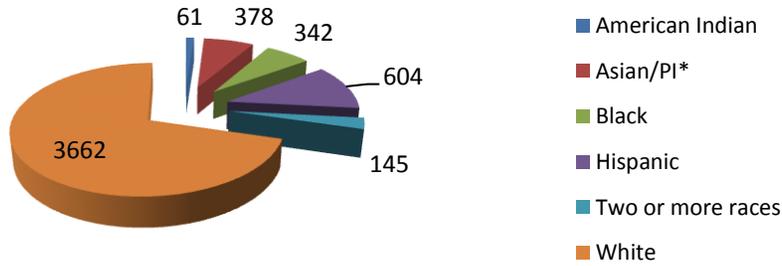
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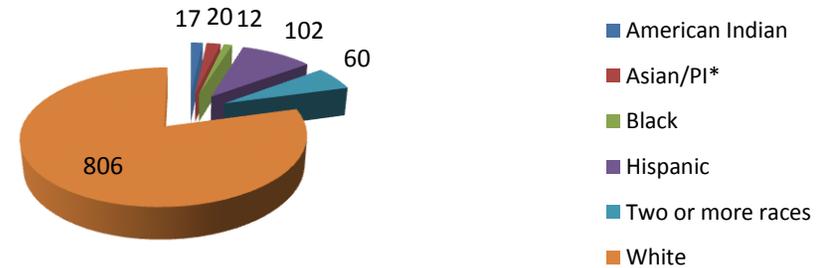
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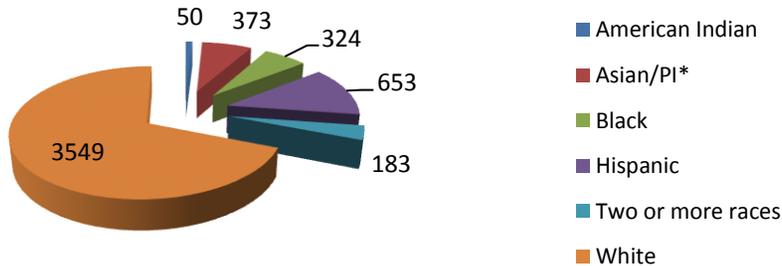
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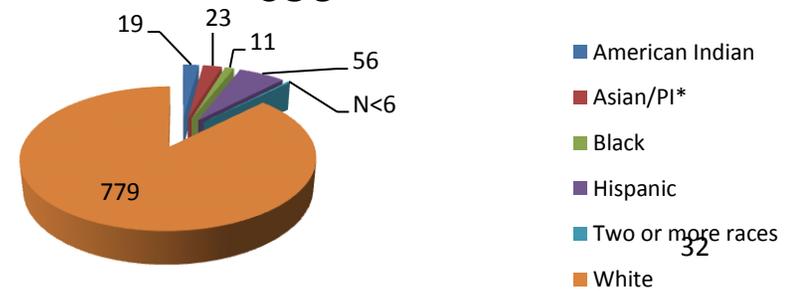
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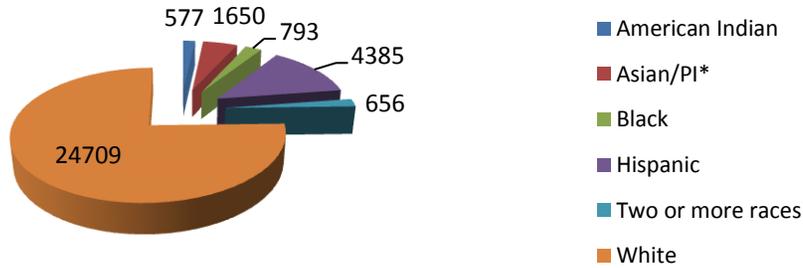
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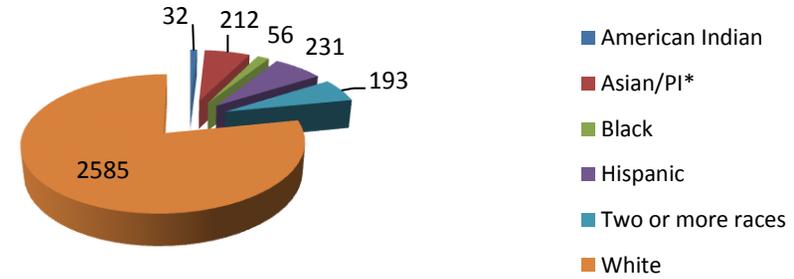
**2012 Total New Enrollment Demographics at SOU**



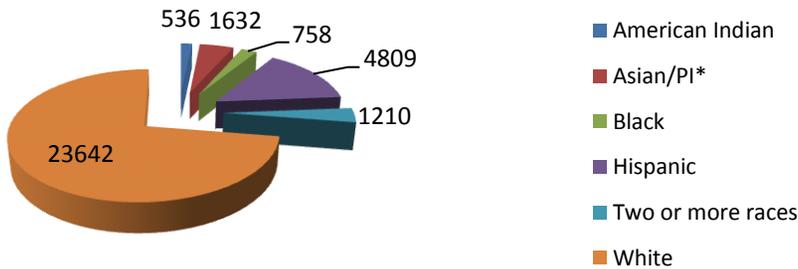
**2010 State-wide High School Graduate Demographics**



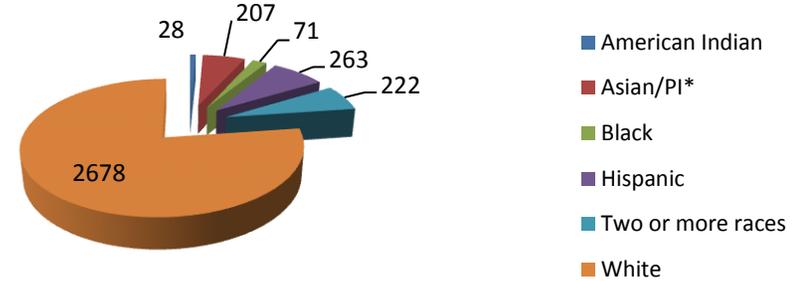
**2010 Total New Enrollment Demographics at UO**



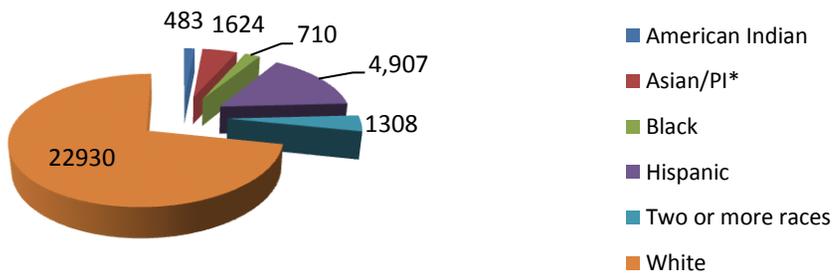
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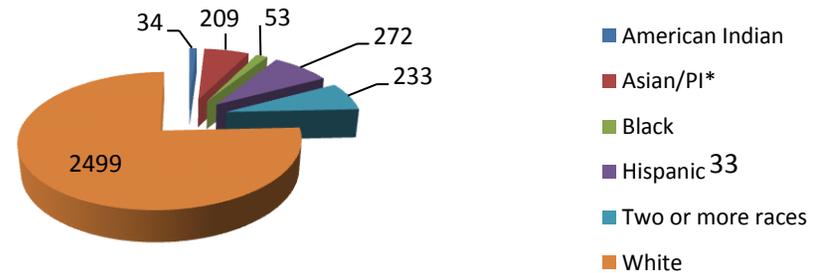
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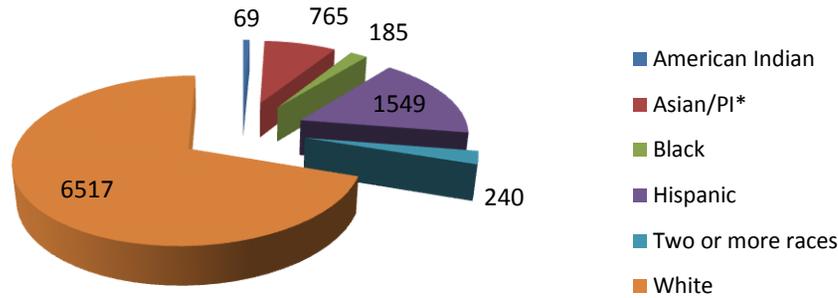
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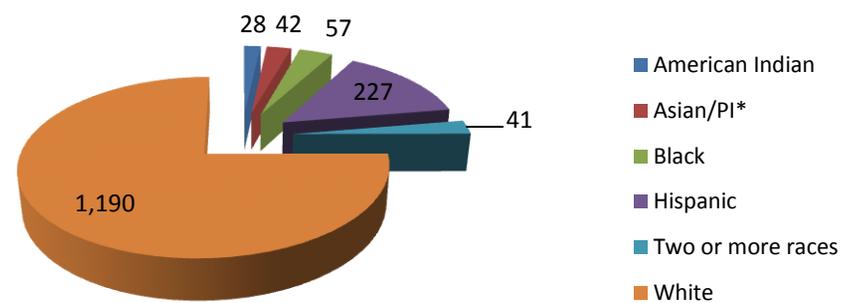
**2012 Total New Enrollment Demographics at UO**



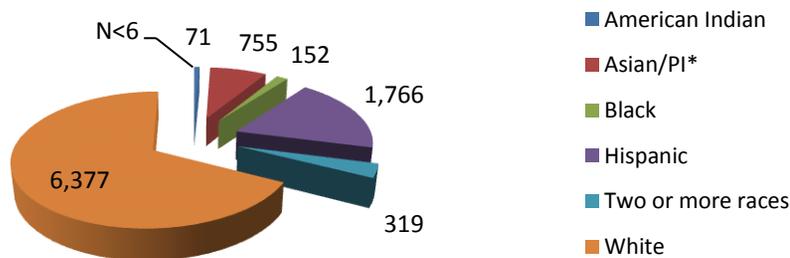
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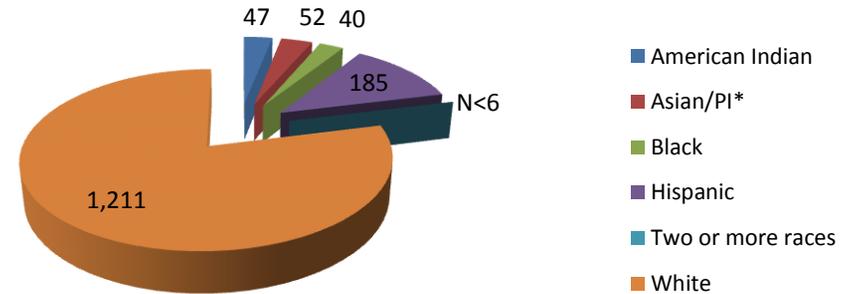
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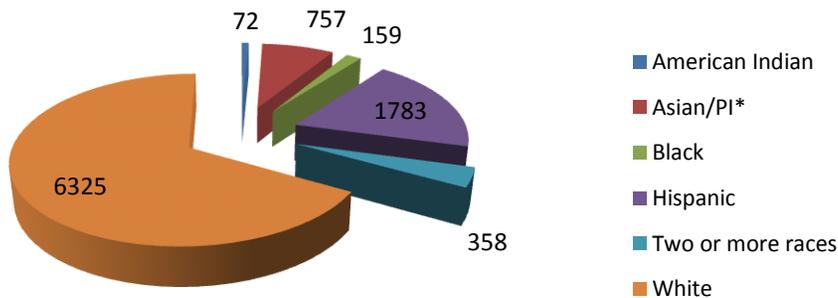
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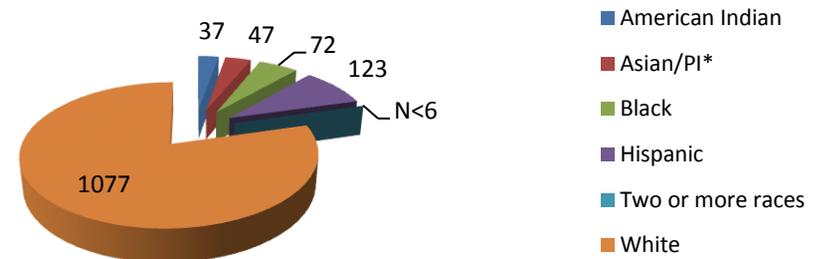
2011 Total New Enrollment Demographics at WOU



2012 Regional High School Graduate Demographics



2012 Total New Enrollment Demographics at WOU



## Appendix B: Programming Inventory

This inventory outlines the programs, offices, and activities related to diversity and the recruitment and retention of diverse students and of diverse faculty and staff. This inventory is based upon both the self-report of each university and on information available on each university's website.

### Category Definitions

**Financial Aid:** Programs that provide scholarships or other financial support for diverse students during their academic pursuits.

**Pre-College Programs:** Programs aimed at students in elementary school, middle school, and high school. In some cases, these may be recruitment tools, but generally they provide some sort of transition support or academic enrichment for younger students.

**Recruitment:** Outreach specifically designed to diversify the student body in the admissions process. Recruitment includes college fairs, marketing materials, and other contacts that don't involve more in-depth or long-term programming.

**Retention:** Programs designed to keep students in college. Retention programs may create a safe space for diverse students; provide mentoring, or other activities which increase the likelihood that students will remain at the institution.

**Faculty & Staff Diversity & Development:** Any diversity programming that relates directly to advocating for the diversity of the faculty and staff, including staff/faculty development opportunities and staff/faculty organizations.

**Other:** Other can include everything that doesn't fit in the above categories. These may be cultural events (such as speakers), committees, or other activities that support campus diversity.

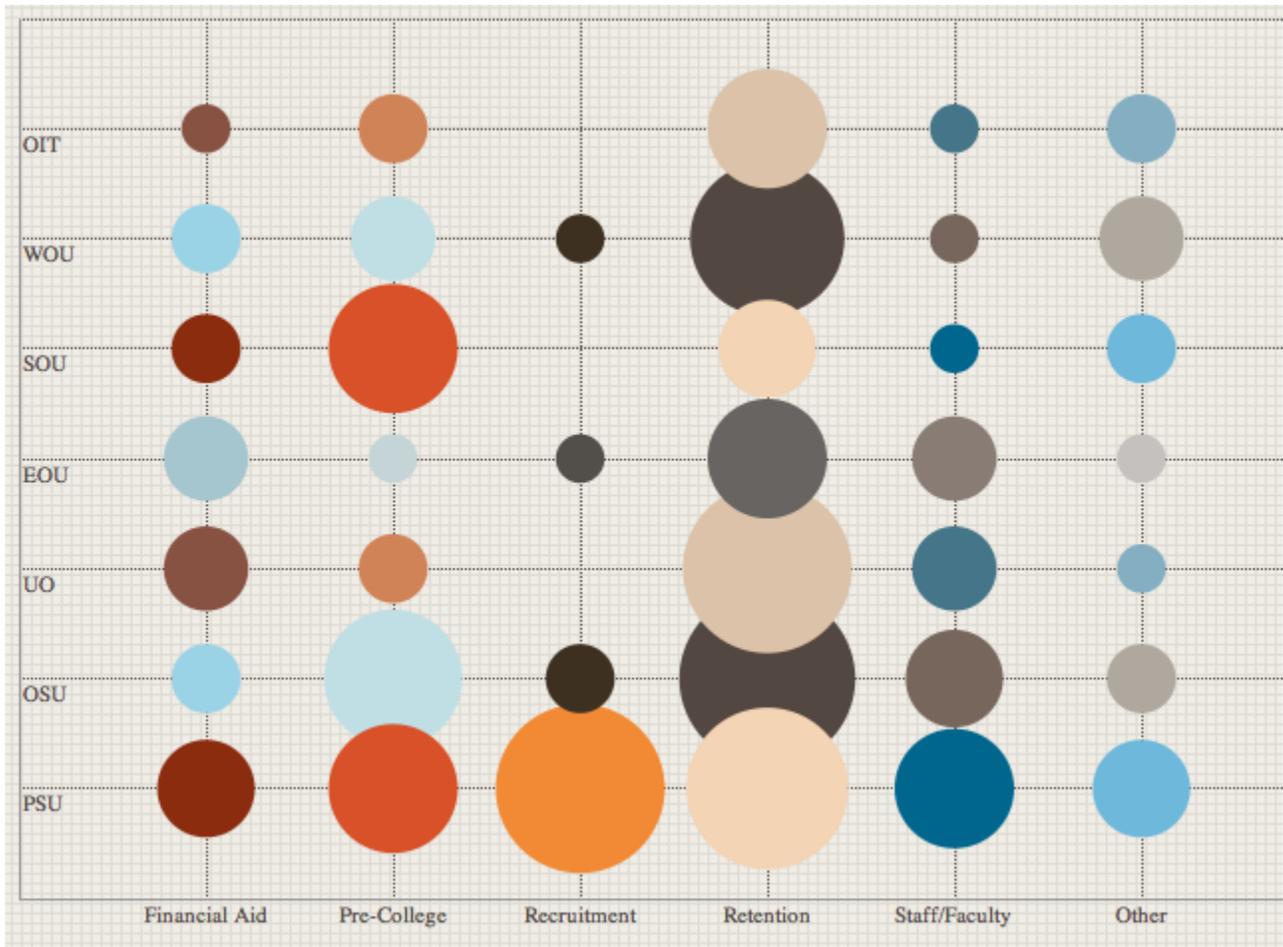
### Summary

The most common programming across the seven campuses focuses on the retention of current students. These programs include cultural centers, multicultural or diversity-related student organizations, and offices aimed at the retention of diverse and underrepresented students.

The comparatively low number of recruitment programs in this current draft may be attributed to the internal nature of such admissions functions that are less likely to be reported on the web. As an exception, PSU's report included a number of recruitment related programs and activities, which is why it currently appears out of balance.

The two visuals on the following page express the number of programs found and should only give a broad generalization of what the campuses have to offer. These numbers do not represent number of students served or success of the program. However, these visuals do give an opportunity to see an overview of what is being offered at campuses Systemwide. The first visual represents higher numbers with green and lower numbers with red while the second visual represents higher numbers with a larger circle and lower numbers with a smaller circle.

	Financial Aid	Pre-College	Recruitment	Retention	Staff/Faculty	Other
PSU	4	10	10	15	8	3
OSU	2	8	2	13	5	11
UO	15	7	3	30 +	5	2
EOU	3	1	1	6	4	1
SOU	1	7	0	4	1	2
WOU	5	10	8	16	5	6
OIT	2	1	1	6	1	3
Total	32	44	25	60	29	28



## Inventory

### Chancellor's Office

**Financial Aid** None identified

### Pre-College Programs

#### **GEAR UP**

<http://gearup.ous.edu/>

Stephanie Carnahan, Director of College Access Programs

Phone: 541-346-5761

Email: [stephanie\\_carnahan@ous.edu](mailto:stephanie_carnahan@ous.edu)

Oregon GEAR UP works with middle and high schools around the state. As part of the Oregon University System, we support schools in their efforts to set high academic expectations, promote early awareness of college opportunities, and engage students in college and career planning.

#### **Middle School Outreach Consortium**

Provides college outreach to middle school students to encourage all Oregon youth to pursue and prepare for college in Oregon, with a special focus on historically underrepresented student populations. Free outreach events are all offered in both Spanish and English.

### Recruitment

#### **Native American Resource Guide**

[http://www.ous.edu/sites/default/files/stucoun/counres/NativeAmericanResourceGuideUpdatedAugust2011\\_1.pdf](http://www.ous.edu/sites/default/files/stucoun/counres/NativeAmericanResourceGuideUpdatedAugust2011_1.pdf)

### Retention

#### **Oregon Indian Coalition for Postsecondary Education (OICPSE)**

Supports working partnerships between the campus and tribal communities and family that promote communication on student success.

### Faculty & Staff Diversity & Development

#### **Greater Oregon Higher Education Recruitment Consortium (GO HERC)**

[http://www.hercjobs.org/greater\\_oregon/](http://www.hercjobs.org/greater_oregon/)

### Other

#### **Government-to-Government Education Cluster:**

First established by Governor Kitzhaber in an Executive Order as the Government-to-Government Initiative in 1996, it is the first of its kind in the country. Its charge was to involve tribal representatives in public agencies and solicit their input. As an arm of the initiative, the Education Cluster addresses K-20 education issues statewide, with an emphasis on lifelong learning.

## Eastern Oregon University

### Financial Aid

#### Diversity Scholarship

<http://www.eou.edu/fao/scholarships/opportunities/diversity-schl-info/>

The purpose of the Diversity Scholarship is to attract all students from different social backgrounds and experiences, including socioeconomic status, race/ethnicity, culture, religion, age, gender, sexual orientation and disability. Student recipients will have an opportunity to contribute to the campus learning environment and share their experiences and perspectives through their participation in on-campus multicultural programs and community service.

#### International Cultural Service Program (ICSP)

<http://www.eou.edu/intprog/files/2013/05/International-Cultural-Service-Program.pdf>

#### International Tuition Scholarship

<http://www.eou.edu/intprog/files/2013/05/International-Tuition-Scholarship-NEW.pdf>

Eastern Oregon University welcomes students from other countries to pursue higher education and is committed to providing opportunities to assist students in successfully accomplishing academic goals. The following scholarship is designated for new international freshman, transfer, and current EOU students who hold an F-1 visa.

### Pre-College Programs

#### Rural HS Outreach initiative

#### Eastern Promise

<http://www.eou.edu/eastern-promise/>

Phone: 541-962-3941

Email: [ep@eou.edu](mailto:ep@eou.edu)

Increasing the number of students who are prepared to attend college directly from high school is the goal of Eastern Promise. Whether you're a high school student pursuing college credits or an associate's degree, a teacher or professor looking to connect with other Eastern Promise educators and students, a parent interested in learning how your child can get involved, or a community member curious to find out more, the resources you need are all here.

### Recruitment

Recruitment of students representative of the demographics of Eastern Oregon (special attention to Native Americans and Latinos)

### Retention

Providing resources to ensure access to all students

Striving to make the curriculum diverse and inclusive

Inclusive participation from staff, faculty, students, etc.

**Multicultural Center**

[www.eou.edu/mc/](http://www.eou.edu/mc/)

Phone: 541-962-3741

The EOU Multicultural Center develops and delivers programs and services designed to support and retain students from socially and culturally diverse backgrounds. The Center provides students a place to engage in multicultural activities and offers an inclusive educational environment that nurtures cross cultural communication and fosters the exchange of diverse perspectives and ideals.

**Intergroup Dialogues**

<http://www.eou.edu/mc/programs-services/>

This program brings students together to promote positive intergroup conversations around issues of cultural differences and similarities, self-assessment, and tools for college success. The objective is to reduce inequity by examining similarities of experience and encourage meaningful inquiry into relations between self and others.

International Student Services

<http://www.eou.edu/intprog/>

**Faculty & Staff Diversity & Development****New Affirmative Action Officer****Affirmative Action Plan 2013-2015**

<https://docs.google.com/a/pdx.edu/file/d/0B6JoMXaHSdiyGcwdy1pSW83MVE/edit>

**Dual-career initiative aimed at increasing staff/faculty diversity****Greater Oregon Higher Education Recruitment Consortium (GO HERC)**

[http://www.hercjobs.org/greater\\_oregon/](http://www.hercjobs.org/greater_oregon/)

**Other****Diversity Strategic Action Plan**

<http://www.eou.edu/diversity/files/2013/01/EOUDiversityStratPlanFINALDRAFTrev7042911.pdf>

## Oregon Institute of Technology

### Financial Aid

#### Leadership & Diversity Scholarship

<http://www.oit.edu/prospective-students/financial-matters/scholarships/leadership-and-diversity-scholarship>

Oregon Tech awards Leadership and Diversity (LAD) Scholarships each year to students who meet the application criteria. Students must not have a Bachelor's Degree in order to receive an LAD Scholarship. LAD Scholarship recipients are expected to fulfill ten service hours each term, providing leadership and/or promoting diversity in some way at Oregon Tech or in the community.

#### Financial Aid Visits

Financial Aid visits all city, county and private high schools in the basin as well as host the College Night in Oregon program in the fall.

### Pre-College Programs

#### High School Transition

<http://www.oit.edu/prospective-students/academic-agreements/youth-programs/high-school-transition>

The High School Transition Program (HST) at Oregon Institute of Technology gives qualified high school students the opportunity to come to the Klamath Falls or Wilsonville campus and take a college course for Oregon Tech credit for a fraction of the cost. Students participating in HST must meet with the HST coordinator every term to ensure proper advisement and registration.

### Recruitment

Recruited a bilingual recruitment counselor to assist students with the admissions process.

### Retention

#### Diversity Center

<http://www.oit.edu/current-students/campus-life/diversity-center/home>

Phone: 541-885-1847

Here at Oregon Tech, we are committed to fostering a safe and welcoming campus for all students, faculty, and staff by increasing understanding, sensitivity and awareness to diversity. The Diversity Center supports these efforts by coordinating programs such as cultural hours, special events, discussions, films and other educational programs.

#### Women's Resource Center

<http://www.oit.edu/current-students/campus-life/womens-resource-center>

Phone: 541-885-1067

Email: [wrc@oit.edu](mailto:wrc@oit.edu)

The Women's Resource Center (WRC) is dedicated to enhancing the Oregon Tech student's educational experience by promoting self-discovery, community, empowerment, and leadership skills. This is accomplished with open and supportive communication.

**Veteran's Resource Center/Lounge**

<http://www.oit.edu/current-students/veteran-resources>

Whitney Witherspoon, VA Certifying Official

Phone: 541-885-1355

Email: [whitney.witherspoon@oit.edu](mailto:whitney.witherspoon@oit.edu)

The Oregon Tech Veteran's Program offers a Veteran's Lounge, located at the Klamath Falls campus in the College Union. Separate from the traditional student environment, the lounge provides veterans a relaxing atmosphere. The lounge is staffed with office personnel that are well versed in most VA Benefit programs including: education, disabilities, and online VA form guidance.

**Japan Cultural Hour/New Zealand Cultural Hour**

<http://www.oit.edu/current-students/campus-life/diversity-center/cultural-hours>

These events bring students, faculty and community members together on a monthly basis to share their culture and experiences.

**NASU-Native American Student Union Group**

**TOP (Trio program)**

**Summer Bridge Program**

**GSA- Gay Straight Alliance**

**International Student Services**

<http://www.oit.edu/current-students/campus-life/international-students>

Deanne Pandozzi, International Student Services

Phone: 541-885-1847

Email: [deanne.pandozzi@oit.edu](mailto:deanne.pandozzi@oit.edu)

Our mission is to assist international students with not only visa requirements and immigration regulations, but with tax and employment regulations, and by providing counseling on personal, academic and cultural matters.

**Faculty & Staff Diversity & Development**

Hiring more faculty and staff of color

**Other**

Consolidation of programs in Portland to Wilsonville campus

Opening of dental hygiene program at Chemekata

Greater Oregon Higher Education Recruitment Consortium (GO HERC)

[http://www.hercjobs.org/greater\\_oregon/](http://www.hercjobs.org/greater_oregon/)

## Oregon State University

### Financial Aid

#### Bridge to Success

<http://oregonstate.edu/financialaid/bridge-success>

OSU's Bridge to Success Program is a new financial aid initiative that in its first school year, 2008-09, allowed more than 10 percent of the Oregonian students who attend OSU to do so free of charge. The program, which is the largest of its kind announced in Oregon, covers standard tuition and fee costs for more than 3,000 in-state students. (Differential tuition charges are not covered for additional charges based on a student's program of study).

#### Diversity Achievement Scholarship

<http://oregonstate.edu/financialaid/osu-scholarships>

Competitive award offered to entering undergraduate first-year and transfer students aimed at advancing the diversity and educational goals of the university. Evaluation of award application and financial need are also factored into selection process.

### Pre-College Programs

**Jefferson High School, Portland Community College Early College High School pilot**

**Lebanon High School, Linn Benton Community College Early College High School pilot**

<https://www.linnbenton.edu/index.cfm?objectid=9AAB65B0-F6AB-11E1-A279001B21BA1DA1>

#### College Assistance Migrant Program (CAMP)

<http://oregonstate.edu/dept/camp/>

Amas Aduviri, Director

"To provide educational and support services including outreach efforts to eligible migrant and seasonal farm workers and their children during their first year of college"

GOAL 1: To support the success of migrant and seasonal farm worker students by helping them to enroll in and complete their first year of college.

GOAL 2: To increase the persistence of CAMP students during their second year in college and achievement of postsecondary degree.

#### Education Opportunities Program (EOP)

<http://oregonstate.edu/dept/eop/>

Janet Nishihara, Director

The Educational Opportunities Program (EOP) provides a welcoming environment that supports the full development of the personal and academic potential of students who have traditionally been denied equal access to higher education.

#### TRiO/SSS

<http://oregonstate.edu/dept/sss/about-trio>

Roberto Casarez, Director

Student Support Services helps students develop excellent academic skills, persist to graduation, and foster the habits of lifelong learning, within a culture of inclusivity and equality.

### **Summer Bridge**

<http://lsamp.oregonstate.edu/summer-bridge-programs>

The goal of our bridge programs is to not only increase retention, but also to develop future campus leaders. The programs are designed to connect students with a solid peer group, resources on campus, a support structure of Faculty and Staff, and become comfortable with life on campus.

### **Louis Stokes Alliance for Minority Participation (LSAMP)**

<http://lsamp.oregonstate.edu/>

The LSAMP program at Oregon State seeks to integrate students into the academic life of their institution and into their chosen discipline in a way that will foster growth and success. Students are provided with financial, academic, social, and professional support in a coordinated effort to help them achieve their academic and professional goals.

Intercultural Student Services Outreach

## **Recruitment**

### **Kaleidoscope College of Cultures**

Kaleidoscope is hosted by the Office of Admissions and is designed to promote the importance of higher education to underserved and/or diverse communities. During the program students learned about the importance of college, learned about the application process, and student life. Students also had the opportunity to explore the opportunities that Oregon State offers.

### **BeaverVIP**

BeaverVIP is designed to bring the admissions process directly to students. BeaverVIP is focused on providing high-touch, on-site admissions at targeted high schools. This year's programs served five high-need high schools in the Portland Metro area. Each school was selected because of their low SES status and diverse student body. The goal of the program was to help those students that might not otherwise think of applying to Oregon State because of the challenges they see with the application process. This year's program was honored with the Pacific Northwest Association for College Admissions Counseling Program of Excellence Award.

## **Retention**

### **Established Center for Latino Studies & Engagement**

<http://oregonstate.edu/ua/ncs/archives/2011/nov/osu-establishes-center-latinolatina-studies>

### **Construction of 4 new cultural centers:**

#### **Asian & Pacific Cultural Center**

<http://oregonstate.edu/apcc/>

**Lonnie B. Harris Black Cultural Center (Groundbreaking June 5)**

<http://oregonstate.edu/bcc/>

**Centro Cultural Cesar Chavez**

<http://oregonstate.edu/cccc/>

**Native American Longhouse (Completed)**

<http://oregonstate.edu/nal/>

**Office of Diversity Development, Student Affairs**

<http://oregonstate.edu/diversitydevelopment/>

Victoria Nguyen, *Director*

The Diversity Development Office is responsible for the four Cultural Centers at Oregon State University. This includes the Asian & Pacific Cultural Center, the Lonnie B. Harris Black Cultural Center, Centro Cultural Cesar Chavez, and the Native American Longhouse. The Centers are committed to the retention of underrepresented students by providing facilities, events, activities, support services, and leadership development opportunities for students.

**American Indian Initiatives**

<http://oregonstate.edu/dept/indian/>

Allison Davis-White Eyes, *Director*

The Office of American Indian Initiatives is responsible for the management of collaborative efforts between Oregon State University, American Indian student organizations, the Nine Sovereigns of the state of Oregon, and National American Indian Education organizations as well as Tribal Colleges. The Office was first created as the Indian Education Office under the leadership of Dr. Cassandra Manuelito-Kirkvliet, and operated as the central clearing house and access point for all Tribal information and programming. The Office continues with this vision and has the added dimension of determining campus policy in collaboration with other academic and administrative units on campus.

**Asian & Pacific Islander Student Services**

<http://oregonstate.edu/dept/apia/>

541-737-9033

E-mail: [sandy.tsuneyoshi@oregonstate.edu](mailto:sandy.tsuneyoshi@oregonstate.edu)

The Asian and Pacific American Education Office was created in 1996 under the Minority Education Office (MEO). The name was changed to the Asian and Pacific Islander American Student Services (APIA\*SS) in 2007 when reorganized under Intercultural Student Service (ISS). ISS became the home of American Indian Initiatives, APIA\*SS, Casa Latina/o de OSU, Ujima Education Office, Diversity Development, LGBT Outreach and Services and the Women's Center. ISS serves as a "home away from home" for many students with multiple identities. ISS: an affirmation of differences. APIA\*SS works in collaboration with other ISS units to do outreach & engagement, cultural education programming, transition/retention, and assessment.

### **Casa Latino/a de OSU**

<http://oregonstate.edu/dept/casa/>

Phone: 541-737-9031

The number of Latinos at OSU grows with each year. There were 911 Latina/o students at the university for the 2008-2009 school year. This number has risen to 1450 in three years. CASA Latina/o de OSU was created to recruit and retain Latina/os students at Oregon State University. This office provides access to resources, leadership development programs, internships opportunities, outreach events, student organization, and mentorship programs.

### **Cross Cultural-Mentoring Program**

<http://oregonstate.edu/dept/iss/mentoring>

Charlene Martinez, Program Director

[Charlene.Martinez@oregonstate.edu](mailto:Charlene.Martinez@oregonstate.edu)

*Project Social Justice (PSJ)* is a nine-month mentoring program for individuals interested in becoming effective social change agents. The vision of the program is to develop diverse leaders dedicated to creating a welcoming and inclusive society. Participants will be expected to attend activities, meet independently, engage in authentic conversations, and provide reflections throughout the experience. Mentees will create a culminating personal growth and social justice project. It is our hope that mentors and mentees will build meaningful relationships with one another and within the cohort of participants.

### **Ujima Education Office**

<http://oregonstate.edu/dept/ujima/>

The purpose of the Ujima Education Office is to assist African/African American students with their development culturally, educationally, and socially. Retention is the heart of Ujima and recruitment is the natural extension. Promoting campus based groups and programs are essential. Equally important is fostering relationships within Corvallis and surrounding communities to help build an exciting atmosphere for recruitment.

### **Minorities in Agriculture Natural Resources, and Related Sciences (MANRRS)**

<http://agsci.oregonstate.edu/manrrs/>

OSU-MANRRS provides a framework for academic, professional and social development of underrepresented students in fields of agriculture, natural resources and related sciences through leadership, community service and professional development activities.

### **SACNAS**

<https://www.facebook.com/OSUsacnas?ref=ts&fref=ts>

Dana Sanchez, Advisor

[dana.sanchez@oregonstate.edu](mailto:dana.sanchez@oregonstate.edu)

SACNAS undergraduate student poster presenters and graduate student oral presenters are recognized for their outstanding research presentations. Recognitions are determined based on scores provided by mentor-judges and the collective recommendations of all judges within each

subdiscipline. SACNAS Student Research Presentation Awards are presented annually during the SACNAS National Conference.

### **PRIDE Center**

<http://oregonstate.edu/pridecenter/>

The OSU Pride Center provides programs and resources for lesbian, gay, bisexual, trans\*, queer, questioning and intersex members of the OSU community and their allies. The Pride Center affirms LGBTQQIA lives and identities by providing education, trained peer support, outreach, community development, visibility and advocacy. The Pride Center is a safe space for all people to explore aspects of sexual orientation and gender in an open and non-assuming atmosphere.

### **Women's Center**

Mirabelle Fernandes Paul, Director

<http://oregonstate.edu/womenscenter/>

Focus includes, developing an environment at OSU where each student receives the support, resources and encouragement necessary to complete their educational goals and creating a campus environment free of sexual, physical and emotional violence and harassment

### **PROMISE: Professional and Managerial Internships in State Employment**

<http://oregonstate.edu/oei/promise>

PROMISE is a ten-week developmental internship program designed to provide professional, managerial, or technical paid work experience and mentoring in state and local government agencies for Oregon State University students. The program has been offered annually at OSU since 1992. The goals of PROMISE are to promote retention of students, particularly those from historically underrepresented groups; to encourage interns to see public employment as a potential career path; to provide personal and professional development through a cohort model of learning; and to enhance the diversity of applicant pools for the employment opportunities with state and local government agencies.

## **Faculty & Staff Diversity & Development**

### **Tenured Faculty Diversity Initiative (TFDI)**

<http://oregonstate.edu/admin/aa/tenured-faculty-diversity-initiative>

The TFDI is designed to help enhance the culture of 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 hiring unit's (and/or the university's) organizational culture to be more inclusive of and accommodating to students, faculty and staff from diverse backgrounds.

### **Search Advocate Training**

<http://oregonstate.edu/oei/search-advocate>

OSU's Search Advocate program enhances integrity, effectiveness, and diversity in the university's hiring practices. Search advocates are OSU employees trained as process experts in search and selection.

### **Greater Oregon Higher Education Recruitment Consortium (GO HERC)**

[http://www.hercjobs.org/greater\\_oregon/index.html](http://www.hercjobs.org/greater_oregon/index.html)

Robynn Pease, Director

The GO HERC is a consortium of higher education (and affiliated) members committed to diversity hiring and dual-career couples, and our jobs cover the broadest spectrum of business functions, academic disciplines, and career stages.

### **Difference, Power and Discrimination Program**

<http://oregonstate.edu/dept/dpd/>

Nana Osei-Kofi, Director

The DPD Program offers the Faculty Development Seminar once a year to introduce disciplinary and interdisciplinary scholarship and perspectives on race, gender, class, and sexual orientation.

### **Intergroup Dialogue**

<http://oregonstate.edu/oei/igd>

Intergroup Dialogues are 9-week sustained learning communities carefully structured to explore social group identity, conflict and community. Participants will engage in the analysis and understanding of issues of diversity and social justice, as well as build practical skills to communicate across difference. Skills acquired through our program have multidisciplinary applications and are employable in diverse environments and among diverse populations

## **Other**

### **Oregon Youth Authority Mentoring Program**

<http://oregon.4h.oregonstate.edu/>

In addition to the various above mentioned programs, OSU's 4H youth programs offer a broad spectrum of mentoring opportunities.

### **Diversity programs embedded in academics/majors**

<http://oregonstate.edu/main/baccalaureate-core-program-summary-chart>

All students are required to complete the baccalaureate core curriculum in addition to courses within their major. The Bacc Core promotes understanding of interrelationships among disciplines in order to increase students' capacities as ethical citizens of an ever-changing world. In Difference Power and Discrimination courses, students examine the complex structures, systems, and beliefs behind discrimination and unequal power distribution in American society. Each student is required to take 3 credits of DPD courses to qualify for graduation.

### **OSU/Linn Benton Community College Reverse Transfer Degree pilot**

<http://oregonstate.edu/partnerships/faq#reverse>

Oregon State University has partnered with Linn-Benton Community College to help identify and award Associate degrees to students that have completed the degree requirements but may be unaware of this achievement. At the conclusion of week six each term, the OSU Registrar's office will send OSU transcripts for qualifying degree partnership program students to Linn-Benton. Linn-Benton will evaluate the course work to determine if requirements have been met for an Associate degree at LBCC. LBCC will contact eligible students. Letters of congratulations will be sent by the President of LBCC and OSU with encouragement to complete their four-year program and outlining the value of higher education.

### **OSU Leadership Council for Equity, Inclusion, and Diversity**

Office of Equity and Inclusion

The initial focus of the Council will be the seven key objectives identified through the self-study process as foundational to attainment of the four overarching goals, as detailed in the [Key Institutional Objectives](#) section. The Council will identify and recommend institution-wide strategies to accomplish these goals and objectives and will identify and prioritize additional objectives to pursue. The Council will also identify metrics and indicators and use these to monitor institutional progress toward goals and objectives and will recommend strategy changes necessary to ensure continued progress. The Council will also convene subcommittees or groups, as necessary, or delegate consideration of topics to existing committees or groups.

### **University Self-study of Equity, Inclusion, and Diversity efforts with goals and objectives**

<http://oregonstate.edu/oei/self-study-report>

Office of Equity and Inclusion

In the summer of 2011, President Ray called for a comprehensive self-study that would engage the Oregon State community in examining equity, inclusion, and diversity efforts university-wide. This directive stemmed from President Ray's recognition that particular organizational developments presented a timely opportunity to assess and transform our approach for greater effectiveness.

### **Committee on the Status of Persons with Disabilities**

<http://oregonstate.edu/accessibility/COSID>

COSID will be an advisory committee reporting to the Executive Director of OEI and advising OEI in their leadership role promoting and achieving an accessible university in programs, services and activities. COSID will report secondarily to the Office of the Provost and Executive Vice President because of that office's responsibility for the universities programs, services and activities.

### **Accessible University Advisory Committee**

<http://oregonstate.edu/accessibility/AUAC>

The former Accessible University Initiative Task Force (AUITF) was reorganized in April 2012 into the Accessible University Advisory Committee (AUAC) to recognize the ongoing nature of its work beyond what is contemplated for a task force. Specifically, the committee was reorganized to enhance the work and better align AUAC as reporting directly as an advisory committee to the Office of Equity and Inclusion, the office with ADA responsibilities. Committee roles,

charges, membership and operating procedures were clarified as well. AUAC will continue to secondarily report to the VP for Finance and Administration, because of that office's responsibility for the physical environment and university financial resources.

#### **Faculty Senate Diversity Council**

<http://oregonstate.edu/senate/committees/div/>

The Diversity Council addresses ongoing planning and implementation of the university's diversity initiatives, including equity, access, educational environment, and cultural competence. The Diversity Council has authority to make recommendations and work in conjunction with the Faculty Senate on issues regarding policies and practices in areas of faculty development; recruitment and retention of faculty, staff and students; and scholarship/research and curriculum. The Diversity Council also provides a forum for communication among faculty regarding OSU's diversity related activities.

#### **President's Board of Visitors for Community and Diversity**

<http://oregonstate.edu/oei/board-visitors>

The purpose of the Board of Visitors for Community and Diversity is to assist Oregon State University in developing strategies to recruit and retain Native American, Hispanic American, Asian American, and African American students, faculty, staff, and administrators.

#### **President's Commission on the Status of Women**

<http://oregonstate.edu/leadership/pcosw/>

PCOSW gives voice to women's experiences and perspectives by advocating for gender parity at our university. Rooted in feminist principles, the Commission works to identify and address the changing needs of all women in our university community. By building partnerships and collaborating with others from historically underrepresented groups, PCOSW now seeks to improve the collective status of all who have been silenced or excluded by unexamined norms, beliefs, and practices of the OSU community.

#### **Multicultural Resource Guide**

<http://oregonstate.edu/mrg>

The mission of the Multicultural Resource Guide is to provide historically underrepresented students, staff, and faculty a place to obtain information on hard-to-find resources. It is specifically useful for students, staff, and faculty who are new to OSU and looking for a centralized place to find information on services and resources within our community. An example of a commonly reported challenge would be an African-American woman looking for hair care services in Corvallis. Resources within the MRG are not only local services or businesses but also campus resources, such as the UJIMA Education Office, or the OSU Rainbow Continuum.

## Portland State University

### Financial Aid

#### Diversity Scholars Program

<http://www.pdx.edu/dmss/diversity-scholars>

Melanie Dixon Carlidwell

Phone: (503) 725-9938

Email: [mrd@pdx.edu](mailto:mrd@pdx.edu)

Attracts outstanding students from diverse backgrounds, including racial and ethnic backgrounds that are traditionally underrepresented in higher education. The Diversity Enrichment Scholarship gives preferences to those who are/have:

- Oregon residents
- Financial need (federally defined)
- First-generation\* college students
- Students completing their first bachelor's degree

#### President's Equal Access Scholarship

<http://www.pdx.edu/diversity/sites/www.pdx.edu/diversity/files/Equal%20Access%20Scholarship%20Application%202013-2014.pdf>

The purpose of the President's Equal Access Scholarship is to attract outstanding students from diverse backgrounds and experiences, including racial and ethnic backgrounds that are traditionally underrepresented in higher education. Portland State University's President's Equal Access Scholars maintain good standing, contribute to the campus learning environment, and share their unique strengths and diverse perspectives through their involvement in on-campus activities and participation in community service.

#### PSU Ethnically Based Foundation Scholarships

[http://www.foundation.pdx.edu/pdfs/2013\\_2014\\_Ethnically\\_Based\\_Scholarship\\_Application.pdf](http://www.foundation.pdx.edu/pdfs/2013_2014_Ethnically_Based_Scholarship_Application.pdf)

Various scholarships based on ethnicity offered through PSU's Foundation

#### Schwenn Family Scholarship

<http://www.pdx.edu/dmss/sites/www.pdx.edu/dmss/files/2012-13%20Schwenn%20Family%20Transfer%20Application.pdf>

The Schwenn Family Scholarship Fund for PSU Transfer Students will support students transferring from Portland Community College's Rock Creek and/or Sylvania campuses who wish to complete their undergraduate degree at Portland State University. Newly admitted students to PSU from the designated PCC campuses for Fall Term 2012, as well as students who were new transfer admits during the most recent academic year (Fall Term 2011-Summer 2012) are eligible to apply. Students admitted for Winter Term 2012 also are eligible. At the time of admission to Portland State University, students must have earned 75 or more transferable college credits and have earned a cumulative college G.P.A. of 2.75. Other eligibility criteria are first-generation educational background (i.e. parents or guardians did not earn bachelor's degrees) and documented financial need.

## **Pre-college Programs**

### **TRiO/SSS**

<http://www.pdx.edu/trio-student-support-services/home>

Linda Liu, Program Director

Phone: (503) 725-3816

Email: [LLLIU@pdx.edu](mailto:LLLIU@pdx.edu)

### **Upward Bound**

<http://www.pdx.edu/ubets/home>

Upward Bound, a college preparation program for high school students, has been hosted at Portland State University since 1976. Upward Bound, funded by the U.S. Department of Education at \$437,808, is a year-round program designed to improve students' academic and study skills in high school, to develop their career and educational plans, and to help them enter and succeed in higher education.

### **Educational Talent Search**

<http://www.pdx.edu/ubets/home>

Educational Talent Search is an educational access and information program sponsored by Portland State University, and funded through the U.S. Department of Education at \$313,994.

### **GANAS**

<http://www.pdx.edu/dmss/LSS/GANAS>

The GANAS program is a year-long support/mentor program designed to help new Latino/a student's transition to PSU from high school. Students enrolled in this program will become active members of the campus community and will acquire skills and tools that will lead to continuing success beyond the first year at PSU.

### **Visits to and from PPS High Schools**

### **20+ College Nights with historically underrepresented populations**

#### **Latino Network**

PSU partners with Latino Network supporting programs that provide students and their families with pre-college information and access. Latino Network has programs designed to help new Latino/a student's transition to PSU from high school.

#### **Adelante Mujeres**

PSU partners with Adelante Mujeres supporting programs that provide students and their families with pre-college information and access. PSU hosts student visits and programs. Adelante mujeres has programs designed to help new Latino/a student's transition to PSU from high school.

### **Reaching and Empowering All People (REAP)**

REAP has programs designed to help underrepresented youth transition to college. PSU partners with REAP through the course of the year and hosts a week long camp every summer for the students on campus.

### **Student Alliance**

Student Alliance has programs designed to help underrepresented youth transition to college. PSU partners with the Student Alliance through the course of the year and hosts six week-long camp every summer for the students on campus.

## **Recruitment**

### **U Belong Videos**

<http://www.pdx.edu/insidepsu/u-belong-at-psu>

These videos are part of a marketing campaign aimed at recruiting and retaining faculty and staff. The video profiles are from current faculty, staff, and students discussing how they belong at PSU and how they have been enriched by diversity.

### **Bridges & Bridge II**

<http://www.pdx.edu/admissions/bridges>

For high school students who are first generation or from ethnically diverse backgrounds, who are exploring college opportunities.

### **Multicultural Recruitment Outreach**

8 on-site admissions events at PPS High Schools; Black United Funds College Fair; 6 Hispanic College Fair; Bilingual Family Orientation ([www.pdx.edu/orientation/family-resources](http://www.pdx.edu/orientation/family-resources)); International Recruitment/Transfer Fair; Online Orientation for International Students; International MOUs to support International Students

### **Multicultural Recruitment Marketing**

Recruitment Videos in several languages; Emphasis on diversity in marketing materials; Translated marketing materials

### **GDI Outreach**

GDI staff brings approximately 600 students of all ages per year to visit campus, giving students non-traditional tours, visiting classes, talking to faculty, students, and staff. This program is intended to motivate students to pursue college and PSU.

### **Talent Acquisition Initiatives**

As part of the U-Belong campaign, GDI expanded human resources' talent acquisition initiatives to include adding diversity key competencies to every job description. In addition, GDI developed interview questions for all positions to measure the key cultural competencies of applicants.

### **Diversity Incentive Funds**

One important goal is to increase the representation of talented faculty of color, especially if we want to attract students of color. As an incentive for faculty of color to accept an offer to teach at PSU, GDI includes additional bonus funds as part of the offer in order to make the offer competitive. The intent is for the incentive funds to assist the newly hired faculty enhance their development, success and retention at PSU.

### **Diversity Action Plan**

The plan was drafted by the newly formed Diversity Leadership Team, consisting of PSU executives and staff. The charge of the DLT was to draft a comprehensive plan that addressed recruitment, retention, and cultural competency at PSU for all faculty, staff, and students. The plan was drafted and released for public comment. Goals will be measured and scored with the assistance of the Diversity Action Council (consisting of PSU community members at large, but not the DLT) on annual basis. A score card will be posted on the website. The DLT will then be given an opportunity to continue working on their goals.

### **MESA**

The College Access Challenge Grant Program allocated federal grant money to the Portland State-sponsored Math, Engineering, Science Achievement program, which helps underrepresented and minority students achieve post-secondary success in the fields of math, engineering and science. The main goals of the program are to get students excited about college, educate parents and families about the college process and act as a support system for underrepresented students interested in pursuing higher education in the fields of science and technology. Approximately 60 percent of the students in the MESA program are the first in their family to attend college. MESA works with 18 different middle and high schools around the state of Oregon.

### **Affirmative Action Plan**

Pursuant to federal regulations, PSU has an affirmative action plan. PSU has made significant improvements in the collection of reliable data. PSU is now able to set hiring goals in areas where underutilization of minority or women faculty and staff exist. Information is now available at the specific college or departmental level. As a result of the AAP and DAP goals, PSU has steadily increased the number of underrepresented (or underutilized) students, faculty, and staff over the last three years.

## **Retention**

### **Diversity Scholars Program**

[www.pdx.edu/dmss/diversity-scholars](http://www.pdx.edu/dmss/diversity-scholars)

See above (Financial Aid) for more information.

### **La Casa Latina**

[www.pdx.edu/dmss/la-casa-latina](http://www.pdx.edu/dmss/la-casa-latina)

Emanuel Magaña, Coordinator

La Casa Latina is a hub on campus where Latin@ students come together to build and connect with community, develop leadership skills, empower their individual and collective identities,

and services that support academic success. The mission of La Casa Latina is to attract Latin@ students to Portland State University, support their academic success, and provide cultural, social and academic services and programs that enhance the quality of Latin@ student life. The center hosts events such as the Day of the Dead and Cesar Chavez Week. All students are welcome at the center to meet new people and learn about Latin@ culture.

#### **Native American Student and Community Center**

[www.pdx.edu/dmss/nascc](http://www.pdx.edu/dmss/nascc)

Rachel Cushman

Phone:(503) 725-9697

Email: [rcushman@pdx.edu](mailto:rcushman@pdx.edu)

The mission of the NASCC is to provide a "cultural home" where Native American, Alaskan Native and Pacific Islander students connect to other students, faculty, staff and community members in an inclusive and supportive environment. At the Center, students may build community, receive assistance in support of their academic goals, and explore and develop cultural identities and intercultural alliances.

#### **Multicultural Center**

<http://www.pdx.edu/dmss/multicultural-center>

Ryan Jumamil, Program Coordinator

Phone: (503) 725-4463

Email: [jumamil@pdx.edu](mailto:jumamil@pdx.edu)

The mission of the Cultural Centers is to create a student-centered inclusive environment that enriches the university experience. We honor diversity, explore social justice issues, celebrate cultural traditions, and foster student identities, success and leadership.

#### **President's Mini Grant for Diversity Workshops**

[www.pdx.edu/diversity/the-president-s-diversity-mini-grants-2013](http://www.pdx.edu/diversity/the-president-s-diversity-mini-grants-2013)

The Global Diversity & Inclusion Office and the Diversity Action Council (DAC) seek to promote a positive campus climate for diversity; support the development of diversity curriculum; enhance communications across race, gender, and other boundaries; and assist in the recruitment and retention of a diverse student body, faculty, staff, and administration. The President's Diversity Scholarship Awards supports diversity activities that address these goals.

#### **Diversity & Multicultural Student Services (DMSS)**

[www.pdx.edu/dmss/home](http://www.pdx.edu/dmss/home)

CeCe Ridder, Director

Phone: (503) 725-4457

Email: [ridder@pdx.edu](mailto:ridder@pdx.edu)

Diversity and Multicultural Student Services mission is to build and strengthen a sustainable, educationally diverse and co-curricular environment where all students have the access and support they need to achieve their educational goals.

**African American Student Services**

[www.pdx.edu/dmss/AA](http://www.pdx.edu/dmss/AA)

Marlon Marion, Coordinator

Phone: (503)725-.9938

Email: [marlonm@pdx.edu](mailto:marlonm@pdx.edu)

African American Student Services (AASS) provides academic support services, advocacy and campus navigation. We provide connection to African American community services and resources for incoming freshman, transfer and continuing students. AASS also provides a supportive and welcoming environment for African American students as they transition to the PSU academic environment or continue their education at PSU. AASS assists students who are seeking a cultural connection at Portland State University through community building activities and connecting participants to PSU student groups and faculty, as these are essential components to achieving academic success.

**Latino Student Services**

[www.pdx.edu/dmss/LSS](http://www.pdx.edu/dmss/LSS)

Perla Pineado, Coordinator

LSS provides academic support services, advocacy and connections to campus and Latino community services and resources to new incoming freshman, transfer and continuing students. LSS provides a supportive and welcoming environment for Latino students as they transition to the PSU academic environment. LSS assists students who are seeking a cultural connection to the Portland State University campus by connecting them to student groups and faculty, an essential component to achieving academic success.

**Native American Student Services**

[www.pdx.edu/nativestudents/home](http://www.pdx.edu/nativestudents/home)

Dean Azule, Coordinator

Phone: (503) 725-5348

Native American Student Services provides to Native American (NA) and Alaskan Native (AN) students services to support their academic success, including academic advising, guidance and referrals to appropriate student services.

**Women's Resource Center**

[www.pdx.edu/wrc/welcome-to-the-womens-resource-center](http://www.pdx.edu/wrc/welcome-to-the-womens-resource-center)

Jessica Amo, Director

Email: [jamo@pdx.edu](mailto:jamo@pdx.edu)

The PSU Women's Resource Center advocates for the best educational and campus experience for all members of our community. We accomplish this by advancing social justice, ensuring access to personal empowerment for all self-identified women, and by working toward a safe and healthy campus.

**Queer Resource Center**

[www.pdx.edu/queer/](http://www.pdx.edu/queer/)

The Queer Resource Center provides students along the sexuality and gender spectrum with the support they need to persist to graduation. The Queer Resource Center's vision is to facilitate a campus environment such that Portland State University is the higher education destination of choice for students, staff, and faculty along the sexuality and gender spectrum.

### **Veteran's Services**

[www.pdx.edu/veterans/veterans-services](http://www.pdx.edu/veterans/veterans-services)

### **Affinity Groups**

PSU (Student Affairs and GDI) supports student and/or staff affinity groups, including but not limited to, MECHA, Las Mujeres, SAGE, and others to promote inclusiveness on campus.

### **LSAMP**

The Louis Stokes Alliance for Minority Participation (LSAMP) at Portland State University is dedicated to enhancing the undergraduate experience for underrepresented students in Science, Technology, Engineering and Mathematics (STEM).

### **Celebrating Diverse Faculty Reception**

This initiative is part of the U-Belong campaign to build a welcoming and inclusive environment for faculty of color. PSU (GDI) hosts a reception to celebrate the faculty from diverse backgrounds. This started in 2012.

## **Faculty & Staff Diversity & Development**

### **Top of the Class**

SEIU Represented staff celebration

Comprehensive onboarding program to make staff feel welcome/included

Connecting to diversity advocates throughout Oregon

### **Creating a Culture of Respect**

This online training was developed and launched in 2012. The training is mandatory for all employees and provides baseline expectations for creating a respectful and inclusive environment.

### **GO HERC (Higher Education Recruitment Consortium)**

Mentoring of junior faculty from historically underrepresented populations.

### **Faculty Mentoring Program**

This program was launched in 2013. Mentorship opportunities will be open to any junior faculty members with an emphasis on retention of historically underrepresented faculty as a means to develop their academic success. An on-line tracking system was developed to help coordinate the mentor-mentee relationships.

**Diversity as a Performance Measure**

As part of the DAP, faculty and staff performance evaluations will measure their progress regarding diversity competencies. The faculty and staff should also set goals for continuing improvement in this area. The provost has already begun including such measures in her evaluation of the deans. One college in particular, School of Business, as has hired a Director of Diversity to meet and exceed these goals. The Director of Diversity works on all of the initiatives outlined here, including recruitment, retention, and inclusiveness at the School of Business.

**Other**

Continuing education for PSU and the external communities on the topics of equity, privilege, marginalization and inclusion. Examples: (1) PSU hosted Dr. Cornel West and Tim Wise in 2013; (2) PSU hosted community forum at OMSI called Race Matters; Education will be on-going.

Alumni connections

**Listening to Your Voices**

Monthly lunch for underrepresented students to have an open dialogue with university leadership about any concerns. The lunch is hosted by the Provost, the Chief Diversity Officer, and the Vice President of Student Affairs.

Community partnerships with Diversity Advocacy Organizations.

## Southern Oregon University

### Financial Aid

#### Diversity Scholars Program

[www.sou.edu/diversity/collegeprograms.html](http://www.sou.edu/diversity/collegeprograms.html)

The SOU Diversity Scholarship is a fee remission scholarship open to new and continuing students who demonstrate academic excellence, are willing to contribute to the Southern Oregon University's diversity through community involvement and cultural sharing, and/or a range of interests including leadership roles and extracurricular activities

### Pre-College

#### Mentoring and tutoring/campus visits to middle schools and high schools

##### "Pirate to Raiders"

<http://www.sou.edu/diversity/ptsdenglish.pdf>

*Pirates to Raiders* is a new initiative working with 8th grade Hispanic students in the Phoenix Talent School District. This program fosters a partnership with the students, their families, the school district and Southern Oregon University to work with students from 8th through completion of High School to lead to admission at SOU.

##### Academia Latina

[www.sou.edu/youth/latino/index.html](http://www.sou.edu/youth/latino/index.html)

ACADEMIA LATINA is a one-week summer academic residential program for Latino youth in southern Oregon completing grades 7 through 9. The program immerses Latino students in a university setting, exposing them to the learning and career possibilities of college. This program provides an integrated experience with classes, field trips, cultural experiences and recreational activities. Over 100 students attended Academia Latina 2012.

##### Konaway Nika Tillicum

[www.sou.edu/natam/konaway.shtml](http://www.sou.edu/natam/konaway.shtml)

Brent Florendo, Konaway Program Coordinator

[florendb@sou.edu](mailto:florendb@sou.edu)

(541) 552-8580

*Konaway Nika Tillicum* which means "All My Relations" in Chinook Trade Jargon is an eight day academic academy exploring a broad range of classes, lectures, cultural experiences and recreational activities for Native American students. Konaway is a completely self-supported program, generating funds each year through grants, donations, and fundraisers.

##### Latino Family Day

[www.sou.edu/diversity/precollege.html](http://www.sou.edu/diversity/precollege.html)

Latino Family Day or Dia Familiar is a program for Latino High School Students and their families to understand the college admission process, specific to Southern Oregon University.

Participants will engage in campus tours, sessions on admission, financial aid/scholarships, and essay writing, as well as have their questions answered through a student and faculty panel.

### **Succeed @ Southern**

[www.sou.edu/diversity/precollege.html](http://www.sou.edu/diversity/precollege.html)

Succeed @ Southern Preview Weekend is a program geared at prospective students, who have traditionally been underrepresented at SOU. During the Succeed @ Southern Preview Weekend, participants will have the opportunity to meet with supportive faculty and staff that are dedicated to making college accessible to first generation, low-income and multicultural students. They will learn about financial aid, degree programs, and resources available to Southern to aid them in successful graduation. They will also have the opportunity to apply during the program with the option of an application fee waiver.

### **TRiO/SSS**

<http://www.sou.edu/success/>

## **Recruitment**

None reported.

## **Retention**

### **Clubs and Organizations**

[www.sou.edu/studentlife/clubs/directory.html](http://www.sou.edu/studentlife/clubs/directory.html)

#### **Black Student Union**

Donnetta Montana-Cordoba

Email: [montanocd@sou.edu](mailto:montanocd@sou.edu)

To increase campus awareness through educational, entertaining, and culturally relevant programs.

#### **Gender Sexuality Union**

Kristen Mosley

Email: [mosleyk1@sou.edu](mailto:mosleyk1@sou.edu)

The purpose of the Gender Sexuality Union at SOU is to engage students in learning about and participating in gender and sexuality diversity.

#### **International Student Association**

Sohana Bakshi

Email: [bakshis1@sou.edu](mailto:bakshis1@sou.edu)

It is a club where International students get to interact with each other, the local students and the community, by various cultural and fun events throughout the year.

#### **Latino Student Union**

Daniel Camacho

Email: [Camachod.sou@gmail.com](mailto:Camachod.sou@gmail.com)

Our mission is to support Latino culture on campus and together build a welcoming environment where we can discuss our similarities, differences, goals, and especially educate students about our cultures. We are dedicated hosting events that will inspire our community and motivate about the importance of higher education.

#### **Native American Student Union**

Ashley Powell

Email: [powellas@sou.edu](mailto:powellas@sou.edu)

NASU is a club/organization that is here to provide a safe comfortable place for Native American and Non Native American students and community members to come together to share our various cultures; learn about one another and work together toward having cultural education events for all student and the SOU community. This club is for anyone that would like to work with native peoples and help share our cultures with our communities. We also support one another as students, peers, teachers and family. NASU is working hard this year to establish a balanced and real perception of indigenous peoples of this nation by creating cultural sensitivity (respect) and many awareness matters. We would like to see NASU grow bigger and stronger with more support from students and staff and our Southern Oregon communities.

#### **Multicultural Resource Center**

<http://www.sou.edu/su/mrc/>

Marvin Woodard Jr., *MRC Coordinator*

Phone: (541) 552-8791

The Southern Oregon University Multicultural Resource Center (MRC) endeavors to create an inclusive community that recognizes, celebrates, and supports the diverse life experiences of the SOU community. Toward this goal, we seek to support the African-American, Latino/Hispanic American, Native American, Pacific Islander, American Asian, and Queer communities of SOU by maintaining an open center where these students and staff may connect with a variety of constituencies including students, student organizations, administration and staff to explore the multifaceted issues of race, class, ethnicity, gender, and sexual orientation.

#### **Queer Resource Center**

<http://www.sou.edu/su/qrc/>

Coordinator: Janelle Wilson

Phone: (541) 552-8328

E-mail: [wilsonjan@sou.edu](mailto:wilsonjan@sou.edu)

The mission of the Queer Resource Center of Southern Oregon University is to provide visible and accessible advocacy for the needs of queer students while expanding awareness and knowledge of queer issues on campus and in our community. The QRC works to encourage relationship building and support systems in order to empower every person to have a positive university experience, to grow as a self-aware individual, and to be a responsible community member.

### **Women's Resource Center**

<http://www.sou.edu/wrc/>

Email: [wrc@sou.edu](mailto:wrc@sou.edu)

Phone: (541) 552-6216

Founded in 1976, the Women's Resource Center (WRC) is dedicated to improving the lives of women in our community through education and support services. The student staff and volunteers of the Center embrace a feminist model: empowering women and men to actively stand against oppression.

### **Faculty & Staff Diversity & Development**

"Target of opportunity" to increase diversity of hiring pool

Greater Oregon Higher Education Recruitment Consortium (GO HERC)

Not identified on the web.

### **Other**

#### **Diversity & Inclusion Oversight Committee**

<http://www.sou.edu/diversity/DIOcommittee.html>

Jonathan Eldridge, Vice President of Student Affairs

Email: [eldridgej@sou.edu](mailto:eldridgej@sou.edu)

Kasey Mohammad, Associate Professor of English, [ksilem@gmail.com](mailto:ksilem@gmail.com)

In September, 2010 the Diversity and Inclusion Oversight Committee was formed by President Mary Cullinan to coordinate institutional diversity efforts. To guide our efforts, SOU is using D.G. Smith's framework for diversity which was recommended by the Association of American Colleges and Universities (AAC&U) in Making a Real Difference with Diversity: A Guide to Institutional Change. Under this framework there are four dimensions:

1. Institutional Viability and Vitality
2. Education and Scholarship
3. Access and Success
4. Campus Climate and Intergroup Relations

#### **Bias Response Team (BRT)**

[www.sou.edu/diversity/bias-response-team.html](http://www.sou.edu/diversity/bias-response-team.html)

Marjorie Trueblood-Gamble, Associate Director of Student Life - Diversity & Inclusion

Phone: (541) 552-6459

Promoting an inclusive, bias-free campus at Southern Oregon University through proactive education and responsive action to bias-related incidents.

## University of Oregon

### Financial Aid Programs

#### **Diversity Excellence Scholarship Program**

[http://financialaid.uoregon.edu/diversity\\_excellence\\_scholarship](http://financialaid.uoregon.edu/diversity_excellence_scholarship)

The University of Oregon Diversity Excellence Scholarship recognizes the academic achievement and potential of students who, through sharing their varied cultural perspectives, will enhance the education of all students and the excellence of the university. The Diversity Excellence Scholarship (DES) is a tuition-remission scholarship with awards ranging from partial to full tuition and fee waivers. Award amounts for 2012-13 were \$6,500 for undergraduate students and \$9,000 for graduate students. The UO Diversity Excellence Scholarship Selection Committee determines the amount and duration of each award. Recipients must meet specific scholarship-renewal requirements to retain their scholarships.

#### **Diversity Excellence Scholars Abroad**

<http://international.uoregon.edu/node/834>

The purpose of the Diversity Excellence Scholars Abroad (DESA) Program is to increase the diversity of UO participants in study abroad programs by providing funding to under-represented students to serve as ambassadors.

#### **Jewell-Bell Award**

<http://cmae.uoregon.edu/Default.aspx?tabid=108>

The purpose of the Jewel Hairston Bell Award is to honor an outstanding student of color whose presence and performance have furthered the cause of cultural and ethnic diversity at the University of Oregon. One scholarship in the amount of \$3,900 will be awarded to a rising senior. The scholarship is intended to provide assistance with tuition, room and board and books for the recipient. The recipient will be required to work with the University's Center for Multicultural Academic Excellence, Graduation and Post-graduation Success for academic and support.

#### **Robert J. Erickson Kaiser Permanente Scholarship**

<http://cmae.uoregon.edu/Default.aspx?tabid=108>

The Erickson Scholarship is intended to encourage the higher education of students of color who are underrepresented in the college system. Each year the student receives a portion of the money to cover tuition, room, board, and books. The scholarship, which is worth \$5,400 per year, is renewable for up to four years provided the recipient continues to meet its criteria. The recipient will be required to work with the University's Center for Multicultural Academic Excellence for academic advising and support.

#### **Graduate Teaching Fellowships**

<http://gradschool.uoregon.edu/gtf>

Graduate assistantships (teaching, research and administrative) are known as GTFs at the University of Oregon. GTFs receive a monthly salary, tuition remission, fee subsidy and health insurance. For current openings, contact your academic department.

### **The Center on Diversity and Community Graduate Summer Research Award**

<http://codac.uoregon.edu/research/summer-research-award-2012/>

The Center of Diversity and Community (CoDaC), in conjunction with the Graduate School, provide \$1,500 annually to support scholarly work of graduate students throughout the University. The awards will be given to support research projects on issues that intersect CoDaC's mission of "promoting research and best practices on issues of cultural diversity, equity and access."

### **International Cultural Service Program (ICSP) Tuition Scholarships**

<http://international.uoregon.edu/iss/scholarships/tuition-scholarships>

The ICSP scholarship awards 10-20 new competitive scholarships to international students each year. Scholarships apply to tuition only and range from \$9,000-\$27,000 per year. The ICSP scholarship has a cultural service component which requires students to give presentations about their home country to children, community organizations, and UO students, faculty and staff. ICSP scholarships are based on financial need, academic merit, and the ability to make presentations to diverse groups of people. ICSP scholarships are renewable.

### **International Dean's Excellence Award (IDEA)**

<http://international.uoregon.edu/iss/scholarships/tuition-scholarships>

The IDEA scholarship is a merit-based, partial-tuition scholarship awarded to new international undergraduate applicants entering in the fall (September). The scholarship is valued at \$6,000-\$8,000 and is renewable each year based on academic performance.

### **International Private and Cash Based Scholarships**

<http://international.uoregon.edu/iss/scholarships/cash-based>

The Office of International Affairs administers a variety of scholarships and grants specifically targeted for international students. If you have any questions, please contact us by phone, (541) 346-3206 or by email, [intl@uoregon.edu](mailto:intl@uoregon.edu).

### **PathwayOregon**

<http://pathwayoregon.uoregon.edu/>

Carla Bowers, PathwayOregon Director

Phone: (541) 346-3226

Email: [cjbowers@uoregon.edu](mailto:cjbowers@uoregon.edu)

The PathwayOregon program ensures that academically qualified Federal Pell Grant-eligible Oregonians will have their University of Oregon tuition and fees paid with a combination of federal, state, and university funds. In addition to these financial resources, PathwayOregon students have access to comprehensive academic support, ensuring a rich educational experience and a timely graduation. An anticipated 560 students will enter Pathway Oregon in fall 2013. That new cohort will join the 2,115 students who have been served by the program in the five years since its inception.

### **Presidential Scholarship**

Office of Financial Aid and Scholarships

[http://financialaid.uoregon.edu/uo\\_presidential\\_scholarship](http://financialaid.uoregon.edu/uo_presidential_scholarship)

Presidential Scholarships are awarded competitively to the state's brightest incoming freshmen. Scholars receive approximately \$9,000 per year, renewable for up to four years of undergraduate study. Approximately 50 freshmen receive this scholarship each year. Presidential Scholarships are made possible by the generous contributions of donors to the University of Oregon Scholarship fund.

Federal Pell Grant

<http://studentaid.ed.gov/types/grants-scholarships/pell>

### **Teach Grant**

[http://financialaid.uoregon.edu/teach\\_grant](http://financialaid.uoregon.edu/teach_grant)

The TEACH Grant provides funding of up to \$4,000 per year to students who agree to serve for four years as a highly qualified teacher in certain high-need fields at a low-income school.

### **Oregon Opportunity Grant**

<http://www.oregonstudentaid.gov/home.aspx>

A list of complete scholarships can be found here:

<http://tembo.uoregon.edu/scholarships/results.asp>

## **Pre-College Programs**

### **Raza Unida Youth Conference**

<http://blogs.uoregon.edu/mecha/2010/11/19/raza-unida-youth-conference/>

The purpose of the RUYC is to empower youth and give them the necessary tools to access higher education while also giving them an introduction into important issues that are constantly affecting Latino/a and marginalized communities. The RUYC is sponsored by MEChA.

### **Oregon Young Scholars Program**

<http://oysp.uoregon.edu/>

OYSP engages chronically underserved students in the development of college preparatory skills, to meet the academic requirements of post-secondary education at UO and elsewhere. Scholars are enrolled throughout their high school tenure, beginning at the end of their 8th grade year. It features a week long on-campus academic intensive focused on cultivating successful protocols in math and writing, introducing them to academic disciplines including business and finance, chemistry, mixed media, history, law, public policy. Scholars develop analytical and critical thinking skills, are required to perform public service monthly, complete writing assignments, and attend monthly research dinners with their families as they learn to powerfully navigate a successful high school experience.

### **Bridge of the Gods Summer Academy**

<https://diversity.uoregon.edu/bridge-gods-summer-academy-bogsa>

Bridge of the Gods Summer Academy (BOGSA) is a joint program of the Office of Equity and Inclusion and Lane Community College. The academy is a free, two week long residency program for Native American high school students designed to encourage the students to start thinking about and working toward a college education. Students who complete and pass all of the classes during the Academy will earn 3 college credits from Lane Community College.

### **Summer Academy to Inspire Learning (SAIL) Program**

<http://sail.uoregon.edu/>

The Summer Academy to Inspire Learning is a University of Oregon program led by faculty who volunteer their time to increase the number of low-income students enrolling and succeeding in college. The program has eight faculty-led summer campus with 150 students. Eighth through twelfth grade students are eligible to participate. SAIL is free.

### **Science Program to Inspire Creativity and Excellence (SPICE)**

<http://oco.uoregon.edu/spice>

The Mission of SPICE is to collaborate in creating a learning environment where girls can thrive in science, technology, engineering and mathematics (STEM). This broad goal is achieved by enhancing the science experiences of middle and high school girls, through mentoring, early hands-on research experience, role models, access to information and equipment, and building a community of young scientists.

### **High School Equivalency Program**

<https://education.uoregon.edu/rou/high-school-equivalency-program>

The High School Equivalency Program (HEP) helps migratory and seasonal farmworkers (or children of such workers) who are 16 years of age or older and not currently enrolled in school. In doing so, HEP provides support that will permit students to obtain the equivalent of a high school diploma and, subsequently, to gain employment or begin postsecondary education or training. The University of Oregon HEP program has been funded by the US Department of Education continuously for 45 years since 1967.

### **Ganas**

<http://blogs.uoregon.edu/mecha/programming/ganas/>

The Ganas program is sponsored by MEChA. The purpose of the Ganas program is to provide positive role models for young Latino students. Members of MEChA volunteer at local middle schools to serve as mentors for young Latino students, provide homework support, foster cultural learning, and encourage students to think about college education.

## **Recruitment**

### **Reach for Success**

<http://cmae.uoregon.edu/ProgramsandServices/GraduationandPostgraduationSuccess/ProgramsandCollaborations/PipelinePrograms.aspx>

Center for Multicultural Academic Excellence's Reach for Success is the University of Oregon's primary visitation program for middle school students of color. Reach introduces students to the

university through a Saturday long program of workshops, campus tours, and cultural presentation. Reach for Success focuses on encouraging students to consider higher education as a viable option for their future.

### **Fiesta Mexicana**

For three years in a row, the University of Oregon was a major sponsor of Fiesta Mexicana in Woodburn, Oregon. Begun in 1964, Fiesta Mexicana is the largest event of its kind in the Pacific Northwest. UO students and staff, including the Vice President for Equity and Inclusion and the Vice President for Enrollment Management joined the duck and volunteers from the community for Saturday's traditional parade. Throughout the three-day event, families stopped by the UO booth to play trivia games, win prizes and talk to current students about preparing for college.

### **University of Oregon Connections**

<http://admissions.uoregon.edu/visit/connections.htm>

UO Connections is a half-day college advocacy program designed for first-generation, ethnically diverse or economically disadvantaged high school students in ninth through twelfth grades. The program provides valuable college prep information. Nine different Connections dates are available during the academic year, allowing the UO to keep group sizes small, and the overall experience more intimate and meaningful.

## **Retention**

### **Retention Specialists**

Retention Specialists for African American, Native American, Latino and Asian American students are hired to advise students and to help the university institutionalize best practices for all students.

### **Alliance of Graduate Students for Diversity**

<http://uoalliance.uoregon.edu/>

The Alliance focuses on building a supportive space and community for graduate students, providing networking, mentorship, education, and professional development opportunities. We are a new organization striving to better serve the underrepresented graduate students and allies at the University of Oregon. We welcome all people who are committed to social justice, equity and diversity.

### **Women in Graduate Science**

<http://pages.uoregon.edu/uowgs/>

The Women in Graduate Science (UOWGS) organization at the University of Oregon focuses on the professional development of women in all disciplines of science to enable them to become successful contributors to their fields. This mission is accomplished by informative workshops, inspirational speakers, and a community outreach program. In addition, the organization provides social support for women scientists at the University of Oregon, and offers financial support with yearly scholarships. The UOWGS invites all who encourage and support the

advancement of women in science to become members. The UOWGS is supported by the Graduate School, generous donors, fundraising events, and member dues.

### **Women in Computer Science**

<http://www.cs.uoregon.edu/groups/wics/>

Women in Computer Science (WICS) is a student group affiliated with the University of Oregon Department of Computer & Information Science. The purpose of WICS is to provide UO CIS women with benefits that contribute to their success. WICS is also interested in increasing the number of women in the field of Computer Science as a whole. In the past, WICS has provided scholarships, K-12 outreach, tutoring, mentoring, a monthly lunch series, a lecture series, and educational/career workshops.

### **MAPS**

<http://uomaps.weebly.com/>

Minority Association of Pre-Medical Students at the University of Oregon provides students with resources to expand their views in medicine and current health issues and provides academic, professional and social support for current underrepresented minority pre-medical students.

### **Black Law Students Association**

<http://pages.uoregon.edu/blsa/index.htm>

Our chapter of BLSA seeks to continue to maintain a positive presence on campus as well as the greater Eugene area through educational and social outreach programs. And through this website, we strive to foster relationships between current members and alumni in an effort to further our academic and professional development.

### **Latino/a Law Student Association**

<http://law.uoregon.edu/org/lalsa/>

To provide a forum for cultural exchange and the advancement of a diverse legal professional field; to provide a forum for students interested in Latino/a culture; to create an awareness of Latino/a culture on our campus and legal issues facing Latinos/as

### **Native American Law Student Association**

<http://law.uoregon.edu/org/nalsa/>

The University of Oregon NALSA chapter seeks to promote the study and development of Indian law by providing a forum for the discussion of indigenous rights and contemporary issues. NALSA thus strives to incorporate legal investigation into contemporary inquiries affecting Indian communities. Similarly, NALSA provides a community for law students at the University of Oregon with interests in Indian law or traditional Native governments. NALSA also creates networking opportunities with scholars, alumni, attorneys and guest speakers within our community.

### **Asian Pacific American Law Student Association**

<http://law.uoregon.edu/org/apalsa/>

The Asian Pacific American Law Student Association (“APALSA”) is a law student organization that functions as a professional and academic resource for students of Asian and Pacific Island descent. APALSA sponsors and involves itself in a number of activities throughout the school year in order to serve this purpose. APALSA invites outstanding regional speakers to address legal and social issues that concern both Asian and Pacific Island communities and those students looking for employment. It encourages members to participate in service projects that better society. It provides a setting where students can interact with each other and build life-long relationships.

### **OUTLAWs**

<http://law.uoregon.edu/org/outlaw/>

OUTLAW works to provide gay, lesbian, bisexual, transgender or transsexual students with access to knowledge of the law. They strive to create an atmosphere of acceptance for LGBT law students and explore the networking opportunities for law students seeking employment and resources.

### **Women’s Law Forum**

<http://law.uoregon.edu/org/wlf/>

The Women's Law Forum is one of the oldest and largest law student organizations at the University Of Oregon School Of Law. The purpose of the Women's Law Forum is to provide just that: a forum for women in the law school. Through the organization of on-campus events and fundraisers, the WLF provides students with opportunities to network with legal professionals as well as learn about social and legal issues that affect women in the legal profession. WLF is dedicated to actively promoting equality and the fair treatment of women in the legal profession and in society as a whole.

### **International Law Society**

<http://law.uoregon.edu/org/ils/>

The International Law Society (ILS) is Oregon Law’s student-run group dedicated to the exploration and advancement of students’ interests and experiences in the field of international law. ILS focuses primarily on providing a forum for the discussion of current topics in international law and developing resources to support law students interested in pursuing a career in international law. ILS members will be actively involved in humanitarian campaigns and international legal issues, as well as seeking out relevant speakers and hosting public events to provide students with the opportunity to interact with professors and other professionals in the international field. Members will have the opportunity to work with other law organizations, such as the Public Interest Public Service (PIPS) organization, the Women’s Law Forum, the Oregon Review of International Law, University of Oregon law alumni, and international contacts

### **International Business and Economics Club**

<http://uoibec.wordpress.com/>

The International Business and Economics Club provides students with the opportunity to actively explore the world in its growing interdependent state through hands-on projects and research related to business and economic development. This club allows students to use their business education and its affiliated resources to aid them in participating in real world projects. These projects often partner skilled students with funding from additional resources to provide services the funders could not do on their own.

### **CoDaC Graduate Student Research Awards**

<http://codac.uoregon.edu/research/summer-research-award-2012/>

Gordon Hall, Associate Director for Research

Phone: (541) 346-8425

The Center on Diversity and Community (CoDaC), in conjunction with the Graduate School makes research awards to support the scholarly work of graduate students across the University. A total of 3 \$1500 scholarships are made each. These awards will be given to support research projects on issues that intersect CoDaC's mission of "promoting research and best practices on issues of cultural diversity, equity, and access."

### **Innovations in Graduate Education Diversity Grants**

Gordon Hall, Associate Director for Research

(541) 346-8425

CoDaC in partnership with the Graduate School awards two departments grants to develop recruitment and retention programs to diversify graduate programs and enhance department climates. The "Innovations in Graduate Education" competitive awards provide \$10-12,000 in financial assistance and two years of consulting services from CoDaC to grantees.

### **Rehearsals for Life**

<http://codac.uoregon.edu/services/rehearsals-for-life/>

Rehearsals for Life (RfL) is a theatre ensemble made up of graduate students from a variety of departments that utilizes applied theatre to inspire dialogue and provide experiential learning experiences around issues of diversity, equity and access across campus and beyond. Through interactive scenarios, participants in RfL workshops explore what it means for people to live and work at a time when cross-cultural interactions are increasing and expectations are changing.

RfL addresses the fact that while professors, students and GTFs may embrace multiculturalism, their actual experience and skill-level for dealing with conflicts and discussions of these topics may not be all that they would like them to be. Drawing on the talents of graduate student actors from diverse academic disciplines and personal backgrounds, RfL develops dynamic presentations for audiences of 5 to 500 to stimulate dialogue, enhance effectiveness, and build community on the UO campus. It is a project of CoDaC, the Graduate School and the Office of the Dean of Students.

### **Multi-Ethnic Student Alliance**

The mission of MESA is to provide a safe space for students with more than one ethnic identity to empower, reinforce and educate each other. We define multi-ethnic as anybody who has more than one ethnic identity. Examples include multiracial people, people with interracial families, and people with intercultural families. MESA also reaches out to the community to educate and raise awareness about the multi-ethnic experience through social and cultural events.

### **Coalition Against Environmental Racism**

<http://blogs.uoregon.edu/caer/>

The Coalition Against Environmental Racism (CAER) is a student organization committed to bridging the gap between the struggle for social and environmental equality. CAER has the dual mission of educating the campus about Environmental Racism and building coalitions within the University community to foster activism in the Environmental Justice Movement.

### **Graduate Teaching Fellows Federation**

<http://gtff3544.net/>

The Graduate Teaching Fellows Federation, a union of the graduate employees of the University of Oregon, commits to creating a strong, safe, and diverse community of educators and scholars for the purpose of protecting and promoting the interests of its membership. The Graduate Teaching Fellows Federation (GTFF) is a labor union representing over 1400 Graduate Teaching Fellows and Research Assistants at the University of Oregon in Eugene, Oregon. We are local 3544 of the American Federation of Teachers (AFT).

### **Black Student Union (BSU)**

<http://pages.uoregon.edu/bsu/>

Phone: (541) 346-4379

Email: [bsu@uoregon.edu](mailto:bsu@uoregon.edu)

Black Student Union exists to encourage a positive image of African Americans and to support its members in achieving their educational goals. BSU also wants to let our counterparts know that the students are an intrinsic part of the Eugene community.

### **Black Women of Achievement**

The mission of Black Women of Achievement (B.W.A.) is to provide a social, cultural, education, and physical development of women of color, specifically African American women, but not limited to. We are here for the advancement of their individual and collective interest both on University of Oregon Campus and in the community. B.W.A. serves as a foundation for African American women to come together and discuss issues affecting women, our community and women of color. In turn, we host a series of events, which include: Ethnic Hair Care Day, Women's Empowerment Luncheon, Ebony Man, Higher Learning, Fall Breakfast and B.W.A/Women's Space Clothing Drive.

### **African Student Association**

The African Students Association is dedicated to the educating the UO community about the different cultures that comprise the African continent and to foster the appreciation of African culture and related customs. We also provide a network of support for African students and organize campus events pertaining to Africa.

### **National Association of Black Journalists**

The National Association of Black Journalists (NABJ) is an organization of journalists, students and media-related professionals that provides quality programs and services to and advocates on behalf of black journalists worldwide.

### **Movimiento Estudiantil Chicano de Aztlan**

M.E.Ch.A. ( Movimiento Estudiantil Chican@ de Aztlán, "Chicano Student Movement of Aztlán") is a student organization that seeks to provide a feeling of community and security, while increasing the recruitment and retention of Oregon Chican@s in higher education. This intent, along with the academic support, the cultural events, the visitation days we host, and our work in the community is meant to inspire success in U of O Chican@s and ensure that the Chican@ culture and ways of thinking be represented at the UO.

### **Mujeres**

<http://blogs.uoregon.edu/mecha/programming/mujeres/>

The purpose of Mujeres is to empower Chicanas within MEChA and those that belong to other women's groups of color. Mujeres creates a safe space in which women of color are able to communicate with each other. We help retain Latinas on campus by creating a family.

### **Native American Student Union**

The Native American Student Union (NASU) at the University of Oregon assists American Indian, Alaskan Natives, and Indigenous Peoples in maintaining cultural values while pursuing their educational goals. NASU emphasizes the support of, the safety of, and the educational success of the Native American community. NASU is also actively involved in recruitment and retention of both High School and College Native American students. The NASU organization seeks to treat all people fairly and equally within the organization as well as within the community. Diversity is respected within the Native community as well as outside of it. NASU maintains an alcohol and drug free ethic.

### **Hawaii Club**

We are the largest student-run group on campus. We cater to students from Hawaii, giving them a little piece of home on the mainland. We also love sharing our "mixed-plate" culture with the rest of the university and outside community. This club is for people who are interested in Hawaii and our culture, students with Hawaii ties, and students who are from Hawaii. We treat club members like family, and there are no requirements. So come and click join for the UO Hawaii Club!

**Asian Pacific American Student Union**

<http://blogs.uoregon.edu/apasu/>

The Asian Pacific American Student Union (APASU) is a community organization that serves as a support service and network that focuses on the needs of Asian Pacific American students, faculty, staff, and all allies. It actively seeks to educate members on issues directly and indirectly affecting the Asian Pacific American community on a campus, national, and global level as well as participating in the broader struggle for social, political, and racial justice.

**Vietnamese Student Association**

Our mission is both to educate our peers about Vietnam's history, culture, and people as well as deepen our own understanding of it. We aim to do this through heartfelt and educational events. When coming to any of our gatherings you should expect a welcoming community that is accepting of your experiences and background.

**Ahiru Daiko**

<http://pages.uoregon.edu/ahiru/>

Taiko is a style of drumming that originated in Japan and first came to the United States in the 1960's. Ahiru Daiko was formed in October of 2010 and is the first collegiate taiko group at a public university in Oregon. The songs in our performance are a mixture of traditional songs and original compositions.

**Japanese Student Organization**

<http://blogs.uoregon.edu/uojsa/>

The Japanese Student Organization strives to connect people and create friendships by being an all-welcoming group. We celebrate diversity and encourage people from all backgrounds to join. Through events, meetings, and activities, we hope to educate the members and community about the people and culture of Japan.

**Chinese Student Scholars Association**

CSSA is a student organization formed by students and scholars from China at University of Oregon, and university community members with an interest in China or Chinese culture.

**Hong Kong Student Association**

The Hong Kong Student Association serves as a support base for Hong Kong students at the UO and helps them adjust to the American culture and lifestyle. We plan cultural events for the entire campus to enjoy and strive to promote understanding and tolerance of people from all over the world.

**Taiwanese Student Association**

<http://pages.uoregon.edu/csa/index1.html>

The Taiwanese Student Association (formerly the Chinese Student Association) was established by a group of passionate students who wanted to help new Taiwanese students feel

comfortable at the UO. We coordinate academic, social, and cultural activities with the goal of improving understanding of Chinese culture.

#### **Korean Students Association**

<http://www.facebook.com/groups/31649409930/>

KSA welcomes all students who are attending the University of Oregon and interested in Korean culture.

#### **Kultura Philipinas**

<https://orgsync.com/48407/chapter>

Kultura Philipinas, the Philippine Student Association at the UO, promotes education and understanding of Filipino culture, history and traditions. We also serve the community in the numerous forms such as the Eugene Asian Celebration, Children's Story Telling, and our Annual Culture Night.

#### **Singapore Students Association**

The association is a valuable resource for anyone who is interested in knowing more about Singapore and its people. They organize events and activities about Singapore each year for the campus and community.

#### **PERMIAS (Indonesian Student Association)**

<http://www.facebook.com/permias.eugene>

PERMIAS is a group for Indonesian students willing to devote themselves to learning in a university community. PERMIAS organizes activities to establish a better cooperation with other student organizations at the University of Oregon and aims to create a positive image of Indonesia to the local and international community.

#### **Jewish Law Students Association**

<http://law.uoregon.edu/org/jlsa/>

The Jewish Law Students Association ("JLSA") brings together Jewish law students and those interested in Jewish culture. Each year, JLSA holds a potluck Sabbath dinner, a Passover Seder, and celebrates other holidays and events. Suggestions for other events are welcomed.

#### **Arab Student Union**

<http://www.facebook.com/groups/uoasu/>

The Arab Student Union is devoted to sponsoring cultural awareness, acceptance and education by spreading the diversity and richness of the culture, history and traditions of the people of the Arab nations. Through social and cultural events, we aim to abolish stereotypes associated with the word "Arab" and develop a close-knit community to provide a safe and comfortable environment for Arabs, Arab-Americans and anyone who strives to learn more about the Arab Culture. Please contact us with your ideas about activities, etc. you would like to see, or to aid in our mission of a more active, aware and tolerant university and community.

### **Muslim Student Association**

The Muslim Student Association (MSA) strives to educate the campus and community about the cultural aspects of Islam for the enhancement of multicultural understanding, respect, acceptance and appreciation. The MSA also provides opportunities that help prevent misconceptions about Islamic societies and culture.

### **International Student Association**

<http://isa.uoregon.edu/>

Phone: (541) 346-4387

Email: [asiposa@uoregon.edu](mailto:asiposa@uoregon.edu)

International Student Association (ISA) is an International Student Group at University of Oregon. We represent approximately 1600 international students from over 90 different countries. Two co-directors, three student officers, around 20 interns, and hundreds of many wonderful, hardworking volunteers run ISA. Our goal is to assist international students with the transition to U.S. culture and society. To accomplish the goal, we host numerous events on campus for both international and domestic students to have a better understanding of diverse culture. The International Students Association (ISA) promotes diversity on campus through cultural, educational, and social events and builds strong coalitions with other student groups so that ISA can be utilized as a resource by the entire campus community.

### **UO Non-Traditional Students Union**

<http://blogs.uoregon.edu/uonsu/>

Non-traditional Student Union (NSU) members are a unique group of students. Such students often find themselves juggling school, work, family, childcare, elder care and social time. Due to time constraints created by such a full plate, there is very little programming for non-traditional students. Therefore, it is the intention of the NSU to provide unique programming, resource referrals and space to nontraditional students.

### **Women's Center**

<http://pages.uoregon.edu/women/index.html>

Brandy Teel Director

Email: [bota@uoregon.edu](mailto:bota@uoregon.edu)

The mission of the ASUO Women's Center is to advocate for the best educational and working environment for the women at the University of Oregon. We accomplish this by working toward societal change and the end of oppression and by supporting personal growth.

### **Men's Center**

<http://blogs.uoregon.edu/uomc/>

Phone: (541) 346-0743

Email: [uomc@uoregon.edu](mailto:uomc@uoregon.edu)

To promote the physical, mental, emotional, and social health of men, and attitudes and behaviors that will benefit everyone.

### **Lesbian, Gay, Bisexual, Transgender, Queer Alliance**

<http://lgbt.uoregon.edu/>

The goal of the LGBTQA is to foster the growth and maintenance of a safe supportive and nurturing environment for LGBT people and their allies both on campus and off. The LGBTQA plan social and educational programs in order to create a sense of community and fun. The LGBTQA offers resources and referrals, and build coalitions with other student groups in order to fight discrimination on all levels.

### **AccessABILITY Student Union**

<https://orgsync.com/48588/chapter>

AccessABILITY Student Union is a cross-disability student group. We are students with disabilities and nondisabled allies who believe that disability can be a valued and celebrated part of identity and community. Our mission is (1) to raise awareness on campus about disabilities and disability culture, (2) to advocate for equal access in physical, academic, and social environments, and (3) to have fun and support one another. Our activities include: holding regular meetings to plan and socialize; organizing disability awareness events that involve films, panels, or cultural activities; and inviting locally and nationally recognized speakers with disabilities to UO to share their experiences.

### **Multicultural Center (MCC)**

<http://blogs.uoregon.edu/uomcc/>

Phone: (541) 346-4321

Email: [stevenm@uoregon.edu](mailto:stevenm@uoregon.edu)

The goal of the MCC is to promote personal growth, cultural pluralism, community education, positive social change, and the ending of human oppression. This is promoted by examining issues of gender, sexual orientation and culture, with a primary focus on race and ethnicity.

### **Student Veteran Center**

<http://uodos.uoregon.edu/SupportandEducation/StudentVeterans/StudentVeteranCenter/tabid/359/Default.aspx>

Provide all of our student veterans and their families with the highest level of support and dedication in order to enable a successful transition from military life into a chosen field or career through education. The center will serve as the focal point on campus for all veteran support services.

### **Veterans and Family Student Association**

<http://blogs.uoregon.edu/vfsa/>

With the increasing number of veterans returning from Afghanistan and Iraq, hoping to start or continue their higher education, our goal as the VFSA at the University of Oregon is to advocate for veterans and their families, and provide a designated space for them to socialize, study, and feel at home on campus.

### **Nontraditional Student Programs**

<http://uodos.uoregon.edu/SupportandEducation/NontraditionalStudents/tabid/60/Default.aspx>

The mission of Nontraditional Student Programs is to enhance the educational and interpersonal experiences of nontraditional students while supporting and promoting their degree attainment. Nontraditional Student Programs promotes college access and lifelong learning

through collaboration with the university community to provide services and support that address the unique needs and life experiences of nontraditional students.

### **Building Business Leaders**

[http://lcb.uoregon.edu/App\\_Aspx/Advising.aspx?Advising.5.txt](http://lcb.uoregon.edu/App_Aspx/Advising.aspx?Advising.5.txt)

The Building Business Leaders program (formally known as the CEO Network) seeks to create a diverse community within the Lundquist College of Business that will connect underrepresented minority studies to the Lundquist College of Business, engage underrepresented students in an exciting experience while in the pre-business program and open doors to career opportunities in business and accounting fields.

### **Accessible Education Center**

<http://aec.uoregon.edu/about/index.html>

The AEC is dedicated to facilitating and supporting accessible education through active collaboration with students, faculty, staff, and the community. The Accessible Education Center is dedicated to facilitating access and full inclusion of students with disabilities into the university environment. This is accomplished through effective collaborations/consultations with faculty/staff, proactive advising, and the fostering of systemic campus change. The AEC works to create and sustain physical, curricular, and informational environments that are informed by and responsive to the diverse characteristics and experiences of students with disabilities and variations of ability.

### **Center for the Study of Women in Society**

<http://csws.uoregon.edu/>

For almost 40 years CSWS has funded feminist scholarship at the University of Oregon. Our mission is simple: we create, fund, and share research that addresses the complicated nature of gender identities and inequalities.

### **IMPACT (Intercultural Mentoring Program Advancing Community Ties)**

<https://uodos.uoregon.edu/SupportandEducation/DiversityEducationandSupport/IMPACTProgram/tabid/75/Default.aspx>

Kari Herinckx, Director

Email: [kherinck@uoregon.edu](mailto:kherinck@uoregon.edu)

IMPACT is a retention program, connecting first year students with upperclassmen at the UO in order to help make the transition into the University and student life a comfortable, accepting and culturally responsive experience. The mission of IMPACT is to foster peer-to-peer relationships through educational programming and social/networking events.

### **Office of International Affairs**

<http://international.uoregon.edu/>

Phone: (541) 346-3206

The Office of International Affairs (OIA) works to make the UO a more global university. In 21st century higher education, international engagement is not an optional extra: as noted in UO's Academic Plan, it is a core mission, essential to a thriving, socially salient, intellectually robust, academic community. It is part of the normal functioning of every school, college, department

and center. OIA works to support and integrate the wide range of international engagements, global-scale projects, and transnational partnerships launched and maintained in our many academic units.

### **Mills International Center**

<https://international.uoregon.edu/mills>

As a catalyst for international experiences, we provide guidance, information, and programming to promote global understanding. The Mills Center integrates its resources with our international and local university communities through active, creative, informative and supportive partnerships and events.

### **International Cultural Service Program**

<http://international.uoregon.edu/iss/icsp>

The International Cultural Service Program brings together a select group of University of Oregon international students to provide the Eugene-Springfield and surrounding communities with valuable cross-cultural exchange.

### **Center for Multicultural Academic Excellence (CMAE)**

<http://cmae.uoregon.edu/>

Contact Info for Staff: <http://cmae.uoregon.edu/Contact/Staff.aspx>

The Center for Multicultural Academic Excellence (CMAE) is a collaborative pilot program among the Divisions of Undergraduate Studies and Student Affairs and The Office of Institutional Equity and Diversity. The three focus areas of the center are:

- Academic Enrichment- This Division will promote academic engagement and the rewards of deep learning through involvement in undergraduate research and other creative work. (area director- Dr. Audrey Cramer)
- Multicultural Inclusion and Support- This Division will develop and implement educational programs, services and activities that enhance access and inclusion across the institution and social support for underrepresented groups. (area director- Chicora Martin)
- Graduation and Post-Graduation Success- This Division will develop and implement programs and services that support academic success and the transition from the University to professional careers, graduate school, and post-graduate activities. (area director- Dr. Jane Irungu)

### **Equity & Inclusion**

<http://www.uoregon.edu/equity-and-inclusion>

Dr. Yvette M. Alex-Assensoh, Vice President and Professor of Political Science

Phone: (541) 346-3175

The University of Oregon's Office of the Vice President for Equity and Inclusion promotes inclusive excellence by working to ensure equitable access to opportunities, benefits, and resources for all faculty, administrators, students, and community members. It provides administrative and programmatic leadership for the Many Nations Longhouse, the Center for

Multicultural Academic Excellence (CMAE), the Center on Diversity and Community (CoDaC) and the Multicultural Center (MCC)

### **Many Nations Longhouse**

<http://diversity.uoregon.edu/many-nations-longhouse-0>

Gordon Bettles, MS

Phone: (541) 346-6262

Email: [gbettles@uoregon.edu](mailto:gbettles@uoregon.edu)

In the late 1960's and early 1970's the Native American students approached the University of Oregon administration to develop a place where Native American students could help each other successfully survive the university experience. The Native American students envisioned a place that would allow the Native American students to practice their cultures, traditions, and values.

### **Center for Intercultural Dialogue**

<http://unesco.uoregon.edu/>

Professor Steven Shankman, Director

Phone: (541) 346.3997

Email: [shankman@uoregon.edu](mailto:shankman@uoregon.edu)

The Center for Intercultural Dialogue supports and promotes interdisciplinary approaches to transcultural studies and interreligious dialogue as a means to promote peace. The Center works to engage students, faculty and community members in efforts to build a global community through education and dialogue that transcends cultural, religious, and geopolitical boundaries.

### **McNair Scholars Program**

<http://tlc.uoregon.edu/mcnair/>

Gail Unruh, Director

Phone: (541) 346-3226

The McNair Scholars Program (TRiO) prepares qualified juniors and seniors for graduate study leading to PhD degrees. McNair Scholars receive comprehensive support to earn undergraduate degrees, complete research projects in their fields of study, and apply to graduate schools. The program's limited size provides a close-knit community while helping students gain a broad understanding of research and university culture.

### **Center for Multicultural Academic Excellence (CMAE) Grant**

<http://cmae.uoregon.edu/GrantApplication.aspx>

The Center for Multicultural Academic Excellence (CMAE) offers small, one time grants to university student groups who hope to further the work of equity and inclusion on our campus. Grants are typically awarded in amounts less than \$500 for an event or program on campus during the regular academic year.

### **TriO/SSS (Student Support Services)**

<http://tlc.uoregon.edu/programs.html>

Deb Casey, Director

Carrie Stampe, Program Assistant

Phone: (541) 346-3226

Email: [TRIOSSS@uoregon.edu](mailto:TRIOSSS@uoregon.edu)

Student Support Services (SSS) is a federally funded TriO program, one of two at the University of Oregon. As a college retention program, SSS helps undergraduates meet the rigors of higher education and graduate from UO. The program is designed for students whose socioeconomic backgrounds, educational records, and personal situations suggest they may experience challenges at the UO that could be alleviated with use of resources offered by SSS.

### **Faculty & Staff Diversity & Development**

#### **Center on Diversity & Community**

<http://codac.uoregon.edu/>

Mia Tuan, Director

Phone: (541) 346 – 8425

Email: [tuan@uoregon.edu](mailto:tuan@uoregon.edu)

CoDaC primarily serves faculty, academic units, and student affairs offices in higher education. We work with individual faculty to increase their capacity to work effectively with a diverse student body and we work with campus units (departments, colleges, and student affairs) to foster multicultural organizational development. CoDaC has consulted with the Summer Program for Undergraduate Research, the Institute of Neuroscience, and the Department of Anthropology to recruit and retain underrepresented graduate students. This might fit in the "other" category, as the recruitment and retention categories seem to be focused on undergraduate recruitment and retention. CoDaC also sponsors a speaker series to promote campus dialogue on diversity and inclusiveness.

#### **First Fridays: Communities of Color Network (CCN)**

The Communities of Color Network (CCN) offers an opportunity to network with other communities of color and their allies and develop relationships in an informal atmosphere. CCN was started by local community folks of color interested in bringing together people in a relaxed social atmosphere to support one another. CCN is proudly sponsored each month by a different partner agency of the Diversity and Human Rights Consortium (DHRC) including Lane County, the 4J School District, Lane ESD, Bethel, and Springfield School Districts, Eugene Water & Electric Board, Lane Transit District, University of Oregon, Lane Community College and the cities of Springfield and Eugene.

#### **Underrepresented Minority Recruitment Program**

The Underrepresented Minority Recruitment Program (UMRP) encourages departments to hire underrepresented minority faculty in tenure-related faculty appointments by providing supplemental funds to the department through its school or college following the successful tenure-related appointment of a new colleague from an underrepresented group. The UMRP is managed by the Office of Academic Affairs.

<http://academicaffairs.uoregon.edu/underrepresented-minority-recruitment-program>

### **Dual Career Hiring Program**

The University of Oregon furnishes information on employment possibilities in the broader metropolitan area and offers help with resume preparation and interview skills. Two additional opportunities are available to spouses and partners of faculty members who are on tenure-track appointments: tenure-related appointments and faculty fellowships. The University of Oregon's dual-career offerings are coordinated by the Office of Unclassified Personnel Services

<http://ups.uoregon.edu/node/61>

### **Greater Oregon Higher Education Recruitment Consortium**

The University of Oregon has partnered with many colleges and universities in Oregon to form the Greater Oregon Higher Education Recruitment Consortium (GO HERC)

<http://www.hercjobs.org/>

## **Other**

### **Bias Response Team (BRT)**

<http://bias.uoregon.edu/>

The University of Oregon Bias Response Team (BRT), based out of the Office of the Dean of Students, works to gather information about bias incidents and to support those who unfortunately have witnessed, or themselves become a target, of an act of bias. The BRT also provides trainings on bystander intervention and support for the reporter on how to proceed regarding the specific incident.

### **Neutral Observer Program**

<http://uodos.uoregon.edu/SupportandEducation/ConflictResolutionServices/NeutralObserverProgram/tabid/137/Default.aspx>

The Neutral Observer program is housed in the Conflict Resolution Services office and is coordinated by the CRS director. The Neutral Observer program provides trained observers at rallies, demonstrations, protests and other events that take place on the University of Oregon campus. The presence of trained observers allows for the availability of unbiased witnesses should there be any form of escalation.

## Western Oregon University

### Financial Aid

#### **Diversity Commitment Scholarship**

[http://www.wou.edu/student/multicultural/mssp\\_scholarship\\_info.php](http://www.wou.edu/student/multicultural/mssp_scholarship_info.php)

At Western Oregon University, we believe a diverse campus community will improve the overall quality of education our students receive by offering a mix of experiences, opinions and viewpoints. We are committed to recognizing and supporting outstanding students from diverse cultural, educational and economic backgrounds and with unique talents, interests and life experiences.

#### **International Cultural Service Program (ICSP)**

<http://www.wou.edu/provost/international/ICSP.php>

Brighten up your classroom, organization or office with an international speaker! The students participating in this program are available for no expense to speak on a range of topics. As selected participants in the International Cultural Service Program, they receive tuition scholarships in exchange for providing a minimum of 80 hours per academic year of cultural and educational service to the state of Oregon.

#### **Presidential Scholarship**

[http://www.wou.edu/student/finaid/incoming\\_freshman.php](http://www.wou.edu/student/finaid/incoming_freshman.php)

The Presidential scholarship is for high achieving incoming freshmen. Over 300 awards are made annually. The awards are for four-year and range in award amount from \$1000 to \$3500 annually. Students must meet WOU academic progress and GPA requirements to maintain eligibility.

#### **Provosts Scholarship**

[http://www.wou.edu/student/finaid/incoming\\_freshman.php](http://www.wou.edu/student/finaid/incoming_freshman.php)

For incoming transfer students, the Provost scholarship recognizes high academic achievement at the student's previous college or university. The two-year scholarships are for \$1000 per year. Students must meet WOU academic progress and GPA requirements to maintain eligibility.

#### **Foundation Scholarships**

[http://www.wou.edu/student/finaid/incoming\\_freshman.php](http://www.wou.edu/student/finaid/incoming_freshman.php)

Over 100 different WOU scholarship programs, including scholarships from institutional funds and private donors are available through the WOU Foundation. Selection criteria vary by scholarship, but generally include academic merit, extracurricular activities, personal essays, and overall quality of application. Financial need, as determined by the [Free Application for Federal Student Aid \(FAFSA\)](#), is an additional factor for some scholarships.

### Pre-College Programs

#### **Cesar E Chavez Leadership Conference**

<http://www.cecleadershipconference.org/>

Our Mission: "To instill in our Latino(a) youth the value of education, which nurtures mind, body and spirit in order to develop a social consciousness that empowers them as leaders for social justice and civic responsibility in the greater community."

### **TRiO/SEP**

[http://www.wou.edu/provost/se/trio\\_resources.php](http://www.wou.edu/provost/se/trio_resources.php)

SEP offers a week-long introduction and orientation to WOU prior to New Student Week. Students meet with supportive faculty and staff, learn about the various resources available to them on-campus, and learn about the expectations of college students at WOU.

### **Upward Bound**

<http://www.wou.edu/provost/upwardbound/>

Shondra Russell, Program Director

Phone: (503) 838-8142

Email: [upwardbound@wou.edu](mailto:upwardbound@wou.edu)

Upward Bound is a college preparatory program funded by the U.S. Department of Education. Eligible high school students receive tutoring, counseling and classroom instruction designed to help them enter and successfully complete a post-secondary program. During the school year, academic services are provided on a weekly basis.

### **WOU Project**

David Compton, Assistant Director of Admissions

Phone: (503) 838-8571

Email: [comptond@wou.edu](mailto:comptond@wou.edu)

Started in 2006 the WOU Project supports low-income, first-generation or diverse students from the Salem Keizer School District and South Albany High School. The goal of the program is to support the student's completion of high school and transition into postsecondary education. The program has a 99% high school completion rate and over 70% of participants have enrolled in college.

### **WOU Mentor Program**

[http://www.wou.edu/president/fortyfortytwenty/activity/the\\_WOU\\_mentor\\_program.php](http://www.wou.edu/president/fortyfortytwenty/activity/the_WOU_mentor_program.php)

Rob Findtner, Admissions Director

Phone: (503) 838-8061

Email: [findtnr@wou.edu](mailto:findtnr@wou.edu)

The WOU Mentor Program was created through a partnership between WOU and the AmeriCorps Retention Project. The primary of responsibility of the AmeriCorps member serving as the WOU Mentor Program Coordinator is to develop and coordinate a mentorship program between WOU and two partner high schools (McKay and Roosevelt). The goal of the program is to decrease high school and college dropout rates of students who typically face social and economic barriers through mentoring activities and service projects.

### **School visits**

Annually, WOU visits Oregon high schools with high minority student enrollments. Such visits include individual conversations with students, group presentations and workshops on various college mobility and transition issues such as admissions, financial aid, housing or study skills.

### **Making College Happen**

[http://www.wou.edu/student/admissions/previewday/mch\\_agenda.php](http://www.wou.edu/student/admissions/previewday/mch_agenda.php)

Norma Sanchez-Bravo

Phone: (503)838-8193

Email: [sanchezn@wou.edu](mailto:sanchezn@wou.edu)

Day-long event for high school seniors who are either low-income, first-generation or from an underserved population. The event includes workshops, campus tour, lunch, student panels and the opportunity to apply for admissions while on campus.

### **Criminal Justice Day**

[http://www.wou.edu/student/admissions/criminal\\_justice\\_day/](http://www.wou.edu/student/admissions/criminal_justice_day/)

Rob Findtner, Admissions Director

Phone: (503) 838-8061

Email: [findtnr@wou.edu](mailto:findtnr@wou.edu)

Criminal Justice Careers Day is supports student exploration of educational and employment opportunities. High school students attend this one-day event. Explore the fields of law enforcement, corrections, parole and probation, community crime prevention and other criminal justice professions during the Career Opportunities Panel. Representatives from law enforcement, correctional institutions, detention and jail facilities, juvenile and adult probation and parole programs and various special service fields attend the career fair. Faculty representatives from the criminal justice department and the admissions are also available.

### **Sonia Kovalevsky Mathematics Day**

[http://www.wou.edu/las/natsci\\_math/math/sk/index.html](http://www.wou.edu/las/natsci_math/math/sk/index.html)

Phone: (503) 838-8465

Sonia Kovalevsky Day is a program of hands-on workshops and talks for high school women students and their teachers, both women and men. This year, we will also be having a Math Fair. The purpose of the day is to encourage young women to continue their study of mathematics and to assist the teachers of women mathematics students.

### **Work with Confederated Tribes of the Grand Ronde**

WOU faculty and staff have built a growing relationship with the Confederated Tribes of the Grand Ronde. Activities include financial aid nights held on tribal lands, co-training of academic advisors, faculty-led field trips to the reservation and other activities aimed at increasing educational opportunities and success of tribal members.

## Recruitment

### Focus on CA and HI recruitment

The Office of Admissions regularly attends and hosts events in California and Hawaii, two very diverse states in the west, to increase the enrollment of students from those states at WOU.

### MEChA student mentor event

Annually, the MEChA student group works with Latino middle and high school students from area schools. Activities include mentoring, tutoring, and college planning.

### Multicultural Representatives

<http://www.wou.edu/student/multicultural/representatives.php>

Denise Maciel, Student Coordinator

Phone: (503) 838-8737

Email: [mssp@wou.edu](mailto:mssp@wou.edu)

The MCRs (Multicultural Representatives) are a group of students strongly committed to assisting Western Oregon University's Multicultural Student Services and Programs Office retain ethnic and culturally diverse students. They will promote and strengthen WOU by providing a personal perspective and guidance to new student from first generation, low income, and underrepresented backgrounds. In turn, the MCRs will have the opportunity to grow and develop leadership skills as active members of the Western Oregon University and as individuals.

### Multicultural Recruitment Specialist

Norma Sanchez-Bravo

Phone: (503) 838-8193

Email: [sanchezn@wou.edu](mailto:sanchezn@wou.edu)

Admissions professional whose focus is to work with diverse students, families and communities. This position serves as the campus lead in developing a meaningful and lasting network and relationship with Oregon's diverse communities.

### Videos in English and Spanish

<http://www2.wou.edu/pls/wou2/woutv.home>

Videos on college affordability, admissions and other topics are available 24/7 for student and family use at the WOUTV home page. Additionally, these videos are available on YouTube.

### Multicultural and bilingual Student Ambassadors

[http://www.wou.edu/students/admissions/visit\\_campus.php](http://www.wou.edu/students/admissions/visit_campus.php)

Ambassadors are the student faces of WOU. They are a diverse group of student leaders who are committed to providing prospective students first-hand information about student life at WOU. These students speak multiple languages including ASL, Spanish, Chinese, Japanese, and Hindi. While leading campus tours and student life panel discussions, the Ambassadors draw on their personal experience as current students to highlight the opportunities and benefits of a

WOU education. They also assist prospective & admitted students and their families in gathering the necessary information to make an informed decision about applying to or enrolling at WOU.

### **California Latino College Fairs**

Throughout the year the Office of admissions attends college fairs in California that target Latino students.

### **Latino family Nights at local high schools**

WOU admission staff and students are regularly invited to attend and participate in events hosted by Oregon high schools that are designed to serve Latino students and their families.

## **Retention**

### **New Retention Specialist**

Jesse Poole

Phone: (503) 838-8083

Email: [poolej@wou.edu](mailto:poolej@wou.edu)

This position serves as the primary staff assigned to manage the new early alert system called Wolf Connection System. The system provides an online mechanism for faculty and staff to notify the retention specialist of a potential student in academic or transitional trouble. The specialist then develops and implements a response plan to support the student's continued enrollment and progress at WOU.

### **WOU Tuition Promise**

[http://www.wou.edu/student/admissions/tuition\\_promise\\_print.php](http://www.wou.edu/student/admissions/tuition_promise_print.php)

This is our commitment to help students and families more effectively plan for and afford the cost of attending and graduating from WOU. We guarantee that undergraduate students will have the same tuition rate as the year they enter for four academic years, beginning with the 2007-2008 academic year. WOU is the only public university in the western U.S. to offer this guarantee to students and their families.

### **Multicultural Student Services and Program (MSSP)**

<https://www.wou.edu/student/multicultural/>

Phone: (503) 838-8737

Email: [mssp@wou.edu](mailto:mssp@wou.edu)

The Office of Multicultural Student Services & Programs is committed to providing educational opportunities and outstanding programming for ethnic and culturally diverse students. MSSP strives to foster a supportive environment for students of color to live, learn and grow as active members of the Western Oregon University community and as individuals.

### **On-Track Program**

<https://www.wou.edu/student/multicultural/ontrack.php>

To provide first generation, low income and culturally underrepresented college students with a support program that will assist in ensuring academic and personal success at Western Oregon University.

### **Multicultural Student Representatives**

<https://www.wou.edu/student/multicultural/representatives.php>

The MCRs (Multicultural Representatives) are a group of students strongly committed to assisting Western Oregon University's Multicultural Student Services and Programs Office retain ethnic and culturally diverse students. They will promote and strengthen WOU by providing a personal perspective and guidance to new student from first generation, low income, and underrepresented backgrounds. In turn, the MCRs will have the opportunity to grow and develop leadership skills as active members of the Western Oregon University and as individuals.

### **Multicultural Student Union**

<https://www.wou.edu/student/multicultural/MSU/index.php>

Anna Hernandez-Hunter, Director

Phone: (503) 838-8195

Email: [hernana@wou.edu](mailto:hernana@wou.edu)

To promote diversity and cultural awareness throughout the Western Oregon University campus and the surrounding community. MSU gives students, faculty and staff an opportunity to share their cultural background while learning about others.

### **Stonewall Center**

GLBTQ resource center.

### **Safe Zone**

The Western Oregon University Safe Zone program seeks to form an allying network of students, faculty and staff committed and trained to provide safe, non-judgmental and supportive contacts for all WOU community members regarding Gay, Lesbian, Bisexual, Trans, Queer, Questioning, Intersex, and Allies (GLBTQQIA) issues; we are committed to providing a campus atmosphere of universal acceptance and assistance.

### **Student Enrichment Programs (SEP)**

<http://www.wou.edu/provost/se/>

Marshall Guthrie, Interim Director

Phone (503) 838-8168

Email: [sep@wou.edu](mailto:sep@wou.edu)

Our SEP professional staff is dedicated to your academic and personal success as you navigate your way through your college experience. The variety of our free academic, advising and financial support services help our participants to successfully persist in their collegiate studies

to their graduation. Please explore our website and discover the many ways students benefit from our services.

### **Student Clubs and Organizations**

<http://www.wou.edu/student/club/>

ASL Club  
Black Student Union  
Chinese Club  
International Club  
International Students Inc.  
MEChA de WOU  
German Club  
Triangle Alliance  
Multicultural Student Union  
Delta Sigma Theta – African American Sorority  
Omega Delta Phi – Multicultural / Latino Fraternity  
Kappa Delta Chi – Latina Sorority  
Kappa Alpha Psi – African American Fraternity

### **China Center**

[http://www.wou.edu/provost/international/china\\_program/index.php](http://www.wou.edu/provost/international/china_program/index.php)

### **Academic Advising and Learning Center**

<http://www.wou.edu/provost/aalc/advising/index.php>

Karen Sullivan Vance, Director

Phone: (503) 838-84287

Email: [advising@wou.edu](mailto:advising@wou.edu)

Comprehensive academic advising and tutoring support is provided to all WOU students. All undergraduate students are required to receive academic advising each term they are enrolled at WOU. Academic advising at WOU has received national awards for excellence for five consecutive years, more than any other college or university on the west coast. The Office has a bilingual advising specialist who speaks Spanish and a staff member focused on supporting international students.

### **Writing Center**

<http://www.wou.edu/las/humanities/writingctr/>

Dr. Katherine Schmidt, Director

Phone: (503) 838-8286

Email: [writingcenter@wou.edu](mailto:writingcenter@wou.edu)

The Writing Center is the only academic support unit on campus specifically designed to promote your development and success as a college writer. The consultant team is available to assist you in person and online with writing projects for any course and any level of instruction. The Writing Center also offers specialized assistance for multimodal compositions or new media

projects like digital narratives, blogs, websites, slideware presentations, and even YouTube videos. The Center employs both bilingual and international writing specialists who are trained to support the specific needs of these student populations.

### **Veterans Services**

<http://www.wou.edu/provost/registrar/veterans/index.php>

Phone: (503) 838-8327

Email: [registrar@wou.edu](mailto:registrar@wou.edu)

The WOU Veterans services office is housed with the Office of the Registrar and provides veterans and their dependents full support regarding receipt of their benefits as well as referrals to other campus services as they may be needed.

### **Office of Disability Services**

<http://www.wou.edu/student/disability/>

Malissa Larson, Director

Phone: (503) 838-8250

Email: [ods@wou.edu](mailto:ods@wou.edu)

The Office of Disability Services (ODS) provides reasonable accommodations to ensure that students with disabilities have access to Western Oregon University (WOU) and its programs; through intentional interventions, programs, and services in order that WOU will meet federal requirements, encourage personal growth, and increase effective communication for our students.

### **WOU Mentor Program**

[http://www.wou.edu/president/fortyfortytwenty/activity/the\\_WOU\\_mentor\\_program.php](http://www.wou.edu/president/fortyfortytwenty/activity/the_WOU_mentor_program.php)

Rob Findtner, Admissions Director

Phone: (503) 838-8061

Email: [findtnr@wou.edu](mailto:findtnr@wou.edu)

The WOU Mentor Program was created through a partnership between WOU and the AmeriCorps Retention Project. The project trains and supports the active mentoring of high school students by WOU students from diverse backgrounds. Mentors create their own support team through their training and mentoring activities.

## **Faculty & Staff Diversity & Development**

### **University Diversity Committee**

[https://www.wou.edu/president/diversity\\_action\\_committee/](https://www.wou.edu/president/diversity_action_committee/)

[https://www.wou.edu/president/diversity\\_action\\_committee/documents/WOUDiversityActionPlan\\_FinalSeptember242012.pdf](https://www.wou.edu/president/diversity_action_committee/documents/WOUDiversityActionPlan_FinalSeptember242012.pdf)

## **Greater Oregon Higher Education Recruitment Consortium (GO HERC)**

[http://www.hercjobs.org/greater\\_oregon/](http://www.hercjobs.org/greater_oregon/)

Faculty and staff training on accommodating students with disabilities during week prior to fall term

Veteran's re-integration issues and support for faculty and staff during week prior to fall term

## **Cultural Events**

[http://www.wou.edu/student/multicultural/MSU/msu\\_annual\\_programs.php](http://www.wou.edu/student/multicultural/MSU/msu_annual_programs.php)

Office of Multicultural Student Services

Phone: (503) 838-8737

Email: [mssp@wou.edu](mailto:mssp@wou.edu)

The university sponsors or supports a large number of campus events. A sampling of the annual events that celebrate the diverse cultures and backgrounds of the university community include: Black Awareness Month, Disability Awareness Month, Fiesta Latina, International Night, Luau, Out and Proud, Pow Wow.

## **Other**

Received Higher Education Excellence in Diversity Award from Insight Into Diversity Magazine.

<http://www.insightintodiversity.com/heed-award/2012-heed-award-recipients>

Top university or college in America in eliminating graduation gap for Latino students, recognized by the Education Trust 2010. <http://www.edtrust.org/dc/press-room/press-release/reports-reveal-colleges-with-the-biggest-smallest-gaps-in-minority-gradu>

Top 10 university or college in America in eliminating graduation gap for minority students, recognized by the Education Trust 2010. <http://www.edtrust.org/dc/press-room/press-release/reports-reveal-colleges-with-the-biggest-smallest-gaps-in-minority-gradu>

Only Oregon member of Hispanic Association of Colleges and Universities (HACU).

[http://www.hacu.net/assnfe/CompanyDirectory.asp?STYLE=2&COMPANY\\_TYPE=2,6&SEARCH\\_TYPE=0#Oregon](http://www.hacu.net/assnfe/CompanyDirectory.asp?STYLE=2&COMPANY_TYPE=2,6&SEARCH_TYPE=0#Oregon)

## **SLDC Para Mi**

<http://www.wou.edu/student/career/SLCD%20Para%20Mi.pdf>

## **Lunch & Learn Series**

Diverse workshops offered to students, faculty and staff for free during the lunch hour  
Speakers from diverse backgrounds

## Appendix C: High School Graduation Data

Oregon Public High School Graduates										
Race/Ethnicity	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13		2013-14	2014-15	2015-16
Black or African American	852	853	916	887	834	822		752	722	695
American Indian or Alaska Native	744	716	632	605	573	578		534	534	519
Asian or Pacific Islander	1,858	1,751	1,748	1,748	1,665	1,644		1,667	1,641	1,587
Hispanic	3,949	4,389	5,029	5,624	5,736	6,237		6,702	7,142	7,771
White, non-Hispanic	27,546	27,429	26,348	25,860	25,011	24,662		24,207	23,675	23,803
Two or more races	-	-	-	-	-	-		-	-	-
Unknown	-	-	-	-	-	-		-	-	-
<b>Total</b>	<b>34,949</b>	<b>35,138</b>	<b>34,673</b>	<b>34,724</b>	<b>33,819</b>	<b>33,943</b>		<b>33,862</b>	<b>33,714</b>	<b>34,375</b>
Students of Color	21.2%	21.9%	24.0%	25.5%	26.0%	27.3%		28.5%	29.8%	30.8%
Black or African American Students	2.4%	2.4%	2.6%	2.6%	2.5%	2.4%		2.2%	2.1%	2.0%
American Indian or Alaska Native	2.1%	2.0%	1.8%	1.7%	1.7%	1.7%		1.6%	1.6%	1.5%
Asian or Pacific Islander	5.3%	5.0%	5.0%	5.0%	4.9%	4.8%		4.9%	4.9%	4.6%
Hispanic Students	11.3%	12.5%	14.5%	16.2%	17.0%	18.4%		19.8%	21.2%	22.6%

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## OEIB Equity and Partnerships Subcommittee 2013-2014 Scope of Work

**Purpose:** To ensure that the work of the OEIB and the (state education enterprise) is focused on meeting the diverse needs of every Oregon learner and supports a vision of education equity and excellence for all by leading equity practices and working with partners throughout the state engaged in investing in the achievement of students traditionally marginalized in the education system.

Mthly Mtgs	Committee Logistics and OEIB Research/Policy/Agenda	OEIB Equity Lens	Parent, Family, and Student Engagement in Education	Equity in Special Education placements	Disengaged Youth
	Participate in development of an OEIB research agenda	Monitor and support implementation of the OEIB Equity Lens	Develop policy recommendations aimed at incenting and elevating parent, family, and student engagement in education	Develop policy recommendations ensuring equity in special education placements	Develop policy recommendations aimed at improving accountability and services to disengaged youth
9/10/2013		Equity Lens update			Presentation on Youth Development Division and Youth Development Council work
10/8/2013	Review Scope of Work: Charge and Focus	Minority Teacher Act; Review of proposal for recruitment and retention of teachers of color			
11/12/2013	Approve Scope of Work: Charge and Focus	Equity Lens update: How is the equity lens being used in the strategic investment grant process; OUS and select affiliate universities equity progress			City Club of Portland Report on GEDs; Youth and Gangs report highlights

## OEIB Equity and Partnerships Subcommittee 2013-2014 Scope of Work

Mthly Mtgs	Committee Logistics and OEIB Research/Policy/Agenda	OEIB Equity Lens	Parent, Family, and Student Engagement in Education	Equity in Special Education placements	Disengaged Youth
12/10/2013		Early Learning System: Equity Update		ODE Report on Equity in Special Education	Prevention: work of Dr. Randy Blazak at PSU regarding ELC and connection to prevention into risk behaviors; OYA report on residential placements, mental health, and foster care; ODE Options: Alternative School Report
1/14/2014	Requests and recommendations for OEIB Research Agenda; Review/update 2013-2014 Scope of Work; Relevant legislative Updates				1st draft of policy recommendation on out-of-school youth.
2/11/2014	Receive update from OEIB Research and Policy; Relevant legislative updates	Status of Equity Lens adoptions		1st draft of policy recommendation on equity in special education placement	Review feedback from advisory committee on policy recommendation on out-of-school youth
3/11/2014	Review/update 2013-2014 Scope of Work; Relevant legislative Updates		1st draft of policy recommendations on engagement	Review draft of policy on equity in special education	Invited Public Testimony on policy recommendation on out-of-school youth
4/8/2014	Review /refine 2013-2014 scope of work		Review feedback on policy recommendation on engagement	Invited Public Testimony on equity in special education placement	Policy recommendation on out-of-school youth presented to OEIB for approval
5/13/2014	Discussion of 2015-2017 strategic investments to submit to OEIB		Public testimony on statewide family engagement policy recommendation	Review and finalize draft of policy on equity in special education	

## OEIB Equity and Partnerships Subcommittee 2013-2014 Scope of Work

<b>Mthly Mtgs</b>	<b>Committee Logistics and OEIB Research/Policy/Agenda</b>	<b>OEIB Equity Lens</b>	<b>Parent, Family, and Student Engagement in Education</b>	<b>Equity in Special Education placements</b>	<b>Disengaged Youth</b>
6/10/2014	Determine priorities for 2014-2015; Finalize 2015-2017 strategic investments		Policy recommendation to OEIB for approval	Policy recommendation to OEIB for approval	
7/8/2014	Completion of unfinished tasks; Finalize priorities for 2014-2015; Identify items for OEIB Retreat				



# **City Club *of* Portland**

Good citizens are the riches of a city

## **CREATING BETTER SECOND CHANCES FOR A BASIC EDUCATION:**

**How can State and local government systems and community-based efforts be improved to prepare Oregonians age 25 and under who have dropped out of high school to obtain a General Educational Development credential (GED) that will lead to a post-secondary education or advanced-skills training certification?**

**Draft Comprehensive Study Charge**

**May 2013**

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## BACKGROUND

In 2011, the Oregon Legislature set the following goals, known colloquially as “40-40-20,” to be achieved by 2025:

- Ensure that at least 40% of adult Oregonians have earned a bachelor’s degree or higher;
- Ensure that at least 40% of adult Oregonians have earned an associate’s degree or post-secondary credential as their highest level of educational attainment; and
- Ensure that the remaining 20% or less of all adult Oregonians have earned a high school diploma, an extended or modified high school diploma, or the equivalent of a high school diploma as their highest level of education attainment.<sup>1</sup>

While all three of these goals are ambitious, the implications of the third goal are striking. In order to achieve any of these goals, 100% of adult Oregonians must achieve high school graduation, or an equivalent certification. In 2011, 340,000 (11%) of adult Oregonians lacked a high school diploma or its equivalent.

In February of 2013, an Oregon Secretary of State Audit Report found: “Current strategies aimed at implementing Oregon’s 40-40-20 education goal do not sufficiently address the education needs of adults that have already dropped out of school, nor do they address the needs of those that may drop out in the future.”<sup>2</sup>

After an extensive review of the problem, it concludes with the following recommendations:

1. That the state’s Department of Community Colleges and Workforce Development (CCWD) work with the State Board of Education, the Oregon Education Investment Board (OEIB), and the community colleges to develop a more detailed strategy for Oregonians without a high school degree.
2. That local school districts, community colleges, and other state and local agencies and community-based organizations continue to collaborate to help ensure clients needing a General Educational Development credential (GED) are referred to local programs.
3. That CCWD do more to facilitate the sharing of successful marketing and retention practices among the community colleges, and to increase public awareness of the value of obtaining a GED credential.

4. That the impact of the new GED exam, beginning in 2014 will need to be evaluated.

An interview with Secretary of State Kate Brown and Director of Audits Division Gary Blackmer yielded the following insights:

- Huge gaps exist in the current system.
  - The Department of Education (DOE) does not view this population as under their purview, because they have left the education system.
  - Workforce Development does not focus on them because they have not entered the workforce.
  - Nothing in the OEIB's strategic plan addresses the needs of this population.
- These gaps leave an at-risk population vulnerable.
- This issue badly needs a champion to raise this issue and provide detailed recommendations for meeting the needs of this population.

Carla Gay, Portland Public Schools (PPS) Program Director of both Community-Based Organizations and Reconnection Services, and Sue Ann Higgins, Chief Academic Officer at PPS expressed appreciation that the City Club is considering studying this issue.

They cite data being publicized by the Aspen Institute and Jobs for the Future on Opportunity Youth. Half of 16-24 year olds who are disconnected from school and the workforce do not have a HS diploma or equivalent. This population is ignored in public data, and as a result, nobody "owns" this population from an education and workforce training perspective.

## **ISSUES AND CONSIDERATIONS**

### **I. Collaboration**

- A.** Collaboration between local school districts and among state agencies is low.
  - 1.* Information about students who have recently dropped out or did not fulfill the requirements to earn a high school diploma is not consistently provided to the community colleges or other community-based organizations so that former students might be contacted about GED preparatory programs and the GED exam.
  - 2.* Community colleges generally wait for students to walk through their doors and do not have an effective way to reengage students shortly after they have dropped out of school.
- B.** Continued collaboration with state and local government agencies has declined due to lack of funding.
  - 1.* Although client services agencies and community-based programs have relationships with the community colleges that include referring clients to GED programs, current economic times have caused these agencies to significantly reduce funding for education services for clients, thus impacting the number of clients participating in GED preparatory programs at the community colleges.
  - 2.* Continued collaboration is needed between community colleges, and other agencies and community-based organizations during challenging economic times to help ensure clients needing a GED credential continue to be referred to local programs.

### **II. Marketing**

- A.** Community colleges rely on traditional marketing methods, such as word of mouth, sending out mailers, publishing course catalogs and other information on their websites, and distributing flyers to state agencies and non-profit partners and achieve limited results.
- B.** Compared to other states' GED programs, there are very few statewide efforts in Oregon to market adult GED programs and the exam.

### **III. Retention**

- A. Some community colleges have found resources to retain adult GED students and help them succeed through partnerships with local nonprofits, social service agencies, and other departments within the college.
- B. These methods of providing support services could be better shared among the colleges.

### **IV. Pipeline to College and Career**

- A. Most Adult Basic Skills and GED instructional facilities are located within the central campus, which foster student identification with the greater college. Some colleges have come to realize that the success of GED students can have a positive impact on the college community as a whole since many will go on to earn college credits. Some administrators have not seen this shift in attitude at their college.

### **V. The new exam**

- A. Concerns about the GED exam's rigor and relevance have led to the creation of a new exam series to be released in 2014.

### **VI. Alignment of Standards**

- A. Community colleges partnering with K-12 school districts may require better alignment between Common Core State Standards (CCSS) and Adult Basic Skills Program standards for two reasons:
  - 1. To allow for greater articulation and transferability of skills for students who drop out and then pursue their GED at the community college.
  - 2. Since the GED is a reflection of CCSS, instruction at the college level in preparation for this equivalency exam may need to reflect the increased expectations of CCSS.

### **VII. 40-40-20**

- A. Plans for accomplishing the statewide 40-40-20 education goal have not sufficiently addressed the needs of Oregonians age 25 and younger that have already dropped out of school. Nor do they address the needs of those that will drop out in the future.

## **VIII. Other states**

A. Strategies of other states specifically address GED. These include:

1. Statewide Marketing Plans
2. Retaining Students
3. Partnerships
4. Increasing Funding

## **IX. Funding**

A. Funding will need to be available to achieve the state's education goal of ensuring that all adult Oregonians. Most of the community colleges have the capacity to support additional students in existing GED preparation classes, the cost to provide additional classes would need to be addressed.

## **X. Subgroups**

A. The needs of those aged 15-19 may be different from those aged 20-25. Any recommendations will need to account for these differences.

## **STUDY OBJECTIVES**

The central question for study is “ How can State and local government systems and community-based efforts be improved to prepare Oregonians age 25 and under who have dropped out of high school to obtain a General Educational Development credential (GED) that will lead to a post-secondary education or advanced-skills training certification?”

Objectives for the study include:

- Building on the recommendations in the Audit Report, make recommendations on organization changes and strategies the local school districts, State agencies and community-based organizations should use for reengagement of those age 25 and younger who have dropped out of high school.
- The committee must identify the necessary steps to implement these strategies.
- The committee must identify the appropriate state, local and community actors to take these steps.

- The committee must consider the impact that any recommendations may have on communities of color and students with lower socioeconomic status.

## **SCOPE**

This study will build on the findings in the Audit Report, and recommend how problems can be best addressed and solutions implemented.

Looking at state and local agencies, including the CCWD, the State Board of Education, the Oregon Education Investment Board, community colleges, workforce investment boards, local school districts, cities and counties, the study should address the following critical questions and topic areas:

1. How to facilitate the sharing among service providers of allowable information about students who have recently dropped out of high school or did not fulfill the requirements to earn a high school diploma for the purposes of providing them information about the GED program and exam?
2. How best to reengage Oregonians under the age 25 without a high school diploma or a GED credential, retain GED students in preparatory programs, and encourage GED students to continue their college education or seek advanced skills training?
3. How can stakeholders create durable partnerships with other agencies and organizations to help ensure clients needing a GED credential are referred to local programs?
4. How will these improvements impact communities of color and students with lower socioeconomic status.
5. What are the most appropriate metrics to evaluate the impact of these proposed improvements?

The scope of this study is specifically limited to addressing the needs of Oregonians age 25 and under who have already dropped out of high school. Other efforts are focused on preventing high school drop outs. The committee must be vigilant in limiting the scope of this study to ensure the development of timely and practical recommendations that can be implemented by the stakeholders.

## **TENTATIVE REPORT OUTLINE**

- Executive Summary
  - Summary of Study Charge

- Composition of committee
- Method employed
- Summary of conclusions and recommendations
- Background
  - Graduation rates in Oregon
  - The 40-40-20 Education Plan
  - The Audit Report's recommendations
  - Promising practices scan
- Discussion
  - Identification and evaluation of possible actions to implement the Audit Report's recommendations
- Conclusions
- Recommendations
  - Identify who needs to act, what they need to do and when, and the expected outcomes

## **TIME FRAME**

This comprehensive study should take 8 months from the time of the first meeting of the Study Committee to the vote of the membership on the report. The Research Board must approve any exceptions to this time frame.

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<sup>1</sup> Senate Bill 253. <http://www.leg.state.or.us/11reg/measpdf/sb0200.dir/sb0253.intro.pdf>

<sup>2</sup> Report No. 2013-02: Community Colleges and Workforce Development: Opportunities to Increase Adult GEDs In Support of 40-40-20 Education Plan