

*STATUS OF MINORITY FACULTY RECRUITMENT AND
RETENTION*

AND

*PERCEPTIONS OF THE CAMPUS CLIMATE BY
MINORITY FACULTY*

*Report of the
Minority Affairs Commission*

*Oregon State University
Corvallis, Oregon
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1993-94
Minority Affairs Commission
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INTRODUCTION

On November 16, 1993, the 1993-94 Minority Affairs Commission (MAC) members were appointed by Provost and Executive Vice President Roy Arnold. At its inaugural meeting in January 1994, the Commission was directed "to evaluate the status of the University's progress with regard to the recruitment, retention and promotion of minority faculty and staff and to review actions designed to create an accepting and supportive climate for minority faculty, staff and students." A written report was to be provided to Provost Arnold at the end of the academic year, 1994.

In light of the restricted time frame the MAC elected to focus its primary efforts on faculty of color as they are consistently identified by both students and faculty as a paramount factor in determining the degree of progress toward achieving the university's cultural diversity goals. Reference is made to staff and students but parallel in-depth studies of each of these should follow.

This report begins with a review of the goals developed by the Board of Visitors for Minority Affairs (BVMA) in its plan *Working Together for the Future: Towards Racial and Cultural Diversity at Oregon State University*, and a description of the Minority Action Program and the role of the Minority Affairs Commission. Subsequent sections identify and discuss issues and problems related to recruitment and retention policies and practices, including environmental conditions, that effect faculty and staff of color. The discussion also includes descriptions of successful problem solving strategies and activities implemented by colleges, units, and departments as reported in the 1994 updated Minority Action Plans. The report concludes with a series of recommendations to move the university toward improved outcomes.

Two primary sources of information were used to obtain current data. First, the MAC held a series of focus group meetings at each of the four student cultural centers (Asian, Black, Hispanic, and Native American) to hear from faculty and staff of color regarding their perceptions of the climate for persons of color at OSU. Specific areas of interest were an assessment of recruiting and retention, promotion and tenure policies, and practices and observations of the campus climate for people of color. Themes emerging from these meetings are reported in the section on "Viewpoints of OSU Minority Faculty and Staff." A second source of information was the updated Minority Action Plans (MAPs). Effective strategies drawn from these plans are summarized in the section on "Effective Minority Action Plan Initiatives"; the full MAPs constitute Appendix A. Plans were submitted by the following colleges, administrative units, and Student Affairs departments.

Colleges:

Business
Forestry

Health and Human Performance
Home Economics and Education
Liberal Arts
Oceanographic and Atmospheric Sciences
Pharmacy
Veterinary Medicine

Administrative Units:

Admissions
Affirmative Action
Finance and Administration
 Budgets and Planning
 Business Affairs
 Contract Administration
 Facilities Services
 Human Resources
Graduate School
Kerr Library
Radiation Center

Student Affairs Departments:

Career Planning and Placement
Counseling and Testing Center
Dean of Students
Financial Aid
Memorial Union
Student Health Services
Student Housing and Residence Programs
University Food Services

Updated MAPs were not received from the Colleges of Science, Agricultural Science, Engineering, or the Intercollegiate Athletic Department.

Additional contemporary and historical sources of information used in developing this report include official OSU documents, reports, statistics and program descriptions.

BACKGROUND

In 1987, President Byrne accepted the three goals proposed by the Board of Visitors for Minority Affairs to guide the university in addressing issues of under representation of students, faculty and staff of color. To achieve these goals the BVMA recognized steps had to be taken to promote appreciation for and an understanding of cultural diversity in university programs and activities, and the creation and maintenance of a supportive and inclusive environment.

The MAC, comprised of faculty, staff and students, was formed in 1989 to develop and monitor implementation of the BVMA plan. The first MAC created the Minority Action Program and developed the concept of Minority Action Plans (MAPs) to assist each administrative unit, college and Student Affairs department in developing plans to focus its intents, strategies, activities and achievements toward reaching the three goals. Each plan reflects the particular circumstances, goals, and objectives of the reporting unit, college or department. A subsequent update in 1991 described ongoing activities and the degree to which objectives had or had not been met, and the reasons for any disparities or changes.

Minority Action Plans have been used by successive iterations of the MAC to carry out its charge to monitor minority relations within the OSU community and to periodically report its findings and recommendations to the Provost. The MAP updates requested in 1994 from all units on campus spoke to efforts in minority faculty and staff recruitment and retention and described activities to enhance the campus environment for minority faculty. Among the issues raised in the plans the most commonly cited problems centered around financial constraints that limited both recruiting activities and the effects of those constraints in a very competitive environment of limited pools of minority candidates. Nevertheless, there were reports of innovative and creative methods to attract applicants and to improve the campus climate. The MAC hopes the successful efforts reported below can serve as models for other units across campus.

Despite financial constraints affecting recruitment and retention strategies, and reports of limited pools of qualified candidates, the MAC stands by its commitment to promote and sustain an institution and a campus community that values diversity. This report provides a snapshot of our intents, our efforts and our recommendations.

CAMPUS INITIATIVES AND MINORITY VIEWPOINTS

To gain an accurate view of current efforts to increase the numbers and improve the climate for faculty and staff of color, two major steps were incorporated into MAC operations for 1993-94. First, all units were asked to update their Minority Action Plans. Second, faculty and staff of color known through official Affirmative Action files were invited to share their views with members of the MAC in a series of four focus group meetings held at each of the student cultural centers. To facilitate the latter, an invitation was sent by Provost Arnold inviting individuals to attend one or more of the four focus groups and share with the MAC their experiences of being a minority faculty or staff member of the OSU community.

In the memorandum sent by Provost Arnold asking units to update their Minority Action Plans, a request was made that they provide information on programs and initiatives they regarded as having been successful. The intent was to identify and share with other units steps that have been effective in increasing campus diversity.

Two overriding conclusions emerge from a review of the materials submitted. **First**, while some units have undertaken innovative and proactive steps to increase their diversity and improve the climate for minority faculty, staff and students, a great deal remains to be done. By and large one impression that emerges from reading the updated Minority Action Plans is that there is a pervasive attitude that compliance with existing Affirmative Action Guidelines is sufficient to discharge responsibilities. The phrase "No qualified minorities applied . . ." is illustrative of a significant problem that has yet to be satisfactorily addressed. The MAC believes strongly that while compliance is a prerequisite, it is by no means sufficient if the campus is to become more diverse or is to provide a more favorable climate for faculty, staff and students of color. **Second**, despite good intentions and frequently well conceived initiatives, the past few years have not seen an appreciable growth in the number of minority faculty or staff.

Reading the updated MAPs makes it clear that unit after unit reports little or no success in attracting new minority faculty and staff to campus. When the hire of a single new faculty of color is seen as cause for celebration, that fact is indicative of how far the campus has to go.

Effective Minority Action Plan Initiatives

The content of this section derives from responses to the question "What strategies have various units found to be effective vehicles for increasing their diversity"? The updated MAPs reveal the following points:

Among academic colleges, the College of Home Economics and Education (HE&E) and the College of Forestry (COF) have developed advisory councils (i.e., Forestry Dean's Council for Women and Cultural Diversity, Home Economics and Education's Minority Advisory Board) to help ensure minority representation at all levels and to improve the climate for persons of color within the colleges. While neither initiative has yet had a dramatic effect, both are well conceived, well intentioned and will eventually pay dividends in terms of increased diversity and respect.

The College of Business has also implemented a college-level Affirmative Action Committee but did not discuss how it functions, how it is staffed, or whether it is actually operational.

Cooperative linkages with other institutions of higher education or governmental agencies are another type of proactive initiative likely to have significant impact. COF has developed a cooperative agreement with the Forest Service for student recruitment and also with the Haskell Indian Nation's University, while Home Economics has forged linkages with Alabama A&M (for a faculty exchange) and North Carolina A&T University (largely informal). The College of Veterinary Medicine has links with Tuskegee's College of Veterinary Medicine. In each instance the colleges report that these ties are felt to be important even though no palpable effect has yet materialized.

Specialized minority opportunities have and are continuing to be undertaken by several colleges. COF's hosting of the second national Minority Participation in Forestry and Natural Resource Sciences (MINFORS II) conference is perhaps the outstanding example of a specialized opportunity carried to fruition. MINFORS brought 402 minority participants from across the country to the OSU campus to learn about graduate education and careers in natural resource professions. The College of Health and Human Performance's Department of Public Health's "Health Career Opportunities Program," the College of Oceanic and Atmospheric Sciences' NAMS program (to bring more Native Americans into Marine Sciences, linked to nine tribes with information available on Gopher) the PROMISE, AISES and SMILE initiatives are all examples of innovative strategies for introducing minority students and people of color to what OSU has to offer.

The College of Agricultural Sciences (COAS) is currently developing culturally appropriate educational materials (the emphasis is on Native Americans' views of the ecosystem) and is planning to develop hypercard and interactive applications for these materials in the near future. COAS is also developing an oral history project on similar

topics. Other forms of minority student services are the scholarships available in COB, and HE&E; the Thurgood Marshall Minority Fellowships offered annually through the Graduate School and the personalized contacts in COB, HHP (the latter having doubled minority student enrollments in under four years) and in HE&E (with efforts underway to develop strong relationships with African American groups in the Portland area).

The College of Liberal Arts outreach efforts are broad-ranging. As an example, CLA's Department of Sociology recently met with African American students at the Black Cultural Center to learn the students' point of view concerning being a minority student in the classroom. The fact that CLA is home to the Difference, Power, and Discrimination (DPD) program and the likely home for the Ethnic Studies initiative should help create a favorable atmosphere in that college and help attract both students and faculty. The creation of the International Degree option is also thought to be a means of increasing general awareness of cultural diversity. CLA reports various departments within it were able to hire three minority faculty members in the 1991-1994 period. The College of Science's Department of Geosciences is an example of another department that has successfully recruited a minority scholar to join its faculty.

Several colleges and their component departments continue to offer seminars and presentations by scholars of color as part of their routine scholarly activities. Though easy to dismiss, these seminars may be one way to affect perceptions of and at OSU.

In addition, a number of colleges referred to their use of name exchanges, minority data banks, locator services (e.g., ETS), and other directories such as those provided by the Graduate School and the Affirmative Action Office (e.g., Minority Name Exchange and Western Name Exchange) as vehicles for recruiting either undergraduate or graduate students or academic staff. While these are invaluable resources, there is little evidence that written communication by itself is sufficient to recruit minority students. While those units that added personal contacts were not overwhelmingly successful, one might hope that they will create more positive attitudes among the students they contacted and did increase their recruitment rate. Those units that relied on personal visitations, on campus or at the students' sites, were perhaps the most successful according to their own reports.

Several units reported participation in the Educational Opportunities Program's Early Development for Graduate Education (EDGE) program and expressed regret that it was no longer available. Seemingly EDGE brought a great deal of interaction between campus faculty and advanced undergraduate students of color. Whether these students eventually end up at OSU or elsewhere is not the point. What is most relevant is that greater interaction between faculty and minority students has a salutary effect for both parties. A number of units also reported supporting minority student participation in various conferences and while such support may not lead to a cohesive initiative, it does create a positive climate and helps maximize students' sense of belonging.

Among administrative units, and other non-academic programs or offices, some important initiatives have also been undertaken. The Admissions Office has increased the diversity of its staff in hopes the results will have an effect on minority student applicants to OSU. The offices of Affirmative Action, Human Resources, and Multicultural Affairs promote diversity through training programs and workshops offered campus-wide.

The Graduate School has incorporated concerns over diversity as an integral part of its routine review of graduate programs and offers a variety of earmarked opportunities of its own, such as the Thurgood Marshall Fellowships mentioned above or the Project 100 and California Minority Graduate Forum.

The Career Planning and Placement Center is an example of a unit that has taken a proactive position. It is negotiating with Proctor and Gamble to fund minority student positions, and is attempting to develop a cooperative arrangement with the Minority Student Unions to cosponsor Career Information Days. In conjunction with the Memorial Union's Diversity Education Coordinator, the Career Planning and Placement Center will also begin sponsoring resume workshops at the four student cultural centers for minority students.

The Memorial Union has increased its financial support of the four Cultural Centers dramatically and implemented the position of Diversity Education Coordinator in 1991 to work with the MU Program Council and other programs to promote greater exposure of culturally diverse points of view.

Kerr Library has made a concerted effort in its hiring procedures to attract people of color and has recently set aside allocation monies to enhance its multicultural materials. In addition, the library has formed a minority affairs committee to monitor compliance but more importantly to support recruitment of faculty of color.

The Radiation Center has implemented annual diversity training, formed a Minority Action Committee to monitor its compliance, and developed checklists to be used with each recruitment opportunity.

Student Health has compiled health promotion materials and activities for minority populations, especially for Native Americans and taken other proactive steps to be more inclusive.

Student Housing has increased minority representation in its Residence Assistants positions and made a deliberate effort to make changes in its operations based on scholarly research on how to bring about greater diversification (e.g., Boyer's *Campus Life*). Student Housing is a good example of an administrative support unit that has taken proactive steps and not relied merely on compliance with existing regulations.

University Food Services has a high rate of minority student employment in entry level positions, but reports far fewer persons of color in classified and management positions.

The advent of the Administrative Response Team, designed as a group ready to provide an immediate response to incidents of harassment and discrimination is an example of another innovative strategy for improving the climate for all minorities on the OSU campus. So, too, is the President's Commission on Hate Crimes and Hate-Related Activities.

Viewpoints of Minority Faculty and Staff

Special thanks are due to the over two dozen minority faculty and staff who responded to an invitation from Provost Arnold to meet with the Minority Affairs Commission to share their views and to identify important issues as OSU moves toward greater cultural diversity.

The four focus group meetings held during the week of March 14, 1994 were intensively emotional and brought out a number of heartfelt concerns. What follows is the MAC's summary of the principal themes that emerged from those meetings. The MAC recognizes that it cannot communicate the depth of feeling that was shared by the participating faculty and staff.

- Minority faculty and staff are committed to OSU and would like to feel that commitment is reciprocal. Minority faculty and staff who attended the focus groups frequently expressed a sense of alienation and isolation.
- Minority faculty and staff often feel they must perform double duty, functioning as scholars and professionals as well as members of various racial and ethnic minorities. That is, they are held to the same standards for promotion and tenure, as well as performance reviews, and are also asked to provide minority representation on a variety of OSU committees and task forces at the same time.
- An additional expectation is that minority faculty and staff must be available to minority students, to function as advisors and role models but that such activities are not incorporated into their job descriptions or the reward structure of the university. Minority faculty and staff express concern that they are expected to fulfill part of the "image" of the university without appropriate recognition.
- In light of this "double duty," minority faculty and staff feel more palpable expressions of their value to the university are appropriate.
- Mentoring and other supportive activities to facilitate scholarship among faculty of color will enhance their academic success. Scholarly activities, whether in the classroom, in the research laboratory, in publications or in any other possible realm are the sine quo non of the university, but minority faculty and staff feel they are not supported in their efforts to comply with those expectations.
 - Direct support should occur at the departmental or unit level.
 - Mechanisms to provide seed money grants and research opportunities should be targeted at minority faculty and staff. Supportive networks and opportunities need to be widely publicized among relevant groups.
 - Minority faculty and staff often feel their work occurs in isolation.

- Minority faculty and staff do not feel that OSU is in the forefront of Affirmative Action initiatives when it comes to recruiting. Investigation of effective mechanisms at other universities should be undertaken with an eye to adapting them to OSU's particular situation.
- OSU must adopt and operate on "unified principles" for recruiting and retaining minority faculty and staff.
 - Retention should be a priority for OSU's diversity agenda. Departmental or college-wide peer mentoring procedures should be explored for minority faculty and staff. Other opportunities for creating a sense of community and membership for minority faculty and staff should be considered.
 - In terms of recruitment, changes at the departmental level (e.g., Search Committee composition) are the means by which unified principles can be made effective as OSU goes about the diversification of faculty and staff.
- OSU must examine whether minority faculty and staff:
 - are disproportionately on "fixed term" contracts
 - receive equal pay for equal work
- Minority faculty and staff often feel "distanced" from local community involvements. While issues related to their official position are paramount in considering an appointment at OSU, the social opportunities and the presence of programs for people of color in the community and across the university are also important.
- Some form of diversity training is recommended as a condition of employment for the entire OSU workforce.
- Minority faculty and staff express concern that programs targeted at mainstream students are perceived to be better staffed than programs aimed at minority students.
- Members of selected minority groups expressed consternation that their minority status is not readily acknowledged by members of other minority groups.
- Minority faculty and staff recommended that the MAC be vested with more responsibility for addressing their concerns. A role comparable to that granted the President's Commission on the Status of Women was suggested as a desirable model to be explored.

- Some more senior minority faculty and staff feel there have been significant improvements over the years they have been at OSU and in Corvallis while younger colleagues do not perceive any positive changes.

FACULTY RECRUITMENT ISSUES

Under-Representation

Successful recruitment of faculty of color continues to be a major concern. According to OSU's current Affirmative Action Plan (November 1993), people of color are under represented in 14 of the 19 major academic job groups within the University. "Under-representation" is a comparison between current composition and national availability; therefore, it identifies job areas in which the University continues to hire a smaller proportion of people of color than would be expected given the composition of the existing pool of qualified candidates. Under-representation is not just a reflection of a pipeline problem (i.e., lack of qualified people of color to consider for positions); it suggests, as well, that OSU is either (1) unsuccessful in its efforts to attract candidates to apply for positions or (2) screens out a disproportionate number of candidates of color who do apply.

Attracting Candidates

Oregon and OSU face some unique challenges when it comes to recruiting faculty of color. Compared to other states, Oregon has a small minority population. Proportions of students and employees of color are even smaller at the University level. Our links to communities of color are limited and our networks remain predominantly "white." For OSU, successful recruitment of people of color requires going above and beyond the standard practices of advertising positions and encouraging colleagues to apply.

MAC Recommendation: In searches to fill positions where under-representation exists, ask Search Committees to form subcommittees to focus specifically on recruiting people of color.

MAC Recommendation: Within individual units, develop long-term recruitment strategies, visiting appointments; arranging seminar opportunities for senior graduate students or external faculty who may be future recruits; and offer innovative faculty appointments such as a faculty rank with a year free of teaching responsibilities to individuals who are A.B.D.

The Department of Geosciences recently adopted a strategy of direct, personal contact with an individual in the process of completing her degree, arranging for her to take a tenure-track position in September 1995, following a one year postdoctoral assignment. Similar strategies should be developed as well as exploring other possibilities for

recruiting scholars of color to facilitate their becoming faculty of color at OSU. The MAC believes the development of such strategies should be a priority supported by the Office of Academic Affairs.

Hiring Faculty of Color

Candidates of color who do apply for positions at OSU may be disproportionately screened out of the search process. The Affirmative Action Annual Report for 1992-93 shows that in six of 18 major units on campus, the selection rate for people of color is significantly lower than the selection rate for white males. This suggests that in some cases there are internal barriers and impediments to hiring faculty of color. One impact of working within segregated networks is that recommendations and references for candidates of color come from individuals unknown to OSU faculty and administrators. Within predominantly white institutions, the career path for some people of color may be unfamiliar and "non-traditional."

MAC Recommendation: Emphasize the current practice of appointing people of color to both chair and participate on search committees for positions in which there is under-representation. If people of color are unavailable within the OSU community, make appointments of knowledgeable individuals from outside of the University.

The Department of Sociology is an example of a unit which that has recently voted to adopt this strategy for future recruiting; the department will not undertake future recruiting efforts unless there is minority representation on the Search Committee. Undoubtedly, other units can adopt a similar proactive stance and thereby benefit the entire OSU community.

MAC Recommendation: Instruct search committees to submit the top-ranked person of color in a pool of candidates to the hiring authority for review.

MAC Recommendation: Reinforce the expectation that whenever possible units should practice flexibility in defining specific specialty areas, allowing for more serious consideration of candidates from under-represented groups.

What is more important, the Office of Academic Affairs should provide incentives to individual units to improve recruitment and selection of people of color. While the incentives should be varied, incentives and inducements are a critical need. Specifically, the Office of Academic Affairs should continue to provide financial support to units on campus that develop opportunities to hire faculty of color. The recent practice of providing funds to bring an additional interviewee to campus and/or to support the salary and start-up costs for faculty of color must be continued and expanded to the extent possible.

Pipeline Problems

There is little doubt that in some disciplines, barriers to recruitment exist by virtue of the limited number of people of color in the pipeline. At each stage of preparation for an academic career, people of color drop out of the process in disproportionate numbers. Some of the advances made in the 1970s have disappeared in the 1980s and 1990s; e.g., the proportion of African Americans enrolling in universities nationally have declined in the last decade.

As the updated MAP illustrates, some OSU units have made significant progress in this area, establishing successful and long-term efforts to recruit and retain students of color in academic programs. Illustrative is EOP's links to communities of color in Oregon to recruit undergraduate students. As noted above, EOP staff previously received funding for the EDGE program aimed at encouraging undergraduates to consider graduate school. Support should be provided to renew this important program. Another example of an initiative that should be supported is the Native Americans in Marine Science (NAMS) program that matches Native American students with faculty researchers to interested students in marine science as a profession. Also the 1993 MINFORS conference held at OSU through the efforts of the COF attracted over 175 students of color among the 402 who came to Oregon and to our campus.

MAC Recommendation: The Office of Academic Affairs should publicly reaffirm OSU's commitment to strengthening the pipeline for people of color. Importantly, the existence of these efforts will assist the University in attracting faculty of color to OSU, either as employees of the programs themselves or by virtue of the fact that these programs create a positive climate within the institution.

MAC Recommendation: Wide-ranging efforts should be undertaken much earlier in the students' education than is currently the case. Sponsoring scholarly experiences as early as the middle-school years should be considered an important priority that will ultimately pay dividends for higher education in general and OSU in particular.

RECRUITMENT AND RETENTION ISSUES

The third goal originally recommended by the BVMA was to "Create an environment supporting and accepting of African Americans, Asian Americans, Hispanic Americans, and Native Americans." The BVMA recognized that one of the key problems in recruiting and retaining people of color on campus was the need for an environment that will enable these individuals to study and work without a sense of separateness from other members of the OSU and Corvallis communities.

The BVMA offered nine recommendations to help OSU create and maintain this environment:

Recommendation: A. Use existing university boards and committees to help create and maintain a supportive environment.

Recommendation: B. Involve the BVMA in the identification and recruitment of targeted group community members for appointment to specific university boards and committees.

Recommendation: C. Train university representatives who are responsible for selection and appointment of faculty and staff.

Recommendation: D. Sponsor and promote a speakers' bureau to communicate to the community OSU's philosophy of inclusion and racial/cultural equity.

Recommendation: E. Reduce or eliminate incidents of racial harassment and discrimination.

Recommendation: F. Establish a clearing house for resources, people and services. The process and operations can be defined and developed by the Director for Minority Affairs. (i.e., Office of Multicultural Affairs).

Recommendation: G. Establish Office of Minority Affairs separate and distinct from the Affirmative Action Office which reports directly to the President.

Recommendation: H. Incorporate the principles of affirmative action into all levels of university activities.

Recommendation: I. A systematic approach to social inclusion of all targeted group members is for the President and deans to host periodic social activities.

To help approach these ends the MAC requested updates of MAPs, including summaries of progress made in accomplishing the goals outlined in each unit's original MAP. The MAC also reviewed Oregon State University's accomplishments and its commitment to act on the recommendations of the BVMA.

It has been seven years since the BVMA report was given to President Byrne. It is now appropriate to review OSU's accomplishments since that time and to consider whether these accomplishments have resulted in retaining more minorities. Furthermore, it is appropriate to offer other recommendations that will assist OSU in its efforts to retain its minority students, staff, and faculty.

General Accomplishments

Students: The total number of minority group students enrolled at OSU increased from 9.4% to 11.7% (N=1,665) between fall 1989 and fall 1993. The number of minority students graduated with a bachelor's degree increased from 255 to 315 students, an increase of 23%. The most significant increase in degrees awarded were among African American and Hispanic students. There is no information available that would provide any insight regarding differences in the retention rate of minority vs. majority students. There is, however, a proposal before the Computing Center to develop software that would enable the Registrar's Office to determine retention rates for students by ethnicity and gender. When this software becomes operational more accurate tracking may be able to suggest whether intervention strategies are appropriate.

MAC Recommendation: This proposal to develop tracking software should be approved, be given priority consideration, and be monitored by the Office of Academic Affairs.

Faculty: Minority faculty at OSU have increased from 5.2% in 1990-91 to 6.4% in 1991-92 and, for 1993-94, the last year for which data is available, stands at 158, or 7% of the OSU faculty. However, people of color comprised 6% of the faculty in 1987-88. Thus, it is fair to say there has not been a significant increase in minority faculty at OSU in recent years. In the past, separation statistics for faculty of color have been disproportionately high. For the past three years, the proportions of people of color leaving OSU have been 11% in 1990-91; 9% in 1991-92; and 6% in 1992-93. Only in the last year has the separation rate been what one would expect, given the overall representation of faculty of color.

Exit questionnaires were distributed twice within the last five years by the Affirmative Action Office. The low response rate to the surveys makes it difficult to draw conclusions about the reasons people leave and whether or not there are differences on the basis of race/ethnicity. Information about why faculty of color leave would be beneficial to the University's efforts to attract and retain minorities.

MAC Recommendation: An exit interview or letter from each departing minority faculty member should be requested by the Office of Academic Affairs.

Although progress has been made in recruiting and retaining students, staff, and faculty of color, it is clear there are still problems with the campus environment. The problems were vocalized during the round of focus group meetings MAC held at the four student cultural centers. The specific issues are described in the report of those meetings shown above. There is no mistaking the degree of alienation and estrangement faculty of color expressed in meetings with the MAC.

MAC Recommendation: The Office of Academic Affairs should undertake specific efforts to address and deal with these feelings among faculty of color who are currently part of the OSU community and whom the university wants to retain in the future.

Retention of existing faculty should not be subordinated to the attraction of new minority faculty. Progress must be made on both fronts simultaneously. To respond to the concerns of current faculty and staff the MAC urges an examination of salary equity for minority faculty both within OSU and in comparator institutions.

MAC Recommendation: The proposed university Committee on Salary Equity for Women should also be directed to examine comparative salaries for faculty of color.

Both the BVMA and the focus group meetings with minority faculty and staff identified mentoring as an important component of the success of junior minority faculty.

Although the problems of incoming minority students have been addressed by several academic units at OSU, a centralized program for mentoring incoming minority faculty has not been developed. Minority faculty have special problems that would be eased by a mentoring program.

MAC Recommendation: Central administration should develop a mentoring program for minority faculty linking them with senior faculty and administrators.

All junior faculty need to know and understand university expectations for tenure. However, as the American Council of Education wrote in its *Minorities on Campus, A Handbook for Enhancing Diversity*, "...minority faculty have special burdens placed on them because they are so few. These expectations come from students, the community, and the institution. Unless institutions are prepared to recognize these contributions as being equally important as scholarship, tenure, and promotion criteria, ways must be found to lighten this load and ensure that minority faculty have the same opportunities for publication and professional growth as their majority counterparts."

Since the number of minority faculty at OSU are so few, calls for minority representation on campus committees may lead to excessive burdens on these faculty. Central administration needs to evaluate the commitments required. If minority representation is important, then recognition of those contributions should be made and support provided by central administration (e.g., release time, secretarial assistance, half-year sabbaticals, etc.) to enable minority faculty to participate on committees and engage in other important university-related activities.

MAC Recommendation: Central administration should recognize that until the numbers of minority faculty and staff are increased significantly on campus, there will not be adequate minority representation to staff the structural changes advocated in this report. It is also time to train majority faculty to become advocates and spokespersons for cultural diversity on committees.

Specific Accomplishments and Recommendations for Further Action

BVMA Recommendation: A. Use existing University boards and committees to help create and maintain a supportive environment.

MAC Recommendation: The MAC should track and document OSU's efforts to act on this BVMA recommendation.

MAC Recommendation: The MAC should identify university boards and committees that would benefit by having minority representation and be charged with providing oversight and greater integration.

A far more integrative effort is appropriate, in fact, necessary if OSU is to adequately deal with issues of diversity. During the week-long round of MAC focus group meetings with minority faculty and staff considerable dismay was expressed that there are so many different committees and commissions addressing diversity and minority concerns, and that these groups do not form any cohesive body.

MAC Recommendation: Chairs of various committees and commissions constituted by central administration should serve on a global committee to insure greater cohesion and integration.

BVMA Recommendation: B. Involve the BVMA in the identification and recruitment of targeted group community members for appointment to specific university boards and committees.

Two OSU colleges, HE&E and COF, have acted on this recommendation and have involved minority community members to assist them in their recruitment. There have also been administrative recommendations that minorities be included on Search Committees, OSU Alumni Board, OSU Foundation Board, and the Agricultural Research Foundation Board.

MAC Recommendation: The MAC should evaluate the degree to which these recommendations have been implemented. No new or replacement appointments should be approved unless and until there is minority representation on all major university and college advisory committees. The Office of the President should be responsible for ensuring that such actions occur for all major Boards and the Office of Academic Affairs or the Affirmative Action Office assume oversight responsibilities for all faculty and staff committees.

BVMA Recommendation: C. Train university representatives who are responsible for selection and appointment of faculty and staff.

Systematic training of administrators, faculty, and staff has not been initiated because of resource limitations. Importantly, the Department of Human Resources hired a full-time staff trainer within the last year. The positive effects of this decision already have been felt. That office, with participation from the Affirmative Action Office and other departments on campus conducts both CORE and "Hiring Smart" training. Unfortunately, this training rarely involves significant numbers of OSU faculty and administrators.

As part of the process of reviewing and approving academic staff recruitment activities, the Affirmative Action Office does counsel search committees regarding screening and hiring criteria. The Affirmative Action Office and the Office of Academic Affairs currently are involved in the process of drafting a Selection Procedures Manual that will address issues of recruiting faculty of color.

MAC Recommendation: The University should continue to seek resources to develop and implement systematic training for administrators and faculty on successful approaches to recruiting and selecting faculty of color.

BVMA Recommendation: D. Sponsor and promote a speakers' bureau to communicate to the community OSU's philosophy of inclusion and racial/cultural equity.

This recommendation has not been implemented though efforts are underway to do so in the office of the Director of the Memorial Union. Up until this time, whenever a need arises for a speaker to communicate OSU's philosophy of inclusion and racial/cultural equity, staff in the Affirmative Action Office, Educational Opportunities Program or the Office of Multicultural Affairs are contacted. Also, students are sometimes contacted directly through calls to the cultural centers.

MAC Recommendation: A speakers' bureau should be established and coordinated through the Office of Multicultural Affairs. Staffing requirements should be supported as necessary and in cooperation with the MU.

BVMA Recommendation: E. Reduce or eliminate incidents of racial harassment and discrimination. The BVMA recommended three activities to achieve this recommendation.

MAC Recommendation: Encourage all students, faculty, and staff to report incidents of racial harassment, intimidation, and discrimination to the administration.

There are two major publications that inform, encourage and show students and others how to deal with incidents of discrimination:

Affirmative Action Discrimination Grievance Procedures

The "Sticks and Stones" brochure on harassment and hate speech..

The policy of encouraging personnel to report these incidents is publicized by the Office of Multicultural Affairs and the Affirmative Action Office in new employee orientation, new faculty orientation, classes, student groups, and student organizations and by the classified and management personnel associations.

The Administrative Response Team has recently been formed and should provide a means for rapid responses to any known/reported incidents. The establishment of the President's Commission on Hate Crimes and Hate-related Activities (PCHCHA) should also lead to improved reporting and documentation of incidents.

MAC Recommendation: Take appropriate steps to ensure that psychological and emotional support is provided during investigative and resolution process.

Staff in the OMA have degrees in counseling with cross-cultural emphasis so that psychological support is available. Additional hires in both Student Health Services and the Counseling Center would be helpful and should be encouraged.

MAC Recommendation: Provide cross-cultural training to key faculty, staff, and administrative personnel.

Although some training has occurred for faculty, staff and students, it has not been provided systematically. For example, there was an all-University faculty and staff workshop on cultural diversity training provided in the Spring of 1992. There have been several activities sponsored for students by such organizations as Interfraternity Council and Panhellenic, and the Memorial Union Program Council's Diversity Education Committee.

MAC Recommendation: Such training should be a priority and the appropriate administrative units (AA, OMA, HR) should take responsibility for organizing training sessions aimed at all current OSU administrators, faculty, staff, and all new hires.

BVMA Recommendation: F. Establish a clearing house for resources, people, and services. The process and operations can be defined and developed by the Director for Minority Affairs.

While a clearinghouse has not been established, the Resource Directory for Advising Students of Color (published by OMA) can be considered a written form of a clearinghouse. It is intended as a document to be used by faculty and staff; however, students are enthusiastic about the Directory because it brings together critical information essential for the success of undergraduate and graduate students.

BVMA Recommendation: G. Establish an Office of Minority Affairs separate and distinct from the Affirmative Action Office which reports directly to the President.

The Office of Multicultural Affairs (OMA) was established in October 1991, and the Indian Education Office was established within the OMA in November 1991. The OMA Director reports directly to the President, and the Indian Education Coordinator reports to the OMA Director. The OMA was established as a result of a series of incidents on campus that led to student demands for such a unit. OMA activities have expanded considerably since its formation as the University and Corvallis communities have recognized the need for Multicultural training, knowledge and sensitivity among all members of the community. In order to keep up with these expanded activities, central administration should consider additional staffing: one to attend to African American issues, and one for Hispanic issues.

BVMA Recommendation: H. Incorporate the principles of affirmative action into all levels of university activities.

Incorporating the principles of Affirmative Action into all levels of the University is an ongoing priority activity. The work of the MAC, particularly as it relates to monitoring individual unit Minority Action Plans, is one aspect of this process. Support for the

MAC must be strong and consistent. Holding units accountable for reporting affirmative action activities must also be a priority.

MAC Recommendation: The MAC should be imbued with enhanced responsibility and authority and be made integral to the entire diversity agenda on campus. Terms of appointment and an annual directive from the President or Provost to explore a particular issue should be part of the enhanced profile.

BVMA Recommendation: I. A systematic approach to social inclusion of all targeted group members is for the President and Deans to host periodic social activities.

The MAC was not able to determine whether a systematic approach to social inclusion of minorities has been made by either hosting periodic social activities or other opportunities sponsored by either the President or the Provost. Anecdotal comments led certain members of the MAC to suggest a renewal of any such efforts is in order.

MAC Recommendation: Since inclusion of minorities in the social fabric of the OSU community is an important dimension of the retention of faculty and staff, it is suggested that the MAC be asked to further explore this BVMA recommendation and make appropriate recommendations to central administration.

CLIMATE ISSUES

Ethnic Studies and Difference, Power and Discrimination Program

OSU is in position to launch significant and innovative curriculum change by approving the formation of an Ethnic Studies unit. This proposal, by offering an integrated and coherent approach to minority issues in a defined and centralized academic curriculum, has the potential to significantly improve the situation for all persons of color at OSU.

Following a presentation by the Ethnic Studies Committee, members of MAC believe this initiative has the potential to promote substantive change. **We offer our support and encouragement for approval.**

Additionally, we endorse the efforts of the Difference, Power and Discrimination Program. Currently, with eleven courses approved and ten more under consideration, the program is well under way toward meeting the Fall, 1994 date for the DPD requirement to become part of the Baccalaureate Core.

The importance of this faculty development opportunity goes beyond just adding new courses. More faculty should be encouraged to take advantage of speakers and programs sponsored by the DPD Program throughout the year.

OSU's Academic Status

The intellectual and academic climate of OSU is, in itself, one of the most positive factors in recruiting and retaining faculty and graduate students of color. The reputation of OSU is growing across a variety of disciplines; that reputation must be safeguarded in the midst of budgetary reductions. Acquiring and maintaining top-level research facilities, supportive funding and opportunities for faculty development and professional advancement are mandatory if OSU is to continue to attract the very best candidates among persons of color.

Climate for Interpersonal Relations Regarding Diversification

OSU must work toward addressing, in a variety of ways, the retention of faculty and graduate students of color once they have arrived on campus. All too often the social support network which would permit faculty and students to learn more about the campus, campus politics and each other in an informal environment is lacking. The

campus as a whole and/or individual departments should develop means to facilitate such interactions and integration of people of color.

Community Reception

Successful recruiting and retention of faculty and graduate students of color presupposes an accepting and welcoming community. OSU needs to forge new alliances and strengthen existing linkages with the community at-large in order to create a more receptive atmosphere for minority persons. In addition to providing new faculty with information about housing, schools, recreation, and other services provided by the City of Corvallis and Benton County, OSU could hold periodic events honoring all new hires, but especially faculty and graduate students of color. On a practical note, OSU should work more closely with the Corvallis business and professional community to reinvigorate the dual career hiring program.

MAC Recommendation: The Office of the President should be asked to oversee this important linkage with the community and see that an assignment is made for this responsibility.

CONCLUSIONS

While considerable attention, energy and good intentions have been directed toward increasing the representation of people of color at OSU, considerably more remains to be accomplished. One impression from reading the MAPs updates is that compliance is regarded as sufficient. If OSU is to attract and increase the participation of faculty, staff and students of color in campus activities, a more proactive stance must be adopted. Both well-conceived and more unified recruitment procedures must be undertaken. Central administration should exercise its leadership potential to achieve this important goal.

Retention of existing minority faculty and staff is also paramount if OSU is to become more diverse. Faculty and staff of color who participated in the focus group meetings expressed real concerns and reservations about OSU's commitment to diversity. Every effort should be made to allay those concerns and to palpably demonstrate that diversity is indeed a university priority. Mentoring, including research agenda setting, grant writing, instructional development and other aspects of the junior faculty member's life, as well as general socialization of minority scholars is important if only to ensure that they are fully knowledgeable of the opportunities for faculty development and expectations of promotion and tenure at OSU. At the present time the MAC would assert that such efforts are too diffuse to bring about major shifts in the prospects of retaining minority scholars as part of the OSU community.

Given that there are a lack of minority applicants for positions in many disciplines, OSU needs to become more aggressive in its efforts to attract minorities to the university. Short run and long range strategies need to be considered and treated as distinct. While advertising and personalized contacts are appropriate at one stage of our efforts, they will not provide long range support for the diversity agenda.

In the short run, central support for minority recruitment is essential. The Office of Academic Affairs must play a more visible role in promoting such recruitment. Likewise, central administration should take the lead in developing coalitions with major business interests in the greater Corvallis community in order to retain and recruit minorities and to create a better community climate that will respect diversity.

Longer range strategies might include dissertation-year support in return for an initial period of appointment, postdoctoral training and support, student contact at the undergraduate and even at the secondary school levels, use of rewards and incentives for those units which are able to attract persons of color to the campus. Other long range strategies should also be explored and real efforts made to demonstrate OSU's commitment to cultural diversity.

Specialized student programs, targeting minority students, should be encouraged both for their long-run potential and to increase campus familiarity with culturally diverse populations. Those units which have created innovative and successful approaches should be publicized as models for other units on campus.

The updated MAPs suggest positive effects are associated with the use of advisory councils to monitor diversity in individual units and provide a very real means to insure meaningful consultation. The presence of national conferences involving minority scholars on the OSU campus will help the university develop a national image for its involvement in bringing minorities into academia. OSU should take all appropriate steps possible to insure that other national groups are brought to campus and their presence should be made known through all appropriate mechanisms.

It is the feeling of the many members of the current MAC that at the present time, the diffusion of our own campus initiatives are impeding a furthering of the diversity agenda. Greater cooperation and coordination of the various groups working on diversity issues should be considered.

The MAPs and the concerns expressed by persons of color who are already on campus suggest a multipronged approach to campus diversity is necessary. OSU must move forward, moving faster than we have in the past, in our efforts to diversity the university and the community.

APPENDIX A

1994 Minority Action Plan Updates.

**COLLEGE
OF
BUSINESS**

COLLEGE OF BUSINESS

MINORITY ACTION REPORT, APRIL 1994

Goal 1, Action 1: **Recruit promising minority students from Oregon
– high school (business) classes.**

The College of Business is cooperating with OSU's efforts in this area. The Head Adviser telephones OSU minority scholarship winners who indicate an interest in business and encourages them to come to OSU. Dean Parker is committed to funding a Dean's Scholarship for highly qualified minority students.

The college is starting a program to send current students back to their high schools to talk to the business students and tell them about OSU. Minority students are being recruited to take part in this effort.

Goal 1, Action 2: **Recruit promising minority students from Oregon's
community colleges.**

The College of Business is cooperating with OSU's efforts in this area. In particular, we are targeting Portland Community College because of its relatively large minority population.

Dean's Comment: To this end, the college's Young Directors Circle (YDC) is appearing on our behalf at Portland Community College. The YDC consists of motivated recent graduates of the COB. The YDC includes two minority members.

Goal 1, Action 3: **Train and recruit promising minorities from the hospitality
industry.**

THIS GOAL IS NO LONGER APPROPRIATE. ACTION PLAN HAS BEEN AMENDED TO REMOVE IT.

Goal 1, Action 4: **Tap into California's Math, Engineering, and Science
Achievement (MESA) program.**

THIS GOAL HAS BEEN DETERMINED TO BE INFEASIBLE. ACTION PLAN HAS BEEN AMENDED TO REMOVE IT.

Goal 1, Action 5: **Develop minority internships.**

This action was started in the 1990-91 academic year. That year the Minority Business Student Association (MBSA) prepared and circulated a resume booklet to potential intern sponsors. The MBSA became inactive - due to lack of strong leadership.

Goal 2, Action 1: **Establish a minority faculty applicant data bank.**

The college has positions open for fall 1994. This is the first time in three years that there have been positions to fill. Instead of developing our own data bank, we used the Affirmative Action Office data bank of minority doctoral candidates in specific fields. Position announcements for all open positions were mailed to all people in the appropriate fields. For example, for an open management department faculty position, the data bank yielded five names, and three of them submitted applications.

Dean's Comment: We will continue to use this approach in future recruitments.

Goal 2, Action 2: **Create a faculty internship program for PhD candidates.**

Due to budget limitations the feasibility of this action has not been tested. Several college faculty members participated in the EDGE program.

Goal 2, Action 3: **Create a post-doctoral program for non-business PhDs.**

Due to budget limitations the feasibility of this action has not been tested.

Goal 2, Action 4: **Target institutions having a significant minority population for recruiting efforts.**

Position announcements for the three positions to be filled by fall 1994 were mailed to the Affirmative Action Office's list of colleges and universities with significant minority populations. Of the 18 applications for the accounting faculty position, 2 were from Asians. Of the 26 applications for the information systems faculty position, 4 were from Asians, 1 was from an Hispanic,

and 2 were from African-Americans. Of the 82 applications for the management faculty position, 42 were from Asians. The number of the above applicants who are foreign nationals has not been determined.

Goal 2, Action 5: Hire full-time and adjunct minority instructors when possible.

Due to budget limitations, the total number of instructors has decreased. No minority instructors are currently on the staff. The college is committed to hiring minority staff when qualified applicants are available.

Goal 2, Action 6: Employ minority graduate students as both teaching and research assistants.

Of the 18 MBA students hired as teaching assistants, 4 are Asian, 1 is African-American and 1 is Hispanic. These assistantships made it possible for the African-American and the Hispanic to enter the MBA program.

Goal 2, Action 7: Hire minority staff when possible.

The college is committed to hiring minority staff when qualified applicants are available.

Goal 3, Action 1: Create a college-level Affirmative Action Committee.

This goal has been achieved.

Goal 3, Action 2: Create a visiting minority scholar program.

While no formal program has been developed, we have been fortunate to have several visiting minority scholars. We had a visiting full-time Asian faculty member (with permanent resident status) in accounting during the 1991-92 academic year. During the 1992-93 and 1993-94 academic years, we have had six visiting scholars from Thailand working with Professors Widicus, Lawton and Bailes.

The 1994 Family Business Program Distinguished Lecturer is Payson Cha (from Hong Kong). The

distinguished lecturer speaks formally and informally to faculty and students.

Goal 3, Action 3:

Create a minority guest speaker program.

No formal program has been developed, but individual faculty have invited minority speakers into their classrooms. In the past two years, there have been at least seven minority guest speakers.

Dean's Comment: The Young Directors Circle provides guest speaker programs on a continuing basis. The circle includes two minority members.

Other Actions:

Retention: With the inception of the new student information system, it became possible for the Student Services Office to monitor more closely the progress of students and help the ones that were not making sufficient progress before it was too late. This program has been a benefit to all the students in the College of Business including the minority students.

Dean's Comment: The college recently submitted a proposal to Procter & Gamble for a \$150,000 grant to enhance retention and career training. If approved, this will aid all students, including minorities.

Support: The Dean has provided financial support to help Hispanic students attend the National Chicano Conferences in 1993 and 1994.

Dean's Comment: We are in communication with a representative from the Warm Springs tribe concerning the special needs of prospective business students in this community.

COLLEGE
OF
FORESTRY

March 2, 1994

MEMORANDUM

TO: Roy Arnold

FROM: George Brown *George*

SUBJECT: Minority Action Items



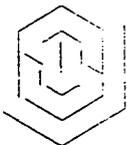
Thanks for your memo of February 25, 1994. I am pleased to share with you and others some of the progress we have made and some of the frustrations we have had in implementing our College of Forestry Minority Action Plan.

Let me begin with the progress we've made. We have developed a cooperative agreement with the Forest Service to formalize several joint efforts in minority student recruitment. We continue to work with SMILE and AISES programs to increase our support and contact with minority students. We've involved more minority professionals in our College programs through courtesy appointments and highlighting their accomplishments in Focus on Forestry. Our Dean's Council for Women and Cultural Diversity has been active and very helpful in keeping me informed about issues and opportunities.

We have also had great success in working with various tribal organizations throughout Oregon, especially those with forest resources. We signed a cooperative agreement with the Warm Springs and BIA for research and extension education and have three active research projects underway. We have assisted the Coquille tribe as they have put together a comprehensive plan for development and a new tribal organization. We also have done a lot with the Siletz tribe and their forestry staff. At the national level, two faculty and three staff people contributed significantly to the development of a national review of forest management on Indian reservations. One of our goals in all of this work was to increase our presence and visibility on reservations and among Indian people as a means of doing a better job of recruitment. Our recent agreement with Haskell Indian Junior College has been another effort to forge a stronger linkage.

Probably our greatest success was hosting MINFORS II, a national workshop for Minorities in Forestry and Other Related Sciences. This was a two-year effort that we led to bring to campus some 400 people of color to learn about opportunities for graduate education and careers in natural resource professions. It was very successful and something we hope will put OSU on the map as a place to get an outstanding natural resources education. I have sent to you some detailed reports of this event and I would be glad to discuss our effort with the Minority Affairs Commission if that would be helpful.

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Roy Arnold
March 2, 1994
Page 2



OREGON
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Let me end with some frustrations. First, we have not been as successful as I would have hoped in recruiting students of color, even though we've made some significant investments in recruitment. Our minority student body is still only about 6%. Likewise, we have not been able to recruit any minority faculty. We haven't had very many positions vacant, but there have been no minority applicants for any of them.

I have also been frustrated by the lack of cooperation we have had with federal agencies in student recruitment. Even though we have a cooperative agreement with the Forest Service, we have been unable to get them to invite us to career day events (they describe careers in forestry, we describe the education path to professional appointments) or to give us access to their many minority summer employees. To be fair, the agency is in tremendous turmoil, particularly in the northwest where the collapse of their timber harvest programs have resulted in massive layoffs of professional staff. But they still hire minority students in the summer and we've made it easy for them to bring their students here to campus. We continue to push them. To their credit, they invested heavily in MINFORS II and we couldn't have been successful without them. But that makes the lack of follow-up all the more puzzling.

Our plans for 1994, in brief, are to keep working on the elements in our 1990-91 plan. We will continue to press forward with the agencies. We will provide consultation and assistance for MINFORS III as it develops (we have now become the "model" for future workshops). We also intend to continue working actively with our Council for Women and cultural diversity, building sensitivity among faculty about minority issues and mentoring and providing substantial financial support for SMILE and AISES activities.

Please let me know if you have any questions about our programs or would like me to expand on the information provided.

GWB:ts

COLLEGE
OF
HEALTH AND
HUMAN PERFORMANCE

March 10, 1994



TO: Roy G. Arnold, Provost and Executive Vice President
Academic Affairs

FROM: Michael G. Maksud, Dean
College of Health and Human Performance

RE: Minority Action Plan

Roy, I shall outline various activities of the College of Health and Human Performance designed to enhance diversity within the College.

- We have been proactive during faculty searches in an attempt to get minority scholars to apply. This has included: (1) personal phone calls to friends and colleagues at Florida International University and Florida A&M University by Dr. Zauner. (2) Personal letters which I have written to minority deans requesting nominations. (We have not been successful in hiring minority applicants during the period in question.)
- Our departments participate in the Western Name Exchange. This is an organization of 30 universities in the Western U.S. that exchange names and graduate program interests of undergraduates from ethnic minority populations with 3.0+ GPA's. Each year approximately 50 application packets are mailed to individuals using this data base.
- We also participate in the Minority Locator Service of the ETS. Annually, we contact 25-50 students who appear to have an interest in our graduate programs.
- The Department of Public Health applied to the Indian Health Service as a "contract school." To date we have been unsuccessful but shall continue the effort.
- The Department of Public Health is a major player in the Health Career Opportunities Program (HCOP). Dr. Rossignol helped to write the grant and serves as the Academic Advisor for the program. Students admitted to the HCOP enroll in a minimum of four courses in Public Health as part of their curricular requirements.

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- The College has invited the following scholars to give invited lectures and to meet with faculty, staff and students:

1990 Zung Vu Tran (Asian-American). Professor of Kinesiology, University of Northern Colorado. Lecture: Meta-analysis of Diet Data on Blood Lipids and the Effects of Diet and Exercise on Blood Lipids.

1992 Dr. Ernest Johnson (African-American). Professor, Howard University. Lecture: The Role of Anger and Hostility on Hypertension and Heart Disease.

1993 Mr. Brooks Johnson (African-American). Head Track and Field Coach, Stanford University. Lecture: Racism and Racing: Perceived Superiority of Black Athletes.

- The recruiting staff at EOP were invited to meet with faculty/advisors in EXSS to receive an update on academic programs offered by the department and to visit the research laboratories. We believe this provided useful insight regarding opportunities in the College.

- Drs. Heath and Zauner visited a Recruiting Fair at the Marantha Church in Portland to share program opportunities with a predominately African-American population.

- Our training grant in Movement Studies for the Disabled has one of the five available fellowships earmarked for minority students. Students recruited under this program include:

Emmanuel Felix (Pacific Islander). Completed PhD in 1993. Currently doing post-doctoral work at Michigan State University.

William Eddins (African-American with disability). MS student. Anticipated graduation date, Spring 1994.

Nelson Sierra (Hispanic-American). MS student. Anticipated graduation date, Spring 1994.

Edward Mike (Native-American) EDM student. Anticipated graduation date, Summer 1994.

- The College has provided financial support to several minority students to help defray costs of attending professional/ethnic meetings. These include:

Fetene Gebrewold - African Student Association Conference

Tom Downey - AESIS Meeting - Buffalo

Tom Downey - AESIS Meeting - Albuquerque

Tim Bowman - AESIS Meeti - Washington, D.C.

Tim Bowman - AESIS Meeting - Colorado Springs

- The College has been an active participant in the Promise Program. We have supported four students over the past two summers.

1992 Mai Huynh (Asian/American)
Michelle Jones (African/American)

1993 Angela Allison (Hispanic/American)
Arthur Guerra (Hispanic/American)

I am very pleased to report that the number of declared minority students enrolled in our program has grown from 43 in 1989 to 95 in Fall 1993. We are, of course, very pleased with this increase and hope to see additional increases in the years ahead.

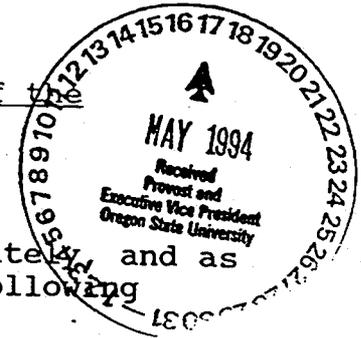
In summary, we are pleased with various outcomes of our efforts, however, we recognize that much remains to be done, particularly in the area of recruitment of faculty of color.

MGM:slh

COLLEGE
OF
HOME ECONMICS

Results Report Regarding Minority Action of the
College of Home Economics and Education

May, 1994



The Colleges of Home Economics and Education, separately and as a merged unit since July, 1992, have achieved the following results regarding the following goals:

1. To increase the number of African American, Asian American, Hispanic American students and Native American students graduating from the College.

RESULTS:

- a. Increased the percentage of undergraduate students who are American minorities from 9.47 (1989) to 10.25 % (1993).
- b. Increased the percentage of graduate students who are American minorities from 6.97 (1989) to 9.37 (1993).
- c. Doubled the graduation rate for undergraduate minorities from 7.69% (1989) to 14.66% (1993).
- e. Created 1 graduate fellowship and 1 undergraduate scholarship, designated for American minorities, from private donors.
- f. Established a substantive relationship with the Portland African American community, via the Extension paraprofessionals indigenous to the community (Expanded Food and Nutrition Education program) and the Black churches) to recruit minority students to the College (beginning with 5th graders) and to create support systems for minority students, including housing, financial assistance, mentors and buddies, academic advising, personal and family counseling.
- g. Goal not met: Percentage of graduate assistant slots held by American minorities decreased from 10.3 % (1989) to 7.4% (1993). (Number of slots held by international students increased during same time period; total number of graduate assistantships increased substantially in the School of Education.

2. To increase the number of African American, Asian American, Hispanic American, and Native American faculty, staff and administrators.

RESULTS

- a. Signed a formal memorandum of agreement with Alabama A & M University for faculty exchange, curriculum development, graduate student recruitment. Results of the agreement, under the aegis of Project 2000, an initiative of the U. S. Dept. of Agriculture and the American Home Economics Association, have been less than aspired to. Because of administrative changes at Ala. A & M, participation has been less than desired. There is no visible change in faculty recruitment outcomes.
- b. A less formal relationship has been established with North Carolina A & T University, for the same purposes, and to provide

technical assistance with program evaluation and accreditation compliance. This investment in institution capacity building will show returns, but not sooner than 5-10 years out.

c. Faculty and department heads have aggressively recruited minority graduate students (under the "grow your own minority faculty members" philosophy) via leadership roles in professional societies such as the National Council on Family Relations and the National Coalition for Black Development in Home Economics.

d. College funds (state appropriations and Foundation gifts and contributions) have been designated to augment department resources to attract 2 outstanding African American and 1 Hispanic American Ph.D. students, with emphasis in Education, Human Development and Family Sciences and the dietetics component of Nutrition and Food Management. Federal resources have been procured to sponsor 1 Pacific Islander/African American Ph.D. student in the HDFS Dept.

e. Increased the percentage of minority faculty from 7.2 (1989) to 9.5% (1993). Two minority faculty were lost in the closure of the College of Education.

3. To create an environment supporting and accepting of African Americans, Asian Americans, Hispanic Americans and Native Americans in the College of Home Economics and Education.

RESULTS

a. Created a Minority Advisory Board in 1990, counterpart to the University Board of Visitors. Board has focused on undergraduate recruitment, with one meeting devoted to changing the culture of the professions represented in the College.

b. The Chairman of the Advisory Board was responsible for initiating the Portland African American community connection.

c. Created a data collection system to assure continuing audit of minority statistics.

d. Consistently included a minority action plan in the College long-range plan (1986-89; 89-92; 93-96). Faculty endorsed goals and strategies as a component of the total long-range plan.

e. Reviewed all public documents of the College (recruitment materials; alumni communications) to assure that minorities are accurately represented and that the language is appropriate and inviting.

Conclusion

The College has made substantial progress in integrating the College, improving relationships with minority populations, especially in Oregon, and changing the culture of the College to encourage minority participation.

The 1993-96 minority action plan of the College is attached.

COLLEGE OF HOME ECONOMICS AND EDUCATION
MINORITY ACTION PLAN
1993-1996

1993-1995 Priorities:

1. Support of graduate students
2. Publication of College resources to recruit minority faculty and professional staff

Goal #1

To increase the number of African American, Asian American, Hispanic American and Native American (American Indian and Alaskan Native) students graduating from the College of Home Economics and Education.

<u>Objectives</u>	<u>Responsible</u>	<u>Target Date</u>	<u>Resources Required</u>
Increase undergraduate minorities enrollment to approximately 15% within five years through effective recruitment and retention strategies.			
Achieve increased graduation rate for undergraduate minorities within five years by 2% through effective retention strategies.			
Obtain one corporate scholarship and/or internship commitment for minority students entering College program majors. (Collaborative effort with long range affirmative action benefits for corporations).			
Obtain National Science Foundation (NSF) or corporate grant to bring a middle school group to campus each summer for "Science & Family Career Futures" workshop and subsequent follow up.	Haley		
Designate a new graduate fellowship for a minority student.	Haley	1997	
Strategies			
Contact community resources such as high school and community college counselors, teachers, Extension agents, alumni in communities with substantial minority populations to nominate qualified minority students for Minority Achievement and Presidential Scholarships.	Assoc. Dean & Head Adviser	2/95	\$200
Incorporate racial diversity appeal into recruitment materials and intensify minority recruitment efforts in schools targeted for substantial minority populations.	Assoc. Dean & Head Adviser	2/95 6/95	
Develop faculty/minority student mentor program and student organization minority mentor program to assist in retention.	Assoc. Dean	9/95	
Contact Oregon corporations to provide a designated minority scholarship and/or internship in a collaborative affirmative action effort.	Dept. heads, Assoc. Dean, Dir. Dev.	10/94 to be offered 3/95 for use 9/96	Min. \$1,000 needed annually
Write application for NSF grant to bring middle school minority students to summer workshop. Subsequent follow up.	Assoc. Dean, Dept. heads, Holmes	10/94	
Collaborate with Extension Service and Black churches to establish relationships with key leaders and minority students in Portland.	Dean, Assoc. Dean, Head Adv., Faculty	10/93 Ongoing	\$1,000 annually
As a College, establish a peer buddy system with first implementation for minority undergraduate and graduate students.	Assoc. Dean	9/94	
Participate in OSU connection to Confederate Tribes of Warm Springs to attract American Indian students to College of Home Economics and Education.			\$1,000 scholarship
Identify advisors for minority undergraduate students and plan with them a year-long strategy for recruitment.	Assoc. Dean, Dir. Advising	6/94	

Goal #2

To increase the number of African American, Asian American, Hispanic American, and Native American faculty, staff and administrators.

<u>Objectives</u>	<u>Responsible</u>	<u>Target Date</u>	<u>Resources Req</u>
1. Increase the number of minority faculty/administrators by 5%.		6/96	
2. Increase the pool for faculty by efforts to increase minority undergraduate and graduate students and to encourage academic careers in their long-term goals.			
3. Within the next three vacancies in a classified position, fill one with a minority candidate.			

Strategies

1. Distribute position announcements for open positions to colleagues at key professional meetings.	Dean, Dept. heads	ongoing	
2. Place advertisements in publications on affirmative action list.	Dept. heads	ongoing	
3. Request an affirmative action list for each classified position and contact these potential applicants from both OC and AA lists.	Dean, Assoc. Dean, Dept. heads	ongoing	
4. "Grow our own": encourage graduate school for promising minority undergraduate students.			
5. Designate a six month, fixed term faculty position specifically for minorities and/or provide opportunities for faculty exchanges.	Dean, Dept. heads	6/95	\$28,000 annu
6. Aggressively recruit minority doctoral students; provide teaching/research/administrative experience in doctoral program.	Dept. heads	ongoing	
7. Make extra effort to see that minority students have access to some graduate assistant slots (both masters and doctoral students) for minorities; make extra effort to see that minority students have access to internships.	Dean, Dept. heads	ongoing	\$9,000 annually, necessarily ne
8. Apply to Provost for new faculty position or supplementary funds for minority candidates.	Dean	6/94	
9. Provide compensation package to attract minority faculty/administrators.	Dean, Dept. heads	ongoing	\$10,000
10. Work out faculty exchange agreements with 1-2 1890 institutions, to bring minority faculty to OSU.	Dean, Dept. heads	6/94	\$5,000 e

Goal #3

To create an environment supporting and accepting of African Americans, Asian Americans, Hispanic Americans, and Native Americans at Oregon State University.

<u>Objectives</u>	<u>Responsible</u>	<u>Target Date</u>	<u>Resources Req</u>
1. Increase students' awareness of minorities by incorporating diversity concepts into appropriate course information about the differences and commonalities of caucasians and minorities.			
2. Review instructional materials and evaluate College media for possibly offensive language or depictions.			
3. Provide a mechanism whereby students can informally raise concerns and complaints about climate issues; and ensure that formal complaint procedures for students, faculty, and staff can accommodate reporting of subtle differential treatment as well as overt discrimination.			

Objectives (cont.)ResponsibleTarget DateResources Required

4. Review and revise question(s) within teacher evaluation procedures to include a statement on sensitivity of teacher to minority issues and/or minority populations.
5. Regularly gather data regarding the targeted minority groups to help the College track its progress in meeting the needs of students.
6. Sensitize/educate all members of the College academic community about climate issues through annual faculty forums.
7. Support the Minority Advisory Board, drawing upon minority students and professionals in Oregon to advise and assist the College.

Strategies

- | <u>Objectives (cont.)</u> | <u>Responsible</u> | <u>Target Date</u> | <u>Resources Required</u> |
|---|----------------------------|------------------------------|---------------------------|
| 1. Make expectations known to faculty and students regarding College curriculum. | Dean, Dept. heads, Faculty | | |
| 2. Evaluate recruitment literature and verbal presentations. | Assoc. Dean | ongoing | |
| 3. Review course syllabi. | Curriculum Comm. | Annually | |
| 4. Assign an ad hoc committee to update College petition procedures. | Assoc. Dean | 6/94 | |
| 5. Include in instructions an example of written comments that students can make which identifies sensitivity to minorities. | Dept. heads | 11/94 | |
| 6. Contact Advancement of Teaching Committee (Senate) and encourage inclusion on regular evaluation form of a statement on sensitivity to minorities. | Assoc. Dean | 10/94 | |
| 7. Discuss results of teacher evaluations with faculty during annual reviews. | Dept. heads | 2/94 and annually thereafter | |
| 8. Create a file for data on minority students. | Assoc. Dean | 10/94 | |
| 9. Include minority statistics in all analyses of student and faculty populations. | Dean, Assoc. Dean | ongoing | |
| 10. Develop a mechanism for annually gathering data throughout the College system, including contacts provided through Extension. | Assoc. Dean | 10/94 | \$1,000 |
| 11. Encourage professionals in the field to provide names and addresses of young people to enter into the system and track. | Faculty | 9/94 | \$500 |
| 12. Invite staff from Educational Opportunities Program to participate in faculty discussion of minority action plan. | Dean | 12/94 | |
| 13. Provide a forum to address curriculum revisions and language update. | Dean | 12/94 | |
| 14. Request College of Minority Board of Visitors to review the climate and report to the faculty with specific recommendations. | Dean | 3/95 | |
| 15. Identify candidates for the College Minority Advisory Board. | Dean | ongoing | |
| 16. Have bi-annual Board meetings. | Dean | ongoing | |
| 17. Suggest analysis of College climate as a Board agenda item. | Dean | 10/94 | |
| 18. Involve the Minority Advisory Board in College policy development recruitment and curriculum revision strategies. | Dean | ongoing | |

COLLEGE
OF
LIBERAL ARTS



OREGON STATE UNIVERSITY

Social Science Hall 207 · Corvallis, Oregon 97331 · 6202

Telephone 503-737-2511 Fax 503-737-2434 E-mail: wilkinsb@ccmail.orst.edu

May 16, 1994



MEMORANDUM

TO: Roy Arnold, Provost and Executive Vice President
FROM: Bill Wilkins, Dean *Bill Wilkins*
SUBJECT: Progress on CLA Minority Action Plan

Introduction

The departmental reports overall show that there has been progress in the three goals since 1991. However, that progress has also taken considerable time and effort at the department level by chairs and by faculty. This needs to be emphasized and appreciated. Like gender equity, minority equity is expensive in time spent to achieve it. Appreciating this is essential to continued goodwill and cooperation from departments. Recruiting additional minority faculty and students especially will require continued help from the College and Academic Affairs.

This report emphasizes activities which advance the status of underrepresented American minorities which have been undertaken by the College and its departments. As appropriate, the status of international students and faculty of color, and curricular matters dealing with the appreciation of cultural diversity, are also highlighted.

Objective I. Increase Student Recruitment

The CLA plan of 1990 noted that a meaningful Minority Action Program must begin with student recruitment and retention, yet only a few CLA departments recruit high school students directly. Music does recruit through its faculty and students throughout the Pacific Northwest. It did not claim a minority recruitment plan precisely, although the implication was that their normal recruiting methods around the state make it possible to give personal attention to prospective students. Art reported that twenty percent of its majors are Asian, Asian-American, and Oceanian, but that other minorities are underrepresented. The

Roy Arnold
May 16, 1994
Page 2

Department of English sends out materials to prospective minority students as identified on various mailing lists (e.g., the GRE Minority Student Locator Service), as was its practice in 1991. Theatre also uses these services in promoting its MAIS options, but reports little success. One chair (History) mentioned that his own presentations to the CLA Commissionaires stress the importance of extending a "clear welcome" to minority students. The same chair recommended a CLA program (modelled on the College of Science's SMILE) to encourage minority students to pursue careers in the social sciences and humanities.

Departments in CLA with graduate programs had defined recruitment strategies at that level. One (English) reports that it "aggressively recruit(s) graduate students," and this year it awarded a GTA to a Chicano student with a recommendation for additional support from the Graduate School, with the department picking up this additional stipend in the following year. Another graduate program (Economics) reports that its representation of both minority (14 of 31) and women (12 of 31) graduate students is well above that prevailing nationally in the profession.

Some programs attract numbers of international students of color and in some cases these account for many of the minority students in the graduate programs.

Most CLA departments do not recruit undergraduate students directly at the high school level. For those departments, the goal amounts to creating a comfortable and welcoming climate for minority students in classes and in the department's other programs. At least two departments (Philosophy and Foreign Languages & Literatures) cited individual initiative of several of the department's faculty in minority student retention. Individual involvement included serving as advisor to minority student organizations, giving presentations to minority groups, and participation in the University's minority mentoring programs. One faculty member will attend a national seminar on teaching minority students at department expense and will conduct a workshop for the faculty on her return. CLA departments typically have had a high level of faculty initiative in the "personal contact" aspect of retention, and it seems reasonable that these individual efforts are being extended college-wide to retention of minority students.

Specific Recommendations in 1990:

1. Establish position in the Dean's Office for minority recruiting and retention

During the years immediately following the adoption of this recommendation, CLA graduate students of color held such a position. The results were disappointing in the sense that it was unclear that recruiting and retention increased. This may be

because this position was part-time. It is clear, however, that the academic careers of the two graduate students of color did, themselves, benefit and this was a positive outcome.

Currently minority recruiting is handled by the CLA Advising Office, which has an active outreach program. It includes continuing contacts with high school counselors in minority communities and on-site visits (e.g., Warm Springs Reservation). Pat Rogerson, who handles these and other duties, is near retirement; she strongly suggests that her position be filled by a full-time minority recruiter with community ties.

2. Departments establish dedicated support for minority students

The 1991 report stressed a need for financial support for minority students and specified several existing mechanisms (e.g., GTAs, conversants, peer tutor programs). Only one department (Political Science) addressed this area, citing a peer tutor program which was postponed to Fall 1994. This program was proposed in 1991, for academic credit only, which may partly explain the postponement. The Center for Writing and Learning, which actively recruits minority assistants, reported particular success in recruiting Hispanic assistants. This Center's staff and assistants also visit EOP classes and other classes with high minority student enrollment to personally introduce these students to the services of the Center.

3. Scholarships for minority students from college endowment funds

There is still no established program for minority scholarships in CLA. Now that the federal government has once again affirmed that minority set-aside scholarships are permitted, an important obstacle has been removed, and this is a project for which efforts can be made to attract donor funds. Cooperation of development offices in all colleges and at the university level is desirable. There have been some ad hoc, case by case efforts to raise funds for prospective minority students, but, as ad hoc efforts, they are inefficient. An in-place scholarship program that could be featured in recruiting presentations would be more effective.

Objective II. Continue Curriculum Development

The disciplines represented in the CLA have historically been central to the exploring and understanding of human diversity. At the time of the 1990 report the curriculum included an impressive array of courses addressing to minority issues, with courses of this type in all departments. Several departments (e.g., Music, Philosophy, History, Political Science),

reported new courses for 1993 or 1994. Most of these were developed in response to the recently introduced DPD requirement, and some were the outcomes of new hires. In addition, revision of existing courses in light of diversity-related issues continues to take place (e.g., History, Philosophy). As one chair (English) noted, "faculty continually revise their syllabi to broaden the representation of writers in all their courses." One chair (Political Science) observed that necessary curriculum development had to be balanced with other important priorities. For example, a planned class was delayed a year so that the assistant professor who was going to design it could organize her research program.

Specific Recommendations in 1990:

1. Survey each CLA department for existing courses with ethnic and minority content

The Office of the Dean prepared and distributed the pamphlet "Courses with Ethnic and Minority Content" in 1992. More than 180 courses in 18 departmental headings were listed. The updated list (1994) shows a net gain of about 15 courses. This pamphlet includes courses from all the categories in the baccalaureate core.

2. Develop new courses in Cultural Diversity area of the Core

CLA is the major provider to date of courses in the new Difference, Power, and Discrimination core category. This is consistent with the historic mission of the liberal arts, and indicates once more the importance of the CLA in advancing the undergraduate experience for all students. Of the 11 courses currently accepted, 10 are offered within the CLA. The DPD coordinator estimates that the number of DPD courses will double by Fall 1994.

Do Cultural Diversity and DPD courses help recruit minority students to campus? We don't know. But they may do something related. According to some department reports, minority students already at OSU have declared majors after taking these courses. And so these courses may help demonstrate to minority students that the university welcomes them, and that issues of discrimination and plurality are taken seriously here.

3. Develop ethnic studies minor based on courses in (1) and (2)

The CLA Faculty Council is currently studying options for this, including a possible certificate program or departmental status for ethnic studies. Their recommendation is expected during Spring 1994.

Objective III. Increase Faculty Recruitment

At least three minority faculty were hired to tenure-track positions from 1991-1994.

The recruitment of minority faculty is both an objective in its own right and also an important factor in recruiting and retaining minority students. The desirability of university-wide help in recruiting minority faculty is something the Minority Action Commission could discuss. Recruiting raises some balance and communication issues in that departments do the hiring and faculty need to be involved in it, on the one hand, and on the other, chairs are likely to welcome assistance in locating minority candidates and encouraging them to apply. Personal contact takes time. Also, minority candidates are still underrepresented in liberal arts Ph.D. programs around the nation. In addition, it must be noted that the CLA has almost no Ph.D. programs within which we can "grow our own."

Experiences varied among those departments reporting searches, but overall, departments showed an ability to compete for minority hires. The following cases show the possibility of improving minority faculty representation in the CLA.

One department (History) conducting a recent search termed minority recruitment "an area of great frustration." Still, following a search which targeted graduate programs with students of color, one minority applicant was scheduled for an interview. Ultimately, the candidate accepted a position at another institution. The department will use the same contact methods in future searches. Another department's search (English) resulted in two minority finalists, and in this case one of the two, an African-American woman, was hired. This large department, as it has for other recent positions, employed several methods of minority outreach. It called graduate schools, invited potential applicants to apply, sent letters of invitation with the job description to faculty listed in the Modern Language Association's Minority and Women Doctoral directory, placed an ad in Black Issues in Higher Education, and sent position announcements to all members of the Board of Visitors for Minority Affairs. This department also used minority-community resources to help "sell" their program to visiting candidates. Prospectively, one department (Sociology) reported that they would include outside minority scholars in their search committees "to provide assistance in both job definition and job recruitment in ways that minority scholars may find more appealing."

The CLA regularly places an ad in Black Issues listing faculty positions (see attachment). Still, the reports overall suggest that directly contacting graduate programs in order to invite applications is likely to produce the best results.

Hiring minorities to emergency pool positions is not a substitute for tenure-track hiring, but sensitivity is required at all hiring levels, so this information is reported as well. One

department (Music) reports depending on a "sizable" part-time instructor pool, which is recruited at a state-wide, not national, level. These positions are advertised by sending position announcements to all community colleges and private institutions in Oregon. Minority outreach is increased by also sending announcements to the state minorities-women-disabled resources list, and through use of personal contacts, especially in the Portland and Eugene metropolitan areas. Another program relying on emergency pool (Women Studies) reported hiring one Mexican-American instructor among five hires in the period.

Specific Recommendations in 1990:

1. Involvement of the Dean's office in funding minority hires

One minority hire (Philosophy) resulted from a special-opportunity initiative, through funding from departmental and College sources, the involvement of Academic Affairs, and the use of bridging funds. This is the clearest case of a combined initiative (under this recommendation of the 1990 plan) resulting in a hire. It may also be the very first case. The recent hire of an African-American woman was facilitated by the assurance that bridging funding would be available if required. The Minority Affairs Commission could review this additional path and discuss whether funding of this sort is an initiative that is underutilized, and the complications it potentially removes from, or adds to, the hiring process.

2. More representation of minority background or minority expertise in visiting faculty and faculty exchanges

No new programs were reported in this area. However, two departments with funding for visiting scholars (Political Science, Philosophy) report sizeable intentions to address this goal in the near future. Two other departments (Art, Anthropology) advocated college or university-wide exchange programs for both faculty and students; neither had funding at the department level. One chair (Political Science) noted that efforts here would directly compete with another university priority, since the program currently brings international scholars to OSU. Such programs would supplement, but not substitute for, efforts to recruit minority faculty for regular positions.

3. Press for special visa status for foreign national minority candidates

Departments recruiting faculty in this category require the continued and close cooperation of International Education. International Education's information packet has been helpful. One department (Economics) which recently hired several foreign

Roy Arnold
May 16, 1994
Page 7

minority faculty strongly urges that the University supply departments hiring foreign nationals with a concise checklist of requirements for acquiring visas in a timely way. Perhaps that reflects sensible priorities.

The hiring of foreign minorities, and the admission of foreign students, contributes materially to the cultural diversity of the university community. This is a worthy objective. Once again, it supplements, but does not replace, college efforts to recruit faculty from historically disadvantaged American minorities.

Additional Suggestions by Chairs

Special Events and Cultural Diversity

Some chairs pointed out the special programs offered or to be offered by their departments with a minority presence in mind. For example, they proposed visiting lecturers of color, visiting lecturers on minority issues, and events co-sponsored with campus minority organizations. In some cases, the departments have funds to help defray expenses for such events.

Dean's Comments and Recommendations

There has been notable progress toward meeting the plan set forth in 1990. The curriculum, the student population, and the faculty are more diverse in 1993-94 than in 1990. In 1994-95 that diversity will increase again.

It is the recommendation of the current dean that the contacts, expertise, and insights of the incoming dean be added to the College Minority Action Plan at an early time in that officer's service. Additionally, it would be well for the CLA Faculty Council and its committees to revisit the matter in 1994-95.

BHW/lbg

Attachments

CLA COURSES WITH ETHNIC & MINORITY CONTENT - 1994

ANTHROPOLOGY

- ANTH 110. Introduction to Cultural Anthropology.
ANTH 210. Comparative Cultures.
ANTH 311 through 319. Peoples of the World.
ANTH 350. Language, Culture, and Society.
ANTH 370. Age, Sex, and Family.
ANTH 380. Cultures in Conflict.
ANTH 406C. Projects: Cinco de Mayo.
ANTH 411-419/511-519. World Cultures.
ANTH 433/533. First Americans, Last Frontiers.
ANTH 434/534. The American Period of Innovation.
ANTH 436/536. Northwest Prehistory.
ANTH 451/551. Sociolinguistics.
ANTH 452/552. Popular Narrative and Verbal Art.
ANTH 462/562. Minority Cultures of China.
ANTH 472/572. Contemporary Indian Issues.
ANTH 473/573. Culture, Gender and Self.
ANTH 482/582. World Food and Development.
ANTH 483/583. Medical Anthropology.
ANTH 484/584. Wealth and Poverty.
ANTH 485/585. Uses of Anthropology.
ANTH 486/586. Cross-Cultural Alcohol Use and Alcoholism.
ANTH 487/587. Language in Global Context.
ANTH 488/588. Business and Asian Culture.
ANTH 492/592. Cross-Cultural Analysis.
ANTH 498/598. Oral Traditions.

ART

- ART 207. Indigenous Art of the Americas.
ART 465/565, 466/566. Native American Art: Northwest Coast.
ART 467/567. Native American Art: Plains.
ART 468/568. Native American Art: Southwest.

CHINESE CULTURE

- CHN 329. Special Topics in Language, Culture and/or Literature.
CHN 331, 332, 333. Chinese Culture.

COMMUNICATION

- COMM 326. Intercultural Communication.
COMM 327. Issues in Ethnicity and Communication.
COMM 377. Sign Language Communication.
COMM 412/512. Topics in Speech Communication: Ethnicity.
COMM 426/526. Intercultural Communication: Theories and Issues.
COMM 462/562. The Rhetoric of Revolutionaries and Reactionaries:
1900 to Present.

HISTORY

- HST 261. American Lives: Ethnicity.
- HST 271. Race and Minority Cultures.
- HST 272. America's People of Color in the Twentieth Century.
- HST 324. Jewish History and Judaism.
- HST 350,351. Modern Latin America.
- HST 362,363. Women in U.S. History.
- HST 364,365. History of Black Americans.
- HST 366,367. History of the American Indian.
- HST 381,382. History of Africa.
- HST 387,388,389. History of the Middle East.
- HST 391,392. East Asia.
- HST 396,397. Southeast Asia.
- HST 416/516. Science and the Emergence of Modern Society.
- HST 452/552. Modern Mexico.
- HST 456/556. Problems in Latin American History.
- HST 459/559. Readings in Latin American History.
- HST 466/566. United States-Latin American Relations.
- HST 467/567,468/568. History of the American West.
- HST 469/569. History of the Pacific Northwest.
- HST 471/571. Colonial America.
- HST 475/575. Civil War and Reconstruction.
- HST 484/584. Problems in African History.
- HST 489/589. Readings in African and Middle Eastern History.
- HST 492/592. Japan Since 1854.
- HST 495/595. China in the Twentieth Century.
- HST 499/599. Readings in Asian History.

JAPANESE CULTURE

- JPN 329. Special Topics in Language, Culture, or Literature.
- JPN 329A. Japanese Business Language and Culture.
- JPN 331,332,333. Japanese Culture.

MUSIC

- MUS 107. Folk Music of North America.
- MUS 108. Music Cultures of the World.
- MUS 109. Introduction to Jazz.
- MUS 121,122,123. Literature and Materials of Music I.

RUSSIAN CULTURE

RUS 331/332/333. Russian Culture.

SOCIOLOGY

SOC 204. Introduction to Sociology.
SOC 206. Social Problems and Issues.
SOC 360. Population Trends and Policy.
SOC 424/524. Social Psychology.
SOC 426/526. Social Inequality.
SOC 430/530. Gender and Society.
SOC 437/537. Minority Groups and Issues.
SOC 439/539. Welfare and Social Services.
SOC 448/548. Law and Society.
SOC 452/552. Sociology of Religion.
SOC 460/560. Comparative Societies.
SOC 464/564. Sociology of Revolution.
SOC 466/566. International Development: Gender Issues.
SOC 470/570. Collective Behavior and Social Movements.

SPANISH

SPAN 331,332,333. The Cultures of Spain and Portugal.
SPAN 336,337,338. Latin American Culture.
SPAN 438/538. Selected Topics in Luso-Hispanic Culture
SPAN 444/544. Selected Topics in the Literature of Spain.
SPAN 445/545. Selected Topics in the Literature of Latin America.

THEATRE ARTS

TA 330,331,332. History of the Theatre.
TA 407/507. Seminar in Multicultural American Theatre.
TA 416/516. Topics in Theatre Arts: Asian Theatre.

TWENTIETH CENTURY STUDIES

TCS 200. Twentieth Century Realities: The U.S.
TCS 300,301. World Community in the Twentieth Century.

WOMEN STUDIES

WS 223. Women: Self and Society.
WS 224. Women: Personal and Social Change.
WS 414/514. Systems of Oppression in Women's Lives.
WS 480/580. International Women.
WS 499/599. Topics--Building Bridges: Unlearning Racism.



OREGON STATE UNIVERSITY

The following departments in the College of Liberal Arts are anticipating openings for tenure track, assistant professor positions beginning September, 1994. For further information, call the telephone numbers listed below.

College of Liberal Arts, Oregon State University, Social Science Hall 207, Corvallis, OR 97331-6202

ANTHROPOLOGY (503/737-4515)

Archaeology

APPLICATION DEADLINE 12/15/93

ART

Precollege Summer Program Director/Studio Art courses

APPLICATION DEADLINE 02/01/94

(503/737-4745)

ECONOMICS

Microeconomic Theory (2 positions)

APPLICATION DEADLINE 12/03/93

(503/737-2321)

PHILOSOPHY

Philosophy of Science/Science & Social Policy

SCREENING BEGINS 12/15/93

(503/737-2955)*

PSYCHOLOGY

Specialty areas not yet defined

APPLICATION DEADLINE NOT YET ESTABLISHED

(503/737-2311)

SOCIOLOGY

Health, Life courses, Family and/or Gender Issues

APPLICATION DEADLINE 12/31/93

(503/737-2641)

Oregon State University is an AA/EEO Employer and has a policy of being responsive to the needs of dual-career couples.

COLLEGE
OF
OCEANIC
&
ATMOSPHERIC
SCIENCES



OREGON STATE UNIVERSITY

Oceanography Adm. Bldg. 104 - Corvallis, Oregon 97331-5503

Telephone 503-737-3504 - Fax 503-737-2064

MEMORANDUM

March 15, 1994

TO: Roy G. Arnold, Provost and Executive Vice President

FROM: Lawrence F. Small, Interim Dean 

SUBJ: Revisiting COAS Minority Action Plans

I. Native Americans in Marine Science

Our efforts in the area of minority affairs continue to be directed mainly toward our Native Americans in Marine Science (NAMS) program. I have recently appointed Dr. Judith Vergun as Director of this expanding program, and Dr. Vergun is currently directing efforts along lines following recommendations put forth by the U.S. Department of Education "Indian Nations at Risk" Task Force. Dr. Vergun played a significant role in developing the Task Force recommendations. The basic program is outlined below:

A. Advertising the Program

1. A NAMS Directory is now on GOPHER, giving program description, eligibility, how to apply, current student participants and their research participation, and mentors and their research.
2. A slide-show presentation is currently being developed, later to be converted to a short promotional video to be used by OSU recruiters to advertise OSU and Native American supporting programs.
3. Presentations are made, one upcoming at the Oregon Indian Education Conference in Newport (4/13-15/94), and at monthly meetings and for newsletter updates of the Oregon Indian Coalition for Post-Secondary Education.
4. Direct work with tribal education leaders and tribal Johnson-O'Malley coordinators is done on a recurring basis to identify, track, and mentor prospective students for OSU and NAMS.

B. Retention in the Program and at OSU

1. Peer tutoring is done in quiet study areas.
2. Students are put on weekly "contracts" for the purpose of monitoring study habits.
3. Mid-term progress reports are solicited from class instructors for purposes of obtaining tutors, if necessary.

C. Community Involvement

1. The NAMS Program hosts members of 9 Oregon tribes (by special invitation) every two weeks, to give a campus tour, a 2-hr NAMS presentation, presentations by current NAMS students, visits to mentors and their labs, and a question-answer period.
2. The purpose of community outreach is to include families and extended families of current and prospective students so that they can understand our system and feel more comfortable about their students attending OSU. Gaining family and community support is essential to a student's successful completion of the undergraduate degree and possible continuation into graduate school.

D. Educational Products

1. Culturally appropriate educational materials will be included in OSU coursework, derived from the correlation of science learned with mentors and traditional Native American knowledge of ecosystems.
2. Interactive media (hypercard and C-D Rom) packages will be created from information gathered in 1. above.
3. Oral histories about tribal uses of natural resources will be published, with hard copies distributed to the Smithsonian Institution, Newberry Library, Oregon Historical Society, OSU Library, and Tribal Education offices.

Because of the near-absence of prospective minority faculty members nationwide in marine/atmospheric sciences, we have since 1989 been attempting to identify and bring along a Native American student through the PhD, after which we would hire that person as a teacher of our high-visibility undergraduate classes as a role model and mentor to other minority students. We may now have such a student, but this person is not yet far enough along to allow us to say for sure whether we have our teacher. Obviously, we want to be very certain that our first hire is the appropriate person from the standpoint of competitiveness and knowledge of our field as well as from the standpoint of mentoring fellow Native Americans.

II. Graduate Student Recruitment

In addition to our NAMS program, our efforts have been directed toward enticing qualified

students of color (of which there are extremely few nationwide) into our graduate degree programs. I have for the past two years made available some funds from one of our OSU Foundation accounts, to be used as start-up money to induce minority students to accept our offers of graduate study. To date we have not been successful in attracting a single person of color with these "seed" dollars. The very few qualified persons have offers from many other universities and businesses. However, we have attracted Caucasian women into our graduate programs with these seed dollars. This spring I have "upped the ante" by making available three full one-year stipends (\$15,000 each), and have encouraged the faculty to look hard for a qualified minority student. Candidate evaluation is still in progress as I write this memo.

III. COAS 5-Year Plan

We have begun to develop our next 5-year plan for COAS, and minority affairs will have a prominent place in the plan. As Interim Dean, I will be stepping down shortly in favor of the next Dean of COAS; however, I fully expect the new Dean to continue the programs and policies currently in place, and perhaps to accelerate their implementation insofar as College funds allow.

cc: Stephanie Sanford, Affirmative Action/OSU
Judith Vergun, NAMS/COAS
Joyce Weathers, Admin./COAS

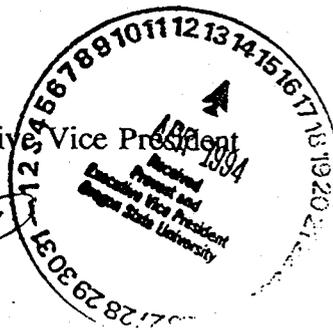
COLLEGE
OF
PHARMACY

April 13, 1994

TO: Roy G. Arnold, Provost and Executive Vice President

FROM: Richard A. Ohvall, Dean 

SUBJECT: Minority Action Plan Update



Faculty Recruitment: The Study Resource Fee in the College of Pharmacy has made it possible for us to increase the number of faculty at our Portland satellite campus in response to the requirements of the American Council on Pharmaceutical Education, our accreditation agency. Faculty searches are in progress and we have identified three outstanding women professionals for three of these positions. One of these women is an international scholar. Two other positions remain to be filled and we are on the alert for persons of color.

Recruitment announcements are sent to the OSU Affirmative Action Resource Directory lists, to all colleges/schools of pharmacy in the United States, and to colleagues in the appropriate pharmaceutical discipline.

The market for qualified minority faculty in our college is thin. Those people are aggressively recruited by other universities and throughout the pharmaceutical industry. Our ability to attract highly-qualified faculty from underrepresented classes depends upon offering adequate salaries and laboratory start-up funds. Often our success depends upon the willingness of the new faculty member to work with our existing faculty who can serve as excellent mentors.

Staff Recruitment and Development: Staff are hired through procedures established by the State of Oregon, and more recently, through the Oregon State University Office of Human Resources. Registration fees are paid for our staff to attend seminars/workshops which are believed to increase their skills and knowledge. Staff are encouraged to participate in professional activities available to them on campus and in the community.

Student Recruitment and Support: We continue our efforts to recruit academically-capable students from underrepresented groups. Student interest in our program is reflected in the number of requests for information and the number of applications each year for our professional pharmacy program. The college's alumni assist by participating in high school career days to speak about pharmacy and to encourage science/math oriented students in their communities to consider attending pharmacy college.

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OREGON
STATE
UNIVERSITY

Pharmacy Building 203
Corvallis, Oregon
97331-3507

Dean's Office
503-737-3424
Fax
503-737-3999

COLLEGE
OF
VETERINARY MEDICINE

Supplement
Minority Action Plan
College of Veterinary Medicine
Oregon State University
Corvallis, Oregon
April 12, 1994

Faculty: The College of Veterinary Medicine has 34 faculty holding the rank of instructor or higher. Ten of these faculty are women and one is an Asian male. Since 1989, a minority (Hispanic) intern was hired for one year supported 1/3 by the University, 1/3 by College instruction, and 1/3 by the Veterinary Teaching Hospital. However, the program was discontinued due to lack of funds to support the position. The College is willing to continue this position, in part, should the University or another source of funds become available to provide a 1.0 FTE stipend for a minority internship.

Drs. Norman Hutton and Pamela Wagner visited the Tuskegee College of Veterinary Medicine in 1990. Topics discussed were faculty exchanges, recruitment of Tuskegee students to clinical blocks at OSU and exchange of residents between the two Universities. Faculty exchanges appeared to be unlikely due to lack of depth of faculty at both Universities to cover services during another faculty members absence. Student exchanges in senior blocks is a possibility but none have occurred to date. Tuskegee was unable to accept OSU's non-resident students.

It is extremely difficult to attract minority faculty since there are so few DVM's available who have a PhD or Board Certification. These faculty are attracted to the larger universities that can provide higher salaries and professional support.

The College administration maintains contact with Tuskegee and all other veterinary colleges in the U.S. and Canada at meetings. At most meetings, minority recruitment is discussed as well as how the profession and academia can improve educational opportunities for students and increase the numbers of minority faculty.

Students: The College continues to recruit minority students. The greatest success has been students admitted through the WICHE program. The College recruits students from New Mexico, Arizona, and Hawaii. In the past 5 years, 2 Native American, 4 Hispanic, 1 Indian/Alaskan Native, and 4 Asian/Pacific Islander students have been admitted to the College of Veterinary Medicine. During the past two years, however, the College has found it difficult to attract WICHE students due to the instability of funding for the College by the state. Furthermore, this year, there are insufficient WICHE funds to support enough students to fill all of the positions available at OSU, WSU, and CSU.

The College works with HCOP on campus to recruit minority students. In addition, the Dean wrote Oregon Congressmen in April of 1994 concerning the VOPP scholarship program and HCOP (see attached letter to Senator Hatfield.)

The College uses Dr. Helen Diggs (Class 1985), a female Black, to lecture in a course the College offers at Portland State University. We would hope Dr. Diggs would serve as a role model to attract other minorities into the profession.

College faculty have participated in the University SMILE program. The Dean has charged the College Admissions Committee to establish a minority recruitment protocol that will be proactive. The Committee will assess various options, including expanding participation in the SMILE program.

The Dean has encouraged veterinarians in the state to recruit minorities for the profession. This can be done by visitations to primary and secondary schools and displays at public events. The College does provide a Pet Day "Open House" that attracts 3,000 plus to the College, participated last month in a petting zoo in Albany and will have a display at the Washington Park Zoo May 1, 1994. Through these and other general public activities, the College reaches out to peoples of all cultures.

The College will continue to actively recruit faculty and students of minority. Hopefully, constant visibility and encouragement of young students will provoke an interest in them to pursue veterinary medicine as a career. The University will be approached to once again provide partial support for a minority intern. When faculty positions become available, under-represented minorities will be given special consideration for the position.

April 1, 1994

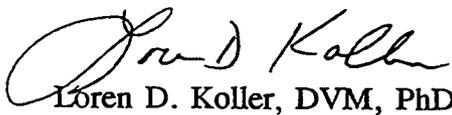
The Honorable Mark Hatfield
One World Trade Center
121 SW Salmon St Ste 1420
Portland OR 97204

Dear Senator Hatfield:

I am concerned about proposed legislation concerning scholarships and loans for disadvantaged students. It would seem to be unfair to attach a service requirement to the newly established VOPP scholarship program. Disadvantaged students should be treated as non-disadvantaged students and have a choice in pursuing their career options. I do support HR 3699 and S 1569 since there is no service requirement and the HCOP program remains in tact. I also urge you to support the VOPP scholarship program at the full authorization level; i.e., \$6 million.

I sincerely appreciate the consideration given to this request.

Very truly yours,



Loren D. Koller, DVM, PhD
Dean

LDK:eb

OFFICE
OF
ADMISSIONS

OFFICE OF ADMISSIONS



OREGON STATE UNIVERSITY

Administrative Services B104 · Corvallis, Oregon 97331 · 2106

Telephone 503 · 737 · 4411



March 30, 1994

To: Roy Arnold
Provost and Executive Vice President

From: Kay Conrad *Kay*
Director of Admissions

Re: Minority Action Report for the Office of Admissions

Your memo of February 25 asks what our office has done to diversify its faculty and staff since our January 4, 1993, report to JoAnne Trow.

I am pleased to report that we successfully recruited and hired two new Admissions Counselors during the summer of 1993, following the resignation of the Associate Director of Admissions. That increased our number of "faculty" from four full-time plus one six-month temporary to five full-time. The four full-time persons were: two white females, one white male, and one black male. The temporary staff member was an American Indian female who was fluent in Spanish.

The current academic staff of five (as of 8/15/93) is composed of two white females, one white male, one black male, and one Hispanic female. One white female is fluent in Portuguese and competent in Spanish and has expertise working with international students. The Hispanic female had valuable prior experience as an undergraduate student and as a graduate assistant in OSU's Educational Opportunities Program. We are very pleased with the diversity of our current academic staff. It is my hope that we will be able to retain them. I am of the opinion that both the black male and Hispanic female are likely to be sought after by other employers on a regular basis.

Given the resources to address the need for an academic staff member who will be responsible for oversight of the graduate admissions operation, we will make every effort to employ another faculty person of color during this coming year.

Our (18) classified, (3) management staff is almost entirely Caucasian female. We have one American Indian female in the classified ranks. Because we have not had open competition for vacated positions and have in the past year had five (5) forced placements (bumps), we have been unable to accomplish any diversification except that we did have two Caucasian males placed in our office during the bumping period which provided desirable gender diversification.

We will accept in transfer a classified staff member from the Graduate School to become part of our Graduate Admissions "unit" on July 1 who is an Asian female.

Our office is committed to diversification in all areas as the opportunity presents itself.

Please let me know if you have any questions.

AFFIRMATIVE

ACTION

OFFICE

April 6, 1994

TO: Roy G. Arnold
Provost and Executive Vice President

FROM: Ina J. Daily
Compliance Manager

RE: Minority Action Plans



Stephanie Sanford has asked that I respond to your request for an update of the Affirmative Action Minority Action Plan.

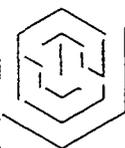
Since the Affirmative Action Office monitors the efforts of units campus-wide, a Minority Action Plan was not written per se; however, we were included in the June, 1991 status report (see attached) and we responded to Graham Spanier's request (see July 11 memo) to discuss the status of workshops for staff. This responsibility now belongs to the Office of Multicultural Affairs, although we continue to do training in affirmative action/equal employment opportunity.

Members of the Affirmative Action Office have participated in endeavors that fit with the focus of the Minority Action Plans by:

- a. hiring an African American within the last 1-1/2 years, in a leadership role in the office,
- b. supporting three students of color in PROMISE internships,
- c. supporting numerous campus and community efforts aimed at promoting a diverse and welcoming climate (eg., John Gray, National Student of Color Conference, MLK Week activities, etc.),
- d. continuing to significantly improve the affirmative action reporting process in order to provide deans and administrators accurate and meaningful data,
- e. updating and increasing resources in the affirmative action resource directory to aid in recruitment,
- f. interfacing with the Office of Multicultural Affairs by providing assistance with diversity training and information sharing,
- g. supporting the Oregon State Police with the Community Policing Program as it relates to the OSU Cultural Centers,
- h. supporting the OSU work study program with the funding of an Asian American student.

If you have any questions, or need additional information, feel free to call me at 7-0866.

Attachments



OREGON
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UNIVERSITY

Administrative Services A526
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Office of Budgets and Planning
Minority Action Plan Update
March 30, 1994

Between 1992 and the present, the Office of Budgets and Planning has been involved in two recruitments -- for the academic position of Information Resource Analyst in this office and the position of Director of Business Services. Both targeted advertisements and letters to publications and organizations that would be likely to reach minority groups and women. A woman was offered the position of Information Research Analyst, but declined, and a man was hired. The other search is still in progress.

The proportion of women employed full-time in the Office of Budgets and Planning has increased from 44% to 46%. Three women have been promoted into positions in higher classifications.

The office has a written Staff Development policy and, during 1992 and 1993, one woman was given release time to attend OSU classes that helped her qualify for promotion. All seven women employees have been given development opportunities by attending local, regional, or national workshops and conferences in the past two years.

Budgets and Planning has supported women students pursuing educational objectives through the part-time employment of 10 women students between 1992 and 1994. One African American student was employed during those years.

To create an environment supporting and accepting of minorities, the director and one manager have completed the Supervisory Core training. One has attended the "Hiring Smart" workshop and will serve on hiring interview panels as requested by Human Resources.

Since our single 1992-94 recruitment for a Budgets and Planning position drew no qualified African, Asian, Hispanic, or Native American applicants, efforts to promote ethnic diversity in this office have not yet been successful.

Future plans include the attendance of all members of the management team in the Supervisory Core training and involvement of at least one manager in the Synergy workshops. Any future recruitments will continue to target minority and women applicants.

OFFICE
OF
BUSINESS AFFAIRS

OFFICE OF
BUSINESS AFFAIRS



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STATE
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FAX
503-737-2069

April 6, 1994

TO: W. Lee Schroeder
Finance and Administration

FROM: Robert A. Durringer *Robert A. Durringer*
Director

SUBJECT: Minority Action Plan

I have reviewed the current Finance and Administration Minority Action Plan and found that Business Affairs is still in compliance. I will continue my emphasis in this area and report to you any discrepancies or suggested improvements that I discover.

rad:TB



MEMORANDUM

April 11, 1994

TO: Lee Schroeder
FROM: Bob Halvorsen *Bob*
SUBJECT: Affirmative Action Plan

I have reviewed the Finance and Administration Affirmative Action Plan submitted in March 1990. Although the functions of Business Services were part of Business Affairs in 1990, I want to assure you that my Business Services staff continues to be supportive to the goals of affirmative action.

Further, I pledge to you that all decisions regarding employment will be made without discrimination on grounds of race, age, color, creed or religion, sex, national origin, physical or mental disability, or other factors which cannot be lawfully used as the basis for an employment decision.

I will put affirmative action on my next staff meeting agenda and I will be sure all managers receive a copy of the 1990 policy. By July all our managers and most of our supervisors will have completed Core Curriculum. We are aware and committed to affirmative action.

RLH:jmb
cc: Chuck Peckham
Ken Potter
Brian Thorsness
Jerry Ward

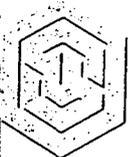
Telephone
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APR 11 1994
RECEIVED 79
Vice President
for Business Affairs
Contract Administration

DEPARTMENT
OF
FACILITIES SERVICES

March 24, 1994



OREGON
STATE
UNIVERSITY

Adams Hall
Corvallis, Oregon
97331-2001

Telephone
3-737-4921

Fax
3-737-3724

TO: W.L. Schroeder, Chief Business Officer

A handwritten signature in cursive script, appearing to read 'Kathleen Mulligan'.

FROM: Kathleen Mulligan, Director, Facilities Services

SUBJECT: Minority Action Plan Updates

The following is an update of the Minority Action Plans for areas within Facilities Services.

FACILITIES SERVICES

Facilities Services is committed to an ongoing program of centralized recruitment to assure that all minority plan requirements are met. Responsibilities for coordinating recruitment and training for the department are assigned to the Assistant to the Director.

Since 1991, Facilities Services staff have attended multiple training sessions in the areas of Sexual Harassment, Americans with Disabilities Act, and Cultural Diversity in the Workplace. All of our supervisors will have completed CORE curriculum training this year, which gives overall training in affirmative action, ADA, cultural diversity, sexual harassment, recruitment procedures, etc. We also plan to send staff members to Synergy training (a diversity program for managers) during this upcoming year.

All our units continue to monitor the work environment throughout our department to ensure working conditions are nondiscriminatory and non-threatening.

Security Services Office

The Security Services Office within Facilities Services has encouraged minority employees and women to continue with their college education. The department

TO: W.L. Schroeder
March 24, 1994
Page 2

has adjusted the work schedule for one minority female employee to enable her to continue with her studies.

Two student employee positions, one for Auxiliary Patrol and one as Campus Crime Prevention Program aide, are filled by minority students. Their work hours are kept flexible to avoid conflict with their class schedule and study time. One student will graduate in June, 1994.

The office has contacted Human Resources and Affirmative Action to encourage minority applications for employment vacancies. Newspaper ads for vacant positions have encouraged applications from women and people of color. During the period since 1991, this unit has hired a minority female for a Dispatcher position, and promoted a minority female to manager of the Security Services Office within Facilities Services.

Security Services has hosted two training sessions on "Cultural Diversity for Public Safety Personnel", and one session of "Cultural Diversity in the Workplace", which were also open to other police departments' personnel. All Security Services personnel attended the mandatory training. We encourage our personnel to attend events sponsored by OSU's cultural centers. Many members have attended such events.

Environmental Health & Safety Office

The EHS Office within Facilities Services participated in the Promise program the last two years. We continued the employment of the minority Promise student from last summer through this academic year.

Some EH&S personnel attended the "Cultural Diversity in the Workplace" training session put on by Security Services.

TO: W.L. Schroeder
March 24, 1994
Page 3

Radiation Safety Office

The Radiation Safety Office within Facilities Services remains committed to recruiting qualified minority applicants and providing a work environment which encourages diversity.

We do not anticipate the filling of any vacancies within Radiation Safety in the near future. When a position does become available, the recruiting effort will be designed to encourage minority applicants. OSU Affirmative Action will be consulted to advise on an effective approach.

Parking Services

In the past year, Parking Services Office within Facilities Services has hired a female Parking Enforcement officer and has sent members of their staff to the training on Cultural Diversity in the Workplace, as well as Cultural Diversity for Public Safety Personnel.

DEPARTMENT
OF
HUMAN RESOURCES

Department of Human Resources
Minority Action Plan Review

Review of 1993 Activities

The Department of Human Resources continued to refine and further develop departmental mission, goals, and value statements which clearly identify and communicate the Department's commitment to affirmative action, equal employment opportunity, and a culturally diverse work force. This information has been discussed at staff meetings and retreats to further staff understanding and commitment for creating an accepting and open environment for minority applicants and staff members.

The staff development section of the Department has pro-actively developed and provided training focusing on affirmative action goals, equal employment opportunity laws, effective interviewing and hiring techniques, and cultural diversity awareness. This training was developed through cooperative efforts between the Department of Human Resources, the Affirmative Action Office, and the Multicultural Affairs Office. The Department continues to provide a cultural diversity component in the classified and management service new employee orientation session held monthly. Additionally, the staff development coordinator has provided cultural awareness and sensitivity training to university departments identified by the Affirmative Action Office through complaint resolution activities.

Continuation of the PROMISE student internship program has provided the Department significant opportunity to contribute toward creating a diverse workforce on campus. OSU students of color are encouraged to participate in summer intern jobs across campus. This program was conceived of and continues to be coordinated and promoted by the employment services section of the Department.

Through the recommendations of a UPR team, the Department is piloting a re-invention effort on the classified and management service recruitment and selection process. Key to this re-invention is the ability to create a more diverse applicant pool for employment consideration. Considerable effort has gone into re-engineering the process to remove perceived biases against minority applicants, primarily in the area of the written testing process. Additionally, the employment section has developed and implemented a training seminar, "Hiring Smart", which provides information about affirmative action and equal employment opportunity laws as interviewing techniques. We believe these efforts will directly contribute to greater diversity among staff and create a more accepting environment for minority applicants and employees.

Minority Action Plan Review
Department of Human Resources
Page 2

Department staff are currently participating in an EOP-sponsored course regarding career opportunities and how to find a job. Our participation is focused on where to look for employment and interviewing techniques.

The Department continues to recruit for classified and management service positions with organizations and publications targeting under-represented groups. In conjunction with the Affirmative Action Office, the Department advertises in a Portland metropolitan area newspaper targeting African Americans.

The Department continued to advise and counsel minority candidates regarding the recruitment process and job opportunities for classified and management service employment.

The Department has hired two Hispanic students through the PROMISE program this past year.

Activities Planned for 1994

Continued coordination and expansion of the PROMISE student internship program.

Continued efforts through the pilot recruitment program to increase the number of minority applicants and hires for classified and management service positions.

Continued effort to expand campus utilization of our services in diversity and cultural awareness training.

GRADUATE
SCHOOL

MINORITY ACTION PROGRAM¹

Graduate School

The Graduate School intends to achieve the objectives of Goals 1, 2, and 3, as stated in the Board of Visitor's Report of December, 1987 by the use of the following strategies;

Goal 1: Increase the number of African American, Asian American, Hispanic American, and Native American students graduating from Oregon State University.

Continue and increase (funding permitting) recruitment and retention of students from underrepresented groups in graduate education.

Current activities include:

1. Mailing of information regarding Oregon State's graduate programs through participation in the Minority Name Exchange and the Western Name Exchange.

We continue to do this. It is a relatively inexpensive recruitment method and alerts departments and colleges to a large number of prospective minority students. Success has been evident in reports from program units of interest by individuals in applying to OSU after receiving contact from OSU.

2. Recruiting at graduate school fairs and at other universities.

This has been sharply curtailed due to budget constraints. The Graduate School recruitment effort has never received sufficient funding to launch this activity in an effective manner, and this effort has come to an end as a routine activity. However, we do participate with other colleges in collectively sponsoring OSU representation at such events.

3. Assisting targeted minority student applicants through the admissions process.

The Graduate School continues this activity. From the positive comments received from students, this is judged to be a very

¹Reproduced below is the 1991 Minority Action Plan submitted by the Graduate School. Interspersed in italics are comments assessing degree of success or describing alternative efforts.

successful and appreciated effort.

4. Granting selected minority students with below the minimum GPA the opportunity to begin graduate study on a provisional basis.

We continue to do this, and it has been very successful. As a result of careful screening and monitoring, we find that with few exceptions, students offered this opportunity have completed their graduate degrees or are currently making satisfactory degree progress.

5. Monitoring and advising minority students with potentially serious academic difficulties.

We continue to do this, and it is working well. We have been able to head off several problems before they reached the serious stage.

6. Allocating \$20,000 each year as matching funds to departments as an aid in recruiting minority graduate assistants.

Due to budget constraints, the \$20,000 has been reduced to \$18,000. An additional \$2,500-3,500 is diverted to fund the Thurgood Marshall Fellowship, which usually goes to a current student rather than for recruiting. However, we continue to allocate available funds to the departments, who consistently inform us that the funds are useful in recruiting prospective, talented, minority individuals. This is helpful not only in directly recruiting minority students, but also in continuing to sensitize departments to the issue of recruiting. There are always more requests for funds than funds available.

7. Seeking, through grant proposals, additional funds for minority recruitment and retention programs.

We continue to seek such funds. However, the Department of Education is not offering new Patricia Roberts Harris Fellowships in 1994-95. This has been the primary source of such funds. The last two competitions have not resulted in funds for OSU. Reviewers have commented on the lack of funding commitment at the University level.

8. Reviewing the minority recruitment and retention efforts of departments through Graduate Council program reviews.

This is an integral component of every program review. Information is sought from each program in the program self-study. Minority recruiting is specifically analyzed at the site visit. We believe this is effective in sensitizing the program units to the importance and seriousness of recruiting minority graduate students.

The Graduate School intends to continue all of the above activities as strategies to achieve Goal 1. In addition, we expect to add the following new or increased activities:

1. Increase recruitment efforts.

See # 2 above.

2. Initiate the Graduate Opportunities Program.

We initiated the Graduate Opportunities Program as a method of introducing our own academically talented undergraduate students to the possibility of graduate education. The program lasted one academic year and was not successful. Initial student interest was high, but it dissipated significantly through the year. At the end of the year we lost funding for the program director and a graduate assistant staff person. The program was not continued. We believe this mission is too important, and our limited resources are too precious, for us to pursue visible but unproductive strategies.

3. Request additional funds for fellowships.

Each year we request additional funds for minority student fellowships. In the past this has not been successful. However, we will continue to make such requests. See # 6 above.

4. Distribute a new minority recruitment brochure.

Approximately 2,000 copies of this brochure have been distributed. It has been well received. The fire in the Printing Department destroyed 500 copies, and we have approximately 500 remaining for distribution in 1994. When the current supply is exhausted we will request funds to print a new version.

5. Participate in minority recruiting at Talladega College in Alabama.

We made three recruiting visits to Talladega College and appeared to be establishing good contacts with faculty and students. The Xerox Corporation indicated they would fund one or two fellowships a year for Talladega science students who continue their studies at OSU. Insufficient recruiting and travel funds have prevented us from continuing this recruiting effort.

6. Plan to initiate, in conjunction with the University of Oregon, a graduate school opportunities day.

We met several times with the UO and were enthusiastic about such a cooperative effort. After the initial planning stages, it became evident that we did not have the necessary funds for such an event. We concluded it would not be effective to divert funding to this activity from other minority recruiting efforts.

Activities Initiated After the Minority Action Plan Was Filed:

1. We became a member of Project 1000, which is a program initiated to recruit and retain Hispanic minority students in graduate level programs. During our first year of participation we have received nine applications from prospective students through this mechanism.

2. Participation in the California Minority Graduate Education Forum. This recruiting event is held every year in conjunction with the annual Western Name Exchange meeting. This is the largest minority graduate student recruiting event held in California.

Goal 2: Increase the number of African American, Asian American, Hispanic American, and Native American faculty, staff, and administrators.

The objectives of Goal 2 will be achieved by the following strategies:

1. In the on-going periodic review of graduate programs we will continue to focus specifically on department efforts to replace resigning or retiring faculty with minority faculty

members.

As with minority graduate student recruiting, graduate program reviews are regularly utilized as a mechanism to address minority faculty recruiting. In one instance, the program review coincided with the effort by another university to recruit a minority faculty member away from OSU. We immediately addressed the issue with the Provost, and a successful effort was launched to retain the faculty member.

2. Continue to seek ways to increase minority representation on the staff of the Graduate School.

We have not been successful in increasing minority representation on the Graduate School staff. We presently have fewer minority staff than we had at the time the Minority Action plan was prepared. We have one Asian female on our staff. An Asian male left for a better opportunity and was replaced by a white female. An African-American female left for a better opportunity and was replaced by a white female. An African-American male graduate assistant, who did the majority of our off-campus recruiting graduated. He was replaced by another African-American male. When that individual graduated, we did not have funds to continue the position. Nonetheless, within our budget limitations we constantly seek ways to increase minority representation on the staff of the Graduate School.

Goal 3: Create an environment supporting and accepting of African Americans, Asian Americans, Hispanic Americans, and Native Americans.

We believe we have achieved Goal 3 and that the environment within the Graduate School is supporting and accepting of all minority individuals both of the U.S. and of foreign countries. As an administrative unit, the faculty and staff of the Graduate School believe so strongly in the objectives of Goal 3 that it has become part of the philosophical basis for unit operation. This does not imply self-satisfaction as we will continue to strive for an even more supporting and accepting environment for all graduate students.

Externally, we are sensitive to "environmental" conditions across campus. These surface in our regular interaction with students as well as in any grievances and problems with which we deal. We are always alert to these issues.

Our efforts in working with academic programs in student recruiting and in graduate program reviews, our regular involvement in monitoring student progress, and our leadership in the Graduate Opportunities Program will be particularly important.

The Graduate School as a unit, and every individual within it, continues to operate as described above. Our daily operation reflects that we are committed to providing a fair, just, and encouraging environment. Clearly, we maintain the same standards at exit for all graduate students, but we are proactive in creating an environment in which minority applicants may enroll and succeed. Although our programming is severely hampered by limited resources, we nonetheless conduct the regular activities of the Graduate School in a manner which endorses equality.

OREGON STATE
UNIVERSITY
LIBRARIES

May 20, 1994

MEMORANDUM

TO: Roy G. Arnold
Provost and Executive Vice President

FROM: Melvin R. George
The Delpha and Donald Campbell
University Librarian

RE: Minority Action Plan



Here is the 1994 update of the OSU Libraries Minority Action Plan.

Recruitment: OSU Libraries have hired two minority faculty - both Asian - American. We have hired one classified employee - Hispanic-American and had one Asian - American bumped into a classified positions.

We have at the same time been unable to retain one minority faculty - African -American.

We do not have a good statistics on the number of minority students we have hired primarily because student supervisors will sometimes report International students as minority hires. We have improved our record keeping on this.

The library continues to work towards creating a supportive environment for all students, classified and faculty of color. We have had numerous displays in the library celebrating different ethnic groups. We are strengthening our relationship with EOP - requesting that office to refer students looking for work to the library. One of our faculty member has participated in the DPD program and another is scheduled to do this Summer.

In terms of collections, we have allocated \$5,000 to be spend on multicultural materials - over one half of this amount has been expended.

In our recruitment efforts, we have not only advertised in the traditional newspapers and journals but have also sent announcements out on the internet and have placed ads in the Black Caucus Newsletter. The Association of College and research Libraries has a committee on Racial and Ethnic Diversity which we consult for recruitment and retention ideas.

In all, progress is slow but we are moving forward. There will soon be a library science program available to Oregonians. This may provide us with the opportunity to increase the pull of Librarians of color in the state.



OREGON STATE UNIVERSITY

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Telephone 503-737-1201 Fax 503-737-1200

Telex 501 596 0682 OSU COVS

May 31, 1994

TO: MAC Members
FROM: Phil Jackson
RE: Review of Kerr Library Minority Action Plan

Goal 1, Students:

Kerr Library does not administer undergraduate or graduate education programs. No good statistics available on the number of minority student hires. Working to improve better minority student employment records.

Goal 2, Staff:

June 1991 update reported hiring of three faculty of color and one classified employee of color. May 1994 update reports two Asian-American faculty hires and one Asian-American bumped to a classified position. Lost one African-American faculty member. Conducts target recruiting. Has set up a committee on Racial and Ethnic Diversity to consult on recruitment and retention ideas.

Goal 3, Climate:

Budgeted \$5,000 for multicultural materials; \$2,500 expended. Works with EOP for employment opportunities. Displays celebrating ethnic groups and related reference material.

RADIATION
CENTER



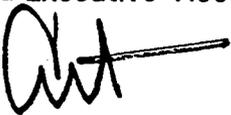
OREGON STATE UNIVERSITY
 Radiation Center A100 Corvallis, Oregon 97331 · 5903
 Telephone 503 · 737 · 2341 Fax 503 · 737 · 0480



MEMORANDUM

DATE: March 30, 1994

TO: Roy G. Arnold, Provost and Executive Vice President

FROM: A. G. Johnson, Director 

SUBJECT: Radiation Center Minority Action Plan

In response to your memo of February 25 regarding our Minority Action Plan and other related matters, I am providing you with a summary of our activities over the past four years.

The Radiation Center's Minority Action Plan was completed on March 8, 1990 and identified seven specific areas where we wanted to focus our efforts. In addition to establishing policies and strategies designed to promote a supportive and accepting environment for minorities and women, the plan was intended to help us implement specific actions. These actions are summarized below along with my assessment of their effectiveness.

Action Item No. 1:

Annually conduct comprehensive training for Radiation Center managerial and supervisory personnel regarding: 1) OSU's Affirmative Action program and its objectives; 2) equal opportunity employment laws; 3) available support from the Department of Human Resources and the Affirmative Action Office regarding hiring of women and minorities; and 4) commitments contained in the Radiation Center's Minority Action Plan.

Assessment:

I believe this training has been useful to our staff and we fully intend to continue such training in the future. As part of our training effort, we have invited individuals from the Affirmative Action Office to participate, and we have used available training materials such as video tapes which were provided to us through the Affirmative Action Office. We have also found it helpful to collect new minority action information provided to campus units by the university administration and to incorporate this information into our ongoing training. Training on any new programs is usually conducted at each semiannual meeting.

Action Item No. 2:

Establish a Radiation Center Minority Action Committee composed of representatives of the different operational programs within the Center to ensure compliance with the existing Radiation Center Minority Action Plan, to review and implement new information and policies

issued by the university's Affirmative Action Office, to review the Center's Minority Action Plan for needed revisions, and to suggest new innovations which will improve the plan. The committee will meet at least semi-annually and before the start of a recruiting effort to fill a vacant position at the Radiation Center.

Assessment:

The Radiation Center's Minority Action Committee consists of men, women, and minority staff members representing different operational functions within the Center. I believe the Committee has been quite helpful in terms of implementing our minority action plan and in demonstrating our commitment to meeting our minority action policies. The Committee has met regularly every six months over the past four years and as needed for recruiting efforts.

Action Item No. 3:

Develop a minority action checklist to be used in conjunction with each recruitment effort to ensure that the resources of the OSU Affirmative Action Office and the Department of Human Resources are being used to the fullest extent to encourage minorities and women to apply for vacant positions.

Assessment:

Our minority action (recruiting) checklist has been completed for each recruitment since it was implemented and I feel that it has been quite helpful to us in our effort to meet requirements of the Affirmative Action Office and the Department of Human Resources. As indicated, the checklist is mainly intended to help us recruit in a way which will encourage minorities and women to apply for vacant positions at the Radiation Center. I believe it does this and therefore the effort has been successful.

Action Item No. 4:

Establish active communications with Affirmative Action programs of local and national professional organizations representing the specialized skills and expertise needed by the Radiation Center, in order to solicit their assistance in attracting minorities and women into occupational positions and academic programs at the Radiation Center. These groups will include the American Nuclear Society, the Health Physics Society, the Society of Women Engineers, and the Association of Women in Science.

Assessment:

We have repeatedly made contacts with the affirmative action representatives of local and national professional organizations in an effort to attract minorities and women into occupational positions and academic programs at the Radiation Center. While we fully intend to continue this effort, our results to date have been less than we had hoped for. I believe the reason for this is that many professional organizations are simply not well organized in their minority action efforts. I would expect this to change as time goes on, and thus we intend to continue our efforts to establish ties with these groups as they become better organized and more active in minority affairs. 99

Action Item No. 5:

Seek out and apply for participation in state and federal programs designed to educate and/or train women and minorities in nuclear-related programs.

Assessment:

For two consecutive years the Radiation Center applied for and received a grant from the U.S. Department of Energy designed to recruit and train minorities and women for the nuclear industry. Under this grant, the Radiation Center trained two women, (one was also a minority) as nuclear reactor operators. In addition, the Radiation Center in cooperation with the Department of Nuclear Engineering submitted a proposal to the National Science Foundation (NSF) in an effort to obtain funding for a program entitled 'Development of a Prototype for the Northwest Comprehensive Regional Center for Minorities in Science, Engineering, and Mathematics'. In a similar effort, the Radiation Center and Nuclear Engineering jointly submitted a proposal to the NSF entitled 'Graduate Engineering Education for Women, Minorities, and/or Persons with Disabilities'. In both cases our proposals were entered into a national pool of competitors for the funding; however, the awards were made to regions within the country where minority problems were more severe than in Oregon. Therefore, while we have not yet been successful in obtaining support for such programs, we plan to continue our efforts to obtain such funds as the opportunities occur.

Action Item No. 6:

Seek out opportunities to host career-oriented educational programs for minority and women's organizations such as Upward Bound and the Association of Women in Science.

Assessment:

Each year the Radiation Center conducts career oriented educational programs for minority and women's organizations. We believe this is a very important activity and we have never turned down a request to provide such programs. While we have invited many minority and women's organizations to come to the Radiation Center, our greatest success has been in responding to program requests from specific groups when they come to the OSU campus for other educational activities. Whether by invitation or request, we plan to continue offering these special educational programs as part of our minority action effort.

Action Item No. 7:

Enroll all Radiation Center managerial and supervisory personnel, and other interested staff members, in appropriate training and information programs related to recruitment and employment of minorities and women, and in programs dealing with the establishment of a friendly and supportive environment for women and minorities.

Assessment:

As programs have become available, our managerial, supervisory, and other staff have been 100

Roy G. Arnold

-4-

March 30, 1994

enrolled. We fully intend to continue this activity because we believe it is valuable to the employees and it helps to demonstrate management support for our minority action program.

Since our current minority action program seems to be working well, our plans for 1994 are to continue to meet the action items in our existing plan.

I hope you will find the information I have provided to be helpful. Please let me know if we can be of further assistance.

CAREER PLANNING
AND
PLACEMENT CENTER



OREGON STATE UNIVERSITY

Administrative Services B008 Corvallis, Oregon 97331-2127

Telephone 503-737-4085 · Fax 503-737-0532

March 31, 1994



TO: Roy G. Arnold
Provost and Executive Vice President

FROM: Shirley M. Gregory
Director

A handwritten signature in cursive script that reads 'Shirley M. Gregory'.

CAREER PLANNING & PLACEMENT CENTER
Progress on Minority Action Plan of 1991

The Goals of the Center 1991

Goal 1: Increase the number of African American, Asian American, Hispanic American, and Native American students graduating from Oregon State University.

The Center plays no role in this goal as it deals with admission and academic retention of minority students.

Goal 2: Increase the number of African, Asian American, Hispanic American, and Native American faculty, staff, and administrators.

Over the 20 years of operation, the Center has had both minority staff(classified) and student help, but not faculty.

Center Plan: This remains an objective of 1990-91.

(See rationale on enclosed 1991 Plan)

Goal 3: Create an environment supporting and accepting of African Americans, Asian Americans, Hispanic Americans, and Native Americans.

Our Center Plan is one of having an atmosphere of friendliness and support for anyone wishing to use the Center. We know that this is an ongoing objective and is assisted by special programs from the Division.

CPPC'S ACTIVITIES AND ACCOMPLISHMENTS

Goal I: Research was done by the head of cooperative education in 1991 utilizing a 1600 sample size from eight Northwestern colleges and universities which refuted the statement that CPPC is not involved in retention of students. The research indicated that significantly higher numbers of minority students completed their 103

Minority Action Plan/Placement Center

degrees who participated in cooperative education internships than did those students who did not do so.

The cooperative education program, as well as other center programs, continue to grow and are including more minority students yearly but still do not parallel the percentage of minorities at the university. While the center's ability to sustain on-campus recruitment in the engineering arena shows a large number of Asian American students participating, the growth in numbers of other minorities utilizing the center has not been as great.

As minorities continue to take advantage of the co-op program and other center activities, retention at OSU of minority students should be positively impacted.

Goal 2: CPPC continues to be frustrated in hiring of minority staff and advisors.

Unsuccessful Steps:

* In 1992 the receptionist's position was offered to an African-American candidate who took a position in Salem instead.

* Again, in 1992, CPPC again offered the Recruitment Manager's position to a Native American. The person was 'bumped' before she arrived into the position. We continue our efforts to obtain diversity.

Positive results and Activities Planned:

* In 1993 CPPC was able to obtain a graduate teaching assistant who has considerable coursework and experience in working with minorities. She is particularly strong in working with Native Americans. As a result, she has been working with Jeff Boyd and is writing a proposal to establish two minority para-professional student positions in the center beginning fall 1994.

* As a part of development activities of the center, Proctor and Gamble has indicated a desire to fund a minority student (para-professional) position in CPPC as a part of an ongoing commitment to help in diversifying the center in order to create a more comfortable atmosphere for minority students as well as to meet recruiter demands for minorities.

* In the 1994 academic year, CPPC has asked for a minority GTA and it appears there is an appropriate candidate available.

Goal 3: CPPC is very much aware of the need to create an environment of friendliness and support for anyone wishing to use the Center.

Marginally Successful Attempts

* We have had to limit the number of mock interviews we can provide to EOP students and do group demonstrations as we do not have enough staff to meet the demand.

* CPPC worked with the Athletic Department to provide a series of evening seminars and recruitment activities for minority athletes in order to attract them to CPPC. The presentations were taped and used as a model this year in the Athletic Dept. to provide the activity without involvement of CPPC.

* Though CPPC's director is a founding member of the PROMISE board, we have not have the funding to hire a promise intern in CPPC.

Positive results and Planned Activities

* Advisors and staff continue to work with EOP to provide co-op listings, recruitment materials and magazines as well as other information specific to minority students to EOP. These materials also are provided to the minority unions.

* Involvement of EOP in Career Information Days and plans to involve Minority Student Unions as participating sponsors in Career Information Days 1994.

* As a result of the seminar series offered Spring 1993 and the continuing work of our advisors with the Athletic Department, we are seeing a greater number of African American athletes in the Center. They also are tending to bring friends with them.

* Staff and advisors continue to participate in SOAP activities and have, as a result, been able to bring one Hispanic and two Asian students into the center. All of these students are currently interviewing and are hoping to have internships this coming summer. We have been able to assist them and their friends through advising, mini-classes, mock interviews and look forward to continuing these relationships during their college careers.

* particular involvement of our GTA in work with the Cultural Centers resulted in development of new contacts with the Cultural Center Coordinators and Jeff Boyd. Resume workshops were developed and implemented in all centers and minority students were trained to help their peers in resume preparation. A total of 16 students attended the one and one-half hour workshops (Hispanic CC, 2 Longhouse 7, Black CC 4 and Asian CC 3). Continuing to build these liaisons and strengthen CPPC's relationship with ethnic students, the GTA will hold informal assistance in the cultural centers on a rotating schedule twice weekly for 45 min.

* Elders from three different tribes are scheduled to visit CPPC on three different occasions in April and May to gather information as to assistance CPPC can provide for their tribal members attending or planning to attend OSU.

* Resume example were gathered in Spanish and made available to assist Hispanic students in resume preparation.

* CPPC's director was active in initiation of the PROMISE program which placed in excess of 20 interns yearly for the past two summers in positions on campus in State offices. CPPC's participation in this program continues.

* Our advisors continue to work with EOP offering classes and bringing their students into CPPC. We attended the EOP retreat this fall and have brought several students into the center as a result. These students are very active in internship and job-seeking activities in CPPC.

* Our international co-op advisor has held meeting with Hispanic students, native American, and Asian students promoting co-op activities. She has had remarkable success in bringing these students into the center as she addressed both Hispanic and Chinese students in their own language. Over Spring break, two Hispanic families came to the Center to inquire further as to how we could help their students.

* Involvement of Director on Special Services Committee of the Faculty Senate

* Involvement of CPPC in the LAMA conference scheduled at OSU in April

* Institution of new scheduling and recruitment policies which are more sensitive to minority students and recruiters.

cc: Jo Anne Trow, Vice-Provost for Student Affairs



MINORITY ACTION PLAN

CAREER PLANNING AND PLACEMENT CENTER

Background: The Center is in the unique position of trying to accommodate all job recruiters of our graduates while insuring that they follow the laws governing Affirmative Action and Equal Opportunity programs. Besides written assurances from the very large organizations, we must rely on a great deal of trust and hope for fairness.

The Goals of the University and the Center:

Goal 1: Increase the number of African American, Asian American, Hispanic American, and Native American students graduating from Oregon State University.

The Center plays no role in this goal as it deals with admission and academic retention of minority students.

Goal 2: Increase the number of African American, Asian American, Hispanic American, and Native American faculty, staff, and administrators.

Over the 20 years of operation, the Center has had both minority staff (classified) and student help, but not faculty.

Center Plan: Since the first Long Range Plan was written in 1973 with a faculty staffing of 2.30 FTE, the goal of addressing minorities has been included in all future plans. The 1973 plan was the first MBO plan written on campus.

It is interesting to note in that plan the Center was to achieve a faculty staff of 5 by 1979 to handle the growth in activities and address the need for several special programs. Today, we have a faculty FTE of 4.70, which includes the fast growing Cooperative Education Program never envisioned in the original plan, but absorbed in 1983. The old plan (attached) is as valid today as it was in 1973. The Center needs a staff of 8.0 FTE to accomplish its goals and objectives which include a minority staff member. This remains an objective for 1990-91.

Goal 3: Create an environment supporting and accepting of African Americans, Asian Americans, Hispanic Americans, and Native Americans.

Our Center Plan is one of having an atmosphere of friendliness and support for anyone wishing to use the Center. We know that this is an ongoing objective and is assisted by special programs from the Division.

Conclusion:

The Center has never abandoned its original objectives and in fact has accomplished several sub-tasks listed in 1973. What has been lacking is the funds to make the last visible leap in staffing.

Attachment:

10/19/89
C:VV:MAP/dz

CAREER COUNSELING PROGRAM: 1.3 Affirmative Action

	Objectives	Sub-tasks	Performance Measures	Requirements
1 9 7 4 - 7 5	Develop close working relationship with Educational Opportunities Office for effective dissemination of pertinent employment and career information for minority students.	Train office personnel in special concerns and services to minority students.	Number of minority students using placement facilities.	Staff time.
1 9 7 5 - 7 7	To increase the number of special seminars for minority students.	Develop special written materials for minority students.	Number of minority students using placement facilities successfully in finding jobs versus percentage of non-minority students successful.	Staff time and printing (\$300)
1 2 7 7 - 7 9	To seek special organizational opportunities for minority students.	Attract more organizations with opportunities for minorities.	Interest and feedback from students and employers.	Staff time.

COUNSELING

AND

TESTING

CENTER

TO: RCT ARNOLD
Minority Action Plan Update
Counseling Center #

May 16, 1994



Memo to: VP Jo Anne J. Trow
Student Affairs

From: Morris LeMay *ML*

Subj: Minorities

During the past year, we continued our strong effort to find minority speakers for the LS 114 career decision making class. We continued our efforts to find reading materials for our reception area that would appeal to minorities.

We have increased our use of minorities as supervisors, associate supervisors and proctors for the national testing program.

Mariette Brouwers has actively supported GLB issues by visiting the campus office, giving her support during Gay Pride Week, and giving a talk at the National ACA Conference on "The role of professional counselors on a college campus in promoting a Gay Affirmative Climate."

Sally Wong continued her minority activities as follows:

- a) advisor to the HongKong Students Assoc.;
- b) mentor to Hispanic student in the Scholars Program;
- c) attended several events during the Asian/Pacific Islander-American celebration;
- d) wrote a letter of recommendation for a former president of the Asian Students Assoc. and Macao Students Assoc. and Asst. Coordinator of the Asian Cultural Center.

Our goals for the AY 94-95 are:

- a) to continue with the above;
- b) to increase our cooperation with the Educational Opportunities Program through visitation and communication;
- c) to visit each campus cultural center to increase communication and visibility;
- d) that each counselor engage in at least one outreach activity per term relating to minorities; and
- e) to have an open house for the Center



OREGON
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Administrative Services A322
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OFFICE
OF THE
DEAN OF STUDENTS



OREGON STATE UNIVERSITY
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MEMORANDUM

March 14, 1994

TO: Roy G. Arnold, Provost and
Executive Vice President

FROM: J. Roger Penn 
Dean of Students

SUBJECT: MINORITY ACTION PLAN - DEAN OF STUDENTS' OFFICE



One of the primary goals of the Office of the Dean of Students is to work toward the maintenance and improvement of the overall quality of student life at Oregon State University. In relationship to this goal, staff in this office actively support University efforts to increase the number of minority students attending the University, to promote their success while enrolled at the University, and to create an environment and climate on campus that is accepting of individuals from diverse backgrounds.

In order to accomplish this goal efforts have been undertaken and progress has been made in the following areas.

1. Staff continue to be involved either through initiation of or participation in a variety of programs designed to improve the learning environment for minority students. Examples include endorsement of or direct financial support for teleconferences that deal with race relations and speak to issues associated with multi-cultural affairs, advising and consulting with student organizations in an effort to promote increased diversity, and providing formal class presentations and instruction in the area of diversity.

2. The office formally seeks to invite students of color to participate in various activities on campus. For example, for the last several years we have sent a targeted mailing to minority students advising them of the benefits of living group affiliation including participation in fraternities and sororities. Staff also formally advise the Interfraternity Council and Panhellenic Council who each have task forces and committees on cultural diversity. Each organization was actively involved in sponsoring Martin Luther King Week and provided a number of cultural diversity programs. Indirect support is also provided to the two African-American fraternities and the one African-American sorority on campus.

3. The office continues to administer and provide oversight of the University's Minority Scholars Program (Underrepresented Minority Achievement Scholarships) with a goal of attracting the state's most outstanding African American, Hispanic, Native American and Alaskan Native transfer students. Currently 230 undergraduate and 10 graduate students receive scholarships and participate in the program. Staff efforts are designed to promote an effective transition from secondary education or the community college setting, to provide a sound orientation to campus procedures and student life, to promote student retention and leadership development, and to encourage and recognize sound scholarship.

4. Staff actively work with and cooperate with other offices including the Office of Multicultural Affairs and the Affirmative Action Office to provide assistance to minority students. Frequently staff expertise will be used in the areas of conflict resolution, improving communication, and designing educational opportunities that promote a multi-cultural environment.

5. The Dean of Students as well as the Director of Multicultural Affairs and Director of Affirmative Action hold lead positions on the University's "Administrative Response Team" which is designed to implement procedures and respond to instances of harassment and discrimination.

6. Staff serve as faculty mentors to minority students participating in the Minority Scholars Program. The office also seeks promising students who would benefit from an internship in the office with the goal of identifying those who would view college and university administration as a possible career interest. This last summer the office sponsored an African American woman who was a PROMISE Intern and actively involved her in conducting an assessment as well as carrying out several other projects designed to determine the office's effectiveness in working with minority students.

7. Through the College Student Services Administration Graduate Program the office seeks to identify and attract minority students into a variety of GTA positions. This year we were successful in identifying and hiring an African American woman who works directly with the Minority Scholars Program, and discussions are currently underway with a Hispanic woman from the Portland area who would benefit from pursuing her advanced degree at Oregon State University.

8. The office administers and oversees the University's program for students with disabilities. Through a greater awareness of the University's efforts in this area the number of students with disabilities has increased from 13 in 1979 to 200 this academic year. Staff also work directly with the Disabled Student Organization and provide workshops and consultation to faculty and other members of the University community on various issues associated with disabilities.

JRP:ll

c: Jo Anne Trow, Vice Provost for Student Affairs

FINANCIAL AID

OFFICE

TO: Provost Arnold



OREGON STATE UNIVERSITY

Administrative Services A218 • Corvallis, Oregon 97331-2120

Telephone 503-737-2241

May 24, 1994

TO: Vice Provost Trow

FROM: Keith McCreight, Director *K. K. McCreight*

SUBJECT: Minority Action Plan: Update

GOALS 1 and 3:

Since many American minority students come from families with limited financial resources, the Financial Aid Office has an important role to play in assisting to bridge the gap between available family resources and the cost of attending Oregon State University. The major funding source for student aid programs is from the federal level with supplemental funds from the state and institutional levels.

Recruitment and Retention

1. Continue the coordination activities with EOP, HCOP, and CAMP offices:
 - Updates on student application/award status
 - Application completion workshops
 - Staff training/workshops
2. Continue coordination activities with other university offices:
 - New Student Programs (Beaver Open House, SOAP)
 - Admissions: Minority Fee Remission Program (UMAS, JMAS)
 - Various Colleges/Departments (College and Departmental scholarship programs)
3. Continue timely processing/awarding of student financial aid awards/grants, scholarships, loans, college work-study.
4. Continue Job Development Location program (JDL) for part-time employment opportunities that are located off-campus. This service assists students interested in part-time employment (including minority students) in securing such employment.

GOAL 2:

1. Work with the College Student Services Administration program (CSSA) to recruit qualified American minority students.
2. Seek American minority applicants for assistantships and other position openings in the Financial Aid Office.
3. Encourage American minority students to consider intern positions in the Financial Aid Office.

MEMORIAL UNION
AND
EDUCATIONAL ACTIVITIES



MEMORANDUM

Date: May 23, 1994
To: Roy G. Arnold
Provost and Executive Vice President
From: William C. Edwards *Bill Edwards*
Subject: Update on Minority Action Plan Activities since 1991



Successful actions which the Memorial Union and Educational activities have taken in an effort to enhance the atmosphere on campus for Minority Students:

Published research has verified that student retention and persistence to the earning of a degree relates to level and quality of participation in campus activities and governance. In view of that fact the Memorial Union, Student Activities and Media, and Recreational Sports have done the following to enhance the atmosphere on the OSU campus.

- ☐ The Memorial Union Board has approved increases in funding for campus cultural centers and provided dedicated staff support. The 1989-90 combined budget for three centers was \$30,186, and the 1993-94 budgeted expenditures for four centers and the Diversity Education Coordinator position totals \$142,081, an increase of 270%. The \$30,186 in '89-90 represented 2% of the MU budget compared and the \$142,081 is 6% of the 1993-94 budget. This funding increase been invested in expanded programs and services as well as facilities and equipment improvements. The Asian Cultural Center was prepared and opened in 1992 and hours of operation for all centers have been increased.
- ☐ Scholarships and awards have been granted through the MU's Allworth Fund to provide educational assistance to students interested in participating in leadership learning activities. Most commitments have been made to cover conference registration fees, travel, and lodging. The Allworth Cultural Awareness Award is announced each year at the Recognition and Awards banquet.
- ☐ The Memorial Union Program Council has become increasingly diverse in its membership and has added multicultural programming positions to its organizational structure. In so doing the Council has increased its output of cultural awareness programs both in house and through cooperative efforts with other campus groups. Likewise the campus media and student government organizations have registered increases in minority student participation.



- ☐ Funding of minority groups through the Educational Activities budget process has increased as groups plan more ambitious programs. Funding for the minority groups falling into the categories represented by the cultural centers has increased from \$6,049 in '89-90 to \$32,751 in '93-94 (note: an additional \$3,264 was allocated to the cultural centers for programs in '89-90 and this area was shifted to the MU in 1992). The growth has been from 1% in 1989-90 to 3% of the Educational Activities budget in 1993-94.
- ☐ The Diversity Education Coordinator has helped to facilitate the cultural center coordinator selection and training process and has provided supervision for center coordinators. In addition efforts have been directed toward intra and inter-community conflict resolution, campus crisis response team development, facilitation of the community policing programs of the Oregon State Police and the Corvallis Police Department, design of career planning and placement programs for minority students, an increase in internship opportunities, encouragement of minority graduate school enrollment, support of a minority alumni group, and fostering of mentor/mentee relationships. The coordinator has also encouraged individual minority students to participate in campus and off-campus educational conferences as well as Oregon State University recruitment activities.
- ☐ The Memorial Union has demonstrated commitment to diversity education by providing staff time and office support for the planning and execution of the Martin Luther King, Jr. Holiday programs each year both on campus and in the community. In addition, the MU has honored the memory of Martin Luther King, Jr. and the heritage of American Indians as it has completed its two most recent meeting room renovations.

Actions which could have more actively supported an enhanced atmosphere on the campus for Minority Students:

- ☐ The Memorial Union remains supportive of the creation of a multicultural center. Though previous efforts have failed to receive the support of minority communities, the long term solution to the high cost of maintaining and operating multiple cultural centers may well be answered in the development of plans for a major facility complex which would be appealing to the many publics we serve.
- ☐ The creation of the Diversity Education Coordinator position and the upgrading of the cultural center coordinator positions has resulted in an explosion of demand from the campus and community for programs and services. The Memorial Union is not in a position to provide the level of service expected. The creation of the Multicultural Affairs office has made OSU a much more responsive campus but that office needs to be granted the resources needed to more effectively address the needs of individual minority students and campus faculty and departments.

Diversification of Memorial Union and Educational Activities faculty and staff has occurred in the following areas:

- ☐ The MU continues to recruit and hire minority students for its many part time positions. Since 1991, the Memorial Union has recruited for only two faculty positions each of which was offered to and accepted by a minority person. Three positions in Recreational Sports have been filled since 1991 with no minority selections but the latest posting (yet to be decided) resulted in two minority candidates selected as finalists.
- ☐ MUPC has selected a greater number of minority student volunteer leaders than in past years.

Continuing efforts to diversify the faculty and staff include:

- ☐ The Memorial Union continues to be committed to the principles of affirmative action and will make extraordinary efforts to recruit minority faculty and staff.

STUDENT
HEALTH
SERVICES

STUDENT HEALTH SERVICES - MINORITY ACTION PLAN

Student Health Services supports and is committed to the goals of the university minority action plan:

- Goal I increase the number of African American, Asian American, Hispanic American, and Native American students graduating from Oregon State University**

- Goal II increase the number of African American, Asian American, Hispanic American, and Native American faculty, staff, and administrators**

- Goal III create an environment supporting and accepting of African Americans, Asian Americans, Hispanic Americans, and Native Americans.**

Appropriately, all Student Health Service action plan address the creation of an environment supporting and accepting of African Americans, Asian Americans, Hispanic Americans, and Native Americans. More specifically, aiding the retention of under represented student groups is addressed by seven of the action plans while increasing under represented groups among student, faculty and staff is addressed by six of the action plans.

SHSs Specific Action Plan:	Addresses OSU Goal(s)
develop aids in health care tailored to diverse groups in both areas of diagnosis and treatment of disease AND health promotion programming	I, III

UPDATE: Health Fair efforts included targeting medical concerns of specific under represented populations on campus. The result of this programming was the establishment of follow up contacts for additional presentations to specific campus groups. The largest event of note was an invitation to participate in the Native American Pow Wow. Clinical and Health Promotional materials specific to under represented groups were developed over the course of the year. Utilization of these materials was high. Groups on

campus responded by requesting additional programming and materials dealing with new topics of interest. In-house displays featured medical problems and interventions tailored to under represented groups. Student feedback was favorable in all these areas.

in developing and conducting campus programming designed to publicize health services, include the dimension of recognizing needs of diverse cultures I, III

UPDATE: During orientation for new students (SOAP, International Education, Cultural Centers) and programming for other campus groups, positive recognition of different needs relative to distinct populations was integral in presentations. This approach allowed for educating specific populations as well as all members of the campus community regarding respectful differences in medical care and health promotion activities.

develop and nurture links with cultural centers, EOP, Multicultural Affairs Office, Upward Bound Program, international student groups participating in programming in these offices and departments I, II, III

UPDATE: An effort was made to increase request and referrals from these programs and individualize contacts implemented. Good working relationships were established with the Multicultural Affairs office and the EOP program. Efforts will continue in these areas and will be enlarged.

conduct in-house programs aimed at continually fostering understanding and appreciation for diverse groups III

UPDATE: Section Heads meetings, individual departments and all staff meetings include a component aimed at underscoring respect and appreciation for medical needs of diverse groups. Individual staff are also encouraged to continue diversity training in health care delivery. Plans are currently underway for staff to share, read and comment

together on a publication dealing with health care delivery to diverse populations.

publicize to SHS staff, events and programs relative to diverse groups; post notices in public areas to encourage student recognition of importance to HS staff

III

UPDATE: General bulletin boards, staff social areas and section informational spaces have been used to publicize the events occurring on campus and in the community. Section Heads meetings were also used for a forum in the dissemination of this information and active attendance encouraged.

include members of diverse groups in HS continuing education and staff development programs

II, III

UPDATE: Multicultural Affairs office participated in program offerings in-house. Plans for next years programming are intended to feature community resources and campus faculty, staff and students working in these areas.

encourage awareness and visible support of cultural centers

I, III

UPDATE: Recruitment efforts were directed at seeking balanced representation on the Student Health Advisory Committee. Conference support was given to students attending special conference dealing with health care meetings of diverse populations.

develop opportunities for HS staff to participate in staff development opportunities including individuals from diverse groups

I, II, III

UPDATE: Staff attendance at specific conferences in the areas of Mental Health and Health Promotion programming dealing with diverse populations were actively supported.

All staff programs for the next academic year will be developed from these conferences.

continue to seek students from diverse backgrounds to fill student employment slots; recognize as important contributing members of organization; develop mentoring programs I, II, III

UPDATE: Of the twelve student employees of this past academic year four were men, eight were women; under represented groups- six (three men, three women). Pacific Islander, Asian American, Native American, African American, 2 Hispanic Americans . Students were encouraged, as their schedules allowed, to participate on one of the many Student Health Service committees. Many of the student employees availed themselves of the open door access to both the Associate Director and the Director and established good mentoring relationships.

continue participation actively in PROMISE program I, II, III

UPDATE: During the two years of the summer promise program the Health Service has had a promise student on site. Each of the two students has continued their employment into the academic year. A commitment has been made to continue the program in the coming summer.

actively pursue recruitment efforts to increase representation of diverse groups on SHS staff by contacting key professionals directly when opportunities occur II, III

UPDATE: In recruitment and hiring, opportunities were afforded in the following positions: Two RN's positions, Administrative Assistant, Medical Aide, Secretary of Administrative Services, and Public Service Representative. All recruitment efforts followed Human Resource guidelines for hiring. Additionally, advertisements were placed in state and local newspapers as well as minority press publications.

Specifically with regard to the RN positions advertisements were placed in the following newspapers- Seattle Times, The Oregonian, San Francisco Examiner. Advertisements were also placed in the following minority publications Post Group, Seattle Facts, Portland Observer, Hispanic News. Referrals to minority health professionals were sought from Phyllis Lee, Director OSU Multicultural Affairs. Telephone conversations were initiated, and follow up position announcements and descriptions were sent to four individuals as a result of these efforts. Position announcements and descriptions were also sent to the Urban League. Phone contact was made with, an announcement sent to, the Director of Multicultural affairs at OHSU.

Administrative Assistant recruitment:

Advertisements were placed in the following newspapers specifically encouraging minority applicants- The Oregonian, Eugene Register Guard. Corvallis Gazette Times was also included. Announcements were sent to the OSU cultural centers and EOP. Phone contact was made with and announcements sent to the directors of Career Planning and Placement at OSU, U of O, and PSU. Minority recruitment efforts were discussed with the Directors.

Based on recruitment experience for available positions at Student Health Services it would seem that a more centralized effort on the part of the University is likely necessary to develop successful minority staff recruitment for OSU. Several individuals contacted in the recruitment process affirmed that successful recruitment requires face to face conversations with potential applicants by minority recruiters. It would seem that such a position in Human Resources would be of real tangible benefit to the success of the minority action plan.

Combination positions in tandem with other departments (Admissions, Orientation, Faculty Appointments, etc.) would serve notice that individuals from under represented populations are valued and respected for contributions campus wide.

In addition attractive financial incentives need to be incorporated into the recruitment process. The University as a whole needs to address the latter.

STUDENT
HOUSING
AND
RESIDENCE
PROGRAMS

MINORITY ACTION PLAN -- UPDATE

OSU Student Housing and Residence Programs
Spring 1994

INTRODUCTION

The three goals outlined in Section I of this report are those which were agreed upon and stated in the Board of Visitors for Minority Affairs' Report of December 1987 on the OSU *Minority Action Program*, and disseminated to the campus in a memo from President Byrne dated July 10, 1989.

These goals were addressed in a *Minority Action Plan for Student Affairs Departments*, January 1990. The initial goals for Student Housing established in 1990, and the update on these goals from May 1991 are shown under each of the three overall OSU goals, below. In some cases, the update information applies to more than one goal. Following in Section II of this report, revised Student Housing goals in the three areas are provided.

SECTION I: Review of Goals, Update

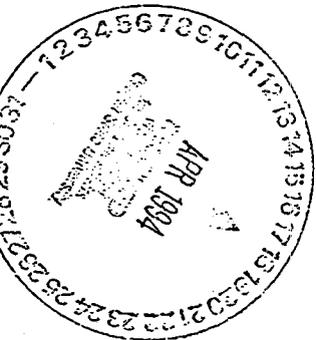
Goal 1: Increase the number of African American, Asian American, Hispanic American, and Native American students graduating from Oregon State University.

1990: A. To aid the process of acquiring new members from the underrepresented groups within the living groups, special efforts will be made to assist those individuals who apply through the sometimes involved process of application and assignment.

B. To retain those in the underrepresented groups, additional efforts will be made by staff to create successes within the living group structure. Also, the staff will focus on encouraging these individuals to stay in the living group longer, for accepting leadership positions, and for providing a voice in group standards and affairs.

1991: Student staff of hall directors and resident assistants includes three Asian Americans, three Hispanic Americans, and three African Americans. There continues to be a strong training component of racism issues, cross cultural programs and diversity in the RA training in spring and in the fall training sessions for all staff.

[These efforts apply to all three goals; also see Goals 2 and 3 below]



SECTION I: Review of Goals, Update (cont'd.)

Goal 2: Increase the number of African American, Asian American, Hispanic American, and Native American faculty, staff, and administrators.

- 1990:
- A. Enlarge the candidate pool for faculty and administrative positions to include qualified persons from the underrepresented groups and where present, bring to the forefront for real and fair evaluation.
 - B. Select a larger portion of those in the greater work force within the Student Housing and Residence Programs areas from the special lists provided by the Office of Human Resources. Those applying for the positions where written testing results are less applicable to the job performed could yield additional results.
 - C. Work toward advancing those already in the system to higher levels of responsibilities when their qualifications meet the need.

Goal 3: Create an environment supporting and accepting of African Americans, Asian Americans, Hispanic Americans, and Native Americans.

- 1990:
- A. Living groups can have a significant impact upon building tolerance for multi-cultural diversity by providing assistance and recognition for the newcomer, significant involvement of those individuals within the living group structure, and some nurturance through the difficult adjustment periods. Staff and student leadership function as catalysts in this process.
 - B. Exert increasing efforts in the activities and programs area for special programming addressing negative stereotyping in interpersonal relationships.
 - C. Involve supervisors in some special training for dealing with the negatives in the work environment and for assisting the underrepresented in the work area environment.

1991: Hall staff continue to be alert to issues of racially based problems and confrontation in the residence halls and take immediate action to confront these issues when they arise. RHA Activities Council and other activities planned by the hall staff serve to improve the halls' climate for accepting diversity. Fall Term [1990], 14.5% of the total group in the halls were members of minority groups. Almost 190 minority students are employed in residence halls and dining services.

SECTION II: Recent Developments and Efforts Planned

INTRODUCTION

The overall mission of Student Housing and Residence Programs is congruent with the three goals of Oregon State University's Minority Action Program. The Student Housing mission is three-fold:

While our basic goal as a department is to provide housing that is convenient, reasonably comfortable, clean, and competitively priced, as an integral part of Oregon State University, we focus our efforts on:

- (1) *Helping our students, directly and indirectly, to succeed academically,*
- (2) *Working to develop an ethic of citizenship, community (see 6 dimensions of community, next page), and leadership among our student residents that we hope will benefit them while they are here and after they graduate, and*
- (3) *Encouraging our resident students to enjoy their OSU experience, and to take advantage of the many activities, programs, sports, clubs, and opportunities that OSU offers.*

We work cooperatively throughout the year with our students and our faculty to discuss, develop, and implement these themes.

The Department of Student Housing provides basic services to, and works with, all student-residents, including minority students, to achieve these ends -- academic success, citizenship/community, and enjoyment of opportunities.

COMMUNITY -- SPECIAL EMPHASIS

The concept of "Community" is quite important to the Department of Student Housing, and we hope, to our residents as well. The model of community which we use was developed by the Carnegie Foundation for the Advancement of Teaching, and outlined in a book edited by Ernest Boyer, entitled: *Campus Life: In Search of Community* (1990). The Carnegie Foundation identified six aspects of community for colleges and universities which we have adapted to residence halls (and cooperatives); these are shown on the next page. The six dimensions of community are used in staff orientation and training, in leadership classes, in SOAP and other public forums, and they are included in various Student Housing publications including the Residence Halls Handbook. The concept of community in student housing is affirmed regularly and publicly, and is acted upon by our staff.

*"RESIDENCE HALLS AND COOPS AT OSU:
IN SEARCH OF COMMUNITY"*

1. FIRST, A RESIDENCE HALL/COOP IS AN EDUCATIONALLY PURPOSEFUL COMMUNITY, A PLACE WHERE STAFF, FACULTY, AND STUDENTS SHARE ACADEMIC GOALS AND WORK TOGETHER TO STRENGTHEN TEACHING AND LEARNING ON CAMPUS.

 2. SECOND, A RESIDENCE HALL/COOP IS AN OPEN COMMUNITY, A PLACE WHERE FREEDOM OF EXPRESSION IS UNCOMPROMISINGLY PROTECTED AND WHERE CIVILITY IS POWERFULLY AFFIRMED.

 3. THIRD, A RESIDENCE HALL/COOP IS A JUST COMMUNITY, A PLACE WHERE THE SACREDNESS OF THE PERSON IS HONORED AND WHERE DIVERSITY IS AGGRESSIVELY PURSUED.

 4. FOURTH, A RESIDENCE HALL/COOP IS A DISCIPLINED COMMUNITY, A PLACE WHERE INDIVIDUALS ACCEPT THEIR OBLIGATIONS TO THE GROUP AND WHERE WELL-DEFINED GOVERNANCE PROCEDURES GUIDE BEHAVIOR FOR THE COMMON GOOD.

 5. FIFTH, A RESIDENCE HALL/COOP IS A CARING COMMUNITY, A PLACE WHERE THE WELL-BEING OF EACH MEMBER IS SENSITIVELY SUPPORTED AND WHERE SERVICE TO OTHERS IS ENCOURAGED.

 6. SIXTH, A RESIDENCE HALL/COOP IS A CELEBRATIVE COMMUNITY, ONE IN WHICH THE HERITAGE OF THE INSTITUTION IS REMEMBERED AND WHERE RITUALS AFFIRMING BOTH TRADITION AND CHANGE ARE WIDELY SHARED.
-

MINORITY ACTION PROGRAM -- RECENT DEVELOPMENTS; EFFORTS PLANNED

The Department of Student Housing has undertaken numerous efforts since 1991 toward achieving the three goals specified in the Minority Action Program. A number of initiatives, actions, and programs have also been planned (or are being planned) for the future. Brief highlights and summaries of these are shown below.

We realize that the goals of having a truly diverse staff, creating an environment which is caring and supportive of all resident-students, and working with our students to ensure that a much higher percentage of them graduate from OSU, will not be fully realized easily or soon. Nonetheless, we rededicate ourselves to creating a more diverse, caring, and academic environment in our residence halls, cooperatives, and family housing.

MINORITY ACTION PROGRAM -- DEVELOPMENTS; PLANS (cont'd.)

Goal 1: Increase the number of African American, Asian American, Hispanic American, and Native American students graduating from Oregon State University.

Recent Developments:

> U.S. minority, and international student staff members have been role models and have been influential in helping other minority residents to continue in school and eventually graduate from OSU. Currently, our residence hall student staff includes the following:

- 50 resident assistants
- 4 assistant hall directors
- 2 peer advisors
- 1 program advisor (Women in Engineering)

This residence hall staff group includes the following U.S. minorities:

- 1 African American, 1 Native American Indian
- 1 Hispanic American, 1 Japanese American

We also have several international students on our staff; one student each from the following countries: Mexico, India, Bolivia, Germany, Malaysia, China, and England.

> We are nearing the conclusion of the selection and appointment process for new residential staff members. The recruitment efforts to increase student of color into the candidate pool have helped to increase the number of U.S. minority group applicants. The number of international student applicants is also increasing.

Staff assignments will not be complete until the end of April. When staffs are assigned to our halls, a major goal will be to have as heterogenous a staff as possible.

> It is the responsibility of each staff member to encourage and support the leadership development of all residents. Additional encouragement and referrals are made to U.S. minority group and international residents who may be served further in their development (and may add diversity to our Department) by becoming staff members.

> Specific and detailed information on a variety of "academic success" issues is included in our new, revised *Residence Handbook*. Included is information on financial aid, academic advising, EOP, tips for effective study, Center for Writing and Learning, and Computer labs, among other areas.

> The academic success of our resident students is one of the three primary components of our mission. We further this mission with staff training, resource information, dining hall study, educational programs, and fostering interaction between our residents and our faculty colleagues.

Goal 1 (cont'd.)

Efforts Planned:

- > Continuation of aggressive recruitment, hiring, and placement practices.
- > Continue to develop our "academic success" model, resources, and programs.
- > Enhance relationships with conference sponsors (e.g. CAMP, Upward Bound, SMILE, HCOP) to encourage students to attend OSU and to live in residence halls.
- > Continue positive efforts with Intercollegiate Athletics to recruit and place minority students in residence halls.

Goal 2: Increase the number of African American, Asian American, Hispanic American, and Native American faculty, staff, and administrators.

Recent Developments:

- > In July 1993, we hired a professional staff member (and Area Coordinator) on our residential life staff who though Caucasian, was raised since early childhood in a Japanese-American family. She identifies strongly with her family's heritage and brings a fresh perspective to our staff.

Efforts Planned:

- > We are beginning the process of a national search for a second Area Coordinator. Our recruitment efforts will include position announcements in minority publications (e.g. Black Issues), as well as contact with colleagues nationwide, with the goal of soliciting a strong, diverse pool of candidates for the position.
- > See also information under Goal 1 which addresses our student staff.

Goal 3: Create an environment supporting and accepting of African Americans, Asian Americans, Hispanic Americans, and Native Americans

Recent Developments:

- > Included in the staff workshop training and continuing "community development" plans are discussions regarding various perspectives and interpretations of music, music volume, artwork, language and communication styles, individual and group dynamics. Stress, misunderstandings, and conflict have arisen from placing personal "definitions and expectations" on others' perceptions of social interactions. The expression "Seek first to understand, then to be understood," has become a guiding principle of our staff members who work with diverse groups of students in the residence halls.

Goal 3 (cont'd.)

- > Continued expansion and growth of the leadership program that includes more diversity training, community development, and mediation training is a goal for the residential life program. Another goal is to link academic programs to "interest" groups within the residence halls that could provide additional support toward establishing an open and accepting environment.
- > During Fall 1993, a training was held with our housing administrative and clerical staff to address the issue of cross-cultural communication. This session was presented by Phyllis Lee, Director of the Office of Multicultural Affairs.
- > During the Spring 1994, a training session on student development issues was presented by two CSSA graduate students to our residence hall office staff, to raise their awareness (and responsiveness) to various student needs and issues.

Efforts Planned:

- > Continued training for all levels of staff in communication (including cross-cultural communication), conflict management, and student development.
- > Continued dissemination and reinforcement of principles of community, mutual respect, and academic success.

CONCLUSION

Over the past several years, Student Housing has made gains in the areas of promoting academic success, staff diversity and training, and developing a sense of citizenship and community among our residents. We will continue to approach these goals from a number of fronts, with the ideal of continuous improvement to our program.

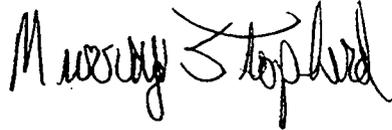
We also welcome comments and suggestions on our approach, from our students, as well as our staff and faculty colleagues.

submitted by: Tom Scheuermann
Director

MEMORANDUM

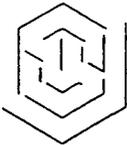
TO: Roy G. Arnold
Provost and Executive Vice President

FROM: Murray Stopherd
Director



DATE: March 22, 1994

SUBJECT: Minority Action Plans Revisited



OREGON
STATE
UNIVERSITY

While reviewing the UFS Minority Action Plan, I felt it is useful to include the original plan (dated December 1989) and the subsequent plan evaluation from June, 1993. It provides the context that illustrates UFS efforts to establish measurable goals. It also demonstrates continuing performance to monitor and improve upon these goals.

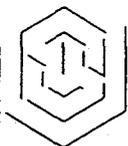
I. Staffing

- A. Student Employment. At last report, approximately 55% of student employees were of minority origin and 40% of student supervisors were also minorities. Both of these results are up from last year. Currently, UFS is one of the largest employers of ethnic minorities on campus.
- B. Classified/Management. Currently 8% of the full-time work force are of minority origin. This is the same as last year. There has been limited opportunity to change this as UFS has been downsizing for three years and has replaced very few vacant positions.
- C. Staff Recruitment. UFS has normally requested Minority Candidate Lists while recruiting for staff positions. We are attempting to improve the diversity of the candidate pool as we recruit for two Food Service Coordinator/Supervisor positions. We have specifically requested that Human Resource advertise these positions in the Hillsboro, Cornelius and the Portland Metro area newspapers to encourage minority candidate applications.
- D. Disabled/Protected Class. While not recognized as ethnic minorities, UFS has a long history of hiring disabled members of the community. Currently we employ six disabled students through the "Open Door Program." Additionally, two staff members are identified as physically disabled and are in a protected class.

Memorial Union Building
Corvallis, Oregon
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II. Environment

- A. Menu Design. This is an area of continuous monitored performance and has been a relative constant over the last year.
- B. Student Program. With a significant investment in staffing and supply resources, UFS supports and improves student cultural program events (see memo dated June 22, 1993, Section II. B.) It is worthy to note that Student Activities and UFS (in its capacity of advising production and facility use support) conduct the busiest schedule of cultural program events of any school in the PAC-Ten.
- C. Student Internships. New this coming summer will be the employment of student interns, one each from the Promise and Upward Bound Programs. The students will earn a stipend and gain valuable experience while UFS benefits from their contributions to a special project.

III. Summary.

- A. Evaluation. UFS continues to support and monitor its program. It is successful in achieving its original goals and consistently exploring new opportunities to enhance its efforts. During a time of downsizing and diminishing resources, it is the efforts of a highly motivated staff that have allowed us to make these accomplishments.

cc: Jo Anne Trow

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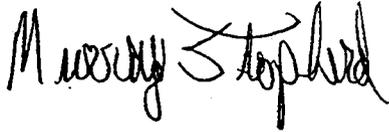
UNIVERSITY

CATERING

MEMORANDUM

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Provost and Executive Vice President

FROM: Murray Stopherd
Director



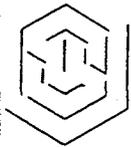
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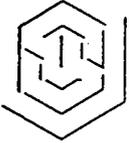


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cc: Jo Anne Trow



OREGON STATE UNIVERSITY

Memorial Union Building - Corvallis, Oregon 97331-5006
Telephone 503-737-2773

June 22, 1993

TO: Dr. Jo Anne Trow, V.P.
Division of Student Affairs

FROM: Murray Stopherd, Director
University Foodservices *Murray Stopherd*

SUBJECT: Review of UFS Minority Action Plan

The following is a copy of the review and evaluation of the UFS Minority Action Plan. Specific reference is made to the original plan (see Attachment B) dated December 22, 1989.

During the past three and one half years, UFS has maintained the basic outline of the original plan. In addition, we have enhanced our efforts in some areas which have resulted in substantive benefits to students and the University.

I. Staffing

- A. Student Employment - In 1989, more than 50% of student employees were minority origin, one third of all supervisors were minority and more than half of all merit pay increases were awarded to minority students. These statistics hold true in 1993. In addition, UFS also employees six disabled students through "Open Door."
- B. Classified/Management - In 1989, approximately 12% of the work force was minority and 85% were women. In 1993, approximately 8% of the workforce is minority and about 87% women.
- C. Recommendations - In order to identify and evaluate staffing trends, we monitor the staffing makeup annually. UFS also uses a Minority Candidate List when recruiting classified/management staff.

II. Environment

- A. Menu Design - UFS continues to recognize multi-cultural events (such as Chinese New Year) and features Asian and Hispanic options in the cash operations. In addition, we have added the "World Fare Line" in each of the dining centers.

- B. Student Programs - In 1989 the department supported .3 FTE GTA position as a liaison with cultural student groups. This has changed to .50 FTE student supervisor support and .2 FTE management/classified support. The growth in FTE has been driven by increases in numbers of student events and fund raisers (see Attachment A). In addition, the department supports the E.O.P. Barbecue retreat each Fall and provides E.O.P. with a special departmental charge card to host campus visitors. UFS also provides extra support for the SMILE Program picnics and barbecues. During this past year, the staff at Weatherford Dining Center has created the Weatherford International Room Display representing students from around the world. Also, during this past year, the Assistant Director of UFS was directly involved with the recruitment effort for minority students in the Portland area.
- C. Recommendations - UFS has continually supported menu diversity and cultural programs, i.e., Ethiopian special menu (see Attachment A). The department has not created cultural program opportunities in conjunction with RHA Education Director. It does, however, include cultural awareness as part of student employee training sessions.

III. Summary

- A. Evaluation - UFS has had considerable success in supporting its original plan. Although not all recommendations were fulfilled, most were. What is most impressive is the growth in program support, especially into new areas. These accomplishments come during a period when time and resources are increasingly limited. The additional effort by the staff has been largely self initiated and clearly indicates a sincere interest and importance in cultural diversity programs.

MS/jb
Attachments

INTERNATIONAL AND MINORITY STUDENTS
AT
UNIVERSITY FOODSERVICES

Student Groups and Cultural Events

Throughout the year the office of Student Activities and University Foodservices work together to assist various international clubs and organizations put on events.

The Student Activities office initiates the event process and issues the group a Event Planning and Registration Form. University Foodservices is one office that must be contacted and if food is involved in the event then several meetings for consulting are scheduled.

The Food Service Manager, Food Service Coordinator and two Student Supervisors work together with the event chairperson to check recipes, order food, plan kitchen use, schedule truck use for transporting food, cost out all food items and provide estimates of food cost, work in the kitchen and provide support for each group and help each group with clean up activities after the event.

This past year we have worked with the Japan Club, Thai Students, Singapore Students, Mid Eastern Group, Hawaii Club, Pakistan Club, African American Students, Hispanic Cultural Center, Indonesian Student Organization, India Club, European Club, I.S.O.S.U., American Indian Students.

University Foodservices is in constant contact with international students and minority status students not only for assisting with events but also as employer. UFS in Cash-op and Catering employees 40% (64 out of 158) international and minority status students.

University Foodservice also tries to support the international community by serving food that appeals to many individuals regardless of cultural background. We have in the Commons Restaurant a Oriental Line that features entrees from Thailand, Singapore, China, Japan to name a few. Periodically the Commons has had Asian students actually preparing their favorite entre from their home country. This year we had a Ethiopian Meal featuring products from a company that donated items with the hope that we would include their items on our menu in the future.

The Commons seating area has also been used by various student groups on campus this year. During one week there were two instrumental groups from South America playing during the lunch hour. On one weekend the Disabled Student Organization had a wheelchair dance in the commons as a demonstration of their dance abilities.

This past year 92-93 has been the most active for events and activities involving UFS and various Student Organizations.

MINORITY ACTION PROGRAM
University Foodservices

The following document deals specifically with departmental accomplishments to date and recommendations to enhance the effort of achieving the goals set forth by the Board of Visitors.

I. STAFFING

A. Student Employment

1. The workforce is comprised of approximately 53% minority students, a figure far higher than state, city or campus demographics.
2. One third of all student supervisors are minority students.
3. More than half of all "experienced" positions, merit pay increases and experience pay are awarded to minority students.

B. Classified/Management

1. The classified workforce is comprised of approximately 12% minority members and 85% women, i.e., protected class.
2. Management/supervisory staff is comprised entirely of women, i.e., protected class.

C. Recommendations

1. The department will regularly monitor staffing makeup to look for changing trends.
2. The department will request Minority Candidate Lists when recruiting classified staff positions.

II. ENVIRONMENT

A. Menu Design

1. Current menus recognize multi-cultural events such as Chinese New Year and Cinco de Mayo.
2. Menu offerings include rice at every meal, vegetarian options and full time Asian and Hispanic options in the cash operations.

B. Student Programs

1. The department currently supports .3 FTE for a Graduate Teaching Assistant position as liason with student groups, i.e., primarily minority groups.

2. The department supports minority student groups in the use of kitchen facilities and dining facilities for the purpose of multi-cultural menu programs which benefit the entire campus.

C. Recommendations

1. The department will continue support of menu design and student cultural programs and actively explore new options.
2. Explore cultural program opportunities in the dining halls through the Residence Hall Association Education Director.
3. Provide staff development opportunities to increase awareness of cultural diversity.

12/22/89